

academic (adj) /,æk.ə'dem.ɪk/

access (n and v) /'æk.ses/

accommodation (n) /ə,kəm.ə'deɪ.ʃən/

article (n) /'ɑː.tɪ.kəl/

assignment (n) /ə'saɪn.mənt/

bursar (n) /'bɜː.sər/

campus (n) /'kæm.pəs/

contribute (v) /kən'trɪb.juːt/

crèche (n) /kref/

deadline (n) /'ded.laɪn/

dean (n) /diːn/

degree (n) /di'ɡriː/

faculty (n) /'fæk.əl.ti/

fee (n) /fiː/

field trip /'fiːld ˌtrɪp/

fresher (n) /'freʃ.ər/

graduate (n and v) /'ɡrædʒ.u.ət/

hall of residence /,hɔːl əv 'rez.ɪ.dəns/

head (n) [of] /hed/

in charge [of] /tʃɑːdʒ/

lecture (n) /'lek.tʃər/

lecturer (n) /'lek.tʃər.ər/

sophomore /'sɒf.ə.mɔːr/

junior /'dʒuː.ni.ər/

senior /'siː.ni.ər/

librarian (n) /laɪ'breə.ri.ən/

look up (v) to become better

participation (n) /pɑːr'tɪs.ə'peɪ.ʃən/

professor (n) /prə'fes.ər/

projector (n) /prə'dʒek.tər/

research (n) /rɪ'sɜːtʃ/

resource centre /'riː.sɔːs/

responsible [for] /rɪ'spɒn.sə.bəl/

schedule (n) /'ʃedʒ.uːl/ /'skedʒ.uːl/

semester (n) /sɪ'mes.tər/

sixth form /'sɪksθ ˌfɔːm/

sixth form college /'kɒl.ɪdʒ/

socialize (v) /'səʊ.ʃəl.aɪz/

staff (n) /stɑːf/


Students' Union /,stjuː.dənt 'juː.ni.ən/

subject (n) /'sʌb.dʒekt/

tutorial (n) /tʃuː'tɔː.ri.əl/



undergraduate (n) /,ʌn.də'ɡrædʒ.u.ət/

vice chancellor (n) /,vaɪs 'tʃɑːn.səl.ər/

- 
1. At school, English is more useful than Mathematics.
 2. There is no point in studying Art at school.
 3. Writing is the most difficult skill in English.
 4. A teacher should explain everything to the students.
 5. At both university and school, you have lessons and homework.
 6. A university education is not right for everyone.



A Activating knowledge

1.  1.1 Listen and discuss some statements about education.
2.  1.2 Listen to some students. Do they agree or disagree with each statement?



B Developing vocabulary

1. Complete each sentence with a word or phrase from the list on the right.

At school, English is more useful than Mathematics.

I think that's true.

Actually, I don't agree. Maths is much more useful than English.

1 Student A: At school, English is more useful than Mathematics.
Student B: I think that's true.
Student C: Actually, I don't agree. Maths is much more useful than English.



2 Student B: There is no point in studying Art at school.
Student A: I think Art is important. Everybody needs an Art education.
Student C: But not modern Art. That's awful.

3 Student C: Writing is the most difficult skill in English.
Student B: No, it isn't, because you can think about writing.
Speaking is more difficult.
Student A: I agree. Speaking is the most difficult skill.


4 Student A: A teacher should explain everything to the students.
Student B: No, not everything. We need to work things out for ourselves.
Student C: Yes, that's right. Teachers should help you, but they shouldn't explain everything.

5 Student C: At both university and school, you have lessons and homework.
Student B: It's true really.
Student A: Yes, but they have different names. They are called lectures and assignments.

6 Student B: A university education is not right for everyone.
Student A: I absolutely agree with that. Some people should not go on to university.
Student C: Yes. Mechanics and plumbers and electricians don't need a university education, for example.



B**Developing vocabulary**

Maths is much more useful than English.

1. Complete each sentence with a word or phrase from the list on the right.
 - a. The academic year in my country starts in October.
All the university students go back then.
 - b. When does the second semester start? Is it in February?
 - c. Which faculty are you in? Education? Mathematics?
Modern Languages?
 - d. Which lecturer gives the Science in Education lectures?
 - e. How many staff are in the Faculty of Education? I mean,
how many people work there?
 - f. Where is the student accommodation at this university? Where do
the students live?
 - g. This is a large campus. There are ten faculty buildings, the
library, the Resource Centre and the Students' Union.
 - h. A university student is called a fresher in the first year.
2.  1.3 Listen and check your answers.



Building connections between words

 **1.4**  **1.A** Listen to two words or phrases. What is the connection between each pair? Use the phrases below.

- *They are both ...*
- *They are opposites.*
- *They both + verb ...*
- *A(n) X is a(n) Y.*

1. Student A: What's the connection between History and Mathematics?

Student B: **They're both** subjects.

2. Student A: Begin and end?

Student B: That one's easy. **They're opposites!**

3. Student B: What about lecturer and teacher?

Student A: **They both teach.**

Student B: Yes, but a lecturer teaches at a university and a teacher works in a school.

4. Student A: In charge of and responsible for?

Student B: They're the same! They mean 'do a job'.

Student A: Well, they're not quite the same, are they? In charge of goes with a **place or group of people**, like 'He's in charge of the library' – whereas responsible for goes with an **action or a thing**, doesn't it? 'She's responsible for the schedule.'

5. Student A: Head and in charge of?

Student B: That's easy too. They're the same.

Student A: Well, not quite. You use them differently, don't you? You say, 'She is the Head of Year 1' or 'She is in charge of Year 1.' Yes, head is a noun so we can say the head.

1.2 Real-time listening

A speech of welcome

A Activating background knowledge



Tick the jobs below that you find in a university.
What does each person do?

- | | |
|---|--------------------------------------|
| <input type="checkbox"/> bookseller | <input type="checkbox"/> cook |
| <input type="checkbox"/> car park attendant | <input type="checkbox"/> gardener |
| <input type="checkbox"/> caretaker | <input type="checkbox"/> lecturer |
| <input type="checkbox"/> cleaner | <input type="checkbox"/> librarian |
| <input type="checkbox"/> manager | <input type="checkbox"/> teacher |
| <input type="checkbox"/> nurse | <input type="checkbox"/> waiter |
| <input type="checkbox"/> receptionist | <input type="checkbox"/> hairdresser |
| <input type="checkbox"/> secretary | <input type="checkbox"/> guard |





Understanding words in context

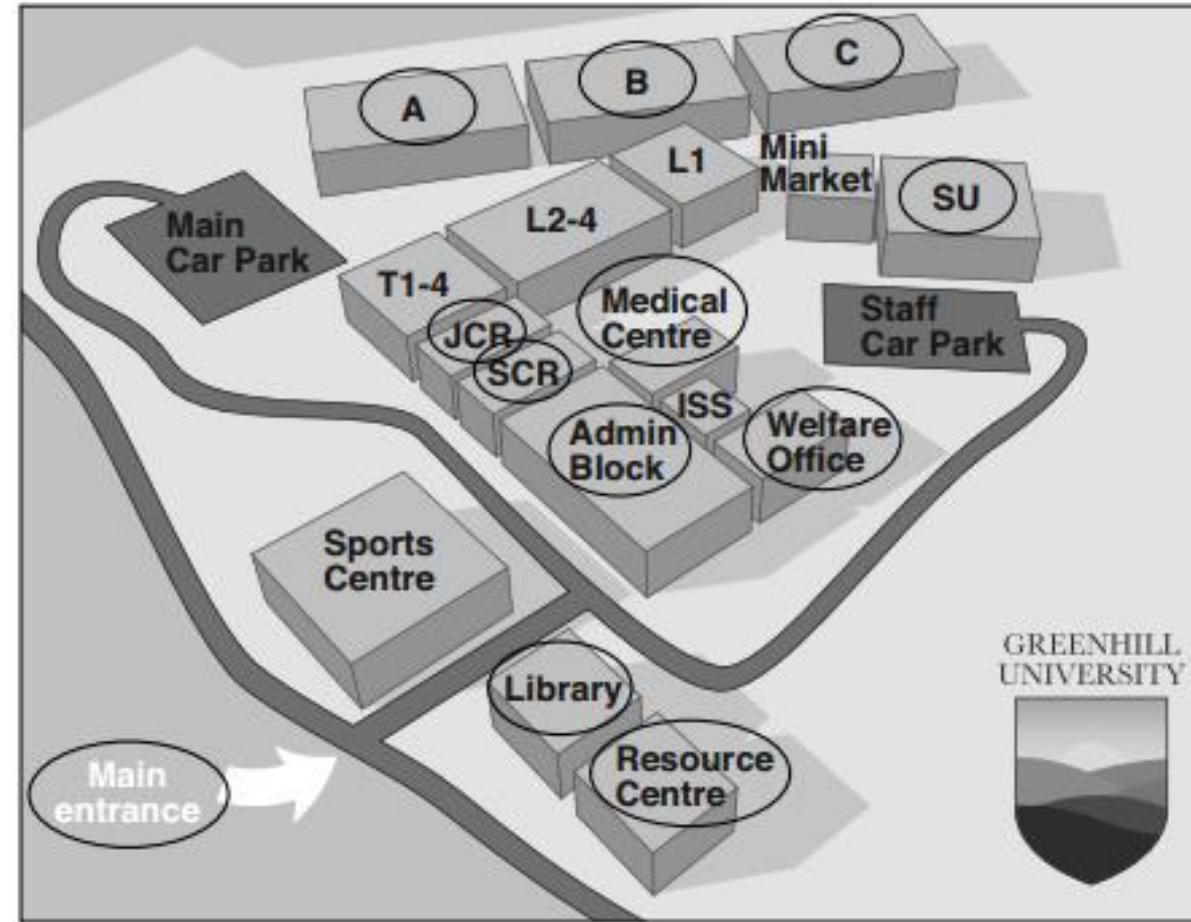
You are going to watch a short talk by Mrs Pinner. She defines several words in her talk.  1.6  1.C Watch the talk. Tick the correct definitions.



- | | | |
|-------------------------|-------------------------------------|--------------------------------------|
| 1. campus | <input checked="" type="checkbox"/> | money for a course |
| 2. resources | <input type="checkbox"/> | Senior Common Room |
| 3. fees | <input type="checkbox"/> | the university buildings |
| 4. Welfare Office | <input type="checkbox"/> | accommodation for students on campus |
| 5. JCR | <input type="checkbox"/> | things to help with studying |
| 6. SCR | <input type="checkbox"/> | place to go if you have problems |
| 7. hall of residence | <input type="checkbox"/> | special place for students |
| 8. Students' Union (SU) | <input type="checkbox"/> | Junior Common Room |



Place	What happens?
Library	
Resource Centre	
Administration Block	
Welfare Office	
Medical Centre	
JCR, SCR	
Halls of residence	
ISS	





Transferring information

Study the campus map on the opposite page.

1. Which places are mentioned in Mrs Pinner's talk? Find and circle them on the map.
2. What can students do in each place?



Remembering real-world knowledge

1.7 Listen and answer the questions.

What does a dean do at a British university?

He or she is responsible for a faculty.



