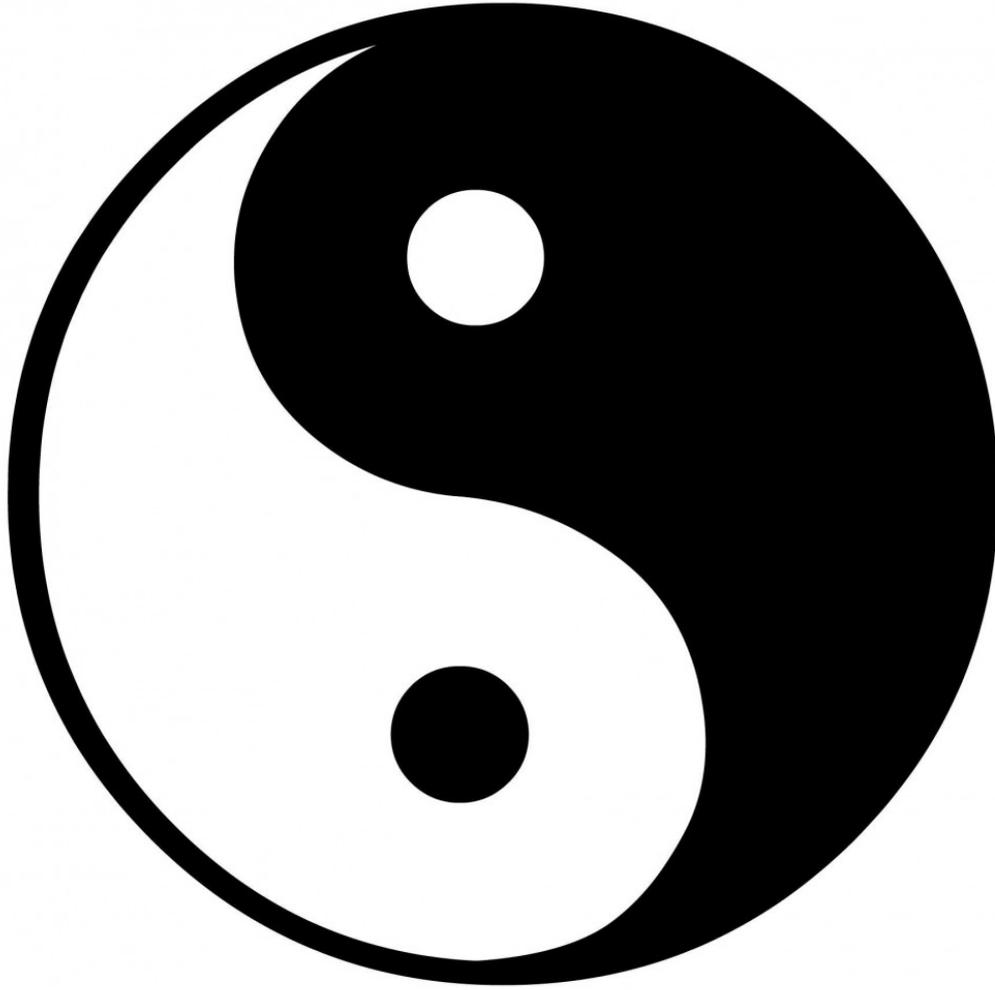


EAP in Psychology, Sociology and Maths I

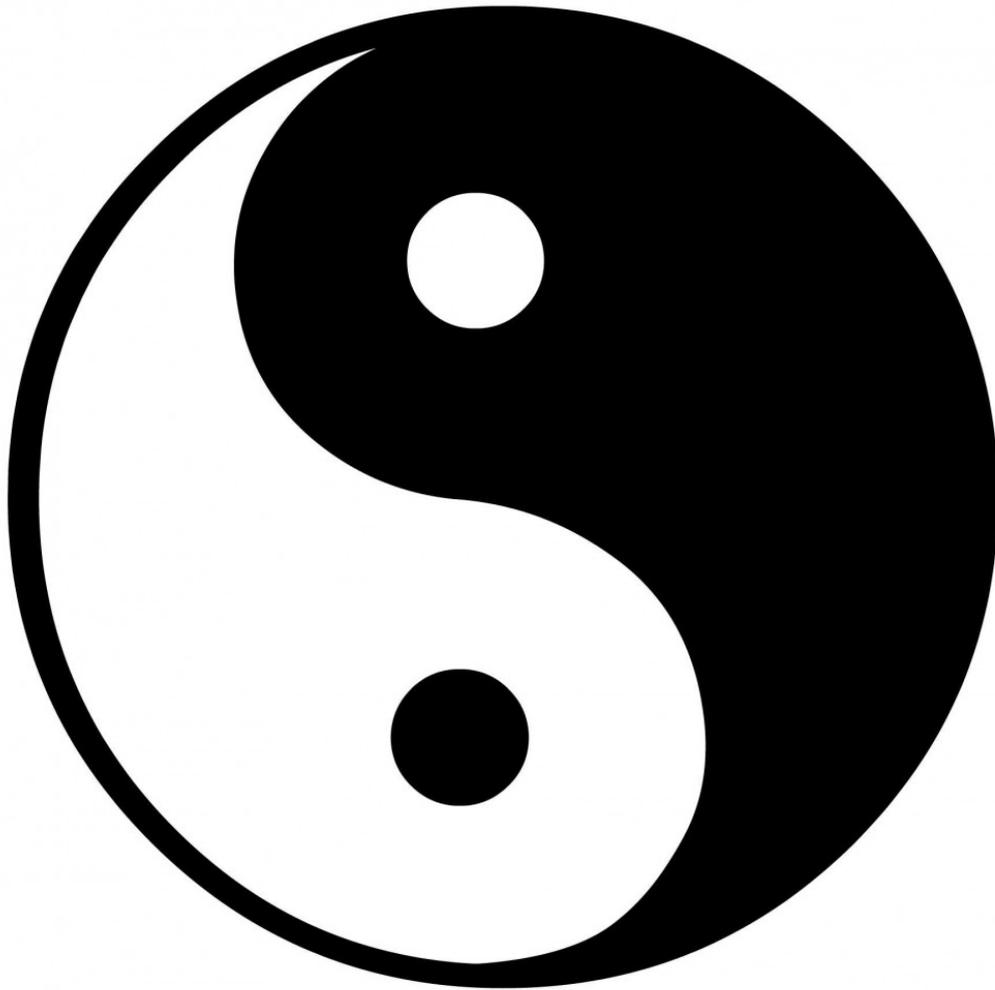


Freshman Academic Staff

Edited by Aynur Yürekli

**IZMIR UNIVERSITY OF ECONOMICS
SCHOOL OF FOREIGN LANGUAGE**

EAP in Psychology, Sociology and Maths I



Izmir University of Economics Publication No: IEU-041

Publishing Date: September, 2010

ISBN: 978-975-8789-38-2

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Printed in Izmir-Turkey.

ACKNOWLEDGEMENTS

We would like to express our thanks to the rector of Izmir University of Economics, Prof.Dr. Atilla Sezgin and vice rector, Prof.Dr. Cemali Dinçer, to the director of the School of Foreign Languages, Asst.Prof. Evrim Üstünlüođlu, and to the assistant director, Asst.Prof. Bahar Gün for their encouragement and support in writing this book.

We would gratefully like to acknowledge Freshman English lecturers, Wayne Carby, Grant Kempton, Keith Farrell, Arzu Yabacı, Mehmet Demirci, Asst. Prof. Aynur Yürekli and David Kerry for their involvement, guidance and invaluable feedback in the preparation of this book.

We also would like to take this opportunity to extend our thanks to Donald Dungan, Catherine Baydar, Grant Kempton, Mary Brack, David Kerry, Joanne Noonan, Arthur Jones, Naci Afacan and Hakan Gök for the preparation of the recorded material.

A final thanks to all Freshman instructors who provided feedback during the piloting stage of this book.

FOREWORD

This book has been designed for first year university level students who pursue their academic studies in an English medium higher education institution. It aims to equip students with the necessary academic skills by exposing them to the content of Arts and Sciences. It follows a content-based integrated approach in which listening, speaking, reading and writing skills are explained, illustrated and practiced. “*EAP in Psychology, Sociology and Maths*” consists of two books. These books are modular in nature and they follow the process from academic input (listening/reading) to academic output (speaking/writing) throughout the units.

Book I consists of *Listening and Note-taking* and *Academic Speaking Skills* modules, whereas Book II consists of *Academic Reading* and *Academic Writing Skills* modules.

In the first module of “*EAP in Psychology, Sociology and Maths I*”, Listening and Note-taking skills are developed by training students in making written records in note form of important/relevant information from a lecture or discussion and then using this information in the output task at the end of each unit.

In the second module, Academic Speaking Skills are developed by training students in coping with the challenges of researching and giving a coherent academic presentation on a topic that relates to their field of study.

I truly believe that this book will be a great asset for Freshman students who are studying at the Faculty of Arts and Sciences.

Aynur Yürekli, Coordinator
Izmir University of Economics
Undergraduate English Program

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INTRODUCTION TO ACADEMIC SKILLS

Objectives

By the end of this unit students will be able to:

- understand the course
- explain what academic skills are
- explain the connection between input and output

OUTPUT TASK

At the end of this unit, I will be asked to write a paragraph related to this course.



PART A: Speaking

1 Consider alone and then in groups the following questions:

- a. In groups, list at least 5 of the skills which you consider as “academic”.

- b. Discuss to what extent you think you are capable of doing these in English. Give yourself a score out of 5. 5 = very good, 4 = good, 3 = average, 2 = bad, 1 = very bad. Then calculate your group average for each skill.

PART B: Reading

1 Read the following text and choose the best description. Be prepared to justify your choice.

- The text explains how long the course takes and what students will have to do. It tells us which courses to choose and why.
- The text explains the difference between studying at school and studying at university and explains each part of the course.
- The text explains the connection between what we study in our departments and learning English. It also tells us about academic skills.

WELCOME TO ENG 101

NOTES

ACADEMIC SKILLS IN ENGLISH I & II is a one-year course which will help you deal with life at University.

1 Maybe when you were at High School, the most important thing for you was to get a good mark and pass your exams. What was the best way to do this? Well, most of the time you learnt everything your book and textbook told you until you knew it by heart and then repeated exactly the same information in the exams.

2 This technique was probably very successful at school but won't work at University. Why not? Well, university isn't just something to pass. It is also a preparation course for adulthood. The big difference between children and adults is the ability to think for yourself, NOT just repeat exactly what your professor tells you in lectures. The key things you will be tested on is your ability to find out different pieces of information, evaluate them and then use them to create your own opinions, ideas or creations. The task of this course is to give you the skills that will enable you to do this.

3 Another difference between University and school is that everything finishes with a real OUTPUT (production), for example, a paper, a presentation or a creation like a piece of art, or a model etc. To do this, you will need to do research quickly and effectively, take notes from reading and lectures, take part in discussions and be able to use source texts effectively, which will be the INPUT for your task. However, the most important part is putting everything together, analyzing and synthesizing the information you gathered and turn it into an output. These are the skills ENG 101 and ENG 102 will help you to develop.

4 There are four modules spread over the two semesters. The length and content of these modules will depend on your faculty. However, for everyone, the course will start with the "Introduction to Academic Skills" unit, which you are doing now. This will give you a general idea of the course, what is expected of you in your departments and help you to understand the skills that you will need to collect information for output. This will mean looking at how we process information that comes from oral/written input, how we use books and articles and how we evaluate the information we have.

5 In the first semester two main modules will be covered:

The first one, the Listening and Note-taking Module focuses on the skill of academic listening and how you record important information from a lecture or discussion and then use this information for output. It also shows sub-skills for making note-taking more efficient and easy, like using charts and abbreviations.

6 The module called Speaking for Academic Purposes starts with an Introduction to Research Unit, in which you will be familiarized with the basics of doing research. However, the module particularly focuses on two different situations, general speaking skills related to an academic context and giving presentations. Both of these tasks you will be called on to do during your time at this university so you need to know how to present your ideas and opinions coherently and persuasively. At the end of the first semester, you will also be expected to give a short presentation as part of your final grade.

7 In the second semester you will cover two other main modules as well:

The Academic Reading Module focuses on how to select the appropriate texts, how to read quickly and effectively and how to take relevant information from texts and use it for output. It offers you practice in various skills such as identifying main ideas, understanding an author's point of view, skimming, scanning.

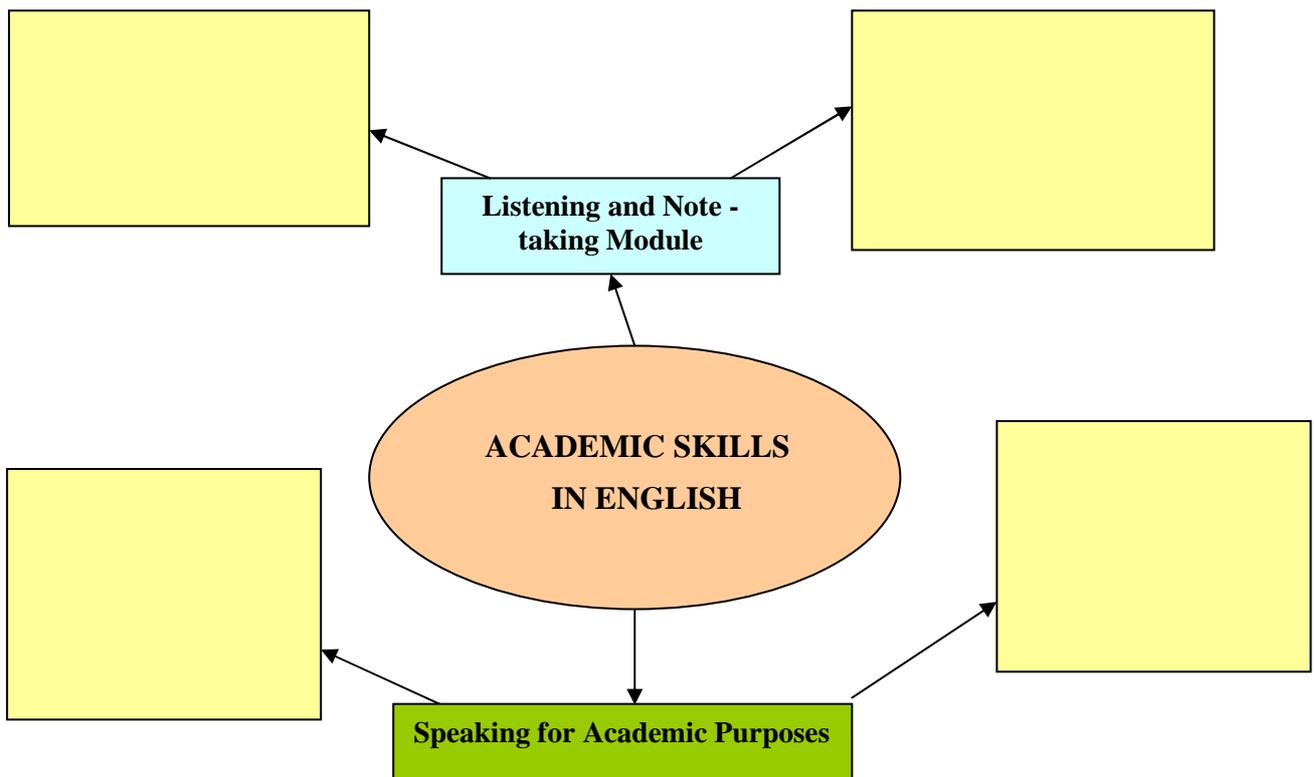
8 Finally, Academic Writing is a key module. Most of the output you will be required to do in this module will be written and you will need to make sure that your writing is coherent, concise, persuasive and makes good use of sources and information to support your arguments. At the end of the second semester, you will be asked to write an essay as part of your final assessment.

9 ENG 101 is not an English course. We assume that if you have passed the Entrance Exam or Proficiency Exam, then you are capable of following an academic course using the English language. Therefore, it will be up to you to make up for any deficiencies you might have in your use of English. However, we do recognise that there is a different type of vocabulary needed to study in English and you will be given support in learning the necessary words (the AWL or Academic Wordlist) for your respective faculties.

10 In conclusion, this course will help you develop the necessary academic skills so that you can efficiently gather information from different sources, select the pieces of information that you need to do a given task, and organize/produce your output. It is a important course in the sense that you will be required to do tasks that relate directly to your department needs.

G. Kempton (2008)

2 *Read the text again and complete the following chart with the sub-skills involved in the first semester modules.*



3 Do the following tasks:

- a. Label the objectives in the box with the right modules. One has been done for you.
 - 1. Academic Reading
 - 2. Speaking for Academic Purposes
 - 3. Listening and Note taking
 - 4. Academic Writing

By the end of the course I will be able to.....

Identify the main idea – <i>e.g. 1&2</i>	Develop an argument
Understand important points	Take notes
Write an essay	Participate in a discussion
Quote correctly	Describe process and developments
Understand supporting ideas	Use sources
Use abbreviations	Understand an author's point of view
Use graphs when giving a speech	Cite references
Read efficiently	Get the general idea of a lecture
Differentiate between facts and opinions	Make a presentation

- b. With your partner, choose two objectives for each module that you want to develop in this course. Justify your choice to the class.

1. Academic Reading

- a) _____
- b) _____

2. Speaking for Academic Purposes

- a) _____
- b) _____

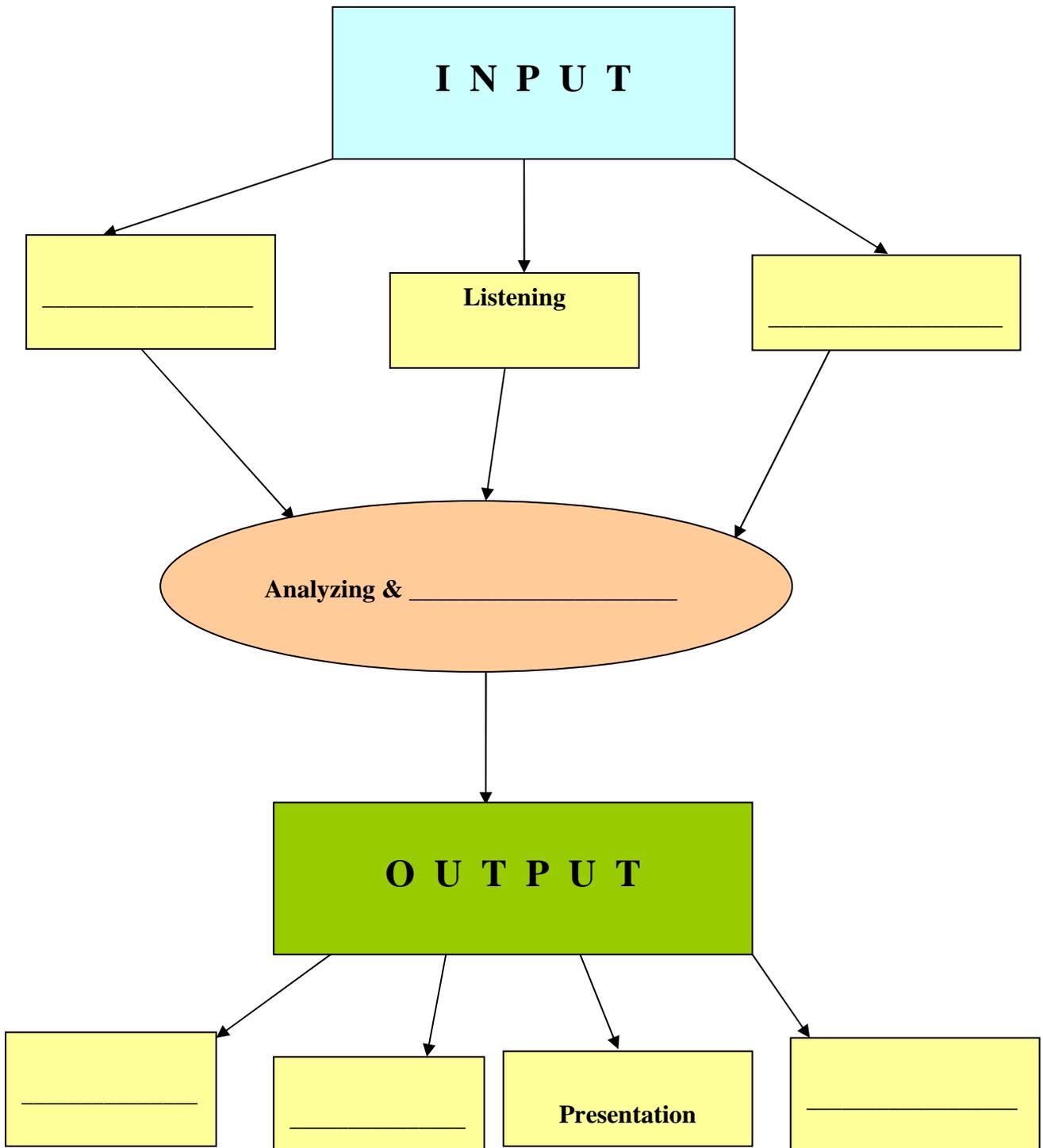
3. Listening and Note-taking

- a) _____
- b) _____

4. Academic Writing

- a) _____
- b) _____

4 Below is a chart that shows the input-output process. Read paragraph 3 again and together with a partner, fill in the missing information.



