

1

Study with success

Curriculum coverage

Listening and speaking

- Listen to and take part in discussions
- Listen to presentations
- Prepare and give presentations

Skills

Lr/L2.2d, 4a; Sc/L2.3b; Sd/L2.1a, 2c
Lr/L2.1a, 2c, 2e
Sc/L2.1a, 1c, 4b, 5a; Lr/L2.3a

Reading and writing

- Use texts as sources of information
- Use notes for planning
- Write essays

Skills

Rt/L2.1a, 3a, 5a, 7a; Rs/L2.1a
Wt/L2.1b
Wt/L2.1a, 1b, 2a, 3a, 5a; Ws/L2.1a, 2a

Key functions

- Giving factual accounts
- Giving views and opinions; justifying opinions

Key grammar

- Passive forms
- Embedded questions
- Connecting words and phrases

Resources to support this unit

- Audio player and recording
- Dictionaries
- Access to computers and Internet if possible
- ESOL core curriculum. Check each curriculum reference for ideas for presentation
- Additional reading texts for jigsaw reading activities (teacher's own)
- Items for presentations such as flip charts, coloured pens, OHTs, etc (teacher's own)
- Examples of graphs and pie charts (teacher's own)
- Dictionaries
- Grammar reference books (teacher's own)
- Blank cassettes for recording – extension (teacher's own)

Page 1

Study with success

Rationale

To introduce the theme and content of the unit and discuss personal learning objectives

Task

- Use photos to elicit different study tasks shown and ones that others learners have experience of.
- In pairs or small groups, learners list different types of study tasks and feed back to the class to produce a composite list.
- Elicit a variety of assignments that learners have worked on in Britain or in their own countries.

Pages 2 and 3

Preparing a presentation

Materials

- Audio – students discussing a presentation
- Photocopiable resource – topic cards for presentation

Rationale

To listen for relevant information in discussion; to listen for and use embedded questions; to follow and participate in a discussion; to make contributions to move a discussion forward; to review and practise making suggestions; to explore issues relating to giving group presentations

Activity A *Listening to a discussion about the presentation*

Task

- Use the photo to introduce the group of students and to set the context. Ask how many learners have given a group presentation before. Elicit types of problems there might be when **preparing** a group presentation (e.g. finding good source material, finding time to meet, organising everyone, getting on together) and when **giving** a group presentation (e.g. keeping to the time available, feeling nervous, co-ordinating different speakers, managing visuals, keeping people's attention). In pairs or groups, learners write their lists and feedback to the class.

- Play the audio for task 1. After listening, take feedback.
- Learners work in pairs to look at the list for task 2 and compare it with the lists they made for the preliminary activity. Play the audio again. When taking feedback, encourage discussion of possible strategies for dealing with the problems in the list.
- Learners work in small groups for task 3. When learners have produced their list, link groups to compare plans and agree a final list. The final list could be put on an OHT for class comparison and discussion.

Differentiation

- For the preliminary task, help less confident learners or those with little experience of presenting by putting some ideas on the board/OHT (see preliminary task for some suggestions). Then ask learners to discuss and organise in two groups – problems when preparing group presentations and problems when giving group presentations. Encourage them to add other points.
- For task 3 work together with less confident learners to draw up the plan, giving them detailed guidance.

Activity B

Language: making suggestions

Task

- Give learners time to read the speech bubbles for task 1 before they listen.
- Ask learners to notice the stress and intonation used when making a suggestion.
- Chorally practise the different ways of making suggestions. Pay particular attention to stress and intonation. Learners practise in pairs.
- For task 2 organise learners into small groups and distribute the topic cards from photocopiable resources. Learners select a topic to discuss and make suggestions, using ideas on the card and adding some of their own. Monitor for accuracy and good pronunciation.

Differentiation

- Provide a model using more confident learners. Some learners may work with fewer topics.

Extension

- Practise and check as a class by doing a chain around the class, suggesting ideas from cue cards. Keep the pace fast, but pick up on stress and intonation.
- Some learners can go on to think of their own ideas to suggest using different topics.

Activity C *Language: Embedded questions*

Task

- Put models of the direct questions and the embedded question on the board or an OHT and encourage learners to work out the answer to task 1 in pairs.
- Prior to the pair work practice in task 2, model the embedded sentence orally and elicit that the stress falls on the question words. Practise the sentence chorally with the class. Check for the correct stress patterns during the pair-work practice.