1.7. Exercise E. Listen and answer the questions.

1. What does a dean do at a British university?
2. What does a bursar do?
3. What is a faculty?
4. What's another phrase for *hall of residence*?
5. Where are the social facilities for students?
6. What's the difference between the Welfare Office and the Medical Centre?

Dean of Education:	Peter Beech	<i>responsible for Fac. of Ed.</i>
Bursar:	Mrs Pearce	<i>deals with money</i>
Head of Year 1:	Pat Pinner	<i>Head of Yr. 1; resp. for schedule</i>
Accommodation Manager:	Bill Heel	<i>in charge of halls of res.</i>
Resource Centre Manager:	Ben Hill	<i>helps you find info.</i>
Head of ISS:	Tim Mills	<i>helps international students</i>



1.8

schedule	6
bursar	2
campus	3
education	1
lecture	4
library	5
accommodation	7
responsible	8
semester	9
union	10
resources	11
faculty	12

1. ca
2. bur
3. cam

4. lec
5. li
6. sche

7. da
8. spon
9. me

10. u
11. sour
12. fa

B**Identifying a new skill**

1. 1.9 1.D Watch another talk. Match the words and definitions.

- | | | |
|---------------|---------------------------------------|-----------------------------------|
| a. assignment | <input type="checkbox"/> | academic magazines |
| b. deadline | <input type="checkbox"/> | a small discussion |
| c. research | <input checked="" type="checkbox"/> a | a piece of work to do on your own |
| d. journals | <input type="checkbox"/> | the time to give in an assignment |
| e. tutorial | <input type="checkbox"/> | reading articles |

2. Read the **Skills Check**.

3. How does Mrs Pinner introduce each definition?

1.9 1.D Watch again. Tick the phrases you hear in the **Skills Check**.




1.9

Mrs Pinner : OK. As the Dean said, I'm Head of Year 1. That means I'm responsible for the schedule. In Year 1, you have five lectures a week. In two of those lectures, the lecturer will give you an assignment – that is, a piece of work to do on your own. Most assignments have a deadline. That is the time to give it in. The lecturer may say, for example, 'you have one week for this assignment', or 'you must finish this by next Tuesday'. Don't leave assignments until the last minute. Start work on them immediately. Sometimes assignments involve research – in other words, you must read some articles from journals, um, academic magazines, by scientists and researchers. There are many journals in the Resource Centre. You can use the Internet to do some research, but be careful – we'll talk more about using Wikipedia and so on for research later on. You have one tutorial each week. A tutorial is a small discussion with your tutor and some other students



Listening for definitions

 **1.10** Listen to some speakers. They define each word below. Write the definition in each case.

food court

place with lots of diff. rest.

vending machines

laundrette

crèche

gym

1. The SU has a food court – a place with lots of different restaurants.
2. When the food court is closed, you can use one of the vending machines, which are machines with food and drink.
3. There's a laundrette in the SU. In other words, you can wash your clothes there.

4. Did you know? There's a crèche every morning in the SU. It's a place to leave your children for a few hours.
5. Student A: Is there a gym on the campus?
Student B: Sorry? What's a gym?
Student A: It's a place to do exercise.
Student B: No, I don't think so.

Skills Check

Waiting for definitions

People often define words **after** they use the word for the first time.

Example:

*I'm the **Head of Year 1** – that means I'm **responsible for the schedule**.*

When you hear a new word, listen carefully. You may hear a definition. Listen for these phrases:

That means ...

That is ... / That's ...

I mean ...

In other words, ...

... which is / are ...

Sometimes, there is no special phrase, but **the next words** are a definition.

Example:

*The Students' Union has a food court – **a place with lots of different restaurants**.*



D Identifying consonant sounds

Read **Pronunciation Check 1**. 1.11 Listen and write the correct consonant in each word.

- | | | |
|-----------------|--------------------|---------------------|
| 1. <u>b</u> oth | 5. jo_____ | 9. _____eo_____le |
| 2. cam_____us | 6. _____ay | 10. _____ersonal |
| 3. clu_____ | 7. res_____onsible | 11. _____lace |
| 4. ex_____lain | 8. _____ursar | 12. _____ro_____lem |

1. both
2. campus
3. club
4. explain
5. job
6. pay
7. responsible
8. bursar
9. people
10. personal
11. place
12. problem



E Identifying vowel sounds

Read **Pronunciation Check 2**. 1.12 Listen and tick under the correct (underlined) vowel sound for each word.

		/ɪ/	/i:/
1.		/ɪ/	/i:/
2.	in	✓	
3.	fee		✓
4.	teach		✓
	mean		✓
5.	begin	✓	

		/ɪ/	/i:/
6.		/ɪ/	/i:/
7.	free		✓
8.	meet		✓
9.	ill	✓	
	it	✓	
10.	give	✓	

Pronunciation Check 1

Hearing consonants: /p/ and /b/

We make these two consonants with our lips together:

1. the soft sound in *pen* – /p/. We write this sound with *p*.
2. the harder sound in *Ben* – /b/. We write this sound with *b*.

Pronunciation Check 2

Hearing vowels: /ɪ/ and /i:/

The vowel sound in *fill* is short: /ɪ/.

The vowel sound in *feel* is longer: /i:/.

We usually write the short sound with *i*.

We often write the longer sound with *ea* or *ee*.

Voiced	Unvoiced
Ben	pen
do	to
gone	con
van	fan
gin	chin
zoo	Sue

1.4 Grammar for listening

Defining

We can define a noun with a general word plus more information.



subject	verb	general word	more information
A food court	is	a place	with many different restaurants.
A dean	is	a person	in charge of a faculty.
A vending machine	is	a machine	with food and drinks.
An article	is	a text	in a newspaper, journal or on the Internet.
A schedule	is	a list	of days and times.



Defining with subject-verb-complement

Study each photograph below.

1. How can you define each person, place or thing?
2. 1.13 Listen to some definitions. Which word or phrase is the speaker defining in each case?



a cafeteria



a lecture hall



a lab



a degree



a graduate



a projector



a theatre



a sports centre



a field trip



a librarian



1.13

- A sport centre **1. It's a place for tennis and squash and football.**
- Librarian **2. It's a person in charge of a library.**
- Lecture hall **3. It's a place for lectures.**
- Degree **4. It's a certificate for a university course.**
- Food court **5. It's a restaurant for students. You usually serve yourself.**
- Theatre **6. It's a place for plays and sometimes music concerts.**
- Laboratory **7. It's a place for experiments.**
- Field trip **8. It's work outside the university. You visit a place and do research.**
- Projector **9. It's a machine for showing slides, from Powerpoint, for example.**
- Graduate **10. It's a person with a degree.**

About 90 per cent of academic English is written in the present tense. The difficulty in academic English is that it uses very long sentences.

We can define an action with *means / is* and another verb in the gerund.

subject	verb	gerund	more information
Research	means	finding	information in books or on the Internet.
Access		getting	in.
Greeting	is	saying	hello.
Socializing		meeting	people in your free time.

Defining with subject-verb-gerund

1.14 Listen. How does the speaker define each action below?

1. revising
2. contributing
3. parting
4. graduating
5. advising
6. disagreeing

1. **revising**: It's going over something again, something you have studied before.
2. **contributing**: It means taking part in something, like a tutorial. It means giving your ideas or your opinion.
3. **parting**: It means saying goodbye.
4. **graduating**: It means getting your degree and leaving university.
5. **advising**: It is telling someone what to do.
6. **disagreeing**: It is saying you don't agree.

Activating ideas
what is happening in each picture



The talk will be about six British customs,
because sometimes international students get
them wrong.

1.15



Mr Mills: Hello. My name is Mills. Tim Mills. I'm sorry I wasn't here earlier in the week. I was feeling really ill. Anyway, I'm fine now so ... I want to talk to you for a few minutes about living in the UK. Every culture is different. You are learning a new language. You also need to learn a new culture. International students sometimes have problems because they don't know English very well. But sometimes international students have problems because they don't know British customs. For example, when do you shake hands with someone? Today, I'm going to talk about six things which international students sometimes get wrong.



C Practising a key skill



1.  1.16  1.F Watch and listen to the rest of the talk. What is the custom in Britain for each of the items in the pictures? Complete Table 1 below.

Table 1: *Some British customs*

custom	notes
greetings	Pleased to meet you. How do you do? Hi. / Hello.
handshakes	not with colleagues don't shake hands with other students every time
eye contact	look people in the eye even lecturers

social distance	60 cm, about arm's length
gender equality	male and female equal
participation	ask questions at the end of lectures take part in tutorials

2. Which of the customs are the same in Kurdish culture? Which ones are different? How?



Transferring information

Define each of the words and phrases in the first column of Table 1.

Mr /'mɪs.tər/ - a man

Miss /mɪs/ - an unmarried female

Mrs /'mɪs.ɪz/ - a married female

Ms /mɪz/ - a woman who perhaps you don't know if she is married



Let's start at the beginning.

Greetings – I mean, saying hello to someone. When you meet someone for the first time, you can say 'Pleased to meet you' or 'How do you do?'. Some English people just say 'Hi' or 'Hello'. All of these are fine. Secondly, be careful when you address people. You can't use titles – I mean Mr, Mrs, Professor – with a first name, like Mr John, or Mrs Mary or Professor Michael. You must use the surname with a title – Mr Williams, Mrs Pearce, Professor Jones. By the way, you call most lecturers at a British university Mr or Mrs or Miss. We only use Doctor if he or she has a PhD. Oh, and Professor. In Britain, a Professor is usually the head of department or faculty. Do not call all lecturers Professor.

Handshakes – shaking hands. We do shake hands a lot in Britain but not with colleagues, that is, people we work with or study with. So don't offer to shake hands with the other students every time you meet them.

What about eye contact? I mean, looking at people.

Perhaps, in your country, it is polite to look down when you are talking to an older person, or a person of the opposite. But not in Britain. Look people in the eye – your lecturers, the Professor, even the Vice Chancellor. They will not think you are disrespectful.

The next thing is social distance – in other words, how close you should stand to people. In Britain, we stand about 60 centimetres away from colleagues – that's about arm's length.

Next, gender equality. Gender means– male or female. So gender equality is the way we think about men and women in Britain. Basically, men and women are equal. You may have male lecturers, or female lecturers or a combination, but they are all equal – same pay, same level in the university.

Finally, **participation**, which means taking part in something. Lecturers sometimes ask questions during a lecture and they expect you to answer. They sometimes ask for questions at the end of a lecture. It is good to ask questions if you are not sure about something. And of course, lecturers expect active participation in a tutorial.

word	definition
greetings	
handshakes	
eye contact	
social distance	
gender equality	
participation	

ability (n) [= skill]
behaviour (n) /bɪ'heɪvjər/

best (adj)
certificate (n) /sə'tɪfɪkət/

college (n)
compulsory (adj) /kəm'pʌlsəri/

cram (v) to study a lot before an exam

curriculum (n)
degree (n)
dictionary (n) /'dɪkʃənəri/

dormitory (n)
drop (v) [a subject]

examination (n)
form (n)
graduate (n and v) /'grædʒuət/

keep (v) [order]

kindergarten (n)

last (v) to continue to happen, exist,

mixed (adj)

nursery (adj) [school]

primary (adj) [school]

punishment (n)

pupil (n)

residential (adj) A residential area has only houses and not offices

reward (n)

secondary (adj) [school]

semester (n)

set (v) [an exam]

single-sex (adj)

sit (v) [an exam]

stay on (v)

take (v) [an exam]

tertiary (adj)

treat (v)

[= behave towards]

tutorial (n)

worst (adj)

What do we call it when you stop studying a subject?