PART C: Speaking

In groups, prepare a short introduction to Academic Skills in English course for students who may know nothing about the course. Make sure you include the following information:

Differences between school and university

Modules

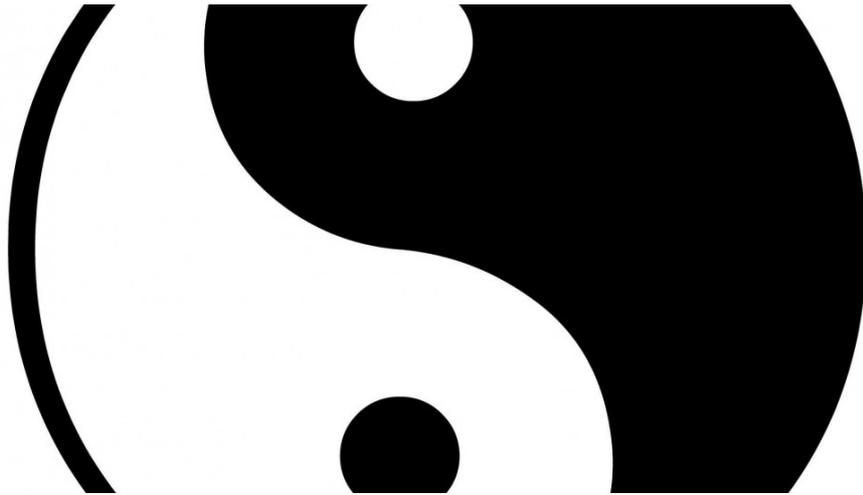
Input /Output

PART D: Writing

Answer the following questions:

- a. What do you hope to improve by the end of the course?
- b. During your university life, how do you think this course will help you?

MODULE ONE



Listening & Note-taking for Academic Purposes

UNIT I: LOVE IT OR LOATH IT

Objectives

By the end of this unit, I will be able to:

- identify the overall meaning while listening
- identify the speaker's purpose
- differentiate between important information and irrelevant information
- answer short exam questions

TARGET OUTPUT

At the end of this unit, I will be asked to answer a short exam question on maths anxiety.



PART A: Discussion

1 Discuss the following question with your partner.

- Which of the above two pictures best describes your experience and attitude to mathematics?
- Why do you have your present attitude to maths? Explain in detail.

PART B: Listening

Pre-listening:

1 Read the following academic skill tip and do the task which follows it.

ACADEMIC SKILL TIP: Listening for the topic of a lecture 1

It is critical to understand the topic of a lecture as quickly as possible, if you are going to understand the information given in the lecture. The quicker you do this, the quicker that you can concentrate on the rest of the information in the lecture.

As such, listen for **certain phrases** which a teacher may use at the beginning of their class to announce the topic.

e.g. "Today's class will be on / about...", "In today's class, we'll be exploring.../ looking at..."

In addition, in lectures you are introduced to many new concepts and topics that you often know very little or nothing about. In this case, listen carefully for **a definition of the concept or topic** of the lecture after the announcement of the topic,

e.g. "Today's class will be about **Multiple Personality Disorder** (= topic of lecture). **Multiple Personality Disorder is a mental illness that is characterised by the existence of two or more distinct identities or personality states which take turns in controlling the sufferer's consciousness and behaviour.**" (= definition of multiple personality disorder).

ACADEMIC SKILL TIP: *Listening for the topic of a lecture II*

Also, listen for questions about the topic. These questions may be directed to you or they may be rhetorical questions. By asking a rhetorical question, the teacher aims to focus you on the topic and prepare you for the information that they will give you. They do not, however, expect you to answer it; they answer the question themselves.

e.g. So, what problems does math anxiety cause for students? Well, the first thing is that it makes...

e.g. ...but what can be done to overcome the problem of math anxiety? Well, let's take a look.

NOTE: You should also listen for these phrases when the topic of the class changes from one topic to another. The phrases will help you to understand the next topic and continue to follow the class.

Answer the following questions.

a. Why is it important that you listen carefully for definitions during your classes?

b. Why do some lecturers use rhetorical questions and what is unusual about them?

Listening:

1 Listen to the first part of the following lecture and answer the following question:

Which of the following does the speaker mention as reasons for maths anxiety? Tick your answers.

- lack of confidence - lack of knowledge - fear of failure
- time pressure in exams - believing you cannot be successful - teacher's attitude

Post-listening:

1 Use your answers from the previous task and the words below to write a definition of maths anxiety using the words in the box to help you.

NOTES:

fear common cannot do too hard fear of failure math(s)

Maths anxiety is _____

PART C: Listening

Pre-listening:

1 Read the following academic skill tip and do the task which follows it.

ACADEMIC SKILL TIP: *Listening for the speaker's purpose*

Once you have understood the topic of class, you should be able to understand the speaker's purpose for giving you the information, i.e. you learn why the speaker is giving you the information and why the information is important. Understanding the speaker's purpose will help you understand what to do with the information you are being given, which will make the class more meaningful for you.

The most basic reason why your lecturers give you information is to inform you about the following things:

1. **What something is, i.e. their purpose is to define something.**
2. **How something is, i.e. their purpose is to describe something, e.g. a process, the appearance of something, etc.**
3. **Why something is, i.e. their purpose is to explain the reason for something.**

In order to identify the speaker's purpose, listen carefully for key words used by the lecturer to about the information.

e.g. "Today we are going to look at how to analyse data well, which is important because...."

e.g. "Why is it important for everyone to have a basic knowledge of maths? Well, if..."

In addition, the speaker may have other aims. For example, it maybe **to convince you of something, to warn you, to entertain you** or to **make you think** or **analyse something**. In these cases, listen carefully for the clues teachers give you in their language to help you understand their purpose.

e.g. "Now, Freud's work is absolutely fundamental to techniques used in psychotherapy today."

Here the teacher is trying to inform you of the fact that Freud's work is important today and to convince you that it is important for you to be aware of this.

Read the following sentences taken from lecturers. Then, match them with a purpose from the box below.

to inform (e.g. of importance, how to do something, the reasons or results of something, etc.)

to convince

to warn

to entertain

to make you think /analyse

a. "There is clear evidence showing that Alzheimer's disease affects men and women differently."

b. "Patient confidentiality means that when a patient tells you something during a session, you do not share their information with anyone else. If you do, this will destroy your reputation as being a trustworthy therapist."

c. "So, let me tell this story about this really funny incident that happened when I was at university studying maths."

d. "So, can you give us an example of one of the outcomes of this analysis?"

e. "The next step is to apply the theory to the practice."

f. "And when doing this, it's critical to realise the contrasts between the 2 groups."

g. "Should we or shouldn't we censor the internet? In order to answer this question we need to compare the positives and negatives it brings to us."

Listening:

1 Listen to the second part of the lecture and do the following tasks using the note box:

- a. Write the purpose of this part of the lecture.
- b. Tick the notes which are true about the topic of the lecture.

NOTES:

Purpose of lecture: _____

- The anxiety comes from experiences with maths that are negative.
- People with math anxiety actually have a good understanding of the math they are doing.
- Not having a very strong memory causes maths anxiety.
- The anxiety can occur because teachers do not understand how difficult maths is.
- Parents do not play an important role in the development of math anxiety.
- If you have a bad math teacher, you will definitely develop math anxiety.
- Children with math anxiety are worried about disappointing their parents.

Post-listening:

- 1 What implications does the difference in purpose of the first and second parts of the lecture have for the way you need to listen in class?***

- 2 Now that you know what maths anxiety is and how it is caused, discuss the answer to the following question with a partner.***

Do you think that you have maths anxiety? If so, give examples of your symptoms.

PART D: Listening

Pre-listening:

1 With a partner, discuss the answer to the following question.

Did you use all of the information you heard in the first lecture to help you complete the tasks?
Why? / Why not?

2 Read the following academic tip and complete the task which follows it.

ACADEMIC SKILL TIP: *Differentiating between important and irrelevant information*

It is critical that you leave a class with as much important information as possible. Examples of important information include:

- Facts
- Statistics
- Methods, etc, that are directly connected to the topic of the class

Teachers may include this important information in long explanations. During these explanations, they may also include unimportant information such as personal anecdotes and jokes. Although this information can help you understand the important information during the class, they are often pieces of information that you do not need to take notes on.

e.g. Your lecturer is giving you information about the applications of statistics in common areas of life. As they do so, they give you many important facts, statistics and make many explanations. At the same time, they tell you how they hated statistics at school, but that they had a funny teacher who made the classes better. This story may be entertaining, and may even help you understand something about the class, but remember to take notes about the factual information they give.

Therefore, the important information may seem hidden or difficult to identify. In this case, you need to listen carefully **to be able to separate these important points from the less important ones.**

Listen to the following extracts from lectures that your teacher will read. Take notes on the important information given by the lecturer using the following titles to help you.

NOTES:

a) Situation 1 – General Topic: *Problems in Relationships*

Important Information: _____

b) Situation 2 – General Topic: *Marketing and Advertising*

Important Information: _____

c) Situation 3 – General Topic: *Computers*

Important Information: _____

3 Predict what the next part of the lecture will be about. Write your answers below.

Listening:

1 Listen to the first part of the next lecture and answer the following questions.

a) What is the main idea and purpose of the lecture?

b) Based on the main idea of the lecture, what information do you need to take notes about as you listen?

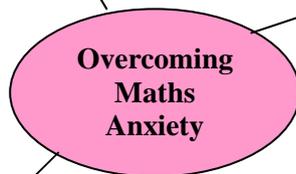
2 Listen to the rest of next part of the lecture and take notes on the important information given about the topic. There are 2 pieces of information that you need.

NOTES:	TOPIC: _____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3 Listen to the final part of the lecture. Using the clue words in the note boxes, note down the final 3 pieces of information that you need about maths anxiety.

TOPIC: _____
Clue words: *perfect, regularly*

TOPIC: _____
Clue words: *hire, friends*



TOPIC: _____
Clue words: *persistent, mistakes*

Post-reading:

1 Discuss the answer to the following question with a partner.

Can you think of any other ways to overcome maths anxiety? Note your answers below.

PART E: Writing

1 Read the following academic skill tip box and do the task which follows it.

ACADEMIC SKILL TIP: Answering short exam questions

In exams, you will often be asked to answer short exam questions. These often require you to recall your information from your classes.

e.g. Define the term maths anxiety.

When answering short exam questions, you may also be asked to show that you understand the information from your studies.

e.g. Discuss the effects of negative past experiences related to maths on students.

In order to answer these questions well, it is critical to understand what type of response the teacher or examiner wants. This means that you read and analyse the question carefully. Pay special attention to words that give your direct orders, i.e. words in the grammatical form of the imperative.

e.g. "List..." directs you to write the information to answer the question in the form of a list.

→ List the major causes of maths anxiety.

e.g. "Discuss..." directs you to identify the important characteristics of something and to judge it critically, i.e. analytically including the views of yourself and others.

→ Discuss how maths anxiety affects males and females.

In addition, it is very important to examine how many parts there are in the question, "the steps required to answer those parts" and in some cases the order of the information required in order to answer the question completely.

e.g. Discuss how maths anxiety affects people in childhood and in adulthood.

This question consists of the two underlined parts. Information for both parts must be included in your answer to have a chance of getting full marks for the question.

Match the directing words to their functions and use them to fill the gaps in the examples.

Directing Word	Function	Example
1. Compare...	a. ...directs you to point out the most important characteristics of something on order to answer a question.	"_____ the behavioural signs of in maths anxiety in children."
2. Explain...	b. ...directs you specify the term given to a specific thing or things.	"_____ the first three presidents of the Turkish Republic."
3. Describe...	c. ...directs you to analyse, make clear and comment on information you are given to answer a question.	"_____ the reasons for maths anxiety."
4. Name...	d. ...directs you to state the characteristic similarities and differences between two or more things in order to answer a question.	"_____ the attitude of mothers and fathers to their children's education."

2 Using the information in your notes and the academic skill tip box, answer the following exam question about maths anxiety.

Explain what maths anxiety is, how it occurs and how it can be overcome.

UNIT II: TOOLS FOR EDUCATION

Objectives

By the end of this unit, I will be able to:

- use abbreviations and symbols in note-taking
- identify signal words that show the organization and the importance and function of specific parts of a lecture
- write academic definitions

TARGET OUTPUT

At the end of this unit, I will answer a short exam question on the educational system in the future.



PART A: Discussion

1 *With a partner, discuss the answer to the following question about the pictures above.*

How are the two pictures above related to the title of the unit?

2 *Read the following student comments and tick the ones that you would use to describe you.*

- "I only study immediately before an exam; I do not study throughout the semester."
- "If I do not understand some information, I think about it and try to solve it."
- "I do not read about my subject in books, journals and magazines to get a more information about my subject."
- "I care more about getting high grades more than truly understanding the topic I am studying."
- "If I get I high grade, but I know I haven't really understood the information on the exam, I try to understand the information later so that I can do better on the next exam."
- "I try to really understand the importance and relevance of the information I get in my classes."
- "I know when I understand information about my subject and when I do not."
- "Remembering lots of information about my subject / class is enough to really understand it."
- "I don't care if I understand the information about my subject; if I get high grades, I'm happy."

3 List which of the comments are related to memorisation and which are related to thinking.

Memorisation: _____

Thinking: _____

4 How does / will this preference affect your education?

PART B: Reading

Pre-reading:

1 You are going to read a text about critical thinking. Together with a partner, predict what critical thinking is.

2 Read the text to see whether your answer was accurate or inaccurate.

<u>What is Critical Thinking and why do you need it?</u>	NOTES
<p>Although the phrase includes the word ‘critical’, it does not mean criticising in the negative sense of the word like a film critic or a judge in a song contest would do.</p> <p>Critical thinking is the ability to accurately and independently think for oneself. It is the ability to accurately analyse information and situations, to solve problems, and to come to conclusions to help you make decisions everyday of your life.</p> <p>Critical thinking is a skill that allows you to be able to do more than learn and recall facts, e.g. the date of Independence of the United States. And it helps you to do more than simply evaluate simple information, e.g. to help you know to stop your car at red lights and know whether you received the correct change at the supermarket. This low-order thinking is sufficient only for personal survival, and although this is important, most individuals are very good at this.</p> <p>Critical thinking is about evaluation skills – using your evaluation skills to get to the truth. This means it is more interested in questioning answers rather than in answering questions. Let me repeat that: It is more interested in questioning answersrather than in answering questions. This questioning and evaluating is what helps you decide the value and accuracy of information as well as how to use it to solve problems.</p> <p>Critical thinking enables an individual to be a responsible citizen who contributes to society, and not just be a consumer of everything that society offers us.</p> <p>Specifically for students, the skill of critical thinking is essential. The purpose of specifically teaching critical thinking in any academic discipline is to improve the thinking skills of students and thus better prepare them to succeed in the world.</p> <p>However, most people are not born with the natural ability to think well critically,</p>	

nor do they develop this ability naturally beyond survival-level thinking. Critical thinking, therefore, is a learned ability that often needs to be taught by parents, by teachers, or by anyone else who has the ability.

The problem is that it is often not taught enough, certainly not in traditional school education. All too often, teachers focus on the information students should learn, i.e. “what to think”. Clement and Lockhead (1980), on the other hand, believe that, “We should be teaching students how to think.”

Therefore, most individuals never learn to think very well critically. This is not because it is too difficult or impossible, but generally a result of a lack of **awareness** of the ability and its great importance to us as humans beings.

But be **assured** that if you can develop your own critical thinking skills to higher levels than at present, you will be able to do much better at university and in your professional life than you could imagine.

3 Read the text again and answer the following questions.

a. Why could critical thinking be important in your general daily life?

b. How could critical thinking specifically help you in your university career?

Post-Reading:

1 Look back at the text and find definitions for critical thinking. Underline the definitions that you find.

2 Read the following academic skill tip and do the tasks which follow it.

ACADEMIC SKILL TIP: Giving Definitions

Definitions allow us to make precise descriptions of things so that we can identify them clearly and distinguish them from other things, e.g. words and concepts. This is very important academically because of need to classify, understand and use the new information you receive to learn. When giving definitions in academic contexts, you need consider the following.

How to write definitions in an academic context

1. Use **a class term** where possible. A class term helps us understand the meaning of a word by placing it into a familiar category, i.e. the class term **classifies** the word. These are shown in the following examples in bold.

*e.g. Plagiarism is an **action** which involves copying other's work and saying it is your own.*

*e.g. The ear is an **organ** that is used for hearing.*

2. Following the class term, give information that helps **distinguish**, i.e. the word being defined from others. This is called a **distinguishing feature**. Its job is show how the word you are defining is **unique from all other things**. This makes it identifiable. The distinguishing features in the above examples are underlined.

Other Important Points:

- Make sure your definitions are concise and factually correct, e.g. The Turkish Republic was formed in 1934. (in 1923)
- Do not include the same word in the definition as is being defined, e.g. **Economics** is the study of the **economy**. (→ an unclear definition)
- Do not include opinion statements, e.g. I believe that psychology is study of the mind.

- a. Write a single definition for critical thinking using the definitions from the text to help you, if necessary.

Critical thinking is _____

- b. Write a definition for the following words:

Memorisation is _____

PART C: Listening

Pre-listening:

- 1 With a partner, predict what problems you may have when listening to the teacher and taking notes in a class.***
 - 2 Make suggestions about what you can do to overcome this problem.***
-
-
-

- 3 Read the following academic skill tip box and do the tasks which follow it.***

ACADEMIC SKILL TIP: *Using abbreviations and symbols in note-taking*

During your classes / lectures, although the teacher may adjust their speech to help you follow and understand the lecture, it is important to be able to take notes quickly. One technique that will help you is to use symbols and abbreviations,

e.g. True purp. of memoriz. in edu = create automat.

e.g. Crit. thnk = quest., eval., & analys. info. → solve probs. btr.

By using symbols and abbreviations, you can shorten the time it takes for you to write common words, e.g. and, but, therefore, equals, as well long words, e.g. psychology, functions.

Note-taking is a very personal activity and symbols and abbreviations students use may differ. Therefore, spending some time in your 1st year of university study developing your own note-taking style is a very useful activity for all university students. Some examples of common symbols and abbreviations are shown below:

<i>Common symbols</i>	<i>Common abbreviations</i>
= & ∴ → ↑	imp. b4 i.e. nec.

Note: In order to develop our own system, it maybe useful to take advantage of similar systems already in use, e.g. try using some SMS language.

a. Complete the following symbols and abbreviations chart with those given in the academic skill tip box.

	Equals	comp.	Compare
≠	Not equal		For Example
	Therefore		Important
bec.	Because	etc.	And so on (et cetera)
	And	def.	Definition
>	More than		Necessary
<	Less than	w/	With
	Causes, Produces	w/o	Without
←	Is the result of	@	At
~	About, Approximately		Before
	That is (id est)	MI	Main Idea
#	Amount or number of	x4 or 4x	Number of times
	Increase	↓	Decrease
btr	Better	Prob(s).	Problem(s)

b. Circle the symbols and abbreviations that you could use in your classes as well as any others that you already use.

c. Note down any more abbreviations and symbols you would use other than the ones above.

d. Your teacher will give you a tip for improving your ability to think critically. Read it carefully and rewrite it using as many symbols and abbreviations from the previous section as you can.

Fill in your tip number and write your answer here.

Tip number _____:

e. Predict other ways that you can develop your critical thinking skills.

Listening:

- 1 Listen to two more tips read by your teacher and take notes on how to improve your critical thinking skills. NOTE: Your teacher will read the tips slowly.**

Tip 3:

Tip 4:

- 2 Listen to two more of the tips and take notes about how to improve your critical thinking skills. NOTE: This time, your teacher will read the tips more quickly.**

Tip 5:

Tip 6:

- 3 Listen to the last two tips about improving your critical thinking and take notes using the symbols and abbreviations. NOTE: This time, your teacher will read the tips at a normal speed.**

Tip 7:

Tip 8:

PART D: Listening

Pre-listening:

- 1 You are going to listen to a talk on memorization. With a partner, predict what things they may mention in the talk.***
- 2 You will hear the following terms in the talk. Check what they mean in the mini-dictionary before you listen.***
 - a) rote-learning
 - b) literacy
 - c) poetry

Listening:

- 1 Listen to the first part of the lecture and answer the following question.***

What is the main idea and purpose of the first part of the lecture? When you are writing your answer to this question, try to use symbols and abbreviations.

- 2 Read the following academic skill tip box and do the task which follows it.***

ACADEMIC SKILL TIP: Identify signal words that show the organization of a lecture

Having a very good understanding of grammar and vocabulary does not automatically mean that you will be able to understand and follow your teachers well in classes. Understanding the structure of lectures is also very important for effective lecture comprehension.

In order to do this, listen carefully for signal words. Different signal words indicate different things about the structure of lecture as well as the intention of your teacher as they explain to the class. For example, signal words that indicate:

- the structure of the lesson or position in a lesson: ***“Today we’re going to look at...”***; ***“For the rest of the lecture,..”***; ***“Summing up,...”***

- that the teacher will explain in general or in detail, give a list or an example about a point: ***“What this means is...”***; ***“Imagine...”***; ***“That’s why...”***.

- that the teacher will talk about a contrast with what has just been discussed: ***“On the other hand,...”***; ***“whereas...”***; ***“compared to...”***

Classify the following signal words in the following table. Some have been done for you as examples.

because	however	Now, let's take a look...	On one hand,...
In addition,...	The last reason is...	This is why...	In short,...

Signal words indicating lesson structure or position in the lesson
<i>e.g. "Today we're going to look at..."; "For the rest of the lecture,.."; "Summing up,..."</i>
Signal words indicating an explanation, list or example
<i>e.g. "What this means is..."; "Imagine..."; "The first..."</i>
Signal words indicating contrast
<i>e.g. "On the other hand,..." ; "whereas..." ; "compared to..."</i>

3 Listen to the complete lecture. As you do so, pay close attention to the signal words you hear and answer the following questions about it. Use as many symbols and abbreviations as you can to write your answers.

a. Why don't many modern educators like rote learning?

b. What is the view of the lecturer about rote learning?

c. What is automaticity?

d. One of the benefits of rote learning is that it helps young students whose literacy level is low. What is another benefit of rote learning?

e. Why is rote learning and memorization important for medical students?

f. What is the function of this part of the lecture?

Post-listening:

1 Discuss with your partner.

- a. Were you able to follow the class comfortably? Do you think the signal words helped you?
- b. Using your notes, write a paragraph of the reasons why rote learning is important for children's education in complete sentences.

Part E: Writing

1 Read the following academic skill tip box and do the tasks which follow it.

ACADEMIC SKILL TIP: Paraphrasing

What is paraphrasing?

