

# Unit 1

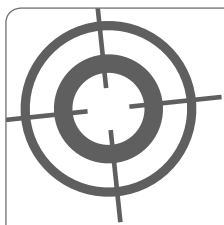
## Preparing for university studies

The first unit provides an introduction to the book and the three students whose activities at university form the foundation for language and skills learning. Each unit has a theme which integrates language and skills learning. The theme for Unit 1 is *preparing for university studies*. The main aim of this unit is to introduce and practise ways to talk about purpose. The unit examines the grammar of words and introduces the concepts of word families and collocations. Texts chosen are typical of the authentic situation.

Unit themes	Functions	Texts	Academic language	Writing and speaking	Academic competence	Thinking critically
Preparing for university studies	Stating purposes	Conversations with new students	Types of nouns	Speaking: name academic subjects; discuss purposes and expectations	Listen and read with a purpose	Think of reasons why
	Meeting other students	University websites, letter and application form  Student personal statements	Word families  Collocations  Formal and informal style  <i>to + verb</i>  <i>so that + sentence</i>  <i>have to</i>	Writing: write purpose statements; complete a form	Choose and record vocabulary  Use dictionaries  Support statements with specific information	Identify student purposes  Guess word meanings  Compare English with student's own language  Evaluate examples for relevance  Evaluate expectations

## Lesson 1:

### Hello



#### Aims

- to meet the students in this book
- to prepare for meeting other students at university
- to understand the differences between purposes and expectations

#### Background

This lesson introduces the students at Gateway University through typical conversations between students when they first meet, and is based on two listening texts. In conversation 1, students exchange basic biographical information, and in conversation 2, they begin to express their purposes and expectations.

### Task 1 Listening

Let students compare their notes before giving the answers. A group of three can complete the table together, each listening for information on one of the three speakers.

#### Answers

Chen / China / Computer Science BSc / Year 1  
Guy / UK / International Business BA / Year 2  
Maysoun / Syria / Environmental Studies / postgraduate master's

### Task 2 Thinking critically

This is the first of many thinking tasks designed to get students to think around what they hear and read. They have to deduce the ages of the students based on the information they have.

It is important to stress the value of speaking to other students for real academic as well as language-learning purposes, e.g., to make friends, to share important course information, to get help, to give help, to do things together – from cooking meals to group assignments. Students have to think of themselves as learning to be international people, not just learning about a new country. Discuss with the class to make sure they recognize this.

#### Answers

- 2.1 Chen spoke first, to get to know other students/to be polite and sociable/to maximize opportunities to use English.
- 2.2 Maysoun is probably the oldest: she is a postgraduate/is already married/has a child. Guy is probably next: older than Chen because he is in his second year, while Chen is in his first year.

### Task 3 Pre-listening

This requires general rather than detailed understanding. Students will hear this information again in the next conversation, so this task will support their listening.

#### Answers

Maysoun and Guy (E)  
Chen (P) Chen (E)  
Maysoun (P) Maysoun (E)  
Guy (P) Guy (E)



#### Discussion

Students could start with the three purposes given by the students in the book, but try to widen the discussion.

### Task 4 Listening

Again, three students can complete the table together. Each student listens for information from one of the three speakers.

#### Answers

Maysoun  
purposes: to learn English for university studies; to learn about environmental issues in developing countries  
expectations: My master's will involve lots of reading.

Chen  
purposes: to learn English for university studies; so that I can get a good job with a high salary  
expectations: There is not much writing in a Computer Science course.

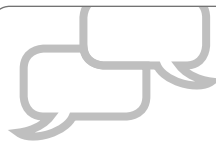
Guy  
purposes: in order to get a job where I can travel and meet people  
expectations: I will have to write much longer texts than I did at school. There will be students from many different countries on my course this year.

### Task 5 Thinking critically

It is important to encourage students to evaluate as well as to explore expectations and to question any that are likely to be wrong.

#### Answers

Chen's expectation that *There is not much writing in a Computer Science course* is likely to be wrong. Computer Science students have to write reports on all aspects of their work. Often, they have to study subjects that require extensive writing, such as Management.



