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ACADEMIC SKILLS
ACTIVITY BOOK FOR STUDENTS



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I ACADEMIC WRITING

UNIT 1

I Choosing a topic

1. Look at the list below and formulate these words into a topic which would be suitable for an essay.

- festivals

- friends

- my country

- dancing

- cars

After you give your answers, describe what you had to take into consideration when formulating these topics. Discuss.

2. The instruction verbs below are commonly used in essay questions. How do these essays differ?

identify _____

analyze _____

describe _____

comment _____

compare _____

discuss _____

evaluate _____

exemplify _____

3. Read the following essay question: *Discuss the problem associated with traffic congestion. Suggest possible solutions and evaluate their effectiveness.*

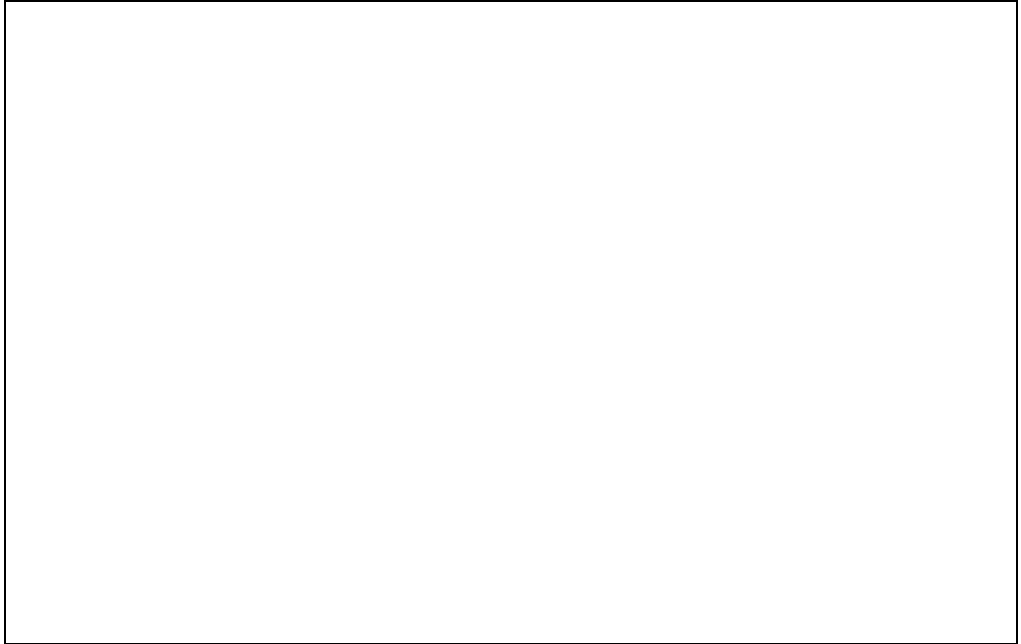
What exactly does the essay question want you to do? Circle the instruction verbs in the question and think about the kind of essay that you need to write.

II Brainstorming

1. Read the topic in the previous task and note down the ideas that you brainstorm.

2. Choose one of the topics below and list as many ideas about it as you can in five minutes.

- teenage fashions
- things to do at a beach
- driving a motorbike



III Free writing

1. Here is an example of a student's free writing:

There are too so many subjects to study at the university, it is difficult to choose one. I've always had good marks in maths, but I don't like it very much. I don't like ~~physical~~ physics or any science very much. Writing – I've always like writing. Would journalism be a good course to take? Newspapers have pictures, too, so maybe photography would be good. I'm maybe definitely looking forward to meeting new friends at university. And what about reading? Reading is a part of any course, but literature includes a lot of reading and it probably includes a lot of writing, too.

2. Now try to do the same with the topic *Banning trucks from towns and cities*. Practice free writing for five minutes – do not stop, erase, or go back. Just write as much as you can.

Circle all the ideas in your free writing with a pen in different colour.

IV Mapping

1. Choose a topic from exercise I/1. and make a map in five minutes.

Which of these three techniques do you prefer? Why?

V Editing

1. Now go back and look at your ideas for various essays and choose one for editing. Decide what you want to achieve with your essay and delete all unnecessary ideas and examples. Explain how you edited your work.

UNIT 2

I Essay structure

1. Read the essay below carefully and divide it into paragraphs. Also find the thesis statement and underline it.

EDUCATION IS THE MOST IMPORTANT FACTOR IN NATIONAL DEVELOPMENT – DISCUSS

‘National development’ is a rather vague term that could mean the growth of a sense of national identity, or the development of a country’s economy. This essay will use the second definition, since this is more commonly seen as a function of education provided by the state. Many European countries, such as Germany, began providing primary education for all in the late nineteenth century, in the phase of early industrialization. Education must be considered on several different levels, so that today most western countries are concerned with provision from nursery to higher education, whereas developing countries attempt to deliver basic education (e.g. reading and writing) to their people. This paper attempts to evaluate the importance of these varying levels of educational provision in encouraging economic growth, compared with other factors such as national culture, natural resources and government. The role of education in fostering development will be examined first, and then other factors that affect growth will be considered. At its simplest, education sets out to teach literacy and numeracy. People who can read and count are capable of being trained for many roles in the industrial or service sectors, as well as learning by themselves. Even in the simplest economies, dependent on agriculture, the education of women has been shown to lead to dramatic improvements in family welfare. In more developed economies further skills are required, such as languages, engineering and computing. Good education does not merely teach people how to function passively, but provides them with the skills to ask questions and therefore make improvements. At university level, education is closely involved in research that leads to technical and social advances. Education does not operate in a vacuum: cultural, religious, legal and other factors all influence the rate of economic growth. Soviet Russia, for example, had an advanced educational system, but many graduates were under-employed owing to the restrictions of the political system. Similar situations exist in many countries today because of the failure of the economy to expand fast enough to create sufficient jobs. Clearly, then, development requires efficient and honest government to encourage a dynamic economy. A strong work ethic, as found in the USA, Japan and Germany, also aids growth. In such societies children are brought up to believe that both the individual and society will benefit from hard work. Natural resources such as oil are another consideration. Brunei, for example,

previously a poor country reliant on fishing, today has one of the highest per capita GDPs in the world. Education alone may have little effect on a nation's development. The world's first industrial revolution, for instance, occurred in eighteenth-century Britain, when the majority of people were still illiterate (some pioneer industrialists themselves could not read or write). It seems that the availability of capital and a secure political and legal environment were more crucial in this case. However, given the presence of some of the factors mentioned previously, education clearly has an important part to play in developing the skills and abilities of the people. Ultimately, they are the most important resource a country possesses, and their education is a priority for all successful states.

2. Read the thesis statements below. Write ✓ (strong thesis statement), F (fact only, a weak thesis statement), or N (no clear opinion, a weak thesis statement).

- a. The top government official in my country is the prime minister.
- b. Some people prefer digital cameras, while others like traditional cameras.
- c. India became an independent country in 1947.
- d. To be a successful student, good study habits are more important than intelligence.
- e. There are several advantages of owning a car, but there are also many disadvantages.
- f. Half of the families in my country own a house.
- g. Using public transport would be one of the best ways to solve the traffic and pollution problems in cities around the world.
- h. While travelling, staying in a hotel offers more comfort, but sleeping in a tent is less expensive.
- i. Classical music concerts are very popular in my country.
- j. In order to create a successful advertisement, it is necessary to consider three issues: who should be targeted, where the advert should be placed, and what type of advert should be made.

3. Now work in groups, go back to some of the previous topics you brainstormed and write thesis statements for all of them making sure that your thesis statements are strong and focused.

II Essay outline

1. Read the following essay, underline the thesis statement and write out its original outline. Compare it to your partner's outline.

Gun Control is Not the Answer

Gun control has been a controversial issue for years. A vast majority of citizens believe that if gun control is strictly enforced it would quickly reduce the threat of crime. Many innocent people feel they have the right to bear arms for protection, or even for the pleasure of hunting. These people are penalized for protecting their lives, or even for enjoying a common, innocent sport. To enforce gun control throughout the nation, means violating a persons' Constitutional rights. Although some people feel that the issue of gun control will limit crime, the issue should not exist due to the fact that guns are necessary for self-defense against crime, and by enforcing gun control the government is violating a citizen's Second Amendment right to bear arms.

Guns are evil to some, because of the violence that they create. People express guns as weapons of homicide. They insist that, the more guns with which our society equips itself, the greater the likelihood for accidents or violent acts involving fire arms to occur. It is a proven fact that handguns have been the murder weapon of choice. Guns are involved in half of all homicide cases. People believe that society has relied on weapons that create harm and criminals. Therefore, these weapons should be outlawed.

However, law abiding citizens have the right to protect themselves against danger. Due to the ownership of guns, burglaries have reduced considerably. A gun is a tool, guns don't kill people. People kill people. The matter depends on who is using the gun, and what situation it is involved in. Purchasing a handgun legally is a complex procedure. The consumer must go through a two month waiting period. These procedure guarantee the innocence and reliability of a gun owner.

The Second Amendment states the citizens' right to own and bear firearms. Freedom to poses arms is a guaranteed citizen right. If the constitutional rights of a citizen are violated, it can be a complex issue. In the case of US vs. Miller during the year of 1939, The Supreme Court voted against individual rights to bear arms. Nothing can destroy a government more quickly than its failure to observe its own laws. This is why all citizens should be aware of all of their constitutional rights.

Enforcing gun control is not going to have an effect on the crime rate, because it will not keep criminals from purchasing weapons. If guns are outlawed, only outlaws will have guns. If a person is willing to pay a price they will get what they want. Gun owners

have to protect themselves from these criminals, and all gun owners must be informed of their Second Amendment right to keep and bear arms.

OUTLINE:

2. Choose one of the topics you brainstormed last week or any of the thesis statements from exercise I/3 and use your notes to write an outline. Once you are done, use the checklist below to make sure you have covered all important points and that you have made all necessary steps in this stage of essay preparation.

CHECKLIST:

Have you:

- *put paragraphs in the right order*
- *put supporting points and details in the right order*

Is your:

- *each main idea related to the thesis statement*
- *each supporting point related to the paragraph's main idea*
- *each detail related to the paragraph's supporting points*

Have you got:

- *enough and not too many main ideas to develop the thesis statement*
- *enough and not too many supporting points for each main point*
- *enough and not too many details for each supporting point*

OUTLINE:

UNIT 3

I Introductions

1. Read the following introductions. Mark the strong introductions with a tick (✓). Mark the weak introductions with a cross (x). What could you do to make the weak introductions stronger? Which of these five introductions contains interesting and relevant information? How would you change the other introductions?

Family structure has changed a lot in the last fifty years in Asia. The decrease in the number of extended families and nuclear families has caused several social changes.

The number of businesses using the Internet for selling products has increased greatly in recent years. Shoppers, too, are using the Internet in greater numbers to buy all types of products, such as books, cameras, and clothing. Although e-business has become popular, there are certain risks involved in Internet shopping that are a concern for both businesses and consumers such as identity theft and internet frauds.

Stargazing – looking at the stars – is something everyone should try. I love it. When looking at the night sky, most people observe that the moon, planets, and stars move from the east side of the sky to the west over a period of several hours. In fact, this movement is actually the movement of the Earth rotating on its axis. In addition, as the Earth revolves around the sun throughout the year, different stars are visible at different times.

The origins of Irish music can be traced back nearly 2,000 years to the time when the Celts arrived in Ireland. Music thrived under the rule of the Chieftains, but later declined during the British colonization of Ireland. However, during the Great Famine of the 1840's, thousands of Irish people emigrated to North America in

search of a better life, taking their music with them. Irish music soon became established in American cities with a high proportion of Irish immigrants, such as Chicago and Boston. These cities are popular tourist destinations with many interesting sights. However, Irish music really became known to a wider audience in the 1970's, when musicians experimented with more modern arrangements of traditional songs and fusion with rock, world music and jazz. Jazz originated in the American South in the early twentieth century. Now, in the twenty-first century, Irish music is more popular and successful than ever.

Adjusting to another culture's food can be a challenge for many travellers. The geography of a country can greatly affect the typical foods that are eaten by its people.

II Conclusions

1. Match each of these introduction thesis statements with its rewritten version for a conclusion.

Supermarkets are the best places to buy food because of their convenience and lower prices.

Travelling abroad is a valuable learning experience.

Learning to play a musical instrument is very beneficial for children.

Creating and owning a business offers more advantages than working as an employee in a company.

More houses should be adapted to use solar energy because it is clean and renewable.

People can learn many things by travelling to other countries.

Despite the challenges, being an entrepreneur can offer more benefits than other types of employment.

The fact that larger supermarkets offer cheap prices and a large selection of products makes them the best place for shoppers.

The World Wide Web gives access to a huge amount of knowledge, but users shouldn't believe everything they read there.

When children are exposed to music and are taught to play instruments such as the piano or violin, there are many

positive effects.

The World Wide Web can be very useful for research, but it also contains a lot of incorrect information.

The sun gives a constant, free supply of clean energy, which more homes should take advantage of.