In the academic context, paraphrasing is the technique which enables you **to re-communicate the exact information** already communicated by someone **using your own words and style**.

Why do we paraphrase?

Along with summarising and quoting, it is a very important academic skill because it allows students to use research information in their essays, assignments and projects without directly copying or *plagiarising* the original text.

How do we paraphrase?

In order to paraphrase well academically, there are few things that you must do. You must:

1. **analyse the original information** well in terms of meaning.
2. **see pieces of information** (i.e. not only words, but larger pieces of information) in the original and **understand the relationship between them**.
3. **express the original information in your own words**, i.e. paraphrase the information by **substituting vocabulary** and rearranging the pieces of information by **changing sentence structures and types**. You must **NOT use more than three consecutive words** from the original text.
4. check that you **have NOT changed the meaning of the text by comparing it closely with the original text**, i.e. your paraphrase must **reflect the original meaning 100%**.
5. **add a citation** to your paraphrase to show who the original information came from.

e.g. Original text: "Critical thinking enables an individual to be a responsible citizen who contributes to society, and not just be a consumer of everything that society offers us."

Paraphrased text: "A critical thinker is more than an individual who simply uses the things that society gives; he / she is a responsible individual who has the ability to give to society." (What is critical thinking and why do you need it?, n.d.)

NOTE: It is critical that you check your paraphrases carefully to ensure the it expresses the same information as the original, that you have not used more than three consecutive words of the original and that you have a citation. If not, you may accidentally **plagiarise** material, i.e. copy the text, which is **illegal** according to the rules of the academic community.

a. Read the following situation.

The year is 2035. It has been over 20 years since you graduated from university. You have completed a master's in educational psychology and have lots of work experience in the area. You become the Turkish Minister of Education. It is your job to make education in high schools more appealing to and more effective for high school students.

b. Imagine you are in the situation described above. Discuss your ideas to help students get a better, more effective and less problematic education at high school and university by writing a proposal of a minimum of 150 words. Use your own ideas and paraphrase any necessary information about memorisation and critical thinking from this unit to help you.

UNIT III: THE SCIENCE OF HAPPINESS

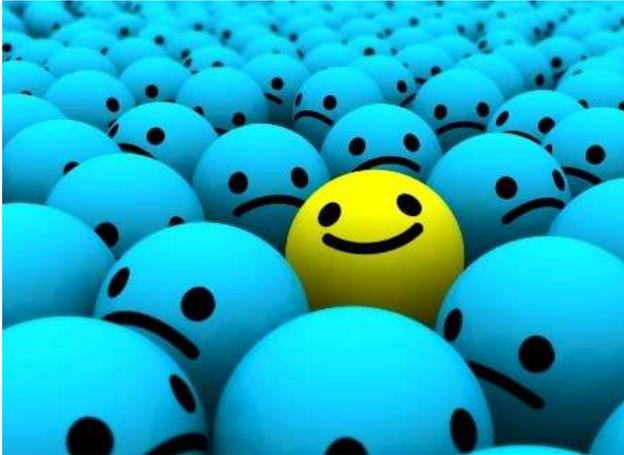
Objectives

By the end of this unit students will be able to:

- distinguish between main ideas and supporting ideas
- take notes using key words and phrases
- write a summary

TARGET OUTPUT

At the end of this unit, I will be asked to write a summary called 'A recipe for happiness.'



PART A: Discussion

1 Answer the following questions.

What things make you the happiest? Together with your partner, list them below.

Things that make me happy	Things that make me unhappy

2 Answer the following question with a partner.

What is happiness? Use the following 'happiness quotes' of world personalities to help you if necessary.

- a. "Happiness is the meaning and the purpose of life, the whole aim and end of human existence" Aristotle
- b. "Happiness is not in our circumstance but in ourselves. It is not something we see, like a rainbow, or feel, like the heat of a fire. Happiness is something we are." Rev. John B. Sheerin

3 Using the advice from the tip box on 'writing academic definitions' from unit 2, write your own definition of happiness.

4 Answer the following question with a partner.

Is there a formula for being happy? If so, what is it? If not, why doesn't it exist?

PART B: Listening

Pre-listening:

1 Read the following academic skill tip and do the task in it.

ACADEMIC SKILL TIP: Distinguishing between main ideas and supporting ideas I

To understand a talk or lecture much more easily, it is important to understand the difference between main ideas and supporting ideas.

Main Ideas

- Main ideas often **come before** supporting ideas.
- They give **the most important**, but **most general information** to present an idea to the listener.
- They are also **the foundation** for the supporting ideas. Without them, the supporting ideas would not make any sense.

Supporting Ideas

- Supporting ideas often **come after** the main ideas.
- They **explain the main idea in detail** often using researched information, anecdotal information, examples and statistics to give specific information about the main idea.
- Without them, the main idea would be too general and often difficult to understand for the listener because they **explain the main idea**.

Write definitions of the following:

Main ideas _____

Supporting ideas _____

2 Listen to the following sentences read by your teacher and decide which are main ideas and which are supporting ideas. Circle the most suitable option.

A)

Sentence 1: main idea / supporting idea

Sentence 2: main idea / supporting idea

Sentence 3: main idea / supporting idea

B)

Sentence 1: main idea / supporting idea

Sentence 2: main idea / supporting idea

Sentence 3: main idea / supporting idea

C)

Sentence 1: main idea / supporting idea

Sentence 2: main idea / supporting idea

Sentence 3: main idea / supporting idea

Listening:

1 You are going to listen to a lecture about something which makes us unhappy. Listen to the question of the student and write the topic they are talking about.

2 Listen to the response from the lecturer. Decide which of the following paraphrased sentences is the main idea(s) of the lecture. Write (M) if the sentence is a main idea in the spaces provided.

- | |
|--|
| a. The economy is very important in our culture. However, it is not important to the economic system, if you are happy or not. () |
| b. The economy tries to make us believe that we need more of the products and services made by the economy than we actually do in order to be happy. () |
| c. The economy tries to survive by lying to you about what things make you happy. () |
| d. We get lots of bad advice from our culture about money and its effects. () |
| e. If we stopped consuming the goods and services that the economy creates, economies would break down and fail. () |

3 Read the following academic skill tip.

ACADEMIC SKILL TIP: Distinguishing between main ideas and supporting ideas II

Another way you can distinguish between them is to listen for phrases used to introduce main ideas.

*e.g. **There is a way of / Another way of / One other way of** making your life happy is to change how you see difficult situations.*

*e.g. **The biggest / most important reason** people feel unhappy is the way they see everyday situations.*

*e.g. **The problem is that** we keep looking for things outside of us to make us happy instead of looking inside ourselves.*

However, be aware that not all teachers use these phrases all the time. That means you may or may not hear them and be able to use them to help you distinguish between the types of ideas.

NOTE: Supporting ideas will often be introduced by different phrases such ‘**for example,...**’, ‘**to illustrate (this/that)...**’

4 Listen to the last part of the lecture. Decide which of the following paraphrased sentences from the two points the lecturer makes are main ideas. Write (M) if the sentence is a main idea. NOTE: There may be more than one main idea per point.

Point A

- a. We listen to the bad advice that we get from our culture. ()
- b. Some children and youngsters do not get information about not chasing money from parents, so this especially true for them. ()
- c. Sometimes there isn't anybody to warn against chasing money. ()
- d. We feel very sad when we chase money but don't have any. ()

Point B

- a. Lottery winners and non-lottery winners are equally as happy. ()
- b. Although people who have experience about money tell us that we are wrong, we do not listen to them. ()
- c. People really have similar emotions and emotional reactions. ()
- d. We do not learn about money from more experienced people. ()

PART C: Listening

Pre-listening:

1 *With a partner, decide which of the following quotes about how to be happy you agree with.*

- a. *“Being happy doesn't mean that everything is perfect. It means that you've decided to look beyond the imperfections.”* Author: unknown
- b. *“The basic thing is that everyone wants happiness, no one wants suffering. And happiness mainly comes from our own attitude, rather than from external factors. If your own mental attitude is correct, even if you remain in a hostile atmosphere, you feel happy.”*
H.H. The Dalai Lama (Spiritual leader of Buddhist faith)
- c. *“The reason people find it so hard to be happy is that they always see the past better than it was, the present worse than it is, and the future less resolved than it will be”*
Marcel Pagnol (French Writer)

2 *Read the following academic skill tip and do the task which follows it.*

ACADEMIC SKILL TIP: Understanding key words and phrases

If you don't understand every word your lecturer says, don't worry. Listen carefully for key words and phrases they say. For your general understanding of the class, these words are more important than other words and phrases. The more of these you can recognize, the better you should be able to follow your class. Key words and phrases are often, but NOT always:

Verbs, e.g. *think, solve* **Nouns**, e.g. *brain, intelligence*

Adjectives, e.g. *possible, difficult* **Adverbs**, e.g. *quickly, likely*

You will also hear these words individually, but also together in pairs with other verbs, nouns, etc.,

e.g. think quickly, bad advice, goods and services, survive by lying, sometimes unfairly

Lastly, you will hear individual and pairs of words together with more 'grammatical' words such as **pronouns**, e.g. I, they, etc., **conjunctions**, e.g. however, despite, or **prepositions**, e.g. with, on. These form to make big 'chunks' of information in sentences called phrases.

e.g. Without us demanding goods and services..., We get lots of bad advice from our culture...

Please note that there maybe many key words and phrases in one sentence. Although you may not understand them all, you should be aware of them and listen to understand as many of them as possible. The more of them you can understand, the better you should be able to understand and follow the class.

According to the information in the skill tip box, go back to task one and underline the words that are most important in order to understand the quotes about happiness.

e.g. “Happiness is the meaning and the purpose of life, the whole aim and end of human existence”

3 *Listen to the following quotes by your teacher about how to be happy read. As you listen, take notes about each quote using the key word method. Remember that you may use abbreviations and symbols to help you take notes.*

Quote A:

Quote B:

Quote C:

Quote D:

Quote E:

4 You are going to listen to a lecture called ‘A recipe for happiness’ with life coach, Mio Seamder. Predict the things that she will say.

Listening:

1 Mio Seamder makes five important points about a recipe for happiness that answer the following five questions. Listen to her and take notes about what she says by writing down the key words that you hear in the following box. Remember that you may use abbreviations and symbols to help you take notes.

Question 1: According to Mio Seamder, what do people feel bad about?

Question 2: What are people doing with their own happiness?

Question 3: What does Tory Favro conclude about what people should do to be happy?

Question 4: What advice does Mio Seamder give about sacrificing yourself?

Question 5: What may some people have to do for you, if you want to pursue your own happiness?

3 *Compare your answers with those of your partner.*

Post-listening:

1 *With a partner, discuss the answers to the following questions.*

Do you agree or disagree with Mio Seamder's opinions? Why? Would you consider taking any of her advice? If so, what advice would you take and why?

PART D: Writing

1 *Read the following academic skill tip and do the task which follows it.*

ACADEMIC SKILL TIP: Summarising

What is summarising?

A summary is a general statement about the topic of a spoken or written text. It **only includes the most relevant information** such as the main idea and major supporting ideas to inform us of what the text is about. Summarising, in the academic context, is **the skill** which students use to make a summary.

Why and when do we summarise?

We summarise everyday of lives, e.g. when we explain the things we did the previous day to a friend. In the academic context, we often summarise when writing lectures notes, writing notes from material we have read, and when we want to **integrate the main idea(s) of information of an author into our own spoken or written texts, e.g. short exam questions and essays.**

How do we summarise?

In order to write a summary, you **must select this relevant information carefully, i.e. the main idea(s)** of the text and then **explain it in as few words as possible.**

Also, you must write the summary **in your own words**, i.e. **paraphrase** the information that you have selected. This means they are **not allowed to copy the words** of the original passage.

In addition, you must **not use more than three consecutive words** from the original text. If you do, you will have **plagiarised**, i.e. copied the text, which is illegal according to the rules of the academic community.

What are the main points of the unit? List them below.

2 *Using these main points and your notes from the unit, prepare a summary of the unit called 'Our Recipe for Happiness'. Your summary should be a minimum of 150 words long.*

UNIT IV: FORKS IN THE ROAD OF LIFE

Objectives

By the end of this unit students will be able to:

- distinguish between facts and opinions
- take notes on procedures

TARGET OUTPUT

At the end of this unit, I will be asked to go through the decision making process to solve a problem.



PART A: Reading

Pre-reading:

1 Looking at the title of the unit and the pictures above, decide with a partner what the theme of the unit is.

2 Together with your partner, answer the questions about the following situations.

- a) If you were in an important exam and did not know the answer to a question, but could see a friend's exam paper, what would you do? Why?
- copy your friend's paper, but risk being caught by the teacher.
 - complete the exam without copying, but risk failing.
 - copy, but confess to your teacher later because you feel so guilty.
- b) If you found a wallet full of money on the ground, what would you do? Why?
- keep it and buy yourself a present.
 - take it to the local police station.
 - give the money to a poor person.
- c) You go to a party and after having too much to drink, you kiss your best friend's boyfriend / girlfriend. You feel very guilty. What would you do? Why?
- Tell them the truth as you respect them, although you may hurt them.
 - Be dishonest by telling them a lie, but avoid hurting them.
 - Say nothing to them about what happened and live with the guilt.

Reading:

1 Read the following text and answer the questions which follow it.

<u>Decisions, decisions...!</u>	NOTES
<p>Decisions are an essential part of life whether at work or in our personal lives. Making a decision means making a judgement between two or more alternatives. Every decision has an outcome. Some of these may be preferred and desirable whilst people may want to avoid other outcomes as they are perceived as being unpleasant. In some very basic cases in life, the judgement is easy involving two outcomes between one thing that you want and another thing that you don't. However, on many occasions we must also make choices between, e.g. 1 of 2 outcomes we would like - that is, we have to decide which of the 2 desirable things to give up.</p> <p>Decision making can be made even harder when we consider that at times a good outcome can come from 'wrong' decision and a bad outcome can come from a 'good' decision.</p> <p>In these situations, we can see that sometimes, life isn't so easy. It's often full of tough decisions, ambiguity, dilemmas, seemingly tough situations, and times when we just get confused and can't decide what to do.</p> <p>For some people, it is easy. They are skilled decision makers. They decide quickly and although not all their decisions are the best, they are often comfortable with their decisions as they realise that it is sometimes exceptionally difficult to know what decision to make in a situation.</p> <p>On the other hand, there are others who hate times when they have make important choices in life. They are indecisive in such situations and unable to decide, one way or another. They can become paralyzed with thoughts about whether their decisions will be the best decisions, and worry excessively resulting in lives that are very difficult and stressful.</p> <p>Whichever type of decision maker you are or whatever experience you have had making important decisions, there is one thing that can be guaranteed, and that is that you will continue having to make them for the rest of your life, so understanding how to do them well is a very good idea.</p> <p>Sam Crooks (2008)</p>	

a. What two situations make decision making difficult?

b. Paragraphs 4 and 5 describe two types of decision makers. How are they different from each other?

PART B: Listening

Pre-listening:

1 Read the following academic tip box and do the task which follows it.

ACADEMIC SKILLS TIP: *Recognizing facts and opinions*

The information that you receive in a lecture will often be a mixture of fact and opinion.

“A statement of fact expresses only what actually happened, or what could be proven by objective data.”

“A statement of opinion expresses an attitude toward something – it makes a judgment, view, or conclusion, or gives an opinion that cannot be proven true or false.” (Bill Willis, 1999 as cited on www.worsleyschool.net)

Understanding the difference between facts and the speaker’s opinions in your classes will help you to get the maximum benefit from your classes. If you can recognize this difference, you will know which information you can use for your projects, term papers and homework.

In order to understand facts, listen carefully for statements including information which has been proved or confirmed as correct, For example:

- **Recent news**
- **Historical or scientific information, e.g. Einstein proved that the $e = mc^2$ formula worked.**
- **Dates, e.g. The war, which ended in 1954, lasted for 3 years.**
- **References to research, e.g. Research in the British Journal of Psychology claims that...**
- **Information from sources such as universities or scientists, e.g. According to Professor Smith at Princeton University, today’s students are...**

Recognizing opinions requires you to listen for statements that cannot be proved or confirmed because the topic is subjective. For example:

e.g. Metin Oktay is the best footballer Turkey has ever produced.

It is not easy to prove this statement because the word ‘best’ can mean many different things and is therefore, difficult to define. In addition, everyone can validly have a different opinion about who the best footballer is; their choice may be influenced by factors such as team preference, individual taste or prejudice and the generation they are from, i.e. younger people may choose a more modern player because they never saw Metin Oktay play.

Statements about the future are also often impossible to prove because they have not occurred yet.

e.g. In 30 years time, we will not drive cars anymore; they will be driven automatically by the car’s AI computer system.

Therefore, these statements must be accepted as opinions as they are subjective.

Decide which of the following sentences read by your teacher are facts and which are opinions.

- a. Fact / Opinion
- b. Fact / Opinion
- c. Fact / Opinion
- d. Fact / Opinion

- e. Fact / Opinion
- f. Fact / Opinion
- g. Fact / Opinion

2 *How did you know / decide which were facts and which were opinions? Discuss each answer with a partner.*

3 *Read the following academic tip box and do the task which follows it.*

ACADEMIC SKILLS TIP: Using keywords to recognise facts and opinions

Listen for keywords and phrases that introduce facts and opinions. They may help you understand the type of information you hear.

Sometimes the distinction between information presented as fact and information presented as opinion is very clear often because of the knowledge we already have, e.g. *“The Earth is round, not square.”*

However, sometimes the distinction is less clear. In this situation, we evaluate whether the information we receive is **closer to** fact or opinion. We can use keywords to help us understand if information is more factual or opinion based.

Keywords that introduce facts will have a connection to information that has or can be proved scientifically.

e.g. “Science has shown that chocolate can give you feelings of pleasure because of the way it affects the brain.”

On the other hand, keywords indicating the speaker’s opinion will be much more subjective. In many cases, there will be words which indicate possibility or probability.

e.g. ‘It is likely / possible that...’ OR ‘maybe...’

The lack of certainty in the sentence stops it from expressing information as a fact.

Sentences containing adjectives can be factual or opinion-based depending on whether adjective is objective or subjective.

e.g. ‘The Earth is round. / Mount Everest is very high’. (adjective used objectively = proven information / actually true = fact)

e.g. ‘The film was really wonderful.’ / ‘The picture was very artistic.’ (adjective used objectively = a judgement or conclusion = opinion)

Look at the keywords and phrases in the box below. Decide which of them suggests that information is being presented as fact and which of them suggests it is being presented as opinion. Some have been done for you. You may use some phrases in both groups.

<i>maybe</i>	<i>best</i>	<i>in a study</i>	<i>excellent</i>
<i>research</i>	<i>In the view of...</i>	<i>may</i>	<i>perhaps</i>
<i>He/she, etc. thinks</i>	<i>evidence</i>	<i>believe</i>	<i>prove / proof</i>

<u>Words / phrases suggesting facts</u>	<u>Words / phrases suggesting opinions</u>
<i>e.g. According to results...</i>	<i>e.g. fantastic probably good</i>

4 Write a quick list of summary points explaining how to understand the difference between facts and opinions.

- _____
- _____
- _____
- _____

Listening:

1 You are going to listen to a lecture. During the lecture, two questions will be asked, which are written below. With a partner, discuss the answers to these questions.

- a. What is a maximizer and what is a satisficer?
- b. Is it better to be a maximizer or a satisficer?

2 The general topic of the lecture that you are going to listen to is decision making. Listen to the first part of a lecture. Take notes about the specific aspect of making decisions that is spoken about, e.g. how to make quick decisions.

<u>NOTES</u>
<u>Part 1</u>

3 Listen to the second part of the lecture and decide which notes about maximizers and satisficers are presented as fact or opinion by the speaker. Write (F) = fact, or (O) = opinion, in the spaces provided.

<u>NOTES</u>	
<u>Part 2</u>	<i>Fact or Opinion?</i>
1. Only the best is acceptable for a maximizer.	_____
2. Maximizers research all their options before they make any decisions.	_____
3. Being a maximizer is mostly a good thing.	_____
4. Satisficers research their options before making choices.	_____
5. For a satisficer, the best is not necessary: 'good' or similar is acceptable.	_____
6. Life is much easier as a satisficer rather than as a maximizer.	_____

4 *Using your answers from the previous task, check whether your answer from task 1(a) about maximizers and satisficers is correct.*

5 *Listen to the third part of the lecture and decide which are fact and which are opinion.*

<u>NOTES</u>	
<u>Part 3</u>	<i>Fact or Opinion?</i>
1. On average, maximizers have more success than satisficers.	_____
2. Maximizers are less happy than satisficers as a result of the choices they made.	_____
3. It is possible that maximizers believe that they have missed chances to do things because of their decisions.	_____
4. Maximizers feel stressed because they feel there are too many choices. They also feel bad because of the decisions they make.	_____
5. It would be difficult for me to be a satisficer.	_____
6. It seems to me that these people will never be satisfied.	_____

6 *Using your answers from the previous task, check whether your answer from task 1(b) about maximizers and satisficers are correct.*

Post-Listening:

1 *Discuss the answer to the following question with a partner.*

Are you more like a maximizer or a satisficer? Explain your answer.

PART C: Listening

Pre-listening:

1 Do the following tasks with your partner.

- a) With your partner, discuss a difficult decision you have made recently, e.g. which university to go to, whether to tell someone that you like him or her or whether to move out of home and live alone.
- b) How did you make that important decision? Did you ask yourself any questions?
e.g. What are my options in this situation? What will happen if I choose this option and not another one?

2 Read the following academic tip and do the task which follows it.

ACADEMIC SKILLS TIP: *Taking notes on procedures*

Taking notes about procedures is a common task in lectures. A procedure is a description or explanation of the steps that must be completed in order for a particular objective to be achieved. As you listen, it is important to understand when a step starts, when it finishes and another one starts.

