

At Your Pace

Curso de Inglés para el contexto académico



Parte III

LEARNING THROUGH ENGLISH

At Your Pace

C u r s o d e I n g l é s G e n e r a l

Parte III

Dra. C. Mérida Figueredo Reyes
M. Sc. Graciela Lage Delgado
M. Sc. Ernesto Zumeta Izaguirre
Dra. C. Dolores Corona Camaraza
Dr. C. Juan Silvio Cabrera Albert
Prof. Ricardo Becerra Franco

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Edición y corrección: Lic. María Eugenia de la Vega García

Lic. Benito A. Simancas Gelpi

Diseño de cubierta e interior: Olmer Buchholz Espinosa

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Facilitating Learning



Estimado estudiante:

Al tomar el libro en sus manos y comenzar a hojearlo, seguramente habrá notado, que este nuevo curso tiene entre sus objetivos básicos no solo continuar desarrollando habilidades en el uso de la lengua inglesa, sino también mejorar sus habilidades de estudio. En este sentido, comprobará que las estrategias de aprendizaje que desarrollará, por su aplicabilidad y carácter universal, le resultarán de gran utilidad para la búsqueda, procesamiento y exposición de información en inglés y, además, le ayudarán a solucionar múltiples tareas académicas y profesionales. Es por ello que el valor más importante del curso *Learning to Learn Through English* consiste en que usted **aprenda a aprender mejor... y que lo haga utilizando la lengua inglesa como vehículo de comunicación.**

Antes de comenzar el curso, le sugerimos que, por un momento, se detenga y reflexione acerca de su forma particular de aprender. Piense, por ejemplo, en cómo usted se comporta cuando el profesor expone los nuevos contenidos a través de una conferencia, si le gusta concentrarse en las explicaciones orales o si prefiere tomar notas; si le gusta estudiar solo o acompañado; si al procesar una información enfatiza en los detalles o en las ideas principales.

Para ayudarlo en esta reflexión, le proponemos que responda el siguiente cuestionario, a través del cual podrá determinar sus estilos preferidos de aprendizaje. Ello, sin duda, le ayudará a tomar mayor conciencia de cómo aprende y, por tanto, a poder orientar mejor sus esfuerzos para lograr un aprendizaje más exitoso. Valore sus preferencias marcando con una cruz según la siguiente escala:

P: Si la situación se ajusta *plenamente* a su estilo preferido de aprendizaje. (2 puntos)

AC: Si la situación se ajusta sólo en *algunos casos* a su estilo preferido de aprendizaje. (1 punto)

NM: Si la situación no se ajusta en *ninguna medida* a su estilo preferido de aprendizaje. (0 punto)

No.	Mis canales preferidos de aprendizaje	P	AC	NM
1.	Recuerdo mejor algo si lo veo escrito.			
2.	Cuando me preparo para las pruebas me gusta estudiar con alguien que me lea en voz alta sus notas de clase o de consulta.			
3.	Entiendo mejor a mis profesores cuando escriben y grafican en la pizarra o presentan la información en una transparencia.			
4.	Prefiero las clases de laboratorio o aquellas que implican movimiento, manipulación de objetos, dramatización, etcétera.			
5.	Me agrada la información presentada a través de gráficos, tablas, diagramas, etcétera.			
6.	Soy hiperactivo y en las conferencias me distraigo con facilidad, me cuesta mucho mantener la atención y seguir las explicaciones.			

No.	Mis canales preferidos de aprendizaje (cont.)	P	AC	NM
7.	Puedo seguir con facilidad una explicación, aun cuando esta no se apoye en material escrito.			
8.	Para aprenderme algo bien tengo que repetirlo varias veces y preferiblemente en voz alta.			
9.	En los encuentros o durante una conferencia me gusta tomar bastante notas, pues eso me mantiene concentrado.			

Mis formas preferidas de procesar la información

10.	Cuando leo, por lo general, lo hago a saltos buscando lo relevante y tratando de obviar lo insignificante y los detalles.			
11.	En las conferencias me gusta escribir todo lo más que puedo, casi palabra a palabra, pues no me gusta perderme ni uno solo de los detalles y ejemplos.			
12.	Soy meticulouso en mis análisis, y no me gusta obviar ni el más mínimo detalle.			
13.	Al procesar la información de un texto, o al escuchar a mi profesor, me gusta activar mi intuición, mis vivencias y experiencias previas.			
14.	En las clases prefiero tomar notas breves en las que se sintetizan los aspectos más relevantes de lo que se explica.			
15.	Me atrae el análisis y el procesamiento de los datos relacionados con el hecho o el fenómeno que estudio.			

Mis formas preferidas de orientarme hacia el cumplimiento de mis metas como aprendiz

16.	Me disgusta llegar tarde a clases o entregar fuera de tiempo los trabajos asignados.			
17.	Soy algo desorganizado para tomar notas y también para planificar mi preparación para las evaluaciones.			
18.	Me incomoda el tener que seguir una metodología exacta en la solución de un problema. De todas, prefiero las preguntas de carácter abierto.			
19.	Al acometer la solución de un problema o la realización de una tarea, me gusta hacerlo según la metodología establecida.			
20.	No me gusta seguir un plan pre-establecido de actividades, prefiero ser espontáneo y abierto en mi vida personal y académica.			
21.	Acostumbro a ser muy organizado para mis notas de clase y en general, para todo lo que tiene relación con mis estudios.			

Mis formas preferidas de orientarme socialmente en el aprendizaje

22.	Me gusta estudiar en equipo, incluso para las pruebas.			
23.	De todas, prefiero las actividades de concentración mental individual como la lectura, la computación, etcétera.			
24.	En clases me gusta que el profesor me asigne responsabilidades ante mis demás compañeros.			
25.	Para las clases prácticas, los seminarios y las pruebas, me gusta prepararme y estudiar solo.			
26.	Por lo general, disfruto de los debates, las discusiones grupales y aquellas actividades en las que pueda expresar mis puntos de vista ante mis compañeros.			
27.	Prefiero las evaluaciones escritas a las orales.			

Procesamiento de los resultados

- Para conocer el nivel de preferencias por el canal visual, sume los ítems 1, 3 y 5; por el canal verbal-auditivo sume los ítems 2, 7 y 8; y por el canal kinestésico sume los ítems: 4, 6, 9. Compare los resultados de la suma, el resultado mayor le indicará su canal preferido de aprendizaje.
- Para conocer el nivel de preferencias por la forma global de procesar la información, sume los ítems: 10, 13, 14 y por la forma analítica de procesar la información sume los ítems 11, 12, 15.
- Para conocer el nivel de preferencias por la forma planificada de orientarse hacia el cumplimiento de sus metas, sume los ítems: 16, 19, 21 y por la forma espontánea de orientarse sume los ítems 17, 18, 20.
- Para conocer el nivel de preferencia por la forma cooperativa de orientarse socialmente hacia el aprendizaje, sume los ítems: 22, 24, 26 y por la forma individual de orientarse sume los ítems 23, 25, 27.

Como habrá podido comprobar al responder este cuestionario, cada persona tiene su estilo propio de aprendizaje y por eso siente preferencias por determinadas formas de percibir y procesar la información, de orientarse en el cumplimiento de sus metas como aprendiz y de proyectarse en sus relaciones interpersonales. Sin embargo, independientemente de sus preferencias, como estudiante universitario usted deberá desarrollar estrategias de aprendizaje versátiles que le permitan responder adecuadamente a las tareas y exigencias de cada contexto particular. Con tales fines precisamente hemos diseñado este curso: para que usted aprenda a aprender mejor.

