

# 1

## Study with success



These students are on a course to prepare them for further study. List any study tasks they may need to practise in order to do well on any future courses.

### What you will do

This unit is about developing study skills in preparation for moving on to further study at college or university.

These are the skills you will practise. Which are the most useful to you?  
Tick the boxes.

### Listening and speaking

Skill	Skill code
<input type="checkbox"/> Listen to and take part in discussions	Lr/L2.2d, 4a; Sc/L2.3b; Sd/L2.1a, 2c
<input type="checkbox"/> Listen to presentations	Lr/L2.1a, 2c, 2e
<input type="checkbox"/> Prepare and give presentations	Sc/L2.1a, 1c, 4b, 5a; Lr/L2.3a

### Reading and writing

Skill	Skill code
<input type="checkbox"/> Use texts as sources of information	Rt/L2.1a, 3a, 5a, 7a; Rs/L2.1a
<input type="checkbox"/> Use notes for planning	Wt/L2.1b
<input type="checkbox"/> Write essays	Wt/L2.1a, 1b, 2a, 3a, 5a; Ws/L2.1a, 2a

### Project work

At the end of the unit you will prepare and give a group presentation on a topic of your choice.

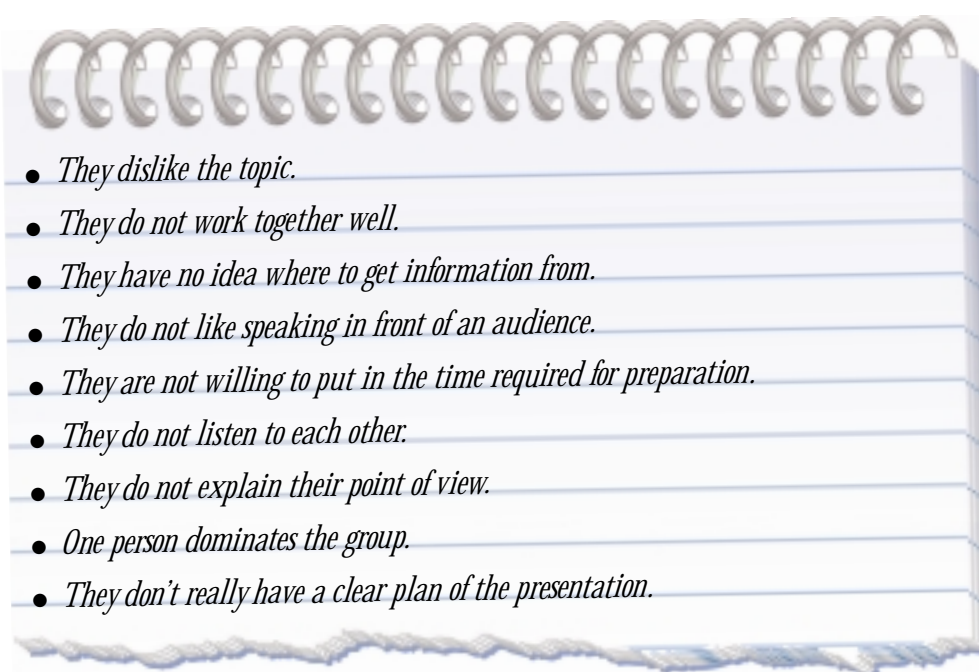
# Preparing a presentation

## Activity A • Listening: to a discussion about the presentation

- 1 A group of students is discussing a presentation they have to prepare. Make a list of points they need to think about, e.g. how long they have to prepare.



- 2 Listen to the discussion.
  - a What is the topic of the presentation?
  - b What main points are they thinking of including?
- 3 Read the list of possible problems below.



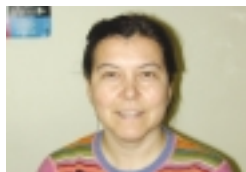
- 4 Listen again. Which of these problems do they (or individual members of the group) have?
- 5 At the end of the discussion Sulav suggests making a plan. Work in pairs. Make a list of the things you think the students should do to prepare for their presentation. Then decide what order they should do them in.

### Example

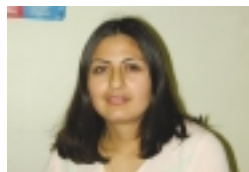
*Look at their diaries and arrange a series of meetings.*

## Activity B • Language: making suggestions

- 1 These are the phrases the students used to introduce their suggestions. Listen and note what they say to finish each suggestion. Who makes each suggestion?



Donata



Anita



Sulav



Miran

*I've got an idea. Let's do something on ...*

*We could talk about ...*

*Maybe we need to include something on ...*

*How about starting with ... then perhaps ...*

- 2 Work in groups of four. Your teacher will give you some cards with topics and ideas for presentations. Discuss a plan for the presentations. Using the cards, go round the group taking it in turns to make suggestions. Practise using the phrases from task 1.

## Activity C • Language: embedded questions

- 1 Read these direct questions.



*What are we going to talk about?*

*How are we going to organise it?*

*When is each of us going to speak?*

- 2 Now look at the sentence on the right. Underline the questions which are embedded inside the sentence. How is the order of words different to the order in the direct questions?
- 3 Work in pairs. Rephrase the direct questions below as embedded questions, using *We have to decide ...* or *We must think about ...* Take turns and try to think of an answer to each question.