#### Discussion

If the class needs help, write a range of possible expectations

on the board for them to organize into 'agree' and 'disagree', then select and discuss. Think about your own students, but possible expectations include:  
I will be homesick. / The teachers will be friendly. / Strangers will be unfriendly and cold. / The coursework will be easy. / It will be difficult to talk to my classmates. / I will spend more time in the classes than I did at school. / I will spend more time reading than I did at school. / I will write longer texts than I did at school. / The lectures will be taken from the course text books. / The lecturers will give us lecture notes. / It will be expensive to buy food. / I will have to eat strange food. / My parents will worry about me. / I will have more freedom to do what I like.

If possible, keep the list for future reference.

## Task 6 Noticing language

- 6.1 If this is the first time the students have been asked to identify language patterns, work through the first one or two statements with them. Despite slight differences in other respects, the key language to underline is identical in the page 8–9 statements and conversation 2 from Task 4.
- 6.2 Use this task to revise noun, verb, adjective.
- 6.3 Use this task to introduce the important idea of collocations.

### Answers

6.1 CHEN: I'm studying Computer Science so that I can get a good job with a high salary.

MAYSOUN: I chose this course to learn about environmental issues in developing countries.

GUY: I'm studying International Business in order to get a job where I can travel and meet interesting people.

6.2 **nouns:** computer; science; course; a BSc; a BA; business; a master's; coursework; texts; a salary; issues; countries

**verbs:** involve; learn about

**adjectives:** international; environmental; high; developing

6.3 a high salary

b International Business

c environmental issue

d degree subjects

e developing countries

f learn about



### Study smart

1 It is extremely important that students know how to write and say correctly the subjects they will be studying.

Help with spelling and

pronunciation as needed. Students could move around the classroom interviewing each other to get the data.

2 Help students to see the benefits and shortcomings of the different dictionaries available to them. Electronic translating dictionaries are often overused by students who lack confidence. This is the first step in evaluating their usefulness. (For pronunciation, they are probably superior, but this may not be the case for other important information.)

## Task 7 Speaking

Less confident speakers may need controlled practice first, starting with giving name and country and then adding subjects studied and introducing friends. More confident speakers will not need this stage and can practise freely for a minute or two. Students can move around the classroom, role playing meeting and introducing each other. All students should be able to listen and respond to each other by the end of the task. Monitor and give feedback as you feel necessary.

### Answers

open

## Task 8 Writing

Encourage students to use what they learnt in the lesson, and give positive feedback when they do so. Monitor how they check each other's work, and give feedback on this too, as they may not have done it before. They need to check for accuracy of form and of information. If all the students in the class are from the same country, get them to use more specific locations.

### Answers

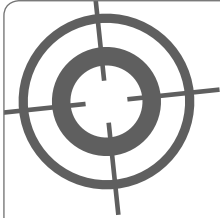
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## Self study

Learning key vocabulary is something students can take responsibility for at an early stage. It is important that they learn how to use the new words, and parts of speech (referred to as word families) and collocations are important for this. Learning can be checked informally in the following lesson.

# Lesson 2:

## Language study



### Aims

- to use key language from Lesson 1
- to understand and use language patterns for purpose statements
- to recognize and practise simple purpose statements

### Background

After working mainly on the function and meaning of purpose in Lesson 1, Lesson 2 integrates form and function so that students can confidently write simple purpose statements.

### Task 1 Using key words correctly

As well as identifying nouns and verbs in word families (1.1), students have to place these appropriately within sentences (1.2) – a step towards using them. For this task, n–v pairs that are both reasonably frequent have been selected. Note that a and d exemplify the typical v→n change for cohesion between sentences. It is not necessary to make this explicit to students at this level, but it is useful for them to be exposed to it.

#### Answers

- 1.1 & 1.2a** discuss / discussed / discussion  
**b** study / study / studies  
**c** expect / expects / expectation  
**d** choose / choose / choice  
**e** introduction / introduce / introduction

### Task 2 Matching

This task focuses students on meaning before the form is identified. Notice the grammar patterns for purpose statements. You could elicit these quite quickly, as the students underlined these patterns in Lesson 1.

#### Answers

- a** 2  
**b** 5  
**c** 6  
**d** 7

- e** 1  
**f** 4  
**g** 3

### Task 3 Practising grammar patterns

- 3.1** Students can write or speak (choose whatever is appropriate for your class, or do both). This is an opportunity for prompted production supported by memory. See answers for suggestions, but accept reasonable variations in the students' own words.
- 3.2** This task takes the students one step further towards free oral practice of the patterns using a *why?* question and answer format. This is to link *why?* questions to the function of expressing purpose. However, it is not desirable for students to focus on the grammar of question forms at this stage. The simple but authentic framework of *statement + why?* helps them to stop worrying about question form grammar and focus on meaning. Listen and provide feedback as necessary. Students do not have to reproduce the purpose statements exactly. If preferred, you can assign the items to individuals in groups of four, but the task is an opportunity to move around the classroom.