Como los cursos anteriores de la serie *At Your Pace, Learning to Learn Through English* también está concebido para ser asumido a distancia a través de la modalidad semipresencial. Tenemos plena confianza y seguridad en que usted seguirá desarrollando su competencia comunicativa en lengua inglesa, ahora en un contexto de corte más académico, todo lo cual lo preparará mejor para potenciar su autonomía en el aprendizaje tanto del Inglés como del resto de las asignaturas. Una vez más le deseamos mucho éxito en el curso.

Los autores

Approaching an Academic Text

- En esta unidad usted aprenderá a:*
- Reconocer la estructura general del texto académico (oral y escrito): introducción, desarrollo y conclusiones.
 - Expresar oralmente las ideas utilizando indicadores que caracterizan la estructura general del texto.



The structure of a text: introduction, body and conclusion

Read & Learn

In academic contexts, oral presenters and textbook writers usually follow a general structure to organize and present their ideas, so as to facilitate comprehension on the part of the audience or readers. The structure of an academic text consists of an **introduction**, the **body** of the text, and the **conclusion**. In the introduction, the topic and the purpose of the text are presented; in the body, the topic of the text is developed through the use of definitions, descriptions, classifications and explanations, usually with the inclusion of examples, figures and dates. In the conclusion, the speaker or writer sums up the ideas presented throughout the text.

Vocabulary:

audience = público, auditorio
reader = lector
body (of the text) = cuerpo del texto
figures = cifras
dates = fechas
to sum up = resumir

Listening

- How do you remember things better: discussing them or writing them down?
- Can you predict the content of an English program entitled *Learning to Learn*?



Activity 1

Reflect on these questions before listening to Talk 1.

Activity 2

a) Pay attention to the meaning of these words and phrases.

b) Listen to the "Introduction" of Talk 1 in order to identify the topic and the speaker's purpose.

c) Read over these items. Listen to the "Introduction" again and choose the correct ending.

Vocabulary:

to aim at = *apuntar a, tener como objetivo*

to enhance = *ampliar, mejorar*

to improve = *mejorar, perfeccionar*

study skills = *habilidades de estudio*

learning strategies = *estrategias de aprendizaje*

subjects = *asignaturas*

1. Sheila Morgan is the
_____ senior lecturer.
_____ selected lecturer.
_____ superior lecturer.



2. The program aims at enhancing
_____ your study skills and learning strategies.
_____ your command of English.
_____ your study skills, learning strategies and command of English.



Activity 3

Read the chart while listening to the tape. Pay attention to pronunciation.

Chart 1

Functions	Markers
Introducing the topic (<i>Para presentar / enunciar el tema</i>)	Today, the topic of my talk is...I'm going to talk about ...This chapter deals with/ refers to...
Giving further information (<i>Para brindar información adicional</i>)	In addition... Moreover... Furthermore...
Moving on/Changing direction (<i>Para pasar a otro tema o aspecto</i>)	All right...Now, let's see/ analyze/look at/turn to...

Vocabulary:

talk = *conversatorio, charla*

chapter = *capítulo*

Language Focus

1. What words does the speaker use to introduce the topic of her talk?
2. What words does she use to anticipate and let you know that she is going to give you more information about the program?
3. What word functions as a “marker” to anticipate that she is going to “move on” in her talk?

Activity 4

- a) Does the speaker help you follow her talk? While answering these questions, reflect on the words and phrases she uses to give you a “route” of what she is saying.
- b) Listen to the tape again to check your answers.

- a) Do you usually take down notes while attending an oral presentation?
- b) Do you take down notes while consulting a reading material?

Activity 5

Reflect on these questions.

Vocabulary:

note-taking = *toma de notas*
recall process = *proceso de rememoración*
lecture = *conferencia*
successful = *exitoso(a), de éxito*
to jot down = *apuntar, anotar (rápidamente)*
furthermore = *además*

- Good note-taking implies _____ taking down as much information as you can in an organized way.
_____ selecting relevant data and figures and jotting them down in an organized way.
_____ omitting some data, but jotting down in an organized way all figures and dates you hear.
- “Well, this is an example of an essential skill in _____ education”.

Activity 6



- a) Pay attention to the meaning of these words and phrases.
- b) Listen to Talk 1 (Part 1) (Body of the Text) and say what it is mostly about.
- c) Listen to Talk 1 (Part 1) again and complete the statements.
- d) Translate into Spanish the two resulting sentences in c).

Activity 7

Read the chart while listening to the tape.

Pay attention to pronunciation.

Chart 2



Functions	Markers
Giving examples (<i>Para ilustrar /brindar ejemplos</i>)	For instance... For example... Such as... To illustrate...
Reformulating/Clarifying (<i>Para reformular o aclarar</i>)	In other words... That is (to say)... Namely...

Language Focus I

Activity 8

a) Recall the markers used and state their functions.

b) Listen to Talk 1 (Part 1) once more to check your answers.

1. What words does the speaker use to indicate that she is going to illustrate?
2. What markers does she use to let you know that she is going to reformulate what has already been said?



Activity 9

a) The following is a handout for Talk 1 (Part 2) (Body of the Text and Conclusion).

Before listening to the tape, try to fill in the blanks to complete the handout.

b) Pay attention to the meaning of these words.

c) Listen to Talk 1 (Part 2) to check your answers to a).

Four Basic Strategies to Improve the Way you Learn

1. _____ how to concentrate.
2. Learn how to _____ your time.
3. Learn how to access _____ and information.
4. Learn how to _____ your most natural learning style, *i.e.*, be aware whether you learn best by reading, listening, through discussions, or some other style.

Note: *i.e.* es la abreviatura de la locución latina *id est* = *es decir* = **that is**. Esta abreviatura solo se utiliza en la escritura. Cuando esta abreviatura aparezca en un texto escrito y este haya que leerlo en voz alta, se debe decir **that is**.

Vocabulary:

demanding = *exigente*

self-study = *autoestudio*

- Are the strategies mentioned in the text exclusively useful for Distance Education? Explain.
- What's your favorite learning style?

Activity 10

Answer these questions and share your opinion with a partner.

Chart 3



Functions	Markers
Concluding (<i>Para concluir</i>)	To sum up... In conclusion... This is all I have to say...

Activity 11

Read Chart 3 while listening to the tape. Pay attention to pronunciation.

Language Focus II

1. How does the speaker signal that she's going to give examples?
2. What words help you realize that the talk, as such, is about to finish?

While listening to **an introductory talk** in the previous section, you became acquainted with the structure of the **academic oral text**. Now, we will turn to the **academic written texts** (textbooks, reports, essays, and abstracts).

Read & Learn

Both the academic oral and written texts follow the general structure: **introduction**, **body** of the text and **conclusion**. However, there are some differences. In writing, the **introduction** is lengthier, often taking one or two paragraphs and sometimes more (even several pages) depending on the type of written text you are dealing with. The **foreword** and the **preface** are also considered as introductions. In this section the purpose of the text, the organization or method of presentation as well as relevant information to attract the reader's attention are presented. Generally, the target audience is also mentioned in the introduction.

Vocabulary:

foreword = *prólogo* (frecuentemente no escrito por el autor del texto)

preface = *prefacio*

target audience = *público a quien va destinada una obra*

Activity 12

Listen to Talk 1 (Part 2) and find the answers to these questions.

As speakers use markers to organize their discourse, writers also use markers to organize their piece of writing. Read this chart.

Chart 4

Structure	Functions	Markers
Introduction	<ul style="list-style-type: none"> • Presenting the topic • Stating the objective(s)/ purpose • Stating the target audience 	<ul style="list-style-type: none"> • This paper/research is about/deals with/refers to... • The purpose/goal/ aim of this report/ is to... • This textbook/ article is intended for...
Conclusion	<ul style="list-style-type: none"> • Summarizing 	<ul style="list-style-type: none"> • On the whole... • To conclude/ In short/ • Summing up / Summarizing ...

Activity 13

Here is the foreword of a textbook for university students.

Scan through it to draw out this information:

1. topic / subject
2. purpose/objective
3. target
4. organization or method of presentation

FOREWORD

The writers of this book have been involved in the teaching of Computer Sciences for a number of years. In 2000/2001 they were awarded a one-year scholarship to extend their knowledge of course design and methodology, to collect authentic material, and to design the activities of this book.

This textbook is intended for first-year undergraduate students to further develop their computing skills. Students using this book will enhance their skills to locate, interpret and share information with the use of computers, as well as their skills in using programming languages. Since the language that a programmer uses depends largely on the job to be done, students will find in this book useful descriptions and explanatory notes on several programming languages, as well as a variety of interesting problem-solving activities requiring the selection of specific programming languages.

Read & Learn

In the **body** of the written text writers develop their ideas. In books, particularly in **textbooks**, the body corresponds to their physical layout, which is generally presented divided into **chapters** or **units** which, in turn, usually have their own titles and sections. Commonly, the two or three first sentences —sometimes even the first paragraphs— of a chapter serve as its introduction. Likewise, the last paragraphs of a chapter or a unit generally recall issues referred to in the introduction, summarize the ideas presented in the body, and include final comments, so these last paragraphs function as a **conclusion**. You can therefore get a good idea of the overall content of a chapter or unit by reading its first and last paragraphs.

Vocabulary:

layout= *diseño*

chapter= *capítulo*

issues= *temas, asuntos*

overall content= *contenido general*

unit= *unidad*

- Do you consider yourself an efficient reader? Why or why not?
- Can you easily predict the content of a text by analyzing its title? Why or why not?

Activity 13 (contd)

Activity 14

Reflect on these questions and share your opinion with a partner.

READING STRATEGIES

You will probably agree that **reading** is the most useful skill in your academic life because you are regularly assigned to read many textbooks and other types of publications. As a university student you read for several purposes, among others: to draw out relevant information to prepare for a seminar; to write a term paper and to prepare for an exam. But whatever the purpose of your reading might be, developing good reading strategies will help you get the maximum benefit from a written text.

Some reading strategies are applied **before** reading. They are called pre-reading strategies, such as predicting information from the title and going rapidly through the table of contents. Titles generally highlight the contents of a text. Therefore, learning to anticipate from the title will help you decide whether a given text is likely to suit your reading needs. This becomes important when you surf the Internet or you consult a library catalog, because you have to make decisions concerning what to read. Anticipating the content from the title will also help you to make connections and activate prior knowledge on

Activity 15

a) Can you predict the content of a text by simply reading its title?

b) What content do you expect to find in a text entitled **Reading Strategies**? Write one sentence (in Spanish) with your prediction.

c) Skim through the text and see if your prediction was right.

Activity 15
(contd)

the topic. Once you have understood the title, then you go through the table of contents to check the organization of the book and the contents of the sections and chapters. In doing so, you are getting more clues to locate the information you are looking for.

Two other extremely useful reading strategies **while** reading are: reading fast or “skimming” to get a general impression and idea of the text, and reading carefully or “scanning” to locate details and specific information. Skimming and scanning efficiently help you save time. You learn to look through several texts very rapidly and to skip all what is not relevant to your specific reading needs.

There are also strategies concerning ways of dealing with new vocabulary, as for example inferring the meaning of a new word by paying attention to the surrounding known words and the context in which it is used. Some authors recommend “visualizing” the word, i.e. using mental images that emerge from what you are reading to aid in understanding. Lastly, retelling in your own words what you have just read is an **after** reading strategy that trains you to concentrate on the essence of the text.

In short, you can become a better reader if you systematically use reading strategies, and you realize that they can be applied to all content areas.

Vocabulary:

term paper = *trabajo de curso*

to skip = *saltarse algo*

whatever = *cualesquiera*

table of contents = *índice de materia*

title = *título*

to highlight = *destacar*

likely = *probablemente*

to look through = *revisar*

to suit (your need) = *convenir*

while = *mientras*

to aid = *ayudar*

to retell = *contar de nuevo*

d) Now read the text again to answer these questions.

1. What are the purposes of reading in an academic setting?

2. Why are reading strategies useful?

3. What strategies are mentioned to deal with a better selection of the material you need?

e) Can you identify specific words and phrases used as markers? Locate those markers and complete the chart.

Functions	Markers
Reformulating/Clarifying	
Concluding	

Read & Learn

In an academic setting, students have to engage in several **speaking activities** such as presenting a report, participating in group discussions, seminars, workshops, and debates.

You have already listened to an introductory talk about the Program *Learning to Learn*. The speaker presented her ideas beginning with an introduction; then she continued with the body of her talk and closed with a conclusion. Now, it's your turn to practice.

1. Read each chunk and organize it into a meaningful idea.
2. Arrange all the ideas in a logical order. Follow the structure (introduction, body and conclusion).
3. Listen to the tape and check your answer. Pay attention to pronunciation.
4. Present your report to a partner.



(this chapter) (my report) (to all of you) (I) (by recommending) (would like to finish)
(to report on) (of) (my assignment) (the book entitled) (the first chapter) (was) ("Tips for Speaking in Public") (briefly)
(ends up) (exercises) (the chapter) (a section) (with) (problem-solving activities) (and) (of)
(during) (ways of controlling) (visual aids) (the chapter) (the audience) (effectively) (in addition) (refers to) (of using) (an oral presentation) (and)
(deals with) (such as) (the qualities of a good speaker) (making eye-contact with the audience) (at a moderate speed and with a pleasant voice) (this chapter) (using non-verbal language appropriately) (well) (speaking) (and)

Example: (beginning of the presentation)

My assignment was to report briefly on the first chapter of the book entitled "Tips for Speaking in Public"...

Functions	Markers
Giving examples	
Giving further information	
Concluding	

Activity 16

- a) Read these five chunks from a brief oral presentation on a book entitled "Tips for Speaking in Public". The chunks in bold type have been organized for you as an example.
- b) For your presentation, do the following.

- c) Complete the chart with the corresponding markers.

- d) Check your report by listening to the tape. Pay attention to pronunciation, intonation and rhythm. Read the report aloud at least twice.



Ways of Processing Information

En esta unidad usted aprenderá a:

- Procesar información mediante la identificación del tema, la idea general, y las ideas principales y secundarias de un texto.
- Expresar ideas organizadas jerárquicamente y con la estructura general del texto.
- Trabajar en grupo como forma colectiva de procesar y compartir información.

Read & Learn

Processing information is an important study skill in academic contexts because students process information all the time: during a lecture, while reading a textbook, solving a problem, getting ready for a test, among other academic tasks. There are two main ways of information processing: global and analytical. To study effectively, you should develop versatile and flexible learning strategies encompassing both ways.

Global information processing implies concentrating on the most general aspects of a text. It involves important learning strategies such as recognizing the topic, the general idea and main ideas of the text. **Skimming** is always used in this way of information processing.

Analytical information processing deals with the understanding and evaluation of specific data, facts and examples presented in the text. When you process the information analytically you focus on the details and supporting ideas on which the author relies to develop his/her points of view. By **scanning** you locate the specific information relevant to your purposes.

The **topic** refers to the theme presented by the writer or speaker. It is usually related to a single subject. That is why, it can be stated in one word or a short phrase. The topic is usually stated in the title and in the introductory and in the concluding paragraph. If it is not overtly stated, it can be inferred from sentences within the paragraph.

1. chess - baseball - tennis - **sports** - boxing - football
2. physics - sciences - psychology - mathematics - agronomy - biology
3. information processing - study skills - time management - self-access - note-taking
4. Mars - Venus - Mercury - Planets - Earth - Jupiter - Neptune
5. fly - ant - grasshopper - bee - mosquito - insects - butterfly
6. rose - tulip - flowers - orchid - jasmine - dahlia - daisy - lily

Activity 1

- a) Read this box before going on.
- b) Find the **topic** word or phrase in each list. The first one has been done for you.

Discoveries - Countries - Natural Sciences - Inventions - Scientists - Natural Disasters

- | | |
|--|--|
| 1. _____
hurricane
earthquake
volcanic eruption
tsunami
tornado
storm tide | 2. _____
the force of gravity
neutron
radioactivity
cosmic rays
X rays
transmitter of yellow fever |
| 3. _____
electric bulb
sundial
telescope
wireless telegraph
microscope
telephone | |

Activity 2

From the topics given in the box, select the one that best fits each list.

A. One of the most outstanding inventions in history is the wheel. Though no one is sure when the first wheel appeared and who its creator was, we all know that since ancient times people have used the basic design of a wheel to build all kinds of tools and machines. Indeed, now it is hard to conceive any human activity implying motion without the wheel.

Topic: _____

B. Sharks are meat-eating fish and are among the most feared sea animals. Some people think that sharks eat constantly and attack any human being immediately. Studies have revealed that about a seventh of the approximately 350 species of sharks are considered potentially dangerous to human beings. In addition, scientists have learned that some species of sharks can go for days or weeks without feeding. Nonetheless, it is advisable for swimmers to take special care in areas known to have sharks.

Topic: _____

Activity 3

Skim through the following paragraphs to identify the topic or central theme. Write down the topic in not more than four words.

Activity 4
Listen to three
excerpts and
determine the topic
of each talk.

1. _____
2. _____
3. _____



Read & Learn

In most academic texts, authors develop their points of view on a topic following an organization or hierarchy of ideas: general, main and supporting. **The general idea** of a text comprises the central thought of the writer's exposition and it is generally implicit in the title and explicitly expressed in the introductory and concluding paragraphs. **Main ideas** are the necessary information given by the author to develop or substantiate the general idea. These ideas may be explicitly stated in sentences introducing or concluding the paragraphs, but sometimes they are not explicitly stated. Therefore, the reader must think and decide what main ideas the author wants to communicate. **Supporting ideas**, on the other hand, comprise explanations based on data, facts, and examples which make main ideas easier to understand. Recognizing the general, main and supporting ideas helps you read faster and understand the information better.

Activity 5
Skim through this
text about X rays and
select the item that
best expresses its
general idea.

- _____ The discovery of X rays.
- _____ Uses of X rays.
- _____ The use of X rays in dentistry.

X rays are a most useful form of energy. They were discovered in 1895 by Wilhelm C. Roentgen, a German physicist. X is a scientific symbol for the unknown. Roentgen used this symbol because he did not understand at first what X rays were. They are used in all kinds of human activities mainly in medicine, industry and research.

In medicine, for example, X rays are used to make radiographs (X ray pictures) of the bones and internal organs of the body. Dentists take X ray pictures to reveal cavities and impacted teeth. X rays are also used to treat cancer because they kill cancerous cells. It should be noted, however, that a cancerous tumour should be exposed to only a limited dose of X rays since they can also damage nearby healthy tissues.

In industry, X rays are used to check products made of various kinds of materials, including aluminium, steel, and other cast metals. Radiographs reveal defects in these products that are not visible on the surface. X rays are also used for quality control of many mass-produced products, such as transistors and other small electronic devices.

In scientific research, X rays have been used to analyze the arrangement of atoms in many kinds of substances, particularly crystals. Moreover, archaeologists, on the other hand, have used X rays to examine ancient objects that are covered by dirt or corrosion.

Activity 5 (contd)

MAIN IDEAS	SUPPORTING IDEAS
	Dentists take X ray pictures to reveal cavities and impacted teeth.
Industrial uses of X rays	

Activity 6
Complete the following chart with **Main Ideas** and **Supporting Ideas**. Read the text again, select the ideas and place them under the appropriate heading. Pay special to matching each supporting idea with its corresponding main idea.

Read & Learn

ORGANIZING IDEAS IN PARAGRAPHS

Written work is generally organized into paragraphs. **Paragraphs** consist of one or more **sentences** constructed and arranged to function as a unit. The main thought is often stated in a **topic sentence**, which is usually placed at or near the beginning. Supporting ideas are stated through **developing sentences** and, if emphasis is needed, a **clincher sentence** is included.

Effective paragraphs must be unified, ordered and complete. A paragraph is unified when all its sentences contribute to creating a single idea. It is ordered when the sentences form a pattern (cause-effect, from general to particular, etc). And it is complete when the writer brings its idea clearly into focus. This clear relationship is called **coherence**. Writers generally use **markers** to support coherence.

A hurricane swept through southern Florida with devastating results some weeks ago. Eighteen people were killed, two hundred were injured, and thousands were left homeless. In fact, people are wandering in the streets in search for shelter. Two South Florida towns were completely destroyed. Moreover, one-half of the area's citrus fruit, it is estimated, will be lost. The entire area has been declared in state of emergency as a result of this destructive storm.

Activity 7
a) Read this paragraph and identify the topic sentence.
b) Now, read the paragraph again and identify the clincher sentence.
c) Lastly, identify the markers that helped the writer link ideas into a coherent paragraph.

Activity 8

Read the paragraph and write down in your notebook.

- a) The topic
- b) The topic sentence
- c) The markers that helped the writer link ideas into a coherent paragraph.

Modern technology has enabled palaeontologists to make great progress in recent years. Computers, scanners, X-ray machines, electronic microscopes and even satellites have all provided new ways of searching for, collecting and analyzing fossils. For instance, computers are now helping palaeontologists to analyze huge sets of data and record the position of fossils during excavations. In addition, electronic microscopes are used to enlarge and compare images. Consequently, exciting discoveries are being made due to new technological advances.

Activity 9

- a) Read these developing sentences which contain supporting ideas to a topic related to a specific reference source.

1. The most commonly used dictionary is the “desk dictionary” which is also known as general purpose dictionary.
2. Finally, there are other types including “special purpose dictionary” and “technical” ones.
3. A third type is the “bilingual dictionary” which contains lists of words in one language and equivalent meanings in another language.
4. Another kind is the “pronouncing dictionary” which deals mainly with a word’s pronunciation more than with its meaning.
5. A dictionary is a reference source in print or electronic form, listing alphabetical words with information about a particular subject or activity.

- b) Can you figure out the topic? Write the topic in not more than three words.

- c) Can you write a topic sentence arranging the elements from the boxes?.

- d) Lastly, write a coherent paragraph by arranging the developing sentences. Remember to begin with the topic sentence you produced in c). Consult Appendix 3 for punctuation marks.

for university students	dictionaries	because of the information they provide
useful tools	are	very

INTRODUCTORY PARAGRAPH

Although the invention of the computer was a significant technological advance of the last century, it has also given rise to some disquieting consequences. Computers are useful in many branches of modern life but, at the same time, they often hinder social interaction. Therefore, when dealing with computers both their advantages and disadvantages or limitations should be considered.

IDEAS OF THE TEXT

- Furthermore, some academic subjects are more attractive and challenging when presented on a computer screen. Computer Assisted Learning (CAL) has been introduced in most schools and universities,
- In addition, people may develop “computer addiction” staring at a screen for long periods of time, which may result in eye damage or eye-related diseases.
- Although on-line discussions and chatrooms have “humanized” the use of computers and provide a sort of face-to-face interaction...
- The benefits computers provide to our lives are invaluable, because computer users can collect, share and socialize information with people worldwide and even in real time.
- Moreover, computers also make some jobs faster and easier.
- Computer users miss the warmth of direct human contact, such as patting on the back to congratulate someone, shaking hands or hugging.
- To sum up, computers are definitely a useful aid in our daily lives, but they can generate some health problems and cannot substitute some very personal and sociocultural habits of human behavior.

Read & Learn

Learning to **work in groups** is one of the study skills which will help you acquire knowledge **by sharing** your ideas and having access to other people’s ideas. **Group discussion** is the ideal format to **processing information collectively**. Group work enhances critical and collective thinking. Members of a group should be flexible, and should avoid interactions from power positions or aggressive attitudes.

Activity 10

a) Read the introductory paragraph of a text on computers. Pay attention to the marker used to introduce the general idea of the text.

b) Organize the ideas and write the text following the general structure you have already studied. Use capital letters where necessary.

Activity 10 (contd)

“Flexible” group members...	“Aggressive” group members
<ul style="list-style-type: none"> • negotiate solutions. • listen to other people’s points of view. • understand other people’s problems. • express their statements openly and clearly. • respect other people’s values. 	<ul style="list-style-type: none"> • give priority to their points of view at any price. • speak in a loud voice. • interrupt others and do not pay attention to the discussion. • manipulate other people’s criteria. • use ironic expressions.

Activity 11

a) Here are some expressions used to express opinions.

b) Which of these expressions do you usually use ...

I think..., I believe..., That’s a good point. I think so (too). Okay (OK)... I agree. I’m sorry to disagree...

- to indicate you share the same opinion?
- to indicate you have a different opinion?
- to state your idea?

Activity 12

a) Read the chart while listening to the tape.

b) Listen to the tape again and repeat. Pay attention to pronunciation.

Chart 1. SOME MARKERS USED IN GROUP DISCUSSIONS

Communicative functions	Markers
Agreeing (<i>Expresar conformidad con algo</i>)	Absolutely.../I absolutely agree. You’re right. That’s perfect.
Asking for an opinion (<i>Solicitar opiniones</i>)	Any comments? What (else) can be said about...?
Making suggestions (<i>Sugerir</i>)	I would suggest that... Why don’t you/we...?
Apologizing (<i>Disculparse</i>)	Sorry. I’m sorry...
Accepting an apology (<i>Aceptar una disculpa</i>)	It’s OK. No problem!



c) Observe these time fillers. They are used in oral discourse to fill time between one idea and the other. Listeners take advantage of these fillers for a better comprehension because it gives time to process what is heard.

Time fillers

Um...
Uh...
Well...

- Select a leader.
- Prepare what you're going to say.
- Evaluate the discussion at the end.
- Decide on a member of the group to open the discussion.
- Share ideas.
- Draw a conclusion.
- Take turns to speak

Aid

- **Taking turns** in a discussion not only maintains order, but also denotes that participants are polite and willing to have a balanced discussion.
- **Drawing a conclusion and summarizing** what is discussed is a response to the solving-problem activity.

Vocabulary:

to take turns= *turnarse en el uso de la palabra*

Activity 12 (contd)

d) Based on your own experience, tick next to what you do when you work in groups. Share your answer with a partner.



A
three laws of planetary motion (1600s)
microscope (1670s)
Uranus (planet) (1781)
steam locomotive (1804)
telegraph (1837)

B
William Herschel
Samuel F.B. Morse
Anton van Leeuwenhoek
Richard Trevithick
Johannes Kepler

Activity 13

Before listening to the Group discussion, match some inventions and discoveries in column A to their corresponding inventor or discoverer in column B.

After watching a video on discoveries and inventions throughout history, students have to write a set of conclusions about what they have seen. Therefore, they start group discussion.



Activity 14

- Listen to the tape and write down in your notebook the topic discussed. Pay attention to markers.
- Write the ideas that support that topic

Activity 14 (contd)

- c) Listen to the group discussion again and identify markers and functions. Write them down in your notebook.
- d) Work in a group of four. Listen to the group discussion again and repeat. Take turns playing the roles of each student (Andrés, Cindy, Daniela and Benny)
- e) Now make changes to the original group discussion, by using other markers and adding some ideas.
For example:
Mention two other discoveries and their corresponding inventions.

Means for Presenting Ideas in a Text

En esta unidad usted aprenderá a:

- Reconocer las principales características de dos funciones comunicativas de uso frecuente: definir y describir.
- Utilizar la definición y la descripción en su expresión oral y escrita dentro de un contexto académico.
- Utilizar la toma de notas como habilidad de estudio y técnica para recoger los aspectos básicos de las ideas presentadas en un texto.



Defining

Read & Learn

Authors use a number of means when elucidating their purposes. Two important means to make clear their ideas are **defining** and **describing**. Recognizing these means helps you process material more efficiently.

Textbook writers and lecturers usually begin by defining the main concepts and terms under discussion. **Definitions** are usually made up of three components: **the concept or term** to be defined, **the class** to which the concept belongs to, and **the characteristics** that make it different from other members of the same class. These components are organized following one of two basic structures and using specific markers.

Examples:

Structure 1: The **concept** to be defined is in **front position**.

Ecology is the branch of biology that deals with the habits of living things, especially their relation to their environment.

Concept	Markers	Class	Markers	Characteristics
Ecology	is is defined as	the branch of biology	that/ which	deals with the habits of living things, especially their relation to their environment

Structure 2: The **concept** to be defined is in **end position**.

The branch of biology that deals with the habits of living things, especially their relation to their environment is called ecology.

Class	Markers	Characteristics	Markers	Concept
The branch of biology	that/ which	deals with the habits of living things, especially their relation to their environment	is called is known as is referred to as	ecology

Activity 1

- a) Read each definition and identify its components. Pay attention to the structure and markers used in each case.
- b) Write in Spanish the definitions given in items 3, 5 and 6.

1. Thermometers are instruments that are used to measure temperature.
2. The switching device for opening and closing one or more electrical circuits is called a relay.
3. Agar is a jellylike substance that is obtained from certain seaweeds.
4. Decay is the process by which dead animal or dead plant matter is broken down into simple compounds.
5. A great cultural movement that began in Italy during the early 1300s is referred to as The Renaissance.
6. Heredity is the passing on of biological characteristics from one generation to the next.



Activity 2

Listen to two excerpts that have been selected from different lectures. Identify the components of the definitions in each excerpt. Then complete the chart.

	Concept	Class	Characteristics
Excerpt A			
Excerpt B			

Activity 3

- a) Work in pairs. Here are the components of some definitions presented in three columns. Two different definitions are possible under each term.

- Student A chooses a term and asks Student B to answer **What's (a)...?**
- Student B matches the columns and provides one of the definitions.
- Student A agrees and adds the other definition.

Example:

A: What's a heavy metal?

B: A heavy metal is a chemical element that is highly poisonous such as copper, bismuth, lead, and mercury.

A: Yes, but heavy metal is also a type of rock music that features strong electric guitar solos over a steady even beat.

Activity 3 (contd)



What's (a)...?

Term	Class	Characteristics
heavy metal	elastic device	that lives on food made by other organisms, or on decaying matter or even as parasites on animals, plants, or other fungi.
	machine	that flows from the ground.
crane	chemical element	for determining direction. The four cardinal points of it are North, East, South, and West.
		that has long legs, neck and bill and lives in marshy areas.
mold	fungus	that has a specific gravity higher than 5.0 such as lead, copper, and cadmium.
	device	that recovers its original shape when released after being distorted.
compass	bird	that features strong electric guitar solos over a steady, even beat.
	source of water	for marking circles or arcs.
spring	tool	that raises, transports and sets down heavy objects.
	frame	on or around which an object is constructed.
	rock music	

b) Listen to the tape to check your answers and pronunciation. Repeat each definition after the model.

c) Give a Spanish version of each definition.



Read & Learn

A definition is sometimes expanded by including a **classification** when further explanation of a concept is needed. Authors use classifications **to divide a class into related items or to group related items into a single class** according to established common characteristics used as the **basis** for classification. The basis for the classification may appear in front, mid or end position or may be omitted altogether.

Activity 3
(contd)

Example 1: Divides a class into related items

A dictionary is a book in which words are listed alphabetically and their meanings and other information about them are given. Dictionaries may be classified as general dictionaries and specialized dictionaries.

Class	Markers	Related items
Dictionaries	comprise include are divided into may be classified as	general and specialized dictionaries

Example 2: Groups related items into a single class

Novels and short stories, as well as drama and narrative poems about imaginary characters and events make up fiction literature.

Related items	Markers	Class
Novels and short stories, as well as drama and narrative poems about imaginary characters and events	belong to... make up...	fiction literature.

Activity 4

- Identify definitions and classifications. In each case, point out components and markers.
- Give your Spanish version of the definitions and classifications included in items 2 and 5.

- Musical instruments can be grouped into: stringed instruments, wind instruments, percussion instruments, keyboard instruments, and electronic instruments.
- Triangles are classified into three types according to the relationships of their sides. A scalene triangle is a figure with three unequal sides. An isosceles triangle has at least two equal sides. A triangle with all three sides of equal length is called an equilateral triangle.
- Anthropology is divided into five chief branches that include physical anthropology, archaeology, linguistic anthropology, cultural anthropology, and social anthropology.
- Plants may be classified according to their growth form into three main types: trees, shrubs and herbs.
- Classical music is music written chiefly for concerts, for religious services, and for opera and ballet. There are two principal kinds of classical music: instrumental music and vocal music.

6. Plastics are synthetic materials made up primarily of long chains of molecules called polymers. There are two basic types of plastics: (1) thermosetting plastics (usually called thermo sets) and (2) thermoplastics.
7. Soils are classified into different types on the basis of color. The most common colors are combinations of red, yellow, black, brown, and gray.

Activity 4 (contd)

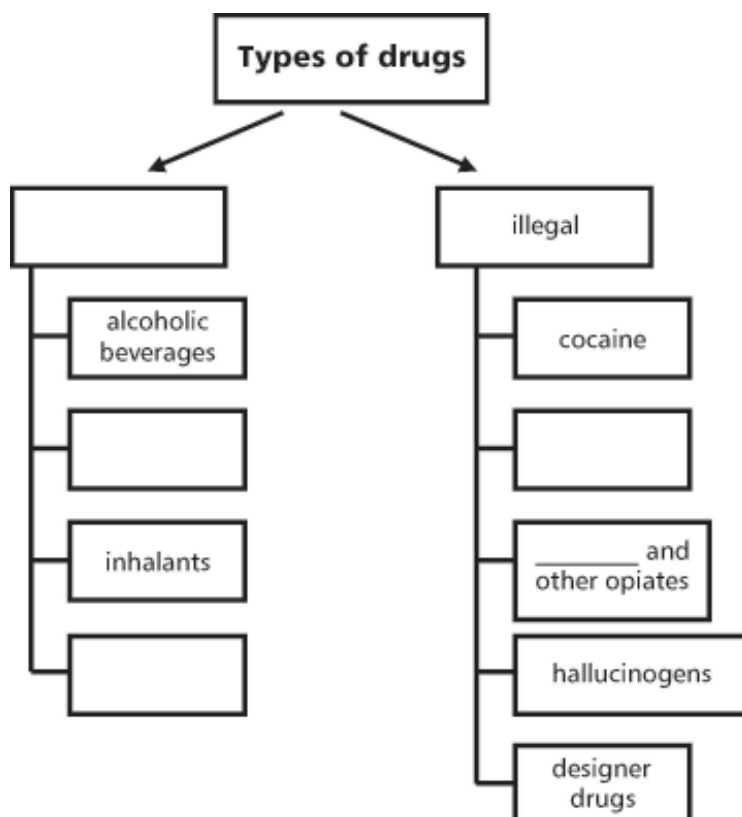
Term	Basis	Related items
triangles	the angles	acute, obtuse, right triangles
plants	the growing cycle	annuals, biennials, perennials
soils	texture	clays, sands, and loams

c) What other classifications may some of these terms have? Work in pairs and take turns in classifying each term using the components from the chart.

d) Listen to the tape and check your answers and your pronunciation. Repeat after the model.



A.

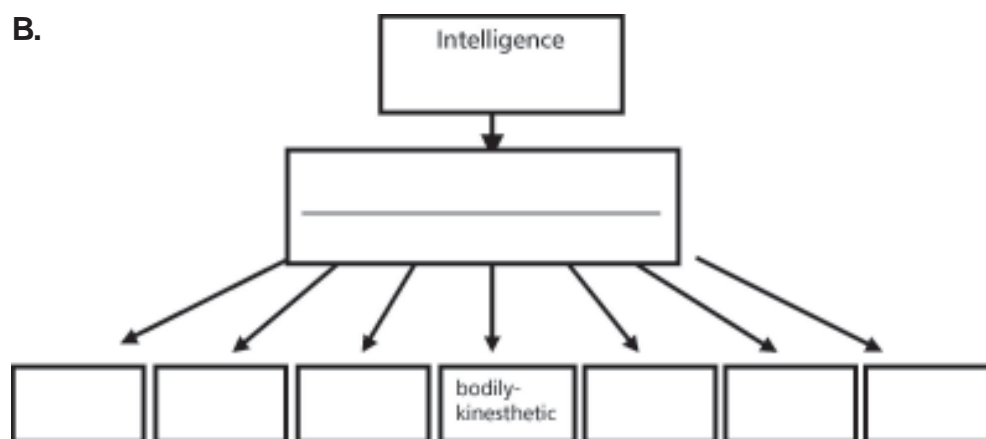


Activity 5

Listen to two excerpts that have been selected from different lectures. Complete the charts with the necessary information.



B.



Describing

Academic texts are generally descriptive. **Descriptions** are used to trigger a mental image of objects, places or processes. They are generally classified into **technical** and **literary** descriptions. Three types of technical descriptions: will be discussed: physical, functional and process description.

Vocabulary:

to trigger= desencadenar, provocar

Read & Learn

Physical descriptions deal with size, shape, color, texture, space relationship and/or other “physical” factors:

Example:

A compact disc (CD) is a round, flat disc where recorded music, computer data, or other information can be stored in the form of digital (numerical) code. CDs are made of hard plastic with a thin layer of reflective aluminum and topped by a protective layer of plastic. CDs have only one playing side. A standard CD measures about 4 $\frac{3}{4}$ in diameter, with a half -inch ($\frac{1}{2}$) centre hole.

Functional descriptions tell the reader or listener what something does, how it works and/or what it is used for.

Example:

A laser is a device that produces a very narrow, powerful beam of light. The special qualities of laser light make it ideal for a variety of applications. Some types of lasers are used to play music, read price codes, cut and weld metal, and transmit information. Lasers can also guide a missile to a target, repair damaged eyes, and produce spectacular displays of light. Still other lasers are used to align walls and ceilings in a building or to print documents.

Process descriptions refer to stages and phases involved and to steps taken to achieve a result. Therefore, connectives and verbs related to order/time and cause/effect are generally used.

Example:

There are several different ways to remove salt from salt water. Distillation is the most widely used process. The process of distillation involves first, heating the seawater until the fresh water evaporates, leaving behind the solid salts. The fresh water is then obtained by inducing the fresh water vapor to condense.

In **literary** descriptions authors are more interested in conveying a feeling, in creating an attitude, than in giving factual information, so metaphors and similes are usually present in this type of description

Example :

“Doug had been sick and wasn’t climbing well. He looked like he’d been worked over with an ice ax”.

Vocabulary:

ice ax= *piqueta de los alpinistas, hacha para picar hielo.*

- A.** Mount Everest is considered one of the greatest natural wonders of the world. It rises 29,028 feet (8,848 meters) above sea level, and is the world’s highest mountain. It stands on the border of Nepal and Tibet in a massive range called the Himalaya. This range was formed in a gradual collision of two of the approximately 30 tectonic plates that make up the earth’s outer shell.
- B.** There are two chief steps in producing aluminum: First, refining the bauxite to obtain alumina. Second, smelting the alumina to obtain aluminum. Refining the bauxite separates the alumina in the ore from the iron oxide, silica, and titanium oxide. To separate the alumina, aluminum producers use the Bayer process. This technique was patented by Karl Joseph Bayer, an Austrian chemist, in 1888. After smelting, the molten aluminum is cast into blocks called ingots or other forms that will be shaped into finished products. It takes 4 to 6 pounds of bauxite to make 1 pound of aluminum.
- C.** I unzipped my suit to discover I was completely drenched in sweat, chin to toes. I had created a portable steam cabinet, cooking myself like a Chinese dumpling.
- D.** Fertilizers are substances that are added to soil to help plants grow. Farmers use various kinds of fertilizers to help produce abundant crops. Home gardeners use fertilizers to raise large, healthy flowers and vegetables. Fertilizers are also used by landscapers on lawns and golf courses to help grow thick, green grass.

Activity 6

- a) Read the passages and identify the type of description in each case.
- b) Reflect on the elements you took into consideration to determine the type of description. Share your considerations with a partner.



Activity 7

Listen to two excerpts of lectures. Identify what is described and the types of descriptions.

A. _____
B. _____

Activity 8

- a) Work in pairs. Student A describes one of the processes, mentioning the type of paper and treatment used. Then, Student B describes the other process.
- b) Listen to the tape to check your answer. Pay attention to pronunciation. Repeat after the model.
- c) Find a description of a process related to your specialty. Talk about it with a partner.



RECYCLING PAPER

Type of paper to be recycled	Treatment	Process
Box and corrugated paper and medium and high-grade office papers	little	1. paper put in hot water under alkaline conditions: pulp 2. pulp undergoes various screenings and washings: fiber ready
Newspapers, magazines, and other printed materials	special chemical	1. dispersed pulp is obtained from extensive washings over screen 2. chemicals and air added to the dispersed pulp and ink particles rise to surface of pulp 3. ink particles are removed: fiber ready

Student A may start like this:

There are two processes for recycling paper depending on....
The first process, for recycling box...

Student B may start like this:

The second process, for recycling...
To begin with, a

Activity 9

Here are the elements of two different definitions and a classification. Identify the components in each case. Then, organize the information and write it down in a clear and coherent way. Add markers, articles, verbs and some other words you consider necessary.

1.
 - stringed musical instrument
 - two keyboards
 - two or more strings for each note
 - harpsichord
 - resembling a grand piano
2.
 - large, round, heavenly body
 - planet
 - orbits a star
 - shines with light reflected from the star
 - earth-like planets (Mercury, Venus, Earth and Mars), Jupiter-like planets (Jupiter, Saturn, Uranus and Neptune) and Pluto.

- preserves a society's cultural heritage.
- entrusted with the custody or administration of collections of books, periodicals, films, recordings, computer databases, or other media.
- helps people learn about their own community and/or about the culture of other civilizations
- kept for use but not for sale
- one of the most useful social service institutions
- makes available knowledge accumulated through the ages.
- often develops exhibits and offers cultural programs

Read & Learn

Note-taking is a set of skills by means of which you identify and record important ideas from oral or written texts. It involves an almost simultaneous process of **selecting** relevant ideas and **reducing** them to note form. A combination of **symbols** and **abbreviations** are generally used to reduce and compact information, particularly in taking notes from a lecture where speed is essential. For example, some common symbols and abbreviations are:

Symbols:	% percent	# number
	& and	= equals
Abbreviations:	etc. etcetera/others	soc. society/social
	km. kilometer	intl. international

Note-taking can show a personal touch. People generally combine coined symbols and abbreviations, but also create their own.

- a) ... different (from) / not equal to: _____
- b) ... less than/inferior/ smaller than: _____
- c) ... institutes and universities: _____
- d) ... United Nations: _____
- e) ... more than/bigger than: _____

Example:

- a) ♀ educ _____ female education
- b) 9:00 a.m. _____
- c) ≈ 3500 B.C. _____
- d) @ hist. sites: _____
- e) > 500 people: _____
- f) ≠ vols _____

Activity 10

a) Here's some information about an important facility in the university campus and in your municipality. Identify such facility.

b) Label it as a **term**.

c) In paragraph form, **write** down its **definition** and a **functional description** of it.

Add markers, articles, verbs and some other words you consider necessary to make your paragraph clear and coherent.

d) Share your resulting paragraph with a partner.

Activity 11

1. What symbols or abbreviations would you use for these words or phrases?

Activity 12

Can you figure out what these symbols and abbreviations stand for? Rewrite the phrases. Follow the example. Consult Appendix 2 if necessary.



Activity 12 (contd)

Aid

For selecting and further reducing information

- Eliminate small connecting words such as: **is, are, was, were, a, an, the**, and pronouns as **that, this, his, her, they, them, these, those**.

Examples:

1. "The diameter of the Earth is four times greater than the Moon".

Earth diameter = 4X > Moon
Earth=4X > Moon

2. "Every day the television news reports on events. Yesterday, more than 15 inches (37.5 cm) of rain fell in just few hours. As a consequence, different means of transportation were stopped and the government announced a number of regulations for the traffic on main streets and avenues".

e/day- TV news- reports events.

Yesterday, > 15" rain- few hrs → ≠ means of transp. stopped
Govt. announced # traffic regul. (St. & Ave.)

3. "Cholesterol is defined as a white, fatty substance that the body uses to build cell membranes and to produce vitamin D and certain hormones".

Cholest. = white & fatty subst.

body uses → **cell membrs.**
→ **vit. D**
→ **horms.**

Activity 13

- a) Here is an excerpt from an article. Read the text and think of a way of jotting down some notes by reducing information and using symbols and abbreviations.

DIGITALIZED INFORMATION: AT HAND FOR ALL PEOPLE?

ENG. SILAS PERS

The era of information and digitalization is here to stay. Many are dazzled by this magical world. Since information and communication technologies (ICTs) provide them with new and different ways of thinking and behaving, their lives are filled with such activities as sending e-mail, surfing the Internet, and saving documents. Unfortunately, these technologies and the advantages they convey are by no means available to all. Disparities between those who have access to these technologies and those who don't have widen the gap between the have and have nots, i.e. between rich and poor nations. While a high percent of people in the so-called First World make use of these advances, another high percent of human beings in Third World countries—and also low income families in the industrialized world— know very little or almost nothing

about computing, and, therefore, can make no use of it. Societies working towards attaining the goal of *Education for All in the 21st Century* need to address and include computing literacy in their development efforts and educational programs. Reducing the gap between the have and have not nations should be a priority in the quest for social justice and equity.

Excerpt from the article: **Digitalized Information: At Hand For All People?**

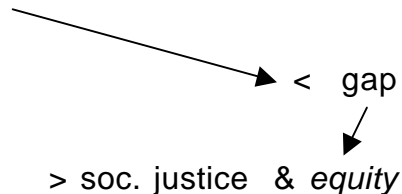
Author: **Eng. Silas Pers**

Date: **Nov. 2001**

ICTs → new ≠ ways behaving & thinking
→ e-mail, internet, save doc

Gap: 1st world have
3rd world have not

Educ. 4 all 21st C. include: Comput. literacy



Activity 13
(contd)

b) Here are some notes taken by a student while reading the paragraph. Identify some of his/her note-taking features.

c) Compare the student's notes to the ideas you have on how to jot down yours. Now, read the passage again and write down your own notes.

Sports medicine or sport medicine is a branch of medicine that specializes in the prevention and treatment of injuries resulting from training for and participation in athletic events. It is an interdisciplinary subspecialty of medicine which deals with the treatment and preventive care of athletes, both amateur and professional. The team of experts in sports medicine includes specialty physicians and surgeons, athletic trainers, physical therapists, psychologists, coaches, other personnel, and, of course, the athlete.

Among the most common sports injuries are shin splints, runner's knee, pulled hamstring muscles, Achilles tendonitis, and ankle sprain. During training, psychological and medical treatment—including surgical and non surgical—may be required to minimize the risk of injury. During competition, sports medicine helps athletes perform to their highest capabilities.

Experts in sports medicine make a comprehensive use of science and technology to develop better training methods for athletes. For example, they include in the sports medicine and science program for swimmers everything from blood and respiratory condition to the biomechanics of the swimmer to proper nutrition. They also evaluate coaching methods, the enforcement of regulations and the design and use of equipment and facilities.

Activity 14

a) Here is an excerpt from an article on *sports medicine*. Draw out information in note form so as to include it in a card. Use symbols and abbreviations

Activity 14
(contd)

SPORTS MEDICINE

Activity 15

a) Listen to an excerpt from a lecture on *Cholesterol* and take down notes which will help you recall:

b) Based on your notes, reconstruct the information and share it orally with a partner.

- a) a definition
- b) a classification
- c) some ways of reducing cholesterol
- d) a Cuban drug

Self-Access to Knowledge

UNIT 4!

En esta unidad usted:

- Profundizará sus conocimientos acerca de algunas técnicas de búsqueda y localización de información a través de los servicios de bibliotecología, Internet y centros de auto acceso.
- Conocerá y utilizará el outline (esquema/plan) como un procedimiento para organizar información.

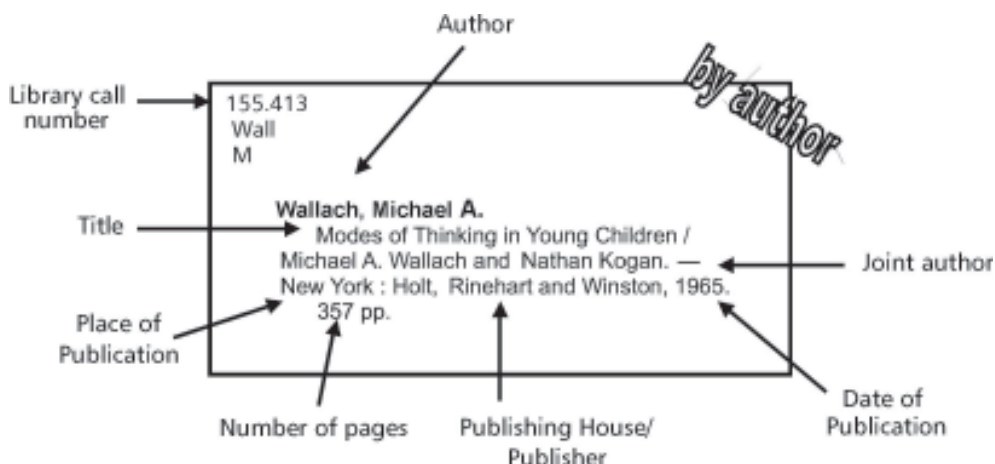


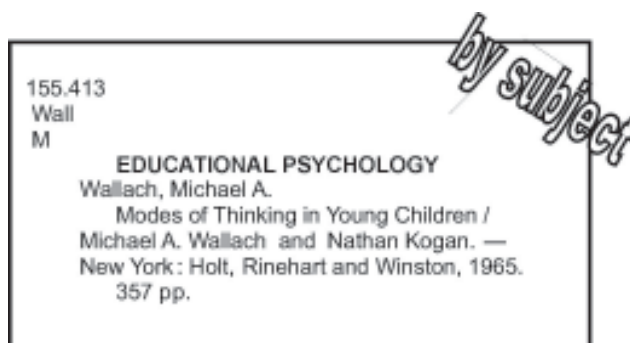
Read & Learn

An **academic library** is a learning center designed for both group and independent study. It contains books and other materials covering a wide range of subjects which are listed and described through catalog cards. These in turn, are arranged in alphabetical order following these basic criteria: *author, title or subject*.

Examples:

Book Cards





Computer-based catalogs

An increasing number of libraries are shifting to **computer-based catalogs**, and are providing **databases** and **current-content services** through intranet webpages. The World Wide Web (www) —**Internet**— is at present a valuable source of information available in some libraries.

Example:

Título en inglés:

Idiomas:

Autores:

Lugar de Publicación:

Título de serie:

ISSN:

Fecha de la edición-S:

Colación:

Categorías temáticas primarias:

Categorías temáticas secundarias:

Descriptores en inglés:

Marketing and the law
(En)

Cain, R. M.; Cain RM,
Univ Missouri, Kansas City,
MO 64110 USA

Journal of the Academy of
Marketing Science

0092-0703

2004

v. 32(4) : 468-469

D01-Ciencias Sociales

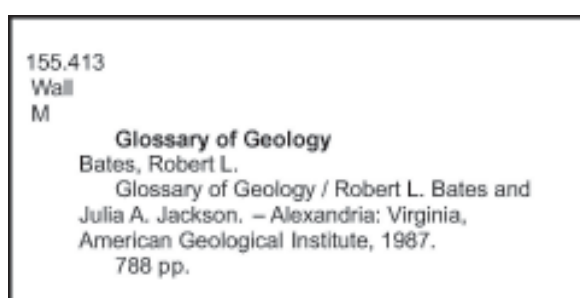
I-