2. Write an introduction and a conclusion for one of the outlines you created for Unit 2.

III Topic sentences

1. Go back to the essay **Gun control is not the answer**, circle the topic sentences, underline the supporting sentences and double underline the concluding sentence.

2. Choose one paragraph from this essay and answer the following questions:

- What is the topic of the paragraph?
- What is the main idea about the topic?
- What ideas help explain the main idea?

Compare the topic sentence in each paragraph with its concluding sentences. How are they connected?

3. For each of these paragraphs choose a sentence from the list below that would make the best topic sentence.

A) *One of my closest friends, named Ken, is a person I can trust.*

B) *My friend Ken is a very successful student.*

C) *I admire my friend Ken because he doesn't give up.*

When Ken wanted to enter a good university, he studied hard to pass the examination. The first time he took the exam, he did not do well, and he felt discouraged. But he knew he wanted to study at that university, so he studied more. The next year, he tried taking the exam again. The second time, he did very well, and now he is studying engineering. I believe Ken is a good role model for me, and he has taught me that never giving up is the best way to succeed.

A) *I love playing football, and hope I can become a professional player one day.*

B) *There are many popular sports in my country, but the most popular sport is football.*

C) *Football is a difficult sport to learn to play well.*

Many children begin learning to play football when they are very young. You can often see them playing at school or in the streets around their houses. At secondary school, students may play football in a team and compete in championships. If a player is very good, he might go on to play for a professional team. People in my country love watching football on television and also go to matches whenever they can. Many people have a favourite team or player, and everyone loves to talk about matches and competitions. Football is really like a national sport in my country.

IV Paragraph development

1. Read the following paragraphs and decide if the main idea is developed by details, an explanation, or an example. Is there a concluding sentence? If there is no concluding sentence, write one and share it with the rest of the group. Choose the best concluding sentence for each paragraph.

Even simple study habits can improve your marks. At university I learned how important it is to get enough sleep. When you are well-rested, it is easier to learn. Research shows that when people don't get enough sleep, their memories aren't as effective. If students are really tired, they might even fall asleep in class! It's easy to see how getting enough sleep can improve your performance at university.

means of support:

concluding sentence: yes – no

My favourite subject is psychology. I enjoy learning about the ways people think and behave. I am also interested in learning about the way children's minds develop.

means of support:

concluding sentence: yes – no

I am too nervous to sing karaoke songs with my friends. The last time I tried was on my birthday, when my friends took me to a karaoke club. I told my friends I didn't want to sing, but they encouraged me until I said yes. When I stood up in front of the microphone, I was so scared, I felt dizzy. It was hard to hear the music, and my mouth was too dry to make a sound. I just stood there until a friend jumped up next to me and finished the song.

means of support:

concluding sentence: yes – no

I will never eat dinner at The Little French Bistro again. The restaurant is not very clean. You can see dust in the corners and on the shelves. The food is expensive, but the portions are small. I never feel full after I've finished eating. In addition, the waiters are not very friendly. For these reasons, I will not visit that restaurant again.

means of support:

concluding sentence: yes – no

For me, a friend is someone who accepts you the way you are. A friend doesn't want you to change your personality or your style. I like people who don't care if the people they are with are wearing popular clothes or listening to trendy music.

means of support:

concluding sentence: yes – no

2. Look at the topics below and decide if you would develop them with details, an explanation, or an example. More than one answer is possible.

a) what freedom means to me

b) an unusual holiday

c) weddings in my country

d) why I don't like swimming

e) the ideal job

3. Develop your own paragraph. Choose one of the topics from exercise 1, this section, and follow these steps:

- choose one that you would like to develop into a paragraph
- brainstorm some ideas using any method you like
- develop your paragraph with supporting sentences using some of the techniques available

UNIT 4

I Unity

1. Read the essay below and do the following tasks:

- underline the thesis statement with two lines
- underline each topic sentence with one line
- list the supporting ideas in each main body paragraph on a separate piece of paper
- after you have finished, review the topic sentences and supporting ideas. How do the topic sentences relate to the thesis statement and how do the supporting sentences relate to the topic sentences. **Is the essay unified?**

Next time, try Chinese Medicine

The last time I had a cold, a friend suggested that instead of taking the usual cold medicines, I visit the traditional Chinese doctor in our city. Although I knew nothing about Chinese medicine, I decided to try it. When I walked into the Chinese doctor's surgery, I was amazed. It was not at all like my usual doctor's. There were shelves up to the ceiling full of glass containers filled with hundreds of different dried plants and other things I could not identify. Could this really be a doctor's surgery? It seemed very strange to me. When I met the doctor, he explained that Chinese medicine is thousands of years old. The plants in the jars in his office were herbs. These herbs could be mixed together to make medicines. He explained the philosophy of Chinese medicine. The philosophy of traditional Chinese medicine is not the same as the philosophy of modern medicine, but it is useful for curing many health problems.

Modern medicine focuses on illness. If a patient with a cough visits a modern doctor, then the doctor will give the patient a medicine to stop the cough. If a patient also has a fever, the doctor may give a different medicine to stop the fever. For every person with a cough, the doctor will probably recommend the same cough medicine. The philosophy of modern medicine is to stop problems like coughing and fever as quickly as possible. Western doctors usually see illness as an enemy. They use medicines like weapons to fight diseases.

Chinese medicine, in contrast, has a different philosophy. Instead of focusing on a patient's health problems, Chinese medicine tries to make the patient's whole body well again. Specifically, doctors of Chinese medicine believe that inside people, there are two types of energy. The first type of energy, called 'yin', is quiet and passive. The other type of energy, called 'yang', is active. When these two energies are in equal balance, a person is healthy. When there is an imbalance – too much yin, for example – a person becomes unhealthy. A doctor of Chinese medicine doesn't try to stop a person's cough by giving a cough medicine. Instead, the doctor gives a mixture of herbs that will restore the balance in the patient's body. As a result, when the body is in balance, the cough will stop naturally.

The Chinese doctor's herbs seemed strange to me at first, but they made me feel better. My cold wasn't cured instantly, but I felt healthy again after a few days. For a very

serious health problem, I would probably visit a modern hospital, but the next time I catch a cold, I am going back to the Chinese doctor. Chinese medicine definitely works for some health problems.

2. Read the thesis statement below and main body paragraphs. The writer has begun to cross out sentences that do not belong. There is still one large piece of the text that should be removed because it is not relevant to the thesis. Find it.

Thesis statement: Sign language, the language used by many deaf people, has a 500-year history.

The first sign language for deaf people was developed in Europe in the 1500s. In Spain, a man named Pedro de Ponce was the first person to teach deaf children using sign language. Another Spaniard, Juan Pablo de Bonet, was the first person to write a book on teaching sign language to deaf people. ~~Most of his students were from rich families.~~ Another important teacher who influenced the development of sign language was a Frenchman named Abbé de L'Épée. L'Épée understood that deaf people could communicate without speech. He started to learn the signs used by a group of deaf people in Paris. Using these signs, he developed a more complete French sign language. ~~L'Épée also taught religious classes.~~ Another Frenchman, Louis Braille, also lived during this time. He invented a system of reading and writing for blind people, using raised bumps that can be felt with the fingers. In Germany, a man named Samuel Heinicke was another important teacher of the deaf during this time. However, he did not use sign language for instruction. Instead, he preferred to teach the deaf to understand other people by looking carefully at other people's mouths when they spoke. This is called lip or speech reading.

Speech reading became a popular way of teaching deaf in the United States in the mid 1800s. Alexander Graham Bell, who invented the telephone, was one of the strongest supporters of teaching deaf people to do speech reading. Bell became interested in deafness and teaching deaf people. With his interest in science and the production of sound, he focused on the ways of helping the deaf communicate with listening tools and speech reading. He eventually opened a training school for teachers of the deaf.

~~Not much is known about the use of sign language among the deaf people in the United States before the 1800s.~~ The early 1800s were an important period in the development of American Sign Language. In 1815, a man named Thomas Gallaudet became interested in teaching deaf people. He travelled to Europe to study ways of communicating with deaf people. He was twenty-seven years old at this time, and he studied at a school for deaf students in Paris for several months. In 1817, Gallaudet returned to the United States, and he brought with him Laurent Clerc, a deaf sign language teacher from Paris. Gallaudet started the first school for the deaf, and Clerc became the first sign language teacher in the USA. ~~The school, called the American School for the Deaf, still exists in Hartford, Connecticut.~~ American Sign Language developed from the mixture of signs used by the deaf Americans and French Sign Language. Today, it is used by more than 500,000 deaf people in the United States and Canada. ~~About twenty million people in the United States have hearing problems, and about two million of these are deaf.~~

II Coherence

1. Look back at the essay about Chinese medicine. What type of organizational pattern does it use? How do you know? What evidence can you find?

2. Look back at the edited essay about sign language. What type of organizational pattern does it use? How do you know? What evidence can you find?

III Cohesion

Transition words and phrases used to connect sentences together or relate ideas to one another:

<i>Chronology</i>	<i>Comparison</i>	<i>Contrast</i>	<i>Additional information</i>	<i>Examples</i>	<i>Cause and effect</i>	<i>Concluding ideas</i>
before after next since first, second while when	likewise compared to similarly as ... as and	however on the other hand but yet in spite of in contrast although instead	and also in addition in fact furthermore moreover another ... is / was	for example in general generally for instance specifically in particular	therefore so thus as a result since because	in conclusion in summary finally therefore to conclude to summarize

1. Use transitions from the table above, or others that you know, to connect these sentences. When you have finished, compare your answers with the essay on Chinese medicine.

(1) of focusing on a patient's health problems, Chinese medicine tries to make the patient's whole body well again. (2), doctors of Chinese medicine believe that inside people, there are two types of energy. The first type of energy, called 'yin', is quiet and passive. The other type of energy, called 'yang', is active. ... When there is an imbalance – too much yin, (3) – a person becomes unhealthy. A

doctor of Chinese medicine doesn't try to stop a person's cough by giving a cough medicine. (4), the doctor gives a mixture of herbs that will restore the balance in the patient's body. (5), when the body is in balance, the cough will stop naturally.

2. For each of the underlined pronouns in this passage, identify the noun or noun phrase to which it refers. Write your answers on the lines below the text.

Barcelona

Barcelona, Spain's second biggest city and the capital of Catalonia, is a popular tourist attraction for several reasons. First, the city is ideally located for both the mountains and the beach. Although ¹it is on the coast, it is only a couple of hours away from the Pyrenees. In addition, Barcelona is both modern and historic. There are many stylish hotels. ²It has a clean and efficient underground system and visitors can find a variety of shops and restaurants, especially in the Eixample area. The oldest area of the city, the Barrio Gótico, or Barri Gòtic in Catalan, is very beautiful because of many of ³its oldest buildings were protected as areas of the city were rebuilt or developed. The most interesting thing about Barcelona may be ⁴its Catalan heritage. Approximately 70% of the people living in and around Barcelona speak Catalan, a Romance language related to Spanish, and ⁵they speak Spanish as well. In addition to the strong Catalan background, there are large groups of people who originally came from other parts of Spain such as Andalucía and Murcia living ⁶there. All of ⁷this makes Barcelona a great place to visit.

- 1. it = _____
- 2. it = _____
- 3. its = _____
- 4. its = _____
- 5. they = _____
- 6. there = _____
- 7. this = _____

3. This paragraph needs more connection. Rewrite it.

Ho Chi Minh City

Ho Chi Minh City, in Vietnam, is a fascinating destination for travellers to Southeast Asia. It is located on the Mekong River. It was once an important trading centre for the French in Southeast Asia. The influence of French culture can still be felt. Many people, especially the older generations, learned French in school and still can speak it very well. Some cafes serve French-style bread and pastries in Ho Chi Minh City. Expensive hotels and restaurants serve French food. Many of the buildings in the city are built in the French style. The Vietnamese and the French fought. The French eventually left the country. There are museums and monuments documenting the country's long and often bloody history. If you are

looking for a unique city to visit in Southeast Asia, Ho Chi Minh City is an attractive choice.

IV Editing

1. Read these paragraphs on the legal arguments about cloning and look for errors in subject-verb agreement. Cross out the incorrect verb forms and write your corrections above them. There are 13 errors in total.

Some people feel that scientific experiments is protected by the First Amendment to the US Constitution. This amendment protect the right of freedom of speech. A legal scholar from the University of Chicago argue that this is a realistic constitutional claim. He maintain that the founding fathers were concerned with scientific and academic freedom, and the members of the Supreme Court today also has a high regard for it.

Arguments in favour of defending research rights by using the First Amendment is complex. One of the many legal scholars involved say that raising questions that

challenges and explores cultural norms are exactly the kind of research the founding fathers wanted to encourage.

According to legal scholars, the government can restrict research only if the studies in question threatens national security or public health. While releasing small pox into the air to see how it spreads are clearly a threat and could be banned, conducting stem cell experiments do not present a clear danger to public health or security.

