

Teacher's Guide

Unit 1: Study Skills

1.1 Listening

It seems clear that students who join universities from high schools are often faced with new demands while undertaking their academic studies. They are usually required to work on their own and meet these demands if they have to become successful in the university studies. This means that they need to be equipped with skills and strategies which will enable them not only to gain knowledge in their specific fields of study but also to display this knowledge as and when necessary. The aim of this Unit, therefore, is to help students develop the skills and strategies that they need in order to become independent learners. Accordingly, the Unit focuses mainly on taking notes from lectures and making notes from reading.

Activity 1.1.1: A short survey

Students first work individually and indicate their choices in the table. Then, in pairs, they tell each other whether or not they are going to try the habits that they have not developed already and give reasons for their decisions. This will be followed by whole class discussion in which some students tell the class their choices and the reasons for their choices. The instructor and other students may react to the choices made and the reasons given.

Activity 1.1.2: Pre-listening

In groups students discuss their answers to the first four questions and then one student in each group will report the results of the discussion to the class.

1. **Lecture:** a talk or speech given to a group of people to teach them about a particular subject.
2. A **lecturer** is a university instructor or professor who gives lectures.

For questions 3 and 4 students tell each other whatever experiences they have had before.

5. Vocabulary: Check if students know any of the words. Then provide the meanings.

transient: not lasting long; passing quickly as in speech

distractions: things that make it difficult to pay attention or concentrate during listening

verbatim: word for word; writing down exactly as spoken

cue: a signal (such as a word, a phrase or a gesture) that indicates something important; a hint

discriminating: recognizing differences; selecting

Activity 1.1.3: While-listening

1. Let students listen to the talk once. Read the text at normal speech rate – not too slow, not too fast – making pauses as necessary. Tell students that they do not need to take notes to complete this activity but that they need to concentrate while listening. As they listen, they write the letter of the correct answer against the items in column A. Allow students to look at the table for about two minutes before they listen.

At the end of the first listening, students check their answers with those of their partners. Then check answers at the whole class level.

Answers:

1. d 2. e 3. a 4. c 5. b

2. Students listen to the talk once again and take detailed notes while listening. Before they listen, pay their attention to the notes given about how to take notes. Emphasize that they do not need to use complete sentences in taking notes. Also give them examples of some abbreviations and symbols and point out that students can abbreviate words in their own ways as long as they know what words their abbreviations stand for. Let students look at the questions for one minute before you read the text.

At the end of the lecture, students sit in groups of three and compare their notes. Then, they write answers to the questions individually.

Answers to the questions:

1. The speaker says that the talk will focus on:
 - factors that make lecture note taking a challenging task;
 - preparations students need to make before the lecture;
 - what they need to focus on during taking notes; and
 - how best they can use their notes after the lecture.
2. Difficult to control the speed of spoken language, unlike reading.
3. In their lecturing style, speed and method.
4. To be able to sort out the notes later.
5. By providing cues (tone, voice, gestures), repeating main points or using diagrams.
6. The notes are likely to be incomprehensible.

Activity 1.1.4: Paragraph writing

Individually, students take some two or three minutes, think about the problems they have in taking lecture notes and write down points which they will use to write a paragraph. Let them organize their points and write the first draft of the paragraph. They exchange their paragraphs and get comments from their peers. They then write a second draft which the instructor will collect for further feedback.

1.2 Grammar focus: Ways of giving advice

This section is meant for students to practice some of the ways of giving advice. Let students pay attention to the notes given. Elicit from students other ways of giving advice which they know. You can also add some yourself.

Activity 1.2.1

This activity is just for students to practice the correct forms of the three ways of giving advice, namely, 'should', 'ought to' and 'had better'. So it should be done quickly.

Activity 1.2.2

In pairs, students take turns and complete the dialogue by giving and receiving advice. The advice given may vary in each case but Insist that students should use the different modals they practiced in activity 1.2.1. One or two pairs may act out the dialogue in front of the class before the activity begins.

1.3 Reading for study

Activity 1.3.1

Let students think about the first three questions individually and then discuss them in groups of three or four. Group representatives will then report the results of their discussions to the class. Accept ideas from three or four representatives and hold the discussion at the whole class level.

For question four (vocabulary), first, ask if students know these words and then provide the meanings yourself.

Activity 1.3.2

1. Students read the text silently in class and answer the different questions in writing on the basis of the information in the text. Ask some students to read their answers to the class and make sure that students have the right answers to all the questions. Give additional explanations where necessary.

Answers

- a. Reading is one major way through which students gather information and gain knowledge in their fields of study and that they have to do a huge amount of reading in order to succeed in their studies.
- b. Reading is the main way of accessing academic debate in all fields of study. Through reading students in various disciplines can discover the fundamental and essential aspects of a subject, its basic assumptions, the facts upon which it is built and how these are examined.

- c. Glancing, for example, through a newspaper only to pick out the main news items and ignoring the details, reading in detail for academic study, scanning a text to pick out some specific information.
- d. Our ways of reading vary according to our purposes for reading.
- e. The two types of students are different in that the former view reading negatively while latter look at reading positively.
- f. The writers mean that others believe that reading is something that can be done without any thought and effort.

2. Students should support their answers with evidence from the text.

- a. true b. false c. false d. false e. true f. false

3. Explain to the students what **reference** means, using a few examples of your own. Let students do the activity, first, individually and then compare their answers with those of their partners.

- 1. reading
- 2. gathering ideas and information and assimilating them into your own view of the world
- 3. the fundamentals and essential aspects of a subject, its basic assumptions and the facts upon which it is built
- 4. glancing through a newspaper to pick out the main news items and reading for study
- 5. new students'

4. Guessing the meanings of words and phrases

Students work individually and guess the meanings of the words and phrases as used in the text. Then in groups of three they discuss both their answers and how they were able to arrive at the meanings. Ask some students to tell the class the meanings and the clues they used to arrive at the meanings. Discuss the answers with the class and explain how textual clues can be used to guess meanings.

5. Completing a summary of the reading text using appropriate notes.

Tell students what is meant by summarizing a text and how it can be done. Then emphasize that summarising is a very important academic skill that students have to develop to be successful in their university study. This is so particularly for doing course assignments and answering examination questions.

Summary

Reading seems to be the main way to access information that you need in your field of study. It is therefore a very useful skill to develop in order to succeed in your university study. It is also through reading that academic disciplines prepare students for their future careers. One major objective of reading at university or college is to gather ideas and information and to make them part of your own world view, and then express that view when necessary. This means that students need to put the necessary effort into reading and make the best out of their reading experiences in order to be successful in their university studies. It is also important to note that the approach to reading varies according to the purpose for reading, and there are different ways of tackling reading based on both what is to be read and the particular task to be accomplished. Thus, to make the best use of their reading, students need to further develop their reading skill in addition to using the abilities that they already possess when they come to university.

1.4 Grammar focus

Activity 1.4.2

1. played
2. have cleaned
3. have just read
4. met
5. has ever visited
6. bought
7. have changed; started; had; have expanded
8. has become; took; was; has changed

Unit 3: Cultural Values

Activity 3.1.1 Defining culture and cultural values

1. You can give your students copies of these definitions or read the definitions to them:

‘Culture is the set of attitudes, values, beliefs, and behaviors shared by a group of people, but different for each individual, communicated from one generation to the next.’

Matsumoto (1996, p.16)

‘Culture is a fuzzy set of basic assumptions and values, orientations to life, beliefs, policies, procedures and behavioral conventions that are shared by a group of people, and that influence (but do not determine) each member’s behavior and his/her interpretations of the ‘meaning’ of other people’s behavior.’

Spencer-Oatey (2008, p.3)

2. You can tell students that the following are other characteristics that can distinguish one cultural group from another:

literature	food	architecture	language	music
art	technology	agriculture	clothing	

Activity 3.1.2: Pre-listening

3. **the Grand Tour:** a tour of Europe that was regarded as part of the education of a wealthy young man. The tour sometimes took several years and usually included visits to Paris, the Alps, Florence and Rome.
advance guards: a group of soldiers who go somewhere to make preparations before other soldiers arrive
4. a. urban/facilities
b. solidification/exotic
c. commentators/harm/mass
5. The following sentences are found in the lecture:

- This form of tourism is also becoming generally more popular throughout the world.
- What is the difference between cultural visits on holiday, cultural tourism and cultural visits undertaken during leisure time at home?
- In spite of these problems policy makers and tourist boards and cultural attraction managers around the world continue to view cultural tourism as an important potential source of tourism growth.

• **Activity 3.1.3: While-listening**

1. Explain what a source is and how it is included in a text.

Types of tourism or tourists mentioned	Sources cited by the speaker	Names of organizations mentioned	Benefit(s) of cultural tourism	Criticism against cultural tourism
- cultural/culture tourism - industrial tourism - creative tourism	- Water (1993) - European Commission (2002) - Richards (1996, 2001) - the Association for Leisure and Tourism Education (ATLAS)	- OECD (the Organization for Economic Cooperation and Development) - World Tourism Organization	- contribute a great deal to the economy and support of culture	- penetrate sensitive cultural environment

2. a. False b. False c. False d. False e. True f. False g. True

Activity 3.2.2: Uses of tenses

1. **Matching**

1. c, f and i
2. d and h

3. a, e and g
4. b
2. a. expresses an action that happens again and again
 b. expresses a fact that is always true
 c. expresses a fact that is true for a long time
 d. expresses a finished action in the past
 e. expresses a past situation or habit
 f. makes clear that one action in the past happened before another action in the past
 g. expresses an action that began in the past and still continues
 h. expresses an experience that happened at some time in one's life
 i. expresses a past action that has a present result

Activity 3.4.2: While-reading

1. a. False
 b. False
 c. True
 d. False
 e. True
 f. False
2. a. An intentional community is one that is intentionally created by a group of people who share similar belief system and values.
 b. because their land is not suitable for agriculture
 c. hopes to earn more money in order to build potable water and sewage systems, pave the road, and create an education fund for the children.
 d. students' own answers
3. a. norms
 b. egalitarianism
 c. alleviate
 d. lauded
 e. obscene

- f. diligent
- g. infested
- h. ostracized
- i. initiative
- j. endeavor

- 4. a. paragraph 6
- b. paragraph 1
- c. paragraph 2
- d. paragraph 4
- e. paragraph 3
- f. paragraph 5