In order to understand this transition from one step to another, listen carefully for words which give you information about the order of the procedure,

e.g. Next, Then, Afterwards

NOTE: As you listen, you can write your notes in order using numbers or arrows, etc. In addition, it is a good idea to only write the most important information; don't write anything unnecessary.

List any procedures that you may have to take notes on in your department courses.

Listening:

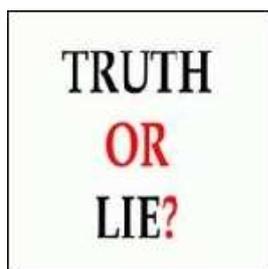
1 You are going to listen to a lecture about the importance of choice / decision-making and how to make choices. Predict what you think the speaker will say.

Post-listening:

1 Discuss the answers to the following questions with your partner.

- a) How many of these steps do you use yourself when making important decisions? And would you add or take any away?
- b) Which steps of the process do you think are the most useful?
- c) Is it realistic to use such a process / technique when making important decisions? Why / Why not?

PART D: Speaking



Pre-speaking:

1 Discuss with your partner.

- a) Have you ever been in a situation in which you had to make a decision about whether to tell someone, e.g. your best friend or boyfriend / girlfriend, something that you know they would be angry about?
- b) Did you tell the truth or a lie?

Speaking:

1 With a partner(s), read the following situation.

A Dilemma

It's the start of the new semester at school. Your hard-working parents have just gone away on business, so they have left you 3000YTL to pay the first instalment of the New Year's tuition fees at university. Two days before going to pay the fees, your best friend comes to you and begs you to lend them 3000YTL as they are in debt to a loan shark. They are very scared and really need your help. If they do not pay the loan shark that day by 5.00pm, there will be big trouble. You don't have that much money of your own, so you decide to give your tuition fee money on the condition that they pay you back in 2 days. **However**, after 2 days, they have not returned the money. You phone them many times but there is no answer. If you do not pay tomorrow, the university will contact your parents. You do not want this to happen. Your parents will be back from their business trip in one week. What should you do?

2 With your partner(s), follow the instructions to help you solve the problem mentioned in the situation.

a) With your partner(s), decide:

1. what your options are.
2. what the possible consequences of each of your options are.

OPTIONS	CONSEQUENCES

b) Make a final decision about what you will do. Please note that you do not have to agree with your partner(s) about what to do.

c) Explain your final decision to the class and your reason(s) for making it.

PART E: Writing

1 Answer the following exam question:

What are the biggest difficulties that people have when making decisions and why? What are the possible solutions to these difficulties?

Answer this question in a minimum of 175 words. Paraphrase, summarise or quote any research information necessary from the unit to help you.

NOTE: Be sure to include all the information requested in the question.

UNIT V: WHO'S THE BEST? ...AND WHY?

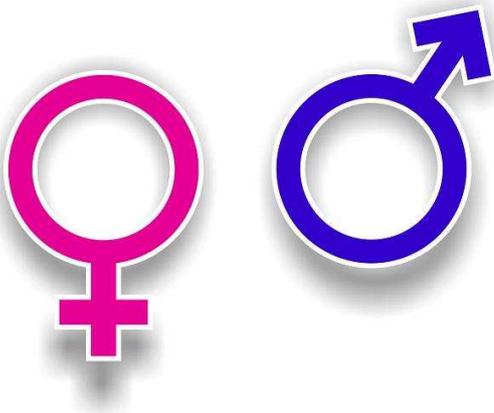
Objectives

By the end of this unit students will be able to:

- take detailed notes in a lecture

TARGET OUTPUT

At the end of this unit, I will be asked to take detailed lecture notes.



PART A: Discussion

1 Answer the following questions with your partner.

- Why is maths such a problem for some people, but fun and easy for others? Is it because of, e.g. their teachers? Any other reasons?
- Do you think you are good or bad at maths? e.g. at division (\div), basic arithmetic or algebra.

2 Solve one of the following mathematical problems with your partner.

- A mathematician says the following two sentences to his / her friend:

- “When I was your age, my present age was 2 times your age.”
- “When you are my age, our total age will be 63, my friend.”

How old is the mathematician and how old is his / her friend?

- How can you get the answer 24 by only using the numbers 8, 8, 3, 3. You can use the main signs add, subtract, multiply and divide.

3 *Ask your teacher for the solutions to the problems.*

4 *Mark the personality characteristics / skills you have that allowed you or stopped you from successfully completing the maths problem. Compare and discuss your answers with your partner.*

am logical	good with numbers	methodical
like detail	hate maths	mind goes blank
better with words than numbers	don't understand the purpose	unintelligent
cannot think mathematically	scared of maths	not scared

PART B: Listening

Pre-listening:

1 *You will listen to a lecture about the characteristics of students who are good at maths. With your partner, predict the characteristics that will be mentioned before you listen. Use the list from Part A, task 4 to help you.*

Listening:

1 Read the following academic skill tip box and do the task in it.

ACADEMIC SKILL TIP: Taking Detailed Notes

Taking detailed notes is something you will have to do very often in lectures. To do this, you need to bring together all the note-taking skills you have learnt so far, e.g. distinguishing relevant from irrelevant information and only writing the most important words.

Each time you listen to take detailed notes, try to understand what your strengths and weaknesses are so that you can improve them next time. This will help you to continue improving beyond this course.

As you listen, remember the following things. Fill the gaps to complete the sentences:

- Listen _____ and concentrate. If you do not listen, you cannot expect to understand and get the information that you need.
- Do _____ write every word your teacher says. You will give up very soon, if you do.
- Use _____ and symbols to help you take notes more _____.
- Listen not only for words which give meaning, but also keywords which tell you the _____ of what your teacher is saying.
- Understand the type of _____ you are receiving, i.e. facts, opinions, main ideas, etc.

2 Listen to the first part of the lecture. Identify the two characteristics of students who are good at maths and take detailed notes for each characteristic.

Characteristic Name	Characteristic Details
1.	
2.	

3 Evaluate your performance by answering the following questions:

- a. How did you find taking detailed notes? e.g. Easy? Difficult?
- b. What did you think you did well?
- c. What do you think you did not do well?
- d. What do you think you could improve for next time?

4 Listen to the 2nd part of the lecture. Identify the remaining two characteristics of students who are good at maths and take detailed notes for each characteristic.

Characteristic Name	Characteristic Details
3.	
4.	

5 Look at the transcript to check your notes.

Post-listening:

1 Answer the following questions and complete the task.

- a. Do you think that you have any of the characteristics mentioned in the lecture? Which ones?
- b. Do you think that any other characteristics are common in people who are good at maths? If so, which ones?
- c. Did you manage to improve your performance on the second task? If so, how? If not, why?

PART C: Listening



Pre-listening:

1 Answer the following question.

Do you think that there are some things in life that males are better at doing than females? And vice-versa, i.e. females better than males? List your answers in the following table.

MALES BETTER AT...	FEMALES BETTER AT...

2 *Discuss the following statement with your partner. Do you agree or disagree with the statement? Why? Do you have any evidence or experience of this?*

“Males are better than females at maths.”

Listening:

1 *Listen to the following extracts of reports about the differences between males and females in maths. Firstly, tick the option for view supported (1). Then, take detailed notes about each view (2).*

A) 1) Tick the correct answer.

View Supported: 1. Males are better than females at maths
2. Females are better than males at maths
3. Both males and females

2) Write details: _____

B) 1) Tick the correct answer.

View Supported: 1. Males are better than females at maths
2. Females are better than males at maths
3. Both males and females

2) Write details: _____

C) 1) Tick the correct answer.

View Supported: 1. Males are better than females at maths
2. Females are better than males at maths
3. Both males and females

2) Write details: _____

Post-listening:

1 Discuss the answer to the following question with a partner.

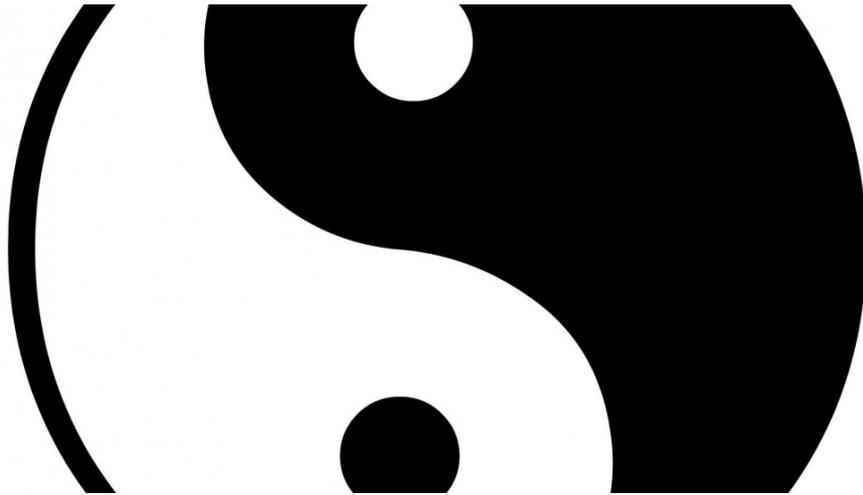
Do you agree with the information from the reports about male and female maths ability? Why? / Why not?

PART D: Writing

1 Using your notes from all the sections of the unit, write a paragraph which compares men and women in terms of maths ability. Paraphrase, summarise or quote any research information necessary from the unit to help you.

NOTE: Be sure to include all the information requested in the question.

MODULE TWO



Speaking for Academic Purposes

INTRODUCTION TO RESEARCH

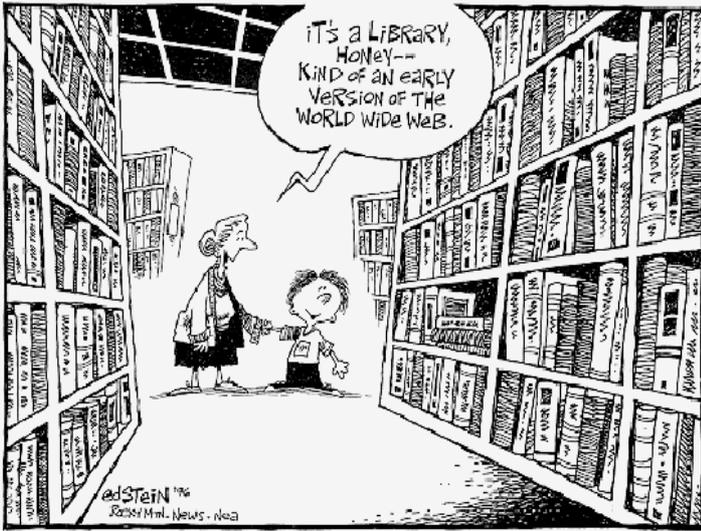
Objectives

By the end of this unit, I will be able to:

- use different sources for research
- identify cases of plagiarism
- define the basics of an academic presentation

TARGET OUTPUT

At the end of this unit, I will be asked to give an oral summary on how to structure a presentation.



PART A: Discussion

1 Discuss the following in groups of three or four:

Suppose that you are going to give a presentation on "the dangers of global warming". Which sources would you use to do your research? List the three most useful ones in order of importance.

- a. _____
- b. _____
- c. _____

2 Based on the decision of your group, prepare a brief summary of the reasons for your choices.

3 Both the internet and the library are useful sources for information. However, both have their disadvantages as well. In groups, try to come up with as many disadvantages as possible for both.

DISADVANTAGES OF	
<i>The Internet</i>	<i>The Library</i>

PART B: Reading

1 Read the following two texts and take notes on the important points in the space given.

Wikipedia – Is It Really Reliable?	NOTES
<p>Wikipedia is a free, widely used online encyclopedia, wherein the entries can be modified by <i>anyone</i>.</p> <p>That is where the catch is.</p> <p>I am not totally against Wikipedia. Wikipedia gives the opportunity for anyone to create an encyclopedia entry, which was once a class project in college. It can be used as a quick - yet crude - research tool, just to get a general idea of a topic. Some professors sometimes borrow images from Wikipedia to illustrate certain points in class. Many articles are reviewed, or scrutinized, by the world; Wikipedia's hope/argument is that since the people who read Wikipedia include those who are knowledgeable on the subject(s), any mistake found on the article can be easily corrected by them. In time, the information presented in the article will be "balanced" or almost (or totally) accurate. I think that Wikipedia provides a good service to the global community by providing easily accessible information.</p> <p>However, as a warning to college students, Wikipedia is not truly peer-reviewed like academic journals, such as <i>Nature</i>, <i>Science</i>, and <i>Journal of Counseling Psychology</i> (which you usually have to subscribe to or access through a library/university). Many professors do not accept Wikipedia as a reference in college research papers. Since the articles can be modified by anyone, some of the information can actually be false or inaccurate; vandalism can occur. (If you cite a certain statement from an entry, there is a chance that it may be altered by the time your professor checks it out.) Also, you do not know who the authors are, which is important when doing your Reference List.</p> <p>Just like Google, you cannot trust everything on Wikipedia. It is still OK to check it out for a rough idea of a particular subject and maybe borrow pictures or get some information. However, bare in mind that the information you get from any kind of source, including Wikipedia, is not yours, which means that it has to be cited. Otherwise, you might run the danger of 'stealing' information, which is called plagiarism and is an academic offense. So, if you would like to do a presentation and/or research paper with good quality and reliable information, you can use the library, e-journals, and/or databases as long as you acknowledge the source.</p>	

<p>NOTES:</p> <hr/> <hr/> <hr/> <hr/> <hr/>
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Where Have All The Libraries Gone?

NOTES

In recent years the WWW revolution has made people, especially students, question the importance of using books as part of their study. The WWW is now not only able to provide articles and journals direct to your desk but even whole books can be read online. Such a situation relieves students of having to walk up and down corridors of dusty libraries, trying to find one book in a million which may not even be there because someone has either taken it out, lost it or stolen it. It also means that students will not have to learn the confusing **coding** systems that librarians spend many happy hours creating so as to further disorientate and confuse new students. After all, which librarian actually wants their books to leave the library where they can be damaged or even never returned.

Optimistic computer geeks may well believe that computers could mean the end of libraries in universities but they are dead wrong. That is neither the aim of the WWW nor is it likely to ever happen.

Firstly, recent medical research strongly suggests that reading from a computer screen is far more damaging to the eyes than reading off paper. To avoid this, students would be forced to print out everything which means hours and hours of waiting and tons of ink to buy.

Secondly, although many articles do exist on the internet, most of these articles and the journals they come from **require** the researcher to become a paying subscriber. To my knowledge, all university libraries are still free and this is a key issue if you are students struggling to make ends meet.

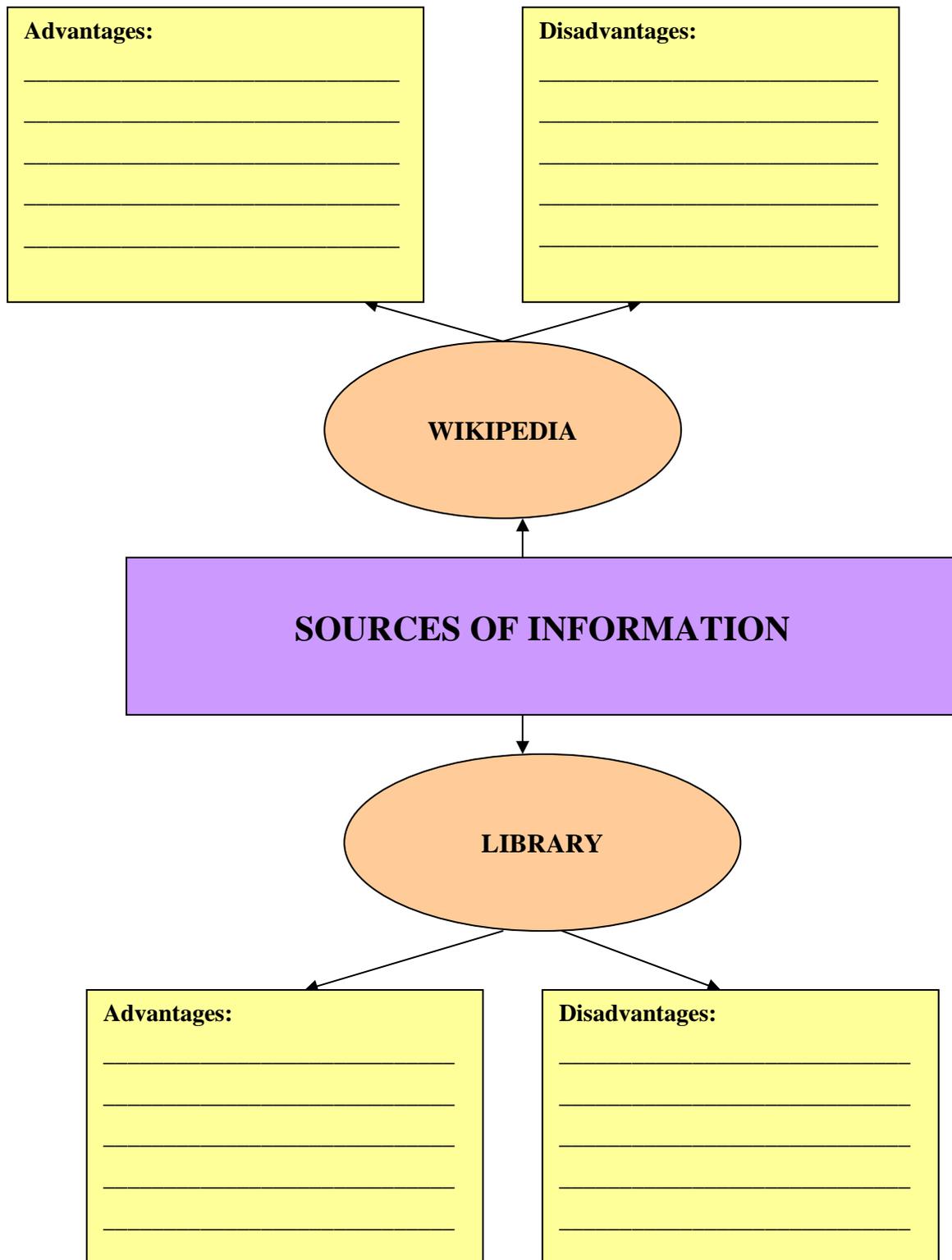
Finally, university libraries, if efficiently run, usually stock those books that are recommended by the university departments. This means that if there is a book you really need for your course, chances are that it will not only be in the library, but there will be multiple copies of it.

Having said all this, not all university libraries are efficiently run and the **challenge** sounded by the WWW makes it imperative that university libraries really do get their acts together and make sure they are providing university students with all their needs, and consequently that universities are supplying enough money to the librarians to make sure the right books are on the shelves.

Universities' libraries are going nowhere, but the WWW will go a long way to ensuring that university libraries try harder to satisfy their customers, the students. **(Kenwood, 2008)**

NOTES:

2 Using your notes from the text, fill in the chart below.



3 Check your answers with a partner, and add any other advantage or disadvantage that you can think of.

4 *The text below describes the situation of a student. Read the situation and in groups, discuss:*

- a. what the problem is.
- b. how this situation relates to the last paragraph of the text on Wikipedia.

Chris just found some good stuff on the Web for his science presentation about sharks. He highlights a paragraph that explains that most sharks grow to be only 3 to 4 feet long and can't hurt people. Chris uses this information in his presentation and adds some other information from Wikipedia as well. He talks about every single detail of sharks, as if he has been a shark expert throughout his life.

Uh-oh. Chris just made a big mistake. Suddenly he finds himself in trouble, not only with his teacher but with the whole school.

Take notes of your discussion here:

5 *Report your answers to the class.*

Part C: LISTENING

1 Below is a list of statements about giving a presentation. Write “DO” next to the ones which you think should be done, and “DON’T”, next to the ones that should be avoided. Complete the statement with your justification. The first one has been done as an example.

DO/DON'T	STATEMENT	REASON
DO	Introduce yourself and your topic	<i>Because the audience needs to know who you are and what you will be talking about</i>
	Memorize your presentation	
	Look at the audience all the time	
	Speak in a very loud voice	
	Wear interesting and different clothes	
	Write the whole presentation on a piece of paper	
	Use same tone of voice throughout the presentation	
	Prepare an outline for your presentation	
	Use as many visuals as possible	
	Tell your audience how long your presentation will be	

2 Share your answers with the class.

- 3 You will watch a video by Rosemary Jane and John Cross on how to give a successful academic presentation. The video consists of five sections. After each section do the task that follows.

Section 1 - THE INTRODUCTION

- a) What does a speaker need to cover in the introduction of a speech?

Section 2 - TRANSITIONS AND SIGNPOSTING

- a) What is signposting?

- b) Note down the transition words that Rosemary Jane and John Cross mention as examples.

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Section 3 - HELPING THE AUDIENCE TO UNDERSTAND

- a) What are some ways of helping the audience to understand and follow the presentation?

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Section 4 - THE CONCLUSION

- a) How does John Cross signal that he is starting the conclusion?

- b) What are the things that John Cross covers in his conclusion?

Section 5 - QUESTIONS

- a) How does John Cross invite the audience to ask questions?

- 4** *Check your answers with the class.*
- 5** *Using the answers to the questions above, write a summary about the basics of giving an academic presentation. Make sure you include information about all five sections mentioned in the video.*

UNIT I: ARE YOU SURE YOU WANT TO EAT THAT?

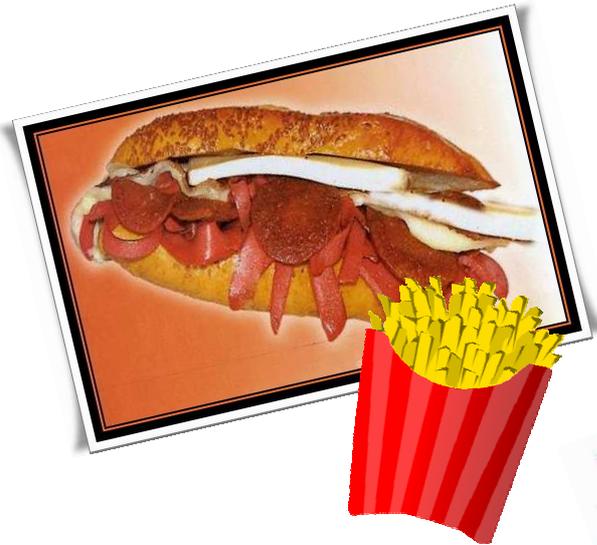
Objectives

By the end of this unit, I will be able to:

- identify the structure of a presentation
- introduce a topic
- summarize and conclude a presentation
- define a concept

TARGET OUTPUT

At the end of this unit, I will be asked to define a concept in an introduction and conclusion of a presentation.