What do we call a school for both boys and girls?

VOWELS	monophthongs				diphthongs		Phonemic Chart voiced unvoiced	
	ɪ: sheep	ɪ ship	ʊ good	u: shoot	ɪə here	eɪ wait		
	e bed	ə teacher	ɜ: bird	ɔ: door	ʊə tourist	ɔɪ boy		
	æ cat	ʌ up	ɑ: far	ɒ on	eə hair	aɪ my		
CONSONANTS	p pea	b boat	t tea	d dog	tʃ cheese	dʒ June	k car	g go
	f fly	v video	θ think	ð this	s see	z zoo	ʃ shall	ʒ television
	m man	n now	ŋ sing	h hat	l love	r red	w wet	j yes

The 44 phonemes of Received Pronunciation based on the popular Adrian Underhill layout

adapted by **EnglishClub.com**

academic (adj) /,æk.ə'dem.ɪk/

access (n and v) /'æk.ses/

accommodation (n) /ə,kəm.ə'deɪ.ʃən/

article (n) /'ɑː.tɪ.kəl/

assignment (n) /ə'saɪn.mənt/

bursar (n) /'bɜː.sər/

campus (n) /'kæm.pəs/

contribute (v) /kən'trɪb.juːt/

crèche (n) /krefʃ/

deadline (n) /'ded.laɪn/

dean (n) /diːn/

degree (n) /di'ɡriː/

faculty (n) /'fæk.əl.ti/

fee (n) /fiː/

field trip /'fiːld ˌtrɪp/

fresher (n) /'freʃ.ər/

graduate (n and v) /'ɡrædʒ.u.ət/

hall of residence /,hɔːl əv 'rez.ɪ.dəns/

head (n) [of] /hed/

in charge [of] /tʃɑːdʒ/

lecture (n) /'lek.tʃər/

lecturer (n) /'lek.tʃər.ər/

sophomore /'sɒf.ə.mɔːr/

junior /'dʒuː.ni.ər/

senior /'siː.ni.ər/

librarian (n) /laɪ'breə.ri.ən/

look up (v) to become better

participation (n) /pɑːr'tɪs.ə'peɪ.ʃən/

professor (n) /prə'fes.ər/

projector (n) /prə'dʒek.tər/

research (n) /rɪ'sɜːtʃ/

resource centre /'riː.sɔːs/

responsible [for] /rɪ'spɒn.sə.bəl/

schedule (n) /'ʃedʒ.uːl/ /'skedʒ.uːl/

semester (n) /sɪ'mes.tər/

sixth form /'sɪksθ ˌfɔːm/

sixth form college /'kɒl.ɪdʒ/

socialize (v) /'səʊ.ʃəl.aɪz/

staff (n) /stɑːf/

Students' Union /,stjuː.dənt 'juː.ni.ən/

subject (n) /'sʌb.dʒekt/

tutorial (n) /tʃuː'tɔː.ri.əl/

undergraduate (n) /,ʌn.də'ɡrædʒ.u.ət/

vice chancellor (n) /,vaɪs 'tʃɑːn.səl.ər/

Speaking: Systems of education

Education should be compulsory for all children until the age of 18.

1.6 Vocabulary for speaking

/kəm'pʌlsəri/
Education systems

A Activating ideas

Read these statements. Do you agree or disagree with each one?

1. All schooling should be mixed, not single-sex. There should be girls and boys in the same class.

Schooling should be mixed.

I agree. It's better.

I disagree. I think girls learn better in single-sex schools.

2. Children should study all the subjects on the curriculum. They should not drop Geography, for example, at the age of 14.
3. All children should learn a foreign language.
4. There should not be physical punishment of children at any age.
5. Children with different abilities should be in different classes.

- **sit and take** – these are interchangeable when used with the word examinations; sit is not used here with its more common meaning;
- compulsory – /kəm'pʌlsəri/
- the meaning of the verb **treat**. It means how someone behaves towards you,
e.g., His parents **treated** him badly. The hotel staff **treated** us very well.

**B**

Practising new vocabulary

1. 1.17 Listen. Complete each dialogue with a word from the list on the right. Make any necessary changes.

1 A: When do you sit national examinations?

B: In Britain, we take them at 16 and at 18.

2 A: Is education compulsory in your country?

B: Yes, up to the age of 16.

3 A: When did you start school?

B: When I was three. I went to nursery school.

4 A: Who was your best teacher?

B: Mr Jarvis. He treated us as adults.

2. Practise the dialogues in pairs.

3. Write and say two more lines for each dialogue.



Developing independent learning

Study the dictionary entries for two words from this theme. The pronunciation is between two forward slashes (/ /).

1. What do the red symbols represent?
2. Identify the words below.

/ɪ t/

/f i: t/

/f ɪ l/

/g ɪ v/

it

feet

fill

give

/i: t/

/r i: d/

/f i: l/

/m i: t/

eat

read

feel

meat

sit (v) /**s i: t**/ 1. use a chair
2. take an examination,
e.g. *When do you ~ the IELTS exam?*

fee (n) /**f i:**/ 1. money you pay for a professional service 2. money you pay for a course of study;
USAGE NOTE: OFTEN PLURAL,
e.g., *The ~s for this course are very high.*

A Previewing vocabulary

1. 1.18 Listen to the words on the right. Tick the correct column to show the number of syllables.
2. Mark the stressed syllable on each two- and three-syllable word.
3. 1.19 Listen again and repeat the words.

B Hearing a model

You are going to hear a short talk from a student to his study group at university.

1. 1.20 Listen to the first part of the talk. Complete Table 1.
2. 1.21 Listen to the second part of the talk. Tick in Table 1:
 - the **schools** he went to.
 - the **exams** he took.
3. How does the student organize his talk?
4. Which tense does he use in each part of the talk? Why?

Table 1: *Education in the UK*

type of school	age range	exams at the end
nursery	3–5	none
primary ✓	5–11	most = none; a few = 11+
secondary ✓	11–16	GCSEs ✓
sixth form	16–18	A levels ✓

		1	2	3
a.	'after		✓	
b.	children		2	
c.	level		2	
d.	nursery			3
e.	primary			3
f.	secondary			3
g.	called	1		
h.	exam		2	
i.	school	1		
j.	sixth	1		

The information is given in chronological order

The present simple first part (general information).

The past simple second part (speaker's own experiences).



1.20

Britain has four kinds of school. They are nursery, primary, secondary and sixth form. Many British children go to nursery school at three or four. Children do not take exams at nursery school. At five, they move to primary school. Most primary schools are mixed. They stay there for six years and then they move to secondary school. Most children do not take exams at 11, but a few take the 11+ exam. Secondary school lasts five years. Most secondary schools are mixed. Children take exams called GCSEs at the age of 16. You can leave school after your GCSEs but many children stay at school for two more years. The last two years are called the sixth form. At the end of the sixth form, teenagers take A levels. You can leave school after A levels, but 50 per cent of British teenagers go on to university



1.21

I didn't go to nursery school. I started primary school at five. I was good at primary school and I liked the teachers. I didn't take the 11+ exam. I went to secondary school. I wasn't very good there and I didn't like the teachers. Well, there was one good teacher. I took GCSEs and then A levels. Then I decided to go to university.



Practising a model

The words that are stressed in a sentence are fundamental. Stressed words are usually: • louder • slower • higher in intonation

1. Study some of the sentences from the talk below. Underline the important words or phrases in each sentence.

- Britain has four kinds of school. They are nursery, primary, secondary and sixth form.
- Children don't take exams at nursery school.
- At four or five, they move to primary school.
- They stay there for six years and then they move to secondary school.
- Secondary school lasts five years.
- Children take exams called GCSEs at the age of 16.
- You can leave school after GCSEs or A levels. However, about 50 per cent of British teenagers go on to university.
- I didn't go to nursery school.
- I was good at primary school and I liked the teachers.
- I went to secondary school.



words have NOT been underlined (prepositions, pronouns, are, and)?

2. 1.22 Listen and check.

3. Practise saying the sentences.



Producing a model

1. Make some notes on:

- the education system in Kurdistan.
- your own education.

2. Give a short talk.

Other words in the sentence, such as prepositions and articles, are unstressed. This means they are:

- quieter
- faster
- lower in intonation



Discuss the main differences (or similarities) between the British education system and the Kurdish education system.

When do children start primary school?
When do they start secondary school?
How many 18-year-olds go to university?

(at 11 years)

Everyday English

Asking about words and phrases

A Activating ideas


What can you remember about these phrases?




- nursery school
- GCSE
- sixth form
- A levels
- primary
- take an exam / make an exam



B**Studying models**

Cover the conversations in Exercise C.

1. Look at the questions on the right. They are from conversations between students and tutors. What is the rest of the conversation in each case?
2.  1.23 Listen to the conversations. Number the sentences on the right 1 to 6 in the order you hear them.

- 
- 
- 6 Do you *take* an exam or *make* an exam?
 - 3 Does *primary* mean *first*?
 - 5 Is sixth form for 17- and 18-year-olds?
 - 2 What does *GCSE* mean?
 - 4 What are A levels?
 - 1 What's a nursery school?
- 





Practising conversations

Uncover the conversations. Practise in pairs.



- 1** A: What's a nursery school?
B: It's a school for young children.
A: How old are they?
B: They're between three and five.
- 2** A: What does *GCSE* mean?
B: It's an abbreviation.
A: I know. But what does it mean?
B: It means *General Certificate of Secondary Education*.
- 3** A: Does *primary* mean 'first'?
B: Yes, it does.
A: So does *secondary* mean 'second'?
B: That's right.

- 4** A: What are A levels?
B: They're exams in Britain.
A: When do you take them?
B: You take them at 18.
- 5** A: Is sixth form for 17- and 18-year-olds?
B: Yes, it is.
A: Why is it called *sixth form*?
B: Because it starts with the sixth year of secondary school.
- 6** A: Do you *take* an exam or *make* an exam?
B: We use the verb *take* with exams.
A: And what about assignments?
B: You *do* assignments.

D**Real-time speaking**

Work in pairs. Ask and answer questions about some words and phrases. Use patterns from the conversations above.

Student A

1. Look at the information on page 173.
Learn the meanings of some words connected with education.
2. Ask B about the other words.
3. Answer B's questions about your words.

Student B

1. Look at the information on page 177.
Learn the meanings of some words connected with education.
2. Answer A's questions about your words.
3. Ask A about the other words.

Theme 1: Everyday English

Student A

tertiary (*adj*)

form (*n*)

set (*v*)

graduate (*n* and *v*)

cram (*v*)

residential (*adj*)

kindergarten (*n*)

dormitory (*n*)

Theme 1: Everyday English

Student B

tertiary (*adj*)

form (*n*)

set (*v*)

graduate (*n* and *v*)

cram (*v*)

residential (*adj*)

kindergarten (*n*)

dormitory (*n*)

1.8 Learning new speaking skills

Giving general and personal information

A Saying vowels

1. Say each pair of words on the right. Make sure your partner can hear the difference.
2. Look at the transcript of the talk in Lesson 1.7 (pages 183–184).
 - a. Underline some words with the vowel sound /ɪ/.
 - b. Circle some words with the vowel sound /i:/.

