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Learning to learn

A coursebook in the effective ways of learning

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LEARNING TO LEARN

A coursebook in the effective ways learning

THÀNH PHỐ HỒ CHÍ MINH
- 2004 -

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INTRODUCTION

Learning is a fact of life. We learn our way through life in an endless process of acquiring new knowledge, new understanding, and new skills. This process shows itself in a most focused way at school and university where, as preparation for life, students accumulate knowledge, develop professional competence, and learn to think independently. The better students learn at school, the better prepared they are for life. Without doubt, effective learners are high-achievers in life.

Few of our students are effective learners, although many of them evidently study very hard. They do not know:

- How to set goals for their studies
- What to do with their lessons / lectures
- How to use various resources to maximize their learning
- How to learn English effectively
- How to get maximum result from their studies with minimum effort
- What to do to become independent learners
- How to learn the fun way

This coursebook is especially designed to help them. Based on a task-based approach and adapted from various books on study skills, it has 3 parts:

- Part 1 Learning English
- Part 2 General study skills
- Part 3 Basic principles

Altogether it aims to raise the students' awareness of their full potential as effective learners and to provide them with fundamental knowledge and skills needed to develop that potential.

The compiler of the coursebook thanks all the authors whose books are included as further reading throughout its chapters. His special thanks go to the authors of the following 2 books:

- *Study Skills* (unpublished)
Goetschalckx Simone & Phạm Tan, Đại Học Sư Phạm, 2000.
- *Learning to learn English*
Gail Ellis & Barbara Sinclair, Cambridge University Press, 1999.

Part 1 Learning English

Chapter 1 What are study skill?

Chapter 2 Learning reading

Chapter 3 Learning listening

Chapter 4 Learning speaking

Chapter 5 Learning writing

Chapter 6 Learning vocabulary

Chapter 7 Learning grammar

Chapter 1

WHAT ARE STUDY SKILLS?

Task 1 - 10 problems in study

Task 2 - Exam topics

Task 3 - Strategies for good learning

Task 4 - Why do you study?

Task 5 - What is learning?

Task 6 - Is learning fun? Why?

Supplements

Suggested answers to *Task 1*

Task 6A - A thinking exercise

Task 6B - Jokes

Keys to *Tasks 6A & 6B*

Further reading

WHAT ARE STUDY SKILLS?

TASK 1

10 problems in study

**Can you explain what these 10 problems are?
Can you suggest solutions?**

1. "I don't know where to begin."
2. "I've got so much to study... and so little time"
3. "This stuff is so dry, I can't even stay awake reading it"
4. " I read it. I understand it. But I just can't remember it"
5. "I guess I understand it"
6. "There's too much to remember" 7.
7. "I knew it a minute ago"
8. "But I like to study in bed"
9. " Cramming before a test helps keep it fresh in my mind"
10. "I'm going to stay up all night until I get this"

TASK 2

Exam topics

Can you write brief essays on the following topics?

1. Write a brief essay to tell about the benefits the course in *Study Skills* has had for you. Give practical and specific examples from your experience to support the points you want to make. (*Study Skills, Final Test, 60 minutes, 2003*)

2. What is reflective learning? How does it contribute to effectiveness in the learning of English? (Study Skills, Final Test, 60 minutes, 2002)

3. What do you do to take good notes? (Study Skills, Final Test, 60 minutes, 2003)

TASK 3

Strategies for good learning

Choose the answer that is true for you.

1. **BEING ACTIVE:** Language is not just facts or knowledge. It is more like learning to dance - it is a skilled activity.

A B C D

2. **COMMUNICATING:** you realise that language is a means of communicating meanings and you are always aware of meaning.

A B C D

3. **PRACTISING:** you make the most of all opportunities to practise English both in the classroom *and* outside.

A B C D

4. **GUESSING:** you are always willing to try and guess the meaning

A B C D

5. **MAKING ERRORS:** you don't mind making mistakes in English - you know that this is a normal part of language learning.

A B C D

6. **CHECKING YOURSELF:** you listen to yourself or read through what you write. You check and compare your English with the English of other students / your teacher / native speakers.

A B C D

7. **RECOGNISING APPROPRIATE LANGUAGE:** you notice what language is suitable for which situations - and use it!

A B C D

8. **STUDYING FORMS:** you are willing to learn about the forms of the language eg. the structure, grammar, & the functions.

A B C D

9. **PLANNING:** you develop your own method of learning and have plan to help yourself learn.

A B C D

10. **INTERNALIZING:** You try to think in English.

A B C D

A = I already do this

B = I think I should do this

C = It's not important

D = Something else (add your own comment)

Source: Gail Langley, *Learner training*, Cambridge University Press, 1986

TASK 4

WHY DO YOU STUDY?

With a partner, discuss your answer to the questions below.

1. Why do you study?

- To pass exams
- To learn
- To increase our understanding of ourselves and our world
- To increase our effectiveness as professionals and as human beings

2. Does your answer influence the way you learn everyday? How?

3. Does it influence the way you are going to prepare for the forthcoming exam? How?

TASK 5

WHAT IS LEARNING?

Work in a group and answer these two questions:

- Which of the following things do you do when you are learning English / Vietnamese subjects?
- Do you learn different things in different ways?

LEARNING IS...

1. SEEING
2. HEARING
3. COPYING
4. MEMORIZING
5. ANALYZING
6. SYNTHESIZING
7. EXPERIMENTING
8. EVALUATING
9. EXPLORING
10. THEORIZING

Levels of thinking

Bloom's taxonomy (American educator,1966)

1. Knowledge (remembering)
2. Understanding (seeing relationship among facts)
3. Analysis (taking facts apart)
4. Synthesis (putting facts together)
5. Evaluation (judging value of facts)
6. Application (transferring knowledge to your situation).
7. Creation (producing new idea / new knowledge)

What are study skills?

- Ability to study effectively } cf. to study hard
 minimum }
 time / effort / money } maximum result
- Topics:
 - effective reading
 eg. skimming, scanning, taking notes
 - use of library
 - revision / exam techniques
 - reflective learning
 - etc.

TASK 6

IS LEARNING FUN? WHY?

Learning is an endless discovery

- Knowledge → job → money
- understanding of life / the world
- Self-knowledge

⇒ HAPPINESS

Learning is a joyful pursuit of a lifetime

In a group, work on tasksheets 6A & 6B at the end of this chapter.

SUPPLEMENTS

SUGGESTED ANSWERS TO *Task 1*

1. "I DON'T KNOW WHERE TO BEGIN"

Take Control. Break your workload down into manageable chunks.

Prioritize ! Schedule your time realistically.

Begin studying early in the course with 1-2 hours per day. Slowly build up as the exam approaches.

2. "I'VE GOT SO MUCH TO STUDY... AND SO LITTLE TIME"

Preview. Survey your syllabus, reading material, and notes. Identify the most important topics emphasized, and areas still not understood.

Previewing saves time by helping you organize and focus on the main topics.

Remember previewing is not an effective substitute for reading

3. "THIS STUFF IS SO DRY, I CAN'T EVEN STAY AWAKE READING IT"

Attack ! Ask yourself, "What is important to remember about this section?" Take notes or underline key concepts. Discuss the material with others in your class.

Stay on the offensive, rather than reading passively and missing important points.

4. "I READ IT. I UNDERSTAND IT. BUT I JUST CAN'T GET IT TO SINK IN "

Elaborate. As you are reading, try to elaborate upon new information with your own examples. Link new knowledge with what you already know. Some techniques include:

* **Chunking:** Simplify and make information more meaningful. For example, suppose you wanted to remember the colors in the visible

spectrum (Red, Orange, Yellow, Green, Blue, Indigo, Violet); you would have to memorize seven "chunks" of information in order. But if you take the first letter of each color, you can spell the name "Roy G. Biv", and reduce the information to three "chunks".

* **Mnemonics:** Link new information with something familiar. For example, to remember a formula or equation, we may use letters of the alphabet to represent certain numbers. Then we can change an abstract formula into a more meaningful word or phrase, so we'll be able to remember it better.

5 "I GUESS I UNDERSTAND IT"

Test yourself. Make up questions about key parts in your reading. Often, simply by changing section headings, you can generate many effective questions.

For example, a section entitled "*Bystander Apathy*" might be changed into questions such as:

"What is bystander apathy?"

"What are the causes of bystander apathy?"

"What are some examples of bystander apathy?"

6 "THERE'S TOO MUCH TO REMEMBER"

Organize. Information is recalled better if it is well organized. Some techniques can be helpful, including:

- * Write chapter outlines / summaries; emphasize relationships between sections.
- * Group information into groups, where possible.
- * Draw diagrams.

7 "I KNEW IT A MINUTE AGO"

Review. Recall what you have read. Answer the questions and do the tasks that follow the readings. The more time you spend studying, the easier you will find it to recall things. You can't overstudy.

However, how you organize new information and link it with your old knowledge is more important than how much time you spend studying it.

8. "BUT I LIKE TO STUDY IN BED "

Context. Recall is better when study setting (ie. mental, emotional, & physical state & physical location) are similar to the test setting.

9. "CRAMMING BEFORE A TEST HELPS KEEP IT FRESH IN MY MIND"

Spacing. Start studying now. Keep studying as you go along. Begin with 1-2 hours / day everyday, and then increase study time as the exam approaches. Recall increases as study time gets spread out over time.

10. "I'M GOING TO STAY UP ALL NIGHT UNTIL I GET THIS"

Avoid mental exhaustion. Take short breaks when you study. Don't think about your studies before you go to sleep at night. Relax, mentally and physically, especially before a test. Otherwise, the stress will take sleep away from you.

Take good care of yourself before an exam! Eat well, sleep well, and get enough exercise.

Task 6A

A THINKING EXERCISE

Matching the sentences

Example: 6 - f

- | | |
|--|---|
| 1. I think, therefore I am.
Rene Descartes | a Không phải người ta lên kế hoạch để nhận lấy thất bại, mà họ đã thất bại khi lên kế hoạch |
| 2. It is nice to be important, but it is more important to be nice. | b Sự cố sẽ xảy ra nếu bạn không tập trung vào việc mình làm. |
| 3. Problems happen when you don't keep your eyes on the ball. | c Nếu bạn muốn là tất cả thì bạn sẽ không là gì cả. |
| 4. Don't run down the other man's plan unless you have better ones. | d Đầu óc con người giống như chiếc dù: nó chỉ hoạt động khi mở bung ra. |
| 5. New ideas will die fast in a closed mind. | e Ta không thể thay đổi được ngọn gió, nhưng có thể điều chỉnh được cánh buồm của mình. |
| 6. <i>Hãy học từ mọi người nhưng không nhất thiết phải làm theo bất cứ ai.</i> | f <i>Learn from everyone, but no need to follow anyone.</i> |
| 7. We can not change the wind, but can adjust our sail. | g Tôi tư duy, vì thế tôi tồn tại. |
| 8. You cannot be anything, if you want to be everything. | h Đừng xem thường kế hoạch của người khác khi bạn chưa có kế hoạch tốt hơn. |
| 9. Human mind is like a parachute: it only works when it is open. | i Trở thành người quan trọng là rất tốt, nhưng trở thành người tốt còn quan trọng hơn. |
| 10. We should look at things as a whole, not in parts. | j Những ý tưởng mới sẽ chết yếu trong cái đầu khép kín. |
| 11. People don't plan to fail, they just fail to plan. | k Nếu không nhìn vấn đề một cách toàn diện, ta dễ trở thành thầy bói xem voi. |

Task 6B

Jokes

Read and laugh. Fill in each gap with one word.

You can't take it with you

The greedy relatives were gathered to listen to the reading of the will. When everyone was seated, the lawyer spoke. "You'll be out of here in no (1) _____" she said. "The will is only one sentence long. (2) _____ says, 'Being of sound mind and body, I (3) _____ every penny I had.'"

What problem?

Patient: Doctor, I (4) _____ this terrible problem with my memory. I can't seem to

(5) _____ anything.

Doctor: How (6) _____ has this been going on?

Patient: How long has what been (7) _____ on?

A dramatic excuse

Steve went out with his friends one night. His (8) _____ wanted him home by midnight. But he didn't (9) _____ much attention to the time.

First they (10) _____ to a movie. Then they went bowling. (11) _____ they went to a diner for a snack. By the time they were ready to go (12) _____, it was 2:00 in the (13) _____.

Steve was worried about facing (14) _____ parents two hours late. Then he had an idea. He (15) _____ them before he left the diner.

"Hi, Dad," he said. "This is (16) _____. Don't pay the ransom money.

(17) _____ let me go, and I'm on my way home."

The beat goes on

Angry Neighbor: I (18) _____ in the apartment above you.

(19) _____ you hear me **pounding on your ceiling** in the middle of the

(20) _____ ?

Fred: Yes, but don't **apologize**. I was (21) _____ **anyway, practicing on my trumpet.**

Keys

Tasks 6A & 6B

Task 6A

1 - g 2 - i 3 - b 4 - h 5 - j
7 - e 8 - c 9 - d 10 - k 11 - a

Task 6B

You can't take it with you

1 time 2 It 3 (have) spent

What problem?

4 have 5 remember 6 long 7 going

A dramatic excuse

8 parents 9 pay 10 went
11 Then / Afterwards 12 home 13 morning
14 his 15 called / phoned
16 Steve / me 17 They

The beat goes on

18 live 19 Didn't / Did 20 night 21 awake

Further reading

- 1 *Biet tu hoc, biet sang tao*
Quang Duong. Tuoi Tre Chu Nhat, so 4. 2000 (trang 21) & so 5. 2000 (trang 18)
- 2 *Chuan bi "tam ho chieu vao the ki 21" o Viet nam*
Phan Dung. Tuoi Tre Chu Nhat, so 34 -99 (trang 3 & 12)
- 3 *Duong vao khoa hoc cua toi*
Ton That Tung. Ha noi: Nxb Thanh Nien, 1993
- 4 *How to be a more successful language learner: Toward Learner Autonomy*
Joan Rubin & Irene Thompson. Heinle & Heinle Publishers, 1994 (second edition).
Chapters 2 & 3 (pp. 9-22)
- 5 *Learning to learn English*
Gail Ellis & Barbara Sinclair, Cambridge University Press, 1999.
Stage 1 (1.4 & 1.5, pp. 12-19)

Chapter 2

LEARNING READING

- I. Do you like reading English ? Why / Why not ?
- II. Are you a slow or a fast reader ?
 1. Reading speed
 - a. Do you have problems like Stan's problems?
 - b. The slow reader
 - c. The fast reader
 - d. Reading in chunks *Task 1*
 2. Reading strategies
 - a. Skimming *Task 2*
 - b. Scanning *Task 3*
 - c. Reading for detail *Task 4*
 3. Predicting
 4. Guessing unknown words *Tasks 5, 6, 7*
- III. How do you assess your reading ?
 1. Points to assess
 - a. Speed
 - b. Strategy
 - c. Text
 2. In a practice activity
 3. In a real-life situation
 4. Examples
- IV. How do you prefer to practise your reading ?
 1. Personal strategies
 2. Suggestions

V. How do you organize your reading practice?

Supplements

S1. Efficient scanning

S2. Text 1 Students' Defense mechanism

S3. Text 2 Phuong Phap POWER

S4. Text 3 Bi quyet 9 / 1

S5. Further reading

Chapter 2

LEARNING READING

I Do you like reading English ? Why / Why not ?

Compare your experience with the people below.

- * *I only read English because I have to. At work I need to read technical manuals and instructions. That's enough for me!* (Roger, France)
- * *I usually give up after a few minutes. It's so slow and boring – always looking up words in my dictionary. I don't enjoy it at all.* (Susanne, W. Germany)
- * *I've always enjoyed reading – it's one of my hobbies. I often read books in other languages too. I like reading love stories in English, for example, and I'm sure I've improved my English a lot.* (Gilbert, France)

II. Are you a slow or a fast reader ?

1. Reading speed

a. Do you have problems like Stan's when you read in English?

It always takes me a long time to read anything in English – and it's such hard work.

b. Many people are slow readers in English because:

- they are so anxious about missing something that they stop and try to understand every word.
- they say the words as they read – either aloud or silently in their minds.

What do you do when you read in your own language?

- c. A good reader does not stop and look at every word. He reads several words at a time, in chunks.

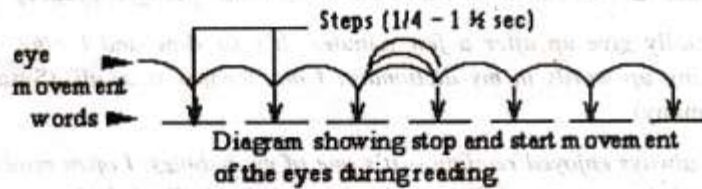
How many words can you read in the sentence below without moving your eyes?

A good reader does not stop and look at every word.

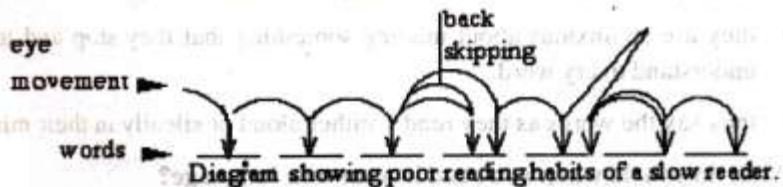
Most people can read the first four words of the sentence above without moving their eyes.

d. What are the advantages of reading in chunks? Read the following text to find out.

When reading, instead of moving in smooth lines, the eyes move in a series of stops and quick jumps.



These jumps are very quick and the stops take about one second each. People who normally read one word at a time - and who skip back over words (back - skipping) - are forced into reading speeds which are below 100 words per minute. This means that they will not be able to understand much. And they will not be able to read much.



This problem can be solved in several ways:

- by reducing back-skipping.

90 % of back-skipping is unnecessary for understanding.

- by reducing the time for each stop.

The eye can take in five words in 1/100 of a second,
by reading four words at a time.

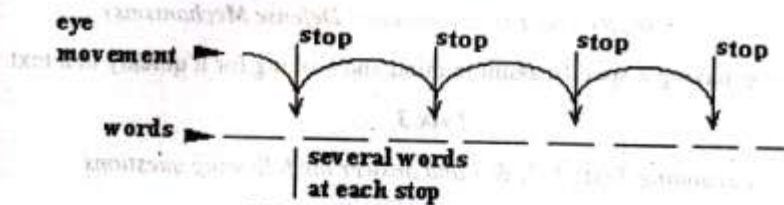


Diagram showing eye movements of a
Better and more efficient reader.

Slower readers have to do more mental work than faster readers because:

- they have to add the meaning of each word to the meaning of each following word.
- their eyes will be doing more physical work on each page.
- The rhythm and flow of their reading is interrupted; they plough through the text with difficulty; meaning is lost.

Task 1

Practise reading in chunks Text 2 (POWER) & Text 3 (Bi quyet 90/10) in the Supplements to this chapter.

What are the two texts' main ideas ?

2 Reading strategies

A purposeful reader varies his reading strategy according to why he is reading. Having a reason for reading helps you to focus on what you need or want to understand.

When might you use the following strategies?

- a. *Skimming*: reading a text quickly just to understand the main ideas.

Task 2

Practise skimming two texts for main ideas:

Text 2 (POWER) and Text 3 (Students' Defense Mechanisms).

- b. **Scanning:** having a specific point in mind and looking for it quickly in a text.

Task 3

Practise scanning Texts 1, 2, & 3 and answer the following questions

What is the recipe 90 /10?

What is a student's defense mechanism?

What is POWER?

- c. **Reading for detail:** reading a whole text very carefully for specific information.

Task 4

Read Texts 1, 2, & 3 and make outlines of their main ideas

3 Predicting

When you are reading something in your own language, you can usually predict what comes next. You can try this by taking a sheet of paper and using it to cover the text. Uncover one line at a time and try to guess the next line before you uncover it.

There are many things which can help you to predict while you read, for example:

- how much language you already know
- how much you know about the topic
- layout
- grammar
- punctuation
- connectors (*and, but, although, however, etc.*)
- sequencers (*firstly, secondly, next, then, finally, etc.*)

Can you finish these sentences?

a)

There was some lovely fruit at the market on Thursday: strawberries,

b)

Weather Forecasts
HOT and sunny in many places, but _____

Compare your ideas with the rest of the class. What things helped you to guess?

4. Guessing unknown words

Good readers try to guess the meanings of words they don't know – or simply ignore them if they don't look important for understanding the text. Good readers depend more on themselves than on dictionaries.

There are many clues that can help you guess the meaning of an unknown word. Here are some examples.

What the word looks like:

- Has it got a prefix?
e.g. un-, mis-, dis-, re-, pre-, pro-, etc.
- Has it got a suffix?
e.g. -ly, -ive, -ment, -able, -ible, etc.
- Is it a compound word?
e.g., steamroller, etc.
- Does it look like another word in your own or another language?

