

English
for
academic
study:

Fully revised

Speaking

Course Book

Joan McCormack and Sebastian Watkins



Credits

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2	Seminars and discussions	<ul style="list-style-type: none"> Recognizing different perspectives Reaching a balanced conclusion 	<ul style="list-style-type: none"> Comparing perspectives Summarizing the outcome of a discussion Chairing a discussion
3	Examining underlying assumptions	<ul style="list-style-type: none"> Presenting information from a text Anticipating arguments before a discussion 	<ul style="list-style-type: none"> Referring to a text Exchanging opinions
4	Reading into speaking	<ul style="list-style-type: none"> Using a text to support your ideas Listening actively Exchanging information (1) 	<ul style="list-style-type: none"> Clarifying and confirming understanding
5	The use of data	<ul style="list-style-type: none"> Presenting information from charts Building on what others have said 	<ul style="list-style-type: none"> Referring to data Referring to what previous speakers have said
6	Consolidation unit	<ul style="list-style-type: none"> Leading a seminar 	<ul style="list-style-type: none"> Review and consolidation
7	Supporting your point of view	<ul style="list-style-type: none"> Finding a focus for a presentation Preparing for a discussion by thinking the issues through 	<ul style="list-style-type: none"> Taking turns in a discussion
8	Collecting and presenting data	<ul style="list-style-type: none"> Designing a questionnaire Participating in a debate 	<ul style="list-style-type: none"> Expressing quantity
9	Thinking rationally	<ul style="list-style-type: none"> Presenting a research proposal 	<ul style="list-style-type: none"> Expressing doubt/belief
10	The importance of reflection	<ul style="list-style-type: none"> Exchanging information (2) 	<ul style="list-style-type: none"> Review and consolidation

1. Aims of the course

The purpose of this book is to help you develop the speaking skills you need to participate effectively in academic seminars and discussions, as well as to help you develop effective presentation skills.

2. Structure of the course

- **Organization:** There are ten units in the book. Each of the units is topic-based, e.g., a healthy lifestyle, the world of work. The discussions and the presentations you make are related to the topic of each unit. The written or listening texts are designed to give you different perspectives on a topic, and also to help you give evidence to support your ideas, thus giving you practice in one of the essential features of academic life.

Units 1–5 are the core units. Each of these units covers aspects of both seminar skills and presentation skills.

Unit 6 is a consolidation unit where you have the opportunity to put all these skills into practice by organizing your own seminars and discussions, and choosing your own topics. (Depending on the course you are taking, your teacher may decide that you begin these seminars earlier).

Units 7–10 give you further practice in these skills.

- **Unit summary:** Each unit is followed by a unit summary, giving you the opportunity to reflect on what you have learnt.
- **Useful language:** Each unit has a section on useful language, language related to the task you need to perform in each unit. You should try to use this language in the appropriate situations.
- **Learner diary:** The learner diary is a section at the end of each unit. The purpose of this is to get you to think about the process of learning, and the particular strategies you are developing. Having this awareness will help you to be more in control of developing your language skills.

3. Working with the course

When you are speaking in another language, you need to think of ideas and the language you need to express those ideas. This can be challenging. The book helps you with this in two ways:

- In many discussion activities in this book you are asked to think about and prepare what you are going to say. This can improve your performance. As you become more confident and competent in speaking in English, the need for preparation time should decrease.
- As it can be difficult to concentrate on both ideas and language, you are sometimes asked to focus on the ideas you want to express on a topic, and to discuss these. After the discussion, you are asked to look at, and sometimes practise, relevant useful language phrases (see above). Following this, you are required to return to the original topic, or a similar one, and discuss it again with different students, this time using the useful language.

What you put into the course will determine how much you get out of it. Obviously, if you want to improve your speaking, it is essential that you practise this skill, and you should prepare well for the sessions in class, as well as participating actively in them.

Communicating in academic situations

Being a successful student

In this unit you will:

- reflect on your experience of speaking in an academic context;
- analyze your strengths and weaknesses in speaking;
- identify and practise language for agreeing and disagreeing;
- consider aspects of a successful presentation;
- give a short informal mini-presentation.

There are a number of different situations in which you will need to communicate orally in English on your academic courses. The main situations are presentations, seminars and discussions. In academic culture, students need to express their views clearly on different issues related to their subject area. These views are often based on a critical reading and evaluation of written texts. The more you study and engage with your subject area, the more your ideas will develop and change. This will help you to develop your critical thinking skills, which are a key part of academic study. It is also important that you develop the language skills that will enable you to express your ideas most effectively.



Task 1: Your experience of speaking English

1.1 Look at the following list of situations which require you to speak on academic courses. Which situations have you experienced either in your own language or in English? Put a tick (✓) in the appropriate box.

		English	Own language
a	Giving a formal presentation.		
b	Participating in a seminar (group discussion).		
c	Leading a seminar (group discussion).		
d	Discussing and giving your opinion in a seminar on pre-assigned articles you have read.		
e	Speaking with a department tutor in a one-to-one tutorial (e.g., about an essay plan).		
f	Discussing feedback on your written work with a tutor in a tutorial.		
g	Discussing your studies with other students.		
h	Other? (Please state)		

1.2 Compare your experiences with a partner using your answers to Ex 1.1. Give details of:

- a) where you had each experience;
- b) how it was organized, (e.g., how many students were involved and how long the speaking turns were);
- c) what kinds of topics you covered.

1.3 Discuss your attitude to the situations in Ex 1.1. Which ones do you find, or think you will find, the most difficult to do in English? Can you say why?

This course will help you develop the confidence and the skills necessary to participate effectively in the academic situations outlined in Ex 1.1.


Task 2: Your attitude to speaking English

2.1 Look at the following statements. Do you agree or disagree with them? Which statements are important to you?

- a) I want to speak English with a perfect native-speaker accent.
- b) I want to speak English without a single grammatical mistake.
- c) I feel as though I am a different person when I speak English.
- d) My pronunciation is not as important as grammatical accuracy.
- e) If I can communicate my meaning effectively, it does not matter if I make mistakes.
- f) I don't like working in groups during English lessons because I may learn incorrect English from my classmates.
- g) I want to speak English for social reasons as well as for academic reasons.



2.2 In groups, discuss each statement from Ex 2.1. Appoint one student to note which statements are the most controversial for your group, i.e., which statements caused the most disagreement.

2.3  Listen to another group of students reporting back on their discussion of the points in Ex 2.1. Which statements do they refer to?

2.4 The following words were used in the recording in Ex 2.3. Mark the stress.

Example: co'mmunicate

discussion controversial disagreement provoke

Study tip

When reporting back to the class, try to keep comments clear and to the point. Get used to using standard expressions for agreement and disagreement.

2.5 Report back to the class on the most interesting/controversial points from your discussion in Ex 2.2.

Useful language: Reporting back

Our group thought the most controversial point was ...

Point X provoked the most discussion.


Point X was the most controversial point.

There was some disagreement about point X.


Task 3: Agreeing and disagreeing

3.1 Read the following statements. Do you agree (A), disagree (D) or partly agree (P) with each one?

- a) If you want to succeed at university, you really need to manage your time well.
- b) It's important to do a lot of reading around before you choose a focus for your essays.
- c) The best time to revise for exams is just before the exam, when the pressure is on.
- d) The same study skills are necessary on both undergraduate and postgraduate courses.
- e) If you've completed an academic course in one country, you should be able to cope with a course in another country.
- f) People have different learning styles. It helps you learn more quickly if you're aware of how you learn best.

3.2  2 Listen to two students discussing these statements. Does the second speaker agree, disagree or partly agree with each statement? Underline the correct alternative in the *opinion* column below.

	Opinion	Useful language
a	agree/disagree/partly agree	
b	agree/disagree/partly agree	
c	agree/disagree/partly agree	
d	agree/disagree/partly agree	
e	agree/disagree/partly agree	
f	agree/disagree/partly agree	

3.3  2 Listen to the discussion again.

- a) In the *useful language* column above, write down the exact words the second speaker uses to agree, disagree or partly agree.
- b) Try to say the phrases as they are pronounced in the recording.

3.4 Look at the statements in Ex 3.1 again. Work with a partner as follows:


Student A: Read a statement.

Student B: Respond, using one of the *useful language* phrases from the table in Ex 3.2.

Give your own opinion and a supporting reason.

Task 4: Study skills for success

You are going to hear a conversation between two students, discussing the challenges of studying at a university. The female student is a native speaker of English. The male student is an international student who studied on a pre-session course.

4.1  **3 Listen and number the points below according to the order in which the students discuss them.**

- a) 2 Plan ahead and begin working early.
- b) 1 Choose areas to study that you are interested in.
- c) 3 Find out what is important on your reading list.
- d) 4 Ask a peer to read your work before submitting it.
- e) 6 Use reading strategies to help you read quickly.
- f) 5 Deal with stress by finding time for relaxation.



4.2 **Think of your own study suggestions to add to those mentioned in the recording and write them below.**

- a) _____

- b) _____

Task 5: Prioritizing study skills

5.1 **In groups, discuss the study skills you will need at university.**

- a) Come to an agreement on the study skills your group think are the most important for success at university.
- b) Now list your choice of the five most important skills.

Build on the ideas from Ex 4.1. Make sure you are able to justify your choice. Remember to use the language for agreeing and disagreeing from Task 3.




Presentation skill: When giving a presentation, you need to help your audience follow your presentation by using *signpost language*. You also need to deliver your presentation clearly. Tasks 6 and 7 deal with these aspects of presentations.

Task 6: Tips for successful study – a mini-presentation

Now that you have looked at various aspects of being successful as a student, consider what advice would be useful for new students. You will give a mini-presentation to the class, explaining why the tips you chose in Task 5 are important.

6.1 You are now going to start preparing your presentation, thinking about signposting language you could use.

- Write your five points from Task 5 on an OHT or poster. Use key words, not whole sentences. You need to identify the key words for each of your tips for study.
-  4 Now listen to a student presenting his top five study tips. Are any of the points the same as yours?
- Look at the *useful language* expressions from the recording. These expressions signal when you are moving from one point to another. Use them in your presentation.

Useful language: Signpost expressions

There are five main points that we consider important for successful study.

Our first point is ...

Fourthly, we think ...

Next, we have put ...

And finally, our last point is ...

Moving onto our third point, ...

Presentation skill: Signpost expressions are important for:

- opening a presentation;
- guiding an audience through the main points;
- helping an audience understand the organization;
- closing a presentation.

See Appendix 1 for a more extensive list of signpost expressions.

6.2 Now think about how you will deliver your presentation. Look at the following list of important aspects in delivering a presentation clearly.

- pronunciation of sounds and words
- intonation
- volume
- speed
- eye contact

Study tip

There are many skills involved in a successful presentation. These include: language, pronunciation, organization and style of delivery.

Presentation skill: The delivery of your presentation is equally as important as the content. If your audience cannot understand what you are saying, e.g., because your pronunciation is poor or because you speak too fast, then the content is wasted.

6.3 In your group, discuss the organization of your presentation.

- a) Decide who will give the presentation; either one group member or two or more group members.
- b) Practise the presentation, focusing on the points in Task 6.2. Your group should give you feedback on these areas, e.g., *You need to make more eye contact with the audience.*

Study tip

It can be useful to record yourself in your own time. When you listen to yourself, you often see possibilities for improvement.

Presentation skill: Presentation skills develop with practice so you will not do everything perfectly from the beginning. Listen carefully to group feedback as it will help you improve.

6.4 Give your presentation to the class.

Complete a presentation assessment form (Appendix 9a) for each presentation. At the end of each presentation, compare your assessment forms in groups.

6.5 At the end of all the presentations, give each presenter the assessment form you completed for their presentation.

- a) Read and think about the feedback you receive from other students.
- b) Decide as a class which presentation was the best according to the criteria on the assessment form.

Task 7: A successful presentation

7.1 Think about the following points related to the delivery of a presentation. Which would you consider appropriate or inappropriate, and which depend on the presentation? Tick (✓) the relevant box.

	Presentation skill	Appropriate	It depends	Inappropriate
a	The presenter puts as much information as possible on each slide.			
b	The presenter uses colour and sound to liven up his/her slides.			
c	The presenter reads from a script.			
d	The presenter memorizes a script and recites it.			
e	The presenter uses notes.			
f	The presenter pauses after each main point.			
g	The presenter reads all the information on the slide.			
h	The presenter stands in one place all the time.			
i	The presenter speaks at the same speed all the time.			

7.2 In groups, discuss your completed table.

Task 8: Review

Research into language learning has shown that reflecting on the process of learning has a strong impact on its effectiveness. One way of doing this is through keeping a diary. This can either be private, or you can share its contents with the teacher.

Before you fill in your first diary entry, complete a self-assessment questionnaire on your speaking skills.

8.1 Look at the following range of speaking skills. Indicate which of these you feel to be easy or difficult for you (5 = I can do this well; 1 = I do not feel competent at all). Put a tick (✓) in the appropriate box.

Speaking skill	1	2	3	4	5
I can speak accurately, without making too many grammatical mistakes.					
I can speak without hesitating too much.					
I can find ways to communicate my meaning, even if I cannot find exactly the right words.					
I can usually find the words I need to say what I want.					
Most people can understand my pronunciation.					
I can speak confidently in front of an audience.					
I can contribute effectively in group discussions.					
I can talk confidently in my own subject area.					

8.2 Read the learner diary questions and example diary entry below.

Learner diary

- What areas of speaking English do you feel you need to work on?
- What can you do to improve in these areas, either inside or outside the classroom?
- How do you feel about the speaking you have done so far in the lessons on this course?
- Remember that thinking or reflecting on how you learn can improve the learning process.

Learner diary 3rd July

I think my main problem in speaking is my pronunciation and my limited vocabulary. I also feel very nervous when speaking in front of the class. I did a presentation on good study skills in the speaking class and was really worried before I spoke. I think I need to do more practice of this type, so that I get more confidence. I also need to spend more time practising individual sounds - maybe I could do this in the self-access centre ...

Make an entry in your learner diary, answering the questions. Think about your strengths and weaknesses in speaking English as identified in the self-assessment form in Ex 8.1.

Unit summary

In this unit you have looked at the speaking skills you need in academic situations and thought about your own strengths and weaknesses.



1 Complete the sentences below in any way you want so that they are true for you.

a) I find speaking in English difficult when _____

b) I find using English at university can be different from other situations. I think it is important to be able to speak _____ but some people feel

c) I agree with others in the class that _____

2 Think about the discussions you have had while working on this unit. Discuss the following questions and agree on a suitable answer for each one.

- a) To what extent did other students agree in the discussion in Task 2 about attitudes to English?
- b) Which discussion statement in Ex 2.1 about study skills did students find most controversial?
- c) What do you think are the key points to remember when giving a presentation?

For web resources relevant to this unit, see:

www.englishforacademicstudy.com/student/speaking/links

These weblinks will provide you with further practice for becoming a successful speaker of English, as well as useful study tips.

2

Seminars and discussions Learning online

In this unit you will:

- identify characteristics of successful participation in discussions and seminars;
- consider problematic issues from different perspectives;
- practise summarizing the outcome of a discussion;
- examine the role of a chairperson in a discussion.

On your future academic course you will need to participate in seminars and discussions with groups of other students. Usually you are expected to have done some preparation, e.g., read an article. These seminars take various formats. Some are led by tutors and others are led by students. In these seminars, you need to be able to state your viewpoint clearly and to develop the confidence to do this. This course will give you practice in participating in seminars, as well as giving you the opportunity to lead one.

Seminar skill: It is important to think about how you can contribute effectively to a seminar. The purpose of Task 1 is to start you thinking about how you can do this.

Task 1: A successful participant in group discussions

1.1 Decide whether the statements below are characteristics of good or poor seminar participants.

- Put a tick (✓) in the appropriate box.
- Prepare a list of reasons for your answers; if your answer is 'it depends', be prepared to explain further.

	The participant ...	Good	It depends	Poor
a	listens to what others say and builds on this, adding his/her opinion.			
b	tries to get other people to change their mind and agree with his/her opinion.			
c	always agrees with other people's opinions.			
d	does not say anything at all.			
e	explains his/her point in great detail, and at great length.			
f	explains his/her points briefly.			
g	is nervous about speaking, but makes himself/herself do it.			
h	encourages others to speak, inviting them into the discussion.			
i	only speaks when asked.			
j	asks other students to clarify what they mean, or to explain further.			
k	changes his/her opinion during the discussion.			

1.2 Compare and discuss your answers with a partner, explaining the reasons for your choices.

1.3 Reflect on factors affecting group discussions in different cultures.

- a) What is considered good behaviour in group discussions in your own country?
- b) Do you think there are any differences from an English-speaking country?
- c) If you have experience of different English-speaking countries, do you feel there are differences between any of them?



Task 2: Different perspectives on an issue

2.1 Look at this statement concerning education and consider it from the perspectives of the different people involved (a–g).

A seriously disruptive child should be excluded permanently from school.

- a) the teacher of the child
- b) the parents of the child
- c) the headteacher of the child's school
- d) the child
- e) the child's classmates
- f) a child psychologist
- g) the education authorities



Study tip

In academic study, you need to look at issues from different perspectives and to think beyond your own experience or position. This is part of the process of reaching a balanced conclusion.

2.2 Compare and discuss your ideas with your partner, giving reasons for the view of each person. Use some of the *useful language* expressions for comparing perspectives.


Useful language: Comparing perspectives

From (a teacher's) perspective, ...

From the point of view of (the parents), ...

If I were (the headteacher of the child's school), I'd probably feel that ...

(The child psychologist) would argue that ...

2.3  Now listen to a student comparing different perspectives on the statement in Ex 2.1. What does the speaker say about the views of those involved?

Task 3: Reaching a balanced conclusion

3.1 Look at the following statements about school education. Consider each statement from the perspective of three or four different people who might be affected. Consider:

- how they would view the issue;
- the long- and short-term implications of the statements.

In addition to the people mentioned in Ex 2.1, think about the viewpoints of other sectors of society, such as young people, employers and society as a whole.

- Corporal punishment is necessary to maintain discipline.
- Children should be given formal tests and exams from the age of six.
- Children should be allowed to leave school at 16 if they wish.
- Parents should be allowed to educate children at home if they wish.
- Children should be able to choose which subjects they want to study at the age of 15.


3.2 Now record your points using the table in Appendix 2. Remember you are recording what you think the views of those directly involved might be, not your own views.

3.3 In groups, discuss each of the statements from Ex 3.1, comparing your ideas about the different views of the people involved.

- Compare what you wrote in the *different perspectives* columns for Statement 1. Use some of the *useful language* expressions from Ex 2.2.
- When you have completed a), give your own opinion on the first statement. What do you think should happen?
- In groups, compare your answers to b). Are you able to agree?
- Now repeat steps a–c for the other statements.

Task 4: Summarizing the outcome of a discussion

Seminar skill: In seminars, you may have to summarize the final outcome of a long discussion. Did people agree or disagree on the main issues, and why? What were the main points for and against? You looked at this in Unit 1, Ex 2.5 (reporting back). Task 4 provides further practice in this skill.

4.1  Listen to a student summarizing a group discussion of the statement from Ex 2.1 relating to the exclusion of disruptive children. Did the group agree or disagree with the statement?

4.2 Look at an excerpt of the student's talk on page 18, paying attention to how the speaker organizes their points.

The missing phrases in the gaps are where the speaker:

- states whether or not the group agreed;
- acknowledges a strong argument against their final position;
- qualifies their final position.

🔊 6 Listen again and complete the gaps.

This is a difficult question, but _____ such a child should be excluded from school, as this would be in the best interests of most people concerned. _____ this action might cause some damage to the child's long-term ability to socialize effectively with other children, so we also agreed that _____ there is no other solution, I mean, if all else fails.

4.3 Underline the words you think are stressed in the three phrases in Task 4.2. If necessary, listen again.

4.4 Next to each phrase in the following *useful language* box there is a number. This number tells you how many words are stressed when this sentence is spoken aloud and with the correct emphasis.

- Predict which of the words are stressed.
- 🔊 7 Listen to a student using some of the phrases.
- Practise saying the phrases in a natural way. Make sure you are using the correct stress.

Useful language: Summarizing a discussion

Summing up your position

We finally all agreed that ... ③

After much consideration, we decided that ... ③

All things considered, we felt that ... ④

On balance, we felt that ... ②

We couldn't reach agreement on this issue ... ③

Some of us felt that ..., whilst others ... ④

Recognizing strong arguments against your position

It's true that ... ①

We recognized that ... ①

We're fully aware that ... ②

One has to acknowledge that ... ②

Qualifying your position

This action should only be taken if ... ④

So, although we agreed with the statement, we stressed that ... ⑤

4.5 Take turns to present a summary of your discussion of one of the statements from Ex 3.1 to the class. Use the *useful language* expressions in your summary.

After you have listened to the summaries given by the other groups, be prepared to make comments or ask questions about what they have said.

Task 5: Online learning

It is often better to appoint a chairperson in a group discussion. This will help the management of the discussion. Task 5 looks at the role of the chairperson.

5.1 Online learning is rapidly becoming more popular as an increasing number of students choose to study in this way. Make notes on the advantages and disadvantages of online learning in the table below.

- a) Use ideas from your own experience.
- b) Read the texts on pages 69–71. Think about whether the texts have changed your opinions and amend your notes as appropriate.

Advantages	Disadvantages
	<p>- not all people have access to the technology</p>

5.2 Take part in a group discussion on the following topic.

Online learning will eventually replace many forms of face-to-face teaching.

Think about the points you want to make and what your overall opinion of the issue is.

Appoint one group member as the chairperson to manage the discussion. The chairperson will ensure that the discussion runs smoothly and will sum up at the end. The role of the chairperson is to keep the discussion going, not to control or dominate it. A chairperson's responsibilities are listed in the box below. The appointed chairperson should refer to the *useful language* expressions on page 20.

Note: Each person should try to make at least one contribution to the discussion. You do not need to wait for the chairperson to invite you to speak. Remember the characteristics of a good seminar participant from Ex 1.1. You will have 10–15 minutes for this discussion.

The role of chairperson includes the following responsibilities:

- getting the discussion started;
- giving a brief overview of the topic (introducing it);
- possibly giving definitions;
- keeping the discussion going by encouraging everyone to participate;
- clarifying what people say, if necessary;
- ensuring that one person does not dominate;
- checking that all contributions were understood;
- managing the time;
- summing up the discussion at the end.

Useful language: Chairing a discussion

Getting started

Shall we begin?

Today, we're looking at the following question/topic ...

Who would like to begin?

Clarification

So what you mean is ...

If I've understood you correctly, ...

Managing contributions

Thanks, Pete, for your contribution ...

OK, Pete, would anyone else like to comment?

Concluding

So, to sum up, ...

We're running out of time, so ...

Does anyone want to make a final point?

Have I forgotten anything?

5.3 Complete the discussion review form in Appendix 9b for your group's discussion in Ex 5.2.

5.4 With a student from another group, compare and discuss your discussion review forms. If you were a chairperson in the discussion, join with another chairperson.

5.5 Make another entry in your learner diary.

Learner diary

Reflect on the characteristics of a good/poor discussion participant given at the start of this unit.

- Do you feel that you were a 'good participant' in the discussion activities in this unit? Can you say why or why not?
- What areas do you think you need to improve on to become a better participant?

If you want, you can make a recording of your thoughts and give it to your teacher to listen to.

Study tip

To make progress with your speaking, you need to reflect on your performance in speaking activities. This will help you identify areas for improvement.



Unit summary

In this unit you have looked at the speaking skills you need to participate in and summarize discussions and seminars. You have also looked at the role of the chairperson.

1 Read the opinion below and discuss the questions with a partner.

I believe we should be allowed to leave school at the age of fifteen.



- Do you agree with this teenager's perspective? Why? Why not?
- How could you complete the sentence below?
From the point of view of an employer, ...
- What other perspectives could this issue be considered from?
- Why is it important for a seminar participant to be able to anticipate and understand different perspectives in advance when preparing for a discussion?

2 Complete the text below with these words and phrases from Unit 2. There is one word which you will not need to use.

clarify participate dominate overview sum up
contribution conclusion time dominate

The role of the chairperson

In a seminar, the chairperson is responsible for keeping the discussion going but should not control or _____ it. They normally get the discussion started by giving a brief _____ of the topic and clarifying key concepts. They then help the discussion run smoothly by encouraging everyone to _____. This means ensuring that one person does not _____ and inviting quieter people to speak where necessary so that everyone makes at least one _____. They may also ask people to _____ any points that are unclear. The chairperson also manages the _____ and should _____ the main points at the end.

For web resources relevant to this unit, see:

www.englishforacademicstudy.com/student/speaking/links

These weblinks will provide you with useful information on how to participate in seminars, as well as help in developing your thinking skills and discussion techniques.

3

Examining underlying assumptions Changing roles in the family

In this unit you will:

- develop awareness of how to help your audience follow a presentation;
- present an article to the class, using the language of presentations;
- consider the importance of anticipating arguments before a discussion;
- practise presenting opinions and counter-arguments in a discussion.

You may find that other students from different backgrounds have completely different assumptions from you about the world, society, or what is natural. Your assumptions may be challenged. This is an opportunity to encounter different world views and perhaps to question your own underlying assumptions about society. The process of questioning and self-questioning is an important part of academic study and development.

Task 1: The meaning of *family*

1.1 Consider one word that may mean different things to different people: *family*.

What are your responses to the following questions?