	A	B
1.	fill	feel
2.	still	steal
3.	will	wheel
4.	list	least
5.	ill	eel
6.	sit	seat
7.	this	these
8.	hill	he'll
9.	his	he's
10.	is he	easy

B

Identifying a new skill (1)

- 1. Read Skills Check 1. How is the talk in Lesson 1.7 organized? General facts then personal experiences.
- 2. What can you remember about the talk in Lesson 1.7?
 - General facts?
 - Personal experiences?
- 3. Look at the extracts below from a talk about drama. Mark each sentence G for general facts or P for personal experiences.

		Children learn a lot about themselves in Drama.
G	1	Drama is a very important subject.
P	1	I took Drama for GCSE.
		I got a good pass in the examination.
		I was the main person in one of the plays.
		I wasn't very good, but I had a lot of fun.
		Most secondary schools in Britain have Drama classes.
		Some children take examinations in Drama at GCSE or A level.
		We did a lot of drama games, and we put

- What is the best organization in English? (general facts then personal experiences)
- What is the best organization in each paragraph? (chronological)
- What does 'chronological' mean? (earliest to latest)

Skills Check 1

Organizing a talk

You must organize information in a talk in a logical way.

In the talk in Lesson 1.7, the student wanted to describe:

- education in **general**;
- **his own** education.

The best organization in English is:

- **general** facts; then
- **personal** experiences.

Within each paragraph, the best organization is:

- **chronological** – earliest to latest, e.g., *nursery, then primary, then ...*

- 4. Number the G sentences in a logical order.
- 5. Number the P sentences in a logical order.

G	2	Children learn a lot about themselves in Drama.
G	1	Drama is a very important subject.
G	1	I took Drama for GCSE.
P	5	I got a good pass in the examination.
P	3	I was the main person in one of the plays.
P	4	I wasn't very good, but I had a lot of fun.
G	3	Most secondary schools in Britain have Drama classes.
G	4	Some children take examinations in Drama at GCSE or A level.
P	2	We did a lot of drama games, and we put on a play every term.

G	1	Drama is a very important subject.
G	1	I took Drama for GCSE.
G	2	Children learn a lot about themselves in Drama.
G	3	Most secondary schools in Britain have Drama classes.
G	4	Some children take examinations in Drama at GCSE or A level.
P	2	We did a lot of drama games, and we put on a play every term.
P	3	I was the main person in one of the plays.
P	4	I wasn't very good, but I had a lot of fun.
P	5	I got a good pass in the examination.

on a play every term.

4. Number the *G* sentences in a logical order.
5. Number the *P* sentences in a logical order.

C Identifying a new skill (2)

1. Read **Skills Check 2**.
2. Look again at the extracts in Exercise B. Underline all the present simple verbs. Circle all the past simple verbs.

D Rehearsing a new skill

Practise saying the sentences in Exercise B in order.
Remember to stress the key words.

Drama is a very important subject.

E Using new skills in a real-world task

Make a few sentences about this topic:

Popular subjects at school in Kurdistan and my favourite subject.

Skills Check 2

Choosing the tense

You must choose the correct tense for each part of a talk.

1. We talk about general facts which are true now with the present simple.
*There **are** four kinds of school in Britain.*
*Children **go** to primary school at four or five.*
*Secondary school **lasts** five years.*
*Children **don't take** exams at the end of primary school.*
2. We talk about events in the past with the past simple.
*I **was** good at primary school.*
*I **started** primary school at five.*
*I **didn't take** the 11+ exam.*

Which tense do we use for general facts?

(present simple)

Which tense do we use for events in the past?

(past simple)

1.9 Grammar for speaking

Present simple and past simple: with *be* and other verbs

In English, there are two kinds of verb, the verb *be* and other verbs.

①

1. The verb *be*: present simple

subject	verb	complement*	extra information
The 11+	is	an exam.	
A levels	are	exams.	
School	isn't	compulsory	after 16.
Classes	aren't	small	at secondary school.

*The correct name for any words after the verb *be* is the *complement*.

2. Other verbs: present simple

subject	verb	object	extra information
Many children	begin	school	at five.
Primary school	lasts	six years,	from five to 11.
Children	don't take	exams	at nursery school.
Primary	doesn't mean	second.	



Talking about general facts

Read the facts below about the education system in Britain.

Give a general fact about the education system in Kurdistan.

Kurdistan has different kinds of school.

1. Britain has four kinds of school.
2. They are nursery, primary, secondary and sixth form.
3. Many British children start school at four or five.
4. Education is compulsory up to the age of 16.
5. Pupils can leave school at 16.
6. Many pupils go on to sixth form.
7. There are exams called A levels at 18.
8. Fifty per cent of pupils go on to university.

1. The verb *be*: past simple

subject	verb	complement	extra information
I	was(n't)	good	at primary school.
The exams	were(n't)	easy	at 16.
I	was(n't)	a prefect	in the sixth form.

2. Other verbs: past simple

subject	verb	object	extra information
I	started	school	at five.
I	took	ten GCSEs	at the end of secondary school.
I	didn't leave	school	at 16.

B**Talking about past facts**

Read each fact about the education system in Britain.

Give true information about your own education in the past.

I started school at four.

1. Many British children start school at four or five.
2. Many children like their first school.
3. Pupils take exams at 16.
4. Many pupils don't like doing exams.
5. Some pupils leave school at 16.
6. Many pupils stay at school up to the age of 18.

1.10 Applying new speaking skills

What is a good teacher?

A Reviewing sounds (1)

1. Study the dialogues below.

- Underline the words with the vowel sound /ɪ/.
- Circle the words with the vowel sound /i:/.

1 A: How do you feel?
B: I'm really ill.

2 A: Did you eat the eel?
B: No, I didn't!

3 A: Is he his brother?
B: No, but she's his sister.

2. Practise the dialogues in pairs.

1. A: How do you feel?

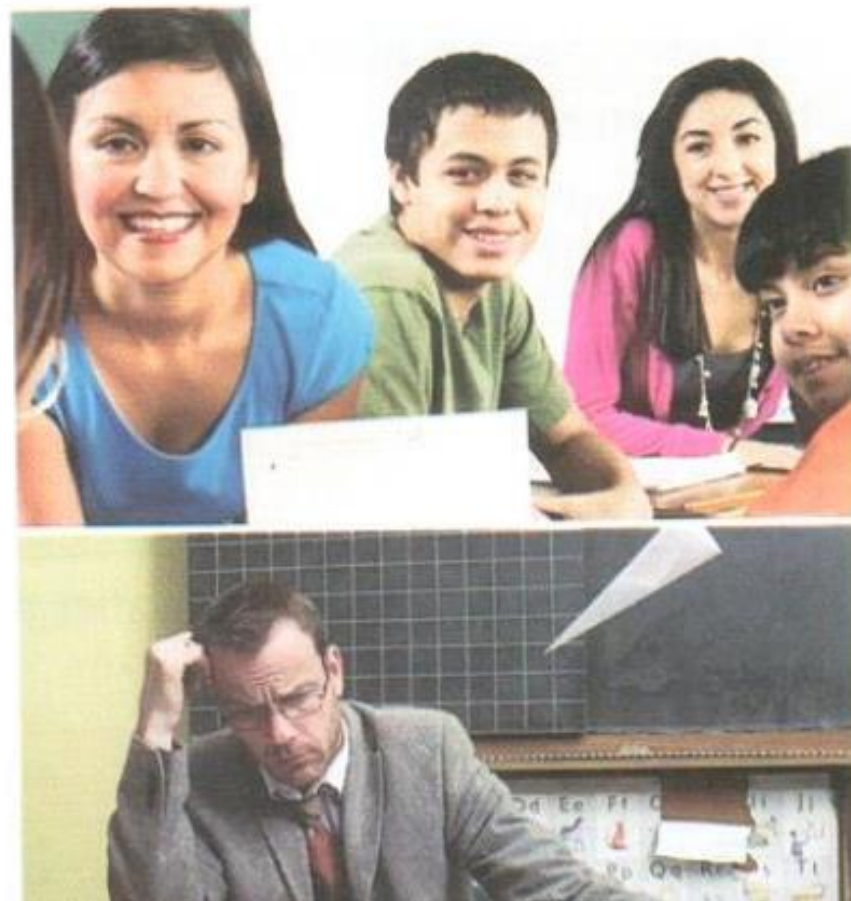
B: I'm really ill.

2. A: Did you eat the eel?

B: No, I didn't!

3. A: Is he his brother?

B: No, but she's his sister.



B**Reviewing sounds (2)**

Say each pair of words below. Make sure your partner can hear the difference.

	A	B
1.	bit	pit
2.	buy	pie
3.	bought	port
4.	open	Oban
5.	cab	cap

C Researching information

1. Work in two groups.
Group A: Read the text on page 177.
Group B: Read the text on page 173.
Underline the new words.
2. Ask the other members of your group about the new words.
3. Complete the correct part of Table 1.
4. Add any ideas of your own to your column.

D Giving a short factual talk

Stay in two groups, A and B.

1. Read 'Assignment 1. Which talk are you going to give?
2. Prepare your talk. Remember:
 - Choose the correct tense for each section.
 - Form the tense correctly.
 - Give definitions of new words.
 - Underline key words and phrases in your talk.
3. Practise giving your talk to your group.
4. Make new groups. There must be students from Group A and Group B in each group. Give your talk.
5. Ask about any new words.

Faculty of Education

Assignment 1

Reflect on your experiences of being a student.
In the next tutorial you must give a short talk.

Either:

- give your idea of good teachers and talk about the best teacher you ever had.

Or:

- give your idea of bad teachers and talk about the worst teacher you ever had.

good	bad
keep order (= stop bad behaviour)	sarcastic (= make fun of)
explain clearly	belittle children (= make feel small)
show enthusiasm (= like subject, excited about teaching)	unfair (= reward wrong children)
treat children as individuals (know names, personal facts)	give punishments (= bad things, wrong children)
sense of humour (make jokes)	
other ideas <ul style="list-style-type: none"> • eye contact • patient • mark work and return it quickly 	other ideas <ul style="list-style-type: none"> • angry, shout • don't return work • don't explain

173-177



accurate (*adj*)
analyze (*v*)
attachment (*n*)
[= document]
cut (*v*) [= take out]
data (*n*)
domain (*n*)
efficiently (*adv*)
experiment (*n*)
extracurricular (*adj*)
heading (*n*)
(the) Internet (*n*)
link (*n*)
manage (*v*)
mark (*n* and *v*)
opinion (*n*)
out (*adj*)
[= not in a library]
password (*n*)
paste (*v*)
permission (*n*)
plagiarism (*n*)
plagiarize (*v*)

plagiarize (*v*)
portal (*n*)
primary (*adj*)
[research]
program (*n*)
record (*n* and *v*)
relax (*v*)
remind (*v*)
respect (*v*)
2 search engine
secondary (*adj*)
[research]
sensibly (*adj*)
source (*n*)
subheading (*n*)
topic (*n*)
virus (*n*)
webpage (*n*)
website (*n*)
wireless (*adj*)



1. <i>domain</i>	a type of website, e.g., .ac = an academic website, probably a university	
2. <i>search engine</i>	a program which finds websites and webpages	with computers.
3. <i>the Internet</i>	the way computers in different locations are linked together to share information	our answers. academic website,
4. <i>webpage</i>	one page on a website	nd webpages
5. <i>website</i>	a set of webpages on the world wide web	tions are linked
6. <i>portal</i>	an entrance on the Internet to a set of resources	vide web set of resources
7. <i>virus</i>	a program which damages computer documents or programs	uter documents
8. <i>link</i>	a connection between two Internet documents	et documents er or documents
9. <i>password</i>	a way of protecting your computer or documents on your computer	

B**Building background knowledge**

Complete the text below with words from the list on the right. Make any necessary changes. Use a dictionary to check your ideas.