The context:

- e.g. the topic of the text
- the topic of the sentence
- the position of the word in the sentence

Task 5

Guessing out of context

What do you think the following words mean?

malodorous

unflagging

underlay

wobbly

Which of the above clues helped you?

Task 6

Guessing in context

Look at the above words again in context. What do you think they mean now?

1. The farmer advised me to hold my nose as the pigsty was extremely *malodorous*.
2. The *unflagging* workers picked grapes from sunrise to sunset without a break, and still had enough energy to enjoy the evening party.
3. Fred's neighbours downstairs kept complaining about the noise so he bought some *underlay* to put under his carpet.
4. The chair was unsafe to sit on because two of its legs were *wobbly*.

Task 7

Some words in the following text have been replaced by nonsense words.

What do you think the original words could have been?

Example: 'I'm *bloppy*; I must eat something soon.'

'*bloppy*' could mean 'starving', 'famished' or 'hungry'.

The best way to learn new words and their meanings is by (1) *noobling*. By constantly meeting a word in its (2) *scrunge*, you will gradually acquire a group of ideas about the word's over all meaning. This is a much better way of

(3) squifferising the meaning of words than referring to your (4) liag each time you feel (5) boofed.

- (1)
- (2)
- (3)
- (4)
- (5)

III. How do you assess your reading?

1. Points to assess

Before you can assess your reading comprehension, it is helpful to think about some of the factors that may help you to understand or prevent you from understanding what you read. You could ask yourself questions, for example:

- a) **speed:** *Did I read too slowly?*
- b) **strategy:** *Did I use the appropriate reading strategy?*
- c) **text:** *Were there too many words I didn't know?*

Was the grammar too difficult for me?

Did I know enough about the topic?

Was the text boring?

Was the text too long?

When you are assessing your reading comprehension, it is a good idea to concentrate on only one or two of these factors at a time.

2. In a practice activity

I test my speed and my comprehension like this: I find a short newspaper article and read it once quickly to get the main ideas. Then I cover it up and try to write a brief summary of the main points – sometimes in English, but usually in my own language. Then I compare my summary with the article to see how much I've got. I time myself reading and keep a record of my results. (Erik, Iceland)

Do you know of any good ways of testing yourself ?

3. In a real-life situation

Following the instructions from the User Guide for my new home computer was a real test! If my computer didn't do what I wanted it to do then I knew that I hadn't understood the instructions properly – and so it was back to the User Guide again to do some more reading (Sofia, Italy)

Think of a real-life situation you have been in recently where you needed to read English. Did you have any problems? What were they?

4. Examples This is how Erik and Sofia assessed their reading.

Name: Erik

Date	Activity/Situation	Points to assess	Assessment
6.1.2004	Reading newspaper article on sport	Speed Understanding of main ideas (skimming)	2 mins. 60% of main ideas! Speed! Still trying to read every word!

Name: Sofia

Date	Activity/Situation	Points to assess	Assessment
9.4.2004	Reading User Guide for my home computer	Reading for detail	Not very good. Must learn some more computer vocabulary before I try again. Must find out more about how computers work in general.

IV. How do you prefer to practise your reading?

1 Personal strategies

Read about the strategies used by these learners to practise their reading.

** In the self-access centre I use texts with comprehension questions. I always read the questions before I read the text so that I know what I'm looking for. (Yuen, Hong Kong)*

** I choose things to read in English that I would read in my own language. I try to use the same strategy for reading the English as I would for reading the same sort of text in Spanish.*

(Sara, Chile)

** Once a week I try to go to the British Council library in Tunis. I look through the newspapers and try to find two or three interesting articles to read. I find The Times not too difficult to read. (Borhene, Tunisia)*

How do you prefer to practise your reading? Can you think of any other ways?

2 Suggestions

a) Always be clear about your reason for reading.

This will help you select your strategy.

b) Choose the material that interests you.

c) Prepare yourself before reading, for example:

- finding out about the topic before you start
- looking at the layout

d) Don't choose anything too difficult!

Skim the first page of a novel or reader, for example. If there are more than six key words you don't know and can't guess on the page, you will probably find the book hard work.

e) Read a lot! It helps you to pick up new language.

3. Choose a new strategy

We suggest you experiment with new strategies for practicing your reading in order to find the one(s) you prefer.

V. How do you organise your reading practice?

4. suggestions to help you organise your reading practice.

- 1 Organise a regular time for reading.
- 2 Collect things to read which interest you personally.

Keep a scrapbook of cartoons, recipes, etc.

Create your own library of books, articles, etc

- 3 Exchange books and magazines with your classmates.

- 4 Go to a library when you have time.

5.

6.

SUPPLEMENTS

S1 EFFICIENT SCANNING

When an efficient scanner approaches an article in a periodical or newspaper, he takes in only the key words and phrases which allow him to follow the general sense of the passage. Such words tend to be content words — nouns and verbs — rather than the grammatical words like articles and prepositions. To give you some idea as to how little actual grammar we need when we are reading something, look at the exercises that follow.

Task 1 The following extract is a complete newspaper story. Many of the words have been left out, yet the sense of the original is still retained.

Try to answer the comprehension questions that follow the story.

11 Escape in Crash	
ELEVEN _____ lucky _____	_____ scheduled _____
_____ landing _____ Maredy _____	_____ Wyes _____ Rambak, _____
_____ Wednesday _____	_____ director _____
_____ Cessna _____	_____ yesterday _____ investigator _____
_____ damaged _____	_____ safety department _____
_____ survived without _____	_____ already _____ determine _____
_____ injury _____	

1. What crashed?
2. How many passengers were there?
3. Were they hurt?
4. Where were they going?
5. What did the Director of the Civil Aviation Authority say yesterday?
6. When is the investigator going?
7. Why?

Task 2 Now look at the text itself at the end of this section, and underline the words you think are absolutely necessary to convey the meaning of the piece.

What implication does this exercise have for your own reading?

The problem of understanding a short newspaper article like the one above may seem to be much less difficult than when you are dealing with a much longer,

more complex 23article. However, reading a lengthy article quickly is just as simple. Several factors help you:

- (a) You do not approach a piece of reading without having some knowledge of the subject, no matter how slight. Whenever you scan a text, you should be looking for things that you don't know. Don't waste your time reading things that you know already!
- (b) You should have clearly in your mind the reason *why* you are reading the text.
- (c) If you ask the initial question "What do I expect to learn from this passage?", you will have a very much clearer idea of what you are looking for.

Full text of the newspaper article:

11 Escape in Crash	
ELEVEN passengers had a lucky escape when their light aircraft crashed on landing at a remote strip in Maredy on Wednesday. The plane, a Broadens Airways Cessna 26, was extensively damaged – but the eleven passengers, including the pilot, survived without a single serious injury.	The plane was on a scheduled flight from Wye to Rambak, where it crashed. Civil Aviation director Mr. Steven Woods said yesterday an investigator from the air safety department had already flown into the area to determine the cause of the crash.

Group discussion

1. How many mechanisms are explained in the text below?
2. What is your favorite mechanism? Give an example.
3. What can you do to end it?

1 Students' Defense Mechanisms

Michael, a college sophomore, has spent an entire afternoon perfecting his basketball game in the university gym. Karen, a junior, has volunteered to put in overtime at her off-campus job as a store cashier. Gary, a freshman, has been sitting at the desk in his bedroom for hours, but not one page of his textbook has been turned. Looking at these students, a casual observer would be surprised to learn that there are only three weeks left in the semester and that all three students have not even begun to prepare for the numerous papers and exams facing them. But actually, Michael, Karen, and Gary are typical of many college students. Rather than focus on their studies, they have found ways to escape work that – for whatever reason they don't want to do. To ignore the fact that deadlines are quickly approaching, each student is using *defense mechanisms* – *unconscious mental techniques that help people avoid unpleasant truths*. Although defense mechanisms are understandable reactions to anxiety, they can get out of hand and be detrimental to school success.

One of the most common defense mechanisms is *repression*, a tendency to “forget” *unpleasant realities*. People who repress threatening thoughts deny that those problems exist: they subconsciously tell themselves that *nothing is wrong*. Indeed, many students use repression around mid-semester. Feeling overwhelmed by quickly approaching paper deadlines and final exams, they put their assignments out of mind. Then, having successfully forgotten their responsibilities, they spend their time watching TV, socializing, or just hanging out – doing anything but completing the work that, as far as they are concerned, “*doesn't exist*.” If a teacher or friend reminds such a student of impending tests, a light of recognition may flicker in his or her eyes for a moment, but then quickly dies out. Students who repress the truth pay an unpleasant price for their procrastination. During the last week of the semester, they find themselves writing, typing, and studying frantically through long, sleepless nights. Moreover, as they can't do their best work under such physical strain and time pressures, their grades suffer.

- 3 Students who use the defense mechanism of *rationalization* know that there is work to be done, but they offer plenty of reasons for not doing it. People who rationalize *make excuses*: they create "logical" explanations for unacceptable behaviors and motivations. For instance, a student who neglects doing an intimidating sociology report will not admit – to herself or to other people – that she fears she will fail at it. Instead, she will say, "Developing relationships is just as important as succeeding in school." And a student who is too lazy to do his schoolwork will say "I can't do it" when he really means "I don't want to try." If a course is not interesting for students, they should be all the more motivated to do the work so they can leave it behind once and for all. Finally, some students will rationalize by saying, "I'm too busy." Some students make themselves too busy, working more than they need to or getting overly involved in social activities on or off campus.
- 4 People rationalize not only to justify their behavior, but also to minimize their shortcomings and disappointments. They try to convince themselves that a failure doesn't matter ("Things always work out for the best") or that an unachieved goal was not important or worthwhile after all (remember Aesop's fox, who couldn't reach the vine and concluded that the grapes were probably sour anyway?). A student who receives a poor grade might rationalize that "grades don't matter as much as practical experience in the job market" or that "grades signify little more than one's ability to tell teachers what they want to hear." Students who rationalize eventually believe their own lies about their goals and responsibilities. This cannot help but work against their productivity and performance.
- 5 Through another defense mechanism, *compensation*, people make up for their inadequacies by doing well in other areas. A student might compensate for a poor academic performance by excelling at a part-time job, or by heading some intramural sports teams, or by becoming involved in campus government. Perhaps more than any other defense mechanism, compensation can yield positive results: rather than being defeated by a weakness, a student can be uplifted by achieving something. Nonetheless, compensation can get out of hand: students who make their diversions a priority may leave little time for much-needed studying.
- 6 Some people deal with threatening problems simply by *withdrawal*. This defense mechanism is most apparent in students with the "sleepiness syndrome." As soon as it's time to write a paper or study a book or go to class, these students claim they are "too tired." Likewise, they imagine they need naps during the day and ten hours of sleep at night. Needless to say, their weariness clears up in time for meals and favorite TV shows. Another

form of withdrawal is fantasizing in order to avoid undesirable tasks. The unsuccessful student may waste valuable study time daydreaming, picturing herself as an accomplished physician or a powerful corporate executive. Everyone daydreams to an extent, and psychologists agree that occasional fantasies can be a harmless escape from the everyday demands of life. The problem develops when fantasy is used to excess; in such cases, it becomes an unhealthy substitute for activity.

- 7 All these defense mechanisms bring only temporary relief. Although they may protect a student from anxieties and feelings of inadequacy, they solve no problems, and they don't help the student get work done. In fact, defense mechanisms usually aggravate problems. They lead students to do sloppy, last-minute work. They also erode self-confidence, making students feel – if only subconsciously – that *they have little control over their lives*. As a result, students may become even *less capable of performing well in the future*.
- 8 Fortunately, a person can defeat defense mechanisms before they trigger a vicious cycle of low self-esteem and failure. The key to overcoming these mental obstacles is to be aware of them. If you find yourself avoiding your schoolwork – *by making excuses, by finding time for less significant activities, by devoting time to other "priorities" or by daydreaming* – you should admit to yourself that you are using defense mechanisms. More important, you must then identify your problem. Why don't you want to do the work? Do you fear failure? Are you feeling lazy? Do you have doubts about being in school? It may be difficult to answer such questions honestly, but self-understanding is the first step to success. You must then come to terms with the fact that the work will not go away – you simply have to get it done, despite any feelings of insecurity or lack of desire. (You may even want to repeat to yourself aloud. "The work will not go away. I have to do the work."). Having truly accepted this, you must develop a strategy for ending your *escape tactics* and forcing yourself to do the work you should. This means *creating an organized study schedule* which gives you plenty of time to complete papers and study for tests. At first, it may be quite difficult to turn off the TV or resist the urge to daydream. You will have to *develop a new habit – of doing work on a regular basis as it needs to be done*. The payoff is that steady work habits will lay the foundation for future success. By proving to yourself that "you can do it," you'll be less likely to resort to defense mechanisms in the future.

John Langan *Sentence Skills* 1987

Mc Graw Hill Inc., pp 433-435

PHƯƠNG PHÁP POWER*Trần Trung Phương*

“Power” có nghĩa là “sức mạnh”, “năng lực”, vừa là tên gọi của một phương pháp học tập ở bậc đại học do Gs Robert Feldman (Đại học Massachusetts) đề xướng nhằm hướng dẫn sinh viên (SV), đặc biệt là SV năm 1, cách học tập có hiệu quả nhất. Power bao gồm 5 công việc cơ bản.

1. **Prepare (chuẩn bị):** Học đại học không phải chỉ học ở giảng đường. SV cần chuẩn bị tích cực để tiếp cận môn học như: đọc trước giáo trình, tra cứu thêm. Sự chuẩn bị trở nên tích cực hơn khi SV có một tâm thế sẵn sàng tiếp nhận kiến thức một cách chủ động và sáng tạo. SV có thể chủ động tự đặt trước cho mình một số câu hỏi liên quan đến bài đọc và bài giảng, thậm chí có thể tự tạo cho mình một cái sườn bài để trên cơ sở đó có thể tiếp nhận bài học một cách hệ thống. Chuẩn bị tích cực như thế, tri thức mà SV đạt được không chỉ là tri thức một chiều được truyền đạt từ người dạy mà còn do chính SV tự tạo. “Học là hợp tác giữa người dạy và người học”.
2. **Organize (tổ chức):** Đây là chuẩn bị ở bước cao SV tự tổ chức, sắp xếp quá trình học tập của mình một cách hợp lý và có mục tiêu rõ ràng.
3. **Work (làm việc):** một trong những sai lầm của phương pháp học tập cũ là tách rời việc học tập ra khỏi lao động trong khi chính lao động (làm việc) mới là một quá trình học tập có hiệu quả nhất. Trong giai đoạn này, SV phải biết làm việc chủ động và có phương pháp ở trong lớp ở thư viện, trong phòng thí nghiệm và ở nhà. Học đại học rất đa dạng, phong phú: lắng nghe và ghi chép bài giảng, thuyết trình hoặc thảo luận, truy cập thông tin, xử lý các dữ liệu, bài tập, thực tập các thí nghiệm. . . tất cả đều đòi hỏi phải làm việc thật nghiêm túc, tập trung cao độ và có hiệu quả.
4. **Evaluate (đánh giá):** Ngoài đánh giá của nhà trường, SV còn phải biết tự đánh giá bản thân mình và sản phẩm do mình tạo ra trong quá trình học tập. Chỉ có qua đánh giá một cách trung thực SV mới biết mình đang đứng ở vị trí và thứ bậc nào. Tự đánh giá cũng là một hình thức tự phản tỉnh để qua đó nâng cao được trình độ và ý thức học tập của mình.
5. **Rethink (xét lại):** SV cần biết cách cải thiện điều kiện, phương pháp và kết quả học tập của mình. Về bản chất, tư duy đại học không phải là một

thứ tư duy đơn tuyến, một chiều mà đó chính là một hình thức tư duy đa tuyến, phức hợp đòi hỏi người học cũng như người dạy, biết sáng tạo, biết lật ngược vấn đề, biết nhìn nhận vấn đề với đôi mắt trẻ thơ. Khả năng suy xét gắn liền với khả năng làm lại (redo) để tái tạo quá trình học tập trên căn bản một nhận thức mới.

Chữ R còn có nghĩa là Recreate (giải lao, giải trí, tiêu khiển), một hoạt động quan trọng không kém hoạt động học tập. Ai không biết cách nghỉ ngơi và giải trí, cũng biết cách học giỏi.

Tuổi Trẻ Chủ Nhật

17/3/2002

S4

Text 3

BÍ QUYẾT 9/1

Group discussion

- 1 Do you agree with this recipe for happiness? Why / Why not?
- 2 Can it be easily put into practice?

Bí quyết đó là gì? 10% cuộc đời là những biến cố xảy đến với bạn.
90% là phản ứng của bạn đối với chúng.

Ví dụ: Bạn đang ăn sáng ở nhà. Con gái bạn làm đổ cà phê lên áo bạn. Chuyện xảy ra bất thình lình, làm bạn điên lên. Bạn mắng cháu. Cháu khóc. Bạn trách vợ đã đặt tách cà phê gần rìa bàn. Hai người cãi nhau một hồi. Bạn dùng đũa lên lầu thay áo. Khi trở xuống, cháu vẫn còn khóc, chưa ăn xong để đi học. Cháu lỡ chuyển xe đưa rước của trường. Vợ phải hỏi há đi làm. Bạn phóng nhanh ra xe, đưa cháu đến trường. Sợ trễ, bạn vượt tốc độ cho phép. Chịu phạt xong, bạn tới trường trễ 15 phút. Cháu phóng nhanh vào lớp không kịp chào bạn. Bạn đến sở trễ 20 phút, mới sực nhớ đã bỏ quên chiếc cặp ở nhà. Một ngày mới đã khởi đầu một cách thê thảm. Mà càng về sau càng tệ. Buổi chiều bạn buồn bực về nhà và càng bực hơn khi thấy vợ con không vui vẻ đón mình như mọi ngày.

Tại sao bạn lại có một ngày thê thảm như thế?

- A Tại tách cà phê? B Tại con gái bạn?
C Tại người cảnh sát? D Hay 90% do bạn gây ra?

Câu trả lời đúng là D. Bạn không làm chủ cái 90% thuộc quyền quyết định của bạn. Phản ứng bộp chộp trong năm giây đã tạo nên một ngày bất hạnh. Bạn đã có thể phản ứng khác.

Tách cà phê đổ, cháu khóc, bạn nói: "Không sao, lần sau cẩn thận một chút". Bạn nhẹ nhàng thay áo và lấy cặp đi làm. Xuống nhà, bạn vừa kịp chia tay cháu lên xe trường đi học. Vợ chồng hôn nhau rồi chia tay đi làm. Bạn đến văn phòng sớm năm phút và vui vẻ với đồng nghiệp. Có lẽ sếp cũng khen bạn và chúc bạn một ngày vui vẻ.

Phản ứng bạn quyết định cuộc đời bạn. Biến cố chỉ chiếm 10%; phản ứng bạn chiếm tới 90%.

Áp dụng bí quyết này, bạn sẽ thấy cuộc đời bạn tốt hơn. Hãy sống vui.

Thư San (Theo Internet)

Thế Giới Trẻ, báo Tuổi Trẻ Chủ Nhật

Further reading

1 *A guide to learning independently*

Lorraine Marshall & Frances Rowland. Longman 1999

Chapter 9 Reading (pp. 123-146)

2 *A study skills handbook*

Mike & Glenda Smith. Oxford University Press, 1998

Unit 4 Reading Skills (pp.53-79)

3 *How to be a more successful language learner: Toward Learner Autonomy*

Joan Rubin & Irene Thompson. Heinle & Heinle Publishers, 1994 (Second edition).

Chapter 13 - Reading (pp. 91-100)

Chapter 3

LEARNING LISTENING

I. Do you like listening to English ? Why / Why not ?

II. Listening to spoken English

1 Listening to native speakers of English

2 Listening strategies

a Reasons for listening Tasks 1, 2 & 3

b Preparing and predicting

c How we predict

d Can you predict in English ? Tasks 4 & 5

III. Assessing your listening skills

1 Points to assess

2 Test yourself

3 Assess your performance in a real-life situation

IV. Practising your listening skills

1 Personal strategies

2 Note-taking Task 6

V. Organizing your listening practice

Supplements

Task sheet 1 **Let it be** (The Beatles)

Task sheet 2 **The Restaurant** – A humorous sketch

Further reading

LEARNING LISTENING

I. Do you like listening to English? Why / Why not?

Compare your experience with the following people's experiences.

- *I get irritated because I can't always understand everything.* (Somsa, Thailand)
- *I love listening to the sound of English – it's a beautiful language.* (Soya, India)
- *I don't mind if I don't understand everything. The main ideas are enough. The way people look and move helps me to understand too.* (Paul, Netherlands)

II. What do you know about listening to English?

1. Listening to native speakers of English.

English is a stress-timed language. Spoken English has a regular beat which affects the way some words are pronounced.