- What is a typical family for you?
- In a family, what should the mother provide?
- In a family, what should the father provide?
- The ideal age to start a family is ...
- What does the word *family* mean to you (e.g., security, conflict)?



1.2 In groups, discuss your answers from Ex 1.1.

Task 2: Aspects of family life

2.1 Answer the following questions about your country.

- What is the average age for people to get married?
- Is divorce common?
- If a couple gets divorced, which parent do the children usually stay with?
- Is it common for people to live alone?
- What is the average age for a woman to have her first child?
- What is the average size of a nuclear family?
- Are many children born outside of marriage?
- Are one-parent families common?
- Do many people adopt children?
- How do parents discipline their children?
- Do parents put their children in nurseries or leave them with childminders?



2.2 In groups, discuss the following points with reference to the questions in Ex 2.1.

- a) What are the social norms in your country and why?
- b) Do you think the social norms are changing?
- c) If the social norms are changing, what do you think has driven these changes?

Task 3: Presenting an article (1)

Presentation skill: When you give a presentation, you need to remember your audience and make it easy for them to follow your talk. Tasks 3 and 4 help you to help your audience by looking at different presentation mini-skills. You will practise these skills later by presenting key ideas from an article.

3.1 Read the text on page 72 entitled *Men want to be househusbands*.

3.2 Look at the two OHTs in Appendix 3. Only one of the OHTs is a useful visual aid to support an oral summary of the article.

- a) Decide which OHT is a useful visual aid, and which is not. Give reasons.
- b) In groups, make a list of the characteristics of what makes a good visual aid.

3.3  Listen to a student presenting key points from the same article.

As you listen, refer to OHT 2. Notice how the presenter expands on the points on the OHT.

Study tip

When referring to a text, it is important to separate your own views from the writer's and to indicate clearly to the audience when you give your own views.

3.4 Look at the extracts below and on page 24 from the presentation in Ex 3.3. In which extract does the presenter give his own views on the information in the text?

Extract 1

'The article also gives statistics from a magazine survey of 2,000 couples. As you can see, only one-third of those asked, 34 per cent in fact, wanted to continue working full-time after having children. The majority either wanted to return to part-time work or become full-time househusbands.'

Extract 2


'The article then goes on to say that the social stigma attached to men stopping work to bring up a family is disappearing ... social stigma – this means something people might be ashamed of doing, that society would not approve of. As I said, this is disappearing, so you now see more men coming to schools and playgroups to collect their children.'

Extract 3

'So, the article reports on some interesting changes in social attitudes to work and fatherhood. However, it doesn't mention the effect of socioeconomic background on men's decisions or wishes regarding work and parenthood. I mean, the men who are choosing or wanting to give up work to become househusbands, are these men from high, middle or lower income groups?'

Presentation skill: When you give your own presentations, make sure you slow down for key pieces of information so that your audience has time to understand what you are saying. It is also essential that your audience understands the key words of your presentation. It is a good idea to ensure these are on your OHT or slide and are appropriately stressed/defined in your presentation.

3.5 Think about how presenters vary the way they speak in order to clarify information when giving a presentation.

- a)  Listen to the three extracts and underline where the speaker:
- slows down;
 - stresses particular words or phrases.
- b) Discuss why you think the speaker does this.

3.6 Look at the transcripts on pages 93–94 for Ex 3.3 and 3.5. Find and underline eight phrases the presenter uses to refer directly to the text. Write the phrases in the *useful language* box below.

Example:

As the title suggests, this article deals with an apparent change in the role men would like to play in family life.

Useful language: Referring to an article

1 *this article deals with ...*

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Task 4: Presenting an article (2)

Summarizing the main points in a presentation can be quite challenging. Sometimes it is hard to know what to omit. Imagine you are telling your friend about a film you saw. You do not tell all the details, only the main points. Similarly, when summarizing an article, the most important thing is to identify the key information.

4.1 Read the text your teacher recommends. Make a list of four or five main points which you think are important to understanding the text.

Make sure that you fully understand the text. If you do not understand it after checking the words or using a dictionary, check with one of your classmates – sharing ideas can often lead to a better understanding. You should not try to summarize a text if you do not understand it.

4.2 With a partner or in small groups, you will prepare and present a summary of the main points of the text to the class.

You can either choose one person to give the presentation or divide up the presentation within your group. You have five minutes to present, with two minutes for questions. Read the list of presentation skills below before preparing your presentation.

Presentation skills: There are some key points to remember when presenting information from a text.

- Read the text and identify the main ideas and/or key statistics. (If your text has a lot of facts and statistics, you need to select the ones you think are significant.)
- Identify your topic clearly in your opening and give an overview of the text.
- Carefully select what to put on your visual aid. (Do not write out sections of the text.)
- Try to express the ideas and information in your own words. (Do not read out or memorize and repeat sections of the text.)
- Distinguish between the information and ideas given in the text and your own views.
- Check the pronunciation of key words, especially those you use most frequently.
- Explain the meaning of difficult or technical words. (Note: if you have to check the meaning of a word, then your audience may not understand it either.)
- Pause and give the audience time to understand complex information.

4.3 In groups, practise your presentation. Remember the key points from Ex 4.2.

After your group's presenter has finished speaking, you should give some feedback, e.g., 'You need to slow down and pause at that point. The information is complex.', 'You should explain the meaning of that word.'

4.4 Present your summary of the text to the class.

- a) As you listen to each presentation, one person in each group completes the presentation assessment form in Appendix 9c. The comments you write are very important as they will help the speaker the next time they do a presentation.
- b) In your groups, discuss the following points after each presentation:
 - Have you all understood the main points?
 - Are there any points you were unsure of?
 - Are there any questions or comments you would like to put to the presenters?

Be prepared to ask the presenters to clarify or repeat something you did not understand.

Study tip

Reflecting on your own presentation and giving feedback to other presenters can help you develop and improve your presentation skills.

4.5 After you have listened to all the presentations, decide which was the most interesting text. Give each presenter his/her completed assessment form.

Task 5: Arguments and counter-arguments

5.1 Look at the following statement.

Women are naturally more suited to childcare than men.

You will discuss this statement in groups of four. Two of you will support this view. The other two will oppose this view.

With a partner, prepare your arguments.

- What will your main points be?
- What do you think the other pair's main points will be?
- How will you counter their arguments?



Seminar skill: When preparing for a seminar or discussion, it is important to consider issues from opposing sides. This will help you to clarify your thinking and formulate your opinions on a topic. Considering an opposing position to your own can help you to strengthen your own position. On the other hand, you may find that you start to qualify or modify, or even change your own position.

5.2 Debate the statement in Ex 5.1 in groups of four.

- a) The pair who support the statement should begin by presenting their main points.
- b) The opposing pair should then counter these points and present their own points.

5.3 Reflect on your participation in the discussion.

- Did you state your opinion clearly?
- Did you anticipate the arguments of the other pair and counter them?

- 5.4** 🎧 10 Listen to some students exchanging opinions on different topics. Look at the expressions below which the speakers use to exchange opinions. Tick (✓) the expressions you hear.

Useful language: Exchanging opinions

Asking for opinions

What are your views on this issue? *Do you agree?*

Presenting your own opinion

Well, I think ... *It seems to me that ...*

In my view, ...

Countering the other person's opinion

I take your point, but ... *I understand what you're saying, but ...*

Well, I'm not sure if that's quite true ... *But surely ...*

- 5.5** Change partners and prepare to discuss one of the following statements. Decide which pair will support the view given and which pair will oppose it.

It is better to wait until you are older to start a family.

Living on your own has more advantages than disadvantages.

Wealth will not bring you happiness.

Prepare for your discussion as in Ex 5.1. Use some of the *useful language* expressions in Ex 5.4.

Learner diary

Do you feel more confident presenting in front of an audience?

- How did this unit help you?
- What do you feel you still need to do to improve your presentation skills?

Do you feel more confident participating in discussions?

- How did this unit help you?
- What do you feel you still need to do to be a better participant in seminar discussions?

Presentation skill: If you want further guidelines on developing your presentation skills, see Appendix 4.

Unit summary

In this unit you have looked at how to present articles and practised clarifying opinions and expressing counter-arguments in academic situations.

- 1** Think about the question below. Then complete the slides below using the words and phrases in the box. There is one word which you will not need to use.

How can you make sure important information is clear in a presentation?

stress headings information slide key words bullet points highlight

PRONUNCIATION

- Slow down when saying the _____
- _____ particular words or phrases

VISUAL AIDS

- Ensure key words are on your _____
- Use _____ and _____ to ensure it is easy to read key points
- Do not include too much _____ on each slide

- 2** Write your own bullet points to complete the slide opposite. Choose three key points. Then compare your ideas with the ones on page 25.

REFERRING TO IDEAS FROM A PUBLISHED TEXT

- Don't simply read out or memorize sections of the text
- _____
- _____
- _____

For web resources relevant to this unit, see: www.englishforacademicstudy.com/student/speaking/links

These weblinks will provide you with further information on how to conduct presentations, as well as additional information about attitudes towards the family.

4

Reading into speaking A healthy lifestyle

In this unit you will:

- use a text to support or modify your ideas;
- practise active listening;
- develop strategies to check your understanding as a listener;
- exchange information effectively by anticipating your listener's difficulties.

When preparing for a seminar, you will often need to refer to reading texts on the topic in order to develop your ideas further. You will probably have your own ideas on the topic before you start reading. As you read, you may find support for your ideas. However, you may find that you change or adjust your views as you read. This may in turn influence the ideas you present in the seminar. The ability to integrate and develop ideas from your reading is an essential part of academic life.

Task 1: Questionnaire

Complete the following questionnaire about yourself.

How healthy is your lifestyle?

a) How often do you exercise?

b) How many hours a day do you spend sitting?

c) How regular are your meals?

d) How often do you eat fruit and vegetables?

e) Do you prepare your own food or do you eat processed food?

f) How often do you eat junk food?

g) Do you take vitamin supplements?

h) How many times a year do you have a cold?

i) Are you a smoker?

With a partner, use the questionnaire to interview each other. Do you think your partner has a healthy lifestyle?

Task 2: Who is responsible?

Nowadays there is often discussion about who is responsible for various aspects of life. Is it the individual or the government? For example, recently the governments in some countries have introduced a ban on smoking in all public places. In other countries, individuals can decide whether or not they wish to smoke in a public place. What is the situation in your country?

- 2.1** You are going to compare two ideas. Read the following statements. Do you agree or disagree with each one? Give reasons for your answers. Then, discuss each statement in groups.

It is the responsibility of the individual to give up smoking.

It is the responsibility of employers to reduce stress levels among their staff.

- 2.2** Who else might be responsible for the issues mentioned in Ex 2.1?

Seminar skill: You need to spend time preparing for a seminar. What do you think about the topic? Does any of the reading you do influence what you think? How will you express what you want to say? Task 3 asks you to prepare for a discussion.

Task 3: Preparation for a seminar discussion

You are now going to look at how information from a text can help develop your ideas. You will then practise discussing your opinion with reference to the ideas from the text.

- 3.1** Read the following statement. With a partner, discuss whether the statement is true or false. Give reasons for your opinions.

It is the responsibility of individuals themselves to avoid becoming obese by ensuring they have a balanced diet and a healthy lifestyle.



Source: Crown copyright 2007

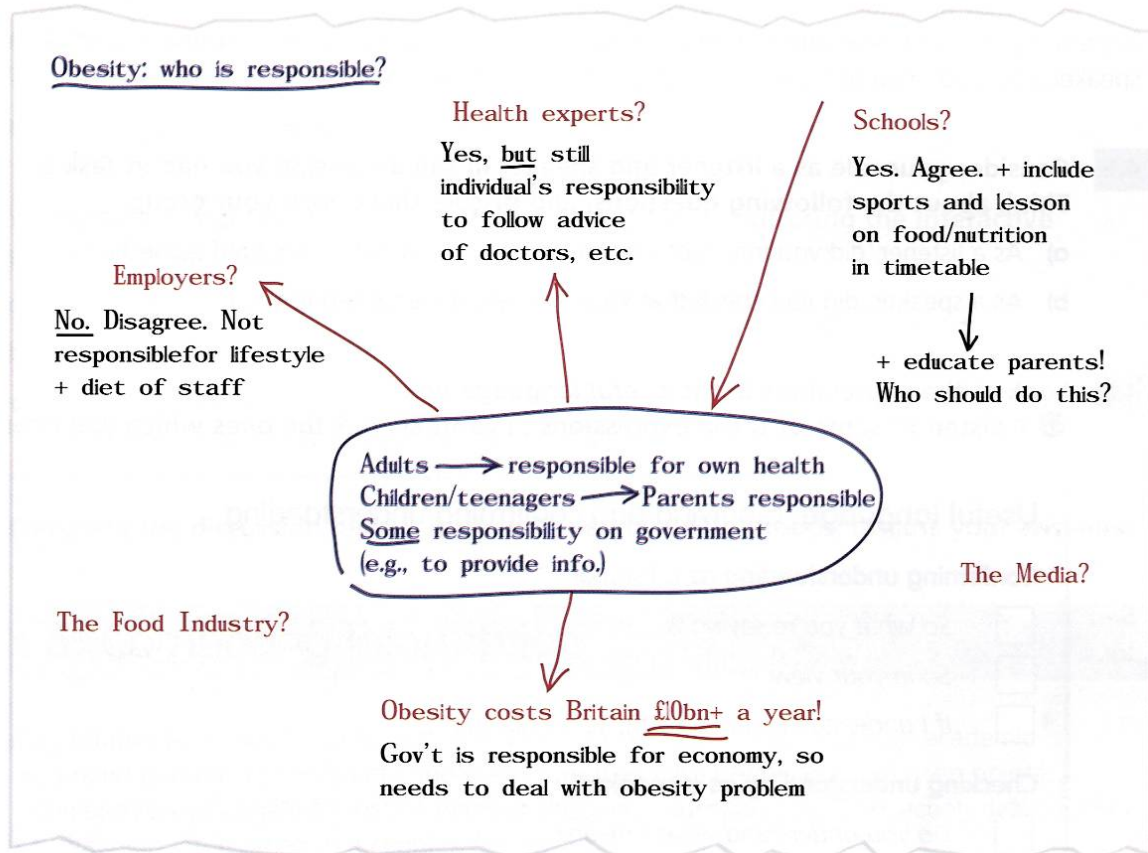
When you have finished, write down your opinion in the middle of a blank piece of paper (maximum three lines).

- 3.2** Read the text on page 84 and answer the questions below.

- Is there anything in the text which supports the opinions you expressed in Ex 3.1?
- Is there anything in the text which might make you modify or change your opinions?
- Does the text provide you with additional ideas?

- 3.3** Write relevant points from Ex 3.2 around your original opinion on your piece of paper from Ex 3.1. Add points which develop, change or support your view.

Example:



- 3.4** You are going to discuss the statement from Ex 3.1 in groups of four or five.

- Prepare what you are going to say. You may refer to your notes and the text, if you wish.
- Now discuss the statement in groups.

- 3.5** Summarize the outcome of your discussion for the class. Did your group agree or disagree with the statement overall?

Study tip

You can prepare for a seminar by deciding on your opinion and then reading and noting down points that confirm, develop or challenge it. This makes it easier to clarify and summarize your ideas and those you have read.

Seminar skill: Discussions are interactive. You do not just present your own views, you listen and react to what other people are saying. Task 4 looks at this aspect of seminars. After you have looked at and practised appropriate language expressions, Ex 4.4 requires you to put these skills and language into practice in a seminar situation.

Task 4: Being an active listener

Listening is also an important aspect of participating in a discussion. You need to listen because your ideas may be influenced by what other students say. An important aspect of listening actively is checking that you have understood correctly and showing when you do not understand. As a speaker, you also need to make sure that people have understood you.

4.1 Consider your role as a listener and speaker in the discussion you had in Task 3. Think about the following questions, and discuss these with your group.

- a) As a listener, did you interrupt the speaker if you did not understand something?
- b) As a speaker, did you check that your listeners were following you?

4.2 Look at the expressions in the *useful language* box.

🎧 11 Listen to some of these expressions in context. Tick the ones which you hear.

Useful language: Clarifying and confirming understanding

Confirming understanding as a listener

- So what you're saying is ...
- So in your view, ...
- If I understand you correctly, you're saying ...

Checking understanding as a speaker

- Do you understand what I mean?
- Do you follow what I am saying?
- Am I making sense?

Showing that you do not understand

- I'm not sure I understand what you mean.
- I didn't quite follow you. Could you explain that point again, please?
- Could you repeat that, please?

4.3 With a partner, look at the following statements and follow the instructions on the next page.

Statement 1

Free health care should not be given to smokers.

Statement 2

Advertising of junk food should be banned.

Student A: Decide whether you agree or disagree with the first statement and give the main reasons for your opinion to Student B. Check that he or she understands your points, using one or more expressions from the *useful language* box in Ex 4.2.

Student B: Listen and confirm your understanding of Student A's opinion by summarizing what he or she says. Use at least one of the phrases for confirming understanding from the box in Ex 4.2.

Now change roles and discuss the second statement.

4.4 You will now practise the discussion from Task 3 again, but using the interactive strategies from Ex 4.3.

- a) Review the points you wrote down on obesity from Task 3.
- b) Form a new group with different people.
- c) Discuss the statement from Ex 3.1. This time, make sure you include the strategies and *useful language* that you have just practised.

4.5 Complete the discussion review form in Appendix 9d. In groups, discuss your answers.

Task 5: Comparing information

Relating information from a text to someone who has not read it is an aspect of academic life. You need to inform your listener and make sure they have understood the main points. It is unhelpful to exchange information without checking understanding. This section deals with exchanging information in a cooperative way.

5.1 Answer the following questions on the topic of stress.

- a) What are the main causes of stress?
- b) How does stress affect your health?
- c) Can stress ever be good for you?
- d) What are some ways of dealing with stress?

Discuss your answers with a partner.



5.2 Your teacher will give you one of two texts on the topic of stress so that you can then exchange information about the texts in pairs.

As you read:

- ensure that you fully understand the information;
- anticipate what difficulties your listener will have;
- use some of the strategies from Task 4.

5.3 Complete the appropriate column in the table on page 34 with information from your text. Check your answers with people who have read the same text as you.

Study tip

Select information carefully when filling in tables. You do not need to include all the points. Check the meaning of any difficult words that are relevant to the task, rather than completing the column without understanding.

5.4 Exchanging information: Work with a partner who read the other text and follow the steps below.

- a) Explain the information you wrote in the table to your partner. Use your notes from the column you filled in – do not look at the original text.
- b) Listen to your partner’s explanation of the other text and complete the other section of the table.

Make sure your partner understands you and you fully understand what your partner says as you complete the table. This means you should:

- check the pronunciation of any difficult words before you start;
- check your partner has understood what you say;
- ask your partner to repeat or explain if you do not understand;
- remember to use the *useful language* expressions from Ex 4.2 for checking understanding as a speaker and as a listener.

Study tip

Successful seminar participation involves checking and signalling whether you have understood other group members and checking that they have understood you. This involves ensuring you understand the topic before the discussion and cooperating in exchanging information during it.

	Article A: Stress: To what extent can it be controlled?	Article B: Stress: Keeping things in perspective
Definition of stress		
Examples of symptoms of stress		
Suggestions for dealing with stress		

5.5 What similarities and differences did you find between the information given in the two texts? Discuss the differences with your partner.

5.6 In groups, decide what information from the texts would be useful for a discussion on the following topic:

Relaxation techniques are the best method for dealing with stress.

Learner diary

Reflect on your participation in the discussions in this unit.

- How easy do you find it to follow discussions and make relevant contributions?
- What problems do you have with this?
- Can you think of ways to help you improve your participation?
- In discussions and presentations, how can you help people to follow what you are saying?

Unit summary

In this unit you have practised preparing for discussions and relating information from texts to others. You have also worked on developing your active listening skills.

1 Think about and/or discuss your answers to the following questions.

- What can you do before a seminar to prepare for a topic you are uncertain about?
- What can you do or say in a seminar if you are not clear what someone means?
- What can you do or say in a seminar if you are uncertain whether or not you understand someone else's explanation of something?
- How can you check whether someone else has understood what you said?



2 Read the extract from a discussion about health below. Fill the gaps with suitable phrases for clarifying and confirming understanding.

A: I think people worry too much about their diet. The government keeps saying our society is overweight because we eat the wrong things, but I don't think it's true.

B: So, what you're _____ is that obesity is not an important issue?

A: Well, I agree that a lot of people are overweight, but it may be due to other factors. Am I _____? People used to have very active lives and they had to keep warm, so they ate a lot but still kept thin.

B: I don't quite _____. Could _____ a bit more clearly?

A: I mean that people are putting on weight because they have a modern lifestyle. Do you _____?

B: If I _____ correctly, you think we are overweight because of our lifestyle and that it's an inevitable part of modern life.

3 Look at the *useful language* box on page 32 and compare the phrases in the gaps above with the ones you used in Ex 2.

For web resources relevant to this unit, see:

www.englishforacademicstudy.com/student/speaking/links

These weblinks will provide you with interesting information on health-based topics.

5

The use of data The influence of the media

In this unit you will:

- practise describing charts and data;
- practise seminar skills by building on what previous speakers have said;
- identify and practise using phrases to refer to other speakers.

Data is a key part of academic study. Charts, graphs and tables are often included in both written work and presentations. They are used as evidence, to support the points the writer or speaker is trying to make.



Task 1: Matching definitions

Match the words for TV and radio programmes with their definitions.

- | | | |
|-----------------------|--------------------------|--|
| a) soap opera | <input type="checkbox"/> | 1 A programme in which the public takes part by phoning in with comments. |
| b) quiz show | <input type="checkbox"/> | 2 A long-running drama of the day-to-day experiences of a community of characters. |
| c) reality TV | <input type="checkbox"/> | 3 A programme in which contestants try to score points by answering questions correctly. |
| d) chat show | <input type="checkbox"/> | 4 An informative, in-depth examination of a fairly serious topic. |
| e) sitcom | <input type="checkbox"/> | 5 A programme in which contestants take part in various games to win prizes. |
| f) documentary | <input type="checkbox"/> | 6 An adaptation of a major work of literature. |
| g) phone-in | <input type="checkbox"/> | 7 A programme in which a presenter asks a celebrity to talk about him/herself. |
| h) classic drama | <input type="checkbox"/> | 8 A team of experts redecorate your house, redesign your garden or change your image. |
| i) makeover programme | <input type="checkbox"/> | 9 A programme in which a group of people (usually from the public) are filmed over a period of time. |
| j) game show | <input type="checkbox"/> | 10 A comedy of character and situation involving the same characters in each episode. |
| k) mini-series | <input type="checkbox"/> | 11 A programme which has several episodes with the same characters. |

Task 2: Discussion: TV programmes

2.1 Discuss your opinions in groups.

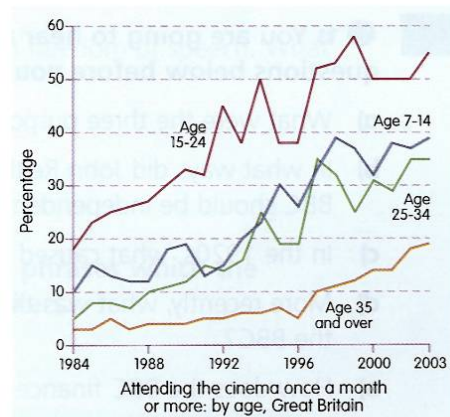
- Which kind of programme is most popular in your country?
- What kind of audience do the programmes in Ex 1.1 appeal to?
- Why are reality TV programmes so popular?
- Which kind of programme do you watch most often in your own country?
- Which kind of programme do you least enjoy?
- Which kinds of programme have you seen on English-language television, if any?

2.2 Think of a particular programme (in your country or the country where you are studying) that you especially enjoyed or disliked. Briefly describe the programme and explain your reaction to it.

Presentation skill: When giving a presentation, you may need to refer to charts and graphs to support your point. It is important to guide your audience to the main points of the data or those points which are relevant to the argument you are presenting. You will practise doing this in Task 3.

Task 3: Presenting information

3.1 Look at the graph. It shows the results of a survey of the changing patterns of people going to the cinema, according to age. What trends does it show? Discuss with a partner.



3.2 Listen to the description of the data shown and answer the following questions.

- What details does the speaker highlight?
- What point is the speaker making by showing this data?

3.3 Listen to the recording again and fill in the gaps in the excerpt.

_____ monthly visits to the cinema by age groups between 1984 and 2003.

_____, young people aged between 15 and 24 are the most likely age group to go to the cinema. Fifty-four per cent of this age group attended the cinema once a month or more in Great Britain in 2003. In 2003, 39 per cent of children aged seven to 14 went to the cinema once a month or more, _____.

_____. The percentage for both these age groups has risen noticeably since 1984. _____ going to the cinema is still a popular form of entertainment, despite the arrival of videos, DVDs and computer games.

3.4 For your next class, find a chart or graph which presents information which interests you. Follow the steps below.

- a) Select the information that the graph shows that you would like to present to the class.
- b) Prepare the point(s) you want to make. Be prepared to use the chart to support your point(s).
- c) Give your presentation. Make sure you use some of the *useful language* expressions below in your presentation.

Presentation skill: When you present data you should start by briefly outlining what the data is about. You should then comment on the features that are relevant and support the points you are making.