At university, lecturers often give assignments with deadlines, for example: 'You must write 2,000 words on a particular topic by next Tuesday.' You must do research for an assignment in the library or on the Internet. This is called secondary research. You must find out about the research and ideas of other people. However, sometimes you must do primary research. This is 'first' research. It means doing an experiment yourself and recording the results. You must then analyze your data.



Developing independent learning

1. Study the extract from a dictionary. What do the letters in brackets () mean?
2. How many meanings of *record* does the extract show?
3. Use your dictionary to find the part(s) of speech and the meaning(s) of these words: *save*, *access*, *mark*.

record (n) /'r e k ɔ: d/

1. a piece of information in writing; *Have you got a ~ of her name?* 2. a plastic disk with information on, usually music; *CDs are more popular than ~s nowadays.*

record (v) /r ɪ 'k ɔ: d/

1. to put information in writing; *I ~ ed the results in a table.* 2. to put information into electronic form; *The group are ~ing a new album at the moment.*

1.12 Real-time reading

University life

A Activating ideas

You are going to read an article (opposite). Read the **heading**.

1. What is the article about? Make a list of possible ideas, e.g., *schedules*.
2. What sort of information do you expect to find in the article? Tick one or more.

☐ jokes

☐ information

☐ news

☐ advice

☐ explanations

☐ rules

3. What tense(s) will be in the text? Why?
4. Read the **subheading**. Do you agree with the statement? Why (not)?

B Making and checking hypotheses

1. Read each **section heading**. Write one piece of advice for each section under **my advice** in the table below.

S	my advice	in the text
1.	eat sensibly	✓
2.		
3.		
4.		
5.		



Present simple, imperatives,

you must /should

S	my advice	in the text
1.	eat sensibly	✓ buy a calendar get enough sleep work hard relax – join social clubs
2.		respect flatmates clean kitchen and bathroom
3.		two hours' private study for every lecture
4.		learn how to listen to lectures, etc.
5.		research topics

accommodation,
money, fees,
exams, degrees,
subjects,
research,
semester,
tutorial,
assignments,
deadlines,
faculty,
professor, food
court

C Understanding vocabulary in context

These words in the text may be new to you. Match each word to a dictionary definition.

- | | | |
|--------------------|---|---|
| 1. sensibly | 8 | (v) organize or control; <i>They ~ their money very well.</i> |
| 2. extracurricular | 5 | (n) personal idea or view; <i>In my ~, the library is better than the Internet for most research.</i> |
| 3. respect | 6 | (n) allowing someone to do something; <i>Have you got ~ to be here?</i> |
| 4. efficiently | 7 | (v) make someone remember something; <i>The lecturer ~ me to give in the assignment tomorrow.</i> |
| 5. opinion | 3 | (v) show someone you have a good opinion of them; <i>You should ~ people who are older than you.</i> |
| 6. permission | 1 | (adv) in a correct or practical way; <i>He does not always behave ~.</i> |
| 7. remind | 4 | (adv) with no waste of time; <i>If you do this job ~, it will only take a short time.</i> |
| 8. manage | 2 | (adj) after lectures; <i>There are many ~ activities at this university.</i> |

D Developing critical thinking

Discuss these questions.

1. Which piece(s) of advice in the text do you agree with?
2. Which piece(s) of advice do you disagree with?

Schools are like prisons. Discuss.

Life ... at university

University life is different from school life in many ways.

1 University life sometimes means living away from home.

Now you are responsible for your life. In the past, perhaps, your parents **managed** your life. Perhaps they made meals for you, took you to school and **reminded** you to do homework or revise for a test. Now, you must do everything for yourself. Buy a calendar. Mark all the important dates and times on it – lectures, deadlines for assignments, the dates of tests and examinations. Never miss deadlines, and always prepare for tests and examinations.

You are also responsible for

3 University life usually means working harder at your studies.

You probably found school work hard sometimes. But university work is usually much harder. Don't worry about this. Most university students feel the same. Always do your best. Spend at least two hours on private study for every hour of lectures.

4 University life sometimes means learning new language skills.

You learnt English at school. Your English is good. But you need new language skills at university. Learn



1.13 Learning new reading skills

Reading advice leaflets

A Reviewing vocabulary

Make a phrase with each of the verbs below.

manage your life

manage eat respect do miss spend
think listen participate write

B Identifying a new skill (1)

1. Read **Skills Check 1**. What should you look at before you start reading?
2. Study the titles and introductions below. Match each title and introduction to one paragraph on the right.
3. What other information do you expect to read in the same text?

*manage your life, eat healthily,
respect fellow students, do research,
miss deadlines, spend time studying,
Think critically, listen to lectures, participate in
tutorials, write essays.*

Skills Check 1

Preparing to read

1. Read the title or heading of an article. Think: *What information is in this text?*
2. Read the introduction or first paragraph. Think: *Is my prediction correct?*

*manage + a business / your money / a
department / your time
eat + well / badly / too much / too little
respect + someone's opinion / your parents /
your teachers / someone's property*

1

Staff at Greenhill University

We are delighted to welcome you to the university. We would like to introduce you to some of the staff so you know who to go to if you have any problems.

must is used for very strong advice and for instructions

2

University Sports Club

Do you want to get fit, or just have some fun with friends? Come and join the university's own sports club in the Sports Centre near the main entrance.

3

Using the projector

It is easy to use the projector in each tutorial room if you follow these simple instructions.

4

IT Services and Support

We're here to make sure you stay connected everywhere on the campus.

5

IMPORTANT NOTICE

Portable Electrical Equipment

In accordance with the Electricity at Work regulations 1990, we must test all electrical equipment for safety.

4

Using your own PC/laptop

All rooms in the halls of residence have Internet connections free of charge. Note: This is not wireless. You must buy a cable from the IT Support Office.

5

Inspection day

Please leave all electrical equipment on your desk on the day of the inspection. Each item costs £1.10. The inspector will put a sticker on each safe item.

1

Mr Mills is in charge of ISS, the International Student Support service. Go to Mr Mills if you want extra help with your English, for example.

2

Opening hours

7.00 a.m.–10.00 p.m. Monday to Friday
9.00 a.m.–6.00 p.m. Saturday and Sunday

3

- Switch on the device. (The Power On switch is on the underside.)
- Switch on your laptop.
- Go to PowerPoint on your laptop.

B Identifying a new skill (1)

1. Read **Skills Check 1**. What should you look at before you start reading?
2. Study the titles and introductions below. Match each title and introduction to one paragraph on the right.
3. What other information do you expect to read in the same text?

What should you do before you read a text?(read the title or heading)

Why is this a good idea? (it helps you predict the text)

Why should you read the introduction or first paragraph? (you can check your predictions)

Skills Check 1

Preparing to read

1. Read the title or heading of an article. Think: *What information is in this text?*
2. Read the introduction or first paragraph. Think: *Is my prediction correct?*

C Identifying a new skill (2)

1. Read **Skills Check 2**.
2. Underline all the pieces of advice and all the instructions in the texts above.

Skills Check 2

Recognizing advice and instructions

We use the imperative to give advice.

Buy a calendar.

Don't worry.

We also use the imperative to give instructions.

Switch on the device.

relationship

sociable

hobbies

change

sit

individual

webpage

details

worry

own

1- Do you a lot?

1. WORRY

2- Do you like being on your?

2. OWN

3- Can people their behavior?

3. CHANGE

4- Extroverts are

4. SOCIABLE

5- Some admission officers at university want to know about your and interests.

5. HOBBIES

6- The form asks for personal, such as name and address.

6. DETAILS

7- When do you national examinations?

7. SIT

8- is one page on a website.

8. WEBPAGE

9- A person is

9. INDIVIDUAL

10- People have with other people.

10. RELATIONSHIP

Match the words to their definitions.

- | | | |
|---------------|-----------------|---|
| 1. D | 1. Journals | a. in a correct and practical way |
| 2. F | 2. Assignment | b. a program which damages computer programs |
| 3. E | 3. Graduation | c. a restaurant for students |
| 4. C | 4. Cafeteria | d. academic magazines |
| 5. B | 5. Virus | e. getting your degree and leaving university |
| 6. G | 6. Food court | f. a piece of work to do on your own |
| 7. A | 7. Sensibly | g. a place with lots of different restaurants |
| 8. K | 8. Socializing | h. show someone you have a good opinion of them |
| 9. L | 9. domain | i. a set of webpages on the world wide web |
| 10. H | 10. respect | j. with no waste of time |
| 11. J | 11. efficiently | k. meeting people in your free time |
| 12. I | 12. Website | l. a type of website |
| 13. O | 13. Schedule | m. a place to leave children for a few hours |
| 14. M. | 14. Crèche | n. a place to do exercise |
| 15 N | 15. Gym | o. a list of days and times |

According to the text below are the sentences true (T) or false (F)?

Do not get all your information from one source. Firstly, perhaps the source is not accurate. Secondly, perhaps the source does not have complete information. Finally, you risk plagiarism see below. Choose at least three academic sources. Never use Wikipedia! It is not an academic site. Take notes from each source. Then use your own words to report the information. Always record your sources. At one time, it was easy to find the source again. Nowadays. It is often hard to find a website a second time. Copy the complete web address of the article. Write the date of your search. Keep it with your notes.

- | | |
|--|---|
| <i>1- You can find all information you need from one source.</i> | <i>T / <input checked="" type="radio"/> F</i> |
| <i>2- All sources are accurate.</i> | <i>T / <input checked="" type="radio"/> F</i> |
| <i>3- Wikipedia is not an academic site.</i> | <i><input checked="" type="radio"/> T / F</i> |
| <i>4- Report information in your own words.</i> | <i><input checked="" type="radio"/> T / F</i> |
| <i>5- Nowadays, it is not easy to find a website again.</i> | <i><input checked="" type="radio"/> T / F</i> |

Imperatives have no subject. We make the negative with the auxiliary *Don't*. We can sometimes make the sentence stronger with *always* and *never*. ⑤

	verb	other information	auxiliary	verb	other information
	Relax!			worry!	
	Be	happy.		be	worried.
	Buy	a calendar.	Don't	use	their possessions.
	Eat	sensibly.		write	carelessly.
	Revise	for tests.		go	into their rooms.
Always	do	your best.	Never	use	their possessions.

A Predicting advice with imperatives

All the phrases below come from a leaflet about using the Internet safely. Read each verb and think: *What will the advice be?*

1. Be careful with your credit card details.
2. Don't click ... on links in e-mails from strangers.
3. Don't open...e-mail attachments if you don't know the sender.
4. Install ... a good antivirus program.
5. Never give ... your name and address in a chat room.
6. Protect ... your data with a password.
7. Turn off wireless and Bluetooth in public areas.