*We have to decide what we are going to talk about and how we are going to organise it and when each of us is going to speak.*

*What shall we say in the conclusion?*

*What kind of visual aids shall we use?*

*When shall we meet to plan?*

*Can we talk about our personal experiences?*

*Should we use the Internet?*

### Remember

- Questions which are indirect or embedded in a sentence have a different structure from direct questions:

*What are we going to talk about?*  
*We have to decide what we are going to talk about.*

*Can we use PowerPoint?*  
*I wonder whether we can use PowerPoint.*

# Marriage in Britain today

## Activity A • Reading an article on marriage

1 Work in pairs. How do you think marriage today is different from in the past?

2 Read the article below.

## Marriage today

❖ Is marriage in Britain today on the decline, as so many people seem to believe? Many feel that the family is no longer the strong institution it was. But what are the facts and, more importantly, what do they mean?

### Are people still getting married?

❖ Of the 16 million families in the UK today, three out of four are two-parent families, so this is still the norm. However, throughout the 20th century the length of marriages has shortened and the rate of marriage has declined. Marriages lasted an average of 37 years in 1980; they only last 24 years today. In 1999, there were 293,000 marriages in the UK, which was one of the lowest annual figures recorded. Just over 40 per cent of these weddings were remarriages for one or both partners. As the century went on, there were more people who took a second try at marriage. The number of second or third marriages had trebled by 1999. Does this point to a lack of commitment among spouses, or a willingness to try again?

### Do we still want to marry?

❖ While today's society makes it more acceptable to remain single, it seems that many do not choose this. Today 54 per cent of adults in Great Britain are married. The remaining 46 per cent includes those who are living together – around 1.6 million couples in England and Wales – as well as people in same-sex relationships, those who have been widowed or divorced or who have chosen not to marry. Only one in ten couples living with their children are not married.



### Less committed or more cautious?

❖ Another growing belief is that it is desirable to live together for a time before getting married in order to see if the couple are really suited. In fact, more than one in ten adults have lived with someone that they did not marry and for the age group 25–29 the figure rises to one in four. Does this mean that we are less committed or more cautious?

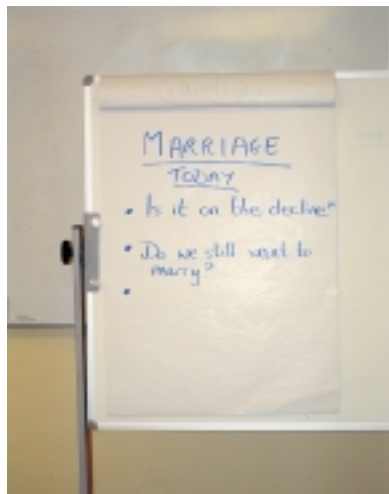
❖ Well, there is good reason for caution, with the divorce rate so high. In 1999, 159,000 divorces were granted in the United Kingdom. This was slightly less than the peak of 170,000 in 1993, but nevertheless two in five marriages will still ultimately end in divorce. A sizeable number of marriages are relatively short: over a quarter of divorces in 1997 were granted to people married for between five and ten years. The age of the partners when they get married may be a factor in affecting whether the marriage will last, as more than half (60 per cent) of divorces are to couples where the woman was under 25 when they first married. Sadly, 60 per cent of divorces are of couples with children.


*Acknowledgements are made to information provided on the website of National Family and Parenting Institute*



- 3 Work in pairs. Using the information in the article on page 4, decide whether the sentences below are true or false.
- The rate of divorce now is the highest it has ever been.
  - There are more people now who live together without marrying than people who get married.
  - Marriages do not last as long as they used to in the past.
  - Most people live together before they marry.
  - Less than half of the adult population is married.
  - The majority of divorces are between couples with children.
  - 30% of couples living with their children are not married.
- 4 The students need some information for their presentation. Look through the article again. Underline any information which would be useful for the introductory overview on marriage.
- 5 In pairs, discuss how this information could be presented most clearly using a visual aid. Choose from the following:

- PowerPoint
- Overhead projector
- flipchart
- diagrams
- pictures
- graphs



-  6 Listen to the students discussing how to make use of this article. What visual aids and ways of presenting the information do they discuss?

### Activity B • Speaking: giving a short presentation

- 1 Work in pairs. Design a visual aid for a presentation on marriage, using the information in the article on page 4.
- 2 Work in groups. Talk for one minute about marriage in front of the rest of your group, using your visual aid.
- 3 Why is it important to use visual aids?

# Language focus: the passive

## Activity A • Language: the passive

- 1 This sentence from the article on marriage is in the passive.

*In 1999, 159,000 divorces **were granted** in the United Kingdom.*

Look quickly through the text on page 4 and underline other examples of the passive.

- 2 Complete an extract from a newspaper article. Put the verbs in brackets in the correct form – active or passive – and the correct tense.

## BRITAIN IS NOW THE CRIME CAPITAL OF THE WEST

The Prime Minister, Tony Blair, <sup>1</sup> was embarrassed (embarrass) by the findings of United Nations research. Researchers <sup>2</sup> ..... (find) that nearly 55 crimes <sup>3</sup> ..... (commit) per 100 people in England and Wales compared with an average of 35 per 100 in other industrialised countries. In the UN study, crime statistics for England and Wales <sup>4</sup> ..... (analyse) and over 11,000 victims of crime in 17 countries <sup>5</sup> ..... (interview). England and Wales <sup>6</sup> ..... (have) the worst record for very serious offences, recording 18 such crimes for every 100 inhabitants, followed by Australia with 16. A new White Paper <sup>7</sup> ..... (publish) later this week, outlining radical reform of the criminal justice system. A record 108,178 street robberies <sup>8</sup> ..... (commit) last year, a figure which <sup>9</sup> ..... (prompt) the Metropolitan Police Federation to demand an extra 12,000 officers for London alone.

## Activity B • Using the passive to sound formal or professional

- 1 Look at these two extracts. Which one is from a scientist's official presentation, and which is from an informal conversation with a colleague? How are they different?

Well, we did a number of experiments and then analysed the results. They showed that the bacteria were definitely not the same strain.