Extension

- Refer to the 'Remember' box and give learners further practice with the form if necessary.
- For further practice of embedded questions, ask them to plan these activities, using the prompts below or their own ideas.

Day trip	Party	Finding a job	Decorating	Getting fit
Where/ go	When/ have	What kind/ job/want	What colours/ decorate	What exercise/ do
How/ travel	Who/ invite	Which companies/ apply	How much/ spend	How often/ exercise
How much/ money/ take	What/ food/ prepare	What qualifications/ need	Whether/ new furniture	Whether/ change diet
Who/ go with	Whether/ provide/ alcohol	Your idea	Your idea	Your idea

Pages 4 and 5

Marriage in Britain today

Materials

- Audio – listening to students discussing an article
- OHP transparencies for learners to practise using, pens, flipchart paper, etc. and, if possible, access to IT facilities
- Realia – examples of graphs and pie charts (teacher's own)

Rationale

To provide an example of a possible text for research; to read for main points and detail; critically to evaluate information and select relevant details for a visual for a presentation; to give a factual account; to present information and ideas in a logical sequence; to practise giving a mini-oral presentation.

Activity A *Reading an article on marriage*

- Elicit learners' ideas about marriage and how it has changed/is changing in Britain and other countries they know about. Encourage everyone to contribute their ideas. Raise related issues as appropriate, for example, the age of consent, the situation of gay and lesbian couples.

Task

- After the short discussion for task 1, give learners plenty of time to read the text.
- Elicit feedback on whether or not the text confirmed their own ideas. Discuss other societies they know, and whether the situation is similar or different to Britain's.
- Ask learners to read through the true/false statements and work with a partner to complete task 3. Encourage them to mark the part of the text in which they found the answer to each question.
- Check answers with the class.
- Before task 4, remind the learners about the context for page 2 – the group of students who are preparing a presentation on marriage and the plan for the presentation. They can work in pairs to look quickly through the article to identify information the students could use in their introductory overview of marriage.

- As a preliminary to task 5, discuss the importance of using visual aids to support a presentation. Discuss the possible types: PowerPoint, OHTs, flip-charts. Discuss ways of representing statistical information non-textually: diagrams, pictures, charts and graphs. Provide examples of graphs and pie-charts. Elicit their experience of using these.
- Learners then discuss what information in the text could be presented visually to illustrate marriage today. Feedback by pairs to whole class.
- Play the audio through for task 6. Learners listen and compare their own ideas in pairs with those of the students on the audio.

Differentiation

- If some learners finish task 3 earlier than others, encourage them to use their dictionaries to look for words in the text they do not know, or to underline information which surprised or interested them. They can record new words in their vocabulary notebooks.

Activity B *Speaking: giving a short presentation*

Pre-task activity

- Ask which visual aids learners have used/seen used in presentations. Elicit some of the advantages and disadvantages of each.

Task

- For task 1 provide OHTs, pens, flipchart paper, etc. for learners to use. (Book a room with computers, if you have access to these, so learners can produce transparencies, graphs, etc.). Give learners time to design the aid and improve it as necessary.
- Work out a running order for the short talks and time them strictly. Get everyone to clap after each one to give learners confidence.
- Learners can discuss the question in task 3 in pairs.

Differentiation

- Less confident learners may want to work in a small group rather than give the talk in front of the whole class.

Extension

- Some learners can give each other feedback and give the talk again, trying to improve it. They could also record their talks and listen to themselves to note areas for improvement.

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Language focus: the passive

Materials

- Dictionaries
- Grammar reference books

Rationale

To recognise and understand the passive in formal texts, in reading and writing; to review and practise the passive in formal writing

Activity A *Language: the passive*

Task

- Write the example sentence for task 1 on the board and underline the passive. Elicit where the passive form is often used and review how it is formed in a range of tenses.
- In task 1 learners identify examples of the passive in the article on page 4. Find the first example together. Learners can then work in pairs to find other examples of the passive.

Differentiation

- Learners who are slower readers can find examples in one or two paragraphs rather than the whole text.

Activity B *Using the passive to sound formal or professional*

- For task 1 ask the learners which version would be the most likely in a scientist's write-up of the research. Individually or in pairs, learners analyse differences in style. If possible put the two versions on OHTs.
- In task 2, learners check answers in pairs. Ask learners to write their version on an OHT or a page of a flip chart for group discussion and suggestions for improvements in style and vocabulary choice.