2. Edit the following passage for repetition and replace the repeated nouns or noun phrases with adequate pronouns.

Europe in the Middle Ages

Some historians focus on the topic of diet through time. They consider diet an interesting way to examine the sociology and politics of past cultures. The period of time called the Middle Ages, for example, was a period of time in which people lived with the threat of famine. Famine occurred enough that people usually had some degree of experience with it.

The typical daily diet of the poor was very meager. The typical diet of the poor consisted primarily of dark bread made of rye flour, soup, a few vegetables, and sometimes an egg. On festival days, there might be some meat in their wooden bowls. The meat in their wooden bowls came from the animals that they raised themselves. At a rich man's table, food was more plentiful. Lords and rich town dwellers' meals included plenty of meat. Lords and rich town dwellers' meals were eaten on metal plates.

Because there was no refrigeration, food had to be eaten quickly. Sometimes the opportunity to eat food quickly was not possible. To cover up any bad smell or taste, they spiced old food with cinnamon, cardamom, nutmeg, or ginger. Cinnamon, cardamom, nutmeg, and ginger were brought back from the Orient by soldiers and tradesmen.

In the Middle Ages, people didn't eat with spoons and forks. Spoons and forks came into use later. Water usually came from nearby streams and rivers. The nearby streams and rivers were the same nearby streams and rivers that people used for doing laundry, bathing and watering animals.

UNIT 5

I Writing paragraphs

1. The following introductory paragraph contains mistakes regarding structure, register, style and unity. Spot the mistakes and rewrite an improved version of the paragraph.

Every student's favourite teacher is the one who motivates them and tries to get them interested into what is done in class. That's why motivation is a really important area of research. The ability to motivate students is one of the best qualities of a good teacher. Researching motivation and its effects on success in learning English as a foreign language should be done in order to improve learning outcomes.

2. The following text is extracted from Zoltán Dörnyei's book *Motivational Strategies in the Language Classroom*, published in 2001. Paraphrase it appropriately, along with: (Author, year, page number).

Motivational strategies are techniques that promote the individual's goal-related behaviour. Because human behaviour is rather complex, there are many diverse ways of promoting it in fact, almost any influence a person is exposed to might potentially affect his/her behaviour. Motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect.

3. The following table contains a sample description from a research study where the participants were 133 EFL teachers. Write a short paragraph for the methodology section describing the participants involved in the research.

		Place of employment					Total
		Primary school	Secondary school	Faculty	Private school	Other	
Male	N	1	0	2	4	1	8
	%	0.8%	0.0%	1.5%	3.0%	0.8%	6.0%
Female	N	55	26	6	35	3	125
	%	41.4%	19.5%	4.5%	26.3%	2.3%	94.0%
Total	N	56	26	8	39	4	133
	%	42.1%	19.5%	6.0%	29.3%	3.0%	100.0%

Table 1. Cross-tabulation of the sample according to the gender and place of employment

II References

1. Identify parts of the following references:

Glatthorn, A. (1995). Teacher development. In L. Anderson (Ed.), *International encyclopedia of teaching and teacher education*. 41-57. London: Pergamon Press.

Banerjee, A., Chitnis, U. B., Jadhav, S. L., Bhawalkar, J. S., & Chaudhury, S. (2009). Hypothesis testing, type I and type II errors. *Industrial psychiatry journal*, 18(2), 127-131.

Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. New York: Cambridge University Press.

Crane, D. (Writer), Kauffman, M. (Writer), Condon, J. (Writer), Toomin, A. (Writer), & Bright, K. (Director). (1998, January 15). *The One with the Embryos*. (Season 4, Episode 12) [TV series episode]. In M. Borkow, K. Bright, M. Kauffman (Executive Producers), *Friends*. Bright/Kauffman/Krane Productions; Warner Bros. Television.

Elashhab, S. (2020). Motivational Teaching Strategies within Saudi University EFL Classrooms: How to Improve Students' Achievement? *International Journal of Language and Literary Studies*, 2(1), 124–141.

In which order should the references above be cited?

2. Write the references for the following publications (APA style):

a) a book called *Peoplewatching*, written by Desmond Morris, published in London by Vintage Publishing in 2002.

b) a journal article called *Motivational strategies in EFL classrooms: how do teachers impact students' motivation?*, written by Maya Sugita McEown and Osamu Takeuchi, published in the 9th volume of a journal called *Innovation in Language Learning and Teaching* in 2012. The article is between the pages 20 and 38.

c) an online webpage called *English4fun* written by Maya Thompson, posted on a website called *Lovely learning* in March 2022. Page link: <http://lovelylearning.com/english4fun.123456>.

II ACADEMIC READING

UNIT 6

I Working with different types of texts

Read the texts below and think about the following:

- What TYPE of text is it?
- Who is the text written for? Who is the AUDIENCE?
- Why was the text written? What is its PURPOSE?
- How is the text STRUCTURED?
- What is your OPINION of the text? Which of the text types do you like reading? Which of them do you have to read (even if you don't like reading them)? Which do you never read? Why?
- Why do you usually read this kind of text? What is your usual OBJECTIVE when you read these texts?
- And lastly, how does the purpose of reading the text influence how you read? What METHOD do you use? Why? Does the method depend on the purpose of reading the text? Explain and exemplify.

Text 1

No one who had ever seen Catherine Morland in her infancy would have supposed her born to be a heroine. Her situation in life, the character of her father and mother, her own person and disposition, were all equally against her. Her father was a clergyman, without being neglected, or poor, and a very respectable man, though his name was Richard -- and he had never been handsome. He had a considerable independence besides two good livings -- and he was not in the least addicted to locking up his daughters. Her mother was a woman of useful plain sense, with a good temper, and, what is more remarkable, with a good constitution. She had three sons before Catherine was born; and instead of dying in bringing the latter into the world, as anybody might expect, she still lived on -- lived to have six children more -- to see them growing up around her, and to enjoy excellent health herself. A family of ten children will be always called a fine family, where there are heads and arms and legs enough for the number; but the Morlands had little other right to the word, for they were in general very plain, and Catherine, for many years of her life, as plain as any. She had a thin awkward figure, a sallow skin without colour, dark lank hair, and strong features -- so much for her person; and not less unpropitious for heroism seemed her mind. She was fond of all boy's plays, and greatly preferred cricket not merely to dolls, but to the more heroic

enjoyments of infancy, nursing a dormouse, feeding a canary-bird, or watering a rose-bush. Indeed she had no taste for a garden; and if she gathered flowers at all, it was chiefly for the pleasure of mischief -- at least so it was conjectured from her always preferring those which she was forbidden to take. Such were her propensities -- her abilities were quite as extraordinary. She never could learn or understand anything before she was taught; and sometimes not even then, for she was often inattentive, and occasionally stupid. Her mother was three months in teaching her only to repeat the "Beggar's Petition"; and after all, her next sister, Sally, could say it better than she did. Not that Catherine was always stupid -- by no means; she learnt the fable of "The Hare and Many Friends" as quickly as any girl in England. Her mother wished her to learn music; and Catherine was sure she should like it, for she was very fond of tinkling the keys of the old forlorn spinner; so, at eight years old she began. She learnt a year, and could not bear it; and Mrs. Morland, who did not insist on her daughters being accomplished in spite of incapacity or distaste, allowed her to leave off. The day which dismissed the music-master was one of the happiest of Catherine's life. Her taste for drawing was not superior; though whenever she could obtain the outside of a letter from her mother or seize upon any other odd piece of paper, she did what she could in that way, by drawing houses and trees, hens and chickens, all very much like one another. Writing and accounts she was taught by her father; French by her mother: her proficiency in either was not remarkable, and she shirked her lessons in both whenever she could. What a strange, unaccountable character! -- for with all these symptoms of profligacy at ten years old, she had neither a bad heart nor a bad temper, was seldom stubborn, scarcely ever quarrelsome, and very kind to the little ones, with few interruptions of tyranny; she was moreover noisy and wild, hated confinement and cleanliness, and loved nothing so well in the world as rolling down the green slope at the back of the house.

Type	
Audience	
Purpose of text	
Structure	
Your opinion	
Objective	
Method	

Text 2

COSTATA alla PIZZAIOLA

SERVES 4

1.5 lb (750 g) thinly sliced sirloin or rump steak or veal or chicken breasts, skinned

6 tablespoons olive oil

3 cloves garlic, peeled and crushed

1.5 lb (750 g) canned tomatoes, sieved

2 tablespoons chopped parsley

3 tablespoons chopped basil salt and pepper

Trim any gristle and fat off the meat, flatten it as much as possible with a meat mallet and set it to one side. Heat the oil in a frying-pan wide enough to take all the meat in a single layer, add the garlic and fry gently for about 3 minutes. Add the tomatoes, parsley and basil, stir and bring to the boil. Slip the meat into the tomato sauce, cook very quickly for about 5 minutes, sprinkle with salt and plenty of pepper and serve at once.

Type	
Audience	
Purpose of text	
Structure	
Your opinion	
Objective	
Method	

Text 3

Mr A Gillett
School of Combined Studies
University of Hertfordshire
Ref. 000055/4/50
Mobile Phone No: 07934297360

August 2003

Dear Mr Gillett,

A change to your O₂ tariff

We're writing to let you know in advance about a price change we are making to your O₂ 50 tariff. From October your O₂ 50 monthly subscription will change from £18 to £19 per month (inc VAT).

This new rate will appear on the first bill you receive after 1st October and will apply to your next full monthly subscription charged after 1st October 2003. We regret having to make this increase and would like to reassure you that all call charges and other terms and conditions for O₂ 50 remain the same.

With O₂ 50 you can still enjoy:

- 50 Anytime minutes, including cross network calls worth up to £22.50 per month
- 25 inclusive text messages per month
- Call charges from 5p per minute

Send Texts from 4p.

Did you know you can send **texts from as little as 4p to anyone in the UK*** with O₂ Message Bolt Ons?

If you'd like to review your tariff, or add a Bolt On to your account, contact your Customer Service team on 0870 111 7202.

Yours sincerely,
Deborah Cordless

Consumer Marketing Manager

O2 (UK) Limited Registered in England no. 1743099 Registered Office 260 Bath
Road Slough SL1 4DX

Type	
Audience	
Purpose of text	
Structure	
Your opinion	
Objective	
Method	

Text 4

Shall I compare thee to a summer's day?
Thou art more lovely and more temperate:
Rough winds do shake the darling buds of May,
And summer's lease hath all too short a date:
Sometime too hot the eye of heaven shines,
And often is his gold complexion dimmed,
And every fair from fair sometime declines,
By chance, or nature's changing course untrimmed:
But thy eternal summer shall not fade,
Nor lose possession of that fair thou ow'st,
Nor shall death brag thou wand'rest in his shade,
When in eternal lines to time thou grow'st,
So long as men can breathe or eyes can see,
So long lives this, and this gives life to thee.

Type	
Audience	
Purpose of text	
Structure	
Your opinion	
Objective	
Method	

Text 5

This paper examines interaction in written text through the interplay between the notions of text averral and attribution (Sinclair, 1988). Text averral is evidenced in the unmarked parts of the text, where the utterances are assumed to be attributed to

the author. Attribution, the counterpart of text averral, is the marked case where the sources of authority are clearly signalled.

It is hoped that this study will add to our knowledge about the characteristics of different types of text, and illuminate the way for students who find themselves lost amidst the echoes of the multiple voices they hear within the same text.

Text averral and attribution are basic notions for the organization of interaction in written text. The assumption is made that the author of a non-fictional artefact (Sinclair, 1986) avers every statement in his or her text so long as he/she does not attribute these statements to another source - whether that source is other or self. Averral is manifested in various ways in the text - negatively, through absence of attribution, and positively, through commenting, evaluating or metastructuring of the discourse. Attribution, on the other hand, is signalled in the text by a number of devices of which reporting is an obvious one.

Type	
Audience	
Purpose of text	
Structure	
Your opinion	
Objective	
Method	

UNIT 7

I Do the exercises below to practice your skill of scanning a text for specific information.

1. Read the following text quickly and fill in the table. What do the numbers given in the table refer to?

1%	
2%	
6%	
13%	
16%	
30%	
$\frac{3}{4}$	
86%	

Spoon-fed feel lost at the cutting edge

Before arriving at university students will have been powerfully influenced by their school's approach to learning particular subjects. Yet this is only rarely taken into account by teachers in higher education, according to new research carried out at Nottingham University, which could explain why so many students experience problems making the transition.

Historian Alan Booth says there is a growing feeling on both sides of the Atlantic that the shift from school to university-style learning could be vastly improved. But little consensus exists about who or what is at fault when the students cannot cope. "School teachers commonly blame the poor quality of university teaching, citing factors such as large first-year lectures, the widespread use of inexperienced postgraduate tutors and the general lack of concern for students in an environment where research is dominant in career progression," Dr Booth said.

Many university tutors on the other hand claim that the school system is failing to prepare students for what will be expected of them at university. A-level history in particular is seen to be teacher-dominated, creating a passive dependency culture.