A number of experiments were carried out and the results were analysed. It was proved conclusively that the bacteria were of a different strain.

- 2 Rewrite this extract from a conversation so that it sounds more formal.

'We need to do some more tests to work out what kind of bacteria this is. And if we really want to be sure our results are accurate, we need to use more sophisticated equipment.'

# Learning styles

## Activity A • Talking about studying

Work in pairs. Look at what some learners have said about studying. Do you agree?

*You can't study unless it's completely quiet.*


*I need to sit at a desk to study properly.*

*Some people are just naturally better at studying than others so there's nothing much you can do about it.*

*The best time to study is in the morning, when you're fresh.*



## Activity B • Listening to a discussion about learning styles


 Listen to a radio discussion about how to study, and answer the questions.

- Is there one way of studying which works for everyone?
- When do 'larks' like to study?
- How did Simon like to study?
- What are the three sensory preferences mentioned?
- What study advice is given for each of the three learning styles?
- What will the programme include next week?

## Activity C • Find your learning style

1 Work in pairs. Ask your partner questions to find out about their learning style. Ask about these points:

- lark/night owl
- desk/armchair or sofa
- quiet/noise
- sensory preference.

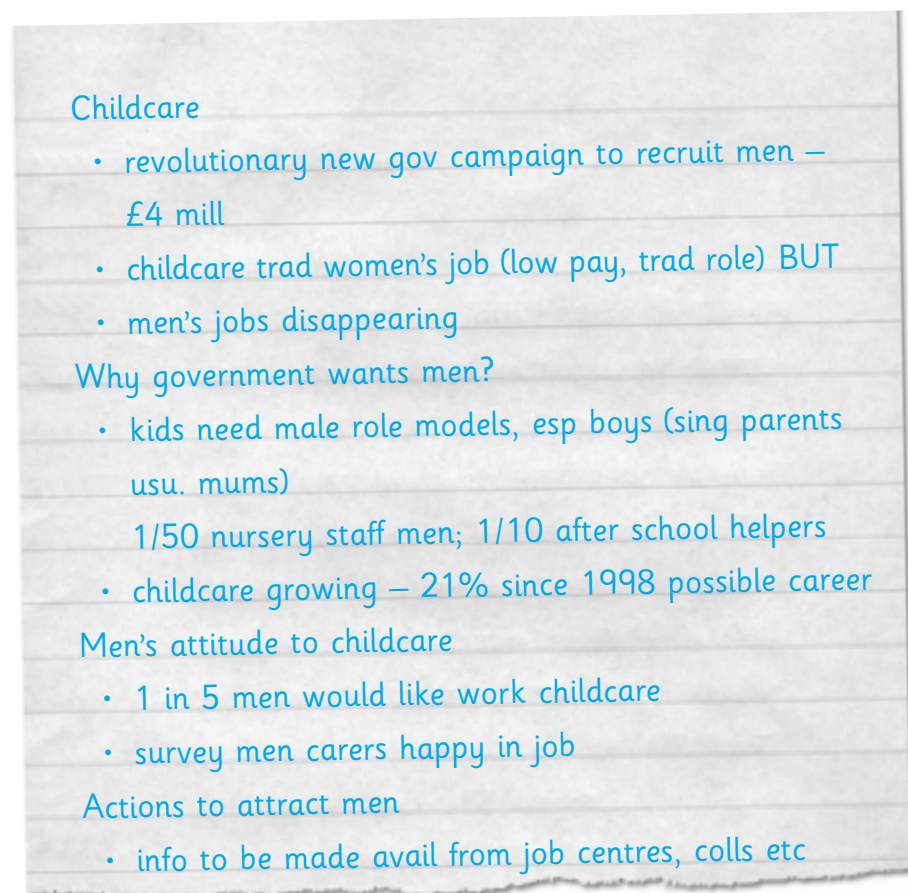
 2 Listen again to the radio discussion. What advice is given to learners with the same sensory preference as your partner?

3 Prepare some advice for your partner about the best way to study to suit their learning style. Add any other ideas of your own.

# Presentations

## Activity A • Understanding notes

The set of notes below was taken from a presentation on childcare. In pairs, discuss what the presentation was about.



Childcare

- revolutionary new gov campaign to recruit men – £4 mill
- childcare trad women's job (low pay, trad role) BUT
- men's jobs disappearing

Why government wants men?

- kids need male role models, esp boys (sing parents usu. mums)
- 1/50 nursery staff men; 1/10 after school helpers
- childcare growing – 21% since 1998 possible career

Men's attitude to childcare

- 1 in 5 men would like work childcare
- survey men carers happy in job

Actions to attract men

- info to be made avail from job centres, colls etc

### Remember

#### When making notes:

- use abbreviations
- use figures and symbols
- use capitals or underlining for effect
- you don't need to write grammatical sentences.

## Activity B • Listening to a presentation



1 Now listen to the presentation to see if you were correct.

2 Answer these questions about the presentation.

- a What is the purpose of the presentation?
- b How many parts are there?