PART A: Discussion

- 1 What does the phrase 'a healthy diet' mean to you?
- 2 Make a list of the healthy and unhealthy food and drink that you consume most regularly.

Healthy	Unhealthy

- 3 Evaluate your own diet. Is it healthy or unhealthy?

PART B: Listening

Pre-listening:

1 Answer the following question.

- a. Do you consume a lot of salt on a daily basis?
- b. Do you think that the amount of salt you consume daily is negative or positive to your health?

Listening:

1 As you listen to the following TV news report about high sodium consumption, complete the following notes.

NOTES:

```
graph TD; HS[High Sodium Intake] -- "(Tick the options you hear)" --> AHP[Associated Health Problems]; HS -- "(Write the amount)" --> RDI[Recommended Daily Intake (RDI)]; HS -- "(Classify the various food)" --> EHS[Examples of high sodium foods]; HS -- "(Classify the various food)" --> ELS[Examples of low sodium foods];
```

Associated Health Problems (Tick the options you hear)

- Stroke
- Migraine headaches
- Depression
- High blood pressure
- Kidney problems
- Insomnia
- Heart disease

Recommended Daily Intake (RDI) (Write the amount)

_____ mg / day
OR _____

High Sodium Intake

Examples of high sodium foods (Classify the various food)

Examples of low sodium foods (Classify the various food)

← e.g. Crisps / potato chips
Breakfast Cereal
Fruit
Factory made Cake
Coffee
Canned tomatoes
Cottage Cheese

Post-listening:

1 Using your notes to help you, discuss the answer to the following question with a

partner.

Will you change your behaviour or recommend other people, e.g. your family, that they change their habits because of the health problems associated with high salt consumption?

2 Skim and scan the text in the appendix entitled ‘Turkish Health Ministry declares war on salt’ and answer the following question:

Do you agree or disagree with the government’s attempts to reduce the amount of salt consumed in Turkey? Why? / Why not?

PART C: Speaking

1 Read the following academic skill tip and do the task which follows it.

ACADEMIC SKILL TIP: The Introduction

The introduction of an academic presentation is the starting point for all academic presentations. It outlines the topic of the presentation in a detailed, but concise way and informs the audience of the purpose and structure of the presentation.

In the introduction, the presenter should:

- a. **state the duration** of the presentation.
- b. **introduce themselves** to their audience.
- c. **state the specific topic** of the presentation.
- d. **tell the audience when they can ask questions** about the presentation.
- e. **include** a short, but specific explanation of the purpose of the presentation. This is called the ‘**Statement of intention**’.
- f. **explain the order** of information to be given in the presentation.

In order to communicate each of the above pieces of information-, the presenter can use certain common phrases,

e.g. to introduce themselves to their audience, a presenter could say: ‘Good Afternoon. My name is.... (and my partner’s name is...)’.

e.g. to express the order the information they will give, a presenter may say: ‘We have ordered our presentation in the following way. First,... Second,...’

Planning what information you are going to give your audience as well as how you are going to give will make your presentation better and easier to deliver.

Put the list of things the presenter should do from the academic skill tip box in the correct order.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

Check your answers with your teacher and write your answers in the numbered areas of the following table.

1.	Introduce themselves to their audience
	B Good Afternoon. My name is.... (and my name / my partner's name is...)
2.	
3.	
4.	
5.	
6.	

2 *Classify the example sentences from the box into the previous table.*

<p>A. The subject of my / our talk is, e.g. how to improve your ability to make good choices / decisions.</p> <p>B. Good Afternoon. My name is.... (and my name / my partner's name is...)</p> <p>C. I / we have chosen this subject because... / Being able to make better decisions is a skill that we could all benefit from. Therefore, we would like to share ... with you.</p> <p>D. The duration of my presentation will be (approximately) ... minutes.</p> <p>E. Please feel free to ask questions at the end of the presentation.</p> <p>F. I / We have broken down the subject into ... parts. They are 1, 2, and 3....</p> <p>G. Hello everyone. Welcome. My name is.... (and my name / my partner's name is...)</p> <p>H. Today, we are going to talk about ...</p> <p>I. You will be able to ask questions at the end of the presentation.</p> <p>J. The subject can be looked at under the following headings. 1, 2, and 3....</p> <p>K. We will explore this topic as it is one that affects us all.</p> <p>L. The presentation will last mins.</p>

- 3 *Add any of your own phrases to the table.*
- 4 *Using the information from your notes, plan the introduction of a presentation about high salt consumption.*
- 5 *Practice presenting the introduction to a partner.*
- 6 *Read the following academic skill tip and do the task which follows it.*

ACADEMIC SKILL TIP: *The Conclusion*

The conclusion is the final part of an academic presentation. It has the function of leaving the audience with a good memory of you and the presentation that you are giving.

In the conclusion, the presenter should:

- a. **summarize what they did** and what important pieces of information that they gave in the presentation. **(Summary of main points)**
- b. invite the audience to **ask any questions about the presentation.** **(Re-invitation to audience for questions)**
- c. **include a transition sentence to connect** the body of the presentation to the conclusion. **(Conclusion transition sentence)**

In order to communicate each of the above pieces of information, the presenter can use certain formulaic expressions (common fixed or semi-fixed phrases),

e.g. to connect from the body of the presentation to the conclusion, a presenter could say: 'Ok, so to sum up, ...'

e.g. to invite questions from the audience about the presentation, a presenter could say: 'Does anyone have any questions?'

Again, as with the introduction, knowing the information you are going to give your audience and how you will deliver it to them in terms of language, will improve the quality and ease of your presentation.

Put the list of things the presenter should do from the academic skill tip box in the correct order.

1. _____
2. _____
3. _____

Check your answers with your teacher and write your answers in the numbered areas of the following table.

1.
2.
3.

7 *Classify the example sentences from the box into the previous table.*

- A. Let me summarize / recap what I talked about today.
- B. I'd / we'd be more than happy to answer any questions you have now.
- C. And that concludes my / our presentation.
- D. Were there any questions?
- E. Today, we talked about ...
- F. And that brings my / our presentation to an end.

8 *Add as many of your own phrases as you can to the table.*

9 *Using the information from your notes, plan the conclusion of a presentation about the diet of university students.*

10 *Practice presenting the conclusion to a partner.*

PART D: Speaking

1 Read the following academic skill tip and do the tasks which follow it.

ACADEMIC SKILL TIP: *Making a presentation to define a concept*

All academic presentations have a genre. A genre is a classification of something according to its purpose and content. A common genre for a presentation is 'defining a concept'. In a presentation of this genre, the introduction and conclusion of the presentation stay the same as in other presentations. The only difference is that in this genre, an academic concept or idea that you are studying is defined by the presenter in the body of presentation.

e.g. a presentation to define what healthy eating is and show how to improve your diet.

When defining a concept academically, it is important to ensure that your definition is clear and 100% accurate. What you should do to help you do this is to make sure the information that you use is accurate and written in a form that is easy to understand.

Another thing that you should do is to make sure that you include particular pieces of information. All academic definitions should include 'a term', 'a class' and 'a distinguishing feature'.

e.g. Algebra (= the term) is a branch (= the class) of mathematics concerning the study of structure, relation, and quantity (= the distinguishing feature).

e.g. Psychoanalysis (= the term) is set of techniques (= the class) for exploring underlying motives and a method of treating various mental disorders; based on the theories of Sigmund Freud (= the distinguishing feature).

Adapted from: Giving Academic Presentations (2002)

Write definitions for the following terms:

- a. Healthy eating
- b. Unhealthy food

Definition A: _____

Definition B: _____

2 Choose one of two topics from the previous task or choose one of your own and present the introduction and conclusion for the topic to a partner.

UNIT II: TOO MUCH OF A GOOD THING

Objectives

- By the end of this unit, I will be able to:
- state an opinion and give support to it
 - use signposts in a presentation
 - plan and make a process presentation

TARGET OUTPUT

At the end of this unit, I will be asked to present the introduction and a body of a presentation.



PART A: Discussion

1 Answer the following question with a partner.

- What problem(s) does each person in the above pictures have?
- What problem do they all have in common?

2 Using the academic skill tip box on writing academic definitions in Unit two of the listening module, define the word 'addiction'.

3 With a partner, list the as many addictions as you can.

Addictions

PART B: Reading

Pre-reading:

- 1 With a partner, discuss what advice you would give to someone with an addiction to help them overcome it.***

Reading:

- 1 Read the first part of the text about overcoming addictions and answer the following questions.***

a. Dr. Chopra describes an addict as a seeker. What does 'seeker' mean?

b. According to Dr. Chopra, what is an addict seeking and why?

Breaking Your Addiction – Part 1

"I see the addict as a seeker, **albeit** a misguided one. The addict is a person in quest of pleasure, perhaps even of a kind of transcendent experience – and I want to **emphasize** that this kind of **seeking** is extremely positive. The addict is looking in the wrong places, but he is going after something very important and we cannot afford to **ignore** the meaning of this search. At least **initially** the addict hopes to experience something wonderful, something that transcends the unsatisfactory or even intolerable everyday reality. There is nothing to be ashamed of in this impulse. On the **contrary**, it provides a **foundation** for true hope and real **transformation**."

Deepak Chopra, M.D., Author and physician. Overcoming Addictions: The Spiritual Solution, (1998)

NOTES

- 2 Read the second part of the text and answer the following question:***

Why is each step in the process that is described important? Write your answers in the note flowchart after the reading text.

Breaking Your Addiction – Part 2

This **quote** shows truly what an addict – an addict of any kind – really is. It shows that if you have an addiction, it is OK not to be ashamed and that you can overcome this addiction in a positive manner.

If you do have an addiction to anything at all, this article is for you. The famous American psychologist and talk show host, Dr. Phil, has 7 recommendations to help you overcome your addictions and become that healthy, vital person that you are:

1) Acknowledge the purpose.

Why do you do it? You have to be able to answer that question. Is it to help you deal with anxiety and stress? It may be hard for you to admit that you have a drinking or smoking habit, but you can't change what you don't acknowledge. Dr. Phil says, "What purpose does the behavior serve for you? If you're an alcoholic, you're not just drinking because you're thirsty. Admit to yourself: 'I'm medicating

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myself for anxiety, depression and pain. It numbs me to life."

2) Think rational thoughts instead of denial; accept that you have the addiction.

You understand at a conscious level, at an intellectual level that your addiction is unhealthy, yet you continue and this confuses you. Dr. Phil points out, "If you're in **denial** about it, if you're **minimizing** it, if you're not taking it seriously or if you're conning yourself about it, then you'll never get where you need to be."

3) Use alternative coping skills.

People don't break bad habits; they replace them with new ones. Recognize that you get a reward from smoking or drinking. Dr. Phil explains, "It calms you. It takes your anxiety away. It lifts your spirits. It numbs you to the pain of your life. If I take that away from you and then don't put anything in its place, then you're just going to lose your **coping mechanisms** and you're going to go back to what you were doing before." So replace the addiction with something positive. Some **alternative** mechanisms to consider to replace your addiction are sports, breathing exercises or relaxation techniques.

4) Identify your danger zones.

A danger zone can be a particular time of day or your **reaction** to a particular circumstance. There are times that there is a higher chance of you going to your addiction habit than others. Recognize what those times are, and do something that is **incompatible** with the addiction you're trying to break. For example, if you feel like lighting a cigarette during your 3 p.m. break at work, take that time to do your breathing or relaxation exercises instead. Dr. Phil encourages, "If you get through that two or three difficult moments of wanting to smoke, I promise you it will go away." You don't have to be strong and powerful all day long every day. You just need to recognize your danger zones, and do something incompatible with your addiction.

5) Make lifestyle changes.

"It's not willpower, it's programming," Dr. Phil says. You have to set your life up for success if you're going to break your addiction. If you're trying to use your cell phone less, turn it off or leave it at home sometimes. If you are a computer junkie, **remove** the computer from your house. A useful tool to help you stop an addiction is to not have **access** to it.

6) Be accountable and have a support system.

Being accountable to someone means that that person will not only support you, but will give you the kick in the rear that you need when it gets tough and tell you the truth when you're lying to yourself. Get your family and friends **involved** in your efforts to kick the habit. You can find addiction support on the message boards at DrPhil.com. You need to find a **community** that supports you during this time and embraces your decision to be healthier. You may also need to seek treatment or check into a rehabilitative program.

7) Reward yourself.

Overcoming an addiction can be very difficult, but it can be done. When you see yourself making progress, even baby steps, you have to **motivate** yourself to keep going. Reward yourself for every step you make, starting with admitting that you have a problem and asking for help. This could be in the form of a present or a meal in a restaurant, whatever you like to help keep you motivated.

NOTES

Step 1: Acknowledging the purpose is important because...

Step 2: Thinking rational thoughts instead of denial and accepting the addiction is important because...

Step 3: using alternative coping skills is important because...

- ...your addiction is a form of coping skill that is helping you to cope with the pain of life. You need a coping skill, but not the addiction; it is good to replace it with sthg. positive.

Step 4: Identifying your danger zones is important because...

- ...there are times or situations in which there is a higher chance of you returning to your addiction than others. If you can recognise these, you can move away from them & do something different and not connected with your addiction.

Step 5: Making lifestyle changes is important because...

Step 6: Being accountable to someone and having a support system is important because...

Step 7: Rewarding yourself is important because...

- ...it is important to motivate yourself to continue moving forward. You should reward yourself at every step of the process.

Post-reading:

1 Answer the following question and do the following task.

a. Were any of your suggestions from the 'pre-reading' task in the reading text? If so, which ones?

b. Add any other steps to the process you feel could be necessary.

PART C: Speaking

1 Read the following academic skill tip and do the task which follows it.

ACADEMIC SKILL TIP: *The Body*

When the presenter finishes making their introduction to the presentation, they move onto the (main) body. The body is the part of a presentation in which the presenter gives the audience the most important ideas of the presentation and then explains them completely, in detail and in a clear and easy to understand way. The body is the biggest and most important part of the presentation because the information given in it makes up the whole reason for the presentation, i.e. without it, there would not be a presentation. Therefore, the quality of the body of the presentation strongly influences the quality of the whole presentation.

In order to produce a good quality body, a presenter should base the information they give around three key questions:

- 1. What? – allows the presenter to define the main idea(s).**
- 2. Why? – allows the presenter to show the reason(s) related to the main idea(s).**
- 3. How? – allows the presenter to explain techniques, methods and procedures related to the main idea(s).**

The main idea(s) must be complete, i.e. explained in detail. This can be done with the help of examples, research information, e.g. statistics, quotes and paraphrases, as well as techniques such as cause and effect or compare and contrast to explain ideas.

Answering these three questions will also help to give good structure to the body. Once the presenter has finished explaining one main idea, they can explain the next one(s) using the same method.

In order to answer the three questions and explain the main idea(s), the presenter should use connectors / connecting phrases:

e.g. because..., As a result..., What's more,...

Again, planning what information you are going to give your audience as well as how you are going to give will raise the quality of your presentation and make it easier to deliver.

Answer the following questions.

- a. Why is the body of the presentation so important?

- b. Why are the three questions, 'What?', 'Why?' and 'How?' so important to producing a strong body section?

- c. Why is it important to use connectors in this part of the presentation?

2 *Classify the example sentences from the box into the table which follows it.*

the reason for this is that...	...so that...	since
because of (+noun)	Another important thing...	as
so,...	therefore,...	Alongside that,...

Connectors that introduce reasons / causes
<i>e.g. because</i>
Connectors that introduce results / effects
Connectors that add information
<i>e.g. what's more,...</i>

- 3 *Add any of your own phrases to the table.*
- 4 *Plan the body of a presentation about how to overcome an addiction. Make sure you answer the three questions, 'What? Why and How?' for the topic.*
- 5 *Practice making a presentation of the body section to a partner.*

6 Read the following academic skill tip and do the task which follows it.

ACADEMIC SKILL TIP: Signposts

A presentation contains different parts and points, and the audience must understand where they are in the presentation to help them understand and follow it. It must be clear to the audience when a presenter has finished one part of the presentation and is moving onto the next one.

e.g. "Please feel free to ask questions at the end of the presentation. Ok, so let's start with what health problems high sodium consumption can cause."

The underlined area is the signpost that the presenter is passing from the introduction to the body of the presentation.

The presenter can also use signposts to show that they are passing from one point / main idea to another point in the body of the presentation. In the following example, the signpost is underlined.

e.g. "Now / secondly, we are going to look how we can reduce the amount of sodium in our diets."

The signpost tells the audience that the presenter is passing from the presenter's first point / main idea to their second one in the body of the presentation.

In order to do this clearly and harmoniously, a presenter can use certain signpost phrases.

e.g. Let me move on now to..., First,... Next,... And so, in summary,...

Classify the example sentences from the box into the table which follows it.

Now,...	So, to conclude,...	Ok, let's move onto the ...	Secondly,...
Let's start with...	Let me sum up the main ideas...	Then,...	Finally,...

Signpost phrases to show transition from introduction to the body
Signpost phrases to show transition from the body to the conclusion
Signpost phrases to show transition from one main idea to the next
<i>e.g. Secondly,...</i>

7 Add as many of your own phrases as you can to the table.

8 Practice presenting the introduction and body of the presentation you made in task 4 about overcoming addictions with a partner.

PART D: Speaking

1 Read the following academic skill tip and do the task which follows it.

ACADEMIC SKILL TIP: *Making a presentation to describe a process or procedure*

Another common genre for a presentation is ‘describing a process or procedure’. A process is a systematic series of steps, actions or occurrences done to achieve a particular aim. In essence, the presenter explains **how something is done** or **how something happens / happened**. A process has an order or sequence of steps that must be followed in order for the desired result to happen. This sequence should be clearly described in the presentation.

*e.g. a presentation to inform the audience **how to** (= **the steps**) overcome an addiction. = (**‘How something is done’ process**)*

*e.g. a presentation to show **how** human emotions work. = (**‘How something happens/ed’ process**)*

When describing a process, it is important to ensure that the explanation of the steps, actions or occurrences is clear, easy to understand and follow as well as 100% accurate. As a result, planning how to explain the process is critically important.

The transitions between steps, etc., for example, from step one to step two to step three, must also be easy to see for the audience. This will help them to understand the process with greater ease and comfort. A presenter can use various phrases to help pass from one step, etc., to the next.

*e.g. The **first thing** you need to overcome an addiction is... **After that stage is complete**, you...*

NOTE: In a presentation of this genre, the basic structure of the presentation, i.e. the introduction and the conclusion stay the same as in other presentations. However, an academic process or procedure is described by the presenter in the body of presentation.

Adapted from: Giving Academic Presentations (2002)

With a partner, list as many processes that you have learnt / will learn about in your department courses as you can.

2 Choose one of the following process topics.

- a. How to overcome an addiction (in general).
- b. How to reduce your mobile phone usage.
- c. How to quit smoking.

3 Plan an introduction and body for the topic you have chosen.

4 Present the introduction and body for the topic that you have chosen to a partner.

UNIT III: TIME TO 'FACE' REALITY

Objectives

By the end of this unit, I will be able to:

- plan and make a process presentation
- use effective body language in a presentation
- citing material in oral presentations

TARGET OUTPUT

At the end of this unit, I will be asked to make a presentation including an introduction, a body and a conclusion.



Part A: Discussion

1 Answer the following questions.

a. What is the specific topic of this unit? Look at the pictures above and discuss your answer with a partner.

b. Do you use Facebook? If so, how many hours a day do you spend on Facebook?

c. What do you do on Facebook? List your activities.

PART B: Reading

Pre-reading:

1 Make a list of the advantages and disadvantages of Facebook.

Reading:

1 Get into pairs. One person be student A, the other be student B.

2 Student A: Read text A about the advantages that Facebook has brought us and write each one in note form in the table below.

Student B: Read text B about the disadvantages that Facebook has brought us and write each one in note form in the table below.

Text A	NOTES
<p>Advantages of Facebook</p> <p>Social networking has become a favorite pastime of people worldwide. Many of these networking sites have appeared on the internet. One of the current most popular sites, Facebook.com, has rapidly become one of the hottest social networking sites on the web. Each day countless numbers of people are finding their way onto Facebook. But what is it about Facebook that so many members find so appealing? Let's take a look.</p> <p>Firstly, have you ever wondered what happened to certain high school buddies, childhood friends, old flames, and people you have worked with in years gone by? If so, there is a good chance you will find them, or someone who knows them, on Facebook. So, if you want to reconnect with someone who was once a part of your life, Facebook is one of the best places to go to see if you can find them. Since most Facebook users use their real names instead of chat or screen names (like on MySpace), it's pretty easy to do a search on people you would like to reconnect with. Whether you want to simply catch up with them, or re-establish a relationship, Facebook is a good place to start.</p> <p>In addition, in today's fast-paced and overall busy lifestyle, Facebook is a great way to maintain contact with friends and family. All you need to do is log-in and post an update and you can quickly inform everyone of what's going on. It is all too common for individual e-mails and phone calls to get lost in the shuffle of daily living, and Facebook can effectively fill the need to talk to people and keep regular contact. The tools made available by Facebook allows people to communicate with many people at once through status updates, wall comments, ability to load photos, videos or links to personal web pages.</p> <p>What's more, many Facebook users find the many games, interactive role playing games, events, contests, and gift-giving to be entertaining. Each day it seems more applications are made available and Facebook users can use them to further enhance their user experience to interact either in real time or when it's convenient. Often what happens is new bonds are made through the entertainment aspect of Facebook and sending gifts or other digital toys can let someone know you are thinking of someone without really having to interact. This is appealing to many people.</p> <p>And finally, Facebook offers a keen ability to network either professionally, socially or even for volunteering. By joining special interest groups you can broaden your network and meet new people. Additionally, Facebook members can easily see what is going on with not only family and friends, but other colleagues, acquaintances and others not spoken with on a regular basis. For instance, there may be people you are interested in, but the relationship is not one where you would call or e-mail them. By becoming 'Facebook friends' you can keep in touch with what is going on in these people's lives because chances are you would not interact if not for the social networking platform.</p> <p>The reasons listed above are many of the most popular reasons why people use</p>	

Facebook. While there are a few disadvantages to using Facebook, for many people, the benefits outweigh the drawbacks.