1	2	3	4
1 and	2 and	3 and	4
1 and a	2 and ə	3 and	4
1 and then a	2 and then a	3 and then a	4

- Can you hear the beats? Where are they? These are the stressed words.
- How can this knowledge about stress help you when you are listening to spoken English?

2. Listening strategies

A good listener varies his or her listening strategy according to his aims. Having an aim helps you to focus on what you need to listen for.

When might you use the following strategies?

Listening for gist: to find out the general ideas.

Selecting and reflecting: having a specific aim and just listening for that.

Can you think of a situation where you really need to understand every word of a listening text? Give an example if you can.

a. Reasons for listening

For each of the following situation, discuss which listening strategies you use and why.

Task 1

You listen to the song *Let It Be* by The Beatles. What do you listen for? Complete the task at the end of this chapter.

Task 2

You listen to the humorous sketch *The Restaurant*. What do you listen for? Complete the task at the end of this chapter.

Task 3

You are inviting some friends for a meal tonight, but you don't know what to cook. You think you might try the radio recipe. You tune in and listen listen... for what?

b. Preparing and predicting

Good preparation makes good listening.

Before I listen to the news in English, I try to read the headlines in the newspaper first. It helps me to understand more quickly. (Jordi, Spain)

Listening to the news

Before listening: prepare yourself by doing one of the following:

- listen to the news in your own language
- look at a newspaper in your own language
- look at a newspaper in English

Make a list of the topics you think will probably be presented on the news programme.

Choose the two topics that you are most interested in and make brief notes about what you think will be said about them.

While listening: listen for the two news items you selected to check your predictions.

c. How we predict

When you listen to a person speaking your own language, in many situations you can be one step ahead of the speaker. You can very often predict what that person is going to say next – perhaps not always the exact words, but at least the main ideas. Have you ever found yourself finishing other people's sentences for them? This is often something we do without even thinking about it.

The more you can predict, the easier it becomes to understand – in a foreign language too. In fact, you will probably be surprised at how much you can predict in English. Train yourself to predict as much as possible. Do this consciously.

There are many things which can help you to predict while you are listening, eg:

<i>how much you know about:</i>	the topic
	the situation
	the country in which the language is spoken
<i>signals :</i>	'I'm afraid that...' (signals something negative will follow)
	'There's one point I'd like to make...' (signals an opinion will follow)
<i>connectors :</i>	'Although ...'
	'On the one hand...on the other hand...' (signal the presentation of two contrasting ideas)
<i>sequencers :</i>	'Firstly ...' 'Secondly ...' 'Next ...' 'Lastly ...'
<i>intonation:</i>	when presenting a list, rising intonation signal that more items will follow and a falling intonation signal the end of the list: 'I'd like to buy eggs, cheese, tomatoes and a cake.'

d. Can you predict in English?

- * Listen to two unfinished sentences read out to you by your teacher. What do you think comes next? Listen to the complete sentences to check your guesses.
- * Now listen to the beginning of a conversation in English (your teacher reads it out for the whole class). Predict what the speakers in the conversation are going to say next. Note down your ideas and then compare them around the class.
- * Check your predictions by listening to the whole conversation. What things helped you to predict?

III. Assessing your listening skills

1. Points to assess

Many factors help you to understand what is being said. For example:

- a) *who*
 - Was the speaker speaking too fast for me?
 - Was the accent a familiar one?
- b) *what topic*
 - Did I know much about the topic?
 - Was I interested in the topic?
 - Did I know most of the words?
- c) *what situation*
 - Could I see the speaker?
 - Could I talk to the speaker?
 - Were there several people speaking at the same time?
 - Were there several speakers with similar voices?
 - Was there any background noise?
- d) *you*
 - Was I clear about my reason for listening?
 - Did I use the best listening strategy?
 - Did I feel tired/impatient, etc?

How you cope with these factors affects your understanding in listening.

Concentrate on only one or two of them at a time.

3. Test yourself

What did Michelin do to test herself?

The best way for me to test my listening is to buy one of those cassettes especially for practicing your listening, and the book that goes with it. I like the activities where you have to do something while you've listening, for example, match a description to a picture or follow directions on a map or something like that. Then I can check in the answers to see if I'm right. Sometimes I look at the typescripts when I'm really stuck and this helps me see where I had problems. (*Michelin, France*)

This is how Michelin assessed herself.

Date	Activity / Situation	Points to assess	Assessment
31.6.2004	'Task Listening' Unit 23 'Following instructions'	Listening for the main idea (gist)	Not satisfied. Recognising important words (stressed words)

Do you know of any other good ways of testing yourself?

- Assess your performance in a real-life situation

How did Santiago assess how well he understood?

I sometimes record parts of my conversations with my English friend and then I take the recording home and listen for the times when I didn't understand and I try to analyze why.

(Santiago, Mexico)

This is how Santiago assessed himself

Date	Activity / Situation	Points to assess	Assessment
3.6.2004	Talking to Carrie about education	Listening for details	Not satisfied. Understanding fast speech!

Think of a real-life situation where you needed to understand spoken English. How well did you do?

IV. Practising your listening

1. Personal strategies

We interviewed some students to find out what strategies they use for practising their listening. This is what they said.

* I record *Follow Me* from the TV on my video recorder. Then I watch it several times. When I'm familiar with it, I record the sound track on to a cassette and then listen to this while I'm jogging. I can see the pictures in my mind. (Gunter, Germany)

* When I visit England I like to travel on buses and try to listen to people's conversations. Sometimes it's really funny and I hear a lot of slang. (Mimma, Finland)

* I really love pop music and try to listen to songs in English again and again until I understand as much as possible. (Marisol, Spain)

* Sometimes we get English language films on TV in Austria with German subtitles. After watching the film for a little while to find out the story, I cover up the subtitles with a piece of paper for a few minutes at a time and try to follow the film. (Franz, Austria)

How do you prefer to practise your listening? Can you think of any other ways?

Examples:

	Listening texts	Reasons for listening	Your preference
1	A song – <i>Let It Be</i> (Beatles)	fun	<ul style="list-style-type: none"> • gist • singing along
2			
3			
4			

Task 6 Note-taking

Your teacher will dictate a message to you. Practise the strategies you have just learn to make sure you write the message down correctly.

V. Organising your listening practice?

Here are some ways of organizing your listening practice. Fill in numbers 5 & 6

1. Establish a daily routine for listening practice
2. Exchange cassettes and other listening materials with friends.
3. Read reviews of TV programmes, headlines in newspapers etc., either in English or in your own language, before listening or watching.
4. To support your listening library, collect articles from magazines and newspapers on the same or similar topics.
5.
6.

SUPPLEMENTS

Task sheet 1

Let It Be (The Beatles)

What's your reaction to your sorrows in life? Do you react strongly and get very upset about them? Or do you simply accept them and learn to live with them? Listen to this famous song and find out what it has got to tell you.

I. Match the following phrases:

1 LET IT BE	a. sensible advice
2 FIND MYSELF IN TIMES OF TROUBLE	b. take it easy; don't worry too much
3 MOTHER MARY	c. my times of sorrow
4 WORDS OF WISDOM	d. unhappy people
5 BROKEN- HEARTED PEOPLE	e. Lady Buddha (in Vietnam)
6 THE NIGHT IS CLOUDY	f. wake up and/ when I hear the music
7 A LIGHT THAT SHINES ON ME	g. realize that I'm sad / sorrowful
8 WAKE UP TO THE SOUND OF MUSIC	h. the night is sad / sorrowful
9 MY HOUR OF DARKNESS	i. hope / joy that comes to me

II. Relax, listen to the song, and fill in the gaps

Let It Be

- 1 WHEN I FIND MYSELF IN TIMES OF (1) _____ MOTHER MARY COMES TO ME SPEAKING WORDS OF (2) _____ LET IT BE AND IN MY HOUR OF (3) _____ SHE IS STANDING RIGHT IN (4) _____ OF ME SPEAKING WORDS OF (5) _____ LET IT BE, LET IT BE, LET IT BE, LET IT BE, LET IT BE, WHISPER WORDS OF WISDOM LET IT BE
- 2 AND WHEN THE (6) _____ PEOPLE LIVING IN THE WORLD AGREE THERE WILL BE AN (7) _____ LET IT BE, LET IT BE, LET IT BE...
- AND WHEN THE NIGHT IS CLOUDY THERE'S STILL A (8) _____ THAT SHINES ON ME, SHINES UNTIL TOMORROW. LET IT BE

I WAKE UP TO THE SOUND OF (9) _____ MOTHER MARY
COMES TO ME (10) _____ WORDS OF WISDOM LET IT BE,
LET IT BE LET IT BE... THERE WILL BE AN ANSWER LET IT BE

III Discuss in your group:

Is it easy / wise to let things be ? Why / Why not ?

Task sheet 2

A humorous sketch

The restaurant

Exercise 1 Can you explain these words

- The restaurant has an Italian name *The Trattoria Romantica*
French food and Spanish music
- A German manager: Stavros Papadopoulos
- → international restaurant
- We're closed for lunch
- To pay separately / together
- A small menu / a small restaurant
- Chips / Fish
Sandwich - sand + which
- This is not the worst restaurant in London. The other is much worse
- That's the trouble with the English people
- What's that?
- They don't know a good restaurant when they see one.
- Do you have a reservation?
- A table for four / five
- A take-away service

The restaurant

Scene	The customers' home in London (I) A restaurant in London (II-V)
Characters	Customer A Customer B The manager of the restaurant Manfred Schmidt, a Spanish guitarist

I A and B are at home.

Customer A Let's go to a restaurant tonight.

Customer B OK.

Customer A Somewhere different.

Customer B All right. Let's have a look in the newspaper.

B opens the newspaper.

Customer B Er . . . Cinemas . . . Theatres . . . Restaurants. Ooh, this sounds nice. (Reading:) 'London's newest restaurant. The Trattoria Romantica.'

Customer A It sounds good.

Customer B 'The Trattoria Romantica. The best French restaurant in London.'

Customer A French

Customer B Yes.

Customer A 'Trattona Romantica' sounds Italian.

Customer B It says French here.

Customer A What else does it say?

Customer B 'Open every evening -'

Customer A Good.

Customer B '- from 7.30 to 7.45.'

Customer A What? Fifteen minutes?

Customer B It must be a mistake.

Customer A I hope so. Anything else?

Customer B Yes. 'Music every evening-'

Customer A Good.

Customer B - from our Spanish guitarist -

Customer A Spanish guitarist?

Customer B - Manfred Schmidt.'

Customer A Manfred Schmidt?!

Customer B Yes. Oh, and there's a picture of the manager.

Customer A *What's his name?*

Customer B Stavros Papadopoulos.

Customer A Stavros Papadopoulos?

Customer B Yes.

Customer A But that's a Greek name.

Customer B Yes.

Customer A So it's an Italian restaurant, serving French food . . . The Spanish guitarist has got a German name. . . And the manager's Greek.

Customer B That's right. It sounds very international. Let's try it.

Customer A All right.

II. Later. They arrive at the restaurant.

Customer B Well, here we are - the Trattoria Romantica.

Customer A There's no-one here. (Calling:) Hallo?

The manager appears. He is not very friendly.

Manager Yes?
 Customer A Oh, good evening. Is this the Trattoria Romantica?
 Manager I don't know. I only work here.
 Customer A Pardon?
 Manager Yes, yes, yes. This is the Trattoria Romantica, but we're closed for lunch. Customer B Closed for lunch? But it's nine o'clock.
 Manager In that case, we're closed for breakfast.
 Customer B It's nine o'clock in the evening.
 Manager (Friendly) Yes, of course it is. Just a little joke. Allow me to introduce myself. I am Stavros Papadopoulos, the manager of the Trattoria Romantica. What can I do for you? Customer B We'd like a table for two, please.
 Manager Have you got a reservation?
 Customer B Er . . . No.
 Manager Ah. That's a problem.
 Customer A But the restaurant is empty.
 Manager Is it? Oh, yes. Er . . . a table for two.
He looks around the restaurant.
 Manager Here you are - a lovely table for two.
 Customer A Thank you.
III. A and B sit down at the table.
 Manager Is everything all right?
 Customer B Yes, thank you..
 Manager Good. That's £12.50, please.
 Customer B What?
 Manager £12.50
 Customer A What for?
 Manager For the chairs.

Customer A The chairs?

Manager Yes £ 6.25 each.

Customer B There must be some mistake.

Manager Oh, sorry £6.30. That's £12.60 altogether. And of course £37 for the table.

Customer B £37 for the table?!

Manager That's . . . er . . . £49.60 altogether.

Customer A Look here -

Manager Service not included.

Customer B Service?!

Manager Would you like to pay separately or together?

Customer A Look - we don't want the table or the chairs.

Manager Oh, you want to sit on the floor.

Customer B No, we don't want to take them away.

Manager That's good. We don't have a take-away service.

Customer B We want to sit here and eat something.

Manager Eat something?

Customer B Yes.

Manager Ah.

Customer B Can we see the menu, please?

Manager Er . . . yes. There you are.

IV He gives them a very small menu.

Customer A It's a very small menu.

Manager It's a very small restaurant. What would you like?

Customer B (Looking at the menu:) Let's see . . . (Reading:) 'Egg and chips. Double egg and chips. Double egg and double chips.'

Customer A Um . . . Isn't this a *French* restaurant?

Manager Oh, yes. Sorry. Give me the menu.
The manager takes the menu.

Manager Thank you. Have you got a pencil?

Customer B Here you are.
B gives the manager a pencil.

Manager Thank you.
He writes on the menu.

Manager There - a French menu.
He gives the menu back to B.

Customer B (Reading:) 'Oeur et pommes frites. Deux oeurs et pommes frites.
 Deux oeurs et deux pommes frites.'
B puts the menu on the table.

Customer A What if you don't like eggs?

Manager Have the chips.

Customer B What if you don't like chips?

Manager Have the eggs.

Customer A What if you don't like eggs or chips?

Manager Have a sandwich.

Customer B A sandwich?

Manager Yes. I've got one here in my pocket.
He puts a sandwich on the table.

Customer B Thank you. Er . . . what's in this sandwich?

Manager } Sand.

Customer A } Sand ?!!!

Customer B }

Manager. Yes, sand. That's why it's called a sandwich - because of the sand
 which is inside it.

V Customer A (To B) Come on, let's go.

Manager What's the matter? You're not going already are you?

Customer B Yes.

Manager Why?

Customer A Because it must be the worst restaurant in London.

Manager No, it isn't.

Customer B Isn't it.

Manager No. I've got another one round the corner. It's much worse than this one. Anyway, people don't come here for the food.

Customer A I'm not surprised.

Manager No, they come here for the music.

Customer B The music?

Manager Yes. Allow me to present Manfred Schmidt and his Spanish guitar.

Manfred comes in with his guitar.

Manfred Ole. Guten Abend, meine Damen und Herren'

Customer A Stavros?

Manager Yes?

Customer A What can Manfred play?

Manager Anything you like.

Customer A Really?

Manager Yes, anything at all.

Customer A Good. Tell him to play football.

Manager Football? What do you mean?

Customer A We're leaving. Goodbye.

Manager Oh, goodbye. Do come again. Don't forget to tell your friends!

A and B leave the restaurant.

Manager That's the trouble with English people, Manfred.

Manfred What's that. Stavros?
Manager They don't know a good restaurant when they see one.

THE END

Exercise II. Choose the right words

1. The name of the restaurant sounds
French / Italian / Greek.
2. The guitarist's name sounds
English / Spanish / German
3. The manager's family name is
Schmidt / Papadopoulos.
4. The restaurant seems / does not seem very popular.
5. Service is / is not included at the Trattoria Romantica.
6. The Trattoria Romantica has / does not have a take-away service.
7. There is a lot / not much on the menu.
8. The Trattoria Romantica serves / does not serve sandwiches.
9. The Trattoria Romantica is / is not the worst restaurant in London.
10. Manfred speaks / does not speak English.

III. Question time

Here are the answers to ten questions about the people, places & things in the sketch.

What are the questions?

- 1 _____ ? No, it's new.
- 2 _____ ? French.
- 3 _____ ? Every evening from 7.30 to 7.45
- 4 _____ ? A Spanish guitarist.
- 5 _____ ? Stavros Papadopoulos.

- 6 _____ ? Greek.
- 7 _____ ? Because it's a very small restaurant.
- 8 _____ ? No, he doesn't speak French very well.
- 9 _____ ? No, he's got two.
- 10 _____ ? Because of the sand which is inside it.

IV. Look at this advertisement for the Trattoria Romantica.

Will you choose it for dinner?

London's newest French restaurant

THE TRATTORIA ROMANTICA

17, Stone Street, London SW1

The best French restaurant in London!

OPEN EVERY EVENING: 7.30 - 7.45 Our specialities include:

Coq au vin, spaghetti, alle vongole, boeuf bourgignon, egg and chips, Knackwurst, Taramasalata

MUSIC EVERY EVENING FROM OUR SPANISH GUITARIST

Further reading

1. *A study guide to learning independently*

Lorraine Marshall & Frances Rowland. Longman, 1999. Third edition
Chapter 10 Listening to lectures (pp. 149-158)

2. *A study skills handbook*

Mike & Glenda Smith. Oxford University Press, 1998.
Unit 5 Notetaking skills (91-104)

3. *Study skills in English*

Michael Wallace. Cambridge University Press, 1999. With a cassette.

4. *Study tasks in English*

Mary & Alan Waters. Cambridge University Press. 1995. With a cassette.

Chapter 4

LEARNING SPEAKING

I Do you like speaking English ?

II Features of spoken English

- 1 Pronunciation
- 2 Stress
 - Syllables - *Task 1*
 - Words in sentences - *Task 2*
- 3 Intonation
- 4 Features of spoken English - *Tasks 3 & 4*

III Assessing your speaking

- 1 Points to assess
 - Focus on accuracy
 - Focus on fluency - *Tasks 5 & 6*
- 2 Testing yourself - *Tasks 7 & 8*

IV Building up your confidence

- 1 Thinking-time techniques
- 2 Suggestions

Further reading

Chapter 4

LEARNING SPEAKING

I Do you like speaking English ?

Compare your experience with the following learning experiences

- *I want my English to be perfect. I always try hard to be correct when I speak English. I hate making mistakes. I want to be corrected when I do.*
- *I'm sure I make a lot of mistakes when I speak- but I no care - the people they understand me mostly.*
- *I think my accent in English is terrible, but my teacher says it's OK. I don't know why he says this - I think if you try to learn English, you should try to sound like an English person.*
- *I feel strange when I speak English - like a different person. I feel like I'm acting. I even think my voice changes.*
- *I think British English is the best - I only want to learn that.*

II. Features of spoken English

1. Pronunciation .

Learners from different countries have different problems when speaking English. For example, Spanish speakers may find it difficult to make a difference between / v / and / b / in English because in Spanish the letters v and b are pronounced in almost the same way. Some Chinese people often pronounce the English letter r as / l / because the sound / r / does not exist in their language. They use the nearest sound to it from their language.

Make a list of the pronunciation problems typical of Vietnamese speakers when speaking English. Compare your list.

2. Stress

English words have stresses. Listen to the examples read out to you by your teacher.

probably

doctor

chocolate

Task 1

- Listen to the following words and mark the stressed syllables

banana photograph area
advertisement determine English

- Listen again to these words. Notice the pronunciation of the unstressed syllables.
- Listen and repeat. Notice how important it is to get your stress right. Try putting the stress in a different place: a native speaker of English might not be able to understand the word.

When you are learning new words, make sure you know where the stress is and how to pronounce the word. You can get help from: a native speaker, your teacher, or your dictionary.

3 Words in sentences

By stressing different words in a sentence you can change its focus.

Listen to the examples read out to you by your teacher:

I saw John yesterday (not Fred)

I saw John yesterday (not today)

Task 2

By stressing a different word, you can also answer different questions. Work in pair.

Student A asks the following questions and student B answers, stressing the appropriate word. Then change so that B asks the questions.

Questions	Example sentence
1 Who gave Jackie the bike ?	<i>David</i> gave Jackie the bike
2 How did Jackie get the bike ?
3 Who did David give the bike to ?
4 Which present did David give Jackie ?

Now listen to your teacher to check if your stress was correct.

4 Intonation

Intonation is the way your voice rises or falls when you speak English. It can indicate:

- what the speaker means
- how the speaker feels

Listen to the example:

John: *Jean, can you bring me the newspaper, please ?*

Jean: *Sorry ?*

(Jean means " I didn't hear you, could you say that again please ? ")

Now listen to these 3 short conversations read out to you by your teacher. For each one, decide what Jean means, or how Jean feels.

- a John: *Ow ! My foot !*
Jean: *Oh, sorry !*
- b John: *Let's go to the cinema*
Jean: *Oh, all right !*
- c John: *Let's go to the cinema*
Jean: *Oh, all right.*

When you are learning to say phrases or sentences in English, try to copy the intonation.