Useful language: Referring to data

This graph gives information about ...

This line here shows ...

This chart describes ...

As these figures illustrate, ...

This chart clearly shows that ...

Task 4: Listening

4.1  **13** You are going to hear a journalist talking about the BBC. Read the questions below before you listen, then answer them as you listen.

- a) What were the three purposes of the BBC when it was originally set up?
- b) In what ways did John Reith, the first director general of the BBC, believe that the BBC should be independent?
- c) In the 1920s, what caused conflict between the BBC and the government?
- d) More recently, what was the main area of conflict between the government and the BBC?
- e) How does the BBC finance itself?

4.2 Read the transcript on pages 96–98 to check your answers.

4.3 The journalist comments that ‘the BBC is still the most trusted organization in the country.’ To what extent do you agree that television coverage of news events can be trusted?

Task 5: Building on what the previous speaker has said

In Unit 4, you looked at the skill of active listening. This is important because your contributions to the discussion need to relate to what has been said previously. You may need to show this by referring to previous speakers. This helps the discussion to develop a sense of direction.

In addition, you may find that your ideas develop and change as you interact with other students. You might have a clearer idea of what you think or what your position is by the end of a seminar. Task 5 looks at this aspect of seminars.

5.1 Discuss the following questions with a partner.

- What does *freedom of speech* mean to you?
- Are there any negative aspects of freedom of speech?



5.2 Look at the following statements. Decide if you agree or disagree with each one, and why.

- Freedom of speech is absolutely necessary in a democracy.
- There should be no limits on freedom of speech.
- Complete freedom of speech may mean that some individuals may feel unsafe in a society.
- The government needs to limit freedom of speech to protect minority groups.

5.3 14 Listen to three students discussing freedom of speech and answer the following questions.

- The two women state that there should be no limit on freedom of speech. What does the man believe?
- What are his reasons?
- Does he change his opinion?

5.4 Look at the transcript on pages 98–99. Underline the phrases which the speakers use to refer to the comments of other speakers.

Example:

When you say 'an absolute principle', do you mean that anyone can say or broadcast or print anything they want ...

5.5 Write the phrases in the *useful language* box below.

Useful language: Referring to other speakers

Task 6: Group discussions: Referring to other opinions

6.1 You are now going to have a discussion on one of the following topics related to the media. In groups, choose one topic.

- a) Media independence from the government is essential.
- b) There should be censorship in the media.
- c) TV has a negative impact on children/family life.
- d) The media controls the information which the public receives, so whoever controls the media controls what the public think.

6.2 When you have chosen your topic, make notes on your main points. You can refer to any of the ideas in Tasks 4 and 5.

6.3 Discuss your chosen topic. Try to use at least two of the phrases from Ex 5.5 for referring to other speakers.

6.4 Complete the discussion review form in Appendix 9e.

Study tip

Listen carefully to what other students say, as this may help you to develop your ideas. When you respond to what other students have said, it is important to acknowledge and refer back to their comments.

Task 7: Over to you

7.1 For the next session, find a recent article from an English-language media source which reports on the news or events in your country. Then answer the questions below about what you have read.

Choose your article from a newspaper or magazine or from the web. A good source is to go to the website of a newspaper such as www.guardian.co.uk or broadcaster such as www.bbc.co.uk and do an Archive Search.

- a) *What* events or issues does the article report on? Summarize the main points. (See the *useful language* box in Unit 3, Ex 3.6.)
- b) *How* does the article report on the events? Do you think there is any bias in the reporting, or does it seem to be objective? Do you think it might mislead readers in any way about your country? Do you think this information was reported on in a similar way in the media in your own country?

7.2 Bring a copy of the article to the next session. Be prepared to report back on points a) and b). You will have two minutes.

Learner diary

- On your future courses, what sort of data do you anticipate you will be dealing with?
- Do you feel more confident in describing data orally? If not, what do you feel you need to practise more?
- Has your participation in group discussion changed since the beginning of the course? How?
- What aspects of participation in group discussion do you still find difficult?

Unit summary

In this unit you have practised describing graphs and data. You have also practised using different ways of referring to other speakers or articles and building on what they have said.

1 Look at the table below and discuss the answers to questions a–c.

British cinema-going – 19 year trends												
Age	1984	1987	1990	1993	1996	1997	1998	1999	2000	2001	2002	2003
7+	38%	58%	64%	69%	72%	75%	83%	78%	86%	82%	82%	83%
7-14	73%	88%	85%	93%	95%	95%	97%	95.5%	97%	97%	98%	91%
15-34	55%	74%	83%	86%	90%	94%	96%	93%	95%	94%	94%	87%
35+	21%	42%	49%	53.5%	58%	60%	74%	66%	79%	73%	74%	60%

- What does the table show?
- Find the trends in this chart that support the following claim: *going to the cinema became more popular amongst younger people in the 1990s.*
- What other trends in this chart are significant?
- Write a paragraph to describe the data. Use some of the words in the box below in your paragraph.

describe illustrate rise figures increase highest percentage clearly noticeably

- Compare your paragraph with the one on page 37 and check that you used the *useful language* correctly.

2 The sentences below refer to points that other people have made in a discussion or published article. Correct the mistake in each one.

- Can I pick on John's point about limiting freedom of speech?
- Ahmed talked about democratic ideals. Following off from that point, I'd like to talk about the situation in the UK.
- This article does some fair arguments, but it doesn't go far enough.
- The article makes interesting point about freedom of speech and responsibility.

For web resources relevant to this unit, see:

www.englishforacademicstudy.com/student/speaking/links

These weblinks will provide you with further help on dealing with charts and data.

6

Consolidation unit

In the past five units, you have worked on the following skills:

- presenting your point of view and looking at different perspectives;
- presenting, agreeing with and countering an argument;
- building on what previous speakers have said;
- taking the role of chairperson;
- using appropriate language phrases.

Seminar skills practice

In this consolidation unit you will have the opportunity to practise further the skills you have learnt by leading a seminar discussion. This will involve being responsible for the initial input in the seminar as well as summing up at the end. This is different from chairing a discussion, where you are only responsible for ensuring the discussion goes smoothly.

Although you should all prepare for the seminar, your opportunity to actually conduct a seminar will depend on the time available.

Task 1: Initial preparation for the seminar

1.1 Select a topic for your seminar discussion.

Choose a controversial subject. It needs to be one that is of interest to the others in your class and one they will be able to discuss. For ideas on seminar topics, see Appendix 5.

1.2 Prepare an overview of the topic.

This should be a summary of the main issues, as well as a list of discussion points for the group to consider. Alternatively, you might like to present points on both sides of the issue before opening it up to discussion by all the participants.

1.3 In groups, discuss the following advice for the seminar leader. Can you think of any further points to add?

- You will have 20 minutes for the seminar, including: presenting the topic (max. four minutes), discussion, summing up the discussion at the end.
- Ensure that everyone has the opportunity to participate in the discussion.
- In order to keep the discussion going if there is silence, you will need to: build on what has been said before, ask a question, or invite a specific person to contribute.

Task 2: Model demonstration

2.1 Discuss with another student the characteristics of a good seminar participant.

You can refer to Unit 2 if you need to refresh your memory.

2.2 Your teacher will demonstrate how to lead a seminar discussion. During the demonstration, complete the assessment form in Appendix 9f.

2.3 Give feedback on the seminar leader (your teacher) using the assessment form as a basis for your comments.

During this feedback you will learn how to make your comments effectively.

Task 3: Presentation skills

3.1 Discuss the following presentation skills you have worked on during this course with your partner and think about how you would use these in a seminar.

- Planning a presentation
- Selecting and organizing your ideas
- Introducing a topic
- Delivering a presentation clearly
- Using visual aids
- Using signpost expressions to guide the listener

3.2 Review the *useful language* boxes from each unit and think about how you could use the language in an appropriate way.

Task 4: Leading the seminar

These will take place at a time to be arranged by your teacher. The allocated seminar leader will run the seminar and the rest of the class will participate. Use the assessment form in Appendix 9f to give feedback to each seminar leader.

Learner diary

After you have led a seminar, reflect on the experience in your diary.

- How did you feel immediately afterwards?
- What aspects did you feel satisfied with?
- What aspects of managing a seminar do you feel you still need to work on?

For web resources relevant to this unit, see:

www.englishforacademicstudy.com/student/speaking/links

These weblinks will provide you with further help on how to give a presentation.

7

Supporting your point of view

The world of work

In this unit you will:

- prepare for a discussion by thinking through the issues beforehand;
- use a listening source to support your viewpoint;
- consider strategies for entering into a discussion;
- research and plan a presentation.

In academic study, you will often have to refer to a variety of written and spoken resources. In a seminar, you can use these to give evidence to support your viewpoint, whether or not you agree with the viewpoint expressed in an article. However, before you consult these sources, it is useful to spend some time thinking about the topic and working out your opinion on the basis of what you already know. Your position may subsequently change as you engage with the texts and the views of other students.

Task 1: Your attitude to work

1.1 After you graduate, you will probably be looking for work or returning to work. How important are the following aspects of work to you?

- Put a tick (✓) in the appropriate box (5 = very important; 1 = less important).
- Add three further aspects of work which are important to you.
- Compare and discuss your responses with a partner.

	1	2	3	4	5
The amount I earn					
The people I work with					
The amount of responsibility I have					
The variety of tasks I do					
The degree of challenge I have					
The job security I have					
The possibilities I have of promotion					
The number of hours I work					
The possibility of working flexible hours					

1.2 Careers advice services often use questionnaires to help direct people towards a suitable career. See Appendix 6 for an example careers questionnaire.

- a) Complete the questionnaire for homework. Bring the completed questionnaire to your next session when your teacher will give you the key so you can analyze the results.
- b) Discuss your questionnaire results in groups. To what extent do you agree with the analysis?

Task 2: Finding a job in your country

Discuss the following question with a partner or in groups.

- a) How easy is it for graduates to find work in your country at the moment?
- b) What sort of information do job applicants usually provide to employers on a curriculum vitae?
- c) What is most important to employers in your country:
 - the reputation of the university you attended?
 - the qualification you obtained (undergraduate degree, postgraduate degree)?
 - the result you obtained?
 - the people you know?
 - other factors?



Task 3: Gender at work

Look at the following table, which compares women in the UK workforce in 1975 and 2006. Answer these questions.

- a) What do you think are the most significant trends in the table?
- b) How does men's pay compare with women's?
- c) Do you think that women have the same opportunities as men to rise to senior positions?
- d) How does this trend compare with the pattern in your country?

Table 7.1: Women at work in the UK in 1975 and 2006

	1975	2006
Women in employment	9.1 million	12.5 million
Full-time gender pay gap	29%	17.1%
Part-time gender pay gap	42%	38.4%
Working mothers	47%	66%
Working mothers with pre-school children	25%	52%
Mothers back at work eight months after giving birth	15%	70%
Female managers	1.8%	33.1%
Female directors	0.6%	14.4%

Source: (2006, January 14). Equal Opportunities Commission. *The Guardian*

Task 4: Equal opportunities

You are going to discuss the following topic.

There should be equal opportunities for men and women to do any job.

4.1 Discuss the following questions with a partner.

- Are some jobs more appropriate for men than women? Give examples and say why.
- Are some jobs more appropriate for women than men? Give examples and say why.
- To what extent do nature or nurture influence the jobs men and women choose to do?



4.2 You are going to listen to an interview with Sonia Gurjao, the author of a research paper entitled *Inclusivity: the Changing Role of Women in the Construction Workforce*.

Before you listen, read the following extract from the paper's introduction.

The UK's construction industry is facing a skills shortage that is a threat to the long-term health of the industry. It is suffering recruitment problems with its traditional source of labour – young men aged 16–19. Efforts are being made to recruit women into the workforce, but with limited success. In the short term, the industry is filling the skills gap using workers from low-wage economies. What is needed is a skilled workforce that sees its long-term future in the UK construction industry. To meet the challenge of the skills gap, the recruitment of women is no longer simply a nice thing to do; it has become a necessity.

Women in the UK construction industry currently account for under ten per cent of the workforce, reflecting their under-representation in an industry that fails to attract and retain women.

Source: Gurjao, S. (2006). *Inclusivity: the Changing Role of Women in the Construction Workforce*. The CIOB.

4.3 Read the questions which the interviewer asks Sonia.

- What are the reasons why more women today are participating in the labour market?
- Is the construction industry a common career choice for women?
- Why does the construction industry need more women to join it?
- Has the construction industry made any attempts to recruit women into the industry?
- The construction industry has a problem with keeping the women who join it. Why is that and is there a solution to the problem?
- What are the main barriers women face today in joining or staying in the construction industry?



4.4 🎧 15 Listen to the interview.

- a) Take notes of Sonia's replies to the questions.

- b) Is there any information from the interview you might be able to use in your discussion?

4.5 Discuss the seminar topic in groups. You may appoint a chairperson to manage the discussion.**Task 5: Taking your turn**

During a seminar, it is sometimes difficult to find the 'right moment' to make your point. When you want to make a point, someone else speaks first, and then the discussion moves on to a different aspect. In addition, you may find that discussions between several people are often not very 'tidy', because people may respond to different points at the same time.

Task 5 looks at some examples of this situation, and also some *useful language* to help you take a turn in a discussion appropriately.

**5.1** Think back to the discussion in Task 4.

- a) Do any of the following statements below describe how you felt about your role in the discussion (or in discussions generally)?
- You wanted to speak, but did not have the opportunity because:
- the discussion moved too quickly and you missed a chance to speak at a relevant point.
 - other people wanted to speak at the same time as you.
 - you did not want to interrupt or speak over other people.
- b) What strategies or language do you think you could use to make your points or respond more effectively in the above situations?

Study tip

Manage seminar contributions so that all participants can take a turn. Remember to use useful language and phrases from this unit to help organize and control your discussions.

5.2 Read the *useful language* expressions on page 48 and decide which you could have used in the discussion in Task 4.

Useful language: Taking your turn

You want to make a point that is relevant at this moment in the discussion. You need to enter the discussion politely, but firmly:

Can I just come in here?

You want to make a point, but the discussion moves on before you can contribute or finish. You can still make your point later:

To go back to my earlier point, ...

Coming back to what John said earlier, ...

I think I agree with the point you made earlier, Anne.

You start speaking at the same moment as another student. Both of you stop to let the other speak. It is polite to offer each other the chance to continue:

A: *Sorry, carry on.*

B: *No, go ahead.*

A: *Thanks. I think ...* [A makes his/her point and then invites B to speak] *Sorry, you were going to say ...*

B: *Yes, I think ...*

You notice that a quiet student is trying to speak, but other students keep speaking first. You can help the quiet student to get the attention of the group:

I think David has been trying to make a point.

David, did you want to make a point?

Task 6: The changing nature of work in the 21st century

When you give a presentation, you need to ensure the main points are relevant to your focus. Task 6 looks at this aspect of presentations.

6.1 Check your understanding of the following topics.

teleworking ethical working practices
the 24/7 society working flexitime
the knowledge-based economy corporate culture
the decline in manufacturing industry
job-sharing management style



6.2 In groups, choose one of the topics in Ex 6.1. Choose one of the following questions to discuss in relation to your chosen topic. This will help you find a focus for your presentation.

- a) What are its causes and what are its consequences?
- b) Is there a problem associated with it? What are possible solutions to the problem?
- c) Can aspects of it be compared and contrasted (e.g., between different cultures)?
- d) How has it developed over time? How might it continue to develop?

Example:

Topic: Teleworking

Question: What are its causes and what are its consequences?

Causes: – technological developments allowing easier communication between workplace and home
– more women wishing to work from home after having children

Consequences: Can you think of any consequences?

6.3 Develop your ideas into a full presentation in your groups. You should carry out some research in your group by consulting a range of sources. Decide how you will divide up the research and report back on your ideas.

Presentation skill: You should refer to your sources in your presentation, incorporating data or quotations where appropriate. These should be acknowledged.

6.4 Give your presentations to the class. Evaluate the other presentations according to the following criteria.

Organization

- Are the main ideas logically ordered?
- Are the introduction and conclusion linked to the main ideas?

Content

- Are the main ideas relevant to the focus?
- Are the ideas developed in sufficient depth?

Learner diary

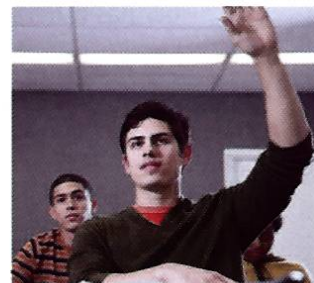
- Which activity did you enjoy most in this unit?
- Have you moderated any of your views as a result of what you listened to and discussed in the unit?
- Do you prefer to give a presentation where the title is fixed, or do you prefer when you can choose your own title? Please give a reason for your choice.
- What aspects of giving a presentation do you still find difficult?

Unit summary

In this unit you have continued to work on preparing for discussions and have practised taking turns in a seminar. You have also prepared and given a presentation on the topic of work.

1 Discuss what you can do or say in seminar scenarios like the ones below. Think of some useful phrases that you could use to interrupt or deal with the situation.

- a) Anna and Tom have been arguing a point. Jose keeps trying to say something, but is rather reluctant to interrupt.
- b) Your tutor asks a question and both you and another student start to reply at the same time.
- c) You start to explain something but the discussion moves on and you cannot finish what you were saying. Later on, there is an opportunity for you to finish your explanation.
- d) You feel that Anna made a very important point earlier in the seminar and you would like to return to it.



2 Think back to the discussions and/or presentations in this unit and answer the questions below.

- a) Were your ideas sufficiently researched and developed? What could you have included to make them more interesting?
- b) Did you use information from talks or lectures you heard to back up your opinion? How could you do this (more) effectively?
- c) Did you use statistics from tables or articles you read to back up your opinion? How could you do this (more) effectively?
- d) Were your ideas ordered logically or did you leave anything out? How could you improve the organization of your ideas?

For web resources relevant to this unit, see:

www.englishforacademicstudy.com/student/speaking/links

These weblinks will provide you with further help on how to give a presentation, as well as information on issues related to students working or studying abroad.

8

Collecting and presenting data Protecting the environment

In this unit you will:

- design a questionnaire and obtain feedback on it;
- collect and present data;
- participate in a debate;
- give a presentation on a global issue.

On your academic course, you may be required to collect, analyze and present data. You may have to design the method of data collection yourself. In this unit you are going to choose a topic, design a questionnaire, analyze the results and then present them.

Task 1: Designing a questionnaire

1.1 Imagine that you want to learn about people's attitudes towards the environment. Start preparing a questionnaire about some of the following issues.

recycling in the home saving energy in the home use of transport
shopping for eco-friendly products supporting environmental groups



When preparing your questionnaire, you need to:

- decide what the overall aim of your questionnaire is. For example, your overall aim might be to determine how much responsibility people are taking individually to protect and preserve the environment.
- decide what the focus of your questionnaire is (e.g., what people do in relation to their home);
- identify eight to ten questions for your topic;
- make sure each question elicits relevant information.

Study tip

When designing a questionnaire, make sure you have a clear overall aim. This will help ensure you elicit the information you require.

Think of this topic in the broadest sense, including issues such as throwing things away when they are still functional.

Sometimes, questions in questionnaires are poorly designed, because they do not elicit the information required, may not be appropriate or do not allow for the subject to give the answer which is true for them.

1.2 Look at some examples of poorly designed questions. What is wrong with each question? How could each one be improved?

1 How old are you? _____

2 Do you use public transport often? _____

3 Do you recycle:

- every day? _____
- once a week? _____
- once a year? _____

4 Do you like environmentally friendly products? _____

1.3 In groups of three, write eight to ten questions that would be suitable for the questionnaire discussed in Ex 1.1.

1.4 Exchange questionnaires with another group. Evaluate their questionnaire.

- Does it elicit the relevant information?
- Are any of the questions poorly designed?
- Have you any suggestions for improvement?

1.5 Choose one of the questions from your questionnaire.

- a) Ask all your classmates the same question, making a note of their responses.
- b) Report back on your findings to the rest of the class. Use the expressions in the *useful language* box.

Useful language: Expressing quantity

Most		of those interviewed/questioned ...	reported/
Nearly all			
Approximately	half	of the subjects ...	stated/
Approaching	a third	of the respondents ...	claimed that ...
Just under	50 per cent		
Just over			

1.6 In groups of three, brainstorm ideas and choose a new topic for your own questionnaire.

You will need to bring three copies of the questionnaire to the next session in order to pilot it with another group.

Task 2: Piloting your questionnaire

- 2.1 Give your questionnaire to another group to complete.
- 2.2 Complete the questionnaire you have received from another group. In groups, discuss the following questions and evaluate the questionnaire.
 - Are the questions clear?
 - Could the questionnaire be improved in any way, e.g., a more effective layout?
 - Are there any other questions which could be added?
- 2.3 Return the questionnaire to the group which designed it, and explain any comments you have.
- 2.4 Revise your questionnaire in view of the feedback you received from the other group.




Task 3: Administering your questionnaire

- 3.1 Practise asking the questions in your questionnaire with someone from another group. Check pronunciation of individual words with your teacher if necessary.
- 3.2 You now need to collect data from 15 other people, using your questionnaire. Interview your subjects face-to-face and note down their answers.

Presentation skill: Data is often included in presentations, as discussed in Unit 5, to support the points you are making. If you have collected the data yourself, you need to think about how to present the data and what language to use. See the *useful language* box on page 38 and Task 4 below.

Task 4: Reporting back on your findings

- 4.1 You need to decide how you are going to present your data, e.g., *pie chart, bar graph, table*.
Your choice will be determined by the kind of information you want to present – what format will allow you to present your information most effectively?
- 4.2  16 Listen to a student using *useful language* expressions from Ex 1.5. Underline the words or phrases in the box which the speaker uses.
- 4.3 Now present your own data to a partner. Use some of the *useful language* expressions from Ex 1.5.

Presentation skill: You should follow the steps below when presenting data that you have gathered in a questionnaire.

- Present data.
- Highlight significant data.
- Discuss the implications of the data.
- Evaluate the design of the questionnaire; how well did it work?

Task 5: Participating in a debate

A debate is a formal forum of discussion that can also help you develop your ideas and perspectives on issues. In a debate situation, there are two teams: one in favour of the motion and the other against. There are three people on each team. Two members of the team have to make a speech. The third member of each team should be ready to pick up points made by the opposition and respond. The other team members can help this member by passing on any ideas.



5.1 You are going to debate the following motion.

Protection of the environment is mainly dependent on government policies; leaving it to individuals will not work.

- Organize your teams and audience and decide who will judge the debate.
- Decide which team will argue in favour of the motion and which team will argue against it.

5.2 Prepare for the debate with your team.

- List as many points as possible to support your side, with examples and evidence.
- Try to think of points which the opposition will raise. Come up with counter-arguments.
- Decide which team member will make which points.

5.3 Make sure you understand the following rules.

- Each person has a limited time to make their speech (your teacher will tell you how long each speaker has).
- The member of the team which proposes the motion (Team A) starts, followed by a member of the opposition (Team B) giving their speech, then back to Team A, until all have spoken.
- The last speaker in each team summarizes the discussion, including a rebuttal of what the opposite team has said.
- The discussion is then open to the floor, with any points the audience wishes to make.
- A vote by the judges decides the winning team.



5.4 Now conduct the debate. Two teams should debate the motion, while the rest of the group acts as the audience and judges.

Task 6: Perspectives on global issues

In the previous unit, you looked at finding a focus for a presentation and the need to develop your ideas around your focus. Task 6 gives further practice in developing this skill.

6.1 Look at the following list of problems related to global issues.

- The use of fossil fuels
 - The credit crunch
 - The wealth gap between developed and developing countries
 - The spread of cyber-crime
 - The spread of infectious diseases
 - The disappearance of endangered languages
- a) Think about the short- and long-term consequences of not dealing with each of these problems.
- b) With a partner, discuss why it is important that solutions are found to each one.

Make notes in the table below on the consequences of each problem.

Problem	Consequences
The use of fossil fuels	
The credit crunch	
The wealth gap between developed and developing nations	
The spread of cyber-crime	
The spread of infectious diseases	
The disappearance of endangered languages	

6.2 In groups, choose one of the problems listed in Ex 6.1 and suggest some practical solutions for dealing with the problem. Do not complete the *evaluation* column yet.

Topic:	
Possible solutions	Evaluation of solution

6.3 Now look at your solutions and evaluate which are the most effective. This means considering:

- the advantages and disadvantages of each solution;
- what needs to be done to make each solution work;
- whether a suggested solution may create further problems.

- a) Add some evaluative comments after each solution in the box in Ex 6.2.
b) Try to decide on the most effective way or ways of dealing with the problem.

6.4 As a group, take one problem and present it to the class. Include possible solutions and an evaluation of the solutions. Put your key ideas on an OHT.

The audience should try to ask questions at the end of each presentation.

Learner diary

- What did you learn in the unit about questionnaire design?
- Did you manage to identify the most important information from your data and present it clearly to your audience?
- In what way do you think your discussion skills have most improved on this course?
- Think about your role in the debate: what was the most challenging aspect of participation?

Unit summary

In this unit you have designed a questionnaire and used it to collect and present information. You have also practised debating global issues and considering and presenting solutions to environmental problems.

1 In your notebook, complete the sentences below about designing and using questionnaires.

Designing a questionnaire

- You should make sure you have a clear focus for your questionnaire.
- Your questions should be easy to understand and should elicit ...
- Avoid questions that ...