3 Listen again. What does the speaker say to:

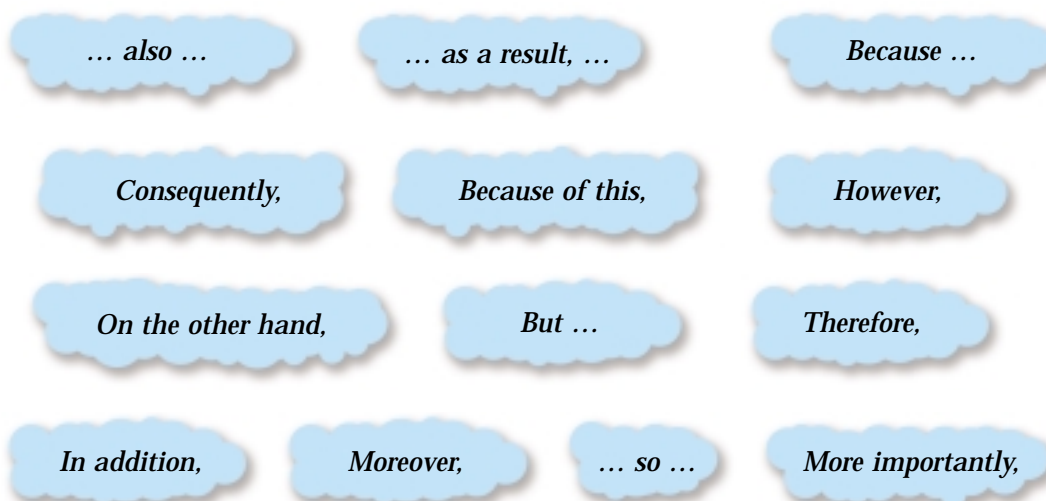
- a state the purpose of the talk?
- b introduce each of her main points?


4 Work in pairs. Your teacher will give you some phrases for making the structure of a talk clear to the people listening. Decide at which stage of the presentation you would use them.




### Activity C • Using connecting words and phrases

- 1 The speaker also used connecting words to highlight the relationship between her different points. Read the words below.



-  2 Listen again. Which of these connecting words did the speaker use?
- 3 Work in pairs. Put the words into three groups. Choose a suitable heading for them.

### Activity D • Pronunciation: using stress and pausing

-  1 Listen to the introduction to the presentation and notice how the speaker uses stress and pausing to make herself clear. Use the audio script to mark the words she stresses and put a line where she pauses.

#### Example.

*First, / I'll give you the background to the initiative. / Then / we can look at the government's reasons for encouraging men into childcare.*

- 2 Now practise reading the text in the same way.

### Activity E • Preparing and giving a short talk

You are going to prepare a five-minute presentation on an aspect of life in your country or a country you know well. Your teacher will give you a feedback form. Your presentation should have an introduction and three or four main points with supporting points.

- 1 Choose your topic. Note down some main ideas and supporting points for your talk.
- 2 Decide how to develop the points so that your presentation has a clear shape. Think about the phrases you will use to make the structure clear and any connecting word you will use to develop your arguments.
- 3 Prepare the introduction for the talk.
- 4 Work in groups of three. Take it in turns to give the presentation, listen and ask questions, and keep time and give feedback.

# Reading and making notes

## Activity A • Reading, making and using notes



Donata read this text about family organisation for one of her assignments.

- 1 What kind of family is shown in the picture? Quickly read the text to find out.
- 2 Underline the key sentence in each paragraph.
- 3 Re-read the text and note the key points. Remember to number your points and use abbreviations.
- 4 Work in pairs. Compare your notes to check that you have included all the main points.

### THE FAMILY

What do sociologists mean when they talk about different types of family? The most basic, primary family unit, known as a nuclear family, consists of two parents and two or more children. In Britain and other modern, western, industrial societies people tend to live in their nuclear family until the children leave home and form their own nuclear family. This operates both as an economic and social unit and the parents have responsibility for the welfare and education of any offspring. Other relatives like grandparents and cousins are recognised as belonging to the family and may occasionally offer practical or financial support, but are not part of the nuclear family and are likely to live within their own nuclear family unit or alone.

In non-western societies, the nuclear family unit is not the norm and the

extended family is the pivot of society. The extended family will include grandparents, offspring and their husbands or wives and any children all living together under one roof and functioning as one economic and social unit. Other family members may also be included. Sons do not leave home on marriage, but bring their wives with them to live in the family home. So the norm is one of grandparents, sons and their wives and any unmarried daughters living together under one roof. Daughters only leave the parental home on marriage and then join their husband's family, with whom they live and to whom they must defer in decision-making. Child-rearing is not the sole responsibility of the parents, but is shared by the extended family, and offspring will be brought up collectively.

- 5 Work in pairs and prepare a short talk.  
**A:** Use your notes to give a short talk on the nuclear family.  
**B:** Use your notes to give a short talk on the extended family.

# Giving your views in seminars

## Activity A • Speaking: responding to other people's ideas

- 1 Listen again to part of the students' discussion about planning their presentation.
  - a How well do they work together?
  - b Do they listen to each other's views?
  - c Is everyone included in the conversation?
- 2 Below are some phrases the students used in the conversation to agree and disagree.

*I'm not sure that would work ...*

*I think that's right ...*

*That sounds good ...*

*It's not that I completely disagree ...*

Listen and note how they finish each phase and give reasons for agreeing or disagreeing.

- 3 Practise saying the phrases with good intonation.
- 4 Work in threes. Take it in turns to give an opinion on one of the topics. The others in the group should agree or disagree. Remember to give reasons for your views.

*smoking in public places*

*monitoring people's use of the Internet*

*charging motorists to drive in cities*

*parents smacking children*

*elderly relatives in old people's homes*

### Remember

- In UK culture, it is not usual to disagree in a very direct way.
- Disagreement is usually 'softened' in some way:  
*I see what you mean, but I don't really think that will work.*

## Activity B • Giving a short presentation

- 1 Work in pairs. Your teacher will give each of you a different text to read. Read your text and make notes. Check you have included all the main points.
- 2 In pairs, use your notes and give a two-minute presentation on the text you have read.

## Activity C • Giving your opinion in a seminar

- 1 Use what you have read and heard to make notes about different family structures.
- 2 Work in small groups. Discuss the advantages and disadvantages of the different family structures and give your opinion about each. Remember to say when you agree or disagree with other learners, and why. Try to participate as much as possible.

