Cohort B

6 week Pre-sessional

Integrated Learning: Week 1

The University Language Centre

Timetable

Welcome to the first week of your course. This week you are going to focus on these activities.

- You should spend a **minimum of 2 hours per day** working through these materials.
- We recommend you complete some of these exercises with your classmates and others we suggest you complete by yourself.
- Remember to complete your reflective journal, post to the discussion board and submit files to the portfolio.

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Writing a paragraph
SUBMIT TO PORTFOLIO</td><td>**Introducing yourself**
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Week 1: Weekly learning outcomes

Writing

By the end of the week you will be better able to:

- understand the way your writing will be assessed
- recognise and produce effective topic sentences
- understand and apply the principles of coherent paragraph structure
- identify and utilise language typically used to aid cohesion in paragraphs

Speaking

By the end of the week you will be better able to:

- understand the way your speaking will be assessed

Listening

By the end of the week you will be better able to:

- understand various opinions on students' academic responsibilities as members of a university community

Vocabulary

- identify and use academic vocabulary
- use strategies for learning and understanding new vocabulary

At the end of week 1, look back at these learning outcomes:

- Which ones have you identified as difficult and you need to work on more?
- Is there anything you need more clarification on?
- Do you have questions for your tutor?

Write your answers in your Reflective Journal.

Monday 3 August

Introduction to Open Book exam

On the course, your writing and other language skills will be assessed. This will be done for two main reasons: firstly, to help you measure your progress; and secondly, to reassure your departments that you are ready to start your course. In this lesson, we will look at how your writing will be tested.

Learning outcomes

By the end of the lesson, you should be better able to:

- understand the way your writing will be assessed

Key Tasks All

Consolidation None

Working by yourself

Introduction

On the course, there will be two ways that your writing will be assessed:

- continuous feedback
- practice and final exam

We will look at each of these in turn.

Continuous feedback

Throughout the course, you will be engaging in pieces of writing. You will post these to your portfolio and you may get feedback from your tutors and from the other students in your class.

You will not receive a mark for this work but you should consider the feedback you get carefully as it will help you improve your writing.

Practice and final exam

The practice exam and the final exam will follow the same format and will involve you reading some extracts from articles and using them to support your answer to a question. The journal article extracts will be given to you before the exam day in a PDF document known as the 'exam booklet'.

The table below shows the different stages of the testing process and the dates and timing for each stage.

	Practice exam	**Final exam**
Receive exam booklet	Week 1	Week 1
Read article extracts and make notes	Weeks 1-4	Weeks 1-6
Exam day	Week 4, Thursday	Week 6, Tuesday

The exam booklets

You can download the exam booklets for the practice and final exam from Blackboard.

Once you have downloaded the documents, to make your notes you can either use the commenting and highlighting features of your PDF reader or print out the document and use a pencil and highlighter pen.

You can make any notes that you wish on the exam booklets but you cannot use any prepared sentences in the writing you do in the actual exam so it is recommended that you should not write complete sentences or paragraphs on the exam booklets. You need to follow the 'Assessment Code of Conduct' during the exam and for the writing exam this means the answer you submit must be the words you have written during the exam and must not include work you have copied and pasted from other sources.

The exam day

On the day of both the practice and final exams, you need to be ready to enter a Collaborate session with your tutor and the other students in your class. After your tutor has checked that everyone's Internet is okay, you will be put into your own breakout room and asked to share your screen with the tutor. This is so the tutor can check that students are writing their own answer and are not copying and pasting text from other sources.

When all the students are in breakout rooms, you will be given the question to answer.

Be aware of the following points:

- you will be given 3 hours to answer the question
- you will need to type your answer and save it in Microsoft Word or PDF format
- when you have finished your answer, you will need to upload it to a program on Blackboard called Turnitin
- you need to stay in the Collaborate session until you have informed your tutor that you have uploaded your answer

How you will be marked

The mark you will receive for writing on this course will be based solely on the final writing exam. It is an exam of your ability to write a response to a question that is supported by reference to written sources. As such you will be marked on whether you have produced an answer that follows a number of academic conventions and expectations. These include whether you have:

- written your answer in an academic style
- made suitable reference to the journal extracts in the exam booklet

Don't worry if some of the points above are not clear to you now as we will look at all of them later in the course. A full list of the criteria used to mark your answer can be found by clicking on the button below.

Download the marking criteria from Blackboard.

Monday 3 August

Writing a paragraph

Introduction

If you look at any piece of academic writing, you will notice that it is divided into paragraphs. This is to help the reader understand and follow the author's argument. Without paragraphs, a piece of text is very hard to read. Paragraphs have a logical structure and divide a written text into meaningful chunks of information that develop the author's ideas and arguments throughout the text. Therefore, your written work at university must include paragraphs. This lesson introduces paragraph structure and provides you with the opportunity to practise writing a coherent and well-organised paragraph.

Working by yourself

Learning outcomes

By the end of the lesson, you should be able to:

- recognise and produce effective topic sentences;
- understand and apply the principles of coherent paragraph structure;
- identify and utilise language typically used to aid cohesion in paragraphs.

Key tasks 1, 2, 4, 5, 7

Paragraphs and topic sentences

As the basic unit of organisation in a written text, paragraphs normally contain several sentences that are all concerned with one main idea (or topic). In a well-written paragraph, the main idea (or topic) is expressed in a topic sentence, which is usually (but not invariably) the first sentence. The other sentences in the paragraph, known as supporting sentences, develop the main idea in some way. The whole paragraph should be coherent and easy to follow.

Think of a paragraph like a burger – the bread encloses the filling or 'meat'.
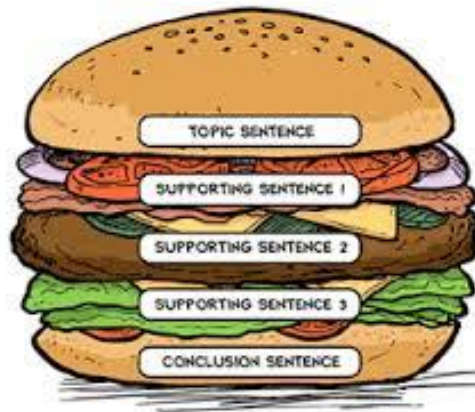
Topic sentence. The function of the topic sentence is to:

- convey the central theme of the paragraph;
- get the reader interested and give an idea of the direction the paragraph will take.

Topic sentences tend to be relatively short, concisely written, and full of ***content*** words.

The topic sentence is the most important sentence in a paragraph. It has two parts; a ***topic*** and a ***controlling idea.*** The topic gives the subject of the paragraph, and the controlling idea gives the focus for the paragraph. It is called the controlling idea because it controls or limits the topic to a specific idea.

For example, in the following paragraph the first sentence is the topic sentence. The <u>topic</u> and **controlling idea** are illustrated here:

- Some <u>professions</u> require **years of study**. To become a doctor, for instance, it is necessary to take a clinical medical course at postgraduate level after the initial undergraduate degree. Similarly, architects also have to study longer undergraduate degrees and a postgraduate qualification in order to gain professional status.

Task 1: Before writing

Label the topic and the controlling idea in the simple topic sentences below.

     a. Some occupations are dangerous.

     b. Many jobs are repetitive and boring.

     c. Part-time work is perfect for some students.

Self Assessment – see Check your understanding section

Task 2: Before writing

In the text below, which is about academic journals, the order of the sentences has been changed. Identify the topic sentence and reorder the sentences to form the original paragraph.

a. Finally, as the traditional means of communicating knowledge internationally, journals are accepted and recognised by scholars and researchers; they define what is important, maintain standards, and also help to create an invisible college of those concerned with a topic.

b. They use technologies which are available to virtually every nation and to most academic institutions, regardless of age or level of development.

c. They are relatively inexpensive.

d. Journals have significant advantages as a means of international scholarly communication.

e. Through a well-established international infrastructure of library acquisition, new journals can reach concerned scholarly audiences fairly efficiently.

Adapted from: Altbach, P.G. (1987) *The Knowledge Context: Comparative perspectives on the distribution of* knowledge, New York: State University of New York Press, p. 131. in: Morley, J., Doyle, P. and Pople, I. (2001). *University Writing Course*. Reading: Express Publications.

Self Assessment – see check your understanding section

Paragraph development - organising information in sentences

The paragraph in Task 2 has a structure that is typical of paragraphs:

- The topic sentence introduces the new idea, topic, argument, or piece of information into the main text.
- This is then explained further or supported in subsequent sentences with examples, evidence, and explanation.

The structure can be represented like this:

Topic sentence (new idea/new point/next part of argument)

    and/or supporting sentence - explanation

    and/or supporting sentence - illustration/example

    and/or supporting sentence - evidence

    and/or rounding off/linking forward sentence

It is important that:

i.   the explanatory or supporting information **directly relates** to the **controlling idea** in the topic sentence so that the paragraph has unity;

ii.   only one main idea should be covered in one paragraph.

Task 3: Before writing

Look again at the paragraph from Task 2.

Journals have significant advantages as a means of international scholarly communication. They are relatively inexpensive. They use technologies which are available to virtually every nation and to most academic institutions, regardless of age or level of development. Through a well-established international infrastructure of library acquisition, new journals can reach concerned scholarly audiences fairly efficiently. Finally, as the traditional means of communicating knowledge internationally, journals are accepted and recognised by scholars and researchers; they define what is important, maintain standards, and also help to create an invisible college of those concerned with a topic.

Adapted from: Altbach, P.G. (1987) *The Knowledge Context: Comparative perspectives on the distribution of* knowledge, New York: State University of New York Press, p. 131. in: Morley, J., Doyle, P. and Pople, I. (2001). *University Writing Course*. Reading: Express Publications.

a.   What is the controlling idea in the topic sentence?

b.   How does each supporting sentence directly relate to the controlling idea?

Self Assessment – see check your understanding section

Task 4: Before writing

Look again at the topic sentences in Task 1.

a.   Some occupations are dangerous.

b.   Many jobs are repetitive and boring.

c.   Part-time work is perfect for some students.

What information (explanations, examples, evidence) would you include to develop each controlling idea?

Example:

a. Some occupations are dangerous

- Emergency services
  - Police
    - crime
  - Firefighter
    - hazardous
- Military service
  - Army/navy/air force
    - war
    - terrorism
- Construction
  - heights
  - heavy materials
- All involve risk to life and involve stress

Task 5: Before writing

In the following text, the paragraph divisions are not indicated.

a. Decide where the text should be divided into paragraphs (there are four paragraphs in the original).
b. Underline the topic sentences.

Technology and change

Technology is an important force for change; in some ways, technological development has made our lives much easier. Advances in communication and transportation have made instantaneous worldwide communication possible, but have also brought old belief systems and the status quo into question as never before. Today, we are increasingly moving information instead of people and doing it almost instantly. Advances in science and medicine have made significant changes in people's lives in high income countries. Scientific progress will continue to affect our lives, from the foods we eat to our reproductive capabilities. Genetically engineered plants have been developed and marketed in recent years, and biochemists are creating potatoes, rice and cassava with the same protein value as meat (Peterson, 1994). Advances in medicine have made it possible for those formerly unable to have children to procreate: women are now able to become pregnant with the assistance of medical technology. Advances in medicine have increased the human lifespan, especially for white and middle- or upper-class individuals in high income nations; medicine advances have also contributed to the declining death rate in lower income nations. However, just as technology has brought about

improvements in the quality and length of life for many, it has also created the potential for new disasters, ranging from global warfare to localised technological disasters in automated or computerised systems. As the sociologist William Ogburn (1966) suggested, when a change in the material culture occurs in society, a period of cultural lag follows in which the non-material (ideological) culture has not yet caught up with material development. The rate of technological progress at the level of material culture today is mind-boggling. Many of us can never hope to understand technological advances in the areas of artificial intelligence, holography, virtual reality, biotechnology, cold fusion and robotics. One of the ironies of 21st century high technology is the increased vulnerability that results from the increasing complexity of such systems. As futurist Peterson (1994:70) notes, "The more complex a system becomes, the more likely the chance of system failure."

Adapted from: Kendall (ed) (2010). *Delta Academic Objectives: Writing Skills*. 8th edn. Hampshire: Cengage Learning.

Self Assessment – See check your understanding section

Language focus: Coherence and Cohesion

So far, you have looked at how ideas and information are organised with one main point per paragraph, which is developed in supporting sentences. This logical organisation of ideas is referred to as '**coherence**'.

In addition to organising the ideas logically, writers need to link and connect the ideas in and between sentences and paragraphs so that the reader can follow them. This aspect of writing is called '**cohesion**'. Both coherence and cohesion are important for reader-friendly writing.

There are a number of ways writers provide cohesion (this aspect of writing is covered further in other lessons):

- **pronouns** to refer to something already mentioned;
- **repetition** of key words;
- **synonyms** (or sometimes **antonyms**) of words or phrases;
- **linking words** or **phrases** that show the relationships between ideas. For example:

Addition	Again, also, and, then, equally (+ adj), finally, first, further, furthermore, in addition, in the first place, last, moreover, next, second, still (+ another), too
Cause/Effect	Accordingly, as a consequence, as a result, because of this, consequently, therefore, for this reason, so, hence, thus
Comparison	Also, in the same way, likewise, similarly

Concession	Nevertheless, naturally, of course, while
Contrast	Although, yet, at the same time, but, despite (+ noun), even so, even though, however, in contrast, in spite of, instead, on the contrary, on the other hand, otherwise, though, while
Emphasis	Certainly, indeed, in fact, moreover, of course
Example or Illustration	As an illustration of this, for example, for instance, in other words, namely, specifically,
Summary	All in all, finally, in brief, in conclusion, in short, in summary, on the whole, thus, to summarise
Time sequence	After, again, then, before, eventually, finally, formerly, in the first (second) place, in the past/future, last, lately, currently, now, recently, meanwhile, simultaneously, since, subsequently, so far, thereafter, until, when

Note: Do not use the following words <u>at the beginning of a sentence</u> in academic writing:

- *and*
- *so*
- *but*
- *then*

These common, short linking words should be used to connect items or clauses within single sentences. In other words, they should be used in the middle but not at the start of a sentence.

Task 6: Before writing

Look again at the paragraph from Task 2 (copied below), then answer questions a-d.

Journals have significant advantages as a means of international scholarly communication. They are relatively inexpensive. They use technologies which are available to virtually every nation and to most academic institutions, regardless of age or level of development. Through a well-established international infrastructure of library acquisition, new journals can reach concerned scholarly audiences fairly efficiently. Finally, as the traditional means of communicating knowledge internationally, journals are accepted and recognised by scholars and researchers; they define what is important, maintain standards, and also help to create an invisible college of those concerned with a topic.

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a. What pronoun is used to refer to 'journals'?
b. What key noun is repeated in the paragraph?

c. What synonym is used for the phrase 'international scholarly communication'?

d. Which linking word has been used to indicate the last point?

Self Assessment – see check your understanding section

Study skills

As the writer, it is your job to make your paragraphs clear so that the reader can follow your argument. Always read back through what you have written to check your writing is reader-friendly.

Task 7: Writing

Use the topic sentences from Task 1 (repeated below) and your notes from this class to write three paragraphs and submit the paragraphs to your portfolio

- Start each paragraph with the topic sentence provided (a-c below);
- Build up the paragraph with supporting sentences (your notes from Task 6).

Note: This is not an essay, so you do not need to write an introduction or a conclusion.

Topic sentences:

a. Some occupations are dangerous.
b. Many jobs are repetitive and boring.
c. Part-time work is perfect for some students.

Submit your answers to your portfolio.

Task 8: After writing

Use the University of Manchester library website to find a journal article related to your area of study.

https://www.library.manchester.ac.uk

Analyse and evaluate a few paragraphs in the article. For each paragraph:

a. Can you identify the topic sentence (TS)?
b. Is the TS the first sentence in every paragraph you look at (remember, the topic sentence is usually, but not always, the first sentence in a paragraph)?
c. Does the writer use Examples / Explanations / Evidence in the supporting sentences?
d. Is the paragraph reader-friendly: does the writer make the relationships between the ideas/sentences clear?

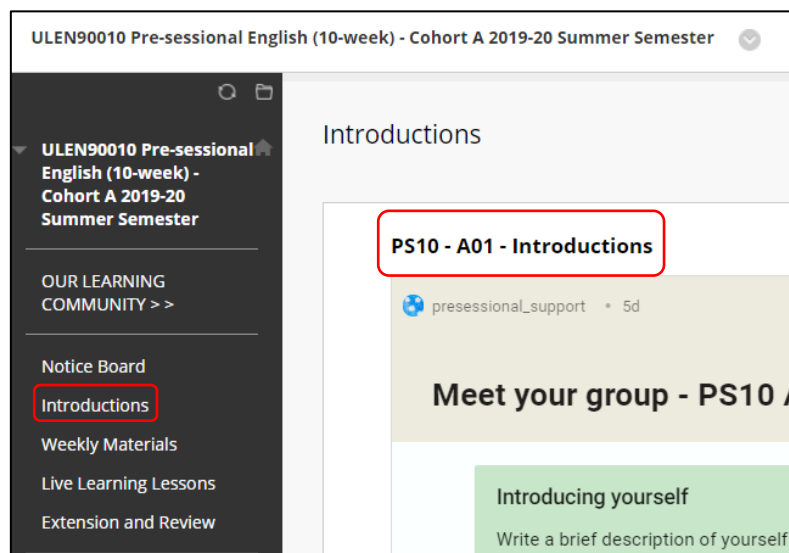# Tuesday 4 August

Introducing yourself

PS Class Padlet: Student

Step 1:

Go to your Blackboard course unit area and click on 'Introductions'.

Step 2:

See the Padlet for your group.

Step 3:

See your Teacher.

Step 4:

See the other students in the class.

Step 5:

Add your Photo with a Brief description of yourself (150 words).

Include answers to these questions:

- What will you study?
- Why did you choose to study this?
- What parts of the subject do you expect to find the most interesting? Why?
- What do you think you will find most challenging? Why?
- What do you hope to do in the future as a result of your degree?

Wednesday 5 August

Listening: Exploring the essay mill industry

Introduction

In the documentary "Exploring the essay mill industry," an essay mill is described as **"a business that allows customers to commission an original piece of writing on a particular topic so that they may commit academic fraud".** In this session you will hear how different people involved in higher education feel about this.

Working by yourself

Learning Outcomes

By the end of the lesson you will be better able to:

- understand various opinions on students' academic responsibilities as members of a university community.

Key Tasks 6, 7, 8, 9, 12

Consolidation Discussion Board.

Task 6: Initial listening

There are 6 speakers in the documentary giving different opinions on the use of essay mills in higher education. Listen to the documentary and write down which of the phrases (**a – l**) below are used by the various speakers. Write the letters next to their names.

    a. To read between the lines
    b. To prey on vulnerability
    c. To put at risk
    d. To police something
    e. To cut corners
    f. To hinder
    g. Contract cheating
    h. Fair use policy
    i. To make a fast buck
    j. A duty of care
    k. To demonise
    l. To pocket money

- Lord Michael Storey (Liberal Democrat Politician)

- Doctor Thomas Lancaster (Academic Expert)

- Daniel Dennehy (Chief Operating Officer for essay mill company)

- Josephine Spanswick (Senior Student Advisor)

- Miles Lockwood (Advertising Standards Authority Officer)

- Doctor Mark Sergeant (Senior Psychology Lecturer)

Self Assessment – see check your understanding section

Task 7. Before listening

Before you listen again use the macro strategy of prediction to help you understand better.

- **predict** how you think each speaker feels about the issue of using essay mills in higher education and why?

- What clues will help you decide their attitude?

Self Assessment – see check your understanding section

Task 8: While listening

While you listen think about the following macro strategies to help you understand better:

- **monitor** your understanding of the information
- **respond** to what you hear from what you already know about the topic
- **clarify** anything that is not clear by thinking of questions you would like to ask
- **infer** by making reasonable guesses using background knowledge of the topic
- **evaluate** by asking yourself if you have understood the main points and people's opinions

Now listen to the documentary carefully and make notes on:

How each speaker feels about essay mills and their reasons why?

a. Lord Michael Storey (Liberal Democrat Politician)

b. Doctor Thomas Lancaster (Academic Expert)

c. Daniel Dennehy (Chief Operating Officer for essay mill company)

d. Josephine Spanswick (senior student advisor)

e. Miles Lockwood (Advertising Standards Authority officer)

f. Doctor Mark Sergeant (senior psychology lecturer)

Task 9. After listening

Now check your notes using the macro strategies you studied before:

Predict, monitor, respond, clarify, infer, evaluate

Task 10. Checking understanding

Listen again, check your notes and add any additional information.

Self Assessment – see check your understanding section

Task 11. After listening

Now discuss your findings from the documentary with others

Self Assessment – see check your understanding section to compare your notes

Task 12. Your opinion

What is your opinion on using essay mills in higher education?

Thursday 6 August

Introduction to Seminar Exam

Introduction

On the course, your ability in speaking, and other language skills, will be assessed. This will be done for two main reasons: firstly, to help you measure your progress; and secondly, to reassure your departments that you are ready to start your course. In this lesson, we will look at how your speaking will be tested.

Learning outcomes:

By the end of the lesson, you should be better able to:

- understand the way your speaking will be assessed

On the course, there will be two ways for you to monitor the progress of your speaking:

- continuous feedback
- seminar exam

We will look at each of these in turn.

Consolidation Video

Continuous feedback

Throughout the course, you will be engaging in speaking activities. You will be giving presentations, as well as taking part in group discussions, and you may get feedback from your tutors and from other students in your class.

You will not receive a mark for this work but you should consider the feedback you get carefully, as it will help you improve your speaking.

Seminar exam

Before the seminar exam, your tutor will ask you to read two articles. It is important that you note the titles so that you know which ones you are supposed to read. At least one more student in your class will be asked to read the same two articles. You will need to work with them in order to prepare for the seminar.

The preparation will involve you finding the articles, reading them and taking notes, then comparing the information with your partner(s) in an Integrated Learning session in week 5 in order to complete the document called 'Reading Circles 3'.

On the day of the seminar exam, you will need to make sure that you can access the document with your notes. You will use them to support your arguments in the discussion. Your notes must not include complete sentences and you must not memorize what you are going to say in the discussion.

The table below shows the different stages of the testing process and the dates and timing for each stage.

	Seminar Exam
Find out which articles to read	Week 4
Read articles and take notes	Weeks 4-5
Compare notes with a partner(s) and complete the Reading Circles 3 document	Week 5
Take part in the seminar exam	Week 6

Be aware of the following points:

- The seminar exams will start at on Monday week 6. Your tutor will let you know what time you should attend.
- It will last about 30 minutes and involve a group of approximately 8 students.
- Your seminar exam will take place in the same room as your live learning lessons.
- The seminar question will be revealed at the beginning of the exam.
- You need to stay in the session until the end of the seminar.

How you will be marked

The mark you will receive for speaking on this course will be based solely on the seminar exam. It is a test of your ability to take part in a group discussion based on the articles that you and your classmates have read. You will be marked on whether you have:

- effectively expressed your ideas.
- maintained interaction with others and actively engaged in the seminar.
- presented convincing and well-developed arguments supported by references to the articles.
- spoken fluently.
- produced a range of grammatical structures accurately.
- produced a range of vocabulary accurately.

Don't worry if some of the points above are not clear to you now, as we will look at all of them later in the course. A full list of the criteria used to mark your answer can be found in the assessment folder on Blackboard.

Watch a video of a seminar in which the participants are discussing the following question:

Gun Control: Under what circumstances should citizens be allowed to own a gun?

Before you watch, discuss the questions below:

a. What vocabulary do you think you might hear during the discussion? Make a list.

b. What circumstances might participants talk about where owning a gun should be allowed?
c. What arguments *against* citizens owning a gun do you think will be mentioned?
d. What is your own opinion?

Friday 7 August

Academic Word List 1: Learning Academic Vocabulary

Introduction

At university you need to use academic vocabulary. In this lesson you will be given the tools needed to improve your knowledge of academic vocabulary. You will also be able to practise a range of strategies for learning vocabulary effectively.

Working by yourself

Learning Outcomes

After this lesson you will be better able:

- to identify and use academic vocabulary
- to use strategies for learning and understanding new vocabulary

Key tasks 3, 4, 5, 6

Consolidation Reflective Journal, Discussion Board

Task 1: What is Academic Vocabulary?

Task 1a: Before watching

What are the two types of Academic Vocabulary?

Task 1b: While watching

You will now watch a video about Academic Vocabulary.

Take notes as you watch and check your answer to Task 1a.

Source: https://www.youtube.com/watch?v=Eq9PQrFGObc (Accessed 05/05/2020)

Task 1c: After watching

Answer the questions below.

1. How many words does the Academic Word List contain?
2. Which words are contained in Sub-list 1?
3. Choose the correct ending for the sentence from the video:

    You need to read, hear, speak and write a word:
    a. in different languages to really know it.
    b. in different contexts to really know it.
    c. in different voices to really know it.

4. Nominalisation is changing a verb, adjective or adverb into a noun.
   After changing the word, what else might we need to change?

   Its p_____ in the sentence and o_____ w_____.

5. Can you remember how to change the following sentences?
    a. It took a long time to collect data.
    b. We have made the model more applicable.
    c. Health experts don't understand why the disease is so prevalent.

Self Assessment – see check your understanding section

Task 2: Vocabulary Notebook

What is your opinion about using a vocabulary notebook? Choose the sentence below which best suits you and record your answers for later use.

- They are too old-fashioned and inconvenient.
- They are a good idea, but they are unrealistic.
- I might use them for a month, but then I will give up.
- I will use them for a month, and even if I give up afterwards at least I will have increased my vocabulary.
- I will use them for as long as I am studying in the UK.

Task 3: The Academic Word List (AWL)

In these vocabulary lessons, you will review some words from the AWL and you will review strategies of how to learn them.

You will read the text below, which is adapted from an introductory textbook on sociology.

Task 3a: Before Reading

The extract focuses on four factors that influence our social development today.

- Can you guess what these four factors are? Note down your answers here.

Task 3b: While Reading

Now read the text and check your ideas.

- Do you agree with the authors?

Social forces that shape our lives

Every social experience we have affects us in at least some small way. In modern industrial and post-industrial societies, however, there are for familiar influences that have a special significance in the socialisation process. they are the family, schooling, peer groups and the mass media.

The family is the most important agent of socialisation because it represents the centre of children's lives. At least until the start of schooling, the family is responsible for teaching children cultural values, **attitudes**, and prejudices about themselves and others. How a child views a world largely stems from the early environment that adults create. Parenting **styles** aside, parental attention is important in the social development of children. Physical **contact**, verbal stimulation and openness from parents and others all encourage intellectual growth. The family also **confers** on children a specific social position; that is, parents not only bring children into the physical world, they also place them in society in terms of race, **ethnicity**, religion and class. In time, all these elements become part of a child's self-**concept**. Of course, some **aspects** of social position may change later on, but social standing at birth **affects** us throughout our lives.

Schooling stretches children's social worlds to include people with social backgrounds that differ from their own. As children encounter social diversity, they learn the **significance** society

gives to people's race and sex, and they often act accordingly; for instance, studies **document** the tendency of children to gather together in play groups composed of one race and **gender**. Formally, schooling teaches children a wide **range** of knowledge and skills, but schools provide a host of other lessons informally through what sociologists call the 'hidden curriculum'. Many school activities teach children key cultural values such as competitive success, as well as messages supporting their society's way of life as morally good. Children entering school also soon discover that **evaluations** of skills like reading and arithmetic are based on impersonal, standardised test. Here the focus changes from who they are to how they perform. The confidence or anxiety that children develop at home can have a **significant** effect on how well they perform in school. Schools also socialise children with regard to **gender**. Although **gender** roles are evolving, **gender distinctions persist** right through school and even university. Women, for example, encounter pressure to choose degrees in the arts and humanities, while men are steered toward the physical sciences. School is also most children's first experience with **rigid** formality. The school runs on a strict timetable and children are encouraged to **conform** to impersonal rules and be on time. Both **conformity** and punctuality are the kinds of behaviour expected by most large organisations that will employ the same children later in life.

By the time they have entered school, children have also discovered the peer group, a social group, whose members have interests, social position, and age in common. While a young child's peer group is generally made up of neighbourhood friends, later peer groups are composed of friends from school or elsewhere. This peer group allows young people to escape from the direct control of adults. With this new found independence, members of peer groups gain valuable experience in forming social relationships of their own and developing a sense of themselves apart from their families. In a rapidly changing society, peer groups often rival parents in influence as the **attitudes** of parents and children separate along the lies of 'generation gap'. The **dominance** of peer groups is typically strongest during adolescence. At this stage of life, young people often show anxious **conformity** to peers because this new identity and sense of belonging eases some of the anxiety brought on by emotional distancing from the family. The **conflict** between parents and peers may be more **apparent** than real, however, for even during the teenage years, children remain strongly influenced by their families. Peers may guide short-term concerns but parents **retain** greater influence over the long-term goals of their children.

The fourth major influence on social development is the mass **media** – impersonal communications directed to a vast audience. They are an important part of the socialisation **process** and TV has been shown to be the most **dominant** means of communication. Figures

vary by group, nation, class and gender but years before children learn to read, watching TV might be a regular habit. Some studies show that children spend as much time watching TV as they do interacting with their parents.

Adapted from Macionis, J.J. and Plummer, K. (1997). *Sociology: A global introduction.* New York: Prentice Hall Europe

Task 3c: After Reading

As the text was written in 1997, the modern phenomenon of social media has not been mentioned.

- How much influence do you think social media has on people's lives now?

Task 3d: After Reading

- Choose three bold words from the text *'Social forces that shape our lives'* and write a definition of each word.

Task 4: Word meaning

Many words have more than one meaning. Use context clues – words and phrases around the word – to decide which meaning fits.

Task 4a: After reading

Read the target words below and choose which dictionary definition reflects how the word is used in the article above.

1. significance
   a. the meaning of a word, sign, action etc. especially when this is not immediately clear
   b. the importance of an event, action etc. especially because of the influences it will have in the future

2. process
   a. a system or a treatment of materials that is used to produce goods
   b. a series of human actions or operations that are performed intentionally to reach a particular result
3. aspect
   a. the direction in which a window, room or door faces
   b. one part of a situation, idea, plan, etc. that has many parts

4. rigid
   a. physically stiff and not moving and bending
   b. strict or difficult to change

5. distinction
   a. a clear difference between things
   b. the quality of being unusually good

6. conflict
    a. a state of disagreement or argument between people, groups, countries etc.
    b. a situation in which there is no choice between two or more opposing things

7. apparent
    a. seeming to be real or true, although it may not really be so
    b. easily noticed or understood

8. retain
    a. to keep something or continue to have something
    b. to keep facts in your memory

(Adapted from Schmitt, D. & Schmitt, N. (2011). *Focus on Vocabulary 2*. White Plains New York: Pearson)

Self Assessment – see check your understanding section

Task 5: Word Families

By learning a word's family, you will recognise words more quickly when you read or listen, and you will express yourself more clearly when you write and speak.

Task 5a: After reading

Complete the table below, which shows the word families for the some of the target words from the article. An x indicates that there is no form or that the form is not common.

Verb	*Noun*	*Adjective*	*Adverb*
conform		X	X
contact		contact	X
X	distinction	1. 2.	1.distinctively 2.
	1.dominance 2.domination	1. 2.	X

26

X	ethnicity		
	evaluation		
persist			persistently
X		rigid	
X	significance		
vary			X

Self Assessment – see check your understanding section

Task 5b: After reading

Now study the table in 5a and identify any spelling patterns for verb, noun, adjective and adverb forms of the words. List the patterns you find in the table below.

Verb	Noun	Adjective	Adverb

(Adapted from Schmitt, D. And Schmitt, N. (2011). *Focus on Vocabulary 2*. White Plains New York: Pearson)

Self Assessment – see check your understanding section

Task 6: Collocations

You need to learn which words form partnerships with one another. These partnerships are called **collocations**. For example, we can say 'He had a **change** in **attitude**' but not 'He had an alteration in attitude'. We also talk about people's **attitudes** *toward* something, not *with* something.

Task 6a: After reading

In the set of sentences below, you will see the target word paired with different words to form different collocations. Choose from these collocations to complete the last sentence and write it in the blank. You may need to change the form of one word in the collocation to fit the sentence.

1.

    a. The government **retained control** of the banks.
    b. Universities **retain close ties** with past graduates through their alumni associations.
    c. Elderly people usually wish to **retain their independence** even after suffering mobility issues.

       The police set up barriers to _____ of the crowd.

2

    a. The University **conferred** an honorary doctoral **degree** on its Chancellor.
    b. Having a strong research portfolio **confers a high status** on a university.
    c. The Queen **confers titles** on people who have provided exceptional service to the country.

       Wearing brands can _____ on teenagers in the eyes of their peers.

3

    a. A heavy workload, poor condition and **personality conflicts** are causes of stress a work.
    b. Stem cell research raises **potential conflict** between scientific progress and ethics.
    c. The government had no wish to embark on an **armed conflict** with its neighbour.

       The political leaders were unable to stop the peaceful protests from developing into _____.

4

    a. Finding a solution to global warming is a **continuing process.**
    b. The **decision-making process** in large organisations can be unmanageable.
    c. Quality control must be in place in all phases of the **production process**.

       The Industrial Revolution led to major changes in the _____ of human-made goods.

5

    a. People who have a **positive attitude** toward life tend to live longer.
    b. Many people adopt a **wait-and-see attitude** to changes in technology.
    c. Students often express **unfavourable attitudes** about audio feedback.

       The younger generation have developed _____ toward the older generation.

6

    a. The two World Wars have been **amply documented.**
    b. The contents of the art gallery had to be **fully documented** for insurance purposes.
    c. The report **carefully documents** the development of the new vaccination.

The causes of many social problems have not been _____ because research is still ongoing.

7

    a. The supermarket stocks an **extensive range** of ethnic foods.
    b. Due to food shortages, the restaurant only offered a **restricted range** of meals.
    c. The college offers a **surprising range** of degrees despite its small size.

    The menu was only suitable for a _____ of customers because of the lack of vegetarian options.

8

    a. Today's lecture will **examine the concept** of culture in a multicultural society.
    b. Sociologists are trying to **develop the concept** of a global village.
    c. The course aims to **introduce the concept** of equality in all aspects of a business.

    The lecturer _____ of social change in the first seminar.

Self Assessment – see check your understanding section

The **Academic Collocations List** is a compilation of collocations for words in the AWL. You can find it here: https://www.eapfoundation.com/vocab/academic/acl/

Task 6b: After reading

Choose one of the remaining target words from the article above and find its common collocations.

Choose three of the collocations and write one sentence per collocation.

Friday 7 August

Essay genres 1 preparation: Problem & Solution, Cause & Effect

Introduction

You are going to read two texts. The first has a Problem-Solution structure. The second has a Cause-Effect structure. You need to read and understand these texts in preparation for a lesson on the language and structure of these essay genres, which you will do later in the course.

Working by yourself

Key tasks All.

Before reading

    a.   What is an example of a developing country?
    b.   What problems does poor air quality cause?
    c.   What are some possible solutions to the problem of poor air quality?

Answers to these questions will be in Essay 1, and can be checked again at the end of this lesson after you have read Essay 2.

While reading

As you read the essay, find the answers to a, b, c in the 'Before reading' task and underline the main arguments.

After reading

Bring your notes to the lesson on *Essay genres 1: Problem & Solution and Cause & Effect*. You will use them to analyse the essay's structure and language.

Essay 1 – Problem & Solution

What are the main problems associated with air quality in developing countries, and how might these issues be resolved?

Air is typically defined as being polluted when an excess of gases, particles and compounds are detected in the Earth's atmosphere at levels that cause harm to human life and the Earth's ecosystems. Not only are gases such as carbon monoxide and nitrogen oxide likely responsible for climate change, but when combined with other pollutants such as volatile organic compounds (VOCs), air pollution may account for approximately seven million premature deaths annually (Smith, 2018). In addition to this, studies have indicated that children who are conceived in environments with high amounts of carbon and nitrogen are more likely to be born prematurely, develop autism, or suffer more aggressively with respiratory conditions (Watson and Oliviar, 2017; Williams, 2018), highlighting the significance of the problem. While Europe and North America were producing approximately fifty million tonnes of sulphur dioxide per year during their peak in the 1970s, due to economic, political and technological developments, this figure had dropped to less than twenty million by 2016 (HWO, 2017). Asia, however, with its recent and exponential economic growth, is now producing almost sixty million tonnes of sulphur dioxide annually (ibid.) and is the largest emitter of carbon monoxide and dioxide from both factories and vehicles (Smith,

2018). Focusing on emissions from transportation and industry, this essay explores the key technological and political policies that could be implemented to help resolve the current global air pollution crisis.

As a result of fewer regulations in fuel and vehicle quality and significantly higher populations, many Asian city centres have now become toxic to human health (Williams, 2018). Since 2002, Delhi, Dhaka and Beijing have all reportedly seen mortality rates from lung cancer double even though the number of cigarette smokers has in fact declined (Yuang, 2012). One solution to this problem may be to replace fossil-fuel powered transportation with greener, renewable alternatives (HWO, 2017). In economically wealthier regions of China, a drive to upgrade to electric vehicles, both public and private, has in fact seen 'significant improvement in local air quality' (Lee and Shuang, 2016, p. 223). However, to enforce and implement this in more economically deprived cities will likely be a challenge due to the costs of those upgrades, although the price of an electric scooter has proven affordable on basic Chinese salaries (Lee and Shuang, 2016) and could benefit countries such as India and Pakistan. Greener energy policies will nevertheless need to be extended to include public buses and trains as well as private vehicles. To achieve this, Asian governments will have to financially enforce and support these policies as well as encourage private sectors to invest in transportation initiatives, as was successful in Europe (Desmond, 2005). Although such procedures may be costly in the short term, these costs will likely be offset by the reduction in health-related issues. Ultimately, urban centres with high population densities perhaps have little choice but to enforce the technological solutions that can decrease the impact of transportation on air quality.

Another aspect of air pollution that requires both economic and technological intervention is industry. Mining, chemical and ore manufacturing, and factories which produce products purely for consumerist needs, are examples of some of the worst air polluters. Due to economic and social conditions, approximately 65% of these industries are concentrated in developing countries (Smith, 2018). To assist these industries in reducing their high levels of pollution, two approaches have been advocated by the US Department of Air Cleaning (2013).

The first approach is to assess an organisation's division of labour structure and its productivity. Companies in the US have reported saving thousands of dollars and have simultaneously reduced their emissions simply by ensuring that their company is running to optimum efficiency (ibid). This is not only a cost-effective solution, but it is achievable without

the intervention of any government. The only drawback is that such improvements will likely require CEOs and senior management to have expert knowledge, to be aware of the most effective models for productivity and to be willing to train and educate their workforce in methods of reaching optimum efficiency.

The second potentially effective approach is the use of technology to eradicate industry-produced pollutants before they enter the atmosphere (US Department of Air Cleaning, 2013). To achieve this, businesses are now able to choose from a selection of industrial filters that work to oxidize harmful chemicals, such as catalytic oxidizers, which are reportedly 90% effective at breaking down VOCs (Cowes, 2000). However, industries which have boomed in developing regions are likely to have lower quality equipment and relatively unchecked regulatory practices. Therefore, dealing with air pollution from industries in this manner will probably require further top down measures and policies that can create trained and trusted regulatory bodies to maintain safety and quality procedures. Lee and Shuang (2016) highlight that such standards are only possible once a society and its government are economically strong enough to invest and maintain green practices. An immediate solution instead might be to introduce simple but affordable household purifiers. Such technology is widely used in homes across China and is generally of reasonable value (Williams, 2018), although such a solution arguably passes the responsibility of air purification onto the general population and is very much limited to indoor spaces.

This essay highlights how the problem of air pollution has shifted in recent years from the more economically stable regions to those that are still growing. Focusing specifically on transportation and industry, numerous solutions have been provided in order to combat these issues. Essentially, it has been argued in this paper that a top down approach is required in developing countries. Without the economic and policy-making support of the controlling authorities, it is perhaps unlikely that individuals and companies will self-enforce costly changes or have the knowledge or skills to adapt their practices. Although it is evident that such changes may be financially challenging in the short term, the long-term reduction in health-related strains on medical facilities and the increase in industrial productivity will hopefully offset any financial loses and in fact create a more economically prosperous future. Certainly, the current quality of life for those living in polluted regions is not positive. Short-term losses should perhaps be considered against the value of life and the basic human right to breathe clean air.

Word Count: 1,041

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STUDY SKILLS

The reference list in Essay 1 is written using the Harvard referencing system, which you will need to use on this course. Some written work in your field may allow footnotes (the small numbers linking to a reference list in an essay). You should not use footnotes when using the Harvard referencing style. You should only write your references in alphabetical order of surname at the end of the essay, not a numbered order.

Harvard Referencing:
https://subjects.library.manchester.ac.uk/referencing/referencing-harvard

It is important to check which style your department uses when you write your assignments as referencing style varies from one department to another.

Various Referencing Styles:
https://subjects.library.manchester.ac.uk/referencing/styles

Essay 2 – Cause & Effect

Before reading

a. What is a foundation-year programme?
b. What are the causes of a foundation-year programme? (Why do they exist?)
c. What are the effects of a foundation-year programme?

The answers to these questions are in the text and can also be checked at the end of this lesson.

While reading

As you read the essay, find the answers to a, b, c in the 'Before reading' task and underline the main arguments.

After reading

Bring your notes to the lesson on *Essay genres 1: Problem & Solution and Cause & Effect*. You will use them to analyse the essay's structure and language.

Essay 2 – Cause & Effect

More and more English-medium universities are introducing foundation-year programmes for non-native speakers of English. What are the causes of this, and what effects has the introduction of a foundation year had on students?

The concept of the foundation year was created as recently as the 1990s and has since become an increasingly popular addition to the traditional bachelor's degree structure (Smith, 2017). Generally created to prepare students for the rigours of academia, the foundation year now means that many non-native students of English are required to spend a minimum of four years to complete an otherwise three-year undergraduate degree. Although there might be many reasons for the creation of foundation programmes, this paper argues that such courses have been primarily adopted for three reasons. Not only may the motivation for this be due to the fact that students were previously struggling to meet both the linguistic and cultural demands of their subject, but such motivation may also be because university institutions realised that a fourth year of tuition would greatly increase profit margins. As is explained below, these three factors have likely resulted in numerous effects, both positive and negative for undergraduate students.

The most pedagogically valid reason why universities may have introduced foundation year programmes is likely due to the fact that non-native students were often reported to be struggling to meet the linguistic demands of their major. In a study of 113 universities in the

USA, Smith and Wesson (2000) found that dropout rates for non-native speakers of English at English-medium universities were as high as 24%. This research stimulated subsequent studies, which all found that student concerns over course comprehension were a recurrent factor for these high rates (Davidson, 2001; Lee and Lee, 2004). Indeed, Johnson (2009) argues that such linguistic demands were in fact the primary reason for most cases of non-native dropouts around the turn of the millennium. In relation to this aspect, one significant effect of introducing foundation-year programmes may be that students are now better prepared for their courses and dropout rates have decreased. In the same study, Johnson (2009) reported a decrease in dropout rates of 57% after the introduction of the foundation year. Students have also since reported feeling more confident and comfortable with comprehending the concepts of their course (Jones, 2014), which perhaps indicates that extending bachelor's degree programmes by a year has had a positive effect.

Another reason for the introduction of foundation years may be due to cultural reasons. Johnson's (2009) study, in which 117,000 students completed an online survey, also found that students reported complications with understanding cultural differences, especially between Western and Eastern institutions. Such cultural considerations may include aspects such as teacher-student dynamics (Jones, 2014) or the grading methods used by Western universities - particularly those using the British grading scheme (James and Keenan, 2014). This factor seems especially likely because a common complaint of first-year tutors prior to the introduction of the foundation year was about non-native student grading expectations. Additional evidence for this can also be found in the fact that student stress rates have reportedly dropped by as much as 32% in universities which introduced foundation years (Jones, 2014), with some institutions reporting that culturally-driven student expectations have since become much less of an issue (ibid.). While this may be another positive effect of the introduction of foundation-year programmes, some studies have indicated negative outcomes as well.

One particular motivation for introducing such courses that's often overlooked in the literature may be financial. While the original intention may have been student-driven, Gleeson (2018) suspects that many universities which have considered introducing such courses have done so for the sake of profit margins. Following significant increases in tuition fees in countries such as the UK, a growth of up to £60,000,000 in annual profit is not uncommon for larger British universities (Jones, 2014). While this may certainly benefit university staff, there are two negative effects which have been reported in the literature because of the overall increase in tuition fees. The first, as highlighted by Benton (2016), is that parents may want to have

input into the type of course their child selects due to the increased cost of such courses if they are paying for the course. Secondly, and most importantly, students without much parental support are leaving university with considerably larger sums of debt, and this debt may be having a negative effect on alumni reports of personal wellbeing (Gleeson, 2018).

This essay has determined that there are three primary reasons for the recent popularity in introducing foundation-year programmes. The first motivation discussed is supporting students with the linguistic demands of studying in a foreign language, in which it would appear that the foundation year has had a positive effect in reducing student anxiety and dropout rates in this matter. The second motivation is likely regarding student understanding of cultural differences, and this would certainly appear to be evident in the fact that non-native students today have much more appropriate expectations of their tutors. The final aspect, however, has not had such positive results. As is commonly the case for most businesses in the 21st century, the need to increase profit margins may be driving universities to introduce more and more foundation-year programmes, which appears to not only be having a negative effect on student-parent relationships, but has also meant that students have become burdened with increasingly larger debts and financial stress. Whether or not U.K. and U.S. universities in particular will consider lowering their fees to alleviate these problems remains to be seen.

Word count: 890

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Self Assessment – see check your understanding section

Check your Understanding

Week 1
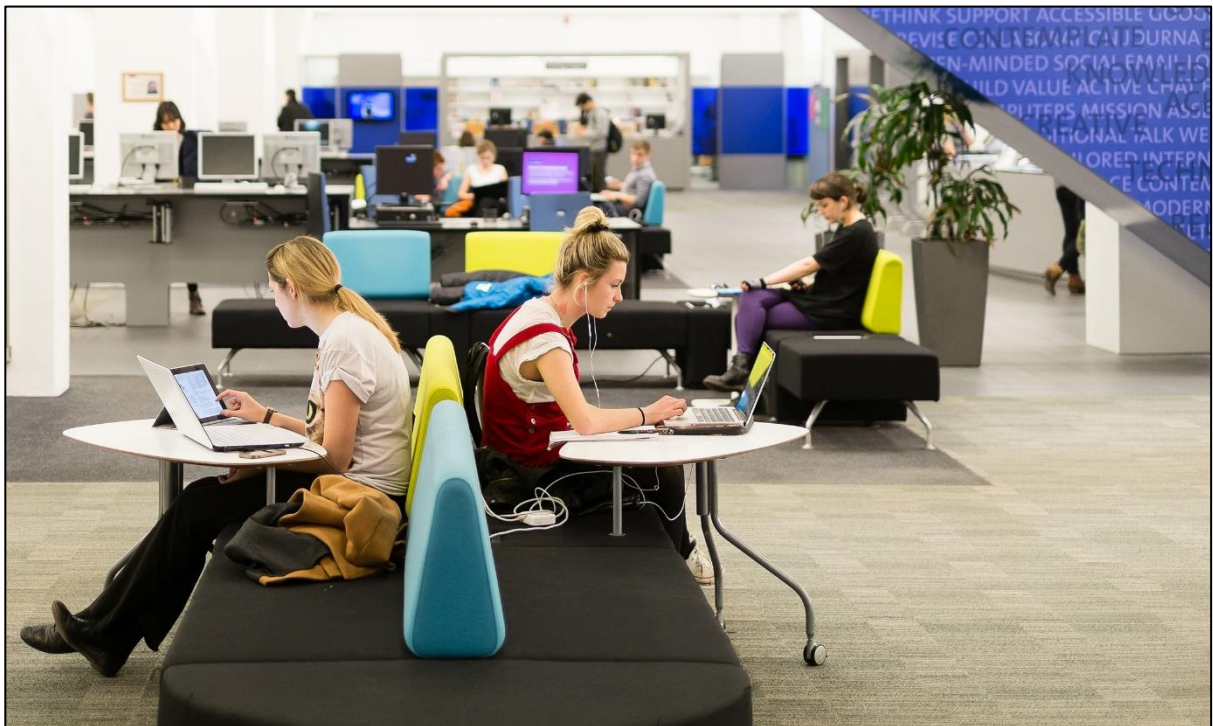
Monday 3 August

Writing a Paragraph

Task 1: Check your understanding

These three examples of topic sentences all have the similar <u>topics</u> but different **controlling ideas**. Therefore, the paragraphs that result from them will contain different ideas and information.

        a. Some <u>occupations</u> are **dangerous**.

        b. Many <u>jobs</u> are **repetitive and boring**.

        c. <u>Part-time work</u> is perfect for **some students**.

Task 2: Check your understanding

Correct order: d, c, b, e, a.

The correctly ordered paragraph is below:

Journals have significant advantages as a means of international scholarly communication. They are relatively inexpensive. They use technologies which are available to virtually every nation and to most academic institutions, regardless of age or level of development. Through a well-established international infrastructure of library acquisition, new journals can reach concerned scholarly audiences fairly efficiently. Finally, as the traditional means of communicating knowledge internationally, journals are accepted and recognised by scholars and researchers; they define what is important, maintain standards, and also help to create an invisible college of those concerned with a topic.

Task 3: Check your understanding

    a.   What is the <u>controlling idea</u> in the topic sentence?

        Journals have <u>significant advantages as a means of international scholarly communication.</u>

    b. How does each supporting sentence directly relate to the controlling idea?

        Each supporting sentence explains one advantage of journals for international scholarly communication.

Task 5: Check your understanding

Technology and change

Technology is an important force for change; in some ways, technological development has made our lives much easier. Advances in communication and transportation have made instantaneous worldwide communication possible, but have also brought old belief systems and the status quo into question as never before. Today, we are increasingly moving information instead of people and doing it almost instantly. Advances in science and medicine have made significant changes in people's lives in high income countries.

Scientific advance will continue to affect our lives, from the foods we eat to our reproductive capabilities. Genetically engineered plants have been developed and marketed in recent years, and biochemists are creating potatoes, rice and cassava with the same protein value as meat (Peterson, 1994). Advances in medicine have made it possible for those formerly unable to have children to procreate: women are now able to become pregnant with the assistance of medical technology. Advances in medicine have increased the human lifespan, especially for white and middle- or upper-class individuals in high income nations; medicine advances have also contributed to the declining death rate in lower income nations.

However, just as technology has brought about improvements in the quality and length of life for many, it has also created the potential for new disasters, ranging from global warfare to localised technological disasters in automated or computerised systems. As the sociologist William Ogburn (1966) suggested, when a change in the material culture occurs in society, a period of cultural lag follows in which the non-material (ideological) culture has not yet caught up with material development. The rate of technological advance at the level of material culture today is mind-boggling. Many of us can never hope to understand technological advances in the areas of artificial intelligence, holography, virtual reality, biotechnology, cold fusion and robotics.

One of the ironies of 21st century high technology is the increased vulnerability that results from the increasing complexity of such systems. As futurist Peterson (1994:70) notes, "The more complex a system becomes, the more likely the chance of system failure."

Adapted from: Kendall (ed) (2010). *Delta Academic Objectives: Writing Skills*. 8th edn. Hampshire: Cengage Learning.

Task 6: Check your understanding

    a. What pronoun is used to refer to 'journals'? **They**

    b. What key noun is repeated in the paragraph? **Journals**

    c. What synonym is used for the phrase 'international scholarly communication'? **communicating knowledge internationally**

    d. Which linking word has been used to indicate the last point? **Finally**

Journals have significant advantages as a means of international scholarly communication. They are relatively inexpensive. They use technologies which are available to virtually every nation and to most academic institutions, regardless of age or level of development. Through a well-established international infrastructure of library acquisition, new journals can reach concerned scholarly audiences fairly efficiently. Finally, as the traditional means of communicating knowledge internationally, journals are accepted and recognised by scholars and researchers; they define what is important, maintain standards, and also help to create an invisible college of those concerned with a topic.

Wednesday 5 August

Exploring the Essay Mill Industry

Task 6: Initial listening

- **Lord Michael Storey (Liberal Democrat politician)**

    (b) prey on young student's vulnerability
    (i) make a fast buck
    (g) contract cheating

- **Doctor Thomas Lancaster (academic expert)**

    (c) put at risk
    (g) contract cheating
    (l) pocketing money

- **Daniel Dennehy (Chief operating officer for essay mill company)**

    (d) can't police
    (k) to demonise
    (h) fair use policy'

- **Josephine Spanswick (senior student advisor)**

  Doesn't use any of the phrases

- **Miles Lockwood (advertising standards authority officer)**

  (j) a duty of care
  (h) 'fair use policy'

- **Doctor Mark Sergeant (senior psychology lecturer)**

  (e) cut some corners
  (g) contract cheating

Task 7: Before listening

Clues which help in understanding the speakers' varying attitudes towards essay mills are:

- The vocabulary they use from the list

- The job/ responsibilities they have.

Task 10: Checking understanding

a. **Lord Michael Storey (Liberal Democrat politician)**
   Against essay mills:
   "I think they are the leeches of academia and they prey on young students' vulnerability to make a fast buck and shame on them."

b. **Doctor Thomas Lancaster (academic expert)**
   Against essay mills:

   "It's students getting an award they don't deserve; it's the reputation of the university being put at risk and it's also damaging other students that are graduated from that university."

   "Damaging"

c. **Daniel Dennehy (Chief operating officer for essay mill company)**
   Supports essay mills
   "If it's a model answer service and it's regulated correctly and used correctly and all the parties within the journey understand how it needs to be used, then it is a very strong academic resource tool."
   "Services such as UK Essays believes they are a greater support to student than universities themselves".
   "Our aim is and always will be to help students as much as we possibly can"

d. **Josephine Spanswick (senior student advisor)**
   Against essay mills:
   "What's required is good teaching, good resources, good understanding for the students and that's it"

e. **Miles Lockwood (advertising standards authority officer)**
Neither for or against

"whilst these companies are not illegal, they do have a duty of care to their customers."

f. **Doctor Mark Sergeant (senior psychology lecturer)**

Against essay mills

"It's making sure that you provide support, training and context of the work, but at the same time it's not tolerated and we will catch it."

"*it's frustrating to me on one hand that this is the only work that they* feel *they can get and it's frustrating to me that they feel this is the work they have to take on."*

Thursday 6 August

Introduction to Seminar Exam

Seminar Exam Marking Criteria

	partly achieved:	mostly achieved:	fully achieved:
Communicative ability	Partially expresses ideas but requires a lot of effort by the listener to avoid breakdown in communication. **1**	Expresses ideas but with some lapses which require effort from the listener or which impede communication. **2**	Can express ideas effectively for message to be communicated with ease. Occasional lapses but these do not impede communication. **3**
Seminar skills	Some difficulty maintaining interaction and responding to questions. Greater engagement in the seminar needed. **1**	Maintains interaction most of the time and is able to respond to most questions. Good overall engagement in the seminar. **2**	Interaction maintained at all times. Able to respond well to all questions and actively engages in the seminar. **3**
Strength of Argument	The arguments presented are only partly supported by reference to the literature. Support could be unrelated or irrelevant. **1**	The arguments presented are mostly supported by reference to the literature. Some could be more fully developed. **2**	Convincing development of arguments which are supported by reference to the literature. **3**
Fluency	Hesitations and pauses are noticeable. Frequent repetition and self-correction. **1**	Only a few noticeable lapses in fluency. Some repetition and self-correction. **2**	Speech is fluent with only minor hesitation and self-correction. **3**

Grammatical accuracy and range	Produces basic structures with some degree of accuracy. Complex structures contain frequent errors causing some breakdown in communication.	Produces a reasonable range of structures. May make some errors with complex structures but this does not impede communication.	Produces a wide range of grammatical structures which are largely error free.
	1	**2**	**3**
Vocabulary accuracy and range	Produces basic range of vocabulary but with frequent inaccuracies with word choice and collocation, particularly with unfamiliar topics.	Produces reasonable range of vocabulary on both familiar and unfamiliar topics. Some errors persist when talking about unfamiliar topics.	Produces a wide range of vocabulary both appropriately and accurately for a wide range of topics. Any inaccuracies are infrequent.
	1	**2**	**3**

Friday 7 August

Academic Word List 1

Task 1c: Check your understanding

1. How many words does the Academic Word List contain?
   570

2. Which words are contained in Sub-list 1?

   The 60 most frequently used words.

3. Choose the correct ending for the sentence from the video:
   You need to read, hear, speak and write a word:

   c. in different contexts to really know it.

4. Nominalisation is changing a verb, adjective or adverb into a noun. After changing the word, what else might we need to change?

   Its **position** in the sentence and **other words**.

5. Can you remember how to change the following sentences?

   Some possible answers:

   a. The collection of the data took a long time/was time-consuming.
   b. The applicability of the model has been improved.
   c. The prevalence of the disease caused confusion among health experts/ was confusing/could not be explained.

Task 4a: Check your understanding

1. b
2. b
3. b
4. b
5. a
6. a
7. a
8. a

Task 5a: Check your understanding

Complete the table below which shows the word families for the some of the target words from the article. An x indicates that there is no form or that the form is not common.

Verb	Noun	Adjective	Adverb
conform	conformity	X	X
contact	contact	contact	X
X	**distinction**	1.distinct 2.distinctive	1. distinctively 2. distinctly
	1. dominance 2. domination	1.dominant 2.dominating	X
X	**ethnicity**	ethnic	ethnically
evaluate	**evaluation**	evaluative	evaluatively
persist	persistence	persistent	persistently
X	rigidity	**rigid**	rigidly

X	**significance**	significant	significantly
vary	variation	varied	X

Task 5b: Check your understanding

Verb	Noun	Adjective	Adverb
-ate	-ity, -tion, -ance, -ece	-ive, -ent, -ed, -ant, -ing	-lly, -ly

Task 6a: Check your understanding

1.____retain control_____

2.____confer a high status___

3.___armed conflict____.

4.___production process_____.

5.___unfavourable attitudes___.

6. ____fully documented____.

7.____restricted range____.

8. ____introduced the concept____.

Friday 7 August

Essay genres 1 preparation

Problem-Solution essay

a. A developing country is a country which is trying to become more advanced for example economically, socially, or perhaps environmentally as the article suggests. The article gives examples of India and Pakistan.
A developed country is a country which is considered to have a stronger or more stable economy than developing countries, and is more advanced. The article gives examples of continents such as North America and Europe

For more information on developed and developing countries, please see the United Nations' (2019) report:

https://www.un.org/development/desa/dpad/wp-content/uploads/sites/45/WESP2019_BOOK-ANNEX-en.pdf

b. The problems in Essay 1 will be outlined in Task 6 of the Language Focus lesson on Problems and Solutions
c. The solutions in Essay 1 will be outlined in Task 6 of the Language Focus lesson on Problems and Solutions

Cause-Effect essay

a. A foundation-year programme is a one-year course before a degree to prepare students for their course regarding gaps in knowledge needed to do the course, or an opportunity for language development for non-native students specifically for their degree.
b. The causes in Essay 2 will be given in Task 13 of the Language Focus lesson on Causes and Effects
c. The effects in Essay 2 will be given in Task 14 of the Language Focus lesson on Causes and Effects
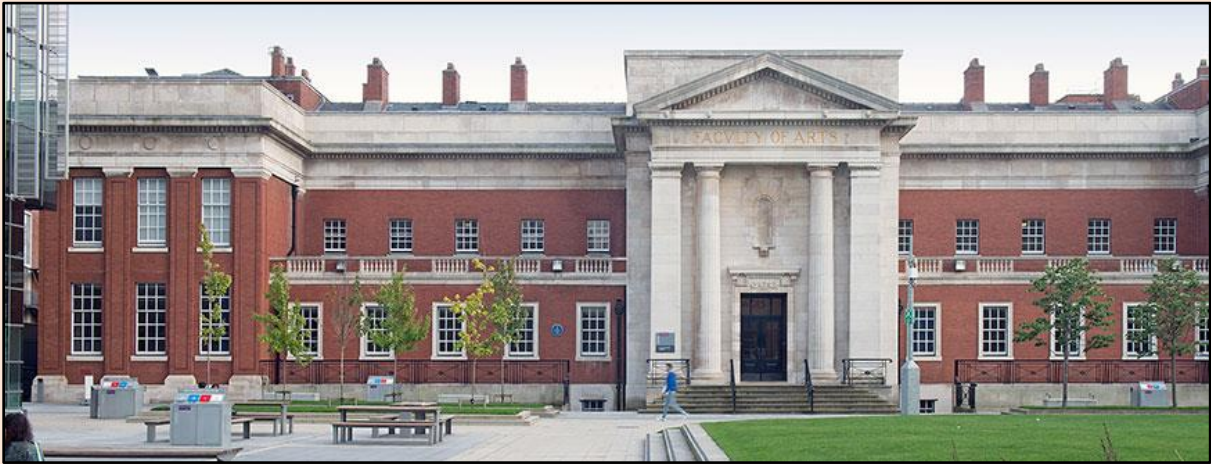
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