Page 7

Learning styles

Activity A Talking about studying

Materials

- Audio – radio discussion

Rationale

To find out about learners' own learning style and use this information to help them study more effectively; to practise listening for information and opinion; to practise asking and giving information; to practise expressing views and opinions.

Pre-task activity

- Use the picture as a prompt. Ask learners what they think of Anita's approach to studying and what ways of studying works best for the learners.

Task

- Learners work in pairs to discuss their reactions to the comments. Then they feedback and discuss the ideas as a group. As necessary, review briefly phrases for agreeing and disagreeing politely.

Extension

- Some learners could write similar statements about how they like to study and find out if the other learners agree.

Activity B Listening to a discussion about learning styles

Task

- Give learners time to read the questions before they listen. Elicit the meaning of *sensory*.
- Get learners to check their answers in pairs. Play the audio again to check and pause it at each answer.

Activity C Find your learning style

Pre-task activity

- Give learners time to work out the questions they need to ask.
- Practise the questions chorally as a group making sure the stress is on the key words.

Task

- In task 1, learners take it in turns to ask each other the questions and note the answers. Encourage the learners to:
 - introduce their questions, e.g. *In the interview they talked about ... Can I ask you something about...?*
 - use both direct and indirect questioning techniques, e.g. *Do you prefer studying early in the morning or late at night? How much noise can you tolerate?*
 - check and clarify information, e.g. *Can you give me an example? Sorry, I don't really understand, can you explain that again?*
- In task 2, learners listen and make notes about the advice mentioned for their partner's learning style.
- Learners work in groups to discuss study tips (both those suggested in the radio debate and their own) and make a list of guidelines for successful studying. Each group should think of creative ways of presenting their guidelines to the class.
- Each group shares their guidelines with the class.

Differentiation

- Some learners may want to write out the guidelines for studying.

Extension

- Learners with the same learning style could work in groups. They should produce a list of good study advice tips for learners with the same learning style. These could be displayed on posters around the room.
- One learner from each group could also do a short presentation to the class about their ideas.
- If learners are interested in exploring more fully, there is a wealth of material available commercially, on websites and in study skills materials.

Pages 8 and 9

Presentations

Materials

- Audio – a presentation
- Blank cassettes – differentiation (teacher's own)
- Photocopiable resources – presentations

Rationale

To establish the conventions of notes; to listen for information in an extended text; to present information and ideas in a logical sequence; to practise planning, structuring and giving an effective presentation, to work on intonation and stress; to respond to questions

Activity A *Understanding notes*

Pre-task activity

- Write the following words on the board: *million, government, traditional, especially*. Ask learners how they are written in the notes. Discuss why abbreviations are used and elicit any they commonly use.
- Get learners to read the 'Remember' box.

Task

- Learners work in pairs. Help with other abbreviations if needed.

Activity B *Listening to a presentation*

Pre-task activity

- Elicit the points learners think the speaker will make.

Task

- In task 1, learners listen the first time to check if they were right about the speaker's main points. Check as a class.
- Learners answer the questions for task 2. Play the audio again and stop it if necessary. Discuss: the level of formality, who the audience is and how different registers would be used for other audiences.
- In tasks 2 and 3, focus on the phrases used for structuring the talk, replaying and pausing the audio as necessary.
- In task 4, use the phrases on the resource sheet to extend these further.

Differentiation

- Learners could try making their own notes during the second listening if they wished to

Activity C *Using connecting words and phrases*

Pre-task activity

- Elicit examples of several connecting words and their function.
- Learners read through the connecting words/phrases on the page before listening.

Task

- Learners listen for the connecting words and check as a class. Complete and feedback with the whole class
- In task 3, discuss the headings they have chosen. Encourage them to copy the chart into their vocabulary notebooks.
- Elicit whether words are formal or informal and in what contexts they are likely to be used – formal written and spoken, and informal spoken. Suggest different contexts, for example, a lecture, a radio report, an MP's speech, explaining a process to a friend, a class presentation.

Differentiation

- Draw three columns on the board and write in answers as learners supply them (or let learners write their answers on the board). As a class identify the headings.
- Some learners can add other words to each category.