# Working on essays

## Activity A • Writing: making general points

Sulav is writing an essay about *Changing patterns of childcare in Britain since the 1950s*. He needs to make some general points and to give an example to support these.

- 1 Work in pairs. Read the two paragraphs. Which of the two presents ideas more clearly?
- 2 Read the better paragraph again. Underline the key sentence. Highlight the general points and examples which support each of the points.

A

Patterns of childcare in Britain have changed over the last 50 years, and this has had a major impact on children's upbringing and development. In many households now, both parents work outside the home and childcare is provided by childminders or nannies. Children today are very carefully supervised by their parents. They do not have the freedom they used to have. Their lives are now much more structured than they were in Britain in the 1950s. The amount of paid childcare has increased in Britain and is a large part of many families' spending. In the past, only rich parents could afford to send their children to nursery school. Now all children have the right to a free nursery place from the age of three.

B

Patterns of childcare in Britain have changed over the last 50 years, and this has had a major impact on children's upbringing and development. Their lives are now much more structured than they were in Britain in the 1950s. For example, children today are very carefully supervised by their parents and do not have the freedom they used to have. Another change is that, in the past, only rich parents could afford to send their children to nursery school, but now all children have the right to a free nursery place from the age of three. In addition, the amount of paid childcare has increased in Britain and is a large part of many families' spending. In many households now, both parents work outside the home and childcare is provided by childminders or nannies.

- 3 What are the differences between the two paragraphs in terms of organisation of ideas, the complexity of sentences and the way ideas are linked?

## Activity B • Matching general points and examples

- 1 Anita is working on an essay entitled *The role of body language in communication*. She has made notes on some general points to include and some examples to support these. Your teacher will give you a copy of her notes. Match each main point with an example.
- 2 Reorganise these ideas into a paragraph with a topic sentence, some general points with supporting examples and a concluding sentence. Think about the order of ideas and connecting words to make it read well.



# Getting the style right in an essay

## Activity A • Improving style

Anita is drafting the first paragraph of her essay on *The role of body language in communication*.

1 Look at these two drafts. In which one is the style more appropriate?

2 In which version:

- a is the language more personal?
- b are the sentences more complex?
- c is the choice of vocabulary more informal?

3 Find formal equivalents for these words.

- a mess up *make mistakes*
- b look at .....
- c thing .....
- d show .....
- e work out .....
- f lots .....

**A** Body language is not universal and differs greatly cross-culturally. Without knowing the conventions, it is easy to make mistakes. This essay will examine some of the differences in body language around the world and demonstrate how a broad understanding of body language is an important factor in helping people to interpret each other's motives and opinions.

**B** Body language is not universal and differs lots cross-culturally. If you don't know the conventions, you can easily mess up. Let's look at some of the differences in body language around the world. I'll show you how a broad understanding of body language is an important thing. It helps you to work out each other's motives and opinions.

4 Look at the next paragraph for the essay. The words in bold are not appropriate. Replace them with the words in the box.

appear    convey    maintain    respected    it is considered

Eye contact and proximity can both differ significantly. For instance, in UK culture it is important to **keep up** eye contact in order to **put across** your honesty and sincerity. Avoiding eye contact makes people **come over as** shifty and dishonest. In some other cultures **they think it is** more polite if you look down when talking to someone who should be **looked up to**.

5 Work in pairs. Your teacher will give you the third paragraph from the essay. Your task is to make the style more appropriate. If possible, work on a computer.



# Project

Your task is to prepare and give a group presentation on a topic of your choice.

## Activity A ● Discuss the topic of your presentation

- 1 Work in groups. Have a short discussion to decide on a topic for a ten-minute group presentation. You should choose a topic that you can research easily.

During the discussion make sure:

- all members of the group contribute their ideas
- you discuss each idea carefully before making your decision
- you listen carefully to everyone's point of view.

- 2 List what you need to do and draw up a plan of when you will do it.

## Activity B ● Prepare your presentation

- 1 Research information for your presentation using, for example, library books, the Internet and personal contacts. Make notes.
- 2 Plan your presentation in detail and prepare any visuals you need to help you give the presentation.
- 3 Practise giving your presentation, both individually and as a group.

## Activity C ● Give the presentation

- 1 Give the presentation to the rest of the class.
- 2 Get feedback from the class and your teacher about how effective you were.
- 3 Note down your strong points and what you could do to improve your presentation skills.

### Checklist for a successful presentation

#### Preparation

- Look through the information you have researched.
- Select the points you want to include in the presentation.
- Structure the talk clearly and allocate roles for the group.
- Prepare some visuals.

#### Practice

- Use a clock to time yourself.
- Tape yourself speaking.
- Practise many times.

#### On the day

- Take your time.
- Speak slowly and loudly.
- Use notes to help you remember.
- Look at your audience.
- Be confident!



# Check it

## Activity A • Practising passive forms

Make these sentences sound more formal by putting them into the passive. Be careful with the tenses.

### Example

They asked us to leave.     *We were asked to leave.*

- a They can fine you up to £1000 for smoking.
- b People have criticised the government for its mistakes.
- c They will ask over 1000 adults the question.
- d They gave me constructive criticism after the interview.
- e They had reviewed the procedures prior to the accident.
- f They are going to hold the elections next summer.
- g People are ignoring the warnings of environmentalists.

## Activity B • Phrasal verbs

Read the advice below about making a presentation. Make this text more formal by replacing the phrasal verbs with words from the box.