Time phrases tell you the time of a sentence. Time phrases can come at the beginning or the end of a sentence. ⑥

time phrases	subject	verb	other information
Now,	you	are	responsible for your life.
In the past,	your parents	managed	your life.



Predicting time with time phrases

What time is the writer talking about in each of the phrases below? Tick present or past.

	present	past
At one time,		✓
At that time,		✓
At the moment,	✓	
At the present time,	✓	
Currently,	✓	
In her childhood,		✓

	present	past
In the 20 th century,		✓
Last week,		✓
Now,	✓	
Nowadays,	✓	
Then,		✓
Yesterday,		✓

1.15 Applying new reading skills

Doing research

Web Images Videos Maps News Shopping Mail more ▼

Google plagiarism Search

About 5,160,000 results (0.11 seconds) Advanced search

Everything
 News
 Books
 More

The web
 Pages from the UK
 Any time
 Latest
 Past 2 days
 Standard view
 Wonder wheel
 More search tools

Free Check For Plagiarism
www.Grammarly.com/Plagiarism_Checks Check Your Papers For Plagiarism And Correct Grammar Errors Now!

Online Plagiarism Checker
WriteCheck.Turnitin.com Originality checking for STUDENTS From the makers of Turnitin

Plagiarism.org
 Welcome to **Plagiarism.org**, the online resource for people concerned with the growing problem of internet **plagiarism**. This site is designed to provide the ...
www.plagiarism.org/ - Cached - Similar

Plagiarism - Wikipedia, the free encyclopedia
Plagiarism, as defined in the 1995 Random House Compact Unabridged Dictionary, is the "use or close imitation of the language and thoughts of another author ...
 Etymology - Sanctions - Defenses - Self-plagiarism
en.wikipedia.org/wiki/Plagiarism - Cached - Similar

Plagiarism | Define Plagiarism at Dictionary.com

Sponsored links

Plagiarism
 Software checks for Plagiarism
Plagiarism and Anti - Plagiarism
TurnitinSafely.com/Plagiarism

Plagiarism Software
 Use the automatic tool for
 avoiding and eluding it.
Synonymizer.com.ar

Dissertation Proofreading
 International Students:
 Get up to 20% better grades!
www.CorrectandPass.com

See your ad here -

A

Reviewing vocabulary

What can you ...

- | | | | | |
|------------------------|----------------|-----------------|-----------|------------|
| 1. be responsible for? | 3. revise for? | 5. respect? | 7. spend? | 9. record? |
| 2. manage? | 4. miss? | 6. worry about? | 8. share? | |

B Predicting content

You are going to read the text on the opposite page.

1. Read the heading and the first paragraph. What is the text about?
2. What advice will the text contain? Make some predictions.
3. Read the section headings. Check your predictions to see if they were correct.

The text is about doing research.

Go to the library; Use academic sources; Use more than one source; Avoid plagiarism.

C Understanding advice

1. Read the text. Tick the advice from the text. Correct any pieces of advice.

- a. Do a lot of research. ☒
- b. Always do research in a library. ☒
- c. Never use the Internet. ☐
- d. Don't read sites with .co.uk or .com. ☐
- e. Don't read private sites. ☐
- f. Don't read sites with .org or .gov. ☐
- g. Always start with Wikipedia. ☐
- h. Report information in your own words. ☐
- i. Cut and paste interesting parts of websites. ☐

a. Do a lot of research.	✓	
b. Always do research in a library.	✗	Go to the library if possible.
c. Never use the Internet.	✗	Use the Internet if you can't find good books for your research.
d. Don't read sites with .co.uk or .com.	✓	
e. Don't read private sites.	✓	
f. Don't read sites with .org or .gov.	✗	These are good sites after .ac or .edu.
g. Always start with Wikipedia.	✗	Never use this site.
h. Report information in your own words.	✓	
i. Cut and paste interesting parts of websites.	✗	Always take notes.

2. Why does the writer give each piece of advice?

a. Do a lot of research.	✓	
b. Always do research in a library.	✗	Go to the library if possible.
c. Never use the Internet.	✗	Use the Internet if you can't find good books for your research.
d. Don't read sites with .co.uk or .com.	✓	
e. Don't read private sites.	✓	
f. Don't read sites with .org or .gov.	✗	These are good sites after .ac or .edu.
g. Always start with Wikipedia.	✗	Never use this site.
h. Report information in your own words.	✓	
i. Cut and paste interesting parts of websites.	✗	Always take notes.

a. Because you will get good marks

b. Because a library is organized, the information is checked and librarian helps you.

c. (given)

d. Because they are commercial, trying to sell you something.

e. Because nobody has checked these sites.

f. Because these are not commercial sites.

g. Because it is not an academic site.

h. Because you must avoid plagiarism.

i. Because you must avoid plagiarism.

2. Why does the writer give each piece of advice?

a. Because you will get good marks.

b. Because a library is organized, the information is checked and the librarian can help you.



Present or past?

Read the final section, **Avoid plagiarism**, again. Mark the sentence(s) of the paragraph which:

- give general facts (GF)
- talk about the present (PRES)
- talk about the past (PAST)
- give advice (ADV)

4. Avoid plagiarism

Plagiarism is copying someone's work. The word comes from Latin. It means to 'steal or kidnap'. At one time, students stole paragraphs from webpages. Lecturers accepted their work. But in 2001, a lecturer at an American university checked student assignments. He had a new computer program. He found 158 cases of plagiarism. Forty-eight students had to leave the university. Nowadays, all university lecturers use computer programs. They find plagiarism easily. Don't cut and paste from websites. Sometimes, the lecturer gives no marks for an assignment with plagiarism. Sometimes, the university asks the student to leave.

GF	Plagiarism is copying someone's work. The word comes from Latin. It means to 'steal or kidnap'.
PAST	At one time, students stole paragraphs from webpages. Lecturers accepted their work. But in 2001, a lecturer at an American university checked student assignments. He had a new computer program. He found 158 cases of plagiarism. Forty-eight students had to leave the university.
PRES	Nowadays, all university lecturers use computer programs. They find plagiarism easily.
ADV	Don't cut and paste from websites.
GF	Sometimes, the lecturer gives no marks for an assignment with plagiarism. Sometimes, the university asks the student to leave.

Research at university

You must do a lot of assignments at university. For most of the assignments, you must do research. Do a lot of research. Then you will get good marks. But you must do *good* research.

1. Go to the library

At one time, students did research in the university library. Nowadays, most students do research on the Internet. But the university library is still there. It is still an excellent place for students. Try the library first! Firstly, the information is organized. Secondly, it is checked. Thirdly, the librarian can help you. But perhaps the library is closed or the book you want is out. Then you must use the Internet.

2. Use *academic* sources

Type 'What is a good teacher?' into Google. You get nearly four million webpages! But a lot of those pages are commercial. Look for the domains .co.uk and .com. Don't read these sites. They want to sell you something. Other webpages are private sites. A tilde (~) says 'This is a private site'. Don't read these sites either. Nobody has checked the information on these sites. Look for academic sites (.ac and .edu). Look also for .org and .gov. These are not commercial sites.

3. Use more than one source

Do not get all your information from one source. Firstly, perhaps the source is not accurate. Secondly, perhaps the source does not have complete information. Finally, you risk plagiarism – see below. Choose at least three academic sources. Never use Wikipedia! It is not an academic site. Take notes from each source. Then use your own words to report the information. Always record your sources. At one time, it was easy to find the source again. Nowadays, it is often hard to find a website a second time. Copy the complete web address of the article. Write the date of your search. Keep it with your notes.

4. Avoid plagiarism

Plagiarism is copying someone's work. The word comes from Latin. It means to 'steal or kidnap'. At one time, students stole paragraphs from webpages. Lecturers accepted their work. But in 2001, a lecturer at an American university checked student assignments. He had a new computer program. He found 158 cases of plagiarism. Forty-eight students had to leave the university. Nowadays, all university lecturers use computer programs. They find plagiarism easily. Don't cut and paste from websites. Sometimes, the lecturer gives no marks for an assignment with plagiarism. Sometimes, the university asks the student to leave.

some comprehension questions

Why is the library a good place to do research?

(organized information, checked information, librarian can help)

- How do you know if a site is commercial?

(the domains will be .co.uk or .com)

- Why should you use different sources for your information?

(to be accurate and complete and to avoid plagiarism)

- What does *plagiarism* mean?

(copying someone else's work)

Knowledge quiz Education

How much have you learnt about education in Theme 1 so far?
Test your knowledge and your partner's knowledge.

- 1** How many parts of a university campus can you name?



- 2** What do you know about these customs in the UK?



- 3** What do these pictures show?





How many types of school are there in the UK? What do you know about each type?



5

What is a good teacher?



6

What is a bad teacher?



address (*n*)
applicable (*adj*)
applicant (*n*)
application (*n*)
apply (*v*)
appropriate (*adj*)
block capital
collect (*v*)
complete (*v*)
contents (*n*)
date of birth
delete (*v*)
detail (*n*)
edit (*v*)
employment (*n*)
experience (*n*)
form (*n*)
full (*adj*) [name]
hobby (*n*)
interest (*n*)
level (*n*)
lower case
membership (*n*)

organize (*v*)
paragraph (*n*)
participate (*v*)
print (*v*)
punctuation (*n*)
qualification (*n*)
referee (*n*)
require (*v*)
rewrite (*v*)
select (*v*)
space (*n*)
statement (*n*)
status (*n*)
subject (*n*)
surname (*n*)

1.16 Vocabulary for writing

Getting into a university

A Activating ideas

How do you get into a university in Kurdistan? Explain the process.

B Understanding new vocabulary

Complete the leaflet below. Use words from the vocabulary list on the right. Make any necessary changes.

How do I get into a UK university?

1. You can apply direct to the university of your choice.
2. You must complete an application form, in paper or online.
3. The form asks for personal details, such as name and address.
4. These details include information about your education and your qualifications.
5. You must demonstrate that your language level is high enough to take a tertiary course in English.
6. You must also complete a Personal Statement.
7. This statement tells the university your reasons for applying for a particular course.
8. You must also tell the university about any work experience, full-time or part-time.
9. Some admissions officers at university want to know about your hobbies and interests.
10. You must supply the name of a referee – a teacher in Kurdistan, for example, who can write about your suitability as a university student.



Developing independent learning

In English-English dictionaries, words with the same root appear near each other. See the example below.

1. Study the dictionary entries for some words from this theme. What is the root?
2. Use your dictionary to find words related to some of the words in the list on the right.
 - the noun from *delete*
 - the noun for a person who edits a book
 - the noun from *organize*
 - the plural of *hobby*
 - the verb from *qualification*

applicable (*adj*) fitting the situation, e.g., *Is this rule ~ to me?*

applicant (*n*) a person who applies for a job or a place on a course; ~s *must write a Personal Statement.*

application (*n*) a document, usually a form, with information about an applicant, e.g., name, address, nationality; *Please complete the ~ form in block capitals.*

apply (*v*) 1. send information about yourself to get a job or a place on a course; 2. fit the situation; *This rule does not ~ to me because I am a student at the university.*

Science is the root word for *scientist* and *scientific*.