5 Features of spoken English

- a What are some of the main differences between written and spoken English ?

Written	Spoken
Formal	informal
Abbreviations	repetition
.....
.....
.....

Both written and spoken English can vary in style from formal to informal. The level of formality depends, for example, on:

- i) **Your role** ie. who you are communicating with and what your relationship with that person is (e.g. your boss, your teacher, a close friend, a relative, a stranger)
- ii) **The situation** e.g. in a restaurant, at a formal business meeting, at home.
- iii) **The topic** e.g. football, education, a house rent
- iv) **Your reason for speaking** e.g. to complain, give advice, invite, disagree, request
- v) **Your mood** e.g. happy, relaxed, anxious, angry.

These factors influence the language you use (ie. vocabulary & structures)

TASK 3

c) Listen to three conversations & answer the questions in the chart

	Conversation 1	Conversation 2	Conversation 3
What is the relationship between the speakers?			
Where are they?			
What is the topic?			
What are their reasons for speaking?			
How do they feel?			

TASK 4

d) How many different ways can you ask somebody to be quiet?

Make a list, starting with the most formal and finishing with the most informal.

Then compare your ideas.

III Assessing your speaking

1. Points to assess

You must be clear about what aspect(s) you want to assess. Firstly, are you going to focus on your accuracy or your fluency or both? Your choice of points to assess will probably also depend on:

- your strong and weak points in speaking
- your personal level of satisfaction with the way you speak
- your long-term aims e.g. to pass an oral examination, to perform well at a job interview.

Focus on accuracy

This can be broken down into very specific points. Here are some suggestions:

a) Vocabulary

- correctness: Did I use the right words?
- range: Did I use only a limited number of words?

b) Grammar

- tense: Did I use the right tense?
- prepositions: Did I use the right prepositions?
- question tags: Did I use the right question tags?

c) Style: Was I formal / informal enough? etc.

d) Pronunciation of sounds: Did I have a problem with a particular sound?

e.g. "think", "Streamline English", "doctor", or "sheet".

e) Stress: Did I stress words correctly?

f) Intonation: How did I sound?

eg. polite ? friendly ? aggressive ?

Focus on fluency

You are concerned with the general effect of your spoken English. Here are some suggestions:

a) Meaning: Was my meaning clear?

b) Spontaneity: Did I hesitate too much?

Was my speech slow and labored ?

TASK 5 Describing a photograph

You will hear two different students talking about a photograph in front of the whole class.

- Take notes while you are listening.
- Assess their speaking, using accuracy & fluency as criteria.
- Discuss your assessment with your partner(s).

TASK 6 Recording yourself

This activity will give you practice in assessing your spoken English, using the specific points in accuracy & fluency.

Work in pairs or groups. Your teacher will give each of you a picture to talk about or you choose your own pictures. Take it in turns to record yourselves

Listen to your recording. How well did you do?

Discuss your assessment with your partners who have listened to your recording.

2 Testing yourself

What do you think about these two learners' opinions?

" I'm working on my pronunciation and stress at the moment - I record myself in simple imaginary role plays, eg. in a shop. Then I listen and note my difficulties. I can usually find helpful pronunciation exercises in Ship or Sheep, and for stress my teacher recommended

Elements of Pronunciation "

" I record conversations with my English friends and then take them home so that I can listen to myself. At the moment I'm trying to improve my fluency. Last week I hesitated too much, I said 'er' and 'um' too much and sometimes there was a long silence. So, I've been recording myself playing Just a Minute on my own."

TASK 7

Think of a real-life situation you have been in recently where you needed to speak English.

Did you have any problems? What were they?

Make a list. Compare it with your partners in a group.

IV Personal strategies

Here are some strategies people use for practicing their speaking.

" I record myself reading aloud for pronunciation practice "

" I've started an English language club and once a month we meet and talk English together."

" I pretend I have an English friend with me and have imaginary conversations with her."

TASK 8 Problem solving

Think about the kinds of problems you have when speaking English both in front of your classmates & teacher in the classroom and outside.

Can you think of any strategies you could use to improve your speaking ?

IV. Building up your confidence.

1. Thinking-time techniques

a) Have you ever been in a situation like the following ? What did you do?

" At business meetings sometimes I get asked tricky questions. Often I need time to think about my answer and the English I should use - and there's big silence. I feel very uncomfortable".

It is not always easy to speak spontaneously in a foreign language when you are in a tricky situation. This may be because you are nervous or because you need more time to find the right words. To sound fluent and be in control you can learn how to use techniques which give you time to think.

b) Silence fillers people often use are :

* repetition of original question

* ' Ah, yes, now ...'

* ' well, actually ...'

* 'That's a very interesting question ...'

- * '... and it's one I've been thinking about for some time ...'
- * 'You see ...'
- * 'It's like this ...'
- * 'How shall I put it? ...'
- * 'Well, as far as I can see ...'
- * 'To my mind ...'

TASK 9 *Just a Minute!*

You will be asked to speak for exactly one minute without stopping on a topic given to you by your teacher.

If it is an easy topic, you probably won't need to use many 'thinking-time' techniques.

But if it is a topic you don't know much about, you will have an ideal opportunity to practice the techniques you have just learned. You might like to record yourself doing it.

2. Suggestions

- * Don't be afraid of making mistakes. Most of the time when you are speaking, it doesn't matter if your English is not always correct.
- * Try to avoid using words or phrases that you know are a big problem for you. Try practicing them in private until you feel more confident.
- * Prepare yourself for difficult situations by rehearsing.

FURTHER READING

1. *Pronunciation for Advanced Learners of English*
David Brazil. Cambridge University Press, 1999. With 2 cassettes.
2. *Passages 1 & 2 – An upper-intermediate multi-skills course*
Jack Richards & Chuck Sandy. Cambridge University Press, 2001. With 2 cassettes & workbooks.
3. *Further off-stage – More sketches from the English Teaching Theatre*
Doug Case & Ken Wilson. Heinemann Educational Books, London, 1987. With a cassette.

Chapter V

LEARNING WRITING

- I. Do you like writing English ? Why / why not ?
- II. Features of a well-written text
 - 1 What do people write?
 - 2 Features of written texts.
Task 1 Comparing written texts
 - 3 A well-written text
Tasks 2 & 3
- III. Test yourself
 - 1 Two learners' self-assessment
 - 2 How do you assess your own writing.
- IV. Practise your writing
 - 1 Personal strategies
 - 2 Writing drafts
Task 4 – Create a magazine
 - 3 Suggestions
Task 5 – Fill in an application form
- V. Writing spontaneously
Task 6 – Dictation
Task 7 – Timed writing 5 minutes & 2 minutes
- VI. Organizing your writing practice

Task sheet 1 – An application form

Further reading

LEARNING WRITING

I Do you like writing English ? Why / Why not?

What do you think about this learner's attitude?

"Most of the writing I do in English is just to help me learn - spelling, phrases etc.

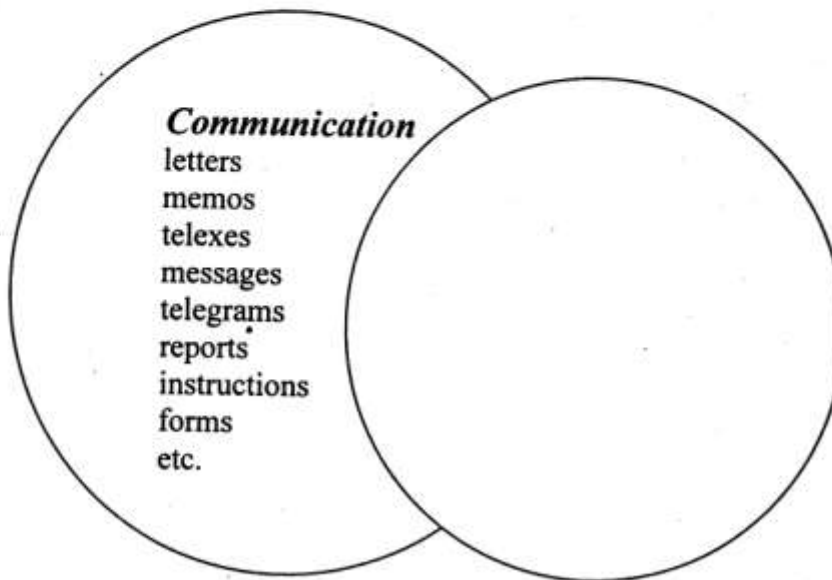
I remember new things better if I write them."

II. What do you know about writing English ?

1. What do people write ? People generally write for two purposes :

- ◆ to communicate (ie. for others to read).
- ◆ to keep for personal use (ie. not meant to be read by others)

The following diagram shows some different types of writing.



2. Features of written texts

Written English differs from spoken English in a number of ways. In addition, different types of written texts have their own features which you need to know about if you want to be able to write successfully.

Task 1 Comparing written texts

- a. Bring to class an example of writing by a native speaker of English.

Try to bring the type of writing you need or want to be able to do, for example:

a business letter / a telex / a poem

- b. Work with another class member who has brought in a different type of written text. Compare your examples. Make a note of the specific characteristics that make them different from each other, for example: layout

length

organisation of ideas

style of language

3. A well-written text

It is important to keep your readers constantly in mind when you are writing so that your writing is clear and easy for them to understand.

What do you think are the features of a well-written text? Make a list.

Task 2

Analyze *Students Defense Mechanisms* in terms of organization of ideas.

Rewrite it in your own words.

Task 3

Analyze the following letter in terms of length & organization of ideas.

Using the letter as a model, write a similar letter to apply for a summer job.

Dear Sir or Madam,

I would like to apply for a post in your hotel.

As I have worked for the Grand Hotel before, you will already have my personal data regarding my past working experience. While working there, I was able to gain much experience of the hotel industry. I am including some further information in support of my application.

*In November 1979, I followed a course on **Hotel Management** at the University of Tourism. Furthermore, I have found hotel work very interesting and am very committed to this type of work.*

If you consider me to be a suitable candidate, I would welcome the chance to work abroad in order to expand my experience.

I hope you will consider my application favourable. I look forward to hearing from you.

Yours faithfully

III. Test yourself

1. "I take a business letter, for example, and read it and make notes on the content. Then I try to rewrite the letter from my notes. I compare my version with the original letter to see how well I've done".

2. "I'm studying medicine in London. I always give myself much time to read everything I've written very carefully. I check spelling, grammar and punctuation".

3. How do you assess your own writing ?

IV. How do you prefer to practise your writing?

1. **Personal strategies** Read about how these learners practise their writing.

- ◆ "I've got pen-friends around the world who I write to regularly."
- ◆ "While I'm in this country, I try to keep a personal diary in English."
- ◆ "I've started to enjoy English now I've got a computer at home. I can store different types of writing. Practicing writing in English isn't such hard work. I can correct myself easily."

Can you think of any other ways of practising your writing ?

2. Writing drafts

It is *not* a good idea to write in your own language first and then try to translate it. Why not ?

Train yourself to *think in English*. Train yourself to *write directly in English*. If you do this, you will be using the English you already know and will need to spend less time using dictionaries.

One way is to write drafts. A draft is a preparation for the final version of your writing. You may write several drafts before you are satisfied.

Try not to stop at all to check in dictionaries while you are writing. You can do this when you have finished.

Task 4 Create a magazine

As a project, you could work together with 5 other students to create a class magazine containing articles, puzzles, letters, reviews, poems, jokes, recipes... Write two or three drafts before you produce your final version.

3. Suggestions

Model Banks

- Collect examples of the types of writing you need / want to do.
- Keep them in a file for easy reference.
- Share copies of your 'Models' with other classmates.

Memorise

- Learn useful expressions that you need to use regularly in your writing.

Here are some examples:

Thank you for your letter of 9th June.
I'm looking forward to hearing from you soon.
Yours sincerely,
Yours faithfully,

Task 5

Imagine you are planning for overseas at the University of Canberra, Australia.

Complete the application form at the end of the chapter.

V. Writing spontaneously

When you are writing, you usually have time to think about what you want to say, to use aids such as dictionaries and grammar books, or to ask for help. However, you can sometimes become too dependent on these aids. What are some of the disadvantages of this?

There are ways you can train yourself to become more confident and independent, eg. by giving yourself practice in writing drafts. You could also try the following tasks - they will help you to think in English and to write spontaneously without worrying about making mistakes

Task 6 Dictation

Your teacher will dictate part of a text to you and then ask you to continue writing the text on your own. You should try to:

- develop the topic further
- use the same style.
- read your text to the class, when you have finished.

Task 7 Timed writing

a. Five minute Your teacher will give you a topic to write about for five minutes.

- Write as much as you can.
- Read your text to the other learners in your group.

b. *Two minutes* Your teacher will give you a topic to write about in two minutes.

- The student who has written the longest text is the winner.
- Your text should make sense !

Here are some examples of timed writing (2 minutes) on *My Country*

1 The place I come from people walk up side down legs up and hands down, if you ask me why, I don't know.

Ower main meal are rice, cheicken, Beef vegtiabile.

When we invile friends or relative we do a very tasty and dilishes food. not like some were else. one importand thing is they

2 The weather in my country is good because it is in Trofrical. Food is a bit spiey. we can grow everything easily. It is the rich land

3 My name is Sritom I come from Thailand I'm 26 years old. I really enjoy in my country. We have the king and Queen. We have morn 3000 temple. I like the

VI How do you organise your writing practice?

Here are some suggestions for organising your writing practice.

1. Organise a regular time for practising writing, especially timed writing.
2. Keep a Model Bank
3. Keep copies of everything you write in English (letters etc.) to use as reference.
4. Copy texts in English. Learn to use a computer.
5. Get a pen friend, if possible.

Further reading

1 First Steps in Academic Writing

Ann Hogue. 1996. Longman

2 Writing Academic English-Third Edition

Alice Oshima & Ann Hogue. 1999. Longman. With answer key

LEARNING GRAMMAR

I. Do you like learning English grammar ? Why / Why not ?

II. What is English grammar ?

- 1 Languages are different
- 2 What is grammar ?

Facts, patterns, & choices. Tasks 1 & 2

III. Assessing your English grammar

- 1 Points to assess Task 3
- 2 Test yourself
- 3 Assess your performance in a real-life situation

IV. How do you prefer to learn grammar

- 1 Personal strategies
- 2 Suggestions

V. Discovering English grammar

Tasks 4 & 5

Further reading

Tasksheet for *Task 3*

LEARNING GRAMMAR

I. DO YOU LIKE LEARNING GRAMMAR? WHY / WHY NOT ?

In a group, discuss the following learners' comments

- * *English is difficult. It's illogical. There are too many exceptions.*
- * Grammar is not the most important thing. There are other things, like vocabulary, body language, culture and so on which are just as important
- * You can't speak a language without learning the grammar first.
- * I hate it. It's boring but I suppose it's necessary.

II. WHAT IS ENGLISH GRAMMAR?

1. Languages are different

a) Is the grammar of our Vietnamese language similar to the grammar of English ?

Can you give some examples like the following?

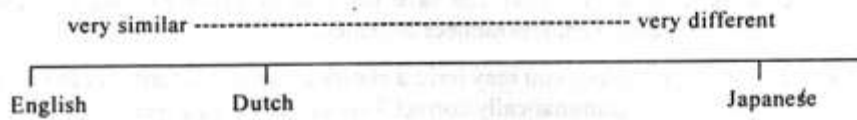
- * In Russian, we have no verb 'to be' in the present tense. We say 'I Russian'
- * In Vietnamese we don't have present, future or past forms of verbs at all. Sometimes we just put a little word in front of a verb to show if it is present, future or past, like this: *sẽ* before a verb means **future**.
- * *In French we often put adjectives after the noun, like this: 'A woman very rich' (une femme très riche).*
- * *German nouns can be masculine (Der Mann), feminine (Die Frau) or neuter (Das Haus).*

b) Dutch, for example, is relatively similar to English, but Japanese is very different.

What is your feeling about our Vietnamese language?

Where would you place it on this line? Why?

very similar ----- very different

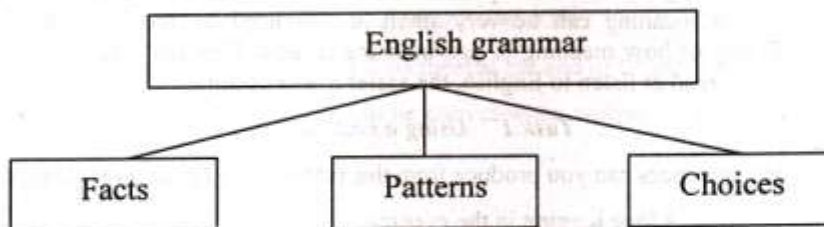


Very similar: Lucky you! You probably will not find English grammar too difficult to learn.

Very different: Be prepared to spend more time & effort learning English grammar & to meet some new ways of expressing ideas that may seem strange to you.

2. What is grammar?

The grammar of English can be divided into three main areas.



Facts

Plurals *woman / women; wife / wives*

Verb forms *I write / I wrote / I have written*

The only thing you can do with facts is learn them.

Patterns show how some language falls into certain patterns, eg.

	<i>do</i>	<i>you</i>	<i>do?</i>
<i>What</i>	<i>does</i>	<i>he</i>	<i>think?</i>
	<i>do</i>	<i>you</i>	<i>want?</i>

We can use this pattern to make new questions beginning with 'what', eg.

	<i>do</i>	<i>you</i>	<i>like?</i>
<i>What</i>	<i>did</i>	<i>you</i>	<i>prefer?</i>
	<i>do</i>	<i>they</i>	<i>prefer?</i>

Patterns need to be learnt. They can save you time & effort because from one pattern you can produce endless number of sentences.

Choices In any situation, you may have a choice of language forms, both / all of which are grammatically correct. This choice may be free, eg.

I've played tennis since I was a child.

I've been playing tennis since I was a child.

Or it may depend on what you really mean or how you feel at the time, eg.

She always loses her keys.

She's always losing her keys.

You are likely to sound more irritated if you choose the second sentence from the air above, although this could depend on other factors such as **intonation**. The differences in meaning can be very small & you need to develop a deeper understanding of how meaning & grammar are related. This can take time, but the more you read & listen to English, the easier it will become.

Task 1 *Using a pattern*

How many sentences can you produce from this pattern? You have three minutes.

I love jogging in the evening.

I love swimming in the morning.

Now compare your lists with your partners in a group.

Task 2 *Making choices*

In how many ways can you borrow money from your classmates? Work in pairs. You have three minutes to take turns and express your request.

III. ASSESSING YOUR ENGLISH GRAMMAR

1. Points to assess

Before you can assess your use of grammar, you need to be clear about what exactly you want to assess.

- First of all you need to consider what kinds of grammatical mistakes you think are serious. Some are more serious than others because they make the meaning unclear & can cause confusion.

Look at the examples of spoken English below. Each sentence has an underlined mistake. Decide how serious you think that mistake is & why. Discuss.

i) A: What does your brother do?

B: He work in a factory.

ii) Where you go for your holiday?

iii) A: What's the matter?

B: I've been cutting my finger.

iv) A: Are you going swimming?

B: It depends from the weather.

v) A: What means *flabbergasted*?

Task 3 Grammatical mistakes

Find the mistakes & correct them (Tasksheet at the end of Chapter)

Do you think it is more important to be correct when writing or when speaking?
Why?

2. Test yourself

How did the following learner test herself on grammar?

I've got a book of grammar exercises with answers at the back, so I can easily give myself tests on the things I find tricky, like the conditionals in English.

Do you know of any good grammar books for testing yourself in this way?

If you don't, find them in **Further Reading** at the end of this chapter.

3. Assess your performance in a real-life situation

How did this learner assess his performance?

English is very important for my work at the airport. It is very important to get tenses right.

I record conversations in my office with English-speaking colleagues and listen to find out how well I did afterwards.

Think of a real-life situation where you needed to use English.

Did you have any problems with your grammar? What were they?

IV. HOW DO YOU PREFER TO LEARN GRAMMAR ?

1. Personal strategies

What strategies do some students use ?

* *I ask my American boyfriends to tell me every time I make a particular grammar mistake*

– *like when I get questions wrong.*

* *I choose a grammar point of the week, like 'passives' or 'second conditional' and then I look in newspapers or magazines for examples. I cut the paragraphs out and keep them in a scrapbook. I see if my examples fit the notes in my grammar books.*

* *To help myself learn new rules, I use a grammar book with exercises. I don't read the explanations because I don't understand them. Instead I try a question in an exercise and then look up the answer immediately. This helps me do the next question. I check the answer after each question. I learn as I go.*

How do you prefer to learn grammar ? Can you think of any other ways ?