Leigh Goessl (2008)

Text B

Disadvantages of Facebook

Facebook is one of the fastest growing social networking websites on the Internet. Each day countless numbers of people discover Facebook.com and join up with **visions** of reconnecting with people and having the ability to **maintain contact** with people they know. There are many advantages to becoming a Facebook member and once you've successfully integrated yourself as a knowledgeable user, you'll see just how Facebook is a great tool to use for many purposes. That being said, you should be **aware** that there are some **significant** drawbacks to Facebook as well. After you get started, chances are you'll begin to see the disadvantages. Here are a few of the top disadvantages of Facebook.

One disadvantage is that some people find once they've become immersed in the Facebook culture they become addicted. Many find once they log into Facebook and begin looking around profiles, walls, groups, applications and all the other activities Facebook offers, hours have gone by. This can become a problem in one's personal or professional life, if the time spent on Facebook begins to take hold of one's life. A Facebook addiction can be construed as a disadvantage because of ridiculous amounts of time spent on the website, so if you don't have much time, it's important to set time limits for yourself to help you stay in control. If not, you are likely find yourself losing valuable time on Facebook that could have been used more productively elsewhere.

What's more, any time you open any sort of online account, you give up a degree of privacy. While most sites the private information you enter remains between you and the website, in the case of Facebook.com, there is **potential to expose** a lot of personal information on the web for all to see. On the plus side, Facebook does offer tools to help you mitigate this and control your user experience. By using these tools you can customize how much or how little you want the Facebook, or even the Internet, communities to see. However no matter how **rigid** you set your privacy settings, it is important to realize that nothing is **foolproof** and by joining Facebook you will lose a level of privacy.

This downside of the privacy **aspect** of Facebook creates another potential danger. Social networking sites tend to expose sides of people which are very different from professional personas. It is not uncommon for potential employers or current bosses routinely surf social networking sites on applicants or employees. While you may customize your own settings to keep outsiders from seeing your **interactions**, as **indicated** with the privacy issues, you cannot control what happens outside the scope of your own profile page. A friend may post last weekend's party photos highlighting your name or other unflattering images or comments which show up in search results. This can wreak havoc in one's professional life.

For the most part, being a Facebook member can be a great experience as the website is a fun and interesting place to interact. The key to having a successful experience is to be aware of the disadvantages and protect yourself by using the tools Facebook provides and combine this with common sense.

Leigh Goessl (2008)

NOTES

3 *Share your answers with your partner to complete the blank side of the table.*

Advantages of Facebook	Disadvantages of Facebook

Post-reading:

1 *With a partner, discuss why you think the advantages of Facebook outweigh its disadvantages, or vice-versa and why.*

PART C: Speaking

1 Read the following tip box and do the tasks which follow it.

ACADEMIC SKILL TIP: *Making a presentation to persuade I: The Introduction*

Another genre of academic presentations is persuasion, in which it is the aim of a presenter to persuade / convince the audience to a particular position or view on a topic. Persuasive presentations often ‘centre around problems and solutions’ (Reinhart, S.M., 2002),. In many cases, a presenter attempts to persuade listeners that a particular problem exists or that solution A is better than solution B.

e.g. You could give or attend a presentation entitled, ‘Is modern technology having a more positive or negative effect on our lives?’ In this presentation, the presenter may support one side of the argument and try to persuade the audience of the strength and validity of that view.

In the introduction of a presentation of this genre, a presenter should:

1. **state specifically the topic** that they will make the presentation on.
2. **explain the general situation** surrounding the topic & identify the specific problem or argument.
3. present the **opinions on the opposite side of the argument.** (optional)
4. present their **own opinion.**

e.g. (1) “Today, I’m going to talk about why I believe that modern technology is doing more damage than good to our quality of life.

(2) Modern technology such as computers, cars and televisions have revolutionised the way we live our lives. (3) We would probably all agree that it has brought us many benefits in the many areas such as entertainment, health and transport. However, despite these benefits, we are losing parts of culture, we now live further away from nature, and we are less fit than ever before. (4) As such, it is my view that we have reached a point in history when the damage being done by modern technology to humans and the human way of life outweigh the benefits it gives us.”

Describe two situations in which you have recently had to persuade someone.

2 With a partner, discuss how you persuade someone of the validity of your idea(s) / argument(s) in the following situations.

a. General Situation

You want your parents to buy you a car because you are tired of coming to school and going home by bus. What would you say to your parents to persuade them?

b. Academic & Professional Situation

You are giving a presentation about the most influential person in the history of the world. You have chosen a person, Atatürk, Einstein or Bob Marley. What would you say to the audience to persuade them that s/he is the most influential person of all time?

3 Read the following tip box and do the task which follows it.

ACADEMIC SKILL TIP: Making a presentation to persuade II – The Body

In the body of the presentation, the presenter's ability to convince the audience depends on two factors:

1) Using good quality supporting / explanatory information on the topic.

When attempting to persuade the audience, the presenter needs to use supporting information that can vary in its form from scientific facts, statistics and other evidence from research to stories, and sometimes a mixture of both. The choice of form often depends on the type of listeners to the presentation, i.e. the areas of study that they are involved in.

e.g. "Studies have shown that as our usage of mobiles goes up, so does the rate of illnesses caused by their radiation. Recent government reports indicate a 30% increase since the early '90s in the incidences of brain tumours and cancerous growths which can be directly linked to mobile phone usage."

2) Refuting, i.e. proving that a statement or idea is not correct, any opposing arguments. (optional)

If you are attempting to persuade the audience to accept your opinion and not any other, you will need to give a good reason to do so. You can do this by refuting opposing ideas. You may accept or reject, agree or disagree with the opposing opinion. However, you must prove that your opinion is more valid than the opposing one because it is more accurate and closer to the truth or is just fundamentally better in some way than it.

e.g. "Modern technology has given us the mobile phone. We can now be reached anytime anywhere, and not only that, we can use the internet and even listen to music from them now. Many of us would agree that this is a good thing. But a good thing at what cost? Studies have shown that as our usage of mobiles goes up, so does the rate of illnesses caused by their radiation. Since the early '90s, some recent government reports indicate an increase in the incidences of brain tumours and cancerous growths which can be directly linked to mobile phone usage."

When refuting, you must be respectful, tactful and clear.

NOTE: There are always two sides to any argument. Therefore, when planning the presentation, it is important for the presenter to list both the arguments supporting the claim, i.e. 'for' the claim, as well as those that do not support it, i.e. that are 'against' the claim. This allows the presenter to understand other points of view, which can make them easier to argue against. As such, doing this well should help you to persuade the audience more easily as they understand what they think on the topic and why.

Using the information from your notes, plan the body of a presentation to answer the following question:

Is Facebook having a more positive or negative effect on our lives?

4 Practice presenting the body to a partner.

PART D: Speaking

1 Read the following tip box and complete the tasks which follow it.

ACADEMIC SKILL TIP: *How to deliver a presentation effectively*

Along with organization of the presentation, the way you physically present your information to an audience is critical for them to understand, be able to comfortably follow and enjoy your presentation. It is common in many, if not all cultures to talk with your body as much as your words to communicate. The movements, gestures and tones we communicate will enhance the information that we are communicating to another person. Therefore, when making a presentation, a presenter must take care to do the following things:

1. Use Effective Body Language

Eye Contact – try to divide your audience into groups and move your eyes from one group to another to include the whole audience. Reason number _____

Facial Expressions – smile and be as natural with your expressions as possible. Reason number _____

Hand Gestures – mimic actions that you are talking about or use your hand to bring the audience's attention to graphs, pictures or to emphasize importance. Reason number _____

Move around a little – Do not stand 100% still during the presentation, but do not move all over the stage either. Find a balance between the two and move around gradually from time to time. Also, avoid behaviour like pulling on your sleeve, scratching, playing with your hair. Reason number _____

2. Use your voice and words correctly

Intonation – make sure to have life in your voice, keeping your tone interesting, varying your volume and stressing important parts of the speech more than the others. Reason number _____

Adapted from: Giving Academic Presentations (2002)

Task: Why is each piece of advice in the tip box important? Read the reasons in the following table and match each one with a piece of advice from the tip box.

	Reason
1	Remember, your aim is to build a friendly, open relationship with the audience. This will help to enjoy the presentation and get more out of it.
2	Listening to a monotone voice for any period of time is very boring.
3	Doing this with the audience throughout the presentation will engage and let the members of the audience know that you are taking 'to' them and not 'at' them. Remember that a presentation is like a conversation. The major difference is that it is mostly one-sided.
4	a. This can break the audience's concentration and be very annoying. b. Your audience will be sitting for a period of time listening to you, so this can help keep them stimulated and focused.
5	These will strengthen and / or illustrate the information that you are giving the audience.

c. Read the following tip box and complete the tasks which follow it.

ACADEMIC SKILL TIP: Citing material in oral presentations

It is just as common and important to include research information from other authors when making oral presentations as it is when you are writing.

e.g. *“In her 1999 book, Persuasive Skills, author Dorothy Sarnoff says the following about body language: “a presentation should have a natural flow.”*

In order to do this, the presenter should be clear about what is theirs and what is not. They should give credit not only for **direct quotations**, but also for ideas that you **paraphrase or summarised** in order to avoid plagiarism.

Citing a quotation in a speech

e.g. *‘In her 1999 book, Persuasive Skills, author Dorothy Sarnoff says the following about body language: “a presentation should have a natural flow.”*

Citing a paraphrase or a summary

e.g. *‘Dorothy Sarnoff in her 1999 book, Persuasive Skills, emphasizes that presentations must flow in a natural manner.’*

The underlined areas of text make it clear to the audience that the information that the presenter is about to give came from the published work of someone other than themselves.

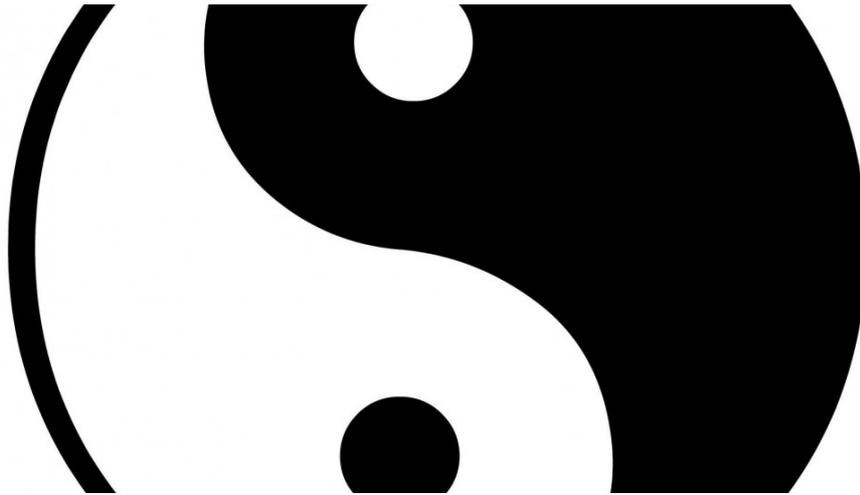
Review the information that you used when you practised presenting the body of a presentation in Part C and practise citing any published information to avoid plagiarising in your presentation.

NOTE: Writing out how you will cite the information may help you cite it more correctly.

d. *Using the information from the last two academic skill tip boxes, present the body of the presentation again to a partner to answer the following question:*

Is Facebook having a more positive or negative effect on our lives?

English for Academic Purposes



Mini-Dictionary (Faculty of Arts & Sciences)

Entries taken from: Longman Dictionary of Contemporary English (2003), Harlow (UK): Pearson Education

Note: Transitive and Intransitive Verbs

Transitive verbs have an object.

e.g. access *Users can access their voice mail remotely.*

Intransitive verbs have no object.

e.g. bond *It usually doesn't take very long for a baby and mother to bond.*

Some verbs can be both transitive and intransitive.

e.g. contribute *City Council employees cannot contribute.* (intransitive)

Everybody contributes their own time to the project. (transitive)

Mini-Dictionary entries in italics are for words related to specific texts and are not part of the Academic Word List.

A

access (noun) [uncountable]

1 the right to enter a place, use something, see someone etc

Access to the papers is restricted to senior management. Cats should always have access to fresh, clean water.

2 how easy or difficult it is for people to enter a public building, to reach a place, or talk to someone

We're trying to improve access for disabled visitors.

a villa with easy access to the sea

3 the way you use to enter a building or reach a place

Access is by means of a small door on the right.

4 have access to a car/a computer etc

to have a car, computer etc that you can use

SYNONYMS: approach, entry, way

access (verb) [transitive]

to find information, especially on a computer:

Users can access their voice mail remotely.

accurate (adjective)

1 correct and true in every detail [\neq inaccurate]

The brochure tries to give a fair and accurate description of each hotel.

Police believe Derek gave a reasonably accurate account of what happened.

2 measured or calculated correctly [\neq inaccurate]

It is difficult to get accurate figures on population numbers.

3 a machine that is accurate is able to do something in an exact way without making a mistake

The cutter is accurate to within $\frac{1}{2}$ a millimetre.

accurately (adverb)

It's impossible to predict the weather accurately.

accuracy (noun) [uncountable]

1 the ability to do something in an exact way without making a mistake:

He passes the ball with unerring accuracy.

2 the quality of being correct or true [\neq inaccuracy]

worries about the accuracy of government statistics

alternative (adjective)

1 [only before noun] an alternative idea, plan etc is different from the one you have and can be used instead

alternative ways/approach/methods etc

alternative approaches to learning

Have you any alternative suggestions?

2 deliberately different from what is usual, expected, or traditional

alternative music/theatre etc

sources of alternative energy (=energy produced by the sun, wind etc rather than by gas, coal etc)

tolerance of alternative lifestyles

alternative medicine/therapies

alternative (noun) [countable]

something you can choose to do or use instead of something else

Is there a viable alternative to the present system?

He quickly assessed what alternatives were open to him.

SYNONYMS: option, possibility, preference

alternatively (adverb)

You can relax on the beach or alternatively try the bustling town centre.

albeit (conjunction) (formal)

used to add information that reduces the force or importance of what you have just said

He accepted the job, albeit with some hesitation.

Chris went with her, albeit reluctantly.

SYNONYM: although

ambiguous (adj) [\neq unambiguous]

something that is ambiguous is unclear, confusing, or not certain, especially because it can be understood in more than one way

The language in the Minister's statement is highly ambiguous.

His role in the matter is ambiguous.

The results of the experiments were ambiguous and they will have to be done again.

ambiguously (adv)

The legislation had been ambiguously worded.

ambiguity (noun) plural **ambiguities** [uncountable and countable]

the state of being unclear, confusing, or not certain, or things that produce this effect
ambiguity in

There was an element of ambiguity in the president's reply.

analyse (verb) [transitive]

1 to examine or think about something carefully, in order to understand it:

She still needs to analyse the data.

You need to sit down and analyse why you feel so upset.

Joe had never tried to analyze their relationship.

2 to examine a substance to see what it is made of:

The cell samples are analyzed by a lab.

3 to examine someone's mental or emotional problems by using psychoanalysis

SYNONYMS: study, do research, carry out research

analysis (noun) plural **analyses**

1 [uncountable and countable] a) a careful examination of something in order to understand it better

analysis of: a detailed analysis of the week's news

Further analysis of the data is needed.

do/carry out/conduct an analysis: They were doing some type of statistical analysis.

b) the way in which someone describes a situation or problem, and says what causes it to happen

analysis of: Do you agree with Marx's analysis of the failure of free-market capitalism?

2 [uncountable and countable] a careful examination of a substance to see what it is made of

analysis of: analysis of genetic material

for analysis: Blood samples were sent for analysis.

You'll get the results when the analysis is complete.

3 [uncountable] a process in which a doctor makes someone talk about their past experiences, relationships etc in order to help them with mental or emotional problems [= psychoanalysis]

She's been in analysis for three years.

SYNONYMS: examination, check, study

analyst (noun) [countable]

1 someone whose job is to think about something carefully in order to understand it, and often to advise other people about it

Political analysts expect the Social Democrats to win.

A systems analyst is someone whose job is to look after a company's computer and software needs.

2 a doctor who helps people who have mental or emotional problems by making them talk about their experiences and relationships

analytical (adj)

Some students have a more analytical approach to learning.

aspect (noun)

1 [countable] one part of a situation, idea, plan etc that has many parts
 aspect of: Dealing with people is the most important aspect of my work.

Alcoholism affects all aspects of family life.

2 [countable] the direction in which a window, room, front of a building etc faces:
 a south-facing aspect

3 [singular, uncountable]: literary: the appearance of someone or something:
 The storm outside gave the room a sinister aspect.

SYNONYMS: factor, element, feature

assurance (noun)

1 [countable] a promise that something will definitely happen or is definitely true, made especially to make someone less worried:

Despite my repeated assurances, Rob still looked very nervous.

He gave an assurance that the work would be completed by Wednesday.

2 [uncountable] a feeling of calm confidence about your own abilities, or that you are right about something:
 the calm assurance with which she handled the horse

'Jack will never agree to that,' he said with assurance.

SYNONYMS: promise, guarantee, commitment

assure (verb) [transitive]

1 to tell someone that something will definitely happen or is definitely true so that they are less worried
 Her doctor has assured us that she'll be fine.

The document is genuine, I can assure you.

2 to make something certain to happen or to be achieved

Excellent reviews have assured the film's success.

A win on Saturday will assure them of promotion to Division One.

SYNONYMS: reassure, ensure

available (adjective) [≠ unavailable]

1 something that is available is able to be used or can easily be bought or found:

Tickets are available from the box office.

Funds are available to assist teachers who want to attend the conference.

Every available space on the wall was covered in pictures.

2 [not before noun] someone who is available is not busy and has enough time to talk to you:

Mr Collins was not available for comment on Thursday night.

3 someone who is available does not have a wife, boyfriend etc, and therefore may want to start a new romantic relationship with someone else

SYNONYMS: free, spare, usable

availability (noun) [uncountable]

the availability of affordable housing

Rooms are offered subject to availability.

aware (adj) [not before noun] [≠ unaware]

1 if you are aware that a situation exists, you realize or know that it exists

The children are aware of the danger of taking drugs.

Were you aware that Joe had this problem with his knee?

2 if you are aware of something, you notice it, especially because you can see, hear, feel or smell it
 aware of

She was aware of a tall dark figure watching her.

Bill became aware that he was still holding his glass.

SYNONYMS: informed, conscious of

awareness (noun) [uncountable]

1 knowledge or understanding of a particular subject or situation

Health officials have tried to raise awareness (=improve people's knowledge) about AIDS.

2 the ability to notice something using your senses

an artist's awareness of light and color

B

bond (noun) [countable]

1 an official document promising that a government or company will pay back money that it has borrowed, often with interest

My father put all his money into stock market bonds.
trading on the bond market

2 something that unites two or more people or groups, such as love, or a shared interest or idea

the emotional bond between mother and child

the United States' special bond with Britain

lifelong bonds of family and friendship

SYNONYMS: connection, relationship, tie

bond (verb)

1 [intransitive] if two things bond with each other, they become firmly fixed together, especially after they have been joined with glue

It takes less than 10 minutes for the two surfaces to bond.

2 [intransitive] to develop a special relationship with someone

Time must be given for the mother to bond with her baby.

C

challenge (noun)

1 [uncountable and countable] something that tests strength, skill, or ability, especially in a way that is interesting

The company is ready to meet the challenges of the next few years.

Martins now faces the biggest challenge of his career.

2 [countable] when someone refuses to accept that someone or something is right and legal

a direct challenge to the Governor's authority

The president faces a strong challenge from nationalists.

3 [countable] when someone tries to win something or invites someone to try to beat them in a fight

The Prime Minister narrowly avoided a leadership challenge last year.

challenge (verb) [transitive]

1 to refuse to accept that something is right, fair, or legal

a boy with a reputation for challenging the authority of his teachers

Viewpoints such as these are strongly challenged by environmentalists.

2 to invite someone to compete or fight against you, or to try to win something

After lunch Carey challenged me to a game of tennis.

Liverpool are challenging for the title (=in a position where they could win).

3 to test the skills or abilities of someone or something

Every teacher ought to be challenging kids to think about current issues.

challenging (adj)

difficult in an interesting or enjoyable way

Teaching young children is a challenging and rewarding job.

challengingly (adv)

circumstance (noun)

1 [countable usually plural] the conditions that affect a situation, action, event etc:

The Soviet Union had been forced by circumstances to sign a pact with Nazi Germany.

I can't imagine a circumstance in which I would be willing to steal.

2 [uncountable] formal the combination of facts, events etc that influence your life, and that you cannot control:

He was a victim of circumstance.

3 circumstances [plural] formal the conditions in which you live, especially how much money you have

Whether or not you qualify for a loan will depend on your financial circumstances.

people living in difficult social circumstances

SYNONYMS: situations, case, conditions

cite (verb) [transitive] formal

1 to mention something as an example, especially one that supports, proves, or explains an idea or situation:

The judge cited a 1956 Supreme Court ruling in her decision.

Several factors have been cited as the cause of the problem.

2 to give the exact words of something that has been written, especially in order to support an opinion or prove an idea [= quote]:

The passage cited above is from a Robert Frost poem.

