

UNIT 1

Title:	Knowledge Academic focus: understanding and presenting information
Designer:	Aigul Zhoroeva
Objectives:	S-ts will be able to: <ul style="list-style-type: none"> • Understand main ideas in a presentation; identify word class to assist note taking; recognizing signposting in a presentation; • Talk about experiences using past simple and present perfect; structuring and signposting a short presentation; presenting info about their academic experience and aims; • Gain an overview of an academic text; identifying topics and main ideas; building word families; • Expand notes into sentences; correcting and evaluating, writing simple and compound sentences; • Identify and using general, academic and technical vocabulary
Time:	50+50 minutes
Outline:	A. Warm up 7 min B. Listening: Assign groups/task 40 min C. Speaking: Work time 30 min D. Presentations (mini-trainings) 10 min E. Feedback 3min
Materials:	Oxford EAP books (one copy/handout for each participant), PPT for demonstration, deck of cards, flip charts, markers

7 min	<p>A. Warm up</p> <ol style="list-style-type: none"> 1. <i>Discussion</i> (Oxford EAP book, page 007) <ol style="list-style-type: none"> a. Elicit how knowledge is transferred, how we learn things.,,, b. Introduce words/them; ask them to put in order from 1-most important to 5-less important – PPT-1. <ul style="list-style-type: none"> • The internet • The media • In lectures • Textbooks • Other c. Work in groups and explain why you chose this order d. Which are the most useful? give reasons e. Provide an example/present your ideas to the whole class using phrases: <ul style="list-style-type: none"> ○ We discussed..... ○ Our group thinks that <p><i><u>This task focuses on learners background knowledge/lead in activity</u></i></p>
10 min	<p>B. Listening/short presentations:</p> <ol style="list-style-type: none"> 1. Pre-listening <ul style="list-style-type: none"> Individual work: 3min a. Read questions and answer them: give reasons and examples PPT-2. Pair work: 2min 1. What do you listen to in English? 2. How often do you do this in a typical week? 3. What do you find the most difficult about listening to English? 4. How can you improve your listening skills? <p>After a few minutes after some learners discuss their ideas select learners to feed back them to the whole class.</p> <p><i><u>This task focuses on learner's own personal context.</u></i></p>

30 min

Pair work: b. Work in pairs and discuss what are main differences between courses 1-3 **PPT-3**
a pre-sessional course (a language course)
a Bachelor's degree (an undergraduate course)
a Master's degree (a postgraduate course)

Class work: c. What are some reasons for taking each of these courses?

The aim: to raise awareness of the context, ensure that learners are cognitively 'tuned in' to the presentations before listening. It also helps them to highlight the relevance to their own situations.

2. Listening: Watch Extract 1, try to understand the introduction to a presentation and complete the table with info about each st's course and topics they will discuss:

1. Mohammed – pre-sessional, reading and writing, how the course helped me
2. Julia – getting good marks, dissertation
3. Luke – master's, food science, how to get the best support

The aim of this task is to highlight the importance of the introduction. Introductions are important because they are fairly formulaic-шаблонный, and are therefore easily transferable. Introductions often provide signposting, by indicating how many sections will be in each presentation, where transitions may occur. This informs later note taking stages.

3. Watch/before watching and complete the sentences:

- Going to tell you about
- I'm going to talk about; tell you smth about
- To tell you about
- Divided my presentation into
- Give you a brief

The aim is to get learners to recognize key language that signals the structure of a presentation.

4. Lead-in to the AL: Watch and take notes on topics from Extract 2:

- Individual work:
1. Academic reading differences
 2. Useful things learnt

Group work: compare their answers in groups of 3.

Whole class sharing: T writes /elicits any words on the board

Which words helped you to identify the presenter's main ideas? **PPT-4**

Academic language: When you/your students reading or listening it is important to identify the main ideas. This helps to take notes on the most important information. The words that carry most of this information are often nouns, verbs and adjectives. Ex. **PPT-5**

About half the words in academic texts are from the four meaning-carrying word classes:

Nouns, verbs, adjectives and adverbs;

the remaining half are

Grammatical forms: prepositions, pronouns, primary auxiliaries, coordinators, subordinators and other categories.

e.g. Technology has made the rapid growth of the multinational corporation easier.

It is very common for nouns, verbs, adj-s, adverbs to have more than one form:

concept-noun, conceptual-adj, conceptualize-verb, conceptually-adverb

5. Practice - Individual work: Identifying word class **PPT-6**

Ex. In academic situations you are always reading for a reason, for example, to write an essay, to give a presentation, to prepare for a test. **PPT-7**

- It can be difficult to decide what you need to read and what makes a good source.
- You have to learn to challenge ideas and to not just accept everything that you read.

- Your dissertation is a real test of your academic abilities and it will probably decide the degree classification you get.
- Another 30% of you probably come from different educational systems.

The aim: to practice identifying word classes

6. Practice – Individual work - Note taking: Understanding the main ideas in a presentation using key ideas from Academic Language/**AL** Extracts 3-4 **PPT-8** :

Getting good marks	Professional and academic skills-importance
Work experience-importance	Students' backgrounds
Dissertation	

- Work in pairs and compare notes, focusing on the word class you've used

7. Matching

Recognizing phrases for signposting a presentation:

To give you an idea what I mean	To give an example
To go back to what I was saying	To return to an important point
Ok, let's move and talk about	To change the subject
As you all know	To refer to the audience's knowledge
So, to sum up	To summarize the main idea

The aim: to make learners aware of the patterns of organization of presentation by means of recognizing phrases for signposting and highlighting the content words suggested in AL.

8. Self independent work

Responding to a presentation – video from YouTube about Oxford EAP by Edward de Chazal

30 min	C. Speaking: Work time
10min	<ul style="list-style-type: none"> a. Groups work together to create a 7-minute mini-training on their assigned teaching strategy. Presentations (mini-trainings) <ul style="list-style-type: none"> b. Have each group present their mini-training to the large group. c. Provide brief feedback after each presentation.
3 min	Provide feedback for the whole session