But while both sides are bent on attacking each other, little is heard during such exchanges from the students themselves, according to Dr Booth, who has devised a questionnaire to test the views of more than 200 first-year history students at Nottingham over a three-year period. The students were asked about their experience of how history is taught at the outset of their degree programme. It quickly became clear that teaching methods in school were pretty staid.

About 30 per cent of respondents claimed to have made significant use of primary sources (few felt very confident in handling them) and this had mostly been in connection with project work. Only 16 per cent had used video/audio; 2 per cent had experienced field trips and less than 1 per cent had engaged in role-play.

Dr Booth found students and teachers were frequently restricted by the assessment style which remains dominated by exams. These put obstacles in the way of more adventurous teaching and active learning, he said. Of the students in the survey just 13 per cent felt their A-level course had prepared them very well for work at university. Three-quarters felt it had prepared them fairly well.

One typical comment sums up the contrasting approach: "At A-level we tended to be spoon-fed with dictated notes and if we were told to do any background reading (which was rare) we were told exactly which pages to read out of the book".

To test this further the students were asked how well they were prepared in specific skills central to degree level history study. The answers reveal that the students felt most confident at taking notes from lectures and organizing their notes. They were least able to give an oral presentation and there was no great confidence in contributing to seminars, knowing how much to read, using primary sources and searching for texts. Even reading and taking notes from a book were often problematic. Just 6 per cent of the sample said they felt competent at writing essays, the staple A level assessment activity.

The personal influence of the teacher was paramount. In fact individual teachers were the centre of students' learning at A level with some 86 per cent of respondents reporting that their teachers had been more influential in their development as historians than the students' own reading and thinking.

The ideal teacher turned out to be someone who was enthusiastic about the subject; a good clear communicator who encouraged discussion. The ideal teacher was able to develop students' involvement and independence. He or she was approachable and willing to help. The bad teacher, according to the survey, dictates notes and allows no room for discussion. He or she makes students learn strings of facts; appears uninterested in the subject and fails to listen to other points of view.

No matter how poor the students judged their preparedness for degree-level study, however, there was a fairly widespread optimism that the experience would change them significantly, particularly in terms of their open mindedness and ability to cope with people.

But it was clear, Dr Booth said, that the importance attached by many departments to third-year teaching could be misplaced. "Very often tutors regard the third year as the crucial time, allowing postgraduates to do a lot of the earlier teaching. But I am coming to the conclusion that the first year at university is the critical point of intervention".

Alison Utley, *Times Higher Education Supplement*.
6 February 1998

2. Read the following text quickly and answer the questions.

- When were X-rays discovered? _____
 - Who discovered them? _____
 - What are the four characteristics of X-rays? _____
-
-

The Discovery of X-rays

Except for a brief description of the Compton effect, and a few other remarks, we have postponed the discussion of X-rays until the present chapter because it is particularly convenient to treat X-ray spectra after treating optical spectra. Although this ordering may have given the reader a distorted impression of the historical importance of X-rays, this impression will be corrected shortly as we describe the crucial role played by X-rays in the development of modern physics.

X-rays were discovered in 1895 by Roentgen while studying the phenomena of gaseous discharge. Using a cathode ray tube with a high voltage of several tens of kilovolts, he noticed that salts of barium would fluoresce when brought near the tube, although nothing visible was emitted by the tube. This effect persisted when the tube was wrapped with a layer of black cardboard. Roentgen soon established that the agency responsible for the fluorescence originated at the point at which the stream of energetic electrons struck the glass wall of the tube. Because of its unknown nature, he gave this agency the name *X-rays*. He found that X-rays could manifest themselves by darkening wrapped photographic plates, discharging charged electroscopes, as well as by causing fluorescence in a number of different substances. He also found that X-rays can penetrate considerable thicknesses of materials of low atomic number, whereas substances of high atomic number are relatively opaque. Roentgen took the first steps in identifying the nature of X-rays by using a system of slits to show that (1) *they travel in straight lines*, and that (2) *they are uncharged*, because they are not deflected by electric or magnetic fields.

The discovery of X-rays aroused the interest of all physicists, and many joined in the investigation of their properties. In 1899 Haga and Wind performed a single slit diffraction experiment with X-rays which showed that (3) *X-rays are a wave motion phenomenon*, and, from the size of the diffraction pattern, their wavelength could be estimated to be 10^{-8} cm. In 1906 Barkla proved that (4) *the waves are transverse* by showing that they can be polarized by scattering from many materials.

There is, of course, no longer anything unknown about the nature of X-rays. They are electromagnetic radiation of exactly the same nature as visible light,

except that their wavelength is several orders of magnitude shorter. This conclusion follows from comparing properties 1 through 4 with the similar properties of visible light, but it was actually postulated by Thomson several years before all these properties were known. Thomson argued that X-rays are electromagnetic radiation because such radiation would be expected to be emitted from the point at which the electrons strike the wall of a cathode ray tube. At this point, the electrons suffer very violent accelerations in coming to a stop and, according to classical electromagnetic theory, all accelerated charged particles emit electromagnetic radiations. We shall see later that this explanation of the production of X-rays is at least partially correct.

In common with other electromagnetic radiations, X-rays exhibit particle-like aspects as well as wave-like aspects. The reader will recall that the Compton effect, which is one of the most convincing demonstrations of the existence of quanta, was originally observed with electromagnetic radiation in the X-ray region of wavelengths.

3. Read the following text about the Loch Ness monster and fill in the table.

Does the Loch Ness monster exist?

Type of evidence	Date	Source	Details/features of monster	Reliability/reasons for doubt

‘A modern look at Monsters’ by Daniel Cohen

Each nation had its own conception of evil spirits or monsters that lived in deep lakes. In the Highlands of Scotland, the monstrous inhabitants of lakes (or lochs) were called “water horses” or “water bulls.” There was hardly a loch or bay which, according to local folklore, did not have some sort of monster in it.

But the Loch Ness monster has a better pedigree than most of the other Scottish lake monsters. While most were only known in oral tradition, the Loch Ness monster was mentioned in writing in 565AD. The monster, it seems, ran afoul of the great Scottish holy man, Saint Columba. Adamnan, Saint Columba’s biographer, tells of an incident where the saint saved a swimmer from the rampaging monster by saying, “Think not to go further, touch not thou that man. Quick! Go back! Then the beast, upon hearing the voice of the saint, was terrified and fled backwards more rapidly than he came.”

It was traditional in pagan societies for heroes to slay dragons and other monsters. When the pagans became Christians these monster-fighting activities were often taken over by the saints. The story of Saint Columba and the Loch Ness monster would have remained nothing more than an obscure bit of folklore, to be treated no more seriously than the story of Saint George and the dragon, had it not been for the events of 1933-1934.

During those years a road was built around the once-isolated loch in the Highlands. The construction brought a large number of outsiders to Loch Ness, and clearing the shore of the loch for the road gave observers a better view of the water. In those years the Loch Ness monster appeared, or reappeared, if we are to accept the story of Saint Columba.

The Loch Ness monster captured the public fancy as no creature real or imaginary has in a very long time. It knocked the Great Sea Serpent right out of contention as the number one unknown animal in the world. To this day, despite years of disappointment, the Loch Ness monster remains the world’s most popular monster, and the only one for which there is a regular and well-organized search.

So much has already been written on the Loch Ness monster that it seems unnecessary to give another detailed account of its history. A brief rundown of background information will be supplied but we will concentrate on developments in the story of the monster during the last few years.

Of the thousands who have reported seeing the monster since 1933 the vast majority have seen only its back or “humps”. Most commonly what they have seen is a shape in the water that looks something like an upturned boat, or a string of them. This shape may be anywhere from a few inches to many feet above the water.

Only a small number have reported actually seeing the creature’s head and neck. One of the first people to sight the creature’s head, and indeed the man who claims to have coined the term Loch Ness monster, is Alex Campbell, a retired fisheries official at the loch. He saw the monster for the first time in 1934. “It had a

long tapering neck, about six feet long, and a smallish head, with a serpentine look about it, and a huge hump behind which I reckon was about thirty feet long. It was turning its head constantly.”

In addition to his duty at the loch, Campbell was also a correspondent for the Inverness Courier, the local newspaper for the region. It was Campbell’s reports that helped catapult the Loch Ness monster to world-wide fame. Why did he call it monster? “Not because there was anything horrible about it at all, but because of the great size of the creature.”

The serpentine appearance of the monster’s head and neck was firmly fixed in the public’s consciousness by “the famous London surgeon’s photograph.” It was taken in 1934 by Kenneth Wilson, a surgeon on holiday in Scotland. The photo apparently shows the snakelike neck and tiny head of the monster sticking out of the waters of the loch.

In the 1930s most people agreed that the monster looked very much like an ancient marine reptile plesiosaur. At the time the plesiosaur was also a popular candidate for the Great Sea Serpent, and so was very much on every-one’s mind.

After the first sensational sightings there were no further important revelations about the monster. The skeptics and the jokers began to move in. By the beginning of World War II (during which time it dropped out of the news entirely) the Loch Ness monster came to be regarded as either a hoax concocted by canny Scots hotel owners or a hallucination seen only by those who imbibed too freely in Scotland’s most famous product.

But a hardy few kept the faith. After the war they came back to Loch Ness and in the face of scorn and ridicule managed to collect what has to be considered the best evidence for the existence of any monster anywhere in the world.

Exhibit A in the new case for the Loch Ness monster is the Dinsdale film. In 1960 monster watcher and amateur photographer Tim Dinsdale filmed what he thought to be the monster swimming in the far side of the loch.

To the untrained observer the short film shows little – just a spot moving through the water. It could be anything – a motorboat, for example. That is what many viewers claimed, and still claim the film shows. In 1965 David James, a former Member of Parliament who had become interested in the Loch Ness “problem”, persuaded photographic interpretation experts at the Royal Air Force to examine the Dinsdale film. On the basis of an exhaustive frame-by-frame analysis the RAF reported that the shape in the film is “probably an animate object.” Furthermore, they speculated that the object might be as much as ninety-two feet in length although it was probably more like thirty or forty feet long and “not less than six feet wide and five feet high.” It was also moving through the water at a considerable speed.

Since Dinsdale took his film other films have been taken, all at long range. One apparently shows the humps of two monsters moving side by side through the water. Another supposedly shows the monster on a small pebbly beach at the loch. The problem with these films, as with the Dinsdale film, is that they are

unspectacular. The object that is supposed to be the monster appears as nothing more than a little blob. Despite the RAF report many refuse to consider the case for the Loch Ness monster proven. They contend, quite correctly, that photographic interpretation, even when done by experts, is far from an exact science. The quality of the monster films is so poor that even the experts might easily be wrong.

Public interest in the monster was beginning to wane again until 1968, when it received a new lease of life. Scientists from the University of Birmingham (England) using a new type of sonar equipment picked up stirrings in Loch Ness that seemed highly suggestive. (The tests were made in 1967 but the results were not published until the following year). The conclusions drawn from the tests were highly tentative. Wrote Hugh Braithwaite who headed the expedition: "Since the objects are clearly comprised of animals, is it possible they could be fish? The high rate of ascent and descent makes it seem very unlikely, and fishery biologists we have consulted cannot suggest what fish they might be. It is a temptation to suppose they must be the fabulous Loch Ness monsters, now observed for the first time in their underwater activities! The present data, while leaving this a possibility, are quite inadequate to decide the matter. A great deal of further investigation with more refined equipment – which is not at present available – is needed before definite conclusions can be drawn."

But even this cautious approach was quickly challenged by other scientists who said what the sonar had picked up was a "ghost" not a monster. The University of Birmingham equipment, they said, was registering a false image, a not uncommon occurrence with sonar.

Naturally, during this period the Loch Ness monster, or Nessie, as she, he, it, or they is affectionately called by the watchers, has not gone unnoticed. Aside from the tourists who flock by the hundreds each summer to the shores of Loch Ness to see if they can catch a glimpse of the elusive creature, there has been, since 1963, a regular yearly expedition organized to watch for the monster. The expedition is run by the Loch Ness Phenomena Investigation Bureau, Ltd. founded by David James. During the warmer months a full crew of watchers, armed with binoculars and cameras, drive specially equipped vans to various locations around the loch. On a good day they have virtually the entire surface of Loch Ness under visual observation. Most of the watchers are student volunteers from various countries. (America is most heavily represented.) Two weeks of monster watching makes a cheap and often exciting holiday. But it would be a mistake to underestimate either the seriousness or competence of these amateurs. The bureau is a non-profit organization.

Field Director of the Loch Ness Investigation is Clem Skelton, a photographer with a severe case of monster fever. During the long Highland winter, when the weather becomes frigid and the daylight almost negligible, and the tourists and college students abandon the shores of Loch Ness, Skelton and his wife remain in their trailer on the shores of the loch. Their closest neighbour may be the monster itself.

Since he spends more time looking for the monster than anyone else, Skelton has quite naturally seen the monster or what he thinks is the monster more times than anyone else.