#### Possible answers

- a** to learn English for university studies  
**b** so that he can get a good job with a high salary  
**c** to learn about environmental issues in developing countries  
**d** in order to get a job where he can travel and meet people  
**e** so that they can learn from each other

### Task 4 Reading quickly to find information

It is important to encourage fast, rather than word-by-word, reading for this part of the task. Time the students for 1 minute, then elicit what they have understood before giving them another minute if they need it. The text is 125 words. At this stage, students should read for main ideas at a speed of at least 125 words per minute.

#### Answers

help with study; social life; health

## Task 5 Reading carefully to understand details

This is consolidation of the form of purpose statements with new content. In this task, reading speed is not an issue. The question word *why* can ask for reason (see Unit 8) or purpose. Point out to students the synonym *aim* for purpose.

### Answers

- a so that students can get to know each other and join university clubs
- b in order to practise the languages they want to learn
- c to show students what to do and where to go if they have health problems
- d so that you can get help if needed

## Task 6 Thinking critically

The aim of this task is to relate the general information in the text to specific people and contexts. This is another way for students to look beyond a text.

### Answers

- 6.1 Chen wants to learn about the city.
- 6.2 Guy wants to learn Chinese.

## Task 7 Noticing grammar patterns

This is to reinforce learning of the grammar patterns studied in the lesson. It also demonstrates that these patterns appear frequently.

### Answers

to (2); in order to (1); so that (4)

## Task 8 Noticing collocations

You can regularly check students' understanding of collocations by asking them to find collocations in the texts. Collocation tasks such as these can be used to make more formal checks on vocabulary learning. The ability to notice and use collocations is an important skill for independent language learning. Collocations appear in the key words lists, so students should cover these lists when doing this type of task. However, students can use the key words lists to check their answers.

### Answers

- a appointment system
- b health problems
- c social events
- d practise the languages

## Task 9 Speaking and writing

Always ensure that the weaker skill (speaking or writing) is practised most. The pair or group written texts can be evaluated by the whole class, e.g., using a game in which groups compete to find mistakes or to improve each other's texts.

### Answers

open



### Discussion

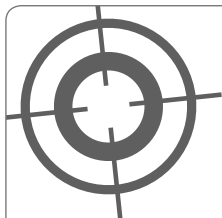
This is an opportunity to explore expectations about support for international students. Some points from the Lesson 1 discussion may be picked up.

### Self study

It is assumed that the students have basic computer skills. Where this is not the case, you could supply some print-outs. Students can then identify purpose statements and make up questions for other students, as in Exercise 3.1.

# Lesson 3:

## Reading with a purpose



### Aims

- to understand and practise different purposes for reading
- to contrast formal written expressions with informal spoken expressions
- to choose key words to learn and use correctly

### Background

The lesson is intended to encourage students to use a reading speed to suit their purpose. Those who have already studied at university are likely to have good reading strategies but may not use them when reading in English. This is often because, at low levels, students do not keep real reading purposes separate from language learning purposes. Maysoun has a real purpose for reading her offer letter. She would only check vocabulary to be certain that she understood what she was required to do.



### Discussion

Elicit good reading strategies that students use in their first language and ask students whether they use these strategies in English. If not, why not? The answer is usually that they want to check the meanings or make a note of unfamiliar words. Suggest that this can wait until the second reading.

### Task 1 Before you read

Students can think about how they would read the letter.

#### Answers

- b** quickly, in order to find out if her application was successful

### Task 2 Reading quickly to find information

You can set a very short time limit to emphasize that the question can be answered from the bold heading.

<sup>1</sup>Biber et al. (1999) *Longman Grammar of Spoken and Written English*. Harlow: Longman Pearson.

#### Answers

Yes: confirmation of a place to study at Gateway University has been offered and has been accepted.

### Task 3 Reading carefully to understand details

You can guide the students to notice that the layout of the letter and the bold font focus attention on the key information. The questions use the semi-modal *have to* to ask about requirements. Students will be guided to notice this form later in the lesson, so you should not present it beforehand. The answers to the questions indicate the general meaning of *have to*. Low-level students need to accept that texts contain many words they do not know but that a general understanding of meaning is often enough.