Administering a questionnaire

- Collect data by ...
- Make sure your questions are clear by ...

Presenting data that you have gathered

- Decide how ...
- Highlight ...
- Discuss ...
- Evaluate ...

2 Think about the debates you have had in this unit. Discuss or think about the following questions.

- a) What did you find most interesting and useful about taking part in a formal debate?
- b) What skills do you feel you need to develop for a successful debate?
- c) How can debating skills help you in other areas of university life?
- d) Imagine you are going to debate the following motion: *The use of fossil fuels should be banned.*
What points could you make for and/or against the motion?
- e) Look at the following website: <http://tnjn.com/2008/nov/16/students-debate-banning-of-fos/>
Could you find any additional points that could be added to the debate?

For web resources relevant to this unit, see:

www.englishforacademicstudy.com/student/speaking/links

These weblinks will provide you with further information on global issues, ideas on how to carry out a survey and an insight into how students debate current issues.

9

Thinking rationally Science and the paranormal

In this unit you will:

- practise language for expressing differing degrees of belief;
- practise presenting a research proposal to a group of colleagues;
- consider the criteria for a good research proposal.

At university you are encouraged to think critically and take an analytical approach to issues. There is an emphasis on being able to explain things rationally. However, there are some issues that cannot be explained rationally, e.g., psychic phenomena. For many people, lack of a rational explanation does not make these phenomena any less real.

Task 1: The view of scientists

1.1 Look at the following responses to the question: 'What is the one thing everyone should learn about science?'

- a) Which statement comes closest to your belief about what science should teach?
- b) Which of the statements appear to contradict one another? Which statements support one another?

1

Science is about uncertainty. We do not yet know the answers to most of the most important questions.

Freeman Dyson, Emeritus Professor of Physics at the Institute for Advanced Study, Princeton.

2

I would teach the world that science is the best way to understand the world, and that for any set of observations, there is only one correct explanation.

Lewis Wolpert, Emeritus Professor of Biology as Applied to Medicine at University College London.

3

I would teach the world that scientists start by trying very hard to disprove what they hope is true ... a scientist always acknowledges the possibility of error, and is less likely to be mistaken than one who always claims to be right.

Anthony Hoare, Senior Researcher at Microsoft Corporation.

4

I would teach the world that science = imagination + humility.

Michael Baum, Emeritus Professor of Surgery and Visiting Professor of Medical Humanities at University College London.

5

Paranormal phenomena do not exist. Magic, witchcraft, mind-reading, clairvoyance, faith healing and similar practices do not work and never have worked.

Roderich Tumulka, Researcher in Physics at the Mathematics Institute at the University of Tübingen.

Source: (2005, April 7). Life Lessons. *The Guardian*.

- 1.2** Read the following quotation. Bearing in mind what you have read in Ex 1.1, do you share this view on the importance of truth?

Truth is important, we value it. The whole basis for civilisation is the quest for knowledge. Critical thinking and rational science are important in helping us determine what is true and false.

Source: (2002, July 11). Leading Edge. BBC Radio 4.

- 1.3** Read the following statements. Then discuss your views on them with a partner.

- During your discussion take into account any conclusions you have reached for Ex 1.1 and 1.2.
- Try to give examples in support of your views.

If a phenomenon cannot be proved scientifically, then we should not believe it.

Some phenomena exist which science cannot explain.

Study tip

Clarify and explain your opinions by using specific examples and facts to support your position. Choose these examples carefully so that your audience can see their relevance to the topic.

Task 2: Beliefs that are contrary to scientific theory

Traditional beliefs relating to areas such as healing and medicine are common to all societies, whether or not the society as a whole subscribes to a scientific model.



- 2.1** Discuss these questions in groups.

- What kinds of traditional beliefs are common in your country?
- Are there some areas where people believe more in traditional medicine, or believe in phenomena such as witchcraft and magic?

- 2.2** Do you believe in any of the following phenomena? Use the *useful language* expressions below to discuss your opinions.

telepathy	ghosts/haunted houses	mind control	hypnosis	astrology
	fortune-telling	UFOs	alien abductions	reincarnation

Useful language: Expressing doubt and belief

I don't believe in this/in these!

It might be true ...

They don't exist.

There might be something in it ...

It can't possibly be true ...

I believe it does/might work.

2.3 What alternative explanations might there be for any of the phenomena in Ex 2.2?

Example:

Alien abductions: Many people claim to have been kidnapped by aliens. Here are some possible interpretations of these claims:

- the claims are true;
- people are lying, e.g., to gain attention;
- they are imagining it – it's a delusion;
- there is a scientific explanation, e.g., Chris French, head of psychology research at Goldsmith's College London, states that the experience is due to a condition known as 'sleep paralysis'. When this happens, people are temporarily trapped between being asleep and being awake, and cannot move. They often see and hear things which they are convinced are real.

Source: Sample, I. (2005, October 26). When sleep's an alien experience. *The Guardian*.

Study tip

Critical thinking skills are a key part of academic life. One aspect of this is the ability to consider alternative theories and explanations so that you can critically evaluate their relevance and credibility.

2.4 Work in groups and share what you know of any research that has attempted to prove whether any of the phenomena in Ex 2.2 are true or false.

Example:

To test the existence of telepathy, researchers at the University of Edinburgh put two subjects in separate sealed rooms. One subject was shown photographs and videos and tried to *communicate* these to the other subject. The other subject had to draw pictures of whatever came into their mind. Researchers looked to see if there was any statistically significant correspondence between the *sent* and *received* images.

2.5 In groups, choose one of the other phenomena in Ex 2.2 and discuss how you could test whether it exists or not. What type of experiment could you design?

2.6 Listen and comment on the experiments proposed by other groups.

Presentation skill: At higher levels of academic study, you may have to carry out some original research. You may have to present your research proposal to your tutors and peers. Task 3 looks at these types of presentations.

Task 3: Designing and presenting a research project

On your future academic courses, especially for graduate or postgraduate students, presenting a research proposal is common. This involves presenting what you plan to write about/research. Your colleagues and tutors respond by commenting and giving feedback to help develop the proposal.

The type of presentation may vary according to the department you are in, so it is important to check the criteria expected by your particular department. Some academic disciplines or subjects do not lend themselves to experiment. Instead, these departments are better suited to writing a paper which relates theory to practice, and this is what you would present to colleagues.

3.1 Read the factors below that need to be considered when conducting an experiment. Then discuss the following questions in groups.

- experimental groups and control groups;
 - number of subjects;
 - statistical significance;
 - variables;
 - recommendations for further research.
- a) Are such experiments carried out by people conducting research in your area of study?
- b) If so, what kinds of theory are they hoping to prove/disprove?

3.2 Prepare a research proposal, either for an experiment or for a paper, according to your area of study.

- a) Refer to the four headings listed below (these will vary according to the department where you study; if you have the criteria from your future department you can use these headings) and make notes under each heading.
- b) Rewrite your notes in a way that will best support you in your presentation. (Remember that you should deliver your presentation from notes.)

Title

Rationale for the study (Background information and the overall aim of the research.)

Proposed research questions (Specific questions which the research hopes to answer.)

Methods of data collection (This could include questionnaires, interviews or simply collecting information from different sources.)

For a sample proposal, see Appendix 7.

3.3 Deliver the presentation to your group.

- a) Take it in turns to give your presentation.
- b) Listen to the proposals given by the rest of the group and evaluate the design of the proposal, e.g., are there any obvious weaknesses in the proposal? Use the audience feedback sheet in Appendix 9g.

3.4 Exchange feedback within your group.

Go through the feedback you have written on the audience feedback sheet. Complete and discuss feedback with one student before moving onto the next student.

Learner diary

- What did you learn from your discussions about scientific and non-scientific beliefs?
- How do you feel your presentation skills have developed up to this point?
- Do you require any further clarification from your teacher about making a research proposal?

Unit summary

In this unit you have practised thinking critically and expressing personal beliefs. You have also practised preparing and presenting a mini-research proposal.

1 In your notebook, write answers to the questions below. Use the *useful language* from the lesson.

- a) *Witchcraft exists and witches can do magic.* Do you believe this is true?
- b) Do you believe that hypnosis is effective? What evidence is there that it does or doesn't work?
- c) Do you believe that horoscopes and fortune-tellers can predict future events? How could this claim be tested?
- d) Do you agree that some people can communicate with the dead? Give reasons for your belief.

2 Read the following topic for a research proposal. Then think of how you could complete the proposal and make brief notes under each heading.

Title: There is no clear correlation between gender and belief in the paranormal.

Rationale: It is a traditional belief that females are more superstitious than males ...

Proposed research questions:

Subjects/Sources of data:

Questionnaires/interviews:

Methods of data collection:

3 Plan how to present the research proposal above. Practise presenting it to a partner.

For web resources relevant to this unit, see:

www.englishforacademicstudy.com/student/speaking/links

This weblink will provide help with scientific words and expressions.

10

The importance of reflection Studying in a new environment

In this unit you will:

- practise exchanging information;
- reflect on what you have gained from your time on this course;
- reflect on the skills you have developed on the course and how you can continue to develop them.

Many of you will have been settling into a new environment while using this book – a new college or university, perhaps in a new city or country. An important part of learning is reflection on your experience. You should regularly reflect on what you have learnt and how you have learnt it. It is useful to reflect on recent learning experiences, for example by writing a learner diary, as well as taking a longer perspective and reflecting on what you have learnt over a whole course. This unit asks you to look at the long-term perspective of your learning experience.

Task 1: Looking back

1.1 Think back over your first few weeks or months in this new environment and make notes on:

- two aspects of life that you have found surprising during your time here;
- two aspects of life that you have enjoyed;
- two aspects of life that you have found difficult.



1.2 Discuss your notes with the class.

Task 2: Stages of culture shock

A number of psychological studies claim that people's reactions tend to follow a common pattern while they are settling into a new environment.

2.1 Read the descriptions in the table below of the five stages identified by Jane Woolfenden. Decide on their chronological order and number the stages 1–5.

Stage no.	Description of stage
	You thought you had got used to it, but one or two minor things go wrong and it feels as if the whole world is against you. Some people give up at this stage, or become aggressive or withdrawn.
	Excitement.
	Adjustment to the new environment takes place. You either integrate into the new culture, or decide that you don't like it but have to tolerate it temporarily.
	You begin to get used to it.
	Culture shock. A few things start to go wrong. Differences between your own culture and the new culture start to cause problems. What was once new and exciting now seems unfamiliar and frustrating.

Source: Woolfenden, J. (1990). *How to study and live in Britain*. Northcote House.

2.2 Discuss your choices in Ex 2.1 with a partner. In what way is your experience:

- a) similar to the model?
- b) different from the model?

2.3 Identify the most difficult stage in the process. What advice would you give to someone going through this stage?

Task 3: Listening to cultural advice

3.1 🎧 17/18 You will listen to either Text 1 (Gulin) or Text 2 (Chris). These are both speakers who recently completed a postgraduate degree at a British university. They discuss the challenges that international students face and offer advice to people who are about to start a course.

- a) Work in two groups. One group will listen to Text 1 and the other will listen to Text 2.
- b) As you listen, take notes on the advice given by the speaker. Afterwards you will have to explain it to someone who has not listened to it.

3.2 Check your notes with a partner who listened to the same text. Clarify any uncertainties that arise.

3.3 Work with someone who listened to the other text in Ex 3.1. Find out what advice was given in the other text and note the advice down.

3.4 Discuss the importance of each piece of advice given. Rank each piece of advice 1, 2, 3, etc. (1 = most important).

Study tip

When your partner is summarizing information, wait for an appropriate break between points or sections and then check that you have understood the point(s).

Task 4: Advice for international students

4.1 Read the following scenario and follow the instructions.

Some international students have just arrived in the town where you are staying. The students have got only three or four days to settle in before they start a 12-month course at the school or university where you are studying.

In groups, draft an advice sheet for the students. Use your notes from Ex 3.4 and your own experience as an international student to help you.

4.2 Transfer the main headings from your advice sheet to a poster, PowerPoint slide or OHT.

4.3 One member of each group should present the group's advice sheet to the whole class, using the visual aid prepared in Ex 4.2.

4.4 With the other members of the class, decide which group's advice sheet would be the most useful for the newly arrived international students.

Task 5: Assessing your progress

- 5.1** Estimate your current level in each micro-skill listed in the following table. Put a tick (✓) in the appropriate box (1 = poor; 5 = very good).

		1	2	3	4	5
1	I can use language appropriate to participation in a discussion, e.g., clarifying what someone has said, giving a counter-opinion.					
2	I can present an article to the class.					
3	I can lead a seminar (group discussion).					
4	I can participate confidently in a seminar discussion.					
5	I can put forward a point and develop my ideas.					
6	I can use a text to support my ideas.					
7	I can discuss an article and give my opinion in a seminar on pre-assigned articles I have read.					
8	I can build on what previous speakers have said in a discussion and add to it.					
9	I can plan an effective presentation.					
10	I can give a formal presentation using appropriate signposting.					
11	I can use PowerPoint effectively to support my presentation.					

- 5.2** Compare your completed tables with a partner or in small groups. In which areas do you feel you have made the most progress?

- 5.3** In your own time, look at Appendix 8 and underline those expressions that you remember using on this course.

Task 6: Ideas for future study

For some students, when you finish this course, your formal learning of English will draw to a close. However, there are still many areas of speaking English you need to develop; what are these areas, and how do you plan to keep working on them?

Area to work on	How to do this

Learner diary

Make an entry in your learner diary, with some concluding reflections on your progress in speaking on this course. You can base your entry on your responses to Tasks 5 and 6.

If you find it beneficial, continue using your diary after the course has finished. You can reflect on your further progress in English, particularly if you follow up your plans from Task 6.

For web resources relevant to this unit, see:

www.englishforacademicstudy.com/student/speaking/links

This weblink will provide you with comprehensive information on the theory behind cultural differences.

Acknowledge

To refer to someone else's idea or what someone has said and admit that it exists and/or recognize that it is true or valid.

Analytical approach

A way of looking at or presenting an argument. It involves analyzing ideas and concepts, discussing the issues and evaluating them before constructing a balanced argument.

Anticipate

To predict and prepare for an event. In academic life it is important to anticipate what someone will say in a lecture, what they will argue in a seminar, and what questions they will ask.

Appoint (chairperson)

To choose (formally) someone to do a job or take a role in a situation such as a meeting or debate.

Challenge (an assumption) (v)

To question or oppose an idea that you or others have assumed to be true, but not really examined thoroughly.

Claim (v, n)

To state that something is true but not have clear evidence or proof that it is a fact.

Contradict

To oppose a statement or situation. If you state the opposite of what someone else has said, you are contradicting them. New evidence which does not support a previous claim can also contradict it.

Controversial

Something that is disputed. People often argue about or debate controversial topics such as stem-cell research.

Counter-argument

The opposite argument to the one already stated.

Critical reading

Reading in a way that involves questioning what the text says, what the writer is trying to do and how he or she does this.

Critical thinking skills

Thinking critically involves the following skills: supporting your own views with a clear rationale, evaluating ideas that you hear and read, and making connections between ideas.

Dominate (a discussion)

To control a discussion and have a strong influence over it; or to spend more time talking than others in the group.

Excerpt

A short extract or part of a recording or written text.

Impact

An effect or strong impression.

Issue

A problem, topic or area for discussion that needs to be worked on.

Learning style

The way that someone learns best, e.g., learners can have analytical, global or communicative learning styles. They are also sometimes said to have visual, auditory or kinaesthetic (sensory) learning styles.

Outcome (of a discussion)

The result or agreed conclusion that follows a discussion, meeting or set of events.

Overview (of a topic)

A summary of the key points of a topic or area that is to be discussed. The overview may list the main areas to talk/think about or give a brief introduction to them.

Perspective

A point of view. In academic life, looking at an issue from different perspectives is part of the process of reaching a balanced conclusion.

Pilot (v)

To try something out for the first time to check that it works correctly, e.g., a book, a test, a questionnaire or a programme. Adaptations may be made after the piloting stage.

Prioritize

To rank items or points in order of importance, e.g., someone may need to prioritize their work, ideas or plans.

Qualify (a statement)

To give further explanation about a statement, e.g., to state the conditions where it applies, e.g., *this action should only be taken in extreme cases ...* is an example of a qualifying statement.

Rebuttal

Expressing evidence that destroys the opposing evidence, or an argument that goes against a previous argument. Speakers in a debate have to give a rebuttal of the other team's arguments.

Signpost language

Functional word(s) and/or phrase(s) that help to structure a spoken or written text and show the listener or reader where the speaker is going. For example, forward signposts may refer to what the speaker or writer is going to say next, e.g., *First I want to... then ... finally.*

Speaking turns

In a conversation, turn-taking refers to the way that people speak when they have an opportunity and how they pass the floor to another person through, e.g., a glance, gesture or speech pause.

Strategy

Something that you can do to improve a skill, or to deal with a challenging situation over a period of time. Useful strategies for improving seminar participation include asking questions to check understanding and asking for clarification.

Subscribe to

If you subscribe to an opinion or idea, you agree to it and openly adopt it as a belief.

NET EFFECTS

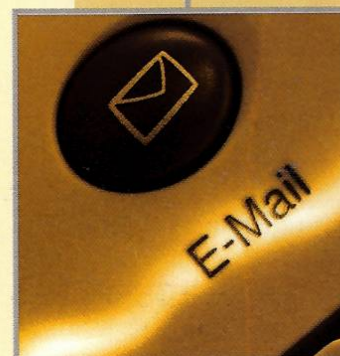
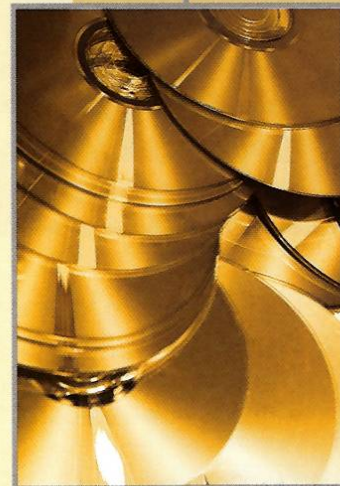
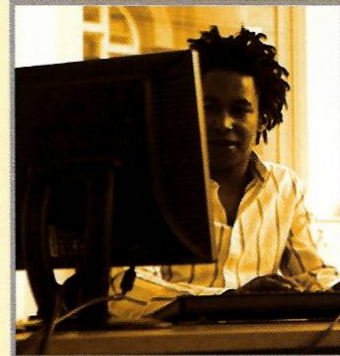
OVER the past 30 years, the writing and design of postgraduate courses and learning materials has changed enormously as universities have realised distance learners need much more than a tutor who marks assignments and sends them back. Many organisations now provide summer schools and social events for students, creating a virtual learning community. But it's e-mail and the internet which now offer the most exciting possibilities.

VIA the internet, distance learners can formulate their own curriculum, learn at their own pace and set their own timetable. And regular e-mail correspondence with a tutor can be much more productive and rewarding than infrequent tutorials.

THE variety of media that online courses can offer means that distance learning can be a rich, inspiring experience. Graphics, sound and video bring dry texts to life and students can choose to spend more time going into depth on particular subjects which they find difficult to grasp by hyperlinking to other pages on the CD-ROM or website. Unlike the slower paper-based courses, e-mail access means tutors and fellow students can help quickly with queries.

THE Open University was a pioneer of distance learning and remains the biggest online provider with more than 25 degrees wholly online as well as many others with online content.

SOME online postgraduate courses offer students access to information that might prove difficult to research if all they had available was the university library. The University of Surrey's online MBA, for example, has links to the university's learning resources department, a full range of academic journals and even Reuters business information.



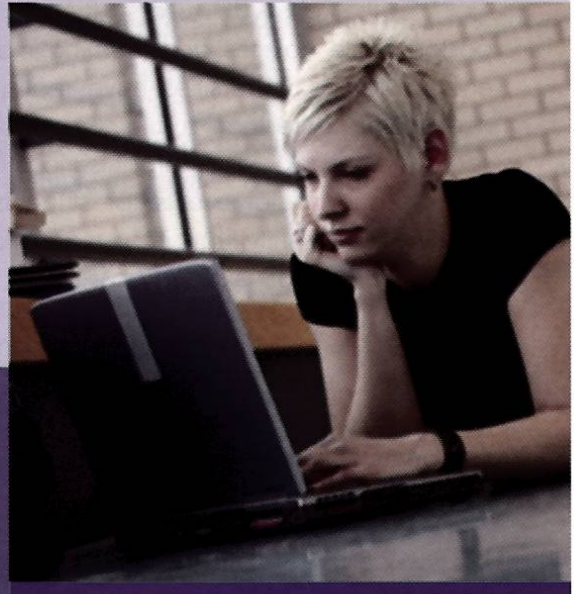
Source: Staff. (2004, January 24). Net Effects. *The Guardian*.

E FOR DEGREE

Online studying is allowing graduates to continue in education while working

By Stephen Hoare

Graduates wanting to study for a further qualification no longer have to delay their entry into the job market and the opportunity to start repaying their student loans.



Many are opting to study for a masters degree or postgraduate qualification online, enabling them to combine study with a full-time career.

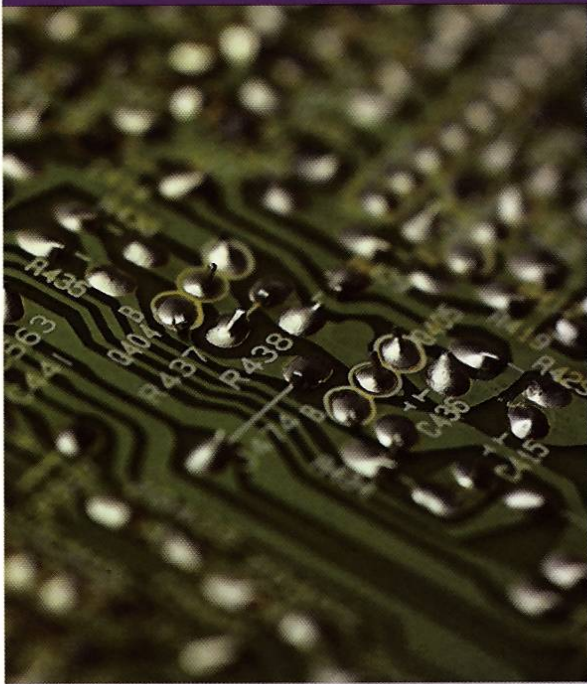
¹⁰ *The Guardian's* education website reveals a number of universities offering online postgraduate courses in business, electronic commerce, internet systems development, online education and even ¹⁵ sociology – areas that make heavy use of internet technology. Most are at masters or diploma level.

The biggest online provider is the Open University, which has more than 30,000 ²⁰ postgraduates worldwide and offers 63 courses online. OU pro-vice-chancellor, Professor Linda Jones, says: "Online links generally with the advantages of ²⁵ Open University study. Students can be very flexible and fit study around personal circumstances. Over 70 per cent of our

students work full-time and many are sponsored by their employers, who enjoy the benefits of developing the skills of ³⁰ their workforce."

The OU has discovered that take-up of online postgraduate degrees is enhanced by technical support such as online conferencing and student discussion ³⁵ groups, as well as an efficient online registration and tracking system. All online students are offered personal tutorials.

Online and distance learning provider Pearson Education runs the highly ⁴⁰ successful Herriot-Watt business school MBA, and has teamed up with Portsmouth University to offer an online MSc in internet systems development. Now entering their ⁴⁵ second year, the Portsmouth online postgrad courses have attracted mainly UK students, but with growing numbers from Africa and Asia.



A spokesperson for Pearson's distributed learning division says: "We have identified
 50 e-courses as a growth area and the degrees we have developed with Portsmouth appeal mainly to people who are working. Most are on a career path and have been out of full-time education
 55 for several years."

With the university taking care of course content and the accreditation, and Pearson adding marketing expertise, an internet platform and technical support,
 60 Portsmouth's online students benefit from tried and tested distance learning techniques. Online also has the added advantage of enabling academics to update course material. A spokesperson
 65 says: "Being online allows us to update once or twice a term."

Advantages vary, but a major attraction is flexibility. Students can complete an online degree over a longer timespan –
 70 possibly taking a mix and match of modules. Online is also suited to short

but intensive certificate courses such as the certificate in online learning offered by London University's Institute of
 75 Education.

Senior lecturer Anita Pincas says: "Online study makes it so much easier to deal with the huge numbers of students on today's campus. There's no way the
 80 teacher can see everyone. Plus it's very difficult for students to collaborate with each other if they are busy with lectures and seminars. Virtual meetings add to what students can do."

Some online postgraduate courses offer students access to information that might prove difficult to research if all they had available was the university library. The University of Surrey management
 90 school's online MBA has links to the university's learning resources department, a full range of academic journals and even Reuters business information. Commercial director Chris
 95 Croker says: "We give our students a laptop pre-loaded with all the multimedia course material, access to over 1,400 management journals and even access to
 100 our students' union. The only thing they can't do is buy a round of drinks!"



E FOR DEGREE

Source: Hoare, S. (2003, August 26). E for Degree. *The Guardian*.



Men want to be househusbands

Not so long ago, the idea of fathers staying at home to be full-time childcare workers was not common, but new statistics show this situation is rapidly changing.