Once, he says, he was practically on top of it. In June 1964 Skelton saw the creature's hump from a distance of only fifteen yards. "I was rowing a boat across the loch at 12.30 AM. It never really gets dark at Loch Ness in the middle of June, there is always a glow in the sky. I looked over my right shoulder and there it was. It was the classic upturned boat sighting, but it was bigger than my boat and if anyone wanted to win the diamond skulls at Henley he should have rowed nearly as fast as I did to get out of its way."

Skelton is absolutely convinced that there is a monster in Loch Ness. Many others who have seen what they take to be the monster are equally convinced, as are a lot of people who have never seen the monster at all. Each year the Loch Ness Investigation carefully records all the sightings. From their lists they try to eliminate all hoaxes and mistakes. Skelton figures that eighty to ninety percent of the people who think they have seen the monster have really seen something else. The remaining probable sightings are then carefully tallied and published by the Bureau at the end of the year. They make an impressive record. But the monster watchers know that they need more than an endless accumulation of sighting reports to convince the scientific world and the public at large that Nessie exists.

Numerous suggestions have been made for catching the monster, from poisoning the loch to stretching a net across it. Less drastic but more practical suggestions have been offered for getting a piece of the monster's hide (or whatever) by the use of a harpoon or crossbow. In 1962 a small ship sailed around Loch Ness with a crew member on deck, ready with a long pole tipped with a piece of sticky stuff. The hope was that with the pole and sticky material they could detach a scale or piece of skin from the monster. The problem was that in order to stick, or shoot, or prod the monster you have to get close to it. In this the monster has proved thoroughly uncooperative.

Most hopes are pinned on getting what members of the Bureau call "The Picture" – a good close up shot, or preferably film of the monster with its head above the water. This, they feel, unlike the vague spots and shapes which have appeared in the other pictures, would clinch the case for the monster. For this reason they have spent the bulk of their funds, which come from private donations and grants, on buying good camera equipment. The largest single grant, twenty thousand dollars, came from Field Educational Enterprises, the same organization that helped to bankroll an expedition to find the Abominable Snowman in the Himalayas.

The Loch Ness monster is a near-perfect subject for scientific investigation. Unlike the Great Sea Serpent, which could be anywhere in the vast expanse or abyssal depths of the oceans, the Loch Ness monster is strictly confined. No large creature could get in or out of Loch Ness without being observed. So whatever it is lives in the loch and has for a long time. Naturally the monster buffs do not say what they are

seeing is the same ageless specimen confronted by Saint Columba a millennium ago. They speak of the loch as home for a small but viable breeding herd of monsters.

Many people wonder why, if the monster's range is so confined, a specimen has not yet been captured or at least photographed at closer range. The question is a good one. But just because the monster has not yet been captured or well photographed, we should not simply jump to the conclusion that it does not exist. Loch Ness is a lot bigger than it looks on the map. It is the largest body of fresh water in the British Isles, cutting twenty-four miles through Scotland's Great Glen. At one end it is connected to the sea by the little river Ness. It also serves as a link in the Caledonian Canal which bisects the Highlands and is the country's principal waterway.

The waters of Loch Ness are deep, dark, cold, and often dangerous. Average width of the loch is only a mile, but the sides plunge precipitously to depths of over seven hundred feet. A suspension of peat makes the water brown and murky and the few divers who have ventured into it found themselves in a world where even a strong light would penetrate no more than twelve feet. The loch never freezes, but it never really warms up either. Throughout the year the temperature hovers in the chilly mid-forties. Currents of surprising strength can catch the unwary boater, and more than one has rowed or sailed onto the loch and never been seen again.

Because of the dangers of the loch, the history of the monster has been kept remarkably free from a particular sort of hoax – the kind in which a group of jokers float a model monster in the water. The model would have to be propelled in some way, presumably by a swimmer or a group of swimmers underwater. It would then have to be pulled under or gotten out of sight in some other way, before the startled observers had a chance to discover what it really was. But nobody wants to go swimming in Loch Ness, particularly underwater. A group of college students who built a rubber monster were forced to float it in a smaller, friendlier loch nearby.

Divers don't like to go into the loch at all. When they do they can't see much anyway. So there is little point in searching for the monster underwater except by sonar. You might think that with all the publicity the monster has received in the last decade the shores of Loch Ness would be packed solidly with tourists bristling with binoculars and cameras and that the boats would be as thick as rowboats in the Central Park lagoon. Actually, even at the peak of the tourist season Loch Ness seems pleasantly uncrowded to an American. There are relatively few good places to sit and watch for the monster, and the weather is so rotten so often that only the most dedicated will brave it regularly. Boats are surprisingly infrequent on the loch, and if you wished to rent one you would find them scarce.

Despite all the publicity, the search for the Loch Ness monster remains remarkably under financed. Visitors to the loch often ask expedition members why they don't just send down a miniature submarine to find the monster – as if miniature submarines were the cheapest and most easily obtainable things in the world. The Loch Ness investigators have never had anywhere near the amount of funds they need to conduct a thorough investigation.

In 1969 a miniature submarine actually was brought to the loch to aid in the investigation. But the submarine was a homemade contraption, and it never worked properly. Despite high hopes it added nothing to our knowledge of the Loch Ness monster.

Therefore, it is possible – barely perhaps – but possible, that a large unknown creature or rather a group of them really do live in the depths of Loch Ness and have escaped conclusive detection.

Cohen, Daniel. (1975). *The Greatest Monsters in the World*.
New York: Dodd, Mead.

II Do the exercises below to practice your skill of skimming a text for gist.

1. Read the *first sentence of each paragraph* in the following text. What do they tell you?

THE PERSONAL QUALITIES OF A TEACHER

Here I want to try to give you an answer to the question: What personal qualities are desirable in a teacher? Probably no two people would draw up exactly similar lists, but I think the following would be generally accepted.

First, the teacher's personality should be pleasantly live and attractive. This does not rule out people who are physically plain, or even ugly, because many such have great personal charm. But it does rule out such types as the over-excitable, melancholy, frigid, sarcastic, cynical, frustrated, and over-bearing : I would say too, that it excludes all of dull or purely negative personality. I still stick to what I said in my earlier book: that school children probably 'suffer more from bores than from brutes'.

Secondly, it is not merely desirable but essential for a teacher to have a genuine capacity for sympathy – in the literal meaning of that word; a capacity to tune in to the minds and feelings of other people, especially, since most teachers are school teachers, to the minds and feelings of children. Closely related with this is the capacity to be tolerant – not, indeed, of what is wrong, but of the frailty and immaturity of human nature which induce people, and again especially children, to make mistakes.

Thirdly, I hold it essential for a teacher to be both intellectually and morally honest. This does not mean being a plaster saint. It means that he will be aware of his intellectual strengths, and limitations, and will have thought about and decided upon the moral principles by which his life shall be guided. There is no contradiction in my going on to say that a teacher should be a bit of an actor. That is part of the technique of teaching, which demands that every now and then a teacher should be able to put on an act – to enliven a lesson, correct a fault, or award praise. Children, especially young children, live in a world that is rather larger than life.

A teacher must remain mentally alert. He will not get into the profession if of low intelligence, but it is all too easy, even for people of above-average intelligence, to stagnate intellectually – and that means to deteriorate intellectually. A teacher must be quick to adapt himself to any situation, however improbable and able to improvise, if necessary at less than a moment’s notice. (Here I should stress that I use ‘he’ and ‘his’ throughout the book simply as a matter of convention and convenience.)

On the other hand, a teacher must be capable of infinite patience. This, I may say, is largely a matter of self-discipline and self-training; we are none of us born like that. He must be pretty resilient; teaching makes great demands on nervous energy. And he should be able to take in his stride the innumerable petty irritations any adult dealing with children has to endure.

Finally, I think a teacher should have the kind of mind which always wants to go on learning. Teaching is a job at which one will never be perfect; there is always something more to learn about it. There are three principal objects of study: the subject, or subjects, which the teacher is teaching; the methods by which they can best be taught to the particular pupils in the classes he is teaching; and – by far the most important – the children, young people, or adults to whom they are to be taught. The two cardinal principles of British education today are that education is education of the whole person, and that it is best acquired through full and active co-operation between two persons, the teacher and the learner.

Teaching as a Career, by H. C. Dent, Batsford, 1961

Write the gist of every paragraph (except the introduction) in the essay on the lines below:

- _____
- _____
- _____
- _____
- _____
- _____

2. Read the first sentence of each paragraph in the following text.

OILS

There are three main groups of oils: animal, vegetable and mineral. Great quantities of animal oil come from whales, those enormous creatures of the sea which are the largest remaining animals in the world. To protect the whale from the cold of the Arctic seas, nature has provided it with a thick covering of fat called blubber. When the whale is killed, the blubber is stripped off and boiled down, either on board ship or on shore. It produces a great quantity of oil which can be made into food for human consumption. A few other creatures yield oil, but none so much as the whale. The livers of the cod and the halibut, two kinds of fish, yield nourishing oil. Both cod liver oil and halibut liver oil are given to sick children and other invalids who need certain vitamins. These oils may be bought at any chemist's.

Vegetable oil has been known from antiquity. No household can get on without it, for it is used in cooking. Perfumes may be made from the oils of certain flowers. Soaps are made from vegetable and animal oils.

To the ordinary man, one kind of oil may be as important as another. But when the politician or the engineer refers to oil, he almost always means mineral oil, the oil that drives tanks, aeroplanes and warships, motor-cars and diesel locomotives; the oil that is used to lubricate all kinds of machinery. This is the oil that has changed the life of the common man. When it is refined into petrol it is used to drive the internal combustion engine. To it we owe the existence of the motorcar, which has replaced the private carriage drawn by the horse. To it we owe the possibility of flying. It has changed the methods of warfare on land and sea. This kind of oil comes out of the earth. Because it burns well, it is used as fuel and in some ways it is superior to coal in this respect. Many big ships now burn oil instead of coal. Because it burns brightly, it is used for illumination; countless homes are still illuminated with oil-burning lamps. Because it is very slippery, it is used for lubrication. Two metal surfaces rubbing together cause friction and heat; but if they are separated by a thin film of oil, the friction and heat are reduced. No machine would work for long if it were not properly lubricated. The oil used for this purpose must be of the correct thickness; if it is too thin it will not give sufficient lubrication, and if it is too thick it will not reach all parts that must be lubricated.

The existence of oil wells has been known for a long time. Some of the Indians of North America used to collect and sell the oil from the wells of Pennsylvania. No one, however, seems to have realized the importance of this oil until it was found that paraffin-oil could be made from it; this led to the development of the wells and to the making of enormous profits. When the internal combustion engine was invented, oil became of worldwide importance.

What was the origin of the oil which now drives our motor-cars and aircraft? Scientists are confident about the formation of coal, but they do not seem so sure when asked about oil. They think that the oil under the surface of the earth originated in the distant past, and was formed from living things in the sea. Countless billions of minute sea creatures and plants lived and sank to the sea bed. They were covered with huge deposits of mud; and by processes of chemistry, pressure and temperature were changed through long ages into what we know as oil. For these creatures to become oil, it was necessary that they should be imprisoned between layers of rock for an enormous length of time. The statement that oil originated in the sea is confirmed by a glance at a map showing the chief oilfields of the world; very few of them are far distant from the oceans of today. In some places gas and oil come up to the surface of the sea from its bed. The rocks in which oil is found are of marine origin too. They are sedimentary rocks, rocks which were laid down by the action of water on the bed of the ocean. Almost always the remains of shells, and other proofs of sea life, are found close to the oil. A very common sedimentary rock is called shale, which is a soft rock and was obviously formed by being deposited on the sea bed. And where there is shale there is likely to be oil.

Geologists, scientists who study rocks, indicate the likely places to the oil drillers. In some cases oil comes out of the ground without any drilling at all and has been used for hundreds of years. In the island of Trinidad the oil is in the form of asphalt, a substance used for making roads. Sir Walter Raleigh visited the famous pitch lake of Trinidad in 1595; it is said to contain nine thousand million tons of asphalt. There are probably huge quantities of crude oil beneath the surface.

The king of the oilfield is the driller. He is a very skilled man. Sometimes he sends his drill more than a mile into the earth. During the process of drilling, gas and oil at great pressure may suddenly be met, and if this rushes out and catches fire the oil well may never be brought into operation at all. This danger is well known and steps are always taken to prevent it.

There is a lot of luck in drilling for oil. The drill may just miss the oil although it is near; on the other hand, it may strike oil at a fairly high level. When the drill goes down, it brings up soil. The samples of soil from various depths are examined for traces of oil. If they are disappointed at one place, the drillers go to another. Great sums of money have been spent, for example in the deserts of Egypt, in 'prospecting' for oil. Sometimes little is found. When we buy a few gallons of petrol for our cars, we pay not only the cost of the petrol, but also part of the cost of the search that is always going on.

When the crude oil is obtained from the field, it is taken to the refineries to be treated. The commonest form of treatment is heating. When the oil is heated, the first vapours to rise are cooled and become the finest petrol. Petrol has a low boiling point; if a little is poured into the hand, it soon vaporizes. Gas that comes off the oil later is condensed into paraffin. Last of all the lubricating oils of various grades are produced. What remains is heavy oil that is used as fuel.