### PREPARING A PRESENTATION

When you are planning a presentation it is important to **sort out** everything you need to do. **Check out** your sources of information and **ask for** books and other resources you need. **Read up on** the subject and **jot down** some notes about the key points you want to **put over**. If necessary, **make up** clear visual aids. **Go through** your notes and practise speaking from them before you do your presentation. Good luck!

*organise* .....

.....

.....

.....

.....

.....

.....

.....

research	identify	present	request
<del>organise</del>	write	design	review





# Mini-projects

## Activity A • Class survey of learning styles

- 1 Find out some more about different learning styles. Use the library or the Internet if you have access to it. Make notes on your findings.
- 2 Design a questionnaire to find out about the learning style of people in your class. Find out about:
  - when they like to study
  - the environment in which they prefer to study
  - their sensory preference.
- 3 Produce a chart or other visual summarising your findings.

## Activity B • Class presentation on multiple intelligences

- 1 Find out about Howard Gardner's theory of multiple intelligences. Use the library or Internet if you have access to it. Make some notes about each of the different intelligences.
- 2 Find out the best way to use each of the different intelligences to study.
- 3 Tell the rest of the class what you found out.

## How am I doing?

Look back at the skills listed on page 1.

Now finish the sentences below.

I am confident with .....

.....  
.....

I need more practice with .....

.....  
.....

**Date** .....





## Audio scripts

### Pages 2 and 3 Preparing a presentation *Activity A1/3*

- Anita: OK. Now, let's sort out the presentation. We have to decide what we're going to talk about, how we're going to organise it and when each of us is going to speak.
- Sulav: Oh, I'm no good at speaking. Anita's best. She can do it.
- Anita: You're joking! I'm not doing all of it!
- Miran: Oh, come on, Sulav – you know, it's a group presentation, so we'll all have to take a turn.
- Donata: Yeah, and it's on marriage.
- Anita: OK. I've got an idea. Let's do something on wedding ceremonies in different countries. That would be really interesting. We could each talk about the traditions in our own country.
- Sulav: Yeah, I'll ring my aunt and ask her about Bangladeshi weddings.
- Miran: Hold on. I'm not sure that would work. I think something on ceremonies would be good for part of the presentation, but I don't think it should be the whole thing.
- Anita: Oh! No one ever agrees with my ideas!
- Miran: It's not that I completely disagree. It is interesting, but we should just have it as part of the presentation.
- Sulav: I think that's right. How about starting with some kind of overview of marriage to give people the general picture, then perhaps we could talk about what people do in different societies?
- Anita: Yes, and we could talk about some of the different traditions at that point. What about you, Donata? You haven't said much. What do you think?
- Donata: Well, I like all those ideas, but maybe we need to include something on divorce too.
- Miran: Yes, that sounds good. It would give us a wider range of things to talk about and I bet there's loads of stuff on the web. So how're we going to organise it?
- Anita: Well, one of us can do the introduction and overview, two others can talk through the main points, and then one person could draw things together and finish off.
- Sulav: Yes! Right! That'll work well.
- Anita: Of course, we're going to have to do a lot of research.
- Donata: So we need to go down the library, find some books ...

- Anita: And look on the Internet. And in fact, Mr Bentley did say it's OK to use personal contacts if they've got first-hand knowledge, so Sulav's aunt might be useful as well.
- Donata: We've got to do it in two weeks' time, so we haven't got much time.
- Anita: Yeah, and there's a lot to do! We'll need to get all our information, then organise it, then really practise the presentation. We'll need to do that together.
- Sulav: But we still haven't decided exactly what we're going to talk about. We've only got two weeks to do everything. Let's make a plan.

### *Activity B1*

- Anita: OK. I've got an idea. Let's do something on wedding ceremonies in different countries. That would be really interesting. We could each talk about the traditions in our own country.
- Sulav: I think that's right. How about starting with some kind of overview of marriage to give people the general picture, then perhaps talk about what people do in different societies?
- Anita: Yes, and we could talk about some of the different traditions at that point. What about you, Donata? You haven't said much. What do you think?
- Donata: Well, I like all those ideas, but maybe we need to include something on divorce too.

### Pages 4 and 5 Marriage in Britain today *Activity A6*

- Donata: This is a really good article – it's got lots of facts and figures in it that I'm sure we can use.
- Sulav: I think you should use it in your overview of marriage at the beginning.
- Donata: OK, yeah, I want to use some transparencies with the projector, and I'd like to have some graphs, or something that will get their attention.



Sulav: You could use PowerPoint – that's brilliant.  
Donata: Actually, I'm not very confident with PowerPoint presentations. I could do without the stress. I'd rather use a normal projector, like we have in every classroom.  
Sulav: OK. Well, how about a transparency with some bullet points – you know, with lists of facts, like: *40% of marriages end in divorce?*  
Donata: Yes, that's good. I'd also like some visuals, like graphs or pie charts.  
Sulav: Yes, you could use a pie chart, say, to represent the fact that three in four families are two-parent families or that nine out of ten couples living with their children are married. Pie charts are good at showing the proportion of things.  
Donata: Hey, I've got an idea. How about putting a question on a transparency and getting them to guess and then revealing the answer? Like: *How many people got married last year? How many people got divorced?*  
Sulav: *How long does an average marriage last?* I like that one. I would never have guessed the answer! Yeah, that's really good. Audience involvement!  
Donata: Yeah! That will make it really interesting. What else can we do?

## Page 7 Learning styles

### Activity B/C2

Presenter: Good evening and welcome to our studio discussion about the do's and don'ts of effective studying. My guests today are Dr Melanie Pittson, Head of Student Support at City University, Simon Judd, who has just got four grade As at A level, and Rachel Jones, author of the best-selling *How to Study Guide*. Rachel, what do you think is the most effective way of studying?  
Rachel: Well, the most effective way is the one that works for you, and people learn in very different ways. There isn't one right way, as everyone has their own individual learning style and the trick is to find out what it is and work in ways which suit you.  
Presenter: Hmm. What do you mean, exactly? Surely there are right and wrong ways of studying? Trying to work late at night

with the TV on is hardly going to be effective, now, is it?