3 to order someone to appear before a court of law

cite somebody for something

Two managers had been cited for similar infractions.

SYNONYMS: give as an example, mention, quote

citation (noun) [countable]

1 (American English) a formal statement or piece of writing publicly praising someone's actions or achievements

a citation for bravery

2 an official order for someone to appear in court or pay a fine for doing something illegal

Turner was issued a traffic citation for careless driving.

3 a line taken from a book, speech etc

The essay begins with a citation from 'Hamlet'.

SYNONYM: quotation

code (noun)

1 [countable] a set of rules, laws, or principles that tell people how to behave

The Torah is the basis for all the Jewish laws and their moral code.

Each state in the US has a different criminal and civil code.

2 [uncountable and countable] a system of words, letters, or symbols that you use instead of ordinary writing, so that the information can only be understood by someone else who knows the system

All reports must be sent in code.

They didn't realise that we'd broken their secret code.

3 [countable] a set of numbers, letters, or symbols that shows what something is or gives information about it

Goods that you order must have a product code.

code (verb) [transitive usually passive]

1 to put a set of numbers, letters, or symbols on something to show what it is or give information about it

Each path is coded to show the level of difficulty.

2 to put a message into code so that it is secret

community (noun) plural **communities**

1 [C, also + plural verb British English] the people who live in the same area, town etc:

The new arts centre will serve the whole community.

We meet once a month to discuss community problems.

2 [countable] a group of people who have the same interests, religion, race etc:

different ethnic communities

the business/academic/scientific etc community

3 the community: society and the people in it:

The trend is towards reintegrating mentally ill people into the community.

the international community (=all the countries of the world): The President appealed to the international community for aid for the flood victims.

SYNONYMS: population, the people

compatible (adj) [≠ incompatible]

1 if two pieces of computer equipment are compatible, they can be used together, especially when they are made by different companies

The new software is IBM compatible (=can be used with IBM computers) .

2 able to exist or be used together without causing problems

Stephen's political views often weren't compatible with her own.

3 two people that are compatible are able to have a good relationship because they have similar opinions or interests

The success of a relationship depends largely on how compatible two people are and how well they communicate.

compatibility (noun)

concentrate (verb)

1 [intransitive] to think very carefully about something that you are doing

Adrian was finding it difficult to concentrate.

Be quiet - let me concentrate on my homework.

2 [intransitive and transitive] to be present in large numbers or amounts somewhere, or to cause people or things to be present in large numbers or amounts somewhere

Italian industry is concentrated mainly in the north.

Construction of the aircraft is being concentrated at Prestwick.

3 if something concentrates the mind, it makes you think very clearly:

Relaxing in a Jacuzzi concentrates the mind wonderfully.

SYNONYMS: pay attention to, focus on

concentrated (adj)

1 a concentrated liquid or substance has been made stronger by removing water from it
concentrated orange juice a concentrated cream detergent

2 [only before noun] showing a lot of effort or determination

He made a concentrated effort to improve his work.

concentration (noun)

1 [uncountable] the ability to think about something carefully or for a long time

Lack of concentration was a real problem.

I lost my concentration and fell asleep.

2 [uncountable] a process in which you put a lot of attention, energy etc into a particular activity

concentration on your health

concentration on providing quality value and service

3 [uncountable and countable] a large amount of something in a particular place or among particular people

the concentration of greenhouse gases in the atmosphere

the concentration of power in the hands of a few

SYNONYM: focus, attention

conclude (verb)

1 [transitive] to decide that something is true after considering all the information you have
conclude that

The report concluded that the school should be closed immediately.

conclude from something that

Richardson concluded from his studies that equality between the sexes is still a long way off.

2 [transitive] formal to complete something you have been doing, especially for a long time

When the investigation is concluded, the results will be sent to the US Attorney's office.

Francis, having concluded his business with James, left for Miami.

3 [intransitive and transitive] to end something such as a meeting, book, event, or speech by doing or saying one final thing

conclude with

Each chapter concludes with a short summary.

SYNONYMS: complete, end

conclusion (noun)

1 [countable] something you decide after considering all the information you have

These are the report's main conclusions.

conclusion (that)

I soon came to the conclusion that she was lying.

It is still too early to reach a conclusion on this point.

The police came to the inescapable conclusion that the children had been murdered.

2 [countable] formal the end or final part of something

conclusion of

At the conclusion of the meeting, little progress had been made.

3 in conclusion

used in a piece of writing or a speech to show that you are about to finish what you are saying

In conclusion, I would like to say how much I have enjoyed myself today.

considerable (adj) [≠ inconsiderable]

fairly large, especially large enough to have an effect or be important

We've saved a considerable amount of money.

The discussion has aroused considerable interest.

considerably (adv)

His depression has improved considerably since he started seeing a therapist.

consist of (something) (phrasal verb)

to be formed from two or more things or people

The meal consisted of several different Italian dishes.

The audience consisted mainly of teenagers.

SYNONYMS: be made up of, be composed of, include

consume (verb) [transitive]

1 to use time, energy, goods etc

Only 27% of the paper we consume is recycled.

A smaller vehicle will consume less fuel.

2 formal: to eat or drink something

Alcohol may not be consumed on the premises.

3 (literary) if a feeling or idea consumes you, it affects you very strongly, so that you cannot think about anything else:

He was consumed with guilt after the accident.

SYNONYMS: use, use up, exhaust

consumer (noun) [countable]

someone who buys and uses products and services [↔ consumption, producer]:

Consumers will soon be paying higher airfares.

It will offer a wider choice of goods for the consumer (=consumers in general).

Consumer demand led to higher imports of manufactured goods.

Consumer spending was down by 0.1% last month.

SYNONYMS: user, customer, shopper

consumption (noun) [uncountable]

1 amount used: the amount of energy, oil, electricity etc that is used
dramatic rises in fuel consumption

Exercise increases oxygen consumption.

2 food/drink

a) formal the act of eating or drinking

The consumption of alcohol on the premises is forbidden.

b) the amount of a substance that people eat, drink, smoke etc

alcohol/tobacco/caffeine etc consumption: The Government wants to reduce tobacco consumption by 40%.

3 buying: the act of buying and using products

art intended for mass consumption (=to be bought, seen etc by lots of people)

SYNONYMS: use, exhaustion

contact (noun)

1 [uncountable]communication with a person, organization, country etc

Few people have daily contact with mentally disabled people.

We stay in contact by email.

2 [uncountable] when two people or things touch each other

Children need physical contact with a caring adult.

When water comes into contact with air, carbon dioxide is released.

3 [uncountable] when you meet someone or experience a particular kind of thing

Pat's job brings her into contact with the problems people face when they retire.

contact (verb) [transitive]

to write to or telephone someone

Give the names of two people who can be contacted in an emergency.

Please contact me if you have any questions.

contactable (adj) [not before noun]

A mobile phone makes you contactable wherever you are.

contrary (noun)

1 on the contrary: used to add to a negative statement, to disagree with a negative statement by someone else, or to answer no to a question

It wasn't a good thing; on the contrary it was a huge mistake.
'I suppose your wife doesn't understand you.' 'On the contrary, she understands me very well.
2 evidence/statements etc to the contrary
something showing or saying the opposite
Unless there is evidence to the contrary, we ought to believe them.
He continued to drink despite advice to the contrary.

contribute (verb)

1 [intransitive and transitive]: to give money, help, ideas etc to something that a lot of other people are also involved in

City employees cannot contribute to political campaigns.
The volunteers contribute their own time to the project.

2 [intransitive] to help to make something happen:

Stress is a contributing factor in many illnesses.
Alcohol contributes to 100,000 deaths a year in the US.

3 [intransitive and transitive] to write articles, stories, poems etc for a newspaper or magazine
one of several authors contributing to the book

SYNONYMS: make a contribution, pay/give towards

contribution (noun)

1 [countable] something that you give or do in order to help something be successful
Einstein was awarded the Nobel Prize for his contribution to Quantum Theory.

The school sees its job as preparing students to make a contribution to society.

2 [countable] an amount of money that you give in order to help pay for something
A contribution of £25 will buy 15 books.

You can make annual contributions of up to \$1000 in education savings accounts.

3 [countable] a regular payment that you make to your employer or to the government to pay for things that you will receive when you are no longer working, for example health care, a pension etc
Have you been making regular contributions to a pension plan?

cope (verb) [intransitive]

1 to succeed in dealing with a difficult problem or situation

Sometimes I find it hard to cope.

Local authorities have to cope with the problems of homelessness.

People who cope successfully with difficult situations usually look ahead and anticipate circumstances.

2 if a system or machine copes with a particular type or amount of work, it does it

My computer can cope with huge amounts of data.

SYNONYM: handle

D

deny (verb) past tense and past participle **denied** present participle **denying** third person singular
denies [transitive]

1 to say that something is not true, or that you do not believe something

I've never denied that there is a housing problem.

Two men have denied murdering a woman at a remote picnic spot.

2 to refuse to allow someone to have or do something

She could deny her son nothing.

This is the only country in Europe to deny a health service to its citizens.

3 there's no denying (that/something)

spoken used to say that it is very clear that something is true

There's no denying that this is an important event.

4 to refuse to admit that you are feeling something

Emotions can become destructive if they are suppressed and denied.

SYNONYMS: disallow, refuse, reject

denial (noun)

1 [uncountable and countable] a statement saying that something is not true

The government issued an official denial.

denials that border security had not been strict enough

2 [uncountable] when someone refuses to allow someone else to have or to do something
protests against the denial of human rights
3 [uncountable] a condition in which you refuse to admit or believe that something bad exists or has happened
in denial
His girlfriend is in denial, and refuses to admit that he will soon die.

E

emphasis (noun) plural **emphases** [uncountable and countable]

1 special attention or importance

In Japan there is a lot of emphasis on politeness.

The course places emphasis on practical work.

2 special importance that is given to a word or phrase by saying it louder or higher, or by printing it in a special way

The emphasis should be on the first syllable.

'And I can assure you,' she said with emphasis, 'that he is innocent.'

SYNONYMS: attention, stress, weight

emphasize (verb) also **emphasise** (British English) [transitive]

1 to say something in a strong way

The report emphasizes the importance of improving safety standards.

The Prime Minister emphasized that there are no plans to raise taxes.

2 to say a word or phrase louder or higher than others to give it more importance

enable (verb) [transitive]

to make it possible for someone to do something, or for something to happen

enable somebody/something to do something: The loan enabled Jan to buy the house.

There are plans to enlarge the runway to enable jumbo jets to land.

SYNONYMS: make something possible, allow, permit

energetic (adj)

having or needing a lot of energy or determination

an energetic man

We need to be more energetic in promoting ourselves abroad.

SYNONYMS: active, dynamic, lively

energetically (adv) He fought energetically against the new law.

energize (verb) also **energise** (British English) [transitive]

1 to make someone feel more determined and energetic

The charity hopes the campaign will energise its volunteers.

2 [usually passive] (technical) to make a machine work

energy (noun) plural **energies** [uncountable and countable]

1 the physical and mental strength that makes you able to do things

Helping people takes time and energy.

I don't have the energy to deal with it right now.

2 power that is used to provide heat, operate machines etc

nuclear/solar etc energy

research into renewable energy sources

enhance (verb) [transitive]

to improve something

Good lighting will enhance any room.

This image can then be enhanced and electronically analyzed.

SYNONYMS: improve, complement, reinforce

enhanced (adj)

improved or better

enhanced access to information

enhancement (noun) [uncountable and countable]

expose (verb) [transitive]

1 show: to show something that is usually covered or hidden:

He lifted his T-shirt to expose a scar across his chest.

Potatoes turn green when exposed to light.

2 to something dangerous: to put someone in a situation where they are not protected from something dangerous or unpleasant

The report revealed that workers had been exposed to high levels of radiation.

3 tell the truth: to show the truth about someone or something, especially when it is bad:

The film exposes the horror of war.

SYNONYMS: show, present, produce

exposure (noun)

F

foolproof (adj)

a foolproof method, plan, system etc is certain to be successful

Each article goes through a foolproof system of checking so that there are no mistakes in the final text.

SYNONYM: infallible

found (verb) [transitive]

1 to start something such as an organization, company, school, or city, often by providing the necessary money

Founded in 1935 in Ohio, Alcoholics Anonymous is now a world-wide organization.

Eton College was founded by Henry VI in 1440.

2 be founded on/upon something

a) to be the main idea, belief etc that something else develops from

The British parliamentary system is founded on debate and opposition.

b) to be the solid layer of cement, stones etc that a building is built on

The castle is founded on solid rock.

SYNONYMS: establish, be based on

foundation (noun)

1 building [countable] the solid layer of cement, bricks, stones etc that is put under a building to support it:

It took the builders three weeks to lay the foundations.

The earthquake shook the foundations of the house.

2 basic idea [countable] a basic idea, principle, situation etc that something develops from

All theories should be built on a foundation of factual knowledge.

The course gives students a good foundation in the basics of computing.

3 organization [countable] an organization that gives or collects money to be used for special purposes, especially for charity or for medical research:

the British Heart Foundation

4 establishment [uncountable] the establishment of an organization, business, school etc [= founding]:

The school has served the community since its foundation in 1835.

SYNONYMS: basis

function (noun)

1 [uncountable and countable] the purpose that something has, or the job that someone or something does perform/fulfil a function: In your new job you will perform a variety of functions.

The church fulfils a valuable social function.

The nervous system regulates our bodily functions (=eating, breathing, going to the toilet etc).

Bauhaus architects thought that function was more important than form.

2 [countable usually singular] technical: a quantity or quality whose value changes according to another quantity or quality that is related to it:

The degree of drought is largely a function of temperature and drainage.

SYNONYMS: purpose, use, application

function (verb) [intransitive]

1 to work in the correct or intended way

Flights in and out of Taipei are functioning normally again.

Her legs have now ceased to function.

2 if something functions in a particular way, it works in that way
an understanding of how the economy functions

functional (adj)

1 designed to be useful rather than beautiful or attractive [\neq decorative]

buildings that are sensitively designed, not purely functional

2 something that is functional is working correctly

By 2004, the Supertrain is expected to be fully functional (operational).

3 relating to the purpose of something

The two departments have slight functional differences.

functionally (adv)

G

guarantee (verb) [transitive]

1 a) to promise to do something or to promise that something will happen

I guarantee you'll love this film.

If you send the application form in straight away, I can guarantee you an interview.

b) to make a formal written promise to repair or replace a product if it breaks within a specific period of time

All our products are fully guaranteed .

2 to promise that you will pay back money that someone else has borrowed, if they do not pay it back themselves

The bank will only lend me money if my parents guarantee the loan.

3 to make it certain that something will happen

In movies, talent by no means guarantees success.

guarantee (noun) [countable]

1 a formal written promise to repair or replace a product if it breaks within a specific period of time

They offer a two-year guarantee on all their electrical goods.

a money-back guarantee

2 a formal promise that something will be done

3 a promise that you will pay back money that someone else has used or borrowed, if they do not pay it themselves

H

I

ignore (verb) [transitive]

1 to deliberately pay no attention to something that you have been told or that you know about:

You can't ignore the fact that many criminals never go to prison.

problems which we can't afford to ignore

2 to behave as if you had not heard or seen someone or something:

The phone rang, but she ignored it.

Sam rudely ignored the question.

He had completely ignored her remark, preferring his own theory.

SYNONYMS: pay no attention, take no notice, not want to know

indicate (verb)

1 [transitive] to show that a particular situation exists, or that something is likely to be true

Research indicates that over 81% of teachers are dissatisfied with their salary.

The study indicates a strong connection between poverty and crime.

2 [transitive] to say or do something to make your wishes, intentions etc clear

The Russians have already indicated their willingness to cooperate.

Professor Johnson has indicated his intention to retire at the end of next year.

Please indicate your preference on the booking form.

3 [transitive] to direct someone's attention to something or someone, for example by pointing

'That's her,' said Toby, indicating a girl on the other side of the room.

4 [transitive] to represent something

Sales targets are indicated on the graph by a vertical dotted line.

SYNONYMS: display, show, signal

indication (noun)

[uncountable and countable]

a sign, remark, event etc that shows what is happening, what someone is thinking or feeling, or what is true

He gave no indication of his own feelings at all.

Could you give me some indication as to when I am likely to receive a reply?

Indications are that the situation hasn't improved much.

SYNONYMS: display, show, signal

indicative (adj)

1 be indicative of something

to be a clear sign that a particular situation exists or that something is likely to be true

This behaviour is indicative of her whole attitude, I'm afraid.

2 (technical) an indicative verb form is used for making statements

SYNONYM: typical

individual (noun) [countable]

1 a person, considered separately from the rest of the group or society that they live in:

the rights of the individual

Each individual receives two genes, one inherited from each parent.

2 a person of a particular kind, especially one who is unusual in some way:

a strange-looking individual

SYNONYMS: unique, distinctive, person

individually (adv)

separately, not together in a group

The guest speaker thanked them all individually.

individually wrapped portions of cheese

individuality (noun) [uncountable]

It's not a bad essay, but it doesn't demonstrate enough individuality.

inevitable (adj)

certain to happen and impossible to avoid

Since the leaders can't agree, more fighting is inevitable.

It's inevitable that doctors will make the occasional mistake.

SYNONYM: unavoidable

inevitably (adv)

used for saying that something is certain to happen and cannot be avoided

Such bad economic conditions inevitably lead to more crime.

initial (adjective) [only before noun]

happening at the beginning [= first]:

an initial investment of £5000

the initial stages of the disease

The initial response has been encouraging.

SYNONYMS: preliminary, first, earliest

initially (adv)

at the beginning

Stan initially wanted to go to medical school.

Initially, I thought I would only stay there a year.

instance (noun)

1 for instance (for example)

We need to rethink the way we consume energy. Take, for instance, our approach to transport.

2 [countable] an example of a particular kind of situation

They came across many instances of discrimination.

In this instance I think she was mistaken.

SYNONYM: example

interact (verb) [intransitive]

1 if people interact with each other, they talk to each other, work together etc
Lucy interacts well with other children in the class.

2 if one thing interacts with another, or if they interact, they affect each other
The immune system interacts with both the nervous system and the hormones.
SYNONYMS: connect, contact, cooperate

interaction (noun) [uncountable and countable]

1 a process by which two or more things affect each other
Price is determined through the interaction of demand and supply.
the complex interaction between mind and body

2 the activity of talking to other people, working together with them etc
interaction with/between: the degree of interaction between teacher and student
SYNONYMS: connection, contact, cooperation

interactive (adj)

1 an interactive computer program, television system etc allows you to communicate directly with it, and does things in reaction to your actions

interactive computer systems
the museum's interactive exhibits

2 involving talking and working together
interactive teaching methods such as role playing

interactively (adv)

involve (verb) [transitive]

1 if an activity or situation involves something, that thing is part of it or a result of it:
What will the job involve?

I didn't realize putting on a play involved so much work.
Running your own business usually involves working long hours.

2 to include or affect someone or something:
These changes will involve everyone on the staff.
There have been four accidents involving Forest Service planes.
SYNONYMS: participate, take part, entail

involvement (noun)

1 [uncountable] the act of taking part in an activity or event, or the way in which you take part in it
officials say they welcome parental involvement.

His new book examines the United States' involvement in World War II.

2 [countable] something that you take part in or spend time doing
sporting involvements
her political involvements

3 [uncountable] the feeling of excitement and satisfaction that you get from an activity
Weaver admitted a strong emotional involvement in her client's case.
SYNONYM: participation

J

K

L

literacy (noun) [uncountable] [*≠ illiteracy*]

being able to read and write

The program is designed to promote literacy in the community.

literate (adj) [*≠ illiterate*]

able to read and write

M

maintain (verb) [transitive]

1 to make something continue in the same way or at the same standard as before:

Careers Officers maintain contact with young people when they have left school.

The hotel prides itself on maintaining high standards.

How can we maintain control of spending?

2 level/rate: to make a level or rate of activity, movement etc stay the same:

It is important to maintain a constant temperature inside the greenhouse.

This is the most efficient way to build up and maintain a reasonable level of physical fitness.

3 say: to strongly express your belief that something is true [= claim]

maintain (that) - Critics maintain that these reforms will lead to a decline in educational standards.

4 look after something: to keep a machine, building etc in good condition by checking and repairing it regularly:

The report found that safety equipment had been very poorly maintained.

The company is responsible for maintaining public telephone boxes.

SYNONYMS: continue, keep up, preserve, claim

maintenance (noun) [uncountable]

1 the repairs, painting etc that are necessary to keep something in good condition

the cost of repairs and maintenance

The caretaker is responsible for the maintenance of the school buildings.

Sales of large-scale data storage devices also increased strongly, while earnings from computer maintenance services hardly changed.

2 the act of making a state or situation continue

The purpose of the UN is the maintenance of international peace and security.

SYNONYMS: care, preservation, upkeep

mechanism (noun) [countable]

1 part of a machine or a set of parts that does a particular job

the brake mechanism

a clock mechanism

2 a system that is intended to achieve something or deal with a problem

existing mechanisms for decision making

The Army has set up mechanisms to help jobless ex-soldiers get work.

3 a system or a way of behaving that helps a living thing to avoid or protect itself from something difficult or dangerous

defence/control/survival mechanism

When a person is ill, the body's natural defence mechanisms come into operation.

SYNONYMS: apparatus, structure, system

mechanized (adj) also **mechanised** (British English)

1 a mechanized system or process now uses machines instead of people or animals

Car production is now highly mechanized .

2 a mechanized army unit uses tanks and other armoured military vehicles

mechanize (verb) [transitive]

mechanization (noun) [uncountable]

increasing mechanization of agriculture

minimize (verb) also **minimise** (British English) [transitive] [≠ maximize]

1 to reduce something that is difficult, dangerous, or unpleasant to the smallest possible amount or degree

Every effort is being made to minimize losses.

The rail company is bringing in more trains in an effort to minimize disruption to travellers.

2 to make something seem less serious or important than it really is

We must not minimize the problem of racial discrimination.