There are four main areas of the world where deposits of oil appear. The first is that of the Middle East, and includes the regions near the Caspian Sea, the Black Sea, the Red Sea and the Persian Gulf. Another is the area between North and South America, and the third, between Asia and Australia, includes the islands of Sumatra, Borneo and Java.

The fourth area is the part near the North Pole. When all the present oil-fields are exhausted, it is possible that this cold region may become the scene of oil activity. Yet the difficulties will be great, and the costs may be so high that no company will undertake the work. If progress in using atomic power to drive machines is fast enough, it is possible that oil-driven engines may give place to the new kind of engine. In that case the demand for oil will fall, the oilfields will gradually disappear, and the deposits at the North Pole may rest where they are forever.

Power and Progress by G. C. Thornley (Longman, 1950)

Now write a 50-word summary on what the text is about.

3. Read the first and last paragraphs in the following text.

What Is Anthropology?

Anthropology is the study of humankind, especially of *Homo sapiens*, the biological species to which we human beings belong. It is the study of how our species evolved from more primitive organisms; it is also the study of how our species developed a mode of communication known as language and a mode of social life known as culture. It is the study of how culture evolved and diversified. And finally, it is the study of how culture, people, and nature interact wherever human beings are found.

* * *

Because of its multidisciplinary, comparative, and diachronic perspective, anthropology holds the key to many fundamental questions of recurrent and contemporary relevance. It lies peculiarly within the competence of general anthropology to explicate our species' animal heritage, to define what is

distinctively human about human nature, and to differentiate the natural and the cultural conditions responsible for competition, conflict, and war. General anthropology is also strategically equipped to probe the significance of racial factors in the evolution of culture and in the conduct of contemporary human affairs. General anthropology holds the key to an understanding of the origins of social inequality - of racism, exploitation, poverty, and underdevelopment. Overarching all of general anthropology's contributions is the search for the causes of social and cultural differences and similarities. What is the nature of the determinism that operates in human history, and what are the consequences of this determinism for individual freedom of thought and action? To answer these questions is to begin to understand the extent to which we can increase humanity's freedom and well-being by conscious intervention in the processes of cultural evolution.

Culture, people, nature: An introduction to general anthropology (2nd edition), by Marvin Harris, 1975, pp. 1-5, Harper International Editions

What do you think the text as a whole is about? Write 2-3 sentences to describe your expectations.

Now read the rest of the text in Appendix 2. Were you right?

UNIT 8

1. Read the following short texts, decide what type they belong to and single out the sections that helped you decide.

The largest building, in the very centre of the town, is boarded up completely and leans so far to the right that it seems bound to collapse at any minute. The house is very old. There is about it a curious, cracked look that is very puzzling until you suddenly realize that at one time, and long ago, the right side of the front porch had been painted, and part of the wall - but the painting was left unfinished and one portion of the house is darker and dingier than the other. The building looks completely deserted. Nevertheless, on the second floor there is one window which is not boarded; sometimes in the late afternoon when the heat is at its worst a hand will slowly open the shutter and a face will look down on the town.

*The group species is the starting point for classification. Sometimes smaller groups, subspecies, are recognized, but these will not concern us until we discuss evolution. There are many larger groups: genus, family, order, class, phylum, and kingdom. Let us begin with the first seven species. We belong to the genus *Homo* and to these more inclusive groups: (1) the family *Hominidae*, which includes, in addition to *Homo*, extinct men not of the genus *Homo*, and (2) the order *Primates*, which includes also the lemurs, monkeys and apes. The three cats - lion, house cat, and tiger - belong to the genus *Fells*. In general we can think of a genus as a group of closely related species. The three cats also belong to the family *Felidae*. Generally a family includes related genera. The first seven species, different enough to be put in three orders, are yet alike in many ways. All are covered with hair, they nurse their young with milk, and their red blood cells are without nuclei. Because of these and other resemblances they are combined in a still more inclusive group, *Class Mammalia*. A class, therefore, is composed of related orders.*

One of the most important properties of a liquid is that its surface behaves like an elastic covering that is continually trying to decrease its area. A result of this tendency for the surface to contract is the formation of liquids into droplets as spherical as possible considering the constraint of the ever-present gravity force. Surface tension arises because the elastic attractive forces between molecules inside a liquid are symmetrical; molecules situated near the surface are attracted from the inside but not the outside. The surface molecules experience a net inward force; and consequently, moving a surface molecule out of the surface requires energy.

Harold I (of Norway), called The Fairhaired (860?-940?), was king of Norway (885?-933?), and the first person to rule, at least nominally, the entire country. Harold inherited three small domains in eastern, central, and western Norway from his father, Halfdan the Black, and set out to conquer the rest of the country. After many years of campaigning, during which the chieftains of western Norway offered the most stubborn resistance, Harold gained his final victory in the Battle of Hafrsfjord, which probably took place around 885, although it may have been some years later. Once in power, Harold ruled with a strong hand and consolidated his realm. One result of his firm rule was the acceleration of the immigration that had begun shortly before to pioneer settlements in Iceland. Many chieftains also fled to the Western (British) Isles, from where they and their kinsfolk in the Orkneys, Shetlands, and Hebrides raided the Norwegian coast. Harold was finally compelled to send a punitive expedition across the North Sea to flush out these Vikings. For the same purpose he entered into an alliance with King Athelstan of England; but he made no actual conquests. In his old age Harold abdicated in favor of his eldest legitimate son, Eric Bloodaxe, who was deposed by his half brother Håkon I after a few years of misrule.

2. Find the mistakes in ellipsis in the following sentences and correct them. Explain the correction.

My uncle was absolutely delighted with the present, but my aunt didn't.

I never thought I would see her again, but yesterday I would.

I was afraid she might already have seen the film, but she didn't.

As soon as he started smoking, she asked him not so.

Do you have time to answer a few questions? No, I'm afraid so.

Will Alex be coming? I assume that unless he's got something else to do.

3. Use one word to complete the sentences. You can use some words more than once.

- a) I've never been to America but my sister _____ .
- b) I don't really want to go to the party and _____ does Annie.
- c) 'Do you think it's going to rain?'
'I hope _____. We're supposed to be having a barbecue later.'
- d) Paul's off sick today. _____'s why I'm doing his job.
- e) If I'm there before midnight, I'll call you. If _____, I'll call first thing tomorrow.
- f) Not those plates. I mean the _____ we used for the party last year.
- g) I love Phuket. Have you ever been _____?
- h) This hotel is much better than the _____ we stayed in last time.
- i) 'Is Carol coming in today?'
'I don't think _____.'
- j) 'My computer's stopped working.'
'So has _____. It must be a network problem.'
- k) 'Do you think we'll get a bonus this year?'
'I don't expect _____. The results were awful.'
- l) 'Is Mike coming to the meeting?'
'He said he _____.'

4. Choose the correct conjunction for each sentence.

- a) I like chicken ____ not fish.
A. And B. Since C. But D. For E. Or
- b) ____ it rains on Sunday, I will not be able to drive.
A. And B. Where C. Either D. If E. How
- c) I like both dogs _____ cats.
A. Also B. But C. And D. If E. Until
- d) The items are on sale in the local store _____ not online.
A. But B. And C. Though D. Or E. Nor
- e) Neither my mother _____ my father will be able to attend the party on Sunday.
A. Or B. But not C. And D. Nor E. But also
- f) Carrie didn't know whether her bike would be fixed _____ if she would have to walk.
A. But B. And C. Nor D. Or E. Either
- g) Luke was late to the party _____ his car broke down on the highway.
A. If B. Because C. While D. Although E. Where

5. Connect the following sentences into a text using a variety of cohesive devices and conjunctions.

- Farris is 16*
- Farris is American*
- Farris' parents were born in Baghdad*
- Farris studies journalism*
- Farris wanted to see Baghdad*
- Farris wanted to check how people live in Baghdad nowadays*
- Farris wanted to write about Baghdad*
- Farris broke his money box*
- Farris bought a ticket to Kuwait City*
- Farris landed in Kuwait City*
- Farris phoned his parents*
- Farris' parents implored Farris to go back*
- Farris tried to cross the border*
- Farris hired a taxi*
- The taxi driver asked for 250 dollars*
- The taxi driver took Farris to Baghdad*
- Farris reached Baghdad on Christmas day*
- Farris went to a hotel for Western people*
- Farris couldn't speak the language at all*
- It was very difficult for Farris to communicate*
- Farris decided to go to the Associated Press*
- The reporters heard Farris' story*
- The reporters were shocked*
- The reporters phoned the American Embassy*
- Farris was put on a plane*
- Farris flew back to America*
- Farris' parents were angry*
- Farris' parents were relieved.*

6. Identify examples of substitution and ellipsis in these texts.

The human memory system is remarkably efficient, but it is of course extremely fallible. That being so, it makes sense to take full advantage of memory aids to minimize the disruption caused by such lapses. If external aids are used, it is sensible to use them consistently and systematically - always put appointments in your diary, always add wanted items to a shopping list, and so on. If you use internal aids such as mnemonics, you must be prepared to invest a reasonable amount of time in mastering them and practicing them. Mnemonics are like tools and cannot be used until forged. Overall, however, as William James pointed out: 'Of two men with the same outward experiences and the same amount of mere native tenacity, the one who thinks over his experiences most and weaves them into systematic relations with each other will be the one with the best memory.'

This conflict between tariff reformers and free traders was to lead to the "agreement to differ" convention in January 1932, and the resignation of the Liberals from the government in September 1932; but, until they resigned, the National Government was a genuine coalition in the sense in which that term is used on the continent: a government comprising independent yet conflicting elements allied together, a government within which party conflict was not superseded but rather contained - in short, a power-sharing government, albeit a seriously unbalanced one.

The number of different words relating to 'camel' is said to be about six thousand. There are terms to refer to riding camels, milk camels and slaughter camels; other terms to indicate the pedigree and geographical origin of the camel; and still others to differentiate camels in different stages of pregnancy and to specify in-numerable other characteristics important to a people so dependent upon camels in their daily life.

There were, broadly, two interrelated reasons for this, the first relating to Britain's economic and imperial difficulties, the second to the internal dissension in all three parties.

7. Identify examples of conjunction in the following texts.

These two forms of dissent coalesced in the demand for a stronger approach to the Tory nostrum of tariff reform. In addition, trouble threatened from the mercurial figure of Winston Churchill, who had resigned from the Shadow Cabinet in January 1931 in protest at Baldwin's acceptance of eventual self-government for India.

These two sets of rules, though distinct, must not be looked upon as two co-ordinate and independent systems. On the contrary, the rules of Equity are only a sort of supplement or appendix to the Common Law; they assume its existence but they add something further.

8. Identify examples of lexical cohesion in the following texts.

The clamour of complaint about teaching in higher education and, more especially, about teaching methods in universities and technical colleges, serves to direct attention away from the important reorientation which has recently begun. The complaints, of course, are not unjustified. In dealing piece-meal with problems arising from rapidly developing subject matter, many teachers have allowed courses to become over-crowded, or too specialized, or they have presented students with a number of apparently unrelated courses failing to stress common principles. Many, again, have not developed new teaching methods to deal adequately with larger numbers of students, and the new audio-visual techniques tend to remain in the province of relatively few enthusiasts despite their great potential for class and individual teaching.

When we look closely at a human face we are aware of many expressive details – the lines of the forehead, the wideness of the eyes, the curve of the lips, the jut of the chin. These elements combine to present us with a total facial expression which we use to interpret the mood of our companion. But we all know that people can ‘put on a happy face’ or deliberately adopt a sad face without feeling either happy or sad. Faces can lie, and sometimes can lie so well that it becomes hard to read the true emotions of their owners. But there is at least one facial signal that cannot easily be ‘put on’. It is a small signal, and rather a subtle one, but because it tells

the truth it is of special interest. It comes from the pupils and has to do with their size in relation to the amount of light that is falling upon them.

UNIT 9

1. Read the text on the slides your teacher shows you and take notes as you read. Note down any ideas you may have, questions that arise while you read the text etc. What can you conclude from this exercise?

2. Tour Guide for an Alien

This exercise provides an opportunity to think outside your normal way of thinking.

Pretend that you have been assigned the task of conducting a tour for aliens who are visiting earth and observing human life. You're riding along in a blimp, viewing the landscape below, and you float over a football stadium. One of your aliens looks down and becomes very confused, so you tell him that there is a game going on.

Try to answer the following questions for him.

- A. What is a game?
- B. Why are there no female players?
- C. Why do people get so passionate watching other people play games?
- D. What is a team?
- E. Why can't the people in the seats just go down on the field and join in?

If you try to answer these questions fully, it will quickly become apparent that we carry around certain assumptions and values. We support a certain team, for instance, because it makes us feel like we're a part of a community. This sense of community is a value that matters to some people more than others. Furthermore, when trying to explain team sports to an alien, you have to explain the value we put on winning and losing.