#### Answers

- a** The parts in bold focus attention on the key information.
- b** Maysoun has to prove she has an acceptable level of English.
- c** Sandra Rose, the Postgraduate Admissions Officer
- d** 17th September (one day before the start date)
- e** She has to bring her degree certificate and pay her fees.

### Task 4 Thinking critically

This information is not given in the text but can be inferred from what is known about Maysoun from previous lessons.

#### Answers

She did not study in English and, at that time, did not have an acceptable language qualification. We know this because she is now doing a pre-sessional English (EAP) course.

### Task 5 Practising language patterns

The semi-modal *have to* is far more frequent than the modal *must* to mark obligation in speaking.<sup>1</sup> For this reason, *must* is not presented, because only the most frequent vocabulary is focused on. You can now point out the use of *have to* in the reading questions in Task 3.

#### Answers

- 5.1 & 5.2** You have to pay your fees when you register.  
You have to bring your degree certificate to registration.  
You have to have an acceptable level of English.



### Study smart

This task encourages students to take responsibility for choosing words they want to learn. Pairs or groups can discuss their choices and try to justify these.

One answer to this task is the selection of words in Task 5, but students should be free to choose the words they want to learn.

### Task 6 Using key words correctly

Students can compare their vocabulary choices with the ones shown in the table. The example sentences are important to show the words in their context. Students can also write their own example sentences.

#### Answers

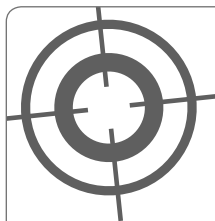
- 6.1 & 6.2**
- a application / applied / application
  - b successful / successful / succeed
  - c confirmation / confirmed / confirmation
  - d conditional / conditional / condition
  - e acceptable / accepted / acceptable
  - f ability / ability

### Self study

Regularly recording and learning vocabulary and language patterns helps students to develop good study habits, not just for learning language but for learning their degree subject as well. This can be monitored with vocabulary logs, in which students record new words with example sentences and their reasons for learning these. Students can also be given regular short tests which include words from the vocabulary logs.

## Lesson 4:

### Working on word meanings



#### Aims

- to follow formal instructions to complete an application form
- to identify different types of nouns and their meanings
- to use a dictionary to understand words with more than one meaning

#### Background

It is important for students to develop clear handwriting that can be read easily. Although most university coursework will be word processed, students will have to write quickly and under pressure in exams. Students with languages which do not use the Roman alphabet may need additional handwriting practice. You could collect application forms to use for practice.

### Task 1 Writing: completing a form

Check that students know how to form capital and lower case letters before completing the application form. If necessary, do some handwriting practise before completing Task 1. Practise forming the capital and lower case forms of each letter of the alphabet. The form contains formal vocabulary which is typical of application forms. Students should not try to learn this vocabulary. This is an opportunity to show students that they can understand, e.g., *marital status* by looking at the choices on the form. Low-level students have to develop strategies for reading texts which contain many words they do not know.

### Answers

Family name: SALEH  
Other names: MAYSOUN  
Title: Mrs  
Sex: female [from title]  
Marital status: married [from title]  
Date of birth: [not known]  
Country of birth: Syria [possibly]  
Name of degree: ENVIRONMENTAL SCIENCE  
Type of degree: by course [possibly]  
Mode of study: full time  
Entry date: 17<sup>th</sup> September 2009  
Proof of English ability: Maysoun could write that she has applied to study English on the pre-sessional course.

## Task 2 Thinking critically: making guesses

This task helps students to see that they can guess the meanings of words from their context and that they do not need the precise meanings of all the words they meet.

### Answers

- 2.1 The unknown information is shown in square brackets in the answers to Task 1.
- 2.2 *Title*, *marital status* and *mode of study* can all be guessed from the choices given on the form.

## Task 3 Noticing language

This task introduces students to different kinds of nouns. In this course, the focus is on nouns and noun grammar, because nouns are about four times more frequent than verbs in academic texts. This is in contrast to conversation, where nouns and verbs are equally frequent.<sup>2</sup> The language used to talk about language is kept as simple as possible and relates names of grammatical terms to their functions, hence the use of *person* noun, *doing* noun (rather than gerund) and *idea* noun.