Rachel: Well, it works for some people, you know. People's body clocks are different, so some people work best early in the morning while others are most effective late at night and are no good at all first thing. For example, I'm a real night owl and I like working late when the family's gone to bed, so I find I do some of my best work after midnight.

Presenter: Well, I'm surprised. I thought that a good student needed to be up early to be effective. What do you think, Melanie?

Melanie: Well, I'm the opposite of Rachel, and so's my daughter. She's a real lark and gets up very early to study – she'll have planned an essay before the rest of the family's up for breakfast. It just shows, though, that the time of day which suits one person doesn't suit another, so it's important for students to notice when they're at their most alert and to capitalise on that.

Presenter: Hmm. Can I bring in Simon Judd here? An amazing set of results, so congratulations, Simon, but tell us how you did it. Are you an owl or a lark?

Simon: Oh, I'm definitely a night owl, definitely. I'd lie there on the floor with my headphones on, reading and making notes or whatever, and my mum would keep knocking on the door trying to make me go to bed.

Presenter: Well, I'd have thought that you'd need to sit at a desk and work in silence to really concentrate. Isn't that right, Rachel? What do you recommend in your book?

Rachel: Well, we have to recognise that people have different preferences about the best environment to work in and they also have different preferences about the best way to take in information – we have different sensory preferences.

Presenter: Hmm. What d'you mean by sensory preferences, Rachel?

Rachel: For example, some people are what are called visual learners and they learn best when they can see things. Simon said he'd read and take notes, so he's quite likely to be a visual learner.



Presenter: Do you think that's right, Simon?

Simon: Yes. I have to see things written down, so I like using books and diagrams. I need to see something before I can understand it, and it's no good if someone just tells me something.

Presenter: Hmm, that's interesting. But surely all students need to read and take notes. What other senses do people use when they study, Rachel?

Rachel: Some learners have a strong auditory preference and they learn best when they hear things. They like lectures, listening to explanations and can work well using tapes. They sometimes learn things by saying them out loud and need to talk things through to really understand them.

Presenter: Mmm, I see. So there are visual learners who need to see things, auditory learners who need to hear things, and what else?

Rachel: Well, there are also physical or kinaesthetic learners. They don't like to sit still and they need to move around and be actively involved in doing something to learn effectively.

Presenter: Hmm. Physical learners would find it rather difficult to sit in a lecture, then, wouldn't they? It doesn't sound to me as though they'd be very good at all at studying. Have you come across learners like this in your job, Melanie? What advice would you give a physical or kinaesthetic learner who came to you asking for support with their studies?

Melanie: Yes, I have come across learners like this and I agree with Rachel that it's important for students to find out about their own learning style and then find ways of studying which suit them.

Presenter: So what would you advise a physical or kinaesthetic learner then?

Melanie: I'd advise them to try doing something like chewing gum and making notes if they're in a lecture as they need to be doing something and not just listening. I'd also advise them to take lots of short breaks when they're studying at home.

Rachel: That's right. And I'd also advise them to get up and walk around as well every now and then so they're not sitting still for too long.

Presenter: Hmm. Not in the middle of a lecture I hope! Well, I'm afraid that's all we've got time for today, so thank you to our studio guests and good luck with your studies, all you students out there. In next week's discussion we'll tell you about Howard Gardner's theory of multiple intelligences. This fascinating theory claims that there are many different types of intelligence, so tune in to find out more.

## Pages 8 and 9 Presentations

### Activity B1/3/C2/D1

Good morning. I'd like to talk to you today about an exciting new government initiative that could radically change the childcare profession in this country. As you may know, the government's launching a £4 million campaign to encourage young men to become childcare workers. My presentation will be in four parts. First, I'll give you the background to the initiative. Then we can look at the government's reasons for encouraging men into childcare. After that I'll say a few words about how men today view work in childcare. And finally, I'll talk about the government's plans to attract men into the profession.

So let's start with the background. You must remember that childcare has traditionally been regarded as a woman's work: childminder, nanny, au pair, nursery nurse – all these names are associated with a female figure.

Because it is so poorly paid, a career in childcare has not been seen as an attractive career option for men, especially as, until recently, men have been the main wage earners in the family.

However, all this is changing, as many of the traditional male occupations in heavy industry and labouring are disappearing and so men need to look for other kinds of work.

At present, very few men are going into a career in childcare. For example, only one in every 50 nursery workers is a man and men make up only one in ten helpers in after-school clubs.

Now let's look at some of the reasons why the government is encouraging men to become more involved in childcare.



The first and most important reason is research which shows that children, and in particular boys, benefit greatly from contact with positive male role models in a caring role. Over the past 30 years we've seen a significant rise in the number of single-parent families. A great majority of these are headed by a woman. Because of this, there is a particular need for children to have more contact with male carers if they are to develop normal relationships with adults. Men in child-caring jobs could play a vital and valuable role here.

Another factor that may bring more men into the caring profession is the speed at which the sector is growing.

In increasing numbers of families, both partners choose to work, and as a result, the demand for childcare's increasing. Since 1998, there's been a 21 per cent increase in the number of people working in childcare. Demand for nursery places outstrips supply and because of this there's often a wait of several months before a place becomes available. It's anticipated that the industry will continue to grow, and in future, will provide new job opportunities for men as traditional industries fail.

So those are the reasons why the government would like to attract more men into jobs as carers.