According to latest Government statistics, there are now 200,000 men staying at home full-time to look after children or home, with 60 per cent doing so completely voluntarily. Added to this is the growing number of men who are working part-time or flexi-hours in order to take on the job of chief carer. A poll of 2,000 pregnant women and their partners, published by *Pregnancy and Birth*, reveals that most men want to spend more time with their children. In the poll, only 34 per cent of men wanted to continue in full-time work once they had children, with 33 per cent preferring to go part-time and another third prepared to become stay-at-home fathers. The only thing keeping them from staying at home is money – the biggest concern for most prospective fathers, who said financial fears caused them more anxiety than worries about the loss of their freedom.

The social stigma around giving up work to raise a family – which applies almost exclusively to men – is fading away. There are many more fathers to



be seen at playgroups and schools, dropping off and picking up, in between running the family home. There is a growing need for more resources for stay-at-home fathers, such as the website launched by two full-time fathers: www.homedad.org.uk. According to one of the founders of the site, “almost all resources for parents are aimed primarily at mothers. Although we were constantly being told in the media that the number of stay-at-home dads was rising, we felt we didn’t have a voice.” He claims that the website, which has over 600 members, is currently the only UK support group dedicated to helping dads who are staying at home to bring up their children.

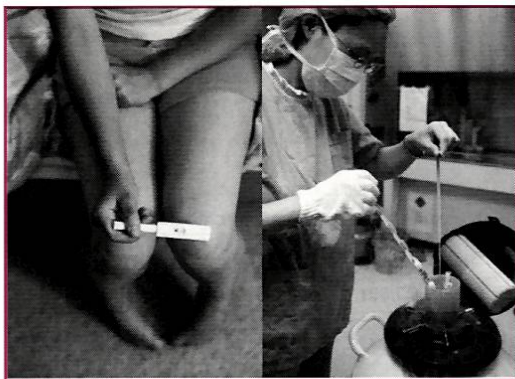
Based on:
Pereira H. Stay-at-home dads. Retrieved May 10, 2005, from http://www.ivillage.co.uk/parenting/pracad/parcare/articles/0,,186674_618693,00.html

and
Author unknown. (2004, August 15). Men want to be househusbands. Retrieved May 15, 2005, from <http://www.uominicasalinghi.it/index.asp?pg=1030>
Updated in 2008

Family formation

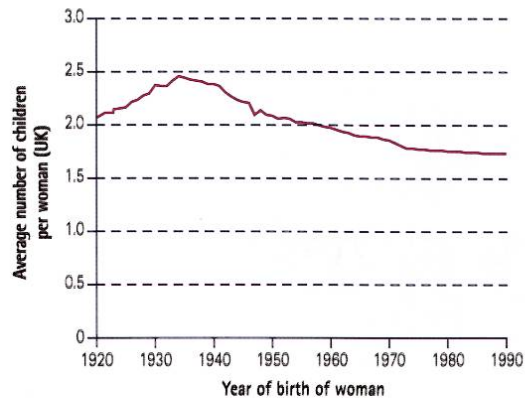
With the exception of the periods immediately after the two world wars, few births occurred outside marriage during the first 60 years of the 20th century. During the 1960s and 1970s such births became more common. In 2006, most children were born to married couples, but around 44 per cent of births in the United Kingdom occurred outside marriage.

Most of the increase in the number of births outside marriage has been due to an increase in the proportion of children born to cohabiting couples. In most European countries there have been significant increases since 1980 in the proportions of births occurring outside marriage. However, there are large differences between countries. In 2005, over half of births in Sweden and Estonia occurred outside marriage (55 per cent in Sweden and 59 per cent in Estonia) compared with only 5 per cent of births in Greece and 4 per cent of births in Cyprus.



The rate of multiple births in the United Kingdom increased from 12.8 per 1,000 of all maternities in 1993 to 5.3 per 1,000 of all maternities in 2006. The greater use of fertility treatment is an important factor. In 2006, twins were born at a rate of 5.1 per 1,000 maternities. Multi-birth rates are highest for women over the age of 40. Among women aged 35–39 years, twins accounted for 21.4 per 1,000 maternities. In comparison, for women aged under 20, the rate was 6.7.

There has been an increase in the age of women at childbirth. In England and Wales, the average age of married women giving birth for the first time has increased by four years since 1971, to 27.6 in 2006. The average age of fathers at childbirth also rose, from 29.2 years in 1971 to 32.7 years in 2003. Births outside marriage tend to take place at a younger age than those inside marriage. In 2006, women giving birth outside marriage were around four years younger than those giving birth inside marriage.



Source: Office for National Statistics; Government Actuary's Dept.

In the United Kingdom, the average number of children per woman (family size) increased from 2.07 children for women born in 1920 to a peak of 2.46 children for women born in 1934. This peak corresponds with the 1960s 'baby boom'. Family size declined for subsequent generations and is projected to decline to around 1.84 children for women born in the early 1990s onwards. Women born in 1955, and now at the end of their childbearing years, had an average of 2.03 children. The decline in family size among women born in the mid-1930s onwards is the result both of fewer women having large families and more women remaining childless. In England and Wales, 31 per cent of women born in 1920 had given birth to three or more children by the end of their childbearing years. This increased to around 40 per cent of women born in the 1930s. It then dropped rapidly to a level of around 30 per cent, where it has remained for the 1945-born generation onwards. Women in England and Wales born since the Second World War have waited longer before starting a family. Thirty eight per cent of women born in 1948 were still childless at age 25; this increased to 65 per cent of women aged 25 born in 1978.

Another way in which people may extend their families is through adoption. In 2003, there were 4,800 adoptions in England and Wales, with 47 per cent of adopted children aged between one and four years old. Increased use of contraception, new abortion laws and changed attitudes towards lone motherhood have meant that 16,700 fewer children were adopted in 2003 than in 1971. Most of the children adopted since 1971 were born outside marriage.

Adapted from:

Cook, L. & Martin, J. (2005, March 22). Chapter 2: Households and Families. In *Social Trends 35: 2005 edition*. Retrieved May 20, 2005, from http://www.statistics.gov.uk/downloads/theme_social/Social_Trends35/Social_Trends_35_Ch02.pdf [URL no longer active]. Updated using *Social Trends 38*, Chapter 2, a National Statistics publication, 2008, from <http://www.statistics.gov.uk/socialtrends38/>.

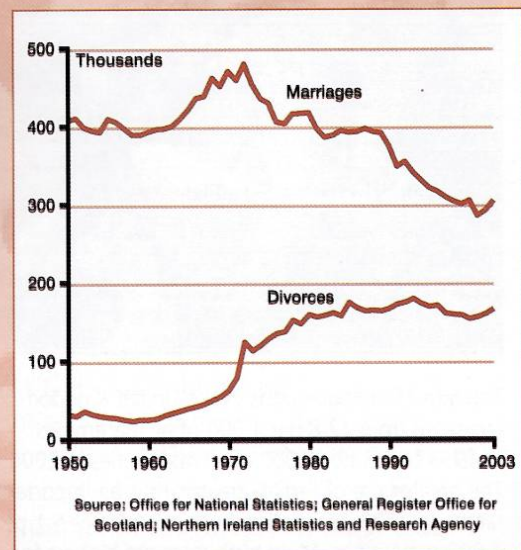
PARTNERSHIPS

The pattern of partnership formation has changed since the early 1970s but, despite the decrease in the overall numbers of people marrying, marriage is still the most common form of partnership for men and women. In 2003, around half of the UK population were married.

In 1950, there were 408,000 marriages in the United Kingdom. The number grew during the mid- to late 1960s to reach a peak of 480,000 in 1972. This growth was partly a result of the babies born in the post-war boom reaching marriageable ages and, at that time, people were marrying younger than in more recent years. The annual number of marriages then began to decline and in 2005 there were just over 284,000.

The number of divorces taking place each year in Great Britain more than doubled between 1958 and 1969. By 1972, the number of divorces in the United Kingdom had doubled again. Although there was a slight drop in the number of divorces in 1973, the number rose again in 1974 and peaked in 1993 at 180,000. The number of divorces then fell to 155,000 in 2000 before rising for four successive years to 167,000 in 2004 and then falling once again to around 155,000 in 2005. This was the third successive annual rise.

Following divorce, people often form new relationships and may remarry. Remarriages, for one or both partners, increased by a third between 1971 and 1972 after the introduction of the Divorce Reform Act 1969, and peaked at 141,000 in 1988. In 2006, there were almost 113,000 remarriages.



The age at which people get married for the first time has continued to increase. In 1971, the average age at first marriage was 25 for men and 23 for women in England and Wales and this increased to 31 for men and 29 for women in 2004. There has been a similar trend across Europe. Between 1970 and 2004, the average age at first marriage in the European Union increased from 26 to 30 for men and 23 to 28 for women. However there are differences between the EU countries. In

2004, the country with the youngest newly-weds was Lithuania (27 for men and 25 for women) while Sweden had the oldest (34 for men and 30 for women).

55 Traditionally, women have married men who are older than themselves. The average age difference between partners in first marriages ranged from just under two years between partners in Ireland and in Portugal to just under four years in Greece. In England and Wales, the majority of women marry men older than themselves. However, an increasing proportion of women are marrying younger men. The proportion of couples where the husband was younger than the wife increased from 15 per cent for those who married in 1963 to 26 per cent for those who married in 2004. Over the same period, the proportion of couples where the man was at most five years older than the woman fell from just under two thirds in 1963 to nearly one-half in 2004. The proportion of marriages where the man was more than five years older than the woman increased from 21 per cent in 1963 to 26 per cent in 2004.

Age gap between males and females at marriage ¹		
England & Wales	Percentages	
	1963	2004
Man younger	15	26
Man 0-5 years older	64	48
Man at least 6 years older	21	26

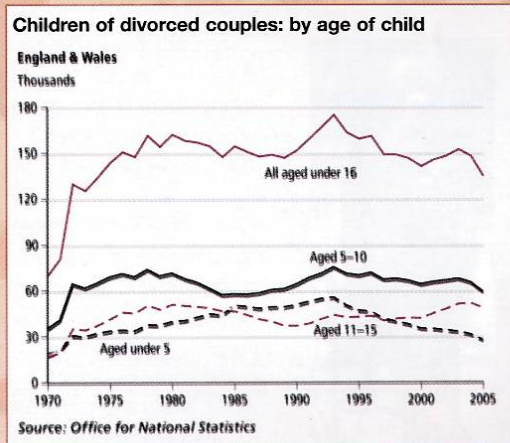
1 All marriages in 1963 and 2004.
Source: Office for National Statistics

The trend towards marrying later in life may, in part, be explained by the rise in cohabitation. The percentage of non-married men and women under the age of 60 cohabiting in Great Britain more than doubled between 1986 (the earliest year data are available on a consistent basis) and to 24 per cent in 2005.

Changes in patterns of cohabitation, marriage and divorce have led to considerable changes in the family environment since the early 1970s. The number of children aged under 16



in England and Wales who experienced the divorce of their parents peaked at almost 176,000 in 1993. This fell to 142,000 in 2000, and then increased each year up to 2003. One-fifth of children affected by divorce in 2005 were under five years old and nearly two-thirds were aged ten or under. Children are living in an increasing variety of different family structures during their lives. Parents



separating can result in lone-parent families, and new relationships can create stepfamilies. Children tend to stay with their mother following the break-up of a partnership. In 2005, the vast majority (86 per cent) of stepfamilies in Great Britain consisted of a stepfather and natural mother.

Adapted from:
Cook, L. & Martin, J. (2005, March 22). Chapter 2: Households and Families. In *Social Trends 35: 2005 edition*. Retrieved May 20, 2005, from http://www.statistics.gov.uk/downloads/theme_social/Social_Trends35/Social_Trends_35_Ch02.pdf [URL no longer active]. Updated using *Social Trends 37*, Chapter 2, a National Statistics publication, 2007, from <http://www.statistics.gov.uk/socialtrends37/>.

Household composition

There were 24.2 million households in Great Britain in spring 2004. Although the population has been increasing, the number of

5 households has increased faster due to the trend towards smaller household sizes. The population grew by 8 per cent between 1971 and 2006, while the number of households increased



10 by 30 per cent. The average household size fell over this period from 2.9 to 2.4 people. More lone-parent families, smaller family sizes, and the increase in one-person households has driven this decrease.

There has been a decrease in the proportion of households containing the traditional family unit – couple families with dependent

15 children – and an increase in the proportion of lone-parent families. The proportion of households in Great Britain comprising a couple with dependent children fell from over one-third in 1971 to less than one quarter in 2006. Over the same period, the proportion

20 comprising a lone-parent household with dependent children doubled, to 7 per cent of households in 2006. Since 1971, the proportion of people living in the 'traditional' family household of a couple with dependent children has fallen from more than one-half to

25 more than one third, while the proportion of people living in couple family households with no children has increased from almost one-fifth to one-quarter. One in eight people lived in a lone-parent household in spring 2006 – three times the proportion in 1971.



Since the early 1970s, there has been a fall in the percentage of dependent children living in families headed by a couple, and an increase in those living in lone-parent families. In

30 spring 2006, 76 per cent of children lived in a family unit headed by a couple. The proportion of children living in lone-parent families tripled between 1972 and spring 2006, to 24 per cent. Lone mothers head around nine out of ten lone-parent families.

One of the most notable changes in household composition over the last three decades has been the increase in one-person households. In 2007, there were 7 million living

35 alone in Great Britain compared with 3 million in 1971. In the mid-1980s and 1990s these households mainly comprised older women. This was a reflection of there being fewer men than women in older age groups and, in particular, the tendency for wives to outlive their husbands. In 2006, 60 per cent of women aged 75 and over were living

40 alone, much the same proportion as in 1986/87. There has been an increasing tendency for people to live on their own at younger ages. The largest increases were among people aged 25 to 44 years – the proportions of men and women who lived alone both doubled over the last two decades.



Another change in family structure and relationships has been the increase in the proportion of adults who live with their parents. Some young people may be delaying leaving home because of

45 economic necessity, such as difficulties entering the housing market. Others may simply choose to continue living with their parents. The later age at marriage may also be a factor. Young men were more likely than young women to live with their parents. In 2006, 58 per cent of men aged 20 to 24 did so compared with 39 per cent of women

50 of the same age. Between 1991 and 2006, the proportion of men and women in this age group who were living with their parents increased by eight to seven percentage points respectively.

Adapted from:

Cook, L. & Martin, J. (2005, March 22). Chapter 2: Households and Families. In *Social Trends 35: 2005 edition*.

Retrieved May 20, 2005, from http://www.statistics.gov.uk/downloads/theme_social/Social_Trends35/Social_Trends_35_Ch02.pdf [URL no longer active].

Updated using *Social Trends 38*, Chapter 2, a National Statistics publication, 2008, from <http://www.statistics.gov.uk/socialtrends38/> and *Social Trends 37*, Chapter 2, a National Statistics publication, 2007, from <http://www.statistics.gov.uk/socialtrends37/>.

SINGLETONS ARE ON THE INCREASE

THE NUMBER OF PEOPLE LIVING ALONE HAS RISEN BY A THIRD SINCE THE SEVENTIES

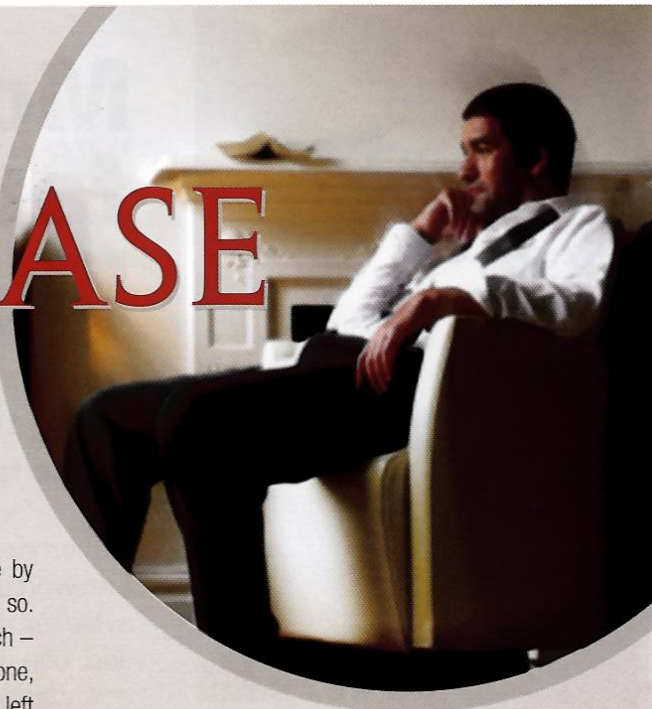
A recent survey shows that the longer people live by themselves, the more likely they are to keep doing so. However, after the age of 45, there is a gender switch – more women start to leave their partners and live alone, sometimes because children have grown up and left home and their marriages dissolve.

Over the past 30 years, the number of UK households with just one occupant has risen 31 per cent, although the population has grown by only 5 per cent in that period, according to the research, funded by the Economic and Social Research Council, which tracked the lives of more than 150,000 individuals since 1971.

The figures have serious implications for the housing market, with a huge shortage of affordable housing for the young right across the country. However, it also marks the growth of the culture of 'individualisation', with both men and women unwilling to sacrifice their personal freedom - and income – to co-habit or get married.

Research carried out by Malcolm Williams, from the University of Plymouth, reveals that in their late teens and early twenties, both men and women are likely to live by themselves but after 25 men are far more likely to live alone. Williams said: 'All the signs are that the trend towards living alone will continue. Even more socially important is that, once people have gone solo, they are more likely to continue to do so.'

The figures show that in 1971 just 1.6 per cent of people aged between 15 and 44 lived alone, but that this rose to 3.5 per cent in 1981 and to 8.4 per cent by 1991. Between 1971 and 2007, the proportion of households comprising one individual under state pension age (65 for men and 60 for women) more than doubled, from 6 per cent to 14 per cent.



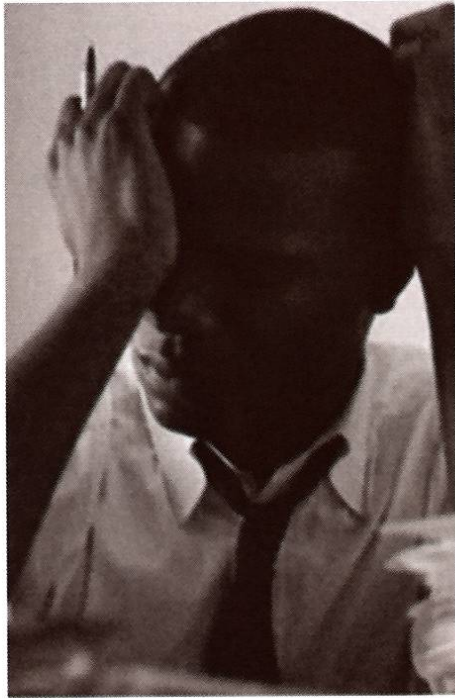
But some experts have argued that it is not necessarily beneficial for people to spend long periods of life by themselves. Solo living is simply the result of greater choice in life, particularly for women, and also the greater fragility in relationships.

Men may be twice as likely as women to be living on their own between the ages of 35 and 44 but are less well suited to the single life. Research published last year showed they had fewer friends and were more likely to have poor diets, suffer from depression and live in less comfortable homes.

Researchers at Edinburgh University said solo living was a growing social trend affecting city populations in particular, but that it had its downside. 'Single professionals often choose to settle and take advantage of a metropolitan lifestyle. What we regard as "the norm" is changing and this has implications for families and relationships as well as working and housing arrangements,' said researcher Adam Smith.

Family breakdown has also contributed to the single trend because women are far more likely to keep the children and become lone parents while men move into a flat on their own. Professor Richard Scase, an economist from the University of Kent and author of the report Britain 2010, said: 'Women have the emotional capital to develop and keep friendships and support networks, whereas men tend to become more isolated when living alone without women to arrange their social lives.'

Adapted from: Revell, J. (2005, January 30). Singletons are on the increase. *The Observer*. Updated using *Social Trends 38*, Chapter 2, a National Statistics publication, 2008, from <http://www.statistics.gov.uk/socialtrends38/>.



Modern-day fathers feel like failures

Today's fathers feel like failures after losing their traditional role as head of the family.

Fatherhood is in crisis, with men admitting they ⁵ are worse parents than their fathers, that they avoid emotional involvement with their children and use the office to avoid the stress of their home life.

'Fatherhood is becoming a mild form of depression for the modern-day man, there is a grey cloud that hangs over it'

A survey of more than 2,100 British adults found ¹⁰ that despite wanting to be good dads, the modern-day father is retreating into the authoritarian model of his fathers' generation.

'Fatherhood is becoming a mild form of depression for the modern-day man, there is a grey cloud that hangs over it,' said Marian Salzman, chief strategy officer at the advertising and public relations company Euro RSCG Worldwide. 'Society offers no realistic role models for real men trying to do their best,' said Salzman. ¹⁵ 'The disappointment and feeling of failure is resulting in men shutting down emotionally because they no longer have the old central role in their family and don't know what other role is available for them.'



²⁰ 'The disappointment and feeling of failure is resulting in men shutting down emotionally because they no longer have the old central role in their family and don't know what other role is available for them.'

²⁵ Fathers questioned for the survey admitted to being depressed and pessimistic about their parenting skills, with one in five feeling strongly that they were worse parents than their dads had been. They also reported feeling overwhelmed by ³⁰ the multiple duties of work and home: three out of four said they were not in control of their lives and one-third felt desperate to reduce stress.

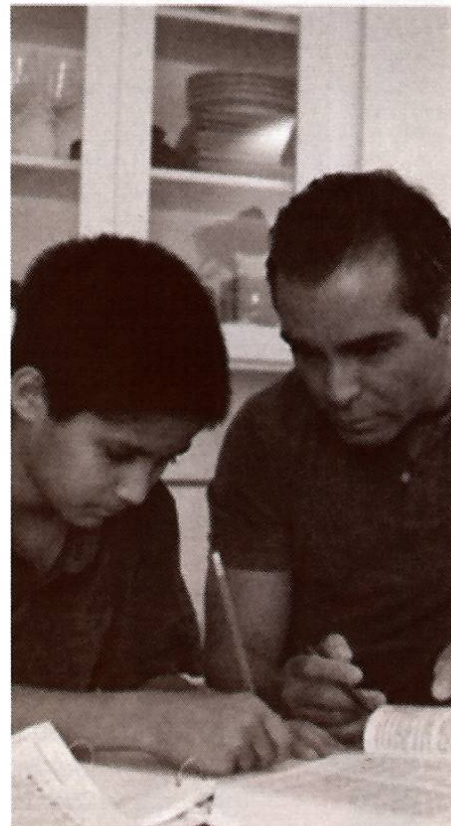
The keenest desire of fathers is to simplify their lives after having children and, to do that, they end ³⁵ up attempting to escape the demands of their families by hiding in the workplace. Almost one in

four wanted less holiday time than before they became fathers. 'This may be because their desire for holiday is tempered by thoughts of the
 40 cost and effort of taking the family on holiday, or because staying home is anything but relaxing,' said Salzman. 'But the result is that dads are slipping into a more distant, conservative role that is more about discipline and the sterner
 45 expression of love, such as that expressed through helping with schoolwork.'

Jack O'Sullivan, director of the national lobby group Fathers Direct, believes that society's definition of fatherhood and fathering is filled
 50 with contradictions. 'Society is alienating fathers from their children,' he said. 'While there are clear demands for fathers to be more involved in family life, there is an absence of roles for them to take. 'The survey found that, feeling that they
 55 have failed to be the fathers they hoped, modern dads are increasingly avoiding emotional involvement with their children: one-quarter said they never talked about personal issues with their child at all. Instead, the survey found,
 60 dads try to bond with their children through schoolwork, with more than half claiming they were more involved in their children's learning than their parents had been. 'The adoption of a less emotional expression of love seems to make
 65 men more likely to support physical punishment of children,' said Salzman. 'Half of dads agreed with spanking, compared to just over one-third of mothers, a belief which is likely to alienate fathers from their children even more.'

70 Professor Laurie Taylor believes that the status of fatherhood has been undermined by modern life. 'Fathers have not quite been abolished but they are further away from their children than ever before,' he said. 'In the past, sons duplicated
 75 their own father and looked to him to emulate his job and his wisdom. 'Now, however, fathers have nothing for their children to inherit – the world is changing too quickly and, instead of sitting at their fathers' feet listening to their stories about
 80 the world, children are closed up in their own rooms on the Internet, finding out about it first. It is difficult to know how to reassert the role of fatherhood. There is nothing obvious for him to do or be.'

'Society is alienating fathers from their children'



Adapted from: Hill, R. (2004, June 20). How New Man turned into distant, confused New Dad. *The Guardian*.

Affluent but Anxious and Alienated

A far-reaching survey over decades finds Britons better off but more unhappy.

Despite higher incomes, better health and much greater opportunity for women, Britons are increasingly depressed, unhappy in their relationships, and alienated from civic society, according to an exhaustive study to be published next week.



The latest findings come from three pioneering studies, which have been following the lives of everyone born in England, Scotland and Wales in one week in 1946, 1958 and 1970 – more than 40,000 people.