When you think like an alien tour guide, you are forced to take a deeper look at the things we do and things we value. They don't always sound so logical and true from the outside looking in!

3. Fact or Opinion

Do you always know fact from opinion? It's not so easy to tell sometimes. Recent developments in the media have made it easy for groups with political agendas to masquerade as impartial sources and for fake websites to offer fake information and that makes it more important than ever for students to develop critical thinking. If you *don't* learn the difference between fact and opinion, you'll get stuck reading and watching things that only reinforce beliefs and assumptions you already own and that is the opposite of learning!

Try to determine whether each statement sounds like a fact (F) or an opinion (O) and discuss with a partner.

- My mom is the best mom on earth.
- My dad is taller than your dad.
- My telephone number is difficult to memorize.
- The deepest part of the ocean is 35,813 feet deep.
- Dogs make better pets than turtles.
- Smoking is bad for your health.
- Eighty-five percent of all cases of lung cancer in the U.S. are caused by smoking.
- If you flatten and stretch out a Slinky toy it will be 87 feet long.
- Slinky toys are fun.
- One out of every one hundred American citizens is color blind.
- Two out of ten American citizens are boring.

You will probably find some of the statements easy to judge but other statements difficult. If you can debate the truthfulness of a statement with your partner, then it's probably an opinion!

4. What is the text saying? vs. What is the text doing?

That distinction, between saying and doing, lies at the heart of critical reading. To read critically means to extract information actively from a text, rather than taking the author's own statements as the truth, the whole truth, and nothing but the truth. In some cases, it can mean doubting the factual accuracy of the author's statements. More commonly, it means asking what we can learn from the way the author selected and arranged facts the way they did.

Unlike working-class critics who cast police as capitalist henchmen, middle-class reformers saw police as lower-class brutes allied with immigrant political machines. The term "police brutality," which first appeared in newspaper accounts in the 1860s, reflects some of these middle-class biases. The use of the term brutality – defined as the state or condition of brutes or animals – suggested that the infliction of pain on others turned man himself into a beast... In highlighting the animal-like traits of policemen – most of whom came from working-class backgrounds – elite critics drew on popular ethnic and class stereotypes of lower-class people as bestial and subhuman. These derogatory characterizations would persist into the late twentieth century, with middle-class radicals of the 1960s casting police as "pigs" and "brutes."

What is the source saying?

What is the source doing?

III ACADEMIC SPEAKING – PRESENTATIONS

UNIT 10

1. You will now hear the openings of two quite different oral presentations. In each case as you listen, make a note of:

- what the speaker intends to talk about.

- whether or not the audience already knows the speaker. How can you tell?

2. You will hear two general introductions and overview stages. Listen carefully and make notes of the main theme and subthemes.

A) _____

B) _____

3. Look at the oral presentation framework below. Write two sentences to each of the subthemes (you can look up information online). Then deliver your presentation in class.

FAMOUS BLOCKBUSTER MOVIES

- Titanic

- Gladiator

- Braveheart

4. Think of a topic. Formulate it in such a way that it is neither too widely set nor too narrow. Prepare a short outline below and deliver your presentation (up to five minutes) to your partner. Ask for feedback.

UNIT 11

1. Look at the slides below and write below each one what rules of good visual aids they have broken. Also state what is good on these slides.



Beginner Motorcycles



- My personal favorite: the Suzuki Savage
- Light weight (~380lbs)
- Adequate power (650cc engine)
- Low seat height fits most riders

Choosing a perfect gift

- Who are you buying it for?
- Parent, friend, partner, colleague
- What do they like?
- Food, flowers, gadgets, clothes, makeup
- How much is your budget?

Time management

Here are some things you can do to manage your time more effectively:

1. Reduce screen time
2. Plan your chores and stick to the schedule
3. Multitask when possible

Animal rights

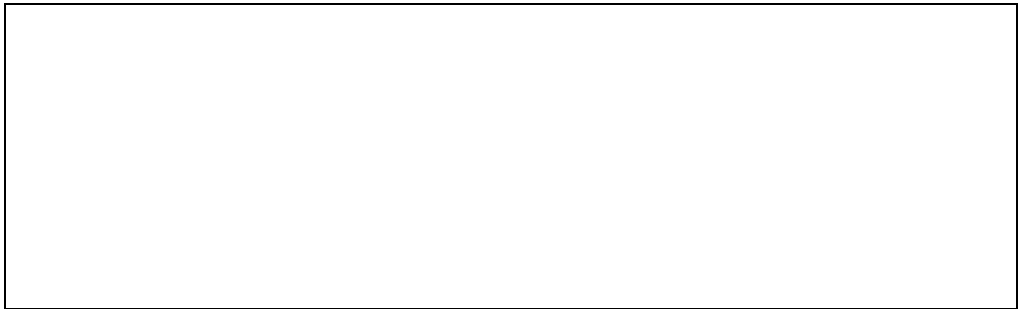
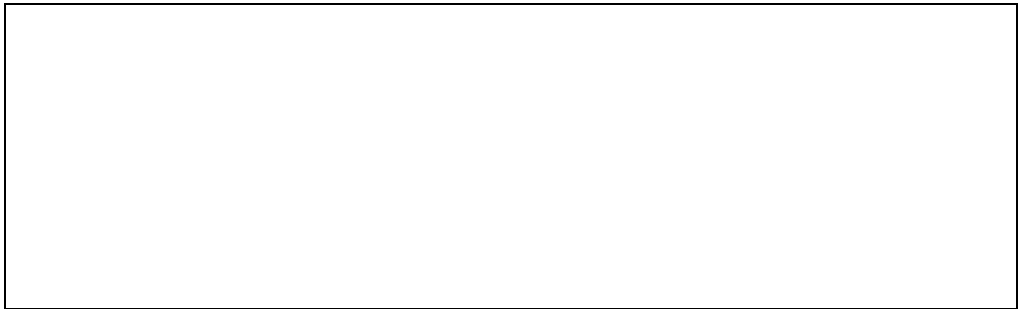
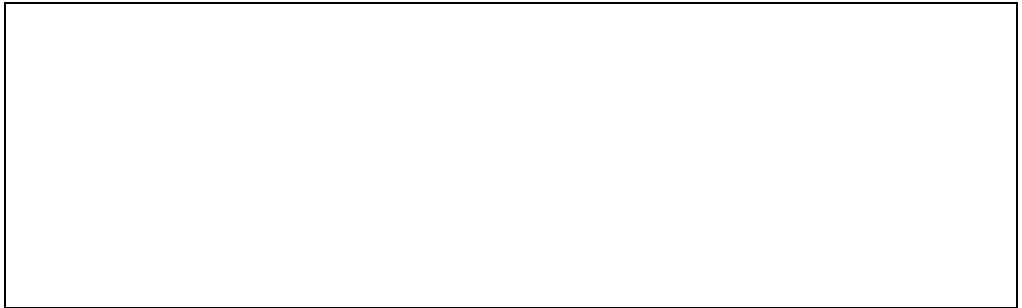
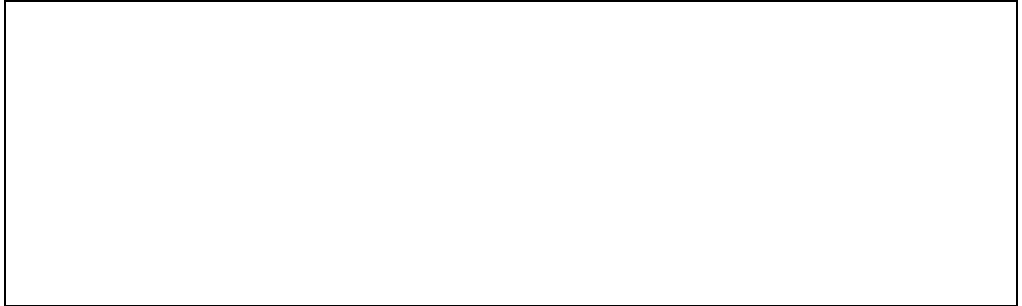
- How are animal rights endangered in today's world?
- In what ways does the entertainment industry harm animals?
- How does the modern fashion industry affect the animal world?
- What can be done to mitigate the animal endangerment issues?

Choosing a studies programme

- There are a few things you want to consider when you're choosing a study programme. Firstly, you must be careful what talents, aptitudes and wishes you have. You should consider what you like doing and studying. Then you should think what career you can turn your interests into? Where do you see yourself in 5, 10, 20 years? Finally, is that career profitable enough for you? Is it something you want to do long term? Can you advance it in the future? All these things will help you decide which programme is the best option for your future education journey.



2. The topic of your presentation is *Efficient studying*. Create up to 4 slides (use the fields below) with text, visuals and any other additions you may find necessary. Avoid the presentation sins we've just discussed.



3. Work in pairs to create a short presentation on the topic of your selection (e.g. *A perfect trip*, *Home design*, *Tips for learning vocabulary*, *Online vs. offline education*, etc.). The presentation should have up to 8 slides and should follow the rules we've discussed. Be prepared to present your work in pairs, as well as to give honest feedback to your peers.

APPENDIX 1

A COMPARATIVE STUDY OF MONOLINGUALS AND MULTILINGUALS IN THE EFL CONTEXT

Even though monolingualism is possible to find, it is rather difficult to maintain due to inevitable language contact. Moreover, if a person learns a language beyond puberty, he/she will be considered multilingual just as someone who has been acquiring two languages since birth, as suggested by Bhatia & Ritchie (2012). In other words, a monolingual speaker can become a multilingual speaker over time, which explains the rare cases of pure monolingualism. According to Appel & Muysken (2005), Bhatia & Ritchie (2012), Cenoz & Genesee (1998) and Thomason (2001), bilingualism, simply put, could be defined as the ability to know and use two languages proficiently. Bilingualism can appear in different forms, meaning that not all bilingual speakers became bilingual the same way. Some speakers do acquire two languages simultaneously as they grow up, but others first acquire one language and add another one during childhood, whereas there are also people who acquire/learn the second language as adults.

In the first half of the 20th century it was believed that bilingualism was a handicap and that acquiring two languages simultaneously is detrimental, especially for children, so languages would not be acquired properly. However, this attitude has changed over time and research has shown that it is the opposite case, i.e. that bilinguals develop slightly faster and have a slight advantage over monolinguals. For that reason this paper looks into the way bilinguals, in comparison with monolinguals, acquire one aspect of the foreign, or third, language, the passive voice in English.

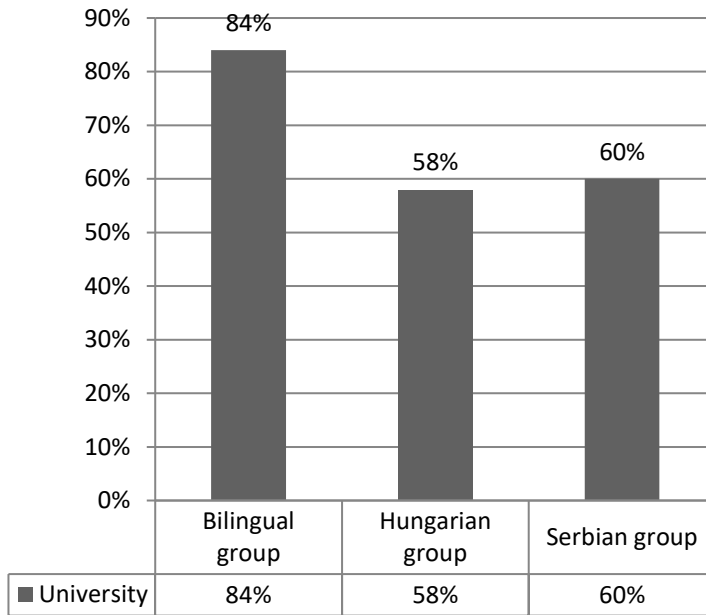
The passive voice is present and frequently used in English (Quirk et al. 1985; Huddleston & Pullum 2002), while in Serbian it does appear, but it is fundamentally not the same as in English (Piper 2005). On the other hand, the passive voice is less frequently used in Hungarian and, even if it is, the constructions include active sentences rather than passive ones. The biggest difference between the passive constructions lie in the different syntactic rules found in English, Serbian, and Hungarian (cf. Huddleston & Pullum 2002 for English; Stanojčić & Popović 2002 for Serbian; Lengyel 2000 and Andrić 2002 for Hungarian; Zvekić-Dušanović & Redli 2019 for a comparative view of English, Serbian and Hungarian). One example of that is that the word order used in the English passive voice allows for the object of the active sentence to be denoted as the subject of the passive sentence, which is not necessarily the case in Serbian or Hungarian. The latter two languages use reflexive verbs more frequently instead of the passive voice, which is why their speakers can understand what the passive voice is, but do not always use it.