Now let's look at how men view the prospect of careers in childcare. As I mentioned earlier, currently only one in every 50 nursery workers is a man. But the good news is that a recent survey has shown that one in five men would, in fact, consider childcare as a career. In addition, the government has carried out research amongst male childcare workers for its recruitment campaign and found that they had a high level of satisfaction with their work. To quote a 22-year-old male nursery assistant in Leeds: 'This is so much better than the dead-end job I used to have – how can you compare stacking shelves for eight hours with the joy of seeing children laugh and play?'

Finally, I'd like to mention some of the measures the government's taking to attract young men into the caring professions. In the coming months, information targeted at young men will be available from job centres, colleges and school career services all over the country. Training advice will also be available from a hotline to the National Training Organisation for Early Years.

## Page 11 Giving your views in seminars *Activity A1/2*

See audio script for Activity 1/2/3 on page 17.





## Pages 2 and 3 Preparing a presentation

### Activity A2

- a marriage
- b overview of marriage, marriages in different societies, e.g. different ceremonies/traditions divorce

### Activity A4

Sulav doesn't like speaking in front of an audience.  
No real problems of communication.  
They don't really have a clear plan of the presentation.

### Activity B1

- Anita: I've got an idea. Let's do something on **wedding ceremonies** ...
- Sulav: How about starting with **some kind of overview of marriage** then perhaps **we could talk about what people do in different societies**.
- Anita: We could talk about **some of the different traditions** ...
- Donata: Maybe we need to include something on **divorce, too**.

### Activity C2

what we are going to talk about  
how we are going to organise it  
when each of us is going to speak

### Activity C3

Suggested answers:  
We have to decide what kind of visual aids we'll use.  
We have to decide what we'll say in the conclusion.  
We should discuss when we'll meet to plan.  
We have to decide whether we can talk about our personal experiences.  
We must think about whether we should use the Internet.

## Pages 4 and 5 Marriage in Britain today

### Activity A3

- a false – it was higher in 1993
- b false
- c true – down from 37 to 24 years average
- d false
- e false – it is 54%, just over half
- f true
- g false – only 10%

## Page 6 Language focus: the passive

### Activity A2

- 1 was embarrassed
- 2 found or have found
- 3 were committed
- 4 were analysed
- 5 were interviewed
- 6 have
- 7 will be published
- 8 were committed
- 9 prompted / has prompted

### Activity B2

Suggested answer:

Further tests will need to be done/carried out in order to establish what kind/type the bacteria are. More sophisticated equipment should be/will need to be used to guarantee accurate results.

## Page 7 Learning styles

### Activity B

- a no – people learn in very different ways
- b in the early morning
- c late at night, lying on floor with headphones on, reading and taking notes
- d visual, auditory, physical/kinaesthetic
- e visual – read and take notes; use books and diagrams  
auditory – lectures; listening to explanations; use tapes; say things out loud; talk things through  
physical/kinaesthetic – move around; be actively involved; chew gum in lectures; take lots of short breaks; get up and walk around
- f Howard Gardner's theory of multiple intelligences

## Pages 8 and 9 Presentations

### Activity B2

- a to talk about a government initiative to encourage more men into careers as carers
- b four



### Activity B3

- a I'd like to talk to you today about an exciting new government initiative that could radically change the child care profession in this country.
- b See underlined phrases in the audio script.

### Activity C2

as a result, Because, But, In addition, Because of this, so, However, also

### Activity C3

Additionality	Consequences/ Reasons	Contrast
<i>and also</i>	<i>as a result</i>	<i>but</i>
<i>In addition</i>	<i>because</i>	<i>However</i>
<i>Moreover</i>	<i>consequently</i>	<i>On the other hand</i>
<i>More importantly</i>	<i>Because of this</i>	
	<i>Therefore</i>	
	<i>so</i>	

Categories with titles about adding more information, analysing information, giving contrasting information.

### Activity D1

First, | I'll give you the background to the initiative. | Then, | we can look at the government's reasons for encouraging men into childcare. After that | I'll say a few words about how men today view work in childcare. | And finally, | I'll talk about the government's plans to attract men into the profession.

## Page 10 Reading and making notes

### Activity A1

Extended family

### Activity A2

The most basic, primary family unit, known as a nuclear family, consists of a child and two parents ... In non-western societies, the nuclear family unit is not the norm and the extended family is the pivot of society.

## Page 11 Giving your views in seminars

### Activity A1

- a They work together well.
- b Yes, they do. Donata doesn't say much, so Anita says: *What about you, Donata? You haven't said much. What do you think?*

### Activity A2

See the audio script.

## Page 12 Working on essays

### Activity A1

B

### Activity A3

A: shorter sentences, simpler style

B: more linking words – for example, in addition.

### Activity B1

a,h; d,b; g,c; f,e



## Page 13 Getting the style right in an essay

### *Activity A1*

A

### *Activity A2*

- a B
- b A
- c B

### *Activity A3*

- a mess up – make mistakes
- b look at – examine
- c thing – factor
- d show – demonstrate
- e work out – interpret
- f lots – greatly

### *Activity A4*

keep up – maintain  
put across – convey  
come over as – appear  
they think it is – it is considered  
looked up to – respected

## Page 15 Check it

### *Activity A*

- a You can be fined up to £1000 for smoking.
- b The government has been criticised for its mistakes.
- c Over 1000 adults will be asked the question.
- d I was given constructive criticism after the interview.
- e The procedures had been reviewed prior to the accident.
- f The elections are going to be held next summer.
- g The warnings of environmentalists are being ignored.

### *Activity B*

Sort out – organised  
Check out – Identify  
ask for – request  
Read up on – Research  
jot down – write  
put over – present  
make up – design  
Go through – Review