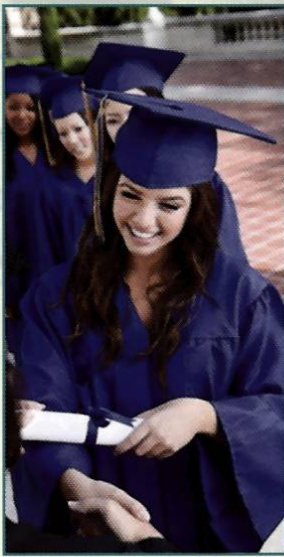
The study, Changing Britain, Changing Lives, is the first to compare in detail the results of the three studies. It identifies a society more fractured and individualistic, but where people at the same time find their success, wealth and opportunity dependent on family background to an even greater extent.

Fourteen per cent of men born in 1970 were as likely to admit to depression and anxiety in 2000, compared with only seven per cent of the 1958 group in 1991. For women the differences in the same years were almost as dramatic – 20 per cent in 2000 and 12 per cent in 1991.



Of those born in 1970, 22 per cent of men and 24 per cent of women admitted to being unhappy with their first marriage in their early 30s, compared with just three per cent of men and two per cent of women of those born in 1958 at the same age. Single people too were similarly much more likely to be unhappy with their lives.

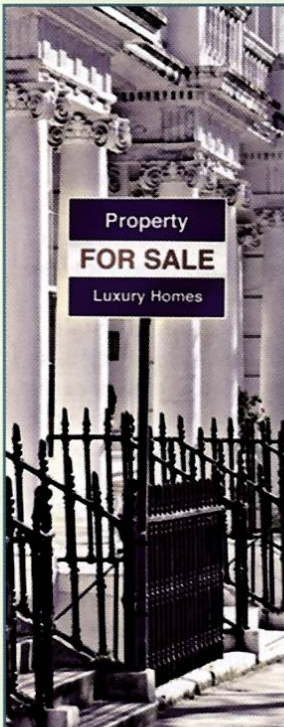
Those born later stay in the family home for longer periods because of the rising cost of housing. They also increasingly delay parenthood until their late 30s and early 40s, at a point when their own parents become in need of support. They then have to look after their own children and support their parents at the same time, and are unlikely to enjoy the extended period of freedom from dependency enjoyed by adults in the past.



Ninety per cent of women and 80 per cent of men among the
 35 1946 group had become parents by the age of 30. However, this
 was true of only 30 per cent of men and 52 per cent of women
 among those born in 1970.

The “striking increase” in women entering higher education
 and establishing themselves in the labour market has led to
 40 relationships and parenthood coming later. Three-quarters of
 30-year-old women were in employment in 2000, compared
 with half of those aged 32 in 1978.

Average female earnings were almost twice as high for 30-year-
 olds born in 1970 than for those born in 1946, although most
 45 top jobs still went to men. The growing financial independence
 of women also “means that economic considerations were less
 likely to force them to remain in unhappy partnerships”.



Women transformed their position, obtaining more higher
 qualifications and staying on in education longer than men by
 50 1970. Across both sexes, the percentages gaining a degree
 quadrupled between the 1946 and 1970 groups, while the
 proportions leaving with no qualifications plummeted from
 40 per cent to 10 per cent.

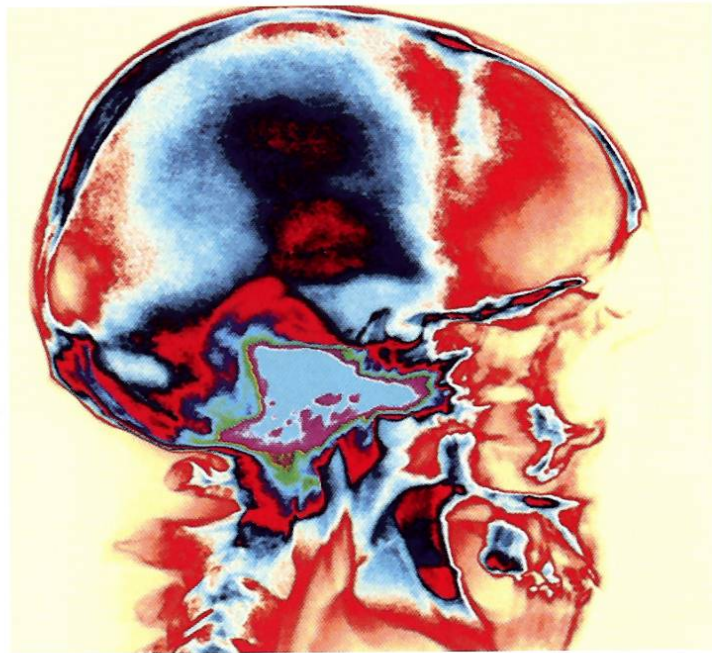
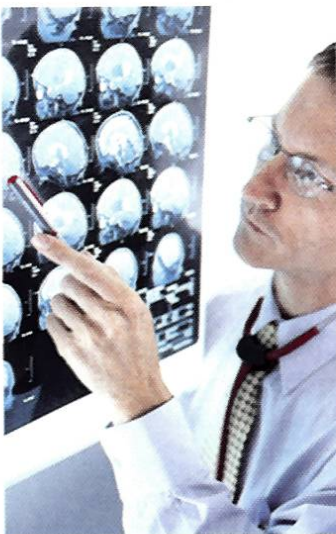
But in education and employment, class remained a dominant
 55 factor. “Those at the bottom end of the socioeconomic scale
 manifested little evidence of the rising standards enjoyed by
 the majority,” the study says.

Rising house prices put owner-occupation out of reach, and
 relative poverty was increasing. The study concludes: “Our
 60 findings give few grounds for optimism that these disparities
 are disappearing, or even diminishing. Despite rising education
 levels and rising affluence ... the old polarities based on social
 class appear, if anything to be strengthening.”

**Source: Woodward, W. (2003, February 22). Affluent but anxious
 and alienated. *The Guardian*.**

The latest research on babies and how their brains develop shows that the attention that we receive as babies impacts on our brain structures. If we find ourselves cared for by people who love us, and who are highly sensitive to our unique personalities, the pleasure of those relationships will help to trigger the development of the "social brain". In the simplest terms, the prefrontal cortex (and in particular its orbitofrontal area) plays a major role in managing our emotional lives: it picks up on social cues, the non-verbal messages that other people transmit; it enables us to empathise, as well as playing an important part in restraining our primitive emotional impulse.

Surprising as it may seem, we are not born with these capacities: this part of the brain develops almost entirely post-natally. Nor is it just a matter of waiting for your baby to develop an orbitofrontal cortex so it can



Cradle of civilisation

begin to relate well to others. There is nothing automatic about it. Instead, the kind of brain that each baby develops is the brain that comes out of his or her experiences with other people. Love facilitates a massive burst of connections in this part of the brain between six and 12 months. Neglect at this time can greatly reduce the development of the pre-frontal cortex.

Early care also establishes the way we deal with stress. Babies rely on their carers to soothe distress and restore equilibrium. With responsive parents, the stress response, a complex chain of biochemical reactions, remains an emergency response. However, being with caregivers who convey hostility or resentment at a baby's needs, or who ignore their baby or leave him in a state of distress for longer than he can bear, will make a baby's stress response over-sensitive. Recent research by Marilyn Essex at the University of Wisconsin shows that children who lived with a depressed parent in infancy are more reactive to stress later in life; children who lived with a depressed parent later in childhood showed no such effect.

This makes sense in evolutionary terms to have newborn brains which are unfinished, because they can be adapted to fit the needs of the social group. In effect, they can be programmed to behave in ways that suit their community. However, it is a risky strategy. In a harsh environment, a baby's cries may be ignored,



or he may be punished for being distressed. This is likely to produce an individual who becomes, in his turn, relatively insensitive and prone to aggression – and this could be useful in a tense, hostile community. Researchers have found clear links between harsh
60 treatment in the first two years and later antisocial behaviour.

This research has relevance to two current debates – on smacking and nurseries. Looked at from this perspective, one can clearly see that smacking is damaging. Furthermore, nurseries may not provide the things that babies need most: being held and
65 cuddled; having someone familiar and safe to notice how you feel, someone who can quickly put things right when they go wrong, someone who smiles at you lovingly. On the contrary, it is likely that babies in a nursery will find that they are not special to anyone in that way that parents believe their own children are,
70 and they will have to wait for attention. One close observational study of a local authority nursery found that there was little or no eye contact, and little holding or comforting.

The research bears out the effects of such nurseries on babies. Babies can only cope with about ten hours a week of daycare
75 before it may start to affect their emotional development, particularly if the care is of low quality. The strongest research findings are that full-time care during the first and second years is strongly linked to later behaviour problems. These are the children who are “mean” to others, who hit and blame other
80 children. They are likely to be less cooperative and more intolerant of frustration. These are all capacities which suggest poor development of the “social brain”. Evidence that increasing the caregiver/baby ratio in nurseries does reduce problems of aggression confirms that these children have simply not had
85 enough loving, individual attention.



These findings are not good news for working parents or for single parents who want to return to work. These parents may end up putting their babies into poor-quality, full-time nursery care before the age of six months. It is their children whose emotional and social development could be affected – not those of better-off parents who can afford to work part-time or buy in the highest
90 quality care. This is not a solution that benefits society in the long-term. The science is there, demonstrating the vulnerability of a baby’s neurobiology; and the social research is there, showing that full-time nurseries are bad for babies.

It is time to think clearly about what our new options might be. Most women don’t want to return to an age of compulsory full-time motherhood, especially given the stress and loneliness of being
95 at home with only a baby for company.

On the other hand, we can’t afford not to provide the kind of loving one-to-one nurturing that babies need, if we want to have a cooperative, socially skilled society. Most mothers and an increasing number of fathers want to be able to spend time with their babies, and often feel that they lose touch with their babies if they work full-time.

100 We have to come up with new flexible solutions, such as extended paid parental leave, that enable both parents to be involved with their baby while keeping the family economy afloat. We need to ensure that our nurseries are of the highest quality. We also need more community involvement to prevent early parenthood from being isolated and miserable. By investing our time and money in the first two years of life, we will be repaid in greater social stability.

Source: Gerhardt, S. (2004, July 24). Cradle of Civilisation. *The Guardian*.

Employers urged to help fight obesity

The government today called on employers and schools to help fight the growing problem of obesity in the UK.

Speaking at a summit in London on diet and exercise, public health minister Melanie Johnson said she was "disappointed" by the lack of progress made by the food industry in reducing salt content.

Last year Ms Johnson demanded evidence of action from the industry after raising concerns about the impact over-consumption of salt was having on people's diets.

The Department of Health has warned that unless companies cut salt levels, it may consider naming and shaming the worst offenders or force products to carry a "high in salt" label.

The Food Standards Agency recommends adults and children over the age of 11 consume no more than six grams of salt a day but the current average is nearer ten grams.

Critics have accused the government of producing too many reports on public health but not taking any action to combat problems like obesity.

Today Ms Johnson said the possibility of a ban on the advertising of "junk" food during children's television hours was still being considered. And changes to food labelling, such as putting clearer health messages on products, were also being actively considered at a European level, Ms Johnson said.

Bosses were urged to provide incentives to staff to adopt a healthy lifestyle, and schools to promote exercise in the playground at break times. The proposals appear in two government public consultation documents on how to encourage people to adopt a more healthy lifestyle.

But Ms Johnson said there was a limit to what the government alone can do to encourage people to keep fit and eat healthily.

She said: "This issue is not just for government – lasting improvements are only achievable if others, including the food industry, consumer groups, health experts and the media work together over the coming years to tackle these issues.

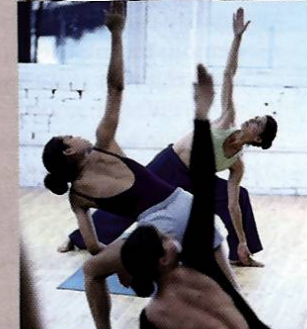
"Individuals also have to take responsibility for their diets or those of the people in their charge."

Sports minister Richard Caborn said obesity levels in England had tripled in the last 20 years mainly due to lack of exercise by children and adults. He said: "Creating a more active nation is a priority for the whole of the government."

The chief medical officer for England recommends that adults should do a minimum 30 minutes' exercise five days a week to keep fit while children and young people should aim at completing an hour's moderate exercise every day.

Inactivity and obesity are thought to cost Britain more than £10bn a year in the direct costs of treatment and indirect costs through sickness absence.

Adapted from: Andalo, D. (2004, May 26). Employers urged to fight obesity. *The Guardian*.



Stress arises from a number of different factors. For many people stress originates in the work or study situation. For other people it originates in the family, where expectations of family members vary. However, a situation which is stressful for one person will not be
5 stressful for another. Some people appear by nature to be relaxed in any situation, irrespective of how stressful the situation may appear to others. Stress is essentially what individuals experience when they feel threatened or under pressure. The body responds in particular ways to this experience.

Stress

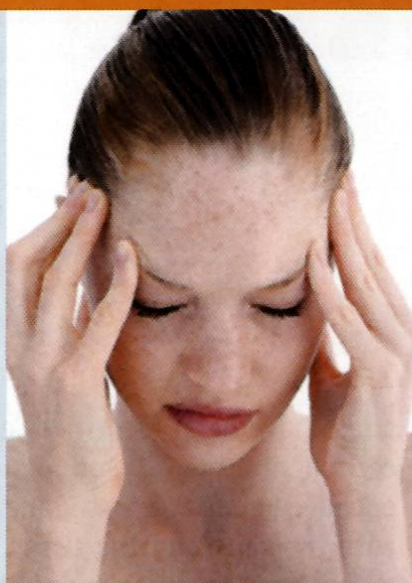
To what extent can it be controlled?

The causes of stress

- ¹⁰ The changing nature of work contributes to stress; in the past, individuals often had the same job for a large proportion of their lives, whereas nowadays it is more common for jobs to be on a more temporary basis. This can be very stressful from a financial
¹⁵ point of view, with families to support and mortgage payments to keep up, and individuals constantly concerned about the security of their jobs. The relationship between employer and employee, the pressure of deadlines and competitiveness between
²⁰ employees can all cause stress.

For students the impact of stress is most often felt around the exam period; final school exams take on huge importance, as a factor which can determine a person's future. International students who are
²⁵ sponsored by their governments or companies feel a particular stress due to high expectations they need to fulfil, with the extra challenge of dealing with life in a different culture.

- ³⁰ For some people, home life may be a source of stress, rather than an escape from it. Family disputes can cause stress, as can the demands of



Stress



running a home and looking after children.

How to deal with stress

Just as people become stressed in different situations, so their bodies respond in different ways. In order to deal effectively with stress, it is important to identify the symptoms of stress for you as an individual; how does stress manifest itself? It might begin with a feeling of nervousness, an accelerated heart rate and an increase in the rate of breathing. The individual might start to feel tension in the neck or shoulders and a sick feeling in the stomach. Depression, headaches and fatigue may be other responses to stress.

People deal with stress in a variety of ways; some people find meditation a useful way to relax. For other people, physical activity is the best stress-reliever, e.g., a work-out in the gym, or an aerobics class can help get rid of the tensions of the day. Being in touch with nature through gardening or walking are other very common ways that people manage stress. Taking deep breaths can be another simple, but effective way of coping.

Finding ways to relax is of course important in managing stress. However, once the triggers of

stress have been identified, e.g., a certain situation at work, it is equally important to try and deal with the causes of the stress, rather than simply relieving the symptoms. In addition, a change in lifestyle may be required to make life less stressful overall. This may involve getting more sleep or changing diet. Ten cups of coffee a day may increase stress levels rather than reduce them.

Generally, stress is not something that happens suddenly, but is actually an accumulation of various



Stress:

Keep things in perspective

Diagnosing and dealing with stress

According to estimates, around 50 per cent, and in some universities, nearly 70 per cent of students are working part time to support themselves while they study. Add to this the exams, the debt and the parties and it is easy to see why many students suffer from stress.

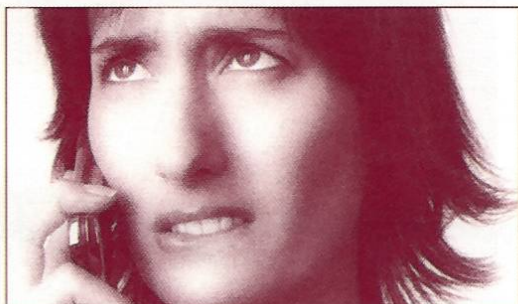
Although stress is a natural part of life, when it becomes a regular feature it can be debilitating both in terms of health and finances.

The term “stress” is often used quite loosely to describe even a temporary feeling of being under pressure. The technical definition, however, in relation to work or study is “the adverse reaction people have to excessive pressure or other types of demand placed on them”.

In other words, stress is not so much about what you feel when you are under pressure but about how you react.

Diagnosing stress

Successful treatment of any medical condition starts with diagnosis. The same is true of stress. To manage stress successfully you need to be aware of the symptoms. In ‘Managing workplace stress’ the authors split the symptoms into two categories — physical and behavioural.



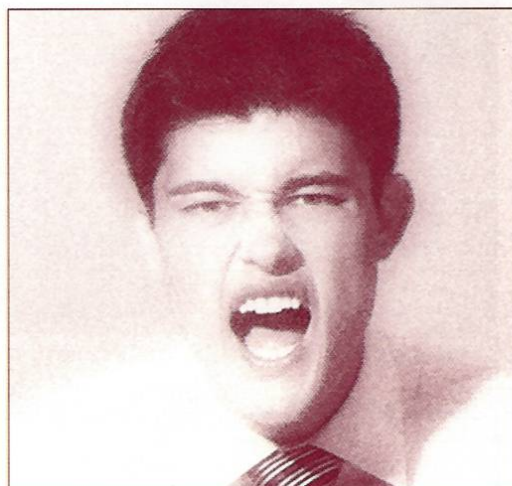
Physical symptoms

- Tiredness
- Nausea
- Headaches
- Muscle tension
- Nervous twitches
- Altered sleep patterns

Behavioural symptoms

- Aggression
- Anxiety
- Poor decision-making
- Inability to prioritise
- Mood changes
- Difficulty in concentrating
- Feelings of failure
- Isolation

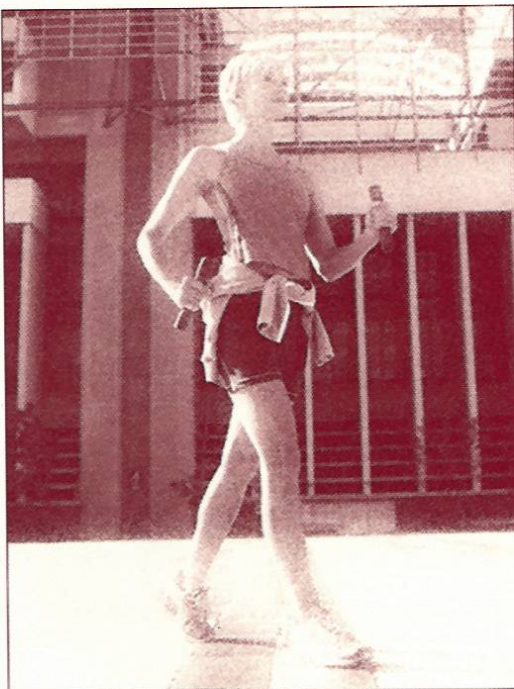
If you can identify the symptoms of stress or possibly even see an emerging pattern to your stress, you can then start to think about possible causes. For example, does the stress only arise at certain points of the year such as exam season? Do you feel stressed and anxious when you have to deliver presentations?



Techniques for dealing with stress

The first action to take if you recognise that you are suffering from stress is to talk to someone. It could be a family member or friend whom you can trust. Most universities now offer counselling services either as part of the university's own central services or as part of the student's union welfare services. The services on offer may also include access to a peer-mentor or "buddy" who may well be a student on the same course but in a different year. Contact your student union for more details.

One other useful source of support is "Nightline". This unique service operates after 6pm specifically so that students can talk to someone when perhaps access to other support services or even friends is limited. The service is run by students for students and offers a listening ear for a whole range of problems that students may have. Nightline operates nationally and in most universities (www.nightline.ac.uk).



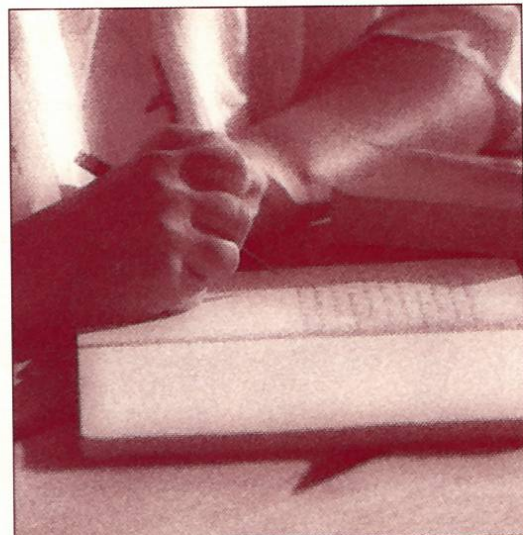
At www.stressbusting.co.uk Dr Roger Henderson, a GP, recommends the following five practical techniques for dealing with stress:

- 85 • Keep a diary — use it to log situations, events, times, places and people that appear to cause you stress, then ...
- Talk through your diary with a good friend or partner and ask for impartial advice.
- 90 • Learn how to relax — practise deep-breathing techniques such as slowly inhaling while counting to five; hold your breath for five seconds then breath out slowly. Repeat this 10 times when you are feeling stressed and concentrate on nothing but breathing.
- 95 • Exercise regularly — brisk walking for 20 minutes three times a week.
- 100 • Plan breaks in your day — allocate time in the morning and afternoon when you can have time for yourself.

References:

Williams S and Cooper. L. Managing workplace stress. Chichester: John Wiley & Son; 2002.

Adapted from: McGuire, R. (2004). Stress: Keep things in perspective. Retrieved May 5, 2005, from <http://www.pjonline.com/students/tp2004/p18stress.html>





Unit 1: Communicating in academic situations

Track 1

Ex 2.3

Listen to another group of students reporting back on their discussion of the points in Ex 2.1. Which statements do they refer to?

1

Student A: Our group thought the most controversial point was the first one – wanting to speak English with a native-speaker accent.

2

Student B: Point 'd', concerning the importance of grammar and pronunciation, provoked the most discussion in our group. Some people felt that grammar was more important than pronunciation, but others disagreed strongly.

3

Student A: Point 'f' was the most controversial point of discussion in our group; people were very divided over the issue of working in groups affecting their grammatical accuracy.

4

Student B: There was some disagreement about point 'g', the point about speaking English for social reasons, but most of the group agreed that international students will need to communicate socially.

Track 2

Ex 3.2

Listen to two students discussing these statements. Does the second speaker agree, disagree or partly agree with each statement?

a)

Speaker A: If you want to succeed at university, you really need to manage your time well.

Speaker B: Absolutely. I totally agree, because otherwise you will fall behind.

b)

Speaker A: It's important to do a lot of reading around before you choose a focus for your essays.

Speaker B: Yes, that's true, but you need to limit the amount you read.

c)

Speaker A: The best time to revise for exams is just before the exam, when the pressure is on.

Speaker B: I'm not sure I agree with you there. Many people can't think clearly under pressure.

d)

Speaker A: The same study skills are necessary on both undergraduate and postgraduate courses.

Speaker B: I agree up to a point, but postgraduates probably need more developed research skills.

e)

Speaker A: If you've completed an academic course in one country, you should be able to cope with a course in another country.

Speaker B: Not necessarily. There are different academic cultures in different countries. You may have to learn a new approach to studying.

f)

Speaker A: People have different learning styles. It helps you learn more quickly if you're aware of how you learn best.

Speaker B: That's a very good point. It can really help you to study more efficiently if you understand your own strengths and weaknesses.

Track 3

Ex 4.1

Listen and number the points below according to the order in which the students discuss them.

Sarah: Hi Majid, how are you doing?

Majid: Yes, I am fine, and you Sarah?

Sarah: I'm fine, I haven't seen you in ages. How is your course going now?

Majid: It's just so much, to be honest. So much.

Sarah: Are you really busy?

Majid: Yes, really, really busy.

Sarah: I'm in my final year now and I have an awful lot of work on. I do History and it is so much reading.

Majid: Yes, it's the same, you know. I am doing Applied Linguistics and it is just beyond my head. It's so much reading.

Sarah: How do you cope with all the reading?

Majid: I try just to prioritize my reading lists. This is what I do. I read on a daily basis – I am not sure – as a native speaker maybe that is not your technique, is it?

Sarah: Well, being a native-speaking student, I try to leave my reading to the last minute. But how do you pick out the relevant bits in your reading list? As a History student I get a list as long as my arm of different books to read by different people, and sometimes you don't know what's important. How do you do that?

Majid: I try just to focus on my lecture and after the lecture I ask my tutor which book would be very easy to read and give me a very good introduction about the topic. Otherwise I would just end up wasting my time searching for books that are relevant.

Sarah: Same here. I always try to speak to my tutor or my lecturer and ask them what is the best title to read. And also, because I do a subject where I have to write a lot of essays and a lot of analytical writing, I also try to ask them about who is on which side of the debate and who would give the best answer to a question.

Majid: Yes, that is a very good idea. Do you mean that you try to ask your tutor about which book or what kind of writer each writer is, I mean try to understand the argument first?

Sarah: My course is an awful lot about different theories and different approaches to events that happened in the past and so it is very important when I look at my reading list to be able to see who said what about an event. So that helps a lot. But still it takes an awful lot of time.