The initial hypothesis in this research was that bilingual learners of English understand and learn the passive voice at higher rates in comparison to monolingual speakers of Serbian and Hungarian. The premise that previously learnt languages positively influence the learning of the passive voice in English is also taken into account. The aim is to try and explore significant differences which can have a major impact on language learning, as well as to explore how bilingualism influences and possibly helps speakers learn a foreign language more efficiently. The questionnaire used as an instrument of data collection is based on Szabo (1999) and it was administered to 60 students aged 19-21 (20 Hungarian speakers, 20 Serbian speakers and 20 Hungarian-Serbian bilingual speakers; 53% males and 47% females) who study at the University of Novi Sad, Serbia. Due to the multilingual nature of the region in which the research took place and the fact that there are parts of Vojvodina where Hungarian is the only language spoken, but speakers still do have some contact with Serbian, at least in school, the Hungarian monolingual group was taken into account with some reserve.

The questionnaire consisted of four different parts measuring the informants' knowledge and competence in the use of the passive voice in English. Each part consisted of ten questions, but there were differences among types of tasks. The questionnaire was designed to measure not only the productive competence of the informants, but also how much they actually understood and to what extent they could use the passive voice.

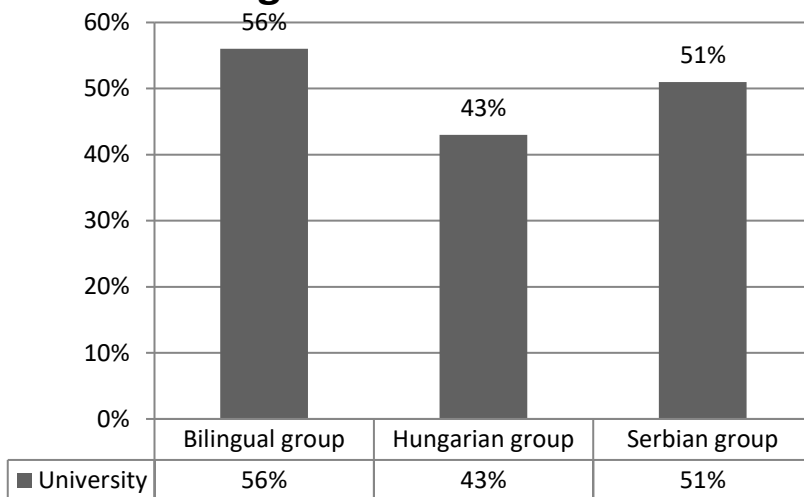
Section A (Diagram 1) was designed to measure whether the informants understood the difference between the active and passive voice by deciding whether ten sentences were in the active or passive voice. Diagram 1 below indicates that the bilingual group achieved the highest score (84%), followed by the Serbian group (60%) and the Hungarian group (58%).

Diagram 1



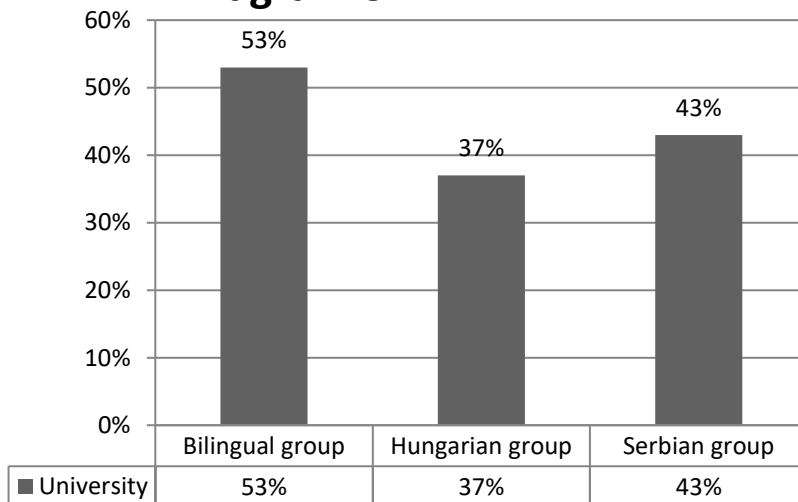
Section B (Diagram 2) consisted of a gap-filling exercise in which the informants had to form the passive voice with the verbs given in brackets. It can be seen in Diagram 2 below that again the bilingual group scored the highest (56%), closely followed by the Serbian group (51%) and with the Hungarian group scoring the lowest (45%).

Diagram 2



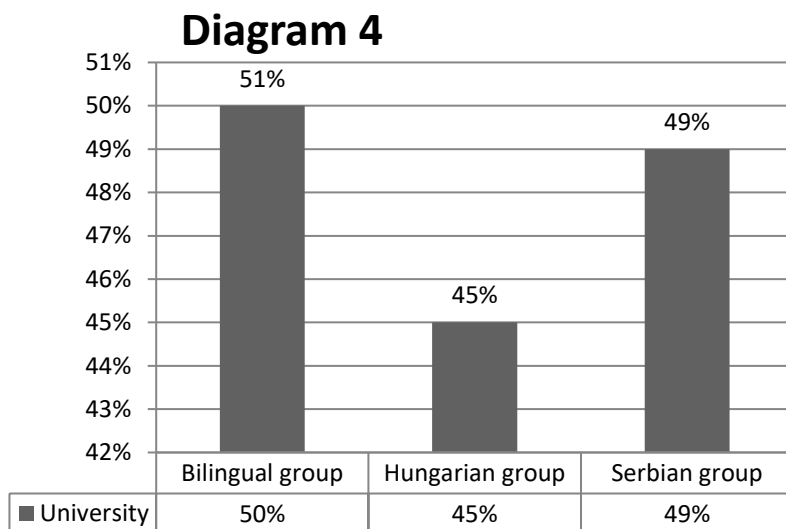
Section C (Diagram 3) required the informants to rewrite active sentences as passive. As this task was more demanding, the overall scores were lower, but again the bilingual group had the highest score (53%), followed by the Serbian group (43%) and the Hungarian group again scoring the lowest (37%).

Diagram 3



In section D (Diagram 4) the informants had a multiple-choice task to choose the correct transformation of an active sentence into the passive voice. Like in the previous three tasks, the bilingual group performed the best (51%), closely

followed by the Serbian (49%) and the Hungarian group (45%), but this time the differences were not that great.



As can be seen from the data presented in all four diagrams, the bilingual students did better to some degree, but not by a large margin and it cannot be concluded with absolute certainty that a bilingual speaker will always perform better than a monolingual speaker. Some tasks seemed to be equally hard for both the monolingual and bilingual students, for example Section 2 and Section 4. This small-scale research study has shown that knowing a second language, in this case Serbian, can compensate to some degree the lack of passive in the Hungarian language and vice versa, which means that the bilinguals were at an advantage over monolingual students, who relied on the knowledge of only one language. While some aspects of the research indicate that there is an advantage for bilinguals, it is not absolutely conclusive and thus needs further exploring and testing. One of the factors that needs to be looked further into is the individual's potential to learn a language manifested in a whole range of individual differences (multiple intelligences, learning aptitude, styles, strategies etc.). Another factor could be the surrounding culture and the status of various native and foreign languages within it, whereby English, for example, is very popular and widespread.

In conclusion, the research shows that there is a possibility that bilingual speakers could learn a foreign language with more success but further investigation and a more in-depth analysis with more informants of diverse profiles and levels of proficiency is necessary to conclusively prove that bilingualism definitely gives speakers the edge necessary to perform better than their monolingual peers regarding functional knowledge. Furthermore, socio-economic and cultural factors should also be taken more into consideration as, in some cases, they can be more influential than expected.

APPENDIX 2

This book is an introduction to *general anthropology*, which is an amalgam of four fields of study traditionally found within departments of anthropology at major universities. The four fields are cultural anthropology (sometimes called social anthropology), archaeology, anthropological linguistics, and physical anthropology. The collaborative effort of these four fields is needed in order to study our species in evolutionary perspective and in relation to diverse habitats and cultures.

Cultural anthropology deals with the description and analysis of the forms and styles of social life of past and present ages. Its subdiscipline, *ethnography*, systematically describes contemporary societies and cultures. Comparison of these descriptions provides the basis for hypotheses and theories about the causes of human lifestyles.

Archaeology adds a crucial dimension to this endeavor. By digging up the remains of cultures of past ages, archaeology studies sequences of social and cultural evolution under diverse natural and cultural conditions. In the quest for understanding the present-day characteristics of human existence, for validating or invalidating proposed theories of historical causation, the great temporal depth of the archaeological record is indispensable.

Anthropological linguistics provides another crucial perspective: the study of the totality of languages spoken by human beings. Linguistics attempts to reconstruct the historical changes that have led to the formation of individual languages and families of languages. More fundamentally, anthropological linguistics is concerned with the nature of language and its functions and the way language influences and is influenced by other aspects of cultural life. Anthropological linguistics is concerned with the origin of language and the relationship between the evolution of language and the evolution of *Homo sapiens*. And finally, anthropological linguistics is concerned with the relationship between the evolution of languages and the evolution and differentiation of human cultures.

Physical anthropology grounds the work of the other anthropological fields in our animal origins and our genetically determined nature. Physical anthropology seeks to reconstruct the course of human evolution by studying the fossil remains of ancient human and infrahuman species. Physical anthropology seeks to describe the distribution of hereditary variations among contemporary populations and to sort out and measure the relative contributions made by heredity, environment, and culture to human biology.

Because of its combination of biological, archaeological, and ethnographic perspectives, general anthropology is uniquely suited to the study of many problems of vital importance to the survival and well-being of our species.

To be sure, disciplines other than anthropology are concerned with the study of human beings. Our animal nature is the subject of intense research by biologists, geneticists, and physiologists. In medicine alone, hundreds of additional specialists investigate the human body, and psychiatrists and psychologists, rank upon rank, seek the essence of the human mind and soul. Many other disciplines examine our cultural, intellectual, and aesthetic behavior. These disciplines include sociology, human geography, social psychology, political science, economics, linguistics, theology, philosophy, musicology, art, literature, and architecture. There are also many “area specialists”, who study the languages and life-styles of particular peoples, nations, or regions: “Latin Americanists”, “Indianists”, “Sinologists”, and so on. In view of this profusion of disciplines that describe, explain, and interpret aspects of human life, what justification can there be for a single discipline that claims to be the general science of the human species?

The importance of general anthropology

Research and publications are accumulating in each of the four fields of anthropology at an exponential rate. Few anthropologists nowadays master more than one field. And anthropologists increasingly find themselves working not with fellow anthropologists of another field but with members of entirely different scientific or humanistic specialties. For example, cultural anthropologists interested in the relationship between cultural practices and the natural environment may be obliged to pay closer attention to agronomy or ecology than to linguistics. Physical anthropologists interested in the relationship between human and protohuman fossils may, because of the importance of teeth in the fossil record, become more familiar with dentistry journals than with journals devoted to ethnography or linguistics. Cultural anthropologists interested in the relationship between culture and individual personality are sometimes more at home professionally with psychiatrists and social psychologists than with the archaeologists in their own university departments. Hence, many more than four fields are represented in the ongoing research of modern anthropology.

The specialized nature of most anthropological research makes it imperative that the general significance of anthropological facts and theories be preserved. This is the task of *general anthropology*.

General anthropology does not pretend to survey the entire subject matter of physical, cultural, archaeological, and linguistic anthropology. Much less does it pretend to survey the work of the legions of scholars in other disciplines who also study the biological, linguistic, and cultural aspects of human existence. Rather, it strives to achieve a particular orientation toward all the human sciences, disciplines, and fields. Perhaps the best word for this orientation is ecumenical. General anthropology does not teach all that one must know in order to master the four fields or all that one must know in order to become an anthropologist. Instead, general anthropology teaches how to evaluate facts and theories about human

nature and human culture by placing them in a total, universalist perspective. In the words of Frederica De Laguna,

Anthropology is the only discipline that offers a conceptual schema for the whole context of human experience. It is like the carrying frame onto which may be fitted all the several subjects of a liberal education, and by organizing the load, making it more wieldy and capable of being carried. (1968: 475)

I believe that the importance of general anthropology is that it is panhuman, evolutionary, and comparative. The previously mentioned disciplines are concerned with only a particular segment of human experience or a particular time or phase of our cultural or biological development. But general anthropology is systematically and uncompromisingly comparative. Its findings are never based upon the study of a single population, race, “tribe”, class, or nation. General anthropology insists first and foremost that conclusions based upon the study of one particular human group or civilization be checked against the evidence of other groups or civilizations under both similar and different conditions. In this way the relevance of general anthropology transcends the interests of any particular “tribe”, race, nation, or culture. In anthropological perspective, all peoples and civilizations are fundamentally local and evanescent. Thus general anthropology is implacably opposed to the insularity and mental constriction of those who would have themselves and none other represent humanity, stand at the pinnacle of progress, or be chosen by God or history to fashion the world in their own Image.

Therefore general anthropology is “relevant” even when it deals with fragments of fossils, extinct civilizations, remote villages, or exotic customs. The proper study of humankind requires a knowledge of distant as well as near lands and of remote as well as present times. Only in this way can we humans hope to tear off the blinders of our local life-styles to look upon the human condition without prejudice.

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