### Answers

- 3.1 applied / applicant / application / applicable
- 3.2 a idea  
b person  
c doing

## Task 4 Using key words correctly

This task encourages students to use an English–English dictionary rather than rely on a translating dictionary. The meaning of a word in an academic text can be different from a conversational meaning. Even at a low level, students need to be able to use a dictionary effectively to select appropriate meanings.

### Answers

- b 1 noun  
c 2 verb  
d 3 adjective  
e 1 verb  
f 2 verb  
g 3 verb

## Task 5 Thinking critically

Students could use their translating dictionaries to find words in their language with similar meanings to the three meanings of *apply*.

### Answers

open

## Task 6 Noticing collocations

You can regularly check students' understanding of word classes, word families and collocations by asking them to choose words from a text they have read and quickly write the word families or find collocations in the texts. Collocation tasks such as these can be used to make more formal checks on vocabulary learning.

### Answers

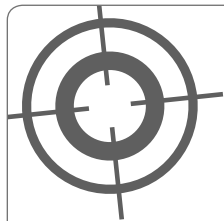
- a complete  
b details  
c on / distance  
d qualifications

<sup>2</sup>Biber et al. (1999) survey of lexical words, p 65.



# Lesson 5:

## Explaining your purposes for studying



### Aims

- to use guidance notes to evaluate personal statements
- to write purpose statements for university applications
- to give specific information to support purpose statements

### Background

The aim of this lesson is to provide an authentic and personally relevant context within which purpose statements are used and evaluated. Although your students may be some months away from making their university applications, they can begin to think about how they present their purposes in this context.

### Task 1 Writing

Encourage students to use the three language patterns they have learnt.

#### Answers

open

### Task 2 Reading

The notes are adapted from the UCAS website<sup>3</sup> guidance notes. This task requires students to identify where purpose statements are needed.

#### Answers

1, 3, 6, 7

### Task 3 Reading and thinking critically: purposes

Remind students not to correct any mistakes. The aim of this task is to evaluate content, not form. Students evaluate the personal statements using the UCAS guidance notes.

#### Answers

##### 3.1 & 3.2

- Student 1: to solve problems and challenges (1/6); so that my parents can be proud of my achievements (3)
- Student 2: to give me a step forward and to gain the right tools and skills needed to succeed academically and professionally (7); to show me the way to help my country and the industry in my country to develop (1/6)
- Student 3: to broaden my view of the world (7); to improve my English enough to give me a good position in an international company that pays high salaries (7); in order to use my mathematical skills fully (1); to help my country to develop as a global economy (6)

### Task 4 Reading and thinking critically: specific information

This is the first time that students meet the idea of using specific information to support general statements or claims – a recurring thread throughout the book and an important concept in academic English.

#### Possible answers

- Student 1: I won first prize in my college engineering competition last year; to solve problems and challenges (but could be more specific)
- Student 2: the right skills needed to succeed academically and professionally (but could be more specific); help my country and the industry in my country to develop (but could be more specific)
- Student 3: improve English; a good position in an international company; use mathematical skills fully. Also, Student 3 links UK friends to helping to develop global economy
- Student 3's text is probably the most specific in terms of purposes.

<sup>3</sup>to see the guidance notes in full, go to <http://www.ucas.com/students/applying/howtoapply/personalstatement/whattoinclude>

## Task 5 Writing specific information to support purposes

In this task, students help the imaginary applicants by selecting specific examples to support their purpose statements. This introduces the important principle of general to specific in paragraph construction, to be revisited in later units in the book.

### Answers

- a 2
- b 5
- c 4
- d 7

**Note:** Examples 1 and 6 are fairly specific, but they are not relevant to the purposes. Example 3 is much too general.

reflect what you and the students are working on at different stages of the course; don't concentrate exclusively on surface features of writing.

## Task 6 Writing and reviewing

This is an opportunity for students to apply what they have learnt in a personally relevant context. Encourage students to read and discuss each other's work informally. Peer evaluation and feedback is an important part of academic work, and later units will develop this approach further.



### Discussion

This is an opportunity to review the cultural content that students have picked up in the lessons and for them to reflect on their ideas of academic culture.

### Self study

Encourage students to use the new words if they haven't already done so. Many students may be ready at this stage to write full, draft personal statements to support a university application, like the examples in Task 3. The unit doesn't fully prepare students to do this, but it is an option if you wish. You can provide feedback on any student writing using a correction code.

Three important points: you will need to make time in the next lesson to introduce the code that you use on the student texts; you should adapt the code to