Activity D *Pronunciation: using stress and pausing*

Task

- Read the extract from the introduction to the presentation in task 1 aloud with the appropriate stress and pausing. Read it again, giving equal weight and without pauses. Elicit the difference between the two versions and the effect of this.

- Put the audioscript for the introduction to the presentation on an OHT and give out a copy of the audioscript. Play the extract and the next three lines of the introduction, and get the learners to mark the mark the pauses and stressed words. As necessary play the audio a second time if learners want this to double-check their answers.
- In task 2, learners practise on their own and in pairs.

Differentiation

- Pair learners at similar levels to give each other feedback. Learners could record themselves.
- More advanced learners could work with the rest of the audio script, marking the stress and pauses, and then listen to check if they were right. They could practise reading more of the script, putting in the stress and pauses they marked.

Activity E *Preparing and giving a short talk*

Pre-task activity

- In pairs, learners think of two things which contribute to an effective presentation. Take feedback and record their ideas on the board, using bullet points. Use this as the basis of a check-list for the observer role in task 4.

Task

- For tasks 1 to 3, give the learners a realistic time limit to prepare their talk. Provide support if needed.
- In task 4, after organising learners into groups of three, clarify roles: A gives their talk, B: listens to the talk and thinks of two questions to ask at the end of the talk and C completes the feedback form and acts as timekeeper. Give out copies of the feedback form from the photocopiable resources. After feedback is completed, learners swap roles and repeat until each has given their talk.

Extension

- Learners record and use this to self-assess their work.

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Reading and making notes

Rationale

To practise identifying main and specific detail in a text; to practise different reading strategies; to practise making notes; to present information and ideas in a logical sequence; to practise giving a short talk using notes

Activity A *Reading, making and using notes*

Pre-task activity

- Use the picture as a prompt to discuss average family size in Britain and other countries learners know.

Task

- Set a time limit for the first quick reading for task 1 and elicit the type of family shown.
- Elicit suggestions for the 'topic' of each paragraph.
- Discuss which sentence learners have underlined in task 2 as key and elicit/tell them it is usually (but not always) near the beginning of the paragraph in English. Compare it with their suggestion for the 'topic' of each paragraph.
- Review the features of good notes before learners do task 3.
- In task 4, learners check that key content is included, but also look at layout and abbreviations used.
- In task 5, remind learners not to read their notes and elicit the importance of stress and pausing.
- Encourage learners to give each other feedback on content of the talk by referring to their own notes.

Extension

- Some learners can record themselves doing the talk a second time after getting feedback.

Giving your views in seminars

Materials

- Audio – students discussing a presentation (see page 2)
- Photocopiable resource – texts A and B

Rationale

To follow and take part in discussions; to practise making contributions to a discussion and moving it forward, to express views and opinions and responding to what other people say

Activity A *Speaking: responding to other people's ideas*

Pre-task activity

- Elicit the difference between a discussion and a presentation and some ideas of what people do in a good discussion, i.e. agree, disagree, add to other people's points, take turns, listen carefully, ask for other's views.

Task

- For task 1, play the audio twice for learners to check their answers and check other ideas they have.
- In task 2, after identifying phrases for agreeing and disagreeing, discuss how disagreement is 'softened' in each case. Discuss any cultural differences.
- Practise the phrases chorally, paying attention to tone and intonation to sound polite, in particular when disagreeing.
- For task 4, learners work in groups of three. Give them time to prepare their ideas and demonstrate if appropriate.

Extension

- Some learners can continue to have a longer discussion about a topic which interests them.

Activity B

Giving a short presentation

Pre-task activity

- Review the features of good notes.

Task

- Divide group into A's and B's and give out the two different texts to read from the photocopiable resources. Encourage learners to focus on the key points and only to use their dictionaries if necessary.
- A's can check their notes together and B's can check theirs.
- For task 2 put learners into pairs, A and B. They take it in turns to give their presentations and say what they have learned. Draw up a checklist together and encourage learners to use it to give feedback to each other.

Differentiation

- Less confident readers should make notes and give a presentation on part of their text. Give them help with difficult content or words.

Extension

- After their presentation, some learners can quickly read each other's texts to check the information and to find out more.