3 to make a document or program on your computer very small when you are not using it but still want to keep it open

Click on the top of the window to minimize it.

SYNONYMS: reduce, play down

minimization (noun) [uncountable]

modify (verb) past tense and past participle **modified**, present participle **modifying**, third person singular **modifies** [transitive]

to make small changes to something in order to improve it and make it more suitable or effective [= adapt]:

The feedback will be used to modify the course for next year.

The regulations can only be modified by a special committee.

SYNONYMS: adapt, convert, customise

modification (noun)

1 [countable] a small change made in something such as a design, plan, or system

We've made one or two modifications to the original design.

They have used the same process for almost 50 years with only minor modifications .

2 [uncountable and countable] the act of modifying something, or the process of being modified

The review resulted in the modification of our security procedures.

SYNONYMS: adaptation, adjustment, change

motivate (verb) [transitive]

1 to be the reason why someone does something

Would you say that he was motivated just by a desire for power?

We may never know what motivated him to kill his wife.

2 to make someone want to achieve something and make them willing to work hard in order to do this

A good teacher has to be able to motivate her students.

SYNONYM: drive, inspire, stimulate

motivation (noun)

1 [uncountable] eagerness and willingness to do something without needing to be told or forced to do it
somebody's motivation

efforts to improve employees' motivation

Jack is an intelligent pupil, but he lacks motivation. a high level of motivation

2 [countable] the reason why you want to do something

motivation for (doing) something

What was your motivation for becoming a teacher?

She enjoyed the excitement of her work; money was not her only motivation.

N

negative (adj) [≠ positive, affirmative]

1 harmful, unpleasant, or not wanted

My drinking was starting to have a negative effect on my work.

the negative aspects of ageing

2 considering only the bad qualities of a situation, person etc and not the good ones

students with a negative attitude to

Jean rarely sounded so negative about her mother.

3 a) saying or meaning 'no'

negative answer/reply/response

He gave a negative answer without any explanation.

b) containing one of the words 'no', 'not', 'nothing', 'never' etc

negatively (adv)

network (noun) [countable]

1 a system of lines, tubes, wires, roads etc that cross each other and are connected to each other:

Hungary's telephone network

a high-speed European rail network

2 a set of computers that are connected to each other so that they can share information

3 a group of people, organizations etc that are connected or that work together

It's important to build up a network of professional contacts.

SYNONYMS: system, framework, structure

network (verb)

1 [intransitive and transitive] to connect several computers together so that they can share information

2 [intransitive] to meet and talk with people who have similar jobs to yours, especially because they may be useful for your work

3 [intransitive and transitive] to broadcast a radio or television programme on several different channels at the same time

networking (noun) [uncountable]

the practice of meeting other people involved in the same kind of work, to share information, support each other etc

I'm hoping to do some networking at the conference.

In educational, professional and business environments the benefits of networking are clear.

SYNONYM: making contacts

O

obvious (adj)

1 easy to notice or understand

The most obvious example of an information source is a dictionary.

The quality of his cooking is immediately obvious.

2 behaving in a way that shows you want something very badly, when other people think this behaviour is not suitable

I know you really like him, but you don't have to be so obvious about it.

SYNONYM: clear, apparent, evident

obviously (adv)

used to mean that a fact can easily be noticed or understood

We're obviously going to need more help.

Obviously, this is going to take some time.

Cost is obviously important.

SYNONYM: clearly

outcome (noun) [countable]

the final result of a meeting, discussion, war etc - used especially when no one knows what it will be until it actually happens

the outcome of the election

People who had heard the evidence at the trial were surprised at the outcome.

SYNONYM: result

overall (adj) [only before noun]

considering or including everything

The overall cost of the exhibition was £400,000.

The overall result is an increase in population.

SYNONYMS: comprehensive, thorough, total

P

perceive (verb) [transitive not in progressive]

1 to understand or think of something or someone in a particular way

Even as a young woman she had been perceived as a future chief executive.

Often what is perceived to be aggression is simply fear.

Children who do badly in school tests often perceive themselves to be failures.

2 formal: to notice, see, or recognize something

That morning, he perceived a change in Franca's mood.

Cats are not able to perceive colour.

SYNONYMS: notice, see, observe

perception (noun)

1 [uncountable and countable] the way you think about something and your idea of what it is like
children's perceptions of the world

the public perception of the government's performance

2 [uncountable] the way that you notice things with your senses of sight, hearing etc

drugs that alter perception

visual perception

3 [uncountable] the natural ability to understand or notice things quickly
Ross shows unusual perception for a boy of his age.
SYNONYMS: conception, understanding

perceptive (adj)

someone who is perceptive notices things quickly and understands situations, people's feelings etc well - used to show approval

a perceptive young man

highly perceptive comments

perceptively (adverb)

poem (noun) [countable]

a piece of writing that expresses emotions, experiences, and ideas, especially in short lines using words that rhyme (=end with the same sound)

I decided to write a poem about how I felt.

poet (noun)

[countable]

someone who writes poems

poetic (adj)

1 relating to poetry, or typical of poetry

poetic expression

2 having qualities of deep feeling or graceful expression

poetic language

poetically (adverb)

poetry (noun) [uncountable]

1 poems in general, or the art of writing them

He reads a lot of poetry.

a poetry magazine

potential (adj) [only before noun]

likely to develop into a particular type of person or thing in the future

potential customer/buyer/client

new ways of attracting potential customers

the potential benefits of the new system

SYNONYM: possible

potential (noun) [uncountable]

1 the possibility that something will develop in a particular way, or have a particular effect

The company certainly has the potential for growth.

the potential of the Internet to create jobs

2 if people or things have potential, they have a natural ability or quality that could develop to make them very good

She has the potential to become a champion.

a young player with great potential

SYNONYMS: ability, capability, capacity

potentially (adv) [+adjective/adverb]

something that is potentially dangerous, useful etc is not dangerous etc now, but may become so in the future

a potentially dangerous situation

Q

quotation

1 [countable] a sentence or phrase from a book, speech etc which you repeat in a speech or piece of writing because it is interesting, amusing or relevant

The following quotation is taken from a nineteenth century travel diary.

2 [countable] a written statement of exactly how much money something will cost

Ask the builder to give you a written quotation for the job.

Get a couple of quotations from different companies before you decide which one to use.

3 [uncountable] the act of quoting something that someone else has written or said

SYNONYMS: citation, quote, estimate

quote (verb)

1 [intransitive and transitive] to repeat exactly what someone else has said or written

She quoted from a newspaper article.

He quoted a short passage from the Bible. A military spokesman was quoted as saying that the border area is now safe.

2 [transitive] to give a piece of information that is written down somewhere

You can order by phoning our hotline and quoting your credit card number.

He quoted a figure of 220 deaths each year from accidents in the home.

3 [transitive] to give something as an example to support what you are saying

Mr Jackson quoted the case of an elderly man who had been thrown out of his home.

quote something as something

He quoted the example of France as a country with an excellent rail service.

SYNONYM: cite

R

react (verb) [intransitive]

1 behaviour/feelings: to behave in a particular way or show a particular emotion because of something that has happened or been said [↔ respond]

How did Wilson react to your idea?

You have to react quickly to circumstances.

2 chemicals: (technical) if a chemical substance reacts, it changes when it is mixed with another chemical substance

The calcium reacts with sulphur in the atmosphere.

3 prices: if prices or financial markets react to something that happens, they increase or decrease in value because of it

Oil prices reacted sharply (=reacted a lot) to news of the crisis in the Middle East.

The market reacted favourably to the announcement.

SYNONYMS respond, behave, act

reaction (noun)

1 to a situation/event [uncountable and countable] something that you feel or do because of something that has happened or been said [↔ response]:

What was Jeff's reaction when you told him about the job?

2 moving quickly reactions [plural] your ability to move quickly when something dangerous happens suddenly: a skilled driver with very quick reactions

3 to food/drugs [countable] if you have a reaction to a drug or to something you have eaten, it makes you ill She had a severe allergic reaction to the drug.

SYNONYMS: response

relax (verb)

1 [intransitive and transitive] to rest or do something that is enjoyable, especially after you have been working I just want to sit down and relax.

A hot bath should help to relax you.

2 [intransitive and transitive] to become quiet and calm after you have been upset or nervous, or to make someone do this

Once out of danger, he started to relax.

3 [intransitive and transitive] if you relax a part of your body or it relaxes, it becomes less stiff or less tight Gentle exercise can relax stiff shoulder muscles.

SYNONYMS: calm down, rest, take it easy

relaxation (noun)

1 [uncountable and countable] a way of resting and enjoying yourself

I play the piano for relaxation. Meditation allows you to enter a state of deep relaxation.

2 [uncountable] the process of making rules on the control of something less strict a relaxation of government regulations

remove (verb) [transitive]

1 take away: to take something away from, out of, or off the place where it is:

Remove the old wallpaper and fill any holes in the walls.

remove something from something : Reference books may not be removed from the library.

2 get rid of: to get rid of something so that it does not exist any longer:
a cleaner that will remove wine stains
The college removed rules that prevented women from enrolling.
3 from a job: to force someone out of an important position or dismiss them from a job
remove somebody from something: Congress could remove the President from office.
SYNONYMS: take out, get out, extract

removable (adj)

easy to remove
a sofa with removable cloth covers

removal (noun)

[uncountable and countable]
1 when something is taken away from, out of, or off the place where it is
the removal of rubbish
2 when you get rid of something so that it does not exist any longer
stain removal
3 when someone is forced out of an important position or dismissed from a job
the mayor's removal from office

require (verb) [transitive not in progressive]

1 to need something:
Campbell's broken leg will probably require surgery.
What's required is a complete reorganization of the system.
Most house plants require regular watering.
2 if you are required to do or have something, a law or rule says you must do it or have it
You are required by law to wear a seat belt.
Regulations require that students attend at least 75% of the classes.
SYNONYMS: need, must

requirement (noun) [countable usually plural]

1 something that someone needs or asks for:
The refugees' main requirements are food and shelter.
The new computer system will meet all our requirements.
2 something that must be done because of a law or rule:
If you are installing a new bathroom, it has to meet the requirements of the Building Regulations.
Two measures have been introduced as legal requirements.
3 something, especially good examination results, that a college, employer etc says you must have in order to do something
To find out about entry requirements for students, write to the college admissions board.
The minimum requirement for the post was a degree in engineering.
SYNONYMS: need, necessity, condition, term

reveal (verb) [transitive] [≠ conceal]

1 to make known something that was previously secret or unknown
a test that can reveal a teacher's hidden skills
He revealed that he had been in prison twice before.
2 to show something that was previously hidden
The curtain opened to reveal the grand prize.
SYNONYMS: admit, explain

revelation (noun)

1 [countable] a surprising fact about someone or something that was previously secret and is now made known
He resigned after revelations about his affair.
revelations about his background
2 [uncountable] the act of suddenly making known a surprising fact that had previously been secret
the revelation of previously unknown facts

review (verb) [transitive]

1 to examine, consider, and judge a situation or process carefully in order to see if changes are necessary
We will review your situation and decide how we can help you.
The team manager's position will be reviewed at the end of the season.
2 to write a short article describing and judging a new book, play, film etc
Bradman will review the best of the new children's books.

3 American English to look again at something you have studied, such as notes, reports etc
British English equivalent: revise
SYNONYMS: analyse, evaluate, scrutinize

review (noun)

1 [uncountable and countable] a careful examination of a situation or process

She sent us her review of the research.

We're keeping this policy under review (=we are continuing to examine it) .

2 [countable] an article in a newspaper or magazine that gives an opinion about a new book, play, film etc
a film review

The paper published a review of her book.

SYNONYMS: analyse, evaluate, scrutinize

rigid (adj) [≠ flexible]

1 rigid methods, systems etc are very strict and difficult to change

rigid and authoritarian methods of education

2 someone who behaves in a rigid way is very unwilling to change their ideas or behaviour

She maintained rigid control over her emotional life.

3 stiff and not moving or bending

rigid plastic

rigidly (adverb) rigidly opposed to all new ideas

rigidity (noun) [uncountable]

rote (noun) [uncountable]

formal when you learn something by repeating it many times, without thinking about it carefully or without understanding it

In old-fashioned schools, much learning was by rote.

the rote learning of facts

S

scrutinize (verb) also **scrutinise** (British English) [transitive]

to examine someone or something very carefully:

He scrutinized the document.

She scrutinized his face.

SYNONYMS: examine, analyse, study

scrutiny (noun) [uncountable]

careful and thorough examination of someone or something

Careful scrutiny of the company's accounts revealed a whole series of errors.

Airlines have increased their scrutiny of the size and amount of carry-on luggage.

SYNONYMS: analysis, inspection, review

seek (verb) past tense and past participle **sought** [transitive]

1 formal to try to achieve or get something

Do you think the President will seek re-election?

Thousands of people crossed the border, seeking refuge from the war.

2 seek (somebody's) advice/help/assistance etc

formal to ask someone for advice or help

If the symptoms persist, seek medical advice.

3 written to look for someone or something

new graduates seeking employment

SYNONYMS: look for, pursue, search for

select (verb) [transitive]

to choose something or someone by thinking carefully about which is the best, most suitable etc.

a group of students selected at random

Simon's been selected to go to the conference.

SYNONYMS: choose, pick

selection (noun)

1 [uncountable] the careful choice of a particular person or thing from a group of similar people or things

selection of: the selection of a new leader

It was not easy to make our selection.

2 [countable] something that has been chosen from among a group of things

To order, just write your selections on the form.

These posters represent a selection from a larger exhibition.

3 [countable usually singular] a group of things of a particular type, often of things that are for sale [= range]

selection of: a wide selection of shellfish

SYNONYMS: choice, range

selective (adjective)

1 careful about what you choose to do, buy, allow etc

We're very selective about what we let the children watch.

selective schools

He has a very selective memory (=he chooses what he wants to remember and what to forget).

SYNONYMS: choosy, fussy

selectively (adverb)

series (noun) plural **series** [countable usually singular]

1 several events or actions of a similar type that happen one after the other

the series of events that led to the outbreak of war

The police are investigating a series of attacks in the area.

2 a group of events or actions that are planned to happen one after the other

This autumn the BBC will be showing a series of French films.

Staff will hold a series of meetings over the next few weeks.

3 a set of television or radio programmes that have the same characters or deal with the same type of subject, and are usually broadcast every week or several times a week

a new comedy series

a weekly TV series

significant (adj) [≠ insignificant]

1 having an important effect or influence, especially on what will happen in the future

Please inform us if there are any significant changes in your plans.

2 large enough to be noticeable or have noticeable effects

A significant number of drivers fail to keep to speed limits.

A significant part of Japan's wealth is invested in the West.

The rise in temperature is not statistically significant.

3 a significant look, smile etc has a special meaning that is not known to everyone

He gave me a significant look.

SYNONYMS: important, serious

significantly (adv)

1 in an important way or to an important degree

Health problems can be significantly reduced by careful diet.

Methods used by younger teachers differ significantly from those used by older ones.

2 [sentence adverb] used to say that something is very important

The Democrats, significantly, finished well behind the Green Party.

3 in a way that seems to have a special meaning

George paused, and glanced significantly in my direction.

signify (verb) past tense and past participle **signified** present participle **signifying** third person

singular **signifies** [not in progressive]

1 [transitive] to represent, mean, or be a sign of something

Some tribes use special facial markings to signify status.

The image of the lion signified power and strength.

signify (that)

The symbol used signifies that the frequency is measured in kHz.

2 [transitive] (formal) if you signify a feeling, opinion etc, you do something that acts as a sign so that other people know your feeling or opinion

signify that

Hamilton waved his hand to signify that he didn't mind what they decided.

3 [intransitive] to be important enough to have an effect on something

These figures don't really signify in the overall results.

status (noun)

1 [uncountable and countable] the official legal position or condition of a person, group, country etc
These documents have no legal status in Britain.

What is your marital status (=are you married or not) ?

2 [uncountable] your social or professional rank or position, considered in relation to other people
high/low status low-status jobs

Doctors have traditionally had high social status .

3 [uncountable] respect and importance that someone or something is given
the status given to education level

Mandela's status as a world leader

SYNONYMS: standing, position, prestige

stress (noun)

1 [uncountable and countable] continuous feelings of worry about your work or personal life, that prevent you from relaxing

Your headaches are due to stress.

Janet's been under a lot of stress since her mother's illness.

2 [uncountable and countable] the physical force or pressure on an object

Shoes with high heels put a great deal of stress on knees and ankles.

3 [uncountable] the special attention or importance given to a particular idea, fact, or activity

The instructor put particular stress on the need for discipline.

SYNONYMS: strain, emphasis, importance

stressful (adj)

a job, experience, or situation that is stressful makes you worry a lot

Moving to a new country is a very stressful experience.

style (noun)

1 [uncountable and countable] a particular way of doing, designing, or producing something, especially one that is typical of a particular place, period of time, or group of people

an attempt to use Japanese management style in a European business

different styles of handwriting

The dinner will be served buffet style.

2 [countable] the particular way that someone behaves, works, or deals with other people

Children have different styles of learning: some learn by seeing, some by hearing, some by doing. be more

3 [uncountable and countable] a typical way of writing, painting etc that is used by a particular person or during a particular period of time

The paintings are in an expressionistic style.

a play in the style of classical Greek tragedy

style (verb) [transitive]

1 to design clothing, furniture, or the shape of someone's hair in a particular way

These shoes have been styled for maximum comfort.

She has her hair styled by Giorgio.

2 style yourself something (formal) to give yourself a particular title or name

They style themselves 'the terrible twins'.

T

technique (noun)

1 [countable] a special way of doing something

There are various techniques for dealing with industrial pollution.

In mathematics, we use many techniques of problem-solving.

2 [uncountable] the special way in which you move your body when you are playing music, doing a sport etc, which is difficult to learn and needs a lot of skill

He's a great player, with brilliant technique.

SYNONYMS: method, procedure, way

transform (verb) [transitive]

to completely change the appearance, form, or character of something or someone, especially in a way that improves it

Increased population has transformed the landscape.

The movie transformed her almost overnight from an unknown schoolgirl into a megastar.

SYNONYMS: alter, convert, renew

transformation (noun) [uncountable and countable]

a complete change in someone or something

In recent years, the movie industry has undergone a dramatic transformation.

the gradual transformation from woodland to farmland

What leads to the transformation of one economic system to another?

U

V

W

X

Y

Z

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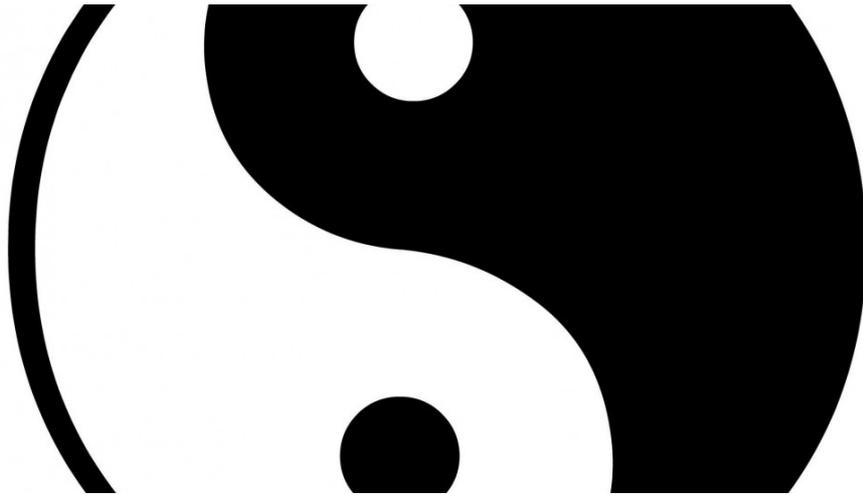
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APPENDIX



Listening & Note-taking & Speaking

Listening and Note-taking Module – Appendix 1

The following questionnaire was designed by psychologist Professor Ed Diener from the University of Illinois to measure levels of happiness.

1. Complete the questionnaire to discover your own level of happiness.

<u>The Happiness Test</u>						
Key:						
1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Neither agree nor disagree			
5. Slightly agree	6. Agree	7. Strongly agree				
In most ways my life is ideal.						
1	2	3	4	5	6	7
The conditions of my life are excellent.						
1	2	3	4	5	6	7
I am satisfied with my life.						
1	2	3	4	5	6	7
So far I have gotten the important things I want in life.						
1	2	3	4	5	6	7
If I could live my life over, I would change almost nothing.						
1	2	3	4	5	6	7

2. Total your score and ask your teacher what it shows about you.

3. Do you feel that it is an accurate measure of your level of happiness? Why / Why not?

Turkish Health Ministry declares 'war on salt'

ISTANBUL - Milliyet

Tuesday, June 22, 2010

Saltshakers on restaurant tables may become scarce in Turkey as part of an initiative to reduce excessive sodium intake in the country, where people consume three times as much salt as the worldwide average.

Under the Ministry of Health's new initiative, cafeteria menus at public-service institutions, schools, universities and military facilities will all be scrutinized for the amount of salt used in their food, daily Milliyet reported Tuesday.

The amount of salt in traditional Turkish cuisine will be determined, and sodium levels reduced in bread and other processed grain products, including cereal, as well as in cheese and meat products. Salt will no longer be added during the production of French fries, salad or ayran, a salty yogurt drink.

Restaurants, cafés and other private establishments will be encouraged to serve low-sodium fare by means of tax reductions. Restaurants that reduce the amount of salt in their menu items and remove the saltshakers from their tables in favour of small packages of salt will also be awarded a logo, flag or certificate.

Provincial training courses will be offered in parts of the country where salt consumption is traditionally high and the Religious Affairs Directorate will be asked to cooperate in the effort to inform the public about the dangers of excessive sodium consumption, which the ministry said can lead to high blood pressure, calcium deficits and even stomach cancer.

Warnings about not consuming too much salt will be placed in grocery stores and supermarkets. Worldwide, people consume approximately 6 grams of sodium per day. In Turkey, the average daily consumption is 18 grams.

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