2. Suggestions

- * Get a good grammar book. Work on its exercises everyday until you finish it.
 - Regularly review the grammar covered in your class or coursebook
 - Read & listen to English as much as possible for examples of how grammar is used.
 - Try out new examples on a native speaker from time to time

V. DISCOVERING ENGLISH GRAMMAR

The explanations in some grammar books can be confusing & difficult to understand. There are other ways of learning grammar, but you need to be prepared to experiment. Try to discover grammar 'rules' by yourself or together with other learners, like this:

* Look at three examples of a grammar point. (You can find them in grammar books)

* Try to work out the rule.

* When you are satisfied with your rule, look at some more examples to see if they fit it.

- * If they don't, try to adapt your rule.
- * Collect examples from time to time & check that they fit your rule.

You may need to adapt your rule again.

By discussing the problem & working it out like that, you are helping yourself to understand the grammar better. What is more, the rule will probably become easier to remember.

Task 4 *few / a few & little / a little*

Look at this example

- A: Can you lend me some money?
 B: I'm afraid I can't. I have little money,
 & I have to pay my rent.

Look for some more examples like the above.

What do you think the rule is? Write it down.

Task 5 **A human computer**

In this game you can build up your confidence in using a new grammar rule.

Your teacher will become the human computer, which is programmed to give only correct examples of a grammar point, eg. *the passive in the simple past*:

'She was awarded a prize'

When the 'computer' is ready, test it by giving sentences which are either right or wrong. In the following examples, wrong sentences are marked *.

The 'computer' should always give the correct version, like this:

Learner 1: * *She is awarded a prize.*

Human computer: *She was awarded a prize.*

Learner 2: *The flowers were picked*

Human computer: *The flowers were picked.*

Learner 3: * *The telephone was rung.*

Human computer: *She was telephoned.*

Always listen carefully to the answers given by the 'computer', to check if your sentence was correct or not.

After you have had some practice, one of you could become the human computer.

Further reading

1 Advanced English practice

B.D. Grave. 2001. Oxford University Press

2 How English works

Michael Swan & Catherine Walter. 1997. Oxford University Press

3 Language practice – Elementary, Intermediate, & Advanced

Michael Vince. 1999. Oxford University Press

4 Practical English usage

Michael Swan. 2000. Oxford University Press

Tasksheet

Task 3 Grammatical mistakes

Cross out the mistakes & write in the correct forms

Subject-verb agreement

If one of those dates are convenient, please let me know

They doesn't gets enough exercise

Plurals

A party for all new student will be held on Monday

Both children and adults are affected

There are many new problem for individuals

Subject / verb / object

I afraid that I have lost your invitation

There are various negative effects on families and society.

Tenses

Many of the TV programs in my country are coming from overseas

Yesterday, I ask my lecturer about the test results

Individuals can be negatively affect by television

Modals

Therefore, I must have to spend the day studying.

Watching too much TV can to make people lazy

Governments should exercising more control

Word form

I hope that your party will be success

The cat died causing great unhappy

Possessives

Thank you for your kind invitation

My supervisor party was great

Spelling, capitalization & punctuation

The ceremony is on the 5th and 6th of february

I am afraid of my first semester ekonomi exam

I like listening to peoples problems

Articles

This is the complicated subject

He comes from another part of country

THE FIRST JOB

1. Asking about someone's job

Two common questions to ask about someone's job are:

What do you do?

Or What do you do for a living?

You start your answer by explaining the general area in which you work. For example:

I work in the tourist industry.

Match the beginnings of the sentences with the groups of endings below:

a.	an (oil) company.	
	a firm of accountants.	
	IBM.	
1. I'm		b. advertising.
2. I work for		the (financial) sector.
3. I work in		the (fashion) industry.
	c. a consultant with software company in the (careering) industry.	self-employed.

If you are talking about someone else and you don't know exactly what they do, you can say:

She's some kind of financial adviser.

She's something to do with newspapers.

Here are some more words you can use with company or industry:

	publishing
	television
	insurance
I work for a(an)	pharmaceutical company.
	computer
	engineering
	electronics

I work in the	travel banking motor construction oil film tourist	industry
---------------	--	----------

2. Areas work

Match the description with the area of work:

1. You work for a big department store.
2. You deal with insurance, pensions, loans, etc.
3. You work for an advertising agency.
4. You're responsible for a company's sales strategy.
5. You work with computers and telecommunications.
6. You deal with your company's clients.
 - a. I'm in IT.
 - b. I'm in marketing.
 - c. I'm in financial services.
 - d. I'm in customer services.
 - e. I'm in retail.
 - f. I'm in advertising.

2. Office jobs

Match the job description with the position:

1. The person who welcomes visitors and deals with their enquiries.
2. The person who deals with any problems with the staff.
3. The person who does general jobs in an office.
4. The person who assists the managing director.
- 5.

- a. admin assistant b. receptionist
- c. personnel manager d. PA (personal assistant)

3. Factory jobs

Match the job description with the position:

- 1. (S)he is responsible for selling the goods.
- 2. (S)he is responsible for making the goods.
- 3. (S)he is responsible for testing samples as the goods are produced.
- 4. (S)he is in charge of a team of workers.
- 5. The boss!
 - a. quality controller
 - b. managing director
 - c. supervisor
 - d. sales manager
 - e. production manager

4. Skilled manual job

Match the following definitions with the jobs:

- 1. They build the walls of houses.
- 2. They install and repair pipes.
- 3. They work with wood.
- 4. They repair cars.
- 5. They install wiring and sockets.
 - a. mechanics d. plumbers
 - b. electricians e. bricklayers
 - c. carpenters or joiners

5. The professions

Certain traditional jobs are professions: the medical profession, the legal profession, the legal profession, the nursing profession and the teaching profession.

Match these jobs with the definitions.

- | | |
|---------------|-------------------------------------|
| 1. Teachers | a. treat sick animals. |
| 2. Doctors | b. perform operations in hospital. |
| 3. Dentists | c. help look after patients. |
| 4. Barristers | d. deal with routine legal work. |
| 5. Solicitors | e. look after your teeth. |
| 6. Nurses | f. present criminal cases in court. |
| 7. Vets | g. treat patients at their surgery. |
| 8. Surgeons | h. give children an education. |

Lawyer is a general word for both solicitors and barristers. In Britain only a barrister is allowed to address the court in the most important courts.

7. The emergency and armed services

Use these words in the sentences below:

firefighter	police officer	pilot
soldier	paramedic	sailor

1. John's a _____ in the Royal Navy.
2. He's a _____ in the fire brigade.
3. He's a _____ in the ambulance service.
4. I'm going the army to become a _____.
5. My father was a _____ in the air force.
6. He's a senior _____.

Add your own words and expressions

8. Two-word jobs

Match a word on the left with a word on the right to make the name of a job:

- | | |
|------------|---------------|
| 1. lorry | a. cleaner |
| 2. shop | b. instructor |
| 3. window | c. assistant |
| 4. bank | d. clerk |
| 5. driving | e. driver |

Do the same with these:

- | | |
|-------------|-----------|
| 6. taxi | f. worker |
| 7. traffic | g. guard |
| 8. security | h. warden |
| 9. social | i. agent |
| 10. estate | j. driver |

Use your dictionary if necessary, then translate each of the jobs into your own language.

9. Other jobs

Match the words with the pictures:

- | | | |
|-------------|---------|--------------|
| chef | postman | photographer |
| hairdresser | waiter | architect |

1. Working conditions

Read the sentences and then put the phrases in bold into the correct list below:

1. I work very long hours.
2. It isn't very well-paid.
3. I get a company car.
4. I get six weeks' paid holiday.
5. They've got a good pension scheme.
6. I'm on a pretty good salary.
7. I'm hoping to get promoted next year.
8. I can do overtime if I like.

9. You can work your way up quite quickly.
10. They run a system of flexi-time.
11. I get a regular pay rise.
12. I get private health insurance.
13. They've said I can go part-time after I've had my baby.
14. I'm taking a few days off next week. The kids are off school.
15. I'm ambitious. I want to move up the career ladder.
16. They give us a bonus at Christmas.

Money	Hours
.....
.....
.....
.....
Benefits / Perks	Promotion
.....
.....
.....
Holiday	
.....	
.....	
.....	

Benefits are extras you get from your employer in addition to your salary. Perks is an informal word for benefits – “A company car is one of the perks of the job.”

2. Talking about your job

These sentences describe what you like or dislike about your job. Match the beginnings and endings:

1. I hate having to attend
2. I love meeting
3. I wish I didn't have to do
4. I run my own business. I really enjoy being
5. I hate having to deal with

6. I get on really well with
 - a. so much boring paperwork.
 - b. my own boss.
 - c. new people.
 - d. difficult customers
 - e. so many meetings.
 - f. All of my colleagues except one.

If you own your own business, you are self-employed. You can also say, "I'm my own boss."

3. Describing your job

Decide whether the words in bold express a positive (P) or negative (N) idea:

1. My job's so boring. It's the same thing day after day.
2. It's so repetitive. I just sit there all day filling in forms.
3. It's very satisfying to know that you've helped somebody through their exams.
4. Knowing that I might have saved somebody's life is very rewarding.
5. I find it very challenging. It requires a lot of concentration and determination.
6. This job's so stressful. It's making me ill.
7. I wish I could do something glamorous like acting or modelling.
8. It's a very friendly place to work. All the staff were really helpful when I joined the firm a couple of months ago.

All of the people who work for a company are the staff; the people who work with you are your colleagues. You can refer to people in another department as "Our marketing / finance / security people".

4. Job satisfaction

Here are some things you might look for in a job.

Match the beginnings and endings:

1. I need to be doing
2. I like to know that I'm helping

3. *It's important to feel that I'm*
4. *I need to be given*
5. *I don't want to be stuck*
6. *I don't want to find myself doing*
 - a. *part of a team.*
 - b. *behind a desk all day.*
 - c. *the same thing day in day out.*
 - d. *something useful.*
 - e. *responsibility.*
 - f. *people.*

If you work, tick (✓) the statements that are true for you in exercises 2, 3 and 4.

5. Problems at work

Use these words to complete the news item below:

strike union low pay rejected
resigned increase demanded crisis

NURSING IN CRISIS

The Government and nurses are no nearer reaching agreement over a new pay deal. Tina Jenkins, Leader of the nurses' (1) _____, has warned the Government that the union may call a 24-hour (2) _____ unless the Government improves the 2% pay (3) _____ currently on offer. Earlier this week nurses (4) _____ the offer and (5) _____ an increase of at least 5%. Mrs. Jenkins said this afternoon that long hours and (6) _____ were forcing nurses out of the profession. Last year alone, thousands of nurses (7) _____ from their jobs, leaving many hospitals in a state of (8) _____.

Strike can be used as a verb or with 'go':

Teachers have voted to strike.

Miners have voted to go on strike.

Add your own words and expressions

6. Job or work?

Complete the sentences with work or job:

1. I'm a bit nervous. I'm starting a new _____ next week.
2. I hear you're a lorry driver. I bet that's hard _____ isn't it?
3. I'm looking for part-time _____. A full-time _____ would be too much for me at the moment.
4. I didn't really want to go back to _____ after. I had the baby.
5. I'm sorry. I can't stop now. I've got a lot of _____ to do.
6. Judging by the car he drives, I'd say he's got a pretty good _____.
7. I'm hoping to find some casual _____ while I'm at college – working in a bar or a shop.
8. I want to do something a bit different. I wouldn't like a regular nine-to-five _____.

What is the easy grammatical way to do this exercise? Did you notice it?

7. Job or career?

Complete the sentences with job or career:

1. Jack started as the office junior. Now he's MD. He's had a very successful _____.
2. I work in advertising. The pay's pretty good but there isn't much _____ security.
3. I'd go mad if I had to do a dead-end _____ like working on a supermarket checkout.
4. Ronaldo was the best footballer in the world until a bad knee injury ended his _____.
5. Don't you think you should stop traveling and get yourself a steady _____?
6. Janet's planning a _____ in politics when she leaves university.
7. I'd go back to teaching if I could find someone to _____ share with.

What's more important to you – money or job satisfaction?

Chapter 7

LEARNING VOCABULARY

I Do you like learning English vocab?

II What do you know about English vocab ?

- 1 Active & passive vocab
- 2 Knowing a word
 - What does "*knowing*" a word mean ?
 - Which points are important for you ?
 - A list of words
 - What kinds of words do you want to learn ?

III. Assessing yourself

- 1 Points to assess
- 2 Test yourself
- 3 Assess your performance in a real-life situation

IV. How do you like to learn vocab ?

- 1 Personal strategies Task 1
- 2 Grouping words Tasks 2 & 3
- 3 Making associations

V. What can you do when you don't know a word ?

Further reading

Tasksheet for exercises

LEARNING VOCABULARY

Do you like learning English vocabulary?

What are the positive and negative aspects of these two opinions?

* *I really like learning new words. I think it's so important if you want to express yourself well.*

* *I don't think it's necessary to learn lots of new words. I can always get round it somehow if I don't know the exact word.*

What do you know about English vocabulary?

Active & passive vocabulary

a. How many words do you think an educated native speaker of English can passively recognise? Circle one of these numbers.

2,000 5,000 10,000 20,000
50,000 200,000 500,000

b. How many words do you think an educated native speaker of English can use? Circle one of these numbers.

2,000 5,000 10,000 20,000
50,000 200,000 500,000

Check your estimates for (a) and (b) with your teacher.

c. How many words do you think you know in Vietnamese?

Knowing a word

a. What does 'knowing' a word mean? Look at the following list:

to understand it when it is written / spoken

to recall it when you need it

to use it correctly & suitably.

to pronounce & spell it correctly

to know which other words you can use with it

to know if it has positive / negative associations

These points may not all be equally important to you for **'knowing'** a particular word / phrase. Their importance may depend on whether you need to recognise a word passively or whether you want to use it actively.

b. Think of an English word / phrase you have met recently. Decide which of the above points are important for you. Here are some examples:

"My word is 'practice'. For me it is important to understand it when it is written because there are different ways of practice – some are good; some aren't"

"My word is 'beetroot'. I'm allergic to it. If I eat it, I'm sick, so all of the points are important for me. I think 'beetroot' is a word with negative associations for me"

c. Here is a list of words & phrases. Find out their meanings. For each one, decide which of the above points are important for you.

(You may decide you don't need to know some of this list at all.)

Widespread

Spokesperson

What a pity!

Bitch

Cosmic speed

Disgusting

To knit

Screwdriver

Compare your decisions with partners in your group .

d. What kinds of words do you think would be most useful for you to learn? Why?

Assessing yourself

* By asking yourself *'How well did I do?'* in a specific activity or real life situation, you can identify your strong & weak points.

Basing on them, you can plan your learning better.

* By keeping records of the work you have done, you can see the progress you are making.

Your self-assessment can show the effectiveness of your work & identify what you need to work on next.

1. Points to assess

You need to be clear about what aspects you want to assess.

Look back at 'Knowing a word' & base your assessment on some of those which are important for you.

2. Test yourself

Do you know of any good ways of testing yourself on vocabulary?

For example:

- using two-sided cards
- making word networks
- doing tests on vocabulary

3. Assess your performance in a real-life situation

Read what the following learner says about assessing herself.

Last week I was talking to a friend & the topic of economics came up. I wanted to give my opinions but just didn't have the vocabulary to do this. I was frustrated, so when I got home, I looked the words up in my dictionary & made a list of them.

Think of a real-life situation you have been in recently, where you needed to use English. Did you have problems with vocabulary? What were they?

How do you prefer to learn vocabulary?

Personal strategies

Four students talk about what strategies they use.

"I have to see the word written down. If you just say it I can't remember it."

"I think I remember words best by listening & then repeating them aloud."

"I try to learn new words together with their translations."

" I think it's a good idea to learn vocabulary by topic, eg. types of furniture or parts of the car. If I think back, some of them remind me of others."

What are your favourite ways of learning?

Task 1 Learning new words

a You have five minutes to learn some new words that your teacher will provide.

b How many of the new words can you remember?

Write them down.

c How do you learn the words?

d Who was the most successful learner in your group?

How did he or she learn the words?

Would this be a good strategy for you too?

Grouping words

People remember words in groups which have something in common.

The way we group our words is always very personal.

Task 2 Common features

a Here are some words which have been sorted into groups. Can you see what each group has in common?

Group 1 *shoe* *shop* *shout* *shine* *sheep*

Group 2 *greenhouse* *breadboard* *penknife*

Group 3 *biology* *geology* *psychology*

Group 4 *run* *jump* *hop* *sprint* *jog*

b Sort the following words into groups. When you have finished, find out if another learner can discover what your groups have in common.

walnut			
chicken	melon	currant	tomato
peach	blackberry	raspberry	chestnut
hazelnut	gooseberry	grape fruit	egg
strawberry	lemon	pear	turkey
	kitchen	bird flu	seed

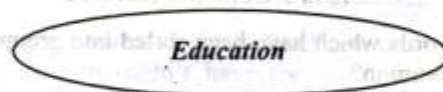
How many different ways of grouping did your class use ?

- c Can you think of any other ways of grouping the words in **b** that could help you to remember them? What are they?

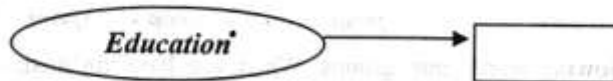
Task 3 Word network

Grouping words according to their *meanings* can be a useful way to remember them. Here is an example of one way of doing this.

- a Choose a topic, eg. 'education'. Write it in the middle of a blank sheet of paper.



- b What is the first word that comes into your mind which is connected in some way with 'education'? Write that word anywhere you like on the paper & join it to the first word.



Each word network you create is unique because you have thought of the words & made the connections. Your word network can be as large as you like

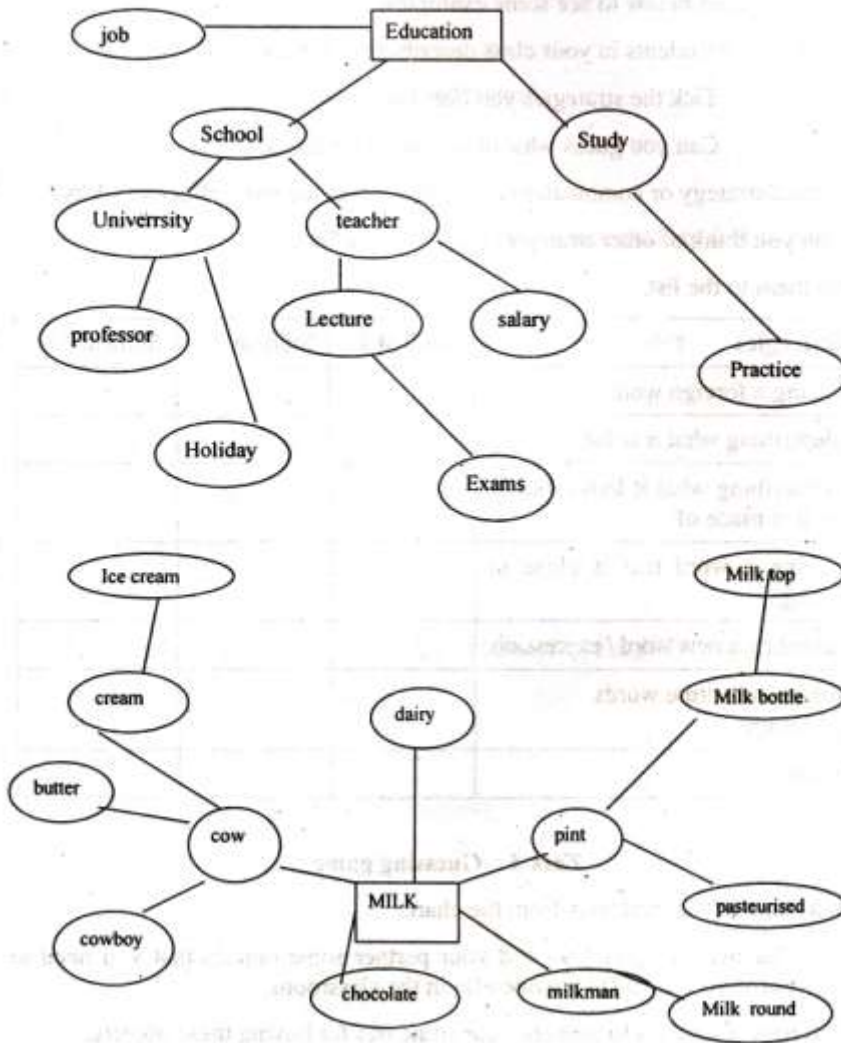
If you decide to try this strategy, test yourself later on & you will probably be amazed at how many new words you can remember.

If you decide to use this strategy regularly, make sure you store your networks efficiently, eg by topic.

Making associations

Word bag

EDE



Task 4 Vocab exercises

Work on the task sheets at the end of this chapter

V. What can you do when you don't know a word?

There are several strategies you can use.

Look at the chart below to see some examples.

- Listen to 3 students in your class describing an object.

Tick the strategies you hear them using.

Can you guess what object being described ?