- Majid:** Yes, and how do you manage your time?
- Sarah:** How do you, first?
- Majid:** I have to be honest because the reading is very difficult. I try to finish an article very quickly and follow the techniques that we learnt in the pre-session course, for example like skimming and scanning, and read the abstract first, things like this. And that is just to help me to cope with the time.
- Sarah:** I wish that they had taught us all these little handy hints and tips. As a native-speaking student they just expect you to know what to do.
- Majid:** Hmm!
- Sarah:** And, with, you know, trying to manage your time as well as all this reading, you've got all these essays and presentations to do throughout the term and sometimes you feel that you have got so much going on, there is an awful lot of stress. How do you manage stress?
- Majid:** It's very difficult this, a killer to be honest, and sometimes I just leave it and just have a chat with a friend or just relax sometimes, you know?
- Sarah:** With the university course, generally they are not very consistent. Some weeks you may have presentations and essays to do and some weeks you may have only a bit of reading. I find it helps to manage your time by, say, doing something before you have to do it, doing reading before you have to do it and also essays as well. Do you find that doing an essay early helps?
- Majid:** Yes, that's what I do. I start very early. I do a kind of a plan before I start my essay and then send it to my tutor and I ask him if it's a good plan or not and can I start writing in that topic if the plan is okay. And they usually give you very good feedback, and after the feedback I start reading and writing and try to finish very early. And when you finish your essays, how do you edit them well, what kinds of things do you do to them?
- Sarah:** When I write an essay, I try to write it in parts, but I don't know if this is a very good technique, it is just what I've done for many years. Once I have finished an essay, I read it and then I get someone else to read it, to make sure it makes sense and that it is not just made-up stuff in my head that doesn't make any sense at all. It is very important to have someone else read your work before you hand it in. Because especially in extended writing, where it is your thoughts going down on paper, it is very important that it makes sense.
- Majid:** Do you choose the topic that you are going to write about?
- Sarah:** Yes, it is very important when you choose any course that you are interested and want to do it. It must be even more important as a non-native speaker to be interested in what you are doing, so that you have the drive to keep going and persevere when things are hard.

Track 4

Ex 6.1

Now listen to a student presenting his top five study tips. Are any of the points the same as yours?

- Student:** There are five main points which we consider important for successful study. Our first point is you need to be well-organized. Without this, you will not be able to manage all the work you are given.

Next, we have put the importance of working with classmates. Students often need to cooperate with each other in seminars and planning presentations.

Moving onto our third point, keep good notes. There is so much information to deal with from both lectures and reading that you need to take notes effectively and reread these.

Fourthly, we think that good IT skills are now an essential part of university study. Students often need to use the Internet for research purposes, so they need to know how to search for useful information.

And finally, our last point is the importance of motivation – you really need to want to learn about your subject. If not, you will find it hard to study if you are just not interested in it.

Unit 2: Seminars and discussions

Track 5

Ex 2.3

Now listen to a student comparing different perspectives on the statement in Ex 2.1. What does the speaker say about the views of those involved?

Student:

From a teacher's perspective, he or she would probably be concerned about the effect of the child's behaviour on other children – how it might negatively affect their progress and learning – so would probably want the child excluded from school.

From the point of view of the parents, they would say it was the teacher's and school's responsibility to deal with the child's behaviour problems and that excluding the child was an easy way out for the school. They would say that the child should remain and the school should work out a solution.

If I were the headteacher of the child's school, I'd probably feel that the reputation of the school might be damaged by excluding the child. It might give the school a bad name as people might think it was a problem school. As a headteacher, I'd want the child to remain at the school, despite the problems.

The child psychologist would argue that we need to understand and deal with the cause of the child's bad behaviour, and that excluding the child would not do that. In fact, it might damage the child more.

Track 6

Ex 4.1

Listen to a student summarizing a group discussion of the statement from Ex 2.1 relating to the exclusion of disruptive children. Did the group agree or disagree with the statement?

Student:

This is a difficult question, but we finally all agreed that such a child should be excluded from school, as this would be in the best interests of most people concerned. It's true that this action might cause some damage to the child's long-term ability to socialize effectively with other children, so we also agreed that this action should only be taken if there is no other solution, I mean, if all else fails.

Track 7**Ex 4.4****Listen to a student using some of the phrases.****Student:**

After much consideration, we decided that corporal punishment is not really necessary to maintain discipline in schools.

All things considered, we felt that children should not leave school until they are 18.

On balance, we felt that parents should not be allowed to educate their children at home.

We couldn't reach agreement on this issue. Some of us felt that corporal punishment is necessary, whilst others disagreed strongly.

We recognized that there are some disadvantages for the child, such as pressure and stress, but we still felt exams at a young age are a good idea.

We're fully aware that lack of discipline in schools is a major problem. However, we still felt that corporal punishment is not the answer.

One has to acknowledge that some parents could educate their children very well. We still felt, however, that only parents with teaching qualifications should be allowed to do this by law.

So, although we agreed with the statement, we stressed that children of 15 should receive careful advice on which subjects to choose.

Unit 3: Examining underlying assumptions**Track 8****Ex 3.3****Listen to a student presenting key points from the same article.****Student:**

As the title suggests, this article deals with an apparent change in the role men would like to play in family life. First of all, it provides some statistics to support this claim, then looks at two issues related to it: the decline in the social stigma attached to being a stay-at-home dad and the question of the resources needed to support men who choose this new role.

So, the article reports that increasing numbers of men would prefer to stop working or work less in order to look after their children and home. It refers to statistics from the government, which show that 200,000 men now stay at home full-time to look after their children.

The article also gives statistics from a magazine survey of 2,000 couples. As you can see, only one-third of those asked, 34 per cent in fact, wanted to continue working full-time after having children. The majority either wanted to return to part-time work or become full-time househusbands. This is what the men in the poll said they wanted. According to the article, however, what stops them from actually giving up work and staying at home is, not surprisingly, money or worries about money.

The article then goes on to say that the social stigma attached to men stopping work to bring up a family is disappearing ... social stigma – this means something people might be ashamed of doing, that society would not approve of. As I said, this is disappearing, so you now see more men coming to schools and playgroups to collect their children.

Finally, the article argues that more resources are needed to support these new full-time fathers, such as this website www.homedad.org.uk. It quotes a founder of the

website as saying that most current resources for parents are aimed at mothers. So, the article reports on some interesting changes in social attitudes to work and fatherhood. However, it doesn't mention the effect of socioeconomic background on men's decisions or wishes regarding work and parenthood. I mean, the men who are choosing or wanting to give up work to become househusbands, are these men from high, middle or lower income groups? We don't know this from the text, but this could be significant data.

Track 9

Ex 3.5

Listen to the three extracts and underline where the speaker slows down and stresses particular words or phrases.

Extract 1

Student: The article also gives statistics from a magazine survey of 2,000 couples. As you can see, only one-third of those asked, 34 per cent in fact, wanted to continue working full-time after having children. The majority either wanted to return to part-time work or become full-time househusbands.

Extract 2

Student: The article then goes on to say that the social stigma attached to men stopping work to bring up a family is disappearing ... social stigma – this means something people might be ashamed of doing, that society would not approve of. As I said, this is disappearing, so you now see more men coming to schools and playgroups to collect their children.

Extract 3

Student: So, the article reports on some interesting changes in social attitudes to work and fatherhood. However, it doesn't mention the effect of socioeconomic background on men's decisions or wishes regarding work and parenthood. I mean, the men who are choosing or wanting to give up work to become househusbands, are these men from high, middle or lower income groups?

Track 10

Ex 5.4

Listen to some students exchanging opinions on different topics. Tick the expressions you hear.

1

Student A: It seems to me that women are being forced to have careers when they really want to stay at home.

Student B: I take your point, but don't you think that's making an assumption that all women want to have children?

2

Student A: In my view, women are biologically designed to bring up children, and men to be the breadwinners.

Student B: Well, I think that is a rather old-fashioned idea.

3

Student A: Just because it's traditional or normal for women to stay at home, doesn't necessarily mean it's natural.

Student B: I understand what you're saying, but you have to consider this question from the perspective of different cultures.

4

Student A: Women are built differently, and are not suitable for certain jobs, such as engineering and construction.

Student B: Well, I'm not sure if that's quite true – you need to consider the reality, that in fact a number of women are employed in the construction industry.

Unit 4: Reading into speaking

Track 11

Ex 4.2

Listen to some of these expressions in context. Tick the ones which you hear.

1

Student A: It's not really up to the government to do something about smoking, is it? Why do we always expect the government to deal with these sorts of issues, rather than making smokers themselves face up to the problem?

Student B: So what you're saying is that there is no point in the government trying to tackle the problem of smoking until individuals take responsibility for their own health ...

2

Student A: I don't see why this subject gets so much attention. People have always had to work hard and I'm sure it will continue like that. If you're organized, it shouldn't be a problem.

Student B: So in your view, dealing with stress is not a major issue; people just need to manage their time properly ...

3

Student A: So as far as I am concerned, it needs to be approached from the perspective of having a healthy and happy lifestyle ... do you understand what I mean?

Student B: Yes, absolutely.

4

Student A: The fast food industry is only concerned with making a profit. It will mislead the public about what's in the junk food they sell. It can't be left to police itself.

Student B: I'm not sure I understand what you mean.

Student A: What I'm saying is that the fast food industry is not concerned about people's health. They just want to make money, so they won't tell the truth about what they put in hamburgers, for example. The government needs to pass laws controlling what can be put in junk food. You can't just leave it to the fast food industry to decide.

Unit 5: The use of data

Track 12

Ex 3.2

Listen to the description of the data shown and answer the following questions.

Speaker: This graph shows monthly visits to the cinema by age groups between 1984 and 2003. As you can see, young people aged between 15 and 24 are the most likely age group to go to the cinema. Fifty-four per cent of this age group attended the cinema once a month or more in Great Britain in 2003. In 2003, 39 per cent of children aged seven to 14 went to the cinema once a month or more, as can be seen from this line here. The percentage for both these age groups has risen noticeably since 1984.

From this data, it is clear that going to the cinema is still a popular form of entertainment, despite the arrival of videos, DVDs and computer games.

Track 13

Ex 4.1

You are going to hear a journalist talking about the BBC.

Interviewer: So Paul, can you tell us a little bit about how the BBC got started initially?

BBC employee: The BBC was set up in 1922. Um, its first director general was a 33-year-old Scottish engineer called John Reith, who was invited to become the first director and his vision, it is important to know this guy's name, John Reith, his vision was very important for the establishing of the BBC. His vision of what it should be was very, very influential. Um, basically he had a phrase which he used which was to inform, educate and entertain. And these were the three pillars of what he thought the BBC should do.

Interviewer: Mmm.

BBC employee: Inform, educate and entertain, in that order. It is interesting that educate comes before entertain.

Interviewer: Indeed, yes.

BBC employee: Yes, in his vision of it, and this kind of motto is still used in the BBC today, inform, educate and entertain, and it can still be seen in something that is called the Reith Lectures that happen every year. Radio lectures on an important scientific or cultural issue of the day which are dedicated to Lord Reith, the first director general.

Interviewer: And was it accepted from very early on that the BBC would be an independent organization editorially?

BBC employee: Yes, um, that is very interesting, um, John Reith's vision was that the BBC should be financially independent and editorially independent. Financially, well he had seen the commercial radio being set up in the USA and commercial radio was basically paid for by the advertising. So the advertisers had a lot of power and he had seen other European broadcasters being set up, who were controlled by the government, and so there was a lot of political influence over them. And he wanted something that would be completely separate from both of them, and that was his vision.

He was tested very early on, actually, in 1926, only four years after the BBC was set up there was the General Strike. This took place during the Great Depression of the 20s and everybody was on strike. Newspapers weren't being printed, people couldn't get information and the Home Secretary at the time, Mr Winston Churchill,

tried to use the BBC to broadcast government propaganda. But John Reith was very, very strict about this, absolutely refused to broadcast what he saw as government propaganda and tried to broadcast independently what the BBC thought was actually happening, and I guess this was the beginning of the BBC's reputation for total independence in its news reporting.

Interviewer: Yes, I mean one of the most admirable qualities of the BBC has been its ability to maintain its independence and, um, I am wondering if this has been challenged in various, if it is still being challenged over this.

BBC employee: The BBC's political independence has been challenged constantly over its history, really. Especially in the last twenty years, it has been attacked by both right-wing and left-wing political parties. In the 1980s, Margaret Thatcher and the Conservative Party used to call it the Bolshevik Broadcasting Company. Bolshevik as in the Russian Revolution, they claimed it was very biased and very left-wing. And in 2003, the left-wing party, the Labour Party, had a very serious falling out with the BBC over the Iraq war. What became known as the Kelly Affair. Basically the BBC claimed in a radio programme that the government had deliberately exaggerated the threat from Saddam Hussein's Iraq in order to persuade the public to go to war with Iraq. The government denied that they had been misleading the public. They were very angry about the BBC's report and the scientist at the centre of this big argument, who had actually given the information to the BBC, unfortunately committed suicide, and there was a great big argument, big public investigation about this, and in the end the judge who was leading the investigation, decided for the government and against the BBC, and the BBC had to apologise and the leader, actually the director general at the time actually, resigned, although a lot of the general public didn't agree with this ruling.

Interviewer: Absolutely, yes.

BBC employee: It was a very serious setback for the BBC.

Interviewer: Yes, and it was very evident in the march to London when one million people took to the streets to demonstrate against the government.

BBC employee: Certainly, yeah, and that had to be reported just by the BBC just as much as the propaganda for going to war with Iraq was reported, and they both had to be reported in a balanced way.

Interviewer: Yes, so in many ways the BBC has been a very controversial organization throughout the ages since it started.

BBC employee: It certainly has.

Interviewer: I am wondering how it manages to finance itself throughout all of this.

BBC employee: Well, the BBC has a special, I think unique, form of financing at the moment, where it gets money from people, from everybody who has a TV. If you have a TV in your house you must pay a licence for it every year, and that includes students. That might be some of your students might need to get one. The licences are £139.50, I think, and ...

Interviewer: Quite a substantial amount!

BBC Employee: Quite a substantial amount, which you have to pay every year and this money is used for making radio and TV programmes. The BBC has other ways of making money and it sells its programmes abroad to other channels, it makes books which tie in with its programmes and it has various merchandising branches, but it doesn't carry advertising. The only advertising you will see on the BBC is for other BBC programmes.

Interviewer: Yes, yes. And it is one of the reasons why people opt to watch BBC rather than other channels.

BBC employee: Some people find it very refreshing not to have to have advertisements every 15 minutes.

Interviewer: Yes, especially in the middle of films.

And the BBC still does continue to play a very important role in people's lives. Very often at lunchtime, breaktime, you will hear people talking about a programme that they had seen on television.

BBC employee: Yes, the BBC plays an integral part in British life. People have grown up with it for generations. There are soap operas on BBC radio which are 50 years old. It is the oldest soap opera in the world. It is the nation's favourite information source. Most people still get their information from the BBC. The BBC is still the most trusted organization in the country.

Interviewer: So why do you think the BBC still plays such an important role in British life? I mean, very often at lunchtime, the topic of conversation would be a programme that people have watched the night before.

BBC employee: Absolutely, I think the BBC still plays an integral part in British life. People have grown up with it for generations. It is like a trusted friend. It is still where people get most of their information from. Certainly, the BBC is more trusted than any politician and people are very protective of it. They don't like to see the BBC being attacked by politicians. I also think people are very proud of the BBC. They see broadcasting as something that we still do well in this country. The BBC itself still claims that it is the second most recognized brand name in the world, after Coca-Cola.

Interviewer: *[laughs]* And it certainly offers us a lot more than Coca-Cola does! Thank you very much, Paul.

BBC employee: Thank you

Interviewer: Very informative.

Track 14

Ex 5.3

Listen to three students discussing freedom of speech and answer the following questions.

Student A: I don't think you can really put any limits on freedom of speech. It should be an absolute principle in a mature democracy, don't you think?

Student B: When you say 'an absolute principle', do you mean that anyone can say or broadcast or print anything they want to about anyone else on any subject?

Student A: Yes, I think so. Obviously, you expect that people will use that right responsibly and not use it in a way that will lead to violence or worse.

Student C: Yes, I think I agree. I mean, once you start putting limits on freedom of speech, then it's a dangerous road to go down. As you said, it's a fundamental part of a democratic society. If those in authority start restricting that right, if those in power have the right to decide what can or can't be said, then I think it's a dangerous sort of power to have. You made an interesting point about using the right to freedom of speech in a responsible way. That's what I think a mature democracy should be based on – people have the right to free speech, but are responsible enough not to abuse it, not to exercise it in a negative way.

- Student B:** Yes, but following on from that point, that's where I have a problem with the idea of an absolute right to freedom of speech, particularly regarding what you both say about responsibility and mature democracies. The reality is people can't be trusted to use that right in a responsible way. Why should people have the right to make racist comments or things which might cause violence against others or whatever? Can I also pick up on your point about not allowing those in power to limit freedom of speech? I mean, I would have thought that in a mature democracy, yes, those in power must listen to the majority, but they also need to protect minorities, and that means limiting the rights of people to say things in public which might put those minority groups in danger.
- Student A:** OK, those are fair arguments, but you make the point that a society needs to protect minority groups, but if the government can limit freedom of speech, they might start silencing minority groups and that's not protecting them. There might be less tolerance of different, non-majority views and opinions.
- Student C:** Exactly.
- Student B:** I know, it's not an easy question, but I still think that a society in which anyone can say anything may in fact lead to a less tolerant society than one where there are some limits on what you can say. As I said before, people might use free speech to take away the freedom of other people to feel safe in a society.
- Student C:** I think we'll have to agree to disagree on this issue.

Unit 7: Supporting your point of view

Track 15

Ex 4.4

Listen to the interview.

- Interviewer:** Good morning, Sonia. You've done some research into the role of women in the construction industry specifically. Can I start, however, by asking you about the participation of women in the labour market more generally? What are the reasons why more women are participating in the labour market?
- Sonia Gurjao:** The main reasons for women's increased participation in the labour market would be the deskilling of historically male jobs. Secondly, demographics have changed. We have an increased life expectancy and women today tend to have fewer children than they did in the past. We also have a restructuring of psychological expectations, such as women's own expectations of themselves and what they want to do in life and today, in today's day and age, it's become an economic necessity to have two incomes in a family to be able to support a family and to be able to accommodate the general running of the house.
- Interviewer:** Is that because of the cost of living?
- Sonia Gurjao:** Yes, that is because of the increased cost of living today. And another reason is women are more highly educated today than they have ever been in the past. And all these factors contribute towards their increased participation in the labour market.
- Interviewer:** Now, moving on to the construction industry itself. Is the construction industry a common career choice for women?
- Sonia Gurjao:** No, actually, the construction industry is not an obvious career choice for women. In fact, lots of women are not informed about the construction industry as a career of choice. This starts right from schools, where they aren't informed of construction,

science, engineering and technology subjects as a choice that they could do or pursue as their career choices. And one of the reasons is the construction industry also has a bad image, that is one related to hard work, and working in extreme conditions. It's known as the dirty industry and it's not attractive to women as such.

Interviewer: As I understand it, from your research, the construction industry does need more women though to join it? Why is that?

Sonia Gurjao: The construction industry plays a critical role in Britain's prosperity and it employs over two million people, and in the past it had a steady choice of entrants into the industry, probably because of the way people chose their careers and people pursued vocational training, but with the change in the education system and people pursuing higher education, the traditional source of labour doesn't tend to go into vocational training and so we now see a skills shortage in the construction industry. And with 50 per cent of the labour participation being women, today for the construction industry, including women within construction becomes a very important aspect.

Interviewer: Has the construction industry itself made any attempts to try to recruit women into the industry?

Sonia Gurjao: The construction industry has not actively gone into recruiting women, but as they've seen, and as the government's seen that there's going to be a problem with recruiting your traditional force of labour, they've started looking into recruiting women as a solution to the labour problems and also making the construction industry more inclusive and looking for talent from the other 50 per cent of the labour workforce. So, what they've done is they've gone to schools and they have projects where they encourage young girls to do, like they have little training sessions and they have workshops where they actively participate and build things to encourage them or to show them what working in the construction industry might be like.

Interviewer: So, they've gone to the schools ...

Sonia Gurjao: They've started from school levels and then they have, even for young people, they've started for career advisors, they've started training career advisors into encouraging or to stop stereotyping career choices for young people.

Interviewer: And that's to try and encourage young girls ...

Sonia Gurjao: Not just young girls, but to also encourage boys as well into construction. Because it's not only girls who lack interest in the construction industry, it is also the lack of men in the construction industry.

Interviewer: I understand that the industry has a problem with keeping women who join the construction industry. Why is that and is there a solution to this problem?

Sonia Gurjao: I think that's a recent realization from the part of the industry. They have a long-working-hour culture because of the kind of projects there are, because they tend to be projects that need to be deadlines, because of the cost involved in the projects as well. So, ultimately what happens is when you have women who are 50 per cent of the workforce, but then out of these 50 per cent of the workforce, around 44 per cent of women actually only work part-time and the industry doesn't have part-time working, so that makes it difficult for women to be present in the industry, to be working. So that's where the industry has started realizing that if we have to recruit women we have to make an attempt to be flexible, as in other industries like telecommunications and banking, which have of course benefited from making their jobs flexible.

Interviewer: Could you just summarize what you see to be the main barriers which women face today in joining or staying in the construction industry?

Sonia Gurjao: What we repeatedly hear in the past is that the construction industry is dirty, dangerous and not suitable for women. But in today's day and age, where technology has taken over and we have more managing of projects and we have consultancy, so in today's construction industry, the main barriers would actually be flexible working in terms of 44 per cent of women actually working part-time in the labour force participation. If we need to target that, we need to make the industry more flexible and it needs to see that people need to have a better work/life balance and organizations need to change to accommodate this.

Unit 8: Collecting and presenting data

Track 16

Ex 4.2

Listen to a student using *useful language* expressions from Ex 1.5. Underline the words or phrases in the box which the speaker uses.

- 1 Most of the respondents claimed that they take recycling seriously and recycled glass, plastic and paper products.
- 2 Approximately a third of those interviewed were prepared to be part of a car-sharing scheme.
- 3 Just over 50 per cent of the subjects said that they would buy environmentally-friendly products even if those products were more expensive.

Unit 10: The importance of reflection

Track 17

Ex 3.1

Listen to a speaker who recently completed a postgraduate degree at a British university.

Text 1

EAP tutor: Hello, Gulin. Thanks for agreeing to come and talk about the experience of studying here as an international student. You're just finishing a one-year Masters course, aren't you?

Gulin: Yes, that's right.

EAP tutor: What has it been like for you, working with British and other international students together?

Gulin: Well, it has been a new kind of experience for me. Everything was new to me at the beginning. But as in any new situation, I gradually learnt to adapt. I think that, if you're studying at a university with people from all over the world, then you need to accept that there will be cultural differences between people and you need to be tolerant of them so that you can get along with people well enough to work with them. Oh, and of course, it's right to expect other people to show a similar acceptance and tolerance towards you.

- EAP tutor:** Yes, I know that students are sometimes advised to form study groups with others on the course. Did you do that, and, if so, was it helpful?
- Gulin:** Yes, I agree that it's a good idea. But of course it doesn't work with just anybody. I think it's worth looking for people who have similar study habits to your own, and if possible people who don't live too far away from you. And, again, you have to be prepared to be flexible; to adjust your own approach a little sometimes, so that it's easier for the other people to work with you.
- EAP tutor:** Now, what about the tutor? When you started your course, was it clear to you how to approach the tutor and what for?
- Gulin:** I think the responsibilities of the tutor are written in the department's handbook.
- EAP tutor:** That's good.
- Gulin:** So the student should read that to get a basic idea of the support she is entitled to expect from her tutor. But you need to play it by ear a little at first, because obviously tutors are human and so they're different. You have to approach different tutors in different ways. One point I would make about meetings with your tutor is: it is worth preparing a little bit before the meeting – working out the questions you want to ask and the kind of answers you expect or need, so that you make the best possible use of the time during the meeting. Personally, I take in a list of points in order of priority: like 1, 2, 3, 4, etc.
- EAP tutor:** Apart from your tutor and fellow students, what other resources have you made use of during your period of study?
- Gulin:** Well, I would advise any new student to explore the university campus thoroughly early on in her stay, if possible with some guidance from a more experienced student to get to know the facilities that are available. The first place I explored was the library – it's important to find which parts of the library are particularly relevant to your subject area, and to discover whether there are other, specialist libraries or collections in some departments. For example, in my case, there were books on linguistics in one part of the main library, periodicals in the other part, and then there was the departmental library and also a useful library in a neighbouring college. It took a while to discover where everything was.
- But the library is not the only facility which is open to all students from all departments: some departments or units run an advisory service. This means that at certain times of the day students from any department can go along and ask for help with their project. It's well worthwhile asking about these advisory services early on in your course, and don't be afraid to make use of them – they are there to help students, that's their function.
- EAP tutor:** Did you use these advisory services yourself?
- Gulin:** Oh, yes, two of them. The advisory service in the Computer Centre has helped me several times: once when my disk was stuck, and another time when I thought I'd lost a lot of data ... And the Applied Statistics Department also runs an advisory service, which I would recommend to anyone who's going to do experimental research. The staff there will discuss the design of your experiment with you – of course, you should do this early on in your project at the planning stage, so that it's not too late to make any changes that they suggest. They will also help you to analyze the data later on.
- EAP tutor:** Right. The facilities you've mentioned so far have been broadly academic. What other kinds would you advise new students to make use of?