Activity C *Giving your opinion in a seminar*

Task

- Give learners time to make some notes. Remind them to include notes on the nuclear and extended family as well as what they have just read and heard. They should also make notes about the family structure in their country.
- Set up the discussion in small groups with one person to lead the discussion. As necessary elicit phrases for talking about advantages (e.g. *One good thing about ...*) and disadvantages (e.g. *The problem with ...*) and phrases for asking for contributions (e.g. *Rashid, is there anything you want to add? Would you agree with that, Amina?*) expressing opinions, agreeing and disagreeing.

Differentiation

- Set up small groups of similar levels. You can also group learners by languages spoken so they can use their mother tongue if they get stuck about what to say.

Extension

- Get feedback about advantages and disadvantages and open up the discussion to the whole class.

Page 12

Working on essays

Materials

- Photocopiable resources – Anita's notes
- Paragraphs with key sentences cut out – extension

Rationale

To recognise general points and supporting examples in formal writing and to practise writing these; to use planning strategies; to select the right amount of detail in your writing; to choose appropriate paragraph structure; to use a range of appropriate sentence structures; to write grammatically correct sentences

Activity A *Writing: making general points*

Pre-task activity

- Put learners in pairs to list the stages involved in essay writing: planning, researching, drafting, and redrafting. Elicit these from the group and write on the board. Discuss and stress the importance of planning and deciding on the key points to make.
- Ask learners to underline key words in Sulav's essay title and establish importance of *Changing Patterns*.

Task

- Get learners to read both paragraphs and to list aspects of childcare which have changed since the 1950s.
- Learners discuss in pairs and choose the most effective paragraph in task 1. Discuss as a group and make sure they say why paragraph B is better – each general point is followed by an example.

- In task 2, learners re-read paragraph B and underline the key sentence. Discuss the positioning (usually near the beginning) and purpose of this sentence. They highlight key points in red and supporting examples in a different colour. Ask them to suggest a good concluding sentence.
- Set up task 3 as pair or group work with pairs/groups reporting back to the class.

Extension

- Prepare a set of paragraphs and separate key sentences as matching exercise for learners to practise these sentences. Provide paragraphs with missing key sentence and get them to supply these. Extend this to include concluding sentence.
- Provide complete paragraph with sentences cut up for re-ordering

Activity B *Matching general points and examples*

Pre-task activity

- Demonstrate some examples of body language: (shake fist) anger, (slump with arms folded across chest and roll eyes) boredom, (nod) agreement, and ask learners to say what you mean. Ask which signal conveyed the meaning.
- Encourage learners to send other non-verbal signals across the class and get others to interpret them.

Task

- Learners work in pairs and pick out general points. Check as a class.
- Check match of general points and examples. Write sentences.

Extension

- Learners decide on the best order for the points and add connecting words. Some can write more sentences about other aspects of body language to add to the paragraph. They should also add key and concluding sentences.

Page 13

Getting the style right in an essay

Materials

- Photocopiable resource – third paragraph in an essay

Rationale

To recognise and be able to use aspects of formal writing, to recognise formal and informal registers and use appropriately

Activity A

Improving style

Pre-task activity

- Look at the title of Anita's essay and get learners to underline key words.
- Elicit proof-reading and redrafting stages of essay writing which follow the first draft. Discuss when and how often to proof read. Elicit points to look for when proof-reading formal writing.

Task

- After comparing the two paragraphs and doing task 1 and 2, check answers and discuss more fully.
- Learners check tasks 3 and 4 in pairs before group feedback. Discuss any possible alternatives.
- Set up task 5 as pair work. Give out the paragraph from the photocopiable resources. Monitor and feedback in whole group.
- Remind learners that to get the style of essays right, it can help to keep a list of formal and informal equivalents, e.g. *look at/examine, they think/it is considered*.

Extension

- Select samples of your own writing or learners' writing to proof-read and improve using the same criteria.

Page 14

Project

Materials

- OHTs and pens
- Flipchart paper, pens and Blu-tack
- Access to computers if possible

Rationale

To bring together the skills practised in the unit; to provide an opportunity to move outside the classroom; to provide evidence of learning for the learner's portfolio, progress record and ILP review

The project will need careful setting up. For more information on working with objectives, see the Introduction in the Teacher's Notes.

Activity A *Discuss the topic for your presentation*

Pre-task activity

- Elicit possible topics and list on the board. Remind learners of topics mentioned in the unit.
- Put learners into groups and arrange the room so they have space to discuss and plan.
- Give a time limit for presentation depending on the size of the group.

Task

- Learners can choose a topic from the board or use one of their own. Check that groups have each chosen a different topic.
- Remind learners of the list of things to do when preparing a presentation which they drew up at the beginning of the unit.
- Suggest possible format for plan on the board:

Task	When to be done	Completed

- When groups have made their plans, photocopy one for each group member.

Differentiation

- Think carefully about the make-up of your class when you set up the groups for the presentation. It may be best to have mixed levels of language, skills and confidence so that less confident learners are supported.

Activity B *Prepare your presentation*

Pre-task activity

- Elicit sources of information: library, the Internet and specialist sources depending on topic chosen.
- Recap the features of good notes and remind learners to record the sources of their information.

Task

- Help learners find information they need.
- Provide resources for preparation of visuals.
- Remind learners to refer to their plan for tasks to be done.
- Stress the importance of practising and timing the presentation. If possible, book a second room for one lesson, so learners have somewhere to practise.

Activity C *Give the presentation*

Pre-task activity

- Agree a running order and timing for each group and stick to this.
- Build in time for learners to make notes about each presentation.
- Refer to the checklist for a successful presentation and look at 'On the day'. Elicit things the group will look out for and give feedback on. Suggest they make notes under two headings: **strong points** and **things to improve**.
- Check the OHP and any other equipment is working before the groups start.

Task

- Make sure groups stick to the time allocated.
- Clap at the end of each group presentation. Get learners to make notes under each heading. Get the group who presented to make notes about their own presentation too.
- Give feedback at the end. Take comments from group who presented first. Elicit feedback from other learners. Start with strong points first and then look at things to improve. Make any points not already covered.

Page 15 **Check it**

Rationale

To check understanding and use of some of the learning points in the unit; to identify any difficulties individual learners have

Learners complete the tasks in their own time and can check their answers in the key. Make time to check progress and give feedback and help.

Pre-task activity

- Go through the three tasks with the learners to make sure they are clear what they have to do. Allow time to check work and discuss any individual problems.
- Learners work individually.

Activity A *Practising passive forms*

Task

- Look at the example together to remind learners about the passive form.

Activity B *Phrasal verbs*

- Accept any answers which fit the text.

Page 16 **Mini projects**

Rationale

To encourage learners to work independently; to practise and apply the skills and language from the unit

Learners can select one or both tasks. For more information, see the Introduction in the Teacher's Notes.

ActivityA *Class survey of learning styles*

Pre-task activity

- Elicit what learners remember about learning styles from the unit. Get them to choose one area about which to find out more.

- Make sure they know how to find out information and have access to the library and/or the Internet.

Task

- Learners work in pairs to design their questionnaire.
- They carry out the survey and add up the responses to each question.
- They produce the visuals and display them on the wall.
- Give learners time to look at the display.

Differentiation

- Some learners can include other questions in their survey, based on additional information they have found about learning styles.

Extension

- Learners write a formal summary of the information they have found.

Activity B ***Class presentation on multiple intelligences***

Pre-task activity

- Make sure learners know how to find out information and have access to the library and/or the Internet.

Task

- Build in time to tell the class what they have found out.

Differentiation

- Learners find out about one or two intelligences. Others can find out about them all (commonly seven, but Gardner has now added two more).

Extension

- Learners produce posters with advice about how to use each intelligence to study effectively. Display these and ask learners to decide which intelligence(s) are their strongest.
- Learners choose a piece of study advice to try out and report back on its effectiveness in a later lesson.

How am I doing?

Rationale

To encourage learners to evaluate their own learning; to provide a record of learning for the learner's progress record

Learners record and evaluate their learning over the course of the unit. For more information, see the Introduction to the Teacher's Notes.

Photocopiable resources

Page 3

Preparing a presentation

Activity B

Environmental problems <hr/> <hr/> <hr/> <hr/>	growth of cities pollution waste disposal decline in animal habitats
Charities <hr/> <hr/> <hr/> <hr/>	charities in Britain international charities fund-raising volunteering
Health problems of young people <hr/> <hr/> <hr/>	drink and drugs junk food and obesity pollution and asthma
Unemployment <hr/> <hr/> <hr/> <hr/>	areas most affected effects of unemployment reasons for unemployment solutions to unemployment

Pages 8 and 9

Presentations

Activity B4

Read through the phrases and put them under the right heading. Add any other phrases you know.

The introduction	Moving through your points	Referring back

a As I said before, ...	g Now let's look at ...
b I'd like to talk about ...	h In my talk I'll explain ...
c My talk today will be about ...	i As I mentioned previously, ...
d My talk will be in three parts. First I'll ... then and finally, ...	j So what are the reasons for this?
e Now, what about ...	k OK, so those are the reasons, so now let's look at the solutions.
f My next point is ...	

Pages 8 and 9

Presentations

Activity E4

Feedback form for the presentation

Name _____

Topic of the talk _____

Did he/she:

- state the purpose of the talk?

- make it clear where the main points start and end?

- use appropriate connecting words to make the arguments clear?

- speak clearly?

- maintain the same degree of formality throughout the talk?

Giving your views in seminars

Activity B1

Text A

China's one-child policy

China's one-child policy was started in 1979 as a measure meant to control population growth and so help economic growth and modernisation. Couples are allowed to have only one child, with strong social pressure and penalties to discourage them from having more. While it was designed to reduce population growth, its effect extends far beyond just lowering the number of births. It is fundamentally reshaping family life because where it is practised it is creating a new kind of family in which there are no brothers, no sisters, no aunts, uncles or cousins. A child's only relatives are his or her parents and grandparents, all of whom will undoubtedly dote on the one beloved child. When this child grows older, he or she may find that he has elderly parents to be responsible for alone. On the positive side, only children undoubtedly experience advantages in terms of attention and material welfare. However, there are also negative consequences of the one-child family policy, such as sex-selective abortion and infant abandonment, due to the fact that many Chinese families would prefer a son. This has affected population patterns in some areas and is a concern to the government. There are differences in policy in different regions. In cities, the policy restricts most couples to one child. Outside cities, it is quite common for a woman to be allowed a second child if her first child is a girl. In some areas, usually very rural places, women can have two children. Although some outside China may regard the policy as extreme, many Chinese are willing to make a sacrifice for China's national interests in order to contribute to a better life for all Chinese in the future.



Text B

Clans

The largest family group is the clan, a group of people related by blood, united under a chief and claiming a common ancestry. In Gaelic, the word *clann* means family or children, but a clan extended well beyond what we today would regard as a family, including people only very distantly related by blood. Originally, clans lived as one great family on the lands they possessed, ruled over by the chief. In the past, the power of the clan leader was unlimited. In regions under his control, he was responsible for almost all social functions: he was a land owner, judge, religious leader, and controller of social life. The clansmen or *septs* supported their chief with remarkable loyalty. In fact, it was the shared traditions and the strong bond of loyalty which defined the clan. Clans as living societies had largely disappeared in Britain by the 18th century but they continue to exist in many parts of the world. There are more than 120 family clans in north-west Kurdistan and clans are an important social structure in Afghanistan and Pakistan. Clans may vary in size. Some may only have a hundred or so members; others can number as many as 25,000 adults. Though the British clans of old have gone from their homelands forever, many people who can trace their ancestry to a clan join Clan Societies. The old traditional values of loyalty and companionship still have their place within a family that now may stretch right round the world.

Activity B

Read the notes below. Match an example with a main point

- diff. ways of greeting in diff. cultures
- dist. between speakers - 1 metre in N.Eur. 2 metres in M.East and S.America
- shaking head= 'no' in Europe and 'yes' in S. India
- acceptable dist. between speakers varies
- analysis of communication - 7% word content, 38% voice, 55% body lang
- listener more affected by body lan. than what said
- conventions diff. across cultures
- bowing in Jap. as greeting + handshake in Britain

Getting the style right in an essay

Activity A

- a Are there any sentences which you could link together to form more complex sentences?
- b Has the writer chosen any grammatical structures which make the style of the essay too personal, e.g. pronouns?
- c Is there any vocabulary which sounds too informal for the essay?

It is also important not to stand too close when you talk to someone because if you get too close to someone you have just met, you will appear pushy. It also makes them nervous, so they will try to move away from you. But, if you stand too far away, people may think you are not nice and aloof. In some cultures, for example in the Middle East and South America, it is OK for you to stand about 45 cm away when you are talking to someone you do not know. But in the UK, people will see that as too close and so you should stand about 1m away from the other person. You should be alert to these cultural differences in body language so you can avoid potential misunderstanding.