- Which strategy or combination of strategies was the most effective. Why?
- Can you think of other strategies that may be effective?

Add them to the list.

Strategies	Student 1	Student 2	Student 3
i) using a foreign word			
ii) describing what it is for			
iii) describing what it looks like & what it is made of			
iv) using a word that is close in meaning			
v) inventing a new word / expression			
vi) using substitute words e.g. 'thingy'			
vii) other			

Task 5 Guessing game

Try out some of the strategies from the chart.

- Your teacher will give you and your partner some objects that you need to buy. Do not show objects to anyone else in the classroom.
- You have 3 minutes to prepare your strategies for buying these objects.

c) Give the objects back to your teacher.

d) Role play.

One of you is the customer & the other is the shop assistant.

The customer must try to buy her objects, using the strategies in the chart above.

The shop assistant must try to work out what the customer wants.

The first pair to finish their shopping are the winners.

e) How successful were your partner's strategies?

Further reading

1. **English Vocabulary in Use volumes - Elementary, Intermediate & Advanced**

Michael Mc Carthy. 1999. Nxb Trẻ

2. **English Vocabulary Organiser –100 topics for self study**

Chris Gough. 2003. Nxb Trẻ

3. **Enlarging your vocabulary**

Nguyễn Văn Chương. 1999. Nxb Trẻ

4. **Idioms organiser**

Jon Wright. 2000. Nxb Tp Hồ Chí Minh

5. **Oxford Collocations Dictionary for Students of English**

2002. Oxford University Press.

6. **Phrasal Verb Organiser**

John Flower. 2000. Nxb Tp Hồ Chí Minh

Part 2 General study skills

- Chapter 8 Dictionary skills
 - Chapter 9 Library skills
 - Chapter 10 Computer skills
 - Chapter 11 Reading & remembering
 - Chapter 12 Listening & notetaking
 - Chapter 13 Report writing
 - Chapter 14 Oral presentation
 - Chapter 15 Exam preparation
- Further reading

DICTIONARY SKILLS

Dictionaries contain various kinds of information. Familiarize yourself with the headings at the front and at the back of your dictionary. Look for the sections that cover:

- How the entries work
- How to pronounce a word
- The list of abbreviations used in the dictionary
- The list of weights and measures
- The list of irregular verbs

A. Finding words quickly

- Entries in your dictionary are arranged alphabetically, so before you open the book to find a word, decide where the word will be - in the back, in the middle or at the front.
- At the top of each page you will see two words printed in heavy type.
 - * The word on the *left* is the *first* word on the page.
 - * The word on the *right* is the *last* word on that page.

Use them as guides.

B. Abbreviations and punctuation

- Abbreviations are used in the dictionary to save space. It will save you time if you know what they stand for. Abbreviations tell you:
 - ❖ What part of speech a word is, ie. a noun, a verb...
 - ❖ The origin of the word
 - ❖ Its usage (eg. formal / informal)
- In English, there is sometimes more than one correct way to spell a word. The English and the Australians spell certain words differently from the Americans. Either spelling is correct in a given context, but it is not acceptable to use a mixture of English and American spelling in the same piece of writing.

- The dictionary often uses special symbols to help you understand all the information, so read the section on punctuation.
- The dictionary tells you where to divide a word by putting a ‘.’ inside the headword (eg. syl.la.ble).

C. Using lexical information

- In English many words are built up by adding *affixes*.
- A *prefix* comes at the beginning of a word. It can have different meanings:
 - ◆ numbers: *mono* (one), *bi* (two), *tri* (three), *quad* (four), *semi* (half), *poly* (many).
 - ◆ time: *re* (again), *pre* (before), *post* (after), *chron* (of time)
 - ◆ place: *inter* (between), *sub* (below), *intra* (inside).
 - ◆ opposites: *dis-*, *im-*, *in-*, *ir-*, *mis-*, *non-*, *un-*.
- A *suffix* comes at the end of a word.
- * *-s*: the plural of most nouns in English.
- * *-ed*: the past tense and past participle of many verbs.

The dictionary will only include information on plurals or past tenses & past participles of irregular nouns & verbs.

D. Using grammatical information

- Some suffixes change the part of speech of a word. The original meaning is kept, but an adjective can become a noun or a verb, eg. *happiness* comes from *happy*
- Dictionaries also give information about the use of prepositions and adverbial particles.

E. Using stylistic information

- The dictionary indicates the suitability of a word by the use of labels such as ‘formal’ or ‘informal’, ‘poetical’ or ‘technical’.

F. Tasks

1. Practice finding a list of words quickly.

2. Write down words that can be made by adding suffixes

eg. *corrupt*: *corruptible, corruptibility*

- *Exaggerate*:

- *Northern*:

-

3. How many words can you make from the letters that occur in the word *haematology*? The record so far is 114 words!

4. In each of the following sentences the wrong adverbial particle / preposition has been used. Look up the verb in your dictionary & correct the particle.

Example: I arrived *at* London last year. (incorrect)

I arrived *in* London last year. (correct)

a. He will familiarize himself *to* English.

b. He will be presented *of* a gift.

c. I am keen *in* biology.

5. Are the following *italicized* words correct? Check them.

a. The painter *hued* the clouds with red

b. To *hull* peas

c. He *zeroed* the clock.

LIBRARY SKILLS

A. Finding your way around a library

- Most libraries are divided into *three* main areas:
 1. Fiction: novels & stories.
 2. Non-fiction: technical and factual books about things that exist in real life.
 3. Reference books: non-fiction books of a kind which cannot be borrowed from the library and must therefore be consulted in the reading-room.
- Catalogues

Catalogues come in three major forms: *the card catalogue* (title card, author card, subject card), *the book catalogue* and *the computer terminal*. A catalogue card will tell you about:

- The author's name
- the shelf-mark, ie. which section of the library the book is in
- the title
- the publishing details: the publisher, date & place of publication
- the length - number of pages
- other information: whether the book contains a glossary, bibliography, illustrations, maps, diagrams, etc.
- accession number(s), which every book gets when it comes into the library and which tells you how many copies are available.

Catalogue cards are arranged alphabetically, but there are some points for you to watch for:

- author cards are arranged in order of the author's surname
- when a library contains more than one book by the same author, the cards are arranged in alphabetical order of the title
- when two authors have the same surnames, you go by their first names
- with a surname like De Vries you might have to check up 'De Vries' first. If you do not find it there, try under 'Vries'
- Names beginning with Mac-, Mc-, etc. are usually filed under Mac-

- Library arrangement

1. Fiction is usually arranged in alphabetical sequence of the author's surname. Some libraries divide their fiction into categories, e.g. all the science fiction is shelved in one block. But most libraries do not have the space to do this, and they use either coloured tags or letter codes on the spines of the books to denote the type of story.
2. Non-fiction and reference books are arranged in subject groups. There are three common classification schemes:

- a. The Dewey Decimal System

Classify

<u>No.</u>	<u>Author</u>	<u>Title</u>
371.7	Neal,R.F	A concern with school health
371.73	Cole,P.N	Physical education in schools

- b. The Universal Decimal System

Classify

<u>No.</u>	<u>Author</u>	<u>Title</u>
63	Parkin,A.B	Agriculture in Britain
631.3	Jenks,S.N	Farm implements & machinery
631.31	Able,C.S	Soil working machinery

- c. The Library of Congress System

Classify

<u>No.</u>	<u>Author</u>	<u>Title</u>
H	Peat,L.K	An introduction to Social science
HM	Stone,U	The science of Sociology
HM106	Perkin,K.P	<i>The evolution of man</i>

The longer the classification number, the more detailed the text of the book. All non-fiction & reference books are marked with their correct subject numbers on the spines of the books. They are then filed on the shelves in number order. The same numbers are printed in the catalogues.

- Reference books:

1. Encyclopedias, general or specialised.
2. Dictionaries, of languages or of science, medicine, etc.
3. Thesauruses
4. Atlases, guidebooks & gazetteers (giving place names)
5. Reference grammars and guides to correct usage
6. Yearbooks
7. Bibliographies
8. Resource directories
9. Electronic reference material, CD-ROMs

- Newspapers, journals & periodicals

Your reference works will require you to examine such materials as newspapers, journals and periodicals. Back copies have been bound for reference use, but increasingly the pages are reduced to microfilm format and need to be scanned with a special viewer.

Journals play an important part in academic life, for they present up-to-date information on current research and they provide a good source of new ideas in a particular field.

- Other library resources

1. Media centers: supplied with audiovisual equipment & materials, sound recordings, TV.
2. Graphic material: maps, prints, illustrations, paintings.
3. Special collections: large print & talking books for the visually handicapped, picture file.
4. Exhibits: arts and crafts, cultural awareness.
5. Entertainment: performances and recitals by local artists.

B. Finding your way around a textbook or journal

Knowing how to read the first and last pages of a book / journal is important if you want to find back the book / journal in a library, or if you want to quote the source of a fact or an idea correctly.

1. Books

a. Title page:

- title of the book
- subtitle of the book
- author's name
- name of the publisher
- place of publication

b. Imprint page / second page

- edition
- reprint
- name of publisher
- date of publication
- ISBN

c. Table of contents

- introduction / preface
- chapters, sections, sub-sections
- conclusion / afterwords

d. Other

- acknowledgements
- lists of tables, figures
- references
- name / subject indexes

2. Journals

a. Front cover

- title of the journal

- volume number (year)

- issue number

b. Table of contents

- titles of articles

- authors of articles

C. Assessing sources

Not all sources are reliable. It is your responsibility to check that the sources you are finding are reliable and correct. That is why you should find more than one source for any fact, if possible.

Before you use a book / an article, always check the following:

1 When was it written?

If it is more than 10 years old, it may well be out of date (but not necessarily so !)

2 Who is the author ?

Is she an authority in the field? You should look for information on the author inside the front cover or on the back page.

3 Is the author biased in some way?

Has the author written the text from an extremist point of view?

If so, the opinions may be unbalanced.

4 What audience is the writer aiming at ?

Is the text a serious academic piece, or something written for a more general audience ?

D. Task

1 Choose an interesting topic

2 Turn the topic into a question

3 Define the question as clearly as possible by asking yourself what you want to know. List key search terms.

4 Use these terms to search sources (eg. books, journals, CD-ROM database, etc.) in a library for references to your topic.

COMPUTER SKILLS

Computers are essential tools for study, at least for word processing uses. There is a wide range of word processing packages available and you need to determine which is most appropriate for you. You can use your computer as a typewriter, but a computer offers you many more possibilities.

A. Keep your notes in sections on a computer disc.

- Save each topic as a different file with a separate file name. This process encourages you to entitle and classify your information in order to save it.
- Keep a key of a file names on the hard disc so that you will be able to identify a particular file simply from the code name.
- Type a footer in very small print at the bottom of each page, so that you can identify the correct file from a printout.

B. Present your assignments using desk-top publishing

- Decorate your assignments with cover sheets and with border. But be careful of excess. Proper concentration should remain on academic content.
- Quotations can be printed in italics and indented from the left-hand margin.
- Justification of the right-hand margin like the left, will make your assignments look professional, like the pages of a printed book.
- The use of bullet points gives a better presentation to lists of names or topics.
- The use of the word-count facility enables you to check whether you are writing the correct number of words.
- Tables, graphs and diagrams are a useful way of summarizing numerical information. They are easy to draw on the computer & easy to read.

C. Use CD-ROMs & the Internet to explore your field of study.

- The Internet provides you with easy access to knowledge of your field. Information sources on the Net include:
 - Websites
 - Email exchange
 - Electronic publications, eg. academic journals

- Search engines such as *Yahoo!* help you find Web sites and the home pages of these sites, and you can locate the sites by using key words or a topic search. The information at the sites may be presented as text or visuals, and there are multiple pathways from one site to another through hypertext links.
- Access to databases of publications, and to virtual trips to museums, art galleries, or abroad, will save you time visiting conventional libraries or museums.
- Searching for journal articles is easy by the indexes of academic journals. Web sites provide details of articles which have been published in previous issues of a journal.
- Voyaging through Web sites & discovering new knowledge is one of the pleasures of being a student. But beware of the trap of spending too much time browsing.
- Study skills need to change due to the endless world of knowledge available on the Net. Memorizing knowledge become much less necessary. It is now important to understand the basic concepts and to make connections between them in order to gain an overview of your field of study.

How to do this?

One strategy is to

- print those pages which interest you
- highlight the concepts which seem to occur most frequently.
- start looking up ideas and concepts in conventional dictionaries and encyclopedias.
- try to understand the way the way the concepts is used, particularly the way it occurs in different field of study.

It is not knowledge that is important, but the capacity to see “the big picture”, to see both the forest & the trees, & be able to use that knowledge wisely.

D. Tasks

1. Go back to the task in Chapter 9. Locate and consult at least one relevant Website on the topic that you have defined.
2. Develop your ideas into an extended essay. Write on the computer and upgrade the presentation of your text.

READING & REMEMBERING

What is your first reaction when you look at the reading lists for your subjects? Is it something like: "*How on earth am I going to get through all that?*"?

When you add up the pages of books, chapters, articles, etc, it comes to a raw total, which would be difficult to just get through, let alone remember, organize, and synthesize. And of course, there are always problems such as material being unavailable - the article the lecturer says is vital for everyone to read, but there is only one copy of the publication in the library, and it has gone missing...

A How do you manage to get through your reading & remember it all ?

Always remember academic material is not meant to be read.

It is meant to be ploughed for essential content.

- Be selective.
- Set a realistic time frame for any reading task
- Never read without specific questions you want the text to answer.
- Never start reading at page 1 of the text, but look for the summary, conclusion, subheadings, etc.
- Read enough to get the answers to your questions.
- Always keep in mind what you need, what is relevant to the question you are asking the text to answer.

B Set a realistic time frame for any reading task

- Do not read any longer than you can concentrate. It doesn't matter if your attention span is short - just set your tasks accordingly.
- First, read the summary, conclusion, sub-heading, or abstract, to give you a mental map of what the text contains.
- Look for the *literature review* for the topic you are researching. Choose and read the most relevant pieces first.

C Speed reading

Speed reading has its uses, but it is certainly not the answer to all the reading needs of university students. It doesn't really matter how many pages you get through - if it doesn't get into memory, it is useless.

D. How do you remember what you have read?

High-quality memory is active. If you analyze, organize, review & assess the material you are reading, it will sit firmly in your memory. Active reading & thinking enhance your memory.

E. Active Reading

Learn to use your own cognitive strengths - visual, oral-aural, systematic, etc - to enhance the power of your memory. Imagine, recite, act out your academic material, get it out of the dry text-on-page (or screen) context and breathe life into it.

F. A final hint

Don't take notes while you are reading! Instead, try dividing your reading into short sections, closing the book when you have read a section, and writing a summary from memory. The things you recall are strengthened in memory by the act of recall, and the correction of things you get wrong helps fix them in memory as well.

G. Task

Look through this chapter. Recall what you have read. Which section can you recall in most detail? Why?

Choose one section which is useful to re-read. Re-read it & think about how you are reading and why.

Work in pairs. Explain the structure and contents of the whole chapter to your partner.

LISTENING & NOTETAKING

A. "The lecturer speaks too fast"

When you are unfamiliar with a language, it always sounds too fast when it is spoken, because all the words run into each other. Once you are used to hearing English spoken, you will gain more familiarity with the language and this will be less of a problem, in most cases. Try to listen to as much spoken English as you can.

However, some lecturers do speak too fast (this is a problem for all students, not just non-English speaking ones). So:

- You could ask the lecturer to talk a little more slowly (this sometimes works!)
- Do not try to write notes on the whole lecture, just try to get the main points
- Make sure you know what the topic is in advance (look in the course outline) and try to do some reading to get familiar with the new vocabulary.
- Listen for key words, discourse markers, emphasis, repetition, & other clues that will show you the structure of the lecturer's argument.
- Share notes with other students - they might have noted things that you have missed.

B. "I don't know enough vocabulary."

Again, this is a matter of familiarity with the language.

- Read as much as you can
- Always have a dictionary with you (but *do not* consult it during a lecture)
- Keep a notebook of new terms.

C. "Different lecturers have different pronunciation."

Yes, they do. If it is the lecturer's pronunciation, and not your lack of knowledge, that is creating a difficulty, you might be able to find out where she comes from and find out the characteristics of speech from that part of the world. You won't be able to change the way the lecturer speaks, but you might get to understand her better.

D. "How do I distinguish the main points?"

Most lecturers will give clues to the important points of an argument. Look out for:

- an overhead with the outline of the lecture
- repetition of certain points
- emphasis
- slower, more deliberate speaking
- expressions such as '*Here's an important point*', or '*This brings me to the next part of the argument*'

E. "Should I copy the overheads?"

This depends. Some overheads just repeat what the lecturer is saying. In this case you are better off listening and taking notes from what she says. Some overheads give important keywords or definitions – in this case they are worth copying down. Overheads that give outlines are just there as a guide for your listening – use these to help you know what to write down.

You can often get copies of the overheads from the lecturer after the lecture.

F. "Should I listen, or take notes?"

Both! But do not try to write down the whole lecture.

- Listen for the main points of the argument (if there is an outline, this will help)
- Write down what you think are the important words & phrases.
- Use abbreviations - conventional, or make up your own (don't forget what they mean!)
- Write up your notes as soon as possible after the lecture.

G. "How can I understand my notes afterwards?"

If you don't try to write too much, you will have fewer notes to make sense of! Also, when you take notes, use symbols to show connections between ideas, for example:

& or + : 'additional information'

V : this is useful, good'

..... : therefore

-> : lead to, causes; and so on.

H. "I can't concentrate."

Have you always had trouble concentrating? Or is it just in lectures? If this is a general problem, you could seek help from the teachers of your listening courses. If it is just in certain lectures, then you are probably bored.

However, you will also be bored if you do not know what is going on, no matter how good the lecturer is.

- Make sure you know what the topic is beforehand.
- Do some reading about the subject
- Try to take some notes of the important points.
- Don't worry about losing concentration occasionally. You don't have to listen to everything. And listening is tiring!
- See if another student was awake during the times you dozed off, & share notes.

I. Finally, BE AN ACTIVE LISTENER !

That means:

- Taking notes
- Thinking about the content of the lecture
- Asking questions in your mind
- Making links between theory & reality
- Relating what you are hearing to what you already know
- Evaluating the ideas that are being presented
- Preparing for the lecture by doing some background reading
- Going through your notes soon after the lecture, so that you remember what the lecturer said.

J. Task

Look at the last set of notes you wrote for one of your specialized subjects. Did you write:

- headings. If not, do so now
- paragraph linkers. If not, do so now. However, the absence of a linker can be just as important as the presence of one.
- any of your own comments in your notes. If so, go through the notes and put a box around each of your comments while you can still remember what your own ideas and what were ideas from the lecturer.

REPORT WRITING

Report writing is an essential skill for professionals in almost every field: doctors, teachers, engineers, information scientists (& the list goes on). That is one of the reasons why your lecturers will almost certainly require you to write reports during your period of study. A report aims to inform, as clearly as concisely as possible. It should be easy to read & professional in its presentation.

I. Report & essays - what's the difference?

Both essays & reports need:

- Formal style
- Referencing
- Careful proof-reading & neat presentation
- Introduction, body & conclusion
- Analytical thinking

However, there are some essential differences between reports & essays:

- Reports aim to inform, whereas essays aim to argue / discuss
- Reports are meant to be scanned quickly, whereas essays are meant to be read carefully
- Reports use numbered headings & sub-headings, short paragraphs & dot points whereas essays use longer cohesive paragraphs. Avoid listing points
- Reports are usually supported by graphic information such as graphs & diagrams.

II. Report structure

What follows is a generic structure for reports. Using this structure will give your report the correct level of formality, & it will also help to ensure that you do not leave out anything important.

1. Title page

This must contain:

- The report title which clearly states the purpose of the report

- Full details of the person(s) for whom the report was prepared
- Full details of the person(s) who prepared the report
- The date of the presentation of the report

2. Table of contents (only if the reports is longer than six pages)

This is a list of the heading & appendices of the report. Depending on the complexity & length of the report, you could list tables, figures & appendices separately. Make sure the correct page numbers are shown opposite the contents.

3. Abbreviations / glossary

If necessary you can provide an alphabetical list of abbreviations / terms used in the report.

4. Acknowledgements (if appropriate)

5. Abstract

An abstract is quite different from an introduction.

It is a summary of the report, in which you include one sentence (or so) for every main section of your report: e.g.

- The content of the report
- The purpose of the report
- The major findings (you may need several sentences here)
- The conclusion
- The main recommendations

Write the abstract after you have written the report.

6. Introduction

- Give enough background information to provide a context for the report.
- State the purpose of the report.
- Clarify key terms & indicate the scope of the report (i.e. what the report will cover).

7. Body

Here you need to address each topic in logical order. Use sub-headings & concise paragraphs. Dots points will be useful, but make sure that you point are

parallel grammatically (i.e. all nouns, all full sentences etc). You will need plenty of graphs, charts, maps & illustrations to support your points. Make sure you refer to these tables & figures in your text.

8. Conclusion

Sum up the main points of the report. The conclusion should clearly relate to the objectives of your report. Don't include new information here.

9. Recommendations (if appropriate)

These are suggestions for future action. They must be logically derived from the body of the report.

10. Bibliography

You must include a bibliography listing all the sources you have used.

11. Appendices

Place detailed, technical, or complex material that is referred to in the report (eg. a questionnaire) as an appendix. Number each appendix clearly.

III. Presentation of the report

First impressions count: your report should be a pleasure to read because of its professional presentation.

- Use plenty of white space
- Ensure the separate parts of your report stand out clearly
- Use subheadings
- Allow generous spacing between the elements of your report
- Use dot points / numbers / letters to make these elements clear
- Use tables & figures (graphs, illustrations, maps etc). Label them clearly & cite the source.
- Number each page (a neat header / footer makes you work look more professional)
- Use consistent / appropriate formatting
- Use formal language. It would be worth having a look at the language which is used in other similar reports to check out useful expressions & terms

IV. Common problems

You should take care to avoid:

- The inclusion of data that are careless, inaccurate, or conflicting
- The inclusion of outdated / irrelevant data
- Fact & opinions that are not separated
- Unsupported conclusions & recommendations
- Careless presentation & proof-reading
- Too much emphasis on making your report look good & not enough attention to solid content.

V. Task

Write a short paper on how to write an academic report. Remember to use linking words to help the readers understand to process you are describing.

With two / three other students, discuss any problems you had in developing / writing your paper. If you have problems drafting a paper, discuss how these might be overcome.

ORAL PRESENTATION

I. PREPARATION

- Define the purpose of your presentation.
- Analyze the audience: their knowledge, their special interests, cultural background
- Brainstorm the topic & write a rough outline.
- Research your topic.
- Organize your material & write a draft.
- Summarize your draft into points (as briefly as possible).
- Plan & prepare your visual aids.
- Rehearse your presentation & get its length right.

II. CONTENT

1. Introduction (may be written last)

- Capture your listener's attention.
 - eg. Begin with a question, a funny story, a startling comment, or anything that will make them think.
- State your purpose
 - eg. *I'm going to talk about...*
 - This morning, I want to explain...*
- Present an outline of your talk.
 - eg. *I will concentrate on the following points: First of all...*
 - Then....This will lead to ... And finally...*

2. Body

- Present your main points one by one in logical order.
- Pause at the end of each point (give people time to take notes, or just time to think about what you are saying)

- Use connectives to move to the next point.

Eg. *The next point I want to make is...*

From this we can see that...

I will now move on to my next point...

On the other hand, we must not forget that...

In addition to this, it's important to realise that...

- Use clear examples to illustrate your points.
- Use visual aids to make your presentation more interesting.

Note An overhead / handout should contain the main points only, clearly expressed, & in the same order that you are presenting them in your talk. Overheads & handouts that are too complex are of no use at all.

3. Conclusion

It is very important to leave your audience with a clear summary of everything you have covered.

- Summarise the main points again

eg *To sum up...*

So, in conclusion ...

To recap the main points...

- Restate the purpose of your talk, & say that you have achieved your aim.

eg *I think we can now see that...*

My intention was..., and it should now be clear that...

- Thank the audience, & invite questions.

eg *Thank you. Are there any questions?*

III. DELIVERY

1. Use of language

- Keep it simple.

The aim is to communicate, not to show off your vocabulary.

- Emphasise the key points.

Make sure people realise which are the key points. Repeat them using different phrasing.

2. Use of voice

- Speak loudly enough that everyone in the room can hear you. This may feel uncomfortably loud at first, but if people can't hear you, they won't listen.
- Speak slowly & clearly. Do not rush! Speaking fast does not make you seem smarter, it will only make it harder for other people to understand you.
- Pronounce words carefully. When you are rehearsing your presentation, look up any words you are not sure about in your dictionary, & make sure you are pronouncing them correctly
(remember to check the stress patterns of those words)
- Vary your voice quality.
Monotonous speech is *very boring* to listen to!
 - * Let the pitch of your voice drop off at the end of an idea.
 - * Begin a new idea on a higher pitch & stress key words
 - * Slow down for key points
 - * Use pause – don't be afraid of short periods of silence.

3. Use of body language

- Stand straight & comfortably. Do not slouch or shuffle about.
- Hold your head up. Look around & make eye-contact with people in the audience. Do not just address the lecturer! Do not stare at a point on the floor. If you don't talk *to the audience* they won't listen to you.
- When you are talking to your friends, you naturally use your hands, your facial expression, & your body to add to your communication. Do it in your presentation as well! It will make things far more interesting for the audience.

4. Interaction with the audience

- Be aware of how your audience is reacting.
Are they interested or bored? If they are confused, ask why. Stop if necessary & explain a point again.
- Check if the audience is still with you.

- Be open to questions. If someone raises a hand, or asks a question in the middle of your talk, answer it. If you can't answer it, turn the question back out to the audience & let someone else answer.

IV. TIPS

1. Nervousness

The first few times you do a presentation like this, you will be nervous. That's quite a good thing – a bit of adrenalin helps you to perform well. But there are some precautions you can take, so that your nervousness does not become a problem.

- Breathing: If you *breathe deeply* it will calm you down & help to control the slight shaking that you might get in your hands & your voice. Breathing properly is very important
- Organisation: If you are well organised, your task will be easier.
- Pausing: When you are nervous, you tend to get confused easily. Your mind may start to 'race'. Force yourself to stop at the ends of ideas, take a breath & think before you continue. This will stop you from getting confused.

2. Attitude

Your whole attitude towards the presentation is very important.

Remember: *The way you feel is the way your audience will feel.*

- Be friendly: Smile! Treat the audience like a friend, & imagine you are having a conversation with them (except that you are doing all the talking...)
- Relax: Breathe deeply. Think pleasant thoughts. The more relaxed you feel, the easier the task will be!
- Have fun! Giving an oral presentation is a performance – you are a bit like an actor. If you *act* the part of someone enjoying themselves & feeling confident, you will feel much better, too.

V. Task

In a group, make an oral presentation to your classmates about the topic that you have researched into in Chapter 9.

EXAM PREPARATION

I. WHEN TO PREPARE

University exams are supposed to test how well you *understand* your subject, not necessarily how much you know. That's why cramming in the last week before the exam may help you to pass, but if you want to do well, you have to be preparing for the exam from Day One of the semester.

II. HOW TO PREPARE

1. From day one...

Be organised right from the beginning. Get into the habit of reviewing your lecture notes, taking notes from your reading, discussing the topics with classmates, making a note of questions you need to ask in your lectures, reorganising your notes & so on.

2. Later

- Find out what the exam entails. You need to know what will be covered, what type of questions to expect, how many questions you have to answer, how the marks will be distributed, how long the exam will be, what equipment to take & so on. If possible, get hold of past exam papers from your lecturer.
- Make a plan. Schedule times for revising your various topics. How many topics do you need to cover? Will some of them take more time? Make sure you allow time to come back to each topic before the exam. (Revise your revision!)
- Be active! Your learning needs to be highly interactive. Revision does not mean just reading through your notes. It means using your highlighter (not in library books!), making notes of your notes, drawing diagrams, testing yourself. You can try writing summaries of the main points, covering up the diagrams & charts & trying to reproduce them, making your own visual cues & concept maps (sometimes it's easier to remember the way something looks). Being active also means practising questions from former papers – not just looking at them, but actually planning your answers & writing them out! You can make up your own questions too, & practise on those.

- Be analytical! University exams are usually designed to test more than *how much* you know. Your lecturer wants to know *how well* you can apply your knowledge - how well you can *think*. So, above all, revising means thinking analytically. That means thinking around & about your topic & asking yourself questions like:
 - How does this topic relate to others in this unit?
 - What are the similarities & differences between this topic (or theory, or point of view, or...) & others?
 - What examples can I think of to illustrate this?
 - What if... happened, how would that affect the topic?
 - What are the advantages and disadvantages of...
 - What are the problems involved, & how could they be solved?
 - What does... happen?(What are the causes & effects ?)
 - Where can... be applied, & where not?

The more you think analytically, the more you will understand your topic & the more easily you will be able to answer the questions.

III. BEFORE THE EXAM

Keep calm. Make sure you have a good night's sleep beforehand & that you are as "centred" as possible. Avoid unnecessary last minute panics. For example, make sure you know where the exam room is and when exam starts.

IV. IN THE EXAM

1. Answer the questions The most common mistake in exams is that students don't read the questions carefully. Questions usually include:

- A topic
- A direction word (e.g. explain, discuss, gives the reasons why, describe, analyse...)
- Some limiting words (which tell you what aspect of the topic to address)

Students often make the mistake of writing down everything they know about the topic, instead of thinking about the direction word & the limiting words.

e.g. "Discuss the interrelationship between the three levels of education in Vietnam". Here the topic is "three levels of education in Vietnam", but the limiting words are "the interrelationship" & the direction word is "discuss". Therefore to list all the attributes of the three levels of education would be wrong. Rather, it is important to discuss (i.e. compare the roles of primary, secondary & higher education & show how they are linked together & talk about the problems & advantages of these links) and to focus on the interrelationships rather than on particular details. **Remember:** detail can be important to support ideas, but *analytical thinking* is more important.

2. Plan your answer Spend time thinking about your answers before you begin to write. For essay questions, spending 5 minutes just organising your ideas & writing an outline. This will help you to write a coherent essay with a good introduction & conclusion. Summing up & making a general comment in your conclusion is particularly important.

3. Write clearly It is probably better to write a bit less and to write legibly. Bad hand-writing can be very annoying to markers.

4. Use your time wisely Make sure that you plan your time carefully. This is particularly important in essay-style exams. You should find out how many questions there are & how long you have to answer each. Then keep an eye on your watch.

V. TASK

Try to obtain several old examination papers from previous years. It will help if these papers are from the same courses that you are taking at present.

1. Go through the papers & work out:

- The amount of time you should allot to each question.
- The number of items you should introduce to gain the highest mark.

2. Having planned your time allotments & seen how much you needed to say for each question, see if you can provide the right amount of information for each question.

If you have difficulties doing this with any of the examination papers, then go to your lecturer & ask for clarification on how to do the paper.

Further reading - Part 2

1 *Study abroad*

Brigid Ballard & John Clanchy. 1991. Malaysia: Longman.

2 *Lôgích học và phương pháp luận nghiên cứu khoa học.*

Lê Tử Thành. 1995. Tp Hồ Chí Minh: Nxb Trẻ. In lần 4

3 *The words you need*

B. Rudzka et al. 1993. London: Macmillan.

4 *A study skills handbook*

Mike & Glenda Smith. 1998. Oxford: Oxford University Press.

5 *Làm thế nào để viết luận văn, luận án, biên khảo*

Vu Gia. 2000. Bến Tre: Nxb Thanh Niên.

Part 3 Basic Principles

- Chapter 16 Motivation
- Chapter 17 Goal setting
- Chapter 18 Your MI profile
- Chapter 19 Learning styles
- Chapter 20 Critical thinking
- Chapter 21 Reflective learning

Further reading

MOTIVATION

I What is motivation ?

Motivation is the desire to study. Strong motivation produces good result in study, just as in everything else in life.

The under-motivated student is one of the commonest in university. Typical habitats include common-rooms & coffee-bars, where students of this type may be seen putting off till tomorrow what really needed to be done yesterday. Characteristics include dull eyes, apathy & a self-induced mood of boredom. The survival rate of these students is low.

Task 1 Your motivation

In a group, discuss the following questions:

- * How motivated do you feel now ? Why ?
- * How did you feel yesterday ? Why ?
- * What things might affect your motivation during your course?

Most learners go through various stages of motivation. It can be useful to keep a record of your high & low points of motivation & to analyse why you felt like that at the time. As an exercise, use a graph to keep a record of your motivation levels during the time you work on a class project, eg. a presentation.

Task 2 Drawing a motivation graph

- 1 **Drawing a graph.** Look back at the different stages of your class project – *Preparing a presentation*. For each stage, write a cross on the motivation graph to indicate how motivated you were when doing it. Join your crosses up to find your motivation line. A sample chart has been completed for you.

Name of task *.Preparing a class presentation*

	Stage 1	Stage 2	Stage 3	Stage 4
High motivation				
Low motivation				

Name of task

	Stage 1	Stage 2	Stage 3	Stage 4
High motivation				
Low motivation				

- 2 **Analysis** For each stage of the task that you did, write a sentence or two to explain your reasons for placing your crosses where you did (i.e. why you felt motivated or not).

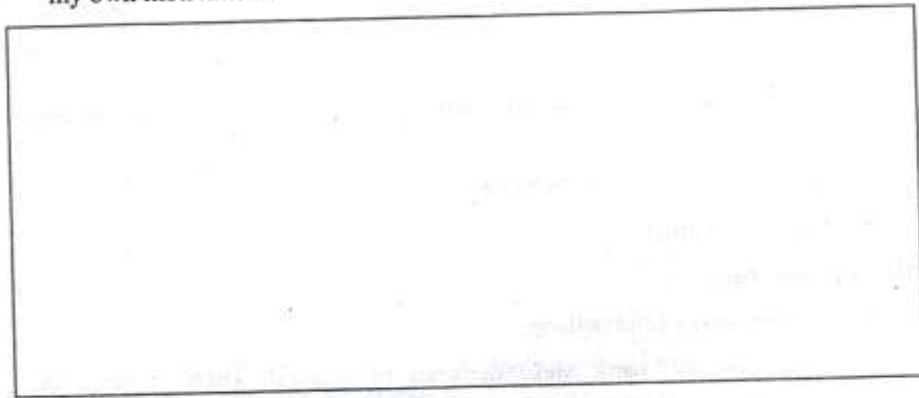
Stage 1: *Felt very keen to begin the task. Fascinated by the topic*

Stage 2:

Stage 3:

Stage 4:

- 3 **Ideas for improvement** What could I have done at each stage to increase my own motivation?



II. 2 kinds of motivation

- 1 **Instrumental motivators** focus on the achievement of a particular goal.

Therefore, they can be very useful in encouraging us to start studying and keep up our effort.

Examples are:

- The wish to master a particular subject.
- The desire to obtain a qualification.
- The need to obtain knowledge in order to get a job.

One problem with instrumental motivators is that achieving the set goals is often far into the future, so we need to keep the goals in mind all the time. Another problem is that we may not necessarily achieve all of our goals.

If we build our motivation solely around an instrumental purpose, we may be very disappointed if we do not succeed. This can have a negative effect upon our study.

2 Intrinsic motivators come from the actual process of learning rather than the product. These are much better in helping us to keep up our interest. They enable us to persevere through a long period of study much better than the instrumental factors.

Some examples:

- The joy in learning
- The realisation that you are learning something which you thought difficult or impossible.
- Enjoying working with other students.
- A feeling of progress & success.

III 4 golden rules

1 Nothing comes from nothing.

Stretch yourself hard. Make demands of yourself. There is much in common with training for a sport - dabbling a toe in it will get you nowhere.

2 Start with a definite interest in a subject. Otherwise, try to develop your interest gradually. Be enthusiastic & vigorous in the area that appeals least; talk to others who like it; relate it to things that interest you.

3 Try learning the fun way, discovering links between topics, & actively solving problems in your studies.

4 Time management is essential.

GOAL SETTING

I. 2 KINDS OF GOALS

1 Long-term goals are aims that can be achieved after a long course of study. For example, when we enrol for a course, we want to get a particular certificate or qualification.

These goals have specific ends which cannot be achieved overnight, but they often can sustain us during periods of reduced interest in our studies.

2 Short-term goals Before we achieve a long-term goal such as gaining a certificate, we need to complete more immediate tasks, eg. passing all the exams in the course. So, passing each exam can be defined as a short-term goal. This goal can in its turn be broken down into more immediate goals, such as completing an assignment for a subject or searching for a solution to a problem in mathematics.

Goals can also be described as intrinsic or extrinsic. **Intrinsic** goals are determined by ourselves because they are important to us. **Extrinsic** goals are set by our teachers or our university, eg. assignment submission dates & examination dates.

We must learn to meet extrinsic goals. It is often easy to do this if we are used to setting and meeting our own intrinsic goals.

Goals are created to help, not to hinder, us. We should not make ourselves slaves to the targets we set. Therefore, our goals need to be *achievable & specific*.

II. 3 GOLDEN RULES

1. Make your goals achievable

Task 1 How long will it take ?

Answer the following questions:

- How long does it take you to read ten pages of a textbook?
- How long does it take you to read ten pages of a novel?
- How long does it take you to write a two-page class paper?

In a group, discuss your answers. Are you realistic?

Task 2 What can you do ?

Imagine you have scheduled yourself for an hour's work in the library.

Which of these tasks should you take up?

1. Writing that overdue 1000-word assignment.
2. Looking for books on your next assignment.
3. Completing the reading exercises for tomorrow.
4. Reading a 10-page journal article.
5. Reading a 15-page journal article.
6. Proofreading your latest assignment for English errors.
7. Revising a first draft of that 1000-word assignment.
8. Having an afternoon nap.
9. Reading through the morning's lecture notes.

Discuss with a fellow student how long each one would take.

If you cannot achieve what you set out to do, you will be frustrated. So limit your goal to what you can easily complete. This will give you the feeling that you are keeping up with your schedule. If you finish your work earlier than you intended, you have 'won' some free time.

2. Make your goals specific

Task 3 Specific tasks

Look at these examples of what needs to be done. Which is the most specific task? Which is the least specific?

1. Read *Education in Britain*.
2. Make notes on Chapter 3 of *Education in Britain*, especially about primary schools.
3. Read & take notes on *Education in Britain*.
4. Make notes on Chapter 3 of *Education in Britain*.
5. Have a look at that book on education . . .

It is much easier to achieve goals that are clearly defined. Try to be as detailed as possible. The more detailed you make your goal, the better. The other advantage of defining goals is that it will force you to decide *why* you are doing a certain task.

3. Break down a long piece of work into a series of reasonable goals.

A project may seem to stretch ahead for a long time. You can take some stress out of such a long piece of work by breaking it down into more manageable units. For example:

- The first target may be to complete a library search on the topic of the project & to compile a list of resources & books.
- The next target may be to read these resources quickly.
- The third target could be to sketch out a draft plan, section by section, for the project. As you achieve each target you begin to feel that the project is possible after all.

As you achieve each target, your confidence will increase because you begin to feel that the project is possible after all.

YOUR MI PROFILE

I. INTELLIGENCE QUOTIENT (IQ)

- Intelligence Quotient is the 'number used to show the apparent intelligence of a person. It is determined by dividing his mental age as reported on a test by his chronological age & multiplying by 100'. (Webster's)
- IQ tests consist of a number of questions that probe the store of information, vocabulary, arithmetic skills, the ability to remember a series of numbers, the capacity to grasp the similarity among things, etc. The responses are scored & lead to one single number - the IQ
 - * Scores: 70 - 80 - a person is considered *not intelligent*
 - * Scores: 110 -120 - '*gifted*'
 - * Scores: 159 or more - '*genius*'

The classical view holds that intelligence is an inborn trait that remains fixed overtime. Traditional IQ tests measured only two intelligences – linguistics & logical-mathematical. Later the spatial intelligence was included. However, an IQ test gives only an incomplete picture of an individual's mental power.

The first intelligence tests were designed in 1912 by Alfred Binet.

II. MULTIPLE INTELLIGENCES

One theory on intelligence & learning which is particularly accessible to both teachers & learners is Howard Gardner's Multiple Intelligence (MI) theory. This theory offers a way of understanding the human mind better. This understanding makes it possible to design tasks which help students to become better learners.

Challenging the idea that children are '*intelligent*' or '*unintelligent*', Howard Gardner has identified seven 'intelligences':

- **Linguistic** deals with our ability to use words.
- **Logical-mathematical** refers to our power in using numbers & in logical thought.
- **Musical** permits us to understand & create sounds.

- **Visual-spatial** focuses on our ability to perceive images, transform them mentally & recreate them.
- **Bodily-kinesthetic** refers to our ability to perform well in sports & dancing – activities that requires physical skills.
- **Intrapersonal** is our ability to understand ourselves & make self-improvement.
- **Interpersonal** gives us the power to understand other people's feelings & enables us to interact with them effectively.

Gardner's theory is that everyone has their own '*MI profile*' – everyone possesses all seven intelligences to a certain extent.

You can use your knowledge of your own MI profile to learn efficiently. You can work on one of your strong intelligences. You can also improve an intelligence which you don't use very much. For example, applying MI theory, you are aware that you are a visual learner, so you learn better using your eyes & pictures to aid your understanding. You might then choose tasks that strongly focus on your visual intelligence.

MI can also help you as a future teacher to create different tasks your students' different intelligences.

***A diagnostic test* What is your MI profile ?**

Score the following statements like this:

- 5 always true for me
- 4 often true for me
- 3 sometimes true for me
- 2 very occasionally true for me
- 1 never true for me

Multiple intelligence statements

- 1 English, Social Studies & History are generally easier for me at school than Maths and Science.

1 _____

- 2 Friends often come to me for advice. 2 _____
- 3 I am good at chess & other strategy games. 3 _____
- 4 I can hear words in my head. 4 _____
- 5 I can imagine how something might appear if I looked at it from above,
like a bird would. 5 _____
- 6 I can tell when a musical note is not in tune. 6 _____
- 7 I sometimes walk down the street with a tune playing in my mind 7 _____
- 8 I consider myself a leader (or others think I am a leader) 8 _____
- 9 I would rather spend my evenings at a lively party than having a quiet talk
to someone else. 9 _____
- 10 I enjoy word games like Scrabble, anagrams, crosswords, tongue twisters 10 _____
- 11 I like analysing, classifying and measuring things. 11 _____
- 12 I find it difficult to sit still for long periods of time: I need to move around 12 _____
- 13 I use a camera or video recorder quite a lot. 13 _____
- 14 I have a good sense of direction. 14 _____

- 15 I have at least three really close friends. 15 _____
- 16 I like learning more about my own personality 16 _____
- 17 I keep a personal diary to write down my thoughts. 17 _____
- 18 I like working with my hands, e.g. model-building, sewing, carving,
carpentry or a similar task. 18 _____
- 19 I make tapping sounds or sing little melodies while I work or study 19 _____
- 20 I have music on in the background when I study. 20 _____
- 21 I need to do things with a new skill rather than simply reading about it
or seeing a video that describes it. 21 _____
- 22 I often see pictures when I close my eyes and I often have vivid dreams
at night. 22 _____
- 23 I prefer looking at reading material which includes pictures. 23 _____
- 24 I regularly spend time alone to think about important life questions. 24 _____
- 25 I see myself as a loner (or others see me as a loner) 25 _____
- 26 I sometimes have good ideas when doing physical activities. 26 _____
- 27 I like planning, eg. my school work, a party. 27 _____

- 28 I am interested in how (mechanical) things work, e.g. a clock, a tape recorder. 28 _____
- 29 I would describe myself as physically well-coordinated. 29 _____
- 30 I would prefer to spend a weekend alone in a house in the forest than at a busy place with lots of people and action. 30 _____
- 31 I've written something that I am particularly proud of or that others enjoyed reading. 31 _____
- 32 If I hear a song or piece of music once or twice, I can sing it quite accurately. 32 _____
- 33 Maths and Science are some of my favorite subjects at school. 33 _____
- 34 When I drive down a road, I pay more attention to words written on signs than to the scenery. 34 _____
- 35 When I've got a problem, I'm more likely to seek out another person for help than attempt to work it out on my own. 35 _____

Add up your scores

A	B	C	D	E	F	G
1 _____	2 _____	3 _____	12 _____	5 _____	6 _____	16 _____
4 _____	8 _____	11 _____	18 _____	13 _____	7 _____	17 _____
10 _____	9 _____	27 _____	21 _____	14 _____	10 _____	24 _____
31 _____	15 _____	28 _____	26 _____	22 _____	20 _____	25 _____
34 _____	35 _____	33 _____	29 _____	23 _____	32 _____	30 _____

Totals

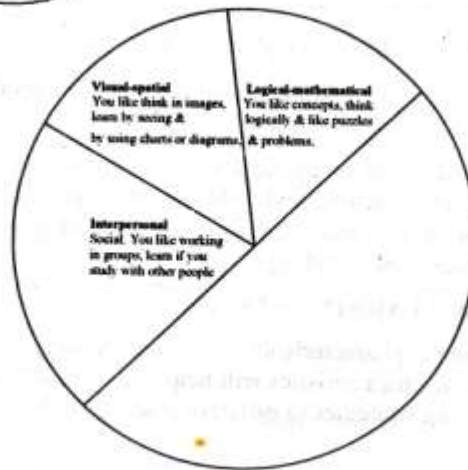
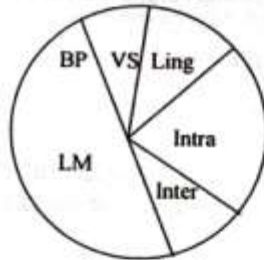
A ___ B ___ C ___ D ___ E ___ F ___ G ___

Total

- A Linguistic _____
- B Interpersonal _____
- C Logical-Mathematical _____
- D Bodily-Physical _____
- E Visual-spatial _____
- F Musical _____
- G Intrapersonal _____

Here is an MI pizza made by a 5th year student

Draw your own MI pizza here



LEARNING STYLES

I. WHAT IS LEARNING ?

Learning is a very complex activity. Furthermore, the things you learn are varied & they fall into different categories. Therefore, it is difficult to prescribe methods which suit all learners.

Learning involves acquiring a wide range of:

Knowledge information, facts, concepts, ideas

Skills language skills, thinking, communicating, interacting with other people

Values or attitudes aims in life; good / evil; like / dislike;

Not everyone will learn these in the same way because learning is a very personal thing and we are all different. Learning styles or habits are a product of the learner's:

- personality
- cultural background
- past learning experience & training

Learning styles may be innate or acquired. They may be influenced by the task you are engaged in at present. It is important you become aware of the fact that:

- different learning styles exist
- you have your own learning style or habits
- you may be neglecting some learning strategies which could help you become a more effective learner.

As a future teacher, it might be useful for you to know that your learning style will also influence your teaching style. As not all of your students will possess the same learning style, it is important to try to teach in many different ways in order to enhance better understanding.

II. 3 TEACHING & LEARNING STYLES

Below you find some characteristics of three teaching styles. An intimate understanding of these characteristics will help you learn effectively because you can adapt your learning strategies to different teaching styles.

1. Visual

- Talks fast.
- Uses visual aids (overhead, board)
- Likes to cover a lot of content.
- Considers forms important (grammar, spelling, heading)
- Believes in visual feedback to evaluate students (tests)
- Likes work to be done on time

2. Listening

- Speaks rhythmically
- Likes class discussion
- Teacher or student reads text aloud.
- Tends to acknowledge student's comments by paraphrasing
- Disciplines student with sermon-like phrases '*How many times . . . ?*'
- Is easily disoriented from focus of lesson (talking about hobby, or "*when I was a child . . .*")
- Rarely uses visual aids, has a running commentary of words and noises (e.g. '*OK?*', '*Uh huh*').

3. Physical

- Talks slowly.
- Uses manipulatives (hands-on and handouts)
- Uses projects involving students (plays, simulations)
- Considers concepts important (spelling & grammar de-emphasised)
- Believes in what students can do (create, demonstrate etc.) to evaluate.
- Has students do board work, working in units & teams..
- Uses lots of demonstrations.

III. A DIAGNOSTIC TEST

Below you find a questionnaire which will help you to determine whether you are a visual, listening or physical learner.

Read each statement of the questionnaire carefully and score it like this:

5 almost always

4 often

3 sometimes

2 rarely

1 almost never

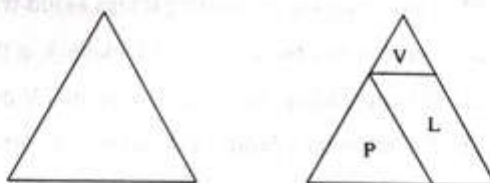
- _____ 1. I can remember things if I write them down.
- _____ 2. When I read a text, I can hear the words in my head.
- _____ 3. I like to discuss things.
- _____ 4. When playing a game, I don't like reading instructions:
I'd rather just start playing it.
- _____ 5. I can visualize what words represent in my head.
- _____ 6. I like studying when I have music on in the background.
- _____ 7. I need a lot of breaks when I study.
- _____ 8. I like moving around when I study.
- _____ 9. I take notes when I read or listen to lectures.
- _____ 10. When discussing, it helps me to look at the person I'm
talking to.
- _____ 11. I often can't understand someone talking if there is background
noise.
- _____ 12. I prefer to hear someone giving instructions than reading
instructions.
- _____ 13. I prefer listening to a tape than reading the textbook.
- _____ 14. I can listen to something well if I stare out of the window.
- _____ 15. I like working on my English somewhere quiet.
- _____ 16. I like it when reading passages that include graphs or
charts or diagrams.
- _____ 17. I like to look at the end of a story before I start reading it.

- _____ 18. I remember listening texts better than reading ones.
- _____ 19. I like studying by reading things aloud with a friend(s).
- _____ 20. I take notes, but then don't look back at them.
- _____ 21. If I am reading, having the radio or TV on bothers me.
- _____ 22. I'd rather do a project than write a report.
- _____ 23. My desk is a bit of a mess, but I know where things are.
- _____ 24. When I take a test, I can 'see' where things were on the page as I learnt them.
- _____ 25. I prefer listening to reading.
- _____ 26. I don't like checking over my work very much.
- _____ 27. I daydream in class.

Add up your scores

Visual	Listening	Physical
1 _____	2 _____	4 _____
5 _____	3 _____	7 _____
9 _____	6 _____	8 _____
10 _____	12 _____	17 _____
11 _____	13 _____	20 _____
15 _____	14 _____	22 _____
16 _____	18 _____	23 _____
21 _____	19 _____	26 _____
24 _____	25 _____	27 _____
Totals _____	_____	_____

Divide this triangle up into three bits to show your learning styles, as shown.



If you are having problems learning something, you can use your learning style to help you learn it better: Look back at the sentences you scored highly - these activities will help you learn well.

IV. INDEPENDENT LEARNING VERSUS GROUP LEARNING

1. Independent learners

An important aim learning is to become independent learners.

Independent learners:

- can set their own learning goals
- have confidence in their own ability to learn
- are aware of their own strengths and weaknesses
- possess a variety of strategies for working on their weaknesses
- can give help and feedback to others
- can use their previous knowledge about a text or topic to their advantage
- possess strategies to help them guess the meaning of words
- can evaluate their own work
- can reflect on how they worked and establish future learning goals.

2. A three-stage model

One way to become an independent learner is to use a three-stage model for doing tasks:

- a. **Preparing for a task** motivation – orientation – planning.
- reading the next chapter beforehand
 - preparing questions to ask in class

b. Doing the task understanding – integration – application

in class:

- * be concentrated, be an active participant

after class:

- * look up things you do not understand in textbooks & reference books
 - * discuss the class content with your friends
 - * learn vocabulary and expressions
 - * practise new structures: be creative
- * keep notes of what you are asked to do

homework:

- * hand in work on time
- * check your work
- * rewrite if necessary

Keep a file of all your handouts!

c Reflecting on the task contents – tasks – performance

Establish new learning goals

Independent students take up responsibility for their own learning. Success depends for 5% on the teacher & for 95% on the student. You can benefit from:

- getting to know your teachers & trying to take advantage of their knowledge & experience
- asking advice on how to do assignments, & on the standards which should be reached
- asking for additional feedback on assignments.

It is important to be independent in your learning. But it is equally important to learn in a group because learning thrives on collaboration. A group of students can gather on a regular basis for a specific purpose, eg. to collaborate on homework, to work on a research project, to share learning resources such as reading lists.

Learning groups should be held together by a shared purpose, & it is important to keep redefining this. Groups can be formal when they develop into a committee, which runs an organization. On the contrary, they may remain informal, which is similar to simply being a network.

Learning is best when learners work together. Therefore, being a member of one or more learning groups, whether formal or informal, is an important way of sustaining the learning process.

CRITICAL THINKING

I. WHAT IS CRITICAL THINKING ?

Critical thinking is an analytic skill that enables us to form valid judgment. As a core skill common to many subjects, critical thinking is concerned with **arguments**. 'argument' is not merely 'disagreement'. It includes *an attempt to persuade someone that one position is more reasonable than another*. Arguments:

- are meant to be persuasive
- have reasons, or evidence
- always have a conclusion

II. CRITICAL QUESTIONS

Asking questions is the first step to critical thinking. Which questions should you ask yourself when you are studying ?

- How well do I analyse a topic?
- Do I ask enough wh-questions (*what, why, when, how, where, who*) before I begin, while I am studying & when I have finished ?
- Do I know the exact meaning of the words used ?
One word can mean different things to different people.
- Do I look at different points of view?

These questions can help you to uncover the facts and get a clearer picture of what is being studied. However, it is also necessary to look behind the facts. So,

- Infer causes
- Forecast consequences
- Discuss implications
- Suggest alternatives
- Look at *where & how* 'facts' were obtained

The following questions will help you analyse & evaluate the information you are given

1. Why did it happen ?

When two events are related, one may be the cause of the other.

Eg. *My marks are high when I study efficiently.*

In this statement, *studying efficiently* appears to be the cause of *high marks*, and *high marks* are the effect of *studying efficiently*. The statement can be rewritten like this:

Eg. *If I study efficiently, my marks will be high.*

When two events are related, 4 important points need to be considered:

- **Causal relationships have direction**

In a causal relationship the first event is seen as causing the second.

eg. Studying efficiently will cause high mark.

But high marks will not necessarily cause efficient studying

- **Not all relationships have causal links**

Not all relationships are cause & effect. The relationship may be a coincidence.

eg. My marks may be high because I was lucky with the questions. Even though I studied efficiently, I had no time to cover the whole course.

- **Events don't happen in a vacuum.**

Related events always occur within a wider context. This context is often ignored for the sake of clarity. A cause is often identified because it is the obvious one, although other factors may influence the relationship.

eg. The fact that my marks are high can be due to a number of other reasons:

- * I was lucky with the questions
- * The subject I study is my favorite one
- * I like the teacher's effective explanation of the subject
- *

2. What will happen?

A problem under discussion may have long-term consequences. What can they be?

An immediate solution may have a long-term effect that is worse than the original problem. It is wise to consider the solution in the light of that effect.

3. What happens if...?

There is often a variety of possible solutions to a problem. It is therefore helpful to consider all the solutions before you can reach the best solution.

4. Does it follow?

It is a mistake to arrive at a conclusion that is not justified after looking at a series of events. This is called over-generalization. Eg. You may notice it has rained every Monday for the last four weeks. To conclude that it rains every Monday is unjustified.

Sometimes we have to determine whether a conclusion is true or not.

Look at the following statements:

Premise 1: *Tall people have big feet.*

Premise 2: *Jack is a tall man*

Conclusion: *Jack has big feet*

Logically, the conclusion is a true statement. But short people may also have big feet!

If we change Premise 1, the conclusion may be closer to the truth. If we say: '*Most tall people have big feet*', it is possible that Jack does not have big feet.

If the conclusions we reach go against what we know or believe to be true, it may be that the premises are not true & need to be investigated.

REFLECTIVE LEARNING

I. WHAT IS REFLECTIVE LEARNING

Reflective learning is earnest learning with constant thinking about ways to achieve maximum results. Reflection on your studies should aim to:

- Assess the effectiveness of your current practice & skills
- Improve them, ie. Use better learning techniques
- Develop new learning styles & habits

II. WHAT TO DO

When reflecting on your studies, think about:

- Their results
- Your investment, in terms of time, effort, & money
- Your enjoyment
- The benefits they have for your life

In language learning, the following techniques might help you to reflect on your work:

- free writing - summaries, letters, diaries...
- interaction with classmates – discussion, role-play
- recording yourself on cassette
- seeking feedback on your performance
- error analysis

Error analysis

In groups, discuss the 'mistake(s)' you often make in English.

- * List the ones you've been making for a long time.
- * Discuss strategies for self-correction of these 'mistakes'.
- * Seek explanation & advice from your teacher
- * Decide on one or two mistakes to work on at a time.

Mistake(s):	Action plan:
Explanation:	

III. REFLECTION TASKS

The 3 tasks below will help you reflect on your individual work & group work.

Task 1 - GLOBAL ASSESSMENT

You can use this task to see how well you have done in any task.

Write detailed answers

1

2 I did task sheets

What skills did I practise?

What language (grammar, vocabulary, new phrases) have I learnt?

What other information have I learnt?

What was difficult?

What was easy?

What did I particularly enjoy?

Why?

What didn't I enjoy?

Why not?

3 What do I need to work on now ?

Task 2 - HOW DID I WORK IN THIS GROUP ?

In this task you look at how you work in a group & you think about ways of improving your participation.

A Circle the *number* in the *score column* that best shows what you did in your group.

5 yes, a lot

2 a bit

4 yes, quite a lot, but I could have done more

1 not much really

3 a reasonable amount

0 not at all

STATEMENTS	SCORES
1 I contributed a lot in this activity	5 4 3 2 1 0
2 I listened to everyone in my group.	5 4 3 2 1 0
3 I encouraged other group members to participate (by asking questions, etc.)	5 4 3 2 1 0
4 I encouraged people to use English	5 4 3 2 1 0
5 I felt comfortable and accepted in my group	5 4 3 2 1 0
6 I asked for explanations when I didn't understand.	5 4 3 2 1 0
7 I explained things to someone else who didn't understand.	5 4 3 2 1 0
8 I learned some new things by participating in this group activity.	5 4 3 2 1 0
9 I enjoy working in small groups on activities like this.	5 4 3 2 1 0
10 I would describe my role in the group as _____ (e.g. leader). I felt comfortable in that role.	5 4 3 2 1 0

B Now look back at the statements where you scored yourself with a 3 or less.

How could you improve your group skills the next time you work in a group?

Write three ideas here (e.g. 'I could encourage other people to participate more')

1 I could:
2 I could:
3 I could:

C. Your role

a. What other role could you play in your group which might improve your learning?

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b. Write down some reasons why that different role might improve your learning.

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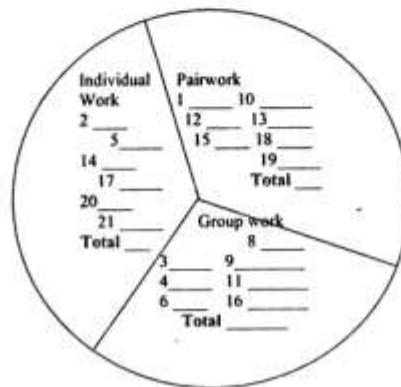
Task 3 WORKING WITH OTHERS

In this task, you think about whether you prefer working in groups, pair, or individually or does it depend on the task?

1. Tick (✓) if you agree or disagree with the statements below:

	AGREE	DISAGREE
1. I like comparing answers in pairs.	<input type="checkbox"/>	<input type="checkbox"/>
2. I concentrate better if I work alone.	<input type="checkbox"/>	<input type="checkbox"/>
3. I find group work generally more interesting than working alone or in pairs.	<input type="checkbox"/>	<input type="checkbox"/>
4. I prefer working in groups on most tasks.	<input type="checkbox"/>	<input type="checkbox"/>
5. I'd like our teacher to give us a lot of tasks where we have to work alone.	<input type="checkbox"/>	<input type="checkbox"/>
6. Working in a group helps me to solve problems better.	<input type="checkbox"/>	<input type="checkbox"/>
7. I don't believe I learn a lot from pair or group work.	<input type="checkbox"/>	<input type="checkbox"/>
8. I do a better job if I discuss a task with other people.	<input type="checkbox"/>	<input type="checkbox"/>
9. I get bored if I work alone.	<input type="checkbox"/>	<input type="checkbox"/>
10. I find pair work more effective than working in groups or alone.	<input type="checkbox"/>	<input type="checkbox"/>
11. I hope we shall do a lot of group work in our English lessons this year.	<input type="checkbox"/>	<input type="checkbox"/>
12. I enjoy sharing my opinions with one partner in pair work.	<input type="checkbox"/>	<input type="checkbox"/>
13. Working with a partner is productive for me.	<input type="checkbox"/>	<input type="checkbox"/>
14. I prefer to work alone on most tasks.	<input type="checkbox"/>	<input type="checkbox"/>
15. I prefer to work with a single partner than alone on most tasks.	<input type="checkbox"/>	<input type="checkbox"/>
16. I like working in groups where the teacher lets us choose our own roles.	<input type="checkbox"/>	<input type="checkbox"/>

17. I hope I won't have to do too much group work this year.
18. I hope I will be able to work with one particular friend a lot.
19. I really learn a lot by working in pairs.
20. If I work in a group, I often feel I'm wasting time.
21. I can't see much point in group or pair work
2. Give yourself **1 point** for every item that you disagreed with & **2 points** for every item you agreed with, to discover how you like learning.
3. Now copy out & complete these sentences:
- a) Tasks I like doing in groups: _____
- b) Tasks I like doing in pairs: _____
- c) Tasks I like doing alone: _____
4. Some people I like working with: _____
 _____, because _____
5. Some people I don't like working with: _____
 _____, because _____
6. I mostly prefer to work alone, _____
 because _____



Further reading – Part 3

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PHẠM TÂN

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