- Gulin:** They should make use of the Students' Union, of course; after all, it is supposed to be run by the students for the students. It has an Overseas Students Committee, which is made up of people who have already been in the UK for a year or two and want to use their experience to improve the services provided for overseas students. You can contact them at the Students' Union.
- Another good reason for visiting the Union, as well as the shops, is that it's the information centre for various university clubs or groups, and for student activities in general. In one part of the building there are several big notice boards, where groups can advertise forthcoming events and sometimes a list for people to sign up if they are interested in a particular activity. There are also boards for other kinds of notice: for example, people who want to share accommodation, or second-hand books for sale.
- EAP tutor:** I imagine those groups are a good way for overseas students to meet British students, for social reasons and also perhaps to practise speaking English.
- Gulin:** Yeah, I agree.
- EAP tutor:** Did you do that yourself? Did you join one of these clubs?
- Gulin:** Oh yeah, I joined the Chess Club. That was a good move, because sometimes you need a place where you can get right away from your academic studies for a while. Chess is always refreshing; you sit down and ... I guess you use a different part of the brain. And as well as the chess itself, there is the social contact. People tend to talk a lot at our chess evenings; maybe not so much during, but before and after their games; not just about chess – all kinds of things.
- EAP tutor:** And what about sports? I know there are quite a lot of sports clubs advertised on the notice boards as well.
- Gulin:** Yeah, there are various sports, and the one I'm interested in is mountaineering ...
- EAP tutor:** Mountaineering!
- Gulin:** Yeah. It can be quite demanding, but it gives you a sense of satisfaction when you climb ... the highest mountain in Wales, for example.
- EAP tutor:** I'll have to take your word for that. Right, finally, is there any advice that you wish you'd had at the beginning of your course?
- Gulin:** Yes, to be prepared for a style of lecture in which contributions from the audience are often invited by the lecturer. If you are not used to this style, it can at first seem off-putting, even aggressive. Try to practise contributing so that you can join in the discussion.
- Perhaps I should explain that, although contributions to the class discussion were encouraged, it was certainly not acceptable for a student to engage in private discussion with the one or two people nearest to him during a lecture. That happened a couple of times in the first week of my course, and it was an irritating distraction for the lecturer and all the other students.
- One final point: make an effort to see the course as a whole from the start. If, as in my case, the most important part of the course in terms of both assessment and learning is a dissertation project, use the early parts of the course to prepare for the dissertation. Jot down ideas about it from time to time, to help you gradually work towards it.
- EAP tutor:** Right, well, thank you very much, Gulin. You've been very helpful.
- Gulin:** It was a pleasure.

Track 18

Ex 3.1

Listen to a speaker who recently completed a postgraduate degree at a British university.

Text 1

- EAP tutor:** Now, Chris, can I get this right? You've just completed an MSc course on which a large proportion of the students were international students? Is that right?
- Chris:** That's it. Yes, I was in AERD – that's the Department of Agricultural Extension and Rural Development.
- EAP tutor:** And how do you think the students from other countries got on on that course?
- Chris:** Pretty well. I think we found as the course went on that we were all in the same boat really. For example, the majority of both home and international students were returning to full-time study after several years in work. That was an important thing to have in common.
- EAP tutor:** What advice would you give students, particularly international students, based on your experience as a student here?
- Chris:** I think the most basic thing is to make use, full use, of your tutors and lecturers. Maybe some of the overseas students, perhaps even some of the home students, don't do that. They're a bit too shy early on of taking questions or problems to tutors or of making use of the time that tutors make available. So, the first piece of advice I'd give, I think, is to find out at the beginning of your course the times at which your tutor is going to be available for tutorial appointments, and then make full use of them.
- EAP tutor:** So, any problems, they should tell the tutor as soon as possible?
- Chris:** Yes.
- EAP tutor:** And, of course, if they're in a department where they don't have a personal tutor, I suppose they could go to the lecturer concerned. Moving on, what about the amount of reading that you have to do as a university student?
- Chris:** Yes! It looked pretty daunting at first, with those long reading lists. I think the important point here is to be selective: don't think you have to read everything that's listed – you're not expected to. Find which are the most important items on the list – ask the lecturer or tutor if necessary, and then, if your time is limited, spend it reading those books thoroughly.
- EAP tutor:** What about study resources on the campus – the library, for example. Any tips there?
- Chris:** Yes, make use of the recall system. If, when you get to the library, you find that the particular books you need have been borrowed by someone else, don't give up. Fill out a recall slip, hand it in at the information desk, and within a few days the library will contact you to tell you the book is now ready to collect. Once I discovered this system, unfortunately not until halfway through my course, I used it a lot and I found it very helpful. Of course, it means you need to plan your work properly; it's no good leaving the essential reading for an assignment until just before the deadline, and then trying to use the recall system – it's too late then.
- EAP tutor:** Any advice on working with other students?
- Chris:** When you are given an assignment, definitely talk to your fellow students about it: discuss your initial ideas about it, and then later how you're getting on with it, what

you're finding difficult, etc. This will help you to think around the topic, and will also reassure you that you are not the only person feeling the strain.

And if you feel keen, you can try setting up a study group with some of the others. On our course, for example, five of us formed a study group in the second term and worked together on revising for the exams. But a study group can be helpful at any point in the course – for a particular assignment, for instance. You need to work out which of the other students on your course you find it easy to work with, maybe people who have the same approach to study as you, or simply people who live in the same hall of residence as you. I got together with four others and we decided that we could do the reading for the exams more enjoyably and more efficiently by sharing it. So we agreed which person should read which item on the list, and then we met up once or twice a week after lectures and summarized our reading for each other. And when someone wasn't clear about something, or disagreed with something, we discussed it. I learnt a lot from that. It also made me more confident about expressing my ideas, as you need to do in seminars.

EAP tutor: So, try to form a study group with other students to share the workload.

Chris: Yes.

EAP tutor: Now, what about choosing options? That's often a very important part of a course, making selections about exactly what you will study. Any advice there?

Chris: One point I would make is, perhaps it's obvious: choose options according to which subject interests you, not according to who the lecturer is. Don't choose an option simply because it's organized by someone who gives nice, clear lectures. There may be a greater risk of some overseas students making this mistake because they are so concerned about understanding every word of a lecture. But we all agreed, at the end of our course, that the subject, not the lecturer, should be the most important consideration when you choose options. If you choose a subject that really interests you, it is quite likely to provide you with a dissertation topic that you are really motivated to work on.

EAP tutor: Right, well that's ...

Chris: So, go for the subject not the lecturer.

EAP tutor: That's my next question, actually! Any advice on writing the dissertation – if you're a postgraduate – or an extended essay if you're an undergraduate?

Chris: As soon as you have drafted a proposal, an outline of what you intend to write about, have a meeting with your tutor or supervisor to establish whether the basic idea is viable. This is important because otherwise you might spend days working on a project, only to discover at a later stage that a supervisor has some basic objection to what you're doing, and you have wasted a lot of time. So, have an early meeting to get some official feedback on your proposal.

One other point about working on a major project, such as a dissertation: draw up a work schedule at the beginning, with reasonable deadlines by which you intend to complete each stage of the project. The project can seem like a huge mountain to climb at first, so it's good for morale if you divide it up into manageable sections: 'I'll finish reading by the end of April, I'll complete data collection by mid-May, and then I'll write the first two chapters by the end of May'; that kind of thing. Even if you don't meet all the deadlines, you will have a sense of progress.

EAP tutor: OK, that's very helpful, Chris. Thank you very much.

Chris: Not at all.

Appendix 1: Signpost expressions for presentations

Introducing the presentation

Good morning/afternoon, ladies and gentlemen ...

The topic of my presentation today is ...

Today I am going to talk about ...

If you have any questions, I would be happy to answer these at the end of the presentation.

Giving an overview of the presentation

This presentation will deal with three main points ...

My presentation is divided into three main sections ...

First of all I will ... then I will move on to examine ... and finally ...

Transition expressions

Moving on to the next point, ...

Now I'd like to look at ...

The third area which needs to be considered is ...

And finally, my last point is ...

Referring to visual aids

As you can see ...

From this chart/table/graph, it is clear that ...

This graph/table/chart shows ...

Concluding the presentation

Finally, ...

To sum up, ...

As this presentation has clearly shown, it is essential that ...

Thank you for your attention ... are there any questions?

Appendix 2: Table

Statements	Different perspectives			
<p>1 Corporal punishment is necessary to maintain discipline.</p>	<p>Teachers: Many would support this as the only way to control large classes.</p>			
<p>2 Children should be given formal tests and exams from the age of six.</p>				
<p>3 Children should be allowed to leave school at 16 if they wish.</p>				
<p>4 Parents should be allowed to educate children at home if they wish.</p>				
<p>5 Children should be able to choose which subjects they want to study at the age of 15.</p>				

Appendix 3: Sample OHTs

OHT 1

Men want to be househusbands

Now acceptable for men, not women, to be at home –
200,000 men at home full-time.

More men are working part-time or flexi-hours in order
to take on the job of chief carer.

After they become fathers:

one-third: wanted to continue in full-time work

one-third: preferred to go part-time

one-third: preferred to become stay-at-home fathers

The only thing keeping them from staying at home is
money – the biggest concern for most prospective fathers,
who said financial fears cause them more anxiety than
worries about their loss of freedom.

Less social stigma for househusbands – now socially
acceptable to be a househusband. There are many more
fathers to be seen at playgroups and schools, dropping
off and picking up, in between running the family home.

Website now set up for dads to support each other in
childraising. Only UK support group helping dads who
are staying at home.

OHT 2

Men want to be househusbands

More men want to stay at home and look after children

- 200,000 men now at home full-time

(Government statistics)

Only 34 per cent of fathers want to stay in full-time work

- Most fathers want to go part-time or stop work
- Main problem: financial worries

(*Pregnancy and Birth* magazine – poll of 2,000 couples)

Less social stigma for househusbands

- Fathers more present at school, playgroups, etc.

Lack of resources for stay-at-homes dads

e.g., www.homedad.org.uk

Appendix 4: Preparing and planning a presentation

There are many aspects of a good presentation and, during the course, you have worked on some of these aspects.

In some cases, you were giving a short presentation about a topic in order to lead into a discussion. In other cases, you were presenting information, a summary of a text or programme. However, in future situations you may be giving a presentation based on your own work or research, and you will need to spend a lot of time working on the content and organization of the presentation. Below is a list of stages you may find helpful.

Stage 1: Find out what you need to do

- 1 Make sure you know exactly what the topic is or, if you are choosing your own topic, what is expected of you.
- 2 Check the length of time you have for the presentation.
- 3 Think about your audience – how much are they likely to know about the topic/how much will you need to explain?
- 4 If the presentation is being assessed, make sure you know what the criteria are.

Stage 2: Brainstorm ideas

- 5 Make a list of anything you can think of related to your topic; you will not use all of these ideas, but will choose from them afterwards.
- 6 Look at your list of ideas – what connections can you see between them? Are there particular ideas you could develop that would be of interest to your audience?
- 7 Decide which ideas to use – can each one be summarized in one sentence? If not, perhaps your ideas are not clear and specific enough.
- 8 Explain your ideas to a friend – this will help you to clarify them.

Stage 3: Do any necessary research

- 9 Determine if there are any ideas you need to get more information about.
- 10 Gather any evidence you need to support your ideas, e.g., statistics.
- 11 Think about how much information you can realistically convey to your audience.
- 12 Keep your audience in mind, especially in relation to their level of expertise.

Stage 4: Organize your ideas

- 13 Decide which point you should begin with.
- 14 Think about how you can link one idea to the next.
- 15 Do not include too much information – you want your audience to understand your key points clearly.
- 16 Decide how you will begin and end your presentation. In the introduction you want to get the attention of the audience. The conclusion is the last part of your presentation, and probably what the audience will most remember.
- 17 Prepare your PowerPoint slides – remember: 'less is more'.
- 18 Think of the key words you will use and check your pronunciation with a native speaker – there is nothing worse than listening to a presentation where the presenter pronounces the title of the presentation incorrectly!

Stage 5: Practise ...

- 19** to make sure you know your content well.
- 20** to check the time of the presentation.
- 22** to develop your confidence.
- 23** to anticipate some of the questions people might ask.
- 24** to make sure that your presentation does justice to all the hard work you have put into preparing it.

Appendix 5: Possible topics for seminar discussions

Congestion charging is the most effective means of preventing traffic congestion.

Banning smoking in public places contravenes human rights.

Women should play the same role as men in the armed forces.

Free education is an impractical dream.

People should not be allowed to ...

GM food is the best means of solving global shortages.

Globalization is only a threat to a small minority of individual cultures.

Sport should play a far greater role in school curricula.

The advance of information technology is creating a less sociable society.

The development of free markets is the most effective way of solving the world's economic problems.

Appendix 6: Career drivers questionnaire

Career Drivers Questionnaire

What are your drivers? How do they influence your career? Complete the questionnaire below to help you assess your own career drivers.

There are no right and wrong answers. You have a total of 50 points. Allocate ten points – no more, no less, between the nine items in each of the five sections. If you wish, you may allocate ten points to one item if the other items in the section are of no importance to you.

SECTION ONE

These things are important to me:

- 1 I seek a high standard of living.
- 2 I wish to influence others.
- 3 I only feel satisfied if the output from my job has real value in itself.
- 4 I want to be an expert in the things I do.
- 5 I seek to be creative at work.
- 6 I strive to work only with people I like.
- 7 I choose jobs where I am 'my own boss'.
- 8 I take steps to be 100% financially secure.
- 9 I want to acquire a social status that other people will respect.

SECTION TWO

In my working life I want to:

- 10 become an expert in a chosen field.
- 11 build close relationships with others at work.
- 12 become a leader in teams and organisations.
- 13 be part of 'the establishment'.
- 14 take decisions that I really believe in.
- 15 get the highest paid jobs.
- 16 have a job with long-term security.
- 17 take my own decisions about how I spend my time at work.
- 18 create things that people associate with me alone.

SECTION THREE

If I am considering a new career opportunity:

- 19 I am drawn to roles with high social status.
- 20 I wish to be seen as a real specialist in my field.
- 21 I want to work to make a contribution to the wider community.
- 22 I want to look ahead at life and feel that I will always be okay.
- 23 I seek influence over others.
- 24 I wish to build warm personal relationships with people at work.
- 25 I want a high standard of living.
- 26 I want a degree of control over my own job.
- 27 Producing things that bear my name attracts me.

SECTION FOUR

I would be disappointed if:

- 28 my work was not part of my 'search for meaning' in life.
- 29 I did not practise highly skilled work.
- 30 I could not afford a high standard of living.
- 31 my job gave no opportunity to create something new or different.
- 32 I did not know where I would stand on retirement day.
- 33 I worked without friends.
- 34 I did not receive recognition or honours.
- 35 I had to refer to others for decisions.
- 36 I wasn't in charge of people.

SECTION FIVE

A 'good' job means to me:

- 37 avoiding being a cog in a big wheel.
- 38 an excellent income.
- 39 plenty of time to study specialist subjects.
- 40 being a person who takes important decisions.
- 41 producing products or services that have my name on them.
- 42 having good relationships with other people.
- 43 being 'in charge' of others.
- 44 being secure.
- 45 doing what I believe is important.

Appendix 7: Sample proposal

Title:

A study of the correlation between students' understanding of the concepts of critical thinking, and their performance in synthesizing sources into an academic text.

Rationale for the study:

International students find great difficulty in effectively incorporating material from a range of sources. There are a number of key factors which influence this ability, one of which is obviously linguistic ability. Another less tangible factor is that of understanding the conventions of critical thinking, as understood in British academic studies.

This research will attempt to identify students' perceptions of critical thinking and their knowledge of the concept. It will then attempt to analyze if there is a correlation between this understanding and the ability to read, analyze and synthesize information.

Proposed research questions:

Is there a correlation between students' understanding of the process of critical thinking and their ability to select materials appropriately and incorporate these into their written work?

Do students of different cultural backgrounds have experience of different critical thinking skills?

Subjects/Texts/Sources of data

Questionnaires/interviews

Methods of data collection

Procedures

Methods of analysis

Problems which might be encountered

Appendix 8: Useful language

Unit 1

Useful language: Reporting back

Our group thought the most controversial point was ...

Point X provoked the most discussion.

Point X was the most controversial point.

There was some disagreement about point X.

Useful language: Agreeing and disagreeing

Absolutely. I totally agree.

Yes, that's true, but ...

I'm not sure I agree with you there.

I agree up to a point, but ...

Not necessarily.

That's a very good point.

Useful language: Signpost expressions (see also Appendix 1)

There are five main points which we consider important for successful study.

Our first point is ...

Next, we have put ...

Moving onto our third point, ...

Fourthly, we think ...

And finally, our last point is ...

Unit 2

Useful language: Comparing perspectives

From (a teacher's) perspective, ...

From the point of view of (the parents), ...

If I were (the headteacher of the child's school), I'd probably feel that ...

(The child psychologist) would argue that ...

Useful language: Summarizing a discussion

Summing up your position

We finally all agreed that ...

After much consideration, we decided that ...

All things considered, we felt that ...

On balance, we felt that ...

We couldn't reach agreement on this issue.

Some of us felt that ..., whilst others ...

Recognizing strong arguments against your position

It's true that ...

We recognized that ...

We're fully aware that ...

One has to acknowledge that ...

Qualifying your position

This action should only be taken if ...

So, although we agreed with the statement, we stressed that ...

Useful language: Chairing a discussion

Getting started

Shall we begin?

Today, we're looking at the following question/topic ...

Who would like to begin?

Clarification

So what you mean is ...

If I've understood you correctly ...

Managing contributions

Thanks, Pete, for your contribution ...

OK, Pete, would anyone else like to comment?

Concluding

So, to sum up, ...

We're running out of time, so ...

Does anyone want to make a final point?

Have I forgotten anything?

Unit 3**Useful language: Referring to an article**

This article deals with ...

It provides ...

The article reports that ...

It refers to ...

The article also gives statistics from ...

According to the article ...

The article then goes on to say that ...

The article argues that ...

It quotes ...

The article reports on ...

It doesn't mention ...

Useful language: Exchanging opinions**Asking for opinions**

What are your views on this issue?

Do you agree?

Presenting your own opinion

Well, I think ...

It seems to me that ...

In my view, ...

Countering the other person's opinion

I take your point, but ...

I understand what you're saying, but ...

Well, I'm not sure if that's quite true ...

But surely ...

Unit 4

Useful language: Clarifying and confirming understanding

Confirming understanding as a listener

So what you're saying is ...

So in your view, ...

If I understand you correctly, you're saying ...

Checking understanding as a speaker

Do you understand what I mean?

Do you follow what I am saying?

Am I making sense?

Showing that you do not understand

I'm not sure I understand what you mean.

I didn't quite follow you. Could you explain that point again, please?

Could you repeat that, please?

Unit 5

Useful language: Referring to data

This graph gives information about ...

This line here shows ...

This chart describes ...

As these figures illustrate, ...

This chart clearly shows that ...

Useful language: Referring to other speakers

When you say ... do you mean that ...?

As you said, ...

You made an interesting point about ...

Following on from that point, ...

Regarding what you both say about ...

Can I also pick up on your point about ...?

Those are fair arguments, but you make the point that ...

As I said before, ...

Unit 7

Useful language: Taking your turn

You want to make a point that is relevant at this moment in the discussion. You need to enter the discussion politely, but firmly:

Can I just come in here?

You want to make a point, but the discussion moves on before you can contribute or finish. You can still make your point later:

To go back to my earlier point, ...

Coming back to what John said earlier, ...

I think I agree with the point you made earlier, Anne.

You start speaking at the same moment as another student. Both of you stop to let the other speak. It is polite to offer each other the chance to continue:

A: *Sorry, carry on.*

B: *No, go ahead.*

A: *Thanks. I think ...* [A makes his/her point and then invites B to speak] *Sorry, you were going to say ...*

B: *Yes, I think ...*

You notice that a quiet student is trying to speak, but other students keep speaking first. You can help the quiet student to get the attention of the group:

I think David has been trying to make a point.

David, did you want to make a point?

Unit 8

Useful language: Expressing quantity

Most		of those interviewed/questioned ...	reported/
Nearly all			
Approximately	half	of the subjects ...	stated/
Approaching	a third	of the respondents ...	claimed that ...
Just under	50 per cent		
Just over			

Unit 9

Useful language: Expressing doubt and belief

I don't believe in this/these!

They don't exist.

It can't possibly be true ...

It might be true ...

There might be something in it.

I believe it does/might work.

Appendix 9: Photocopiable handouts

Appendix 9a: Presentation assessment

Name of presenter	
Pronunciation of sounds/words	not clear reasonably clear clear very clear
Intonation	not varied quite varied varied
Volume	too quiet appropriate
Speed	too fast too slow appropriate
Eye contact	none too little reasonable good very good
Other comments	

Appendix 9b: Discussion review

Participant

Name			
Did you ...	1	contribute to the discussion?	Yes No
		If yes, how much? If no, why not?	
	2	listen and respond to what others said?	Yes No
	3	encourage others to speak?	Yes No
	4	refer to any of the points from the articles?	Yes No
	5	feel the group reached a balanced conclusion, acknowledging different perspectives?	Yes No
6	use any of the useful language from this unit?	Yes No	

Chairperson

Name			
Did you ...	1	feel that you managed the discussion effectively?	Yes No
	2	enjoy your role as chairperson?	Yes No
	3	use any of the 'useful language'?	Yes No
	4	feel the group reached a balanced conclusion, acknowledging different perspectives?	Yes No
What was difficult for you as chairperson?			

Appendix 9c: Presentation assessment

Name of presenter	
Was the topic clearly identified at the beginning?	Yes No
Were the main points of the article clearly explained?	Yes No
Did the presenter give his/her own views on the article?	Yes No
Did the presenter explain the meaning of any difficult or technical words?	Yes No
Was the visual aid helpful?	Yes No
Suggestions for improvement	

Appendix 9d: Discussion review

Group members		
1	Did everyone in the group contribute to the discussion?	Yes No
2	Did group members encourage each other to speak?	Yes No
3	How could the group improve the next discussion?	
4	Did you check that people understood what you were saying?	Yes No
5	Did you indicate when you did not understand?	Yes No
6	Did you refer to any of the point from the articles in your discussion?	Yes No
7	Were you satisfied with your own participation in the discussion? (Why? Why not?)	
8	How could you improve your participation in the next discussion?	

Appendix 9e: Discussion review

1	Did everyone in the group contribute to the discussion?	Yes / No
2	Did group members encourage each other to speak?	Yes / No
3	Did speakers refer to points made by other group members?	Yes / No
4	Do you feel the discussion had a sense of direction?	Yes / No
5	How could the group improve the next discussion?	
6	Did you use any of the useful language for referring to other speakers?	Yes / No
7	Were you satisfied with your participation in the discussion?	Yes / No
	Why? Why not?	
8	How could you improve your participation in the next discussion?	
9	Did your ideas change during the discussion?	Yes / No
	If so, how did they change?	

Appendix 9f: Assessing seminar leader's role: Check list

1	Was the seminar topic appropriate, for example, a topic of interest to the group, and one they could participate in?	Yes / No
Please comment		
2	Did the seminar leader give enough information about the topic in the beginning?	Yes / No
Please comment		
3	<p>Did the leader manage the seminar successfully? For example:</p> <ul style="list-style-type: none"> – keep the discussion going; – allow everyone the opportunity to speak; – ensure one individual did not dominate. 	Yes / No
Please comment		
4	In what way could the seminar discussion have been improved?	
Please comment		

Appendix 9g: Audience feedback sheet

How clearly did the speakers present their ideas?

Does it seem like a worthwhile proposal or experiment?

Can you see any problems in the experiment/proposal?

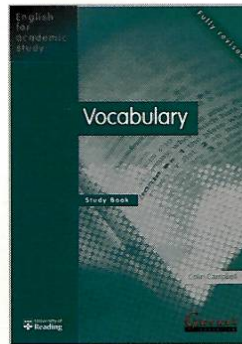
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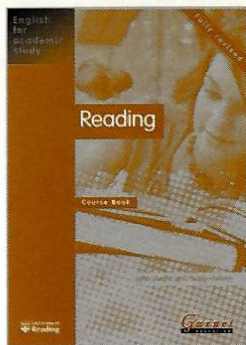
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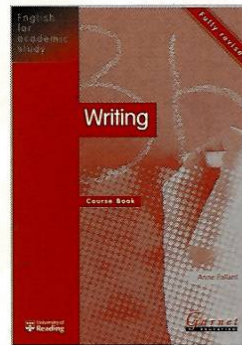
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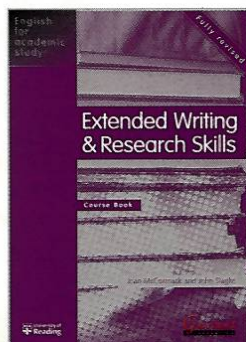
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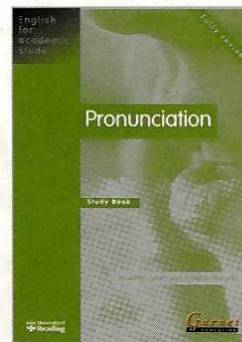
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