Happy is the root for *unhappy* and *happiness*.

It is often the shortest word in the group.

1. *apply* is the root
2. *deletion, organization, qualify, editor, hobbies*

When do we fill in (complete) application forms? (To join clubs, organizations, universities, etc., and to apply for jobs.)

Why has Ricardo completed the form? (He wants to join the university sports club.)

- written in the last column
- put crosses in boxes (not ticks) and used more than one box
- not written date in correct format

1.17 Real-time writing

An application form and a Personal Statement

A Understanding a discourse structure (1)

1. Find and circle the instructions on the form below.
2. What mistakes has the person made in completing the form?

University Sports Club																	
Application form																Do not write in this space	
Title	Mr Mrs Miss Ms Dr (delete as applicable)																
Sex	M / F <input checked="" type="checkbox"/> (circle as appropriate)																
Please PRINT one letter only in each space. Use BLACK ink only.																	
First name(s)	R	i	c	a	r	d	o		G	u	i	l	e	r	m	o	
Surname	M	o	r	e	n	o											
E-mail address	r	i	k	12	@	h	o	t	m	a	i	l	.	c	o	m	
Membership required	Single <input checked="" type="checkbox"/> Family <input type="checkbox"/> Swim and Gym Only <input checked="" type="checkbox"/> (Tick one)																
Date of birth (DD/MM/YYYY)	20th October 85																

If you want to apply to a British university you must do two things:

- complete an application form;
- write a Personal Statement.

B Performing a real-world task
Complete the application form below with true information about you.

University Sports Club																		
Application form																	Do not write in this space	
Title	Mr Mrs Miss Ms Dr (delete as applicable)																	
Sex	M / F (circle as appropriate)																	
Please PRINT one letter only in each space. Use BLACK ink only.																		
First name(s)																		
Surname																		
E-mail address																		
Membership required	Single <input type="checkbox"/> Family <input type="checkbox"/> Swim and Gym Only <input type="checkbox"/> (Tick one)																	
Date of birth (DD/MM/YYYY)																		



Understanding a discourse structure (2)

Study the application form and the Personal Statement on the opposite page.
Complete the Personal Statement with information from the application form.

*full name
place*



Producing key patterns

Study the openings of sentences from the Personal Statement. Complete each sentence with true information about you.

- | | |
|---------------------------|--|
| 1. My name is _____ | 1. Full name _____ |
| 2. I was born _____ | 2. Place and date of birth _____ |
| 3. I attended _____ | 3. Names of schools and dates _____ |
| 4. I am studying at _____ | 4. Place of study _____ |
| 5. I am taking _____ | 5. Subjects and/or exams _____ |
| 6. Out of school, I _____ | 6. Hobbies, part time jobs, etc. _____ |

Greenhill University

Application form

By completing this form, you consent to the university passing your personal details to our agent in your region.

Complete the form in BLOCK CAPITALS.

Title	Mr Mrs Miss Ms Dr (delete as applicable)												Official use only				
First name(s)	O	L	I	V	I	A		A	M	A	N	D	A				
Surname	M	A	R	T	I	N	S										
Status	SINGLE																
Place of birth	LONDON, UK																
Date of birth (DD/MM/YYYY)	15/04/1992																
Nationality	BRITISH																
Course applied for	BA EDUCATION (SPECIAL INTEREST: PRIMARY TEACHING)																
Schools	School								From (month/year)				To (month/year)				
	PENNINGTON PRIMARY SCHOOL								SEP 98				JUL 04				
	LYMINGTON SECONDARY SCHOOL								SEP 04				JUL 09				
	BROCKENHURST SIXTH FORM COLLEGE								SEP 09				NOW				
Qualification(s)	10 GCSES, INC. MATHS, BIOLOGY, FRENCH A LEVELS (EXAMS IN JUNE 2011 + EXPECTED GRADE) ENGLISH (B), PSYCHOLOGY (B), DRAMA (C) TRAINED IN FIRST AID LIFE-SAVING CERTIFICATE																
Employment	PART-TIME FOR PUBLISHING COMPANY - RESEARCH FOR PRIMARY SCHOOL BOOKS																
Hobbies and interests	FOOTBALL (CAPTAIN AT SEC. SCH.), GUIDES, LOCAL YOUTH THEATRE																

Personal Statement

My name is Olivia Amanda Martins and I am eighteen years old. I am British.
I was born in London ^{15th April 1992} on 15th April 1992. I am single. I live in Lymington on the south coast of England.

I am applying for the BPT course ^{Edw}. I want to study ^{Edw} because I enjoy learning about this subject very much. I am particularly interested in primary edw.
I hope to become primary teacher.

I attended Pennington Primary School from September 1998 to July 2004. I went to Lymington Secondary School from Sep 2004 to July 2009. Then I enrolled at sixth form college. I am studying at Brockenhurst Sixth Form College now. I started in September 2009. I am doing English, Psychology and Drama in the sixth form.

At the end of secondary school, I obtained ten GCSE's in a wide range of subjects, including Maths, Biology and French. Next year, I hope to get a B in English 2d ^{Psych} and C in Drama.
I am trained in first aid, and I also have life saving Certificate.

At secondary school, I was the captain of the. Out of school, I go to Guides. I also participate in a local youth theatre.

At the moment, I am writing part-time for a local publishing company. I am doing research for a series of books for primary children.

In conclusion, I am a hard-working student. I get on well with people of all kinds. I believe that primary teaching is the career for me because I like working with young children.



Personal Statement

My name is Olivia Amanda Martins and I am eighteen years old. I am British. I was born in **London on 15th April 1992**. I am **single**. I live in Lymington on the south coast of England.

I am applying for **the BA course in Education**. I want **to study Education** because I enjoy learning about this subject very much. I am particularly interested in **primary education**. I hope to become **a primary teacher**. I attended Pennington Primary School from September 1998 to July 2004. I went to Lymington Secondary School **from September 2004 to July 2009**. Then I enrolled at sixth form college.

I am studying at Brockenhurst Sixth Form College now. I **started** in September 2009. I **am taking** English, Psychology and Drama in the sixth form. At the end of secondary school, I obtained **ten GCSEs** in a wide range of subjects, including Maths, Biology and French. Next year, I hope to get **a B in English and Psychology and a C in Drama**. I am trained in first aid, and I also have **a life-saving certificate**. At secondary school, I **was the captain of the girls' football team**. Out of school, I go to Guides. I also participate in **a local youth theatre**.

At the moment, I **am working** part-time for a local publishing company. I **am doing** research for a series of books for primary children.

In conclusion, I am a hardworking student. I get on well with people of all kinds. I believe that primary teaching is the career for me because I like working with young children.

1.18 Learning new writing skills

Paragraphs from a Personal Statement

A Developing vocabulary

All these words from the theme have the same vowel sound. What is the sound? What is the correct spelling?

1. Write one or two letters in each space.

- | | |
|----------------|-----------|
| 1. a. increase | f. study |
| b. eighteen | g. teach |
| c. faculty | h. mean |
| d. read | i. leave |
| e. details | j. degree |

2. Read **Skills Check 1** and check your answers.
3. Write some more words with each pattern, e.g., *agree*.

Skills Check 1

Spelling the /i:/ sound

There are five main ways to spell this sound.

e	<i>me, we, he, details</i>
ee	<i>green, see, degree, eighteen</i>
ea	<i>read, teach, mean, leave, easy</i>
ie	<i>achieve, believe, thief</i>
y	<i>history, very, study, faculty</i>

... from each pattern, e.g., agree.

B Identifying a new skill

1. Read **Skills Check 2**.
2. Study the list of paragraph topics below. Read the sentences from a Personal Statement below. Write the number of the correct paragraph next to each sentence.

- | | |
|--------------------------|----------------------------|
| • 1. Personal details | • 5. Qualifications |
| • 2. Course + reasons | • 6. Hobbies and interests |
| • 3. Schools in the past | 7. Work |
| 4. School now + subjects | 8. Conclusion |

- | |
|--|
| <input type="checkbox"/> 6 I also participate in a small music group. |
| <input type="checkbox"/> 2 I am applying for the BA course in Engineering. |
| <input type="checkbox"/> 1 I am married. |
| <input type="checkbox"/> 4 I am not studying at school now. |
| <input type="checkbox"/> 2 I am particularly interested in machines. |
| <input type="checkbox"/> 7 I am working full-time as a sales assistant at the moment. |
| <input type="checkbox"/> 6 I enjoy playing the guitar and writing music. |
| <input type="checkbox"/> 8 I believe that engineering is the career for me because I like working with machines. |
| <input type="checkbox"/> 4 I finished school in July 2009. |
| <input type="checkbox"/> 1 I live in Madrid. |
| <input type="checkbox"/> 5 I obtained the International Baccalaureate (IB) in 2009. |
| <input type="checkbox"/> 3 I studied at the American School of Madrid. |
| <input type="checkbox"/> 2 I want to become an engineer. |
| <input type="checkbox"/> 5 I scored 38 points in the IB. |
| <input type="checkbox"/> 1 My name is Pablo Juarez and I am Spanish. |
| <input type="checkbox"/> 8 In conclusion, I always try hard in my studies. |

Skills Check 2

Organizing information into paragraphs

In English, we put all the about one subject into the paragraph.

The first paragraph of Olivia's Statement (Lesson 1.17) contains details – name, age, nationality.

My name is Olivia Amanda. I am eighteen years old. I was born in London on 11th July 1995. I live in Lymington on the south coast of England.

When you are writing, divide the information into paragraphs for each paragraph. Then write the information to go into each paragraph.



6	I also participate in a small music group.
2	I am applying for the BA course in Engineering.
1	I am married.
4	I am not studying at school now.
2	I am particularly interested in machines.
7	I am working full-time as a sales assistant at the moment.
6	I enjoy playing the guitar and writing music.
8	I believe that engineering is the career for me because I like working with machines.
4	I finished school in July 2009.
1	I live in Madrid.
5	I obtained the International Baccalaureate (IB) in 2009.
3	I studied at the American School of Madrid.
2	I want to become an engineer.
5	I scored 38 points in the IB.
1	My name is Pablo Juarez and I am Spanish.
8	In conclusion, I always try hard in my studies.



Producing key patterns

Study the openings of more sentences from the Personal Statement. Complete each sentence with true information about you.

1. I want to study to study in 8th
2. I hope to get to get 8/10
3. I am particularly interested in to study
4. I hope to become to become

1. *I want to study + course and future job*

2. *I hope to get + exam grades*

3. *I am particularly interested in + subject*

4. *I hope to become + future job*

1.19 Grammar for writing

Present simple; present continuous

We use the **present simple** to write about **general facts**.

Table 1

subject	verb <i>be</i>	complement
I	<i>Nationality</i> <i>age</i> <i>marital</i> am (not)	Brazilian.
		17.
		married.
		from Santos.
		at secondary school.
		interested in medicine.

Table 2

subject
I (do not)

verb	extra information
live	place / town
participate	activities / sports
get on with	people
play	sports, games
have	qualifications
go	place / town



Writing about yourself (1)

- Cover the complement column in Table 1. What sort of information can follow the verb *be*?
nationality, age, marital status (married, single, divorced, etc.), job, home town, adjectives, place
- Cover the extra information column in Table 2. What sort of information can follow each verb?
live + in a town or city
- Write one true sentence about yourself with each pattern.

We use the present simple to write about likes, wants and hopes.

subject	verb	extra information	
I	like <i>love</i>	working	with children.
	enjoy	education	very much.
	want	to study	education.
	hope	to become	a teacher.

like + -ing
love
enjoy
want + to do
hope

B

Writing about yourself (2)

1. Cover the table above. Rewrite the sentences below correctly.

- I am like studying science. I like studying science.
- I love teach young children new things. I love teaching young children new things
- I enjoy to learn mathematics. I enjoy learning mathematics.
- I want doing a course in medicine. I want to do a course in medicine
- I hope becoming a doctor. I hope to become a doctor

2. Write one true sentence about yourself in each pattern.

We use the **present continuous** for actions **happening** at this time (but perhaps not at this moment).

subject	verb	object
I	am studying	Biology and Mathematics.
	am working	part-time.
	am doing	research.

C

Writing about yourself (3)

Write three true sentences about yourself with the same pattern as in the table above.

The weather is getting colder.

I am learning Italian in my spare time.

He is staying with friends.

1.20 Applying new writing skills

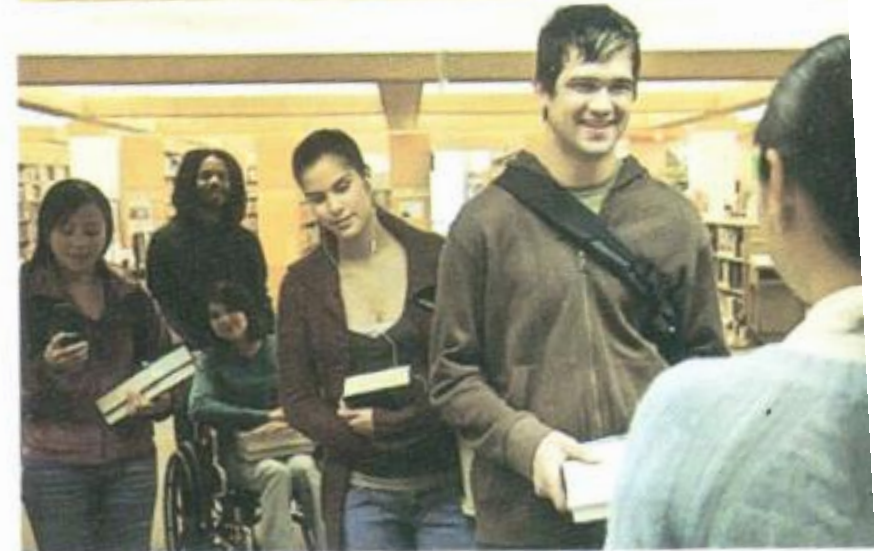
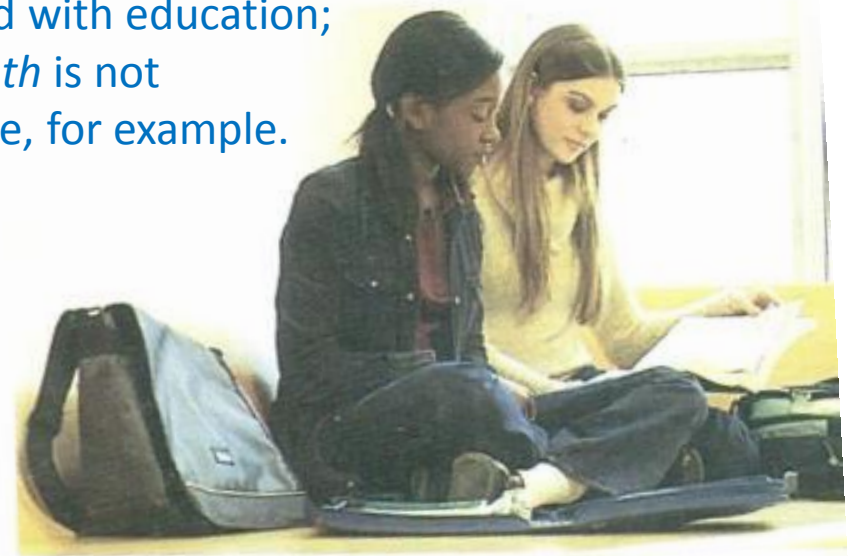
A Personal Statement

All the answers should be connected with education; *have a bath* is not acceptable, for example.

A Reviewing vocabulary

What noun or noun phrase can follow each verb?

1. apply to *a university*
2. attend *a school / university*
3. complete *a form*
4. enrol at *a college*
5. have *a certificate*
6. lead *a group / club*
7. obtain *certificates*
8. play *a sport / musical instrument*
9. study *a subject*
10. take *exams*



B

Study **The TOWER of writing**. What are the five stages in the TOWER of writing?

The TOWER of writing

T

hink

- Who is it for?
- What is it about?
- Where can I find more information?

O

rganize

- What is the writing plan?
- How many paragraphs do I need?
- What information should be in each paragraph?

W

rite

- The first draft = *Writing for the writer*

E

dit

- Does the first draft make sense?
- Have I made any mistakes in spelling, grammar or pronunciation?

R

ewrite

- Correct any mistakes.
- The final version = *Writing for the reader*

writing as a process

C Thinking

You are going to write a Personal Statement for a UK university. What information must you give? Brainstorm.

name, nationality, course

D Organizing

Design a writing plan. Make notes about yourself for each section.

E Writing

Write your Personal Statement. Remember to use:

- the present simple for general facts. – *I participate in many activities.*
- the present simple for likes, wants and hopes. – *I want to be a primary school teacher.*
- the present continuous for actions happening now. – *I am working part-time.*
- the past simple for events in the past. – *I was captain of the girls' football team.*

F Editing

Exchange statements with a partner. Read his/her statement.

1. Do you understand it? If you have any problems, put a ? next to the sentence.
2. Are there any:
 - spelling mistakes? Write S.
 - grammar mistakes? Write G.
 - punctuation mistakes? Write P.

chess

debate

computing



1



2



3



4



5



6



7



chess	public speaking / debates	computing / information technology	aerobics / keep fit
tennis	judo / martial arts	astronomy	graphic design

A

Activating ideas



1. Look at the photographs above. What are the main activities of each club?
2. Which of these clubs would you like to join? Why? Which of these clubs would you hate? Why?

B**Gathering information (1)**

1. Divide into two groups. Group 1: 🎧 1.24, Group 2: 🎧 1.25. Listen to the information about two clubs at Greenhill University – the IT Club and the Debating Society. Make notes to answer these questions.
 - a. Who is the club for?
 - b. Where do the meetings take place? take place
 - c. When do they take place? join
 - d. When do they start? member
 - e. When do they finish? meet / meeting
 - f. What do people do at the club?
2. Work in pairs, one student from Group 1 and the other from Group 2. Exchange information about your club. Make notes.
3. Can you join both clubs? Explain your answer.

C**Gathering information (2)**

1. Work in groups of three. Read one of the texts about social clubs – the Drama Club, the Volleyball Club or the Geography Club on pages 38/39. Make notes.
2. Explain the information you read about to your partners. Your partners should make notes.

Questions	IT Club 	Debating Society 
Who is the club for?		
Where do the meetings take place?		
When do they take place?		
When do they start?		
When do they finish?		
What do people do at the club?		



1.24

IT stands for *information technology* so the IT Club is for anyone interested in computers. Do you like playing games on your computer? Do you use Word or Excel? Do you send e-mails? Would you like to learn how computers work? Then this club is for you.

We meet at 12.30 p.m. on Wednesdays, in the IT Room of course, which is next to Room 16 on the ground floor. The meetings last for one hour so we finish at 1.30 p.m. There is something for everyone.

You don't need to bring your laptop. There are 20 computers in the IT room. What do we do in the meetings? Well, you can learn the latest computer game, get help with computer applications, like Word and Excel, or you can even learn to program in C++.



1.25

We are looking for new members for the Debating Society. What is the Debating Society? Well, a debate – that's D-E-B-A-T-E – is like a conversation between two people. But in a debate, one person likes something, and the other person doesn't like it. There are two speeches – one from each person. Then the audience, that's the other members of the Debating Society, the audience chooses between the two people. So who is the Debating Society for? Well, two kinds of people. Firstly, people who like to speak in public, in front of a group of people. Secondly, for people who like to listen to ideas and opinions.

We meet straight after school in the school hall on Thursdays for an hour – so that's from 4.00 p.m. to 5.00 p.m. Each week, there is a debate. You can lead a debate or just sit in the audience and choose the best speaker at the end.

	IT	Debating
for?	Anyone interested in computers	1. people who like to speak in public; 2. people who like to listen to ideas
where?	IT Room – next to Room 16	school hall
day?	Wednesday /'wenz.deɪ/	Thursday /'θɜːz.deɪ/
start time?	12.30	4.00
finish time?	1.30	5.00
do?	learn computer games; get help with Word / Excel; learn to program	lead a debate; sit in the audience + choose the best speaker

Questions	Drama	Volleyball	Geography
Who is the club for?			
Where do the meetings take place?			
When do they take place?			
When do they start?			
When do they finish?			
What do people do at the club?			

	Drama	Volleyball	Geography
for?	people who like acting	good players or beginners	anyone
where?	Drama Studio	netball courts	Room 24
day?	Tues	Fri	Mon
start time?	3.45	12.30	4.30
finish time?	around 6.00	1.30	5.30
do?	work towards putting on plays	good players – with team; beginners – learn game, have fun	help with assign ments; games; projects

D

Giving a talk

Choose one of the clubs from your portfolio notes – the IT Club, the Debating Society, the Drama Club, the Volleyball Club or the Geography Club. Write a short talk. Give your talk in a small group.

Researching

Do some research into two or three local clubs. Design a table for collecting information about them. Make notes in the table.

Drama Club



Do you like acting? *for*

The Drama Club meets at 3.45 *start*
every Tuesday in the Drama Studio. *where*
day We finish around 6 p.m. *finish*

This club is run by the Year 3 students, but it is open to anyone.

Saturday night do
We put on a play every semester.
Our next production will be
Ibsen's *A Doll's House*.

If you want to be part of this production, come along on Tuesday 14th September.

We do not audition for the roles.
We just give people parts.

Everyone in the club is involved in the production in some way.

VOLLEYBALL CLUB

Do you like sport?

If the answer is yes ...

Can you play volleyball?



Don't worry if the answer is no, because the Volleyball Club is for good players and complete beginners. *for*

We meet for one hour at 12.30 on Friday lunchtimes on the netball courts. *where*

You must wear sports clothes and trainers. *do*

Good players practise with the volleyball team. Beginners learn the game and have fun!

Geography Club



- Anyone

**How many continents are there?
Where is Peru? Where are the West Indies?
What is the longest river in the world?**

If you can answer these questions, come and join the Geography Club.*

Where in the world are we?

Where

We meet for one hour in Room 24 (on the second floor).
Meetings start at 4.30 p.m. on Mondays.

Start 5.30 p.m. on Monday

Come along for:

- help with assignments
- geography games
- projects

We also go on many field trips to local areas of interest,
for example, nature reserves.

*Don't worry if you can't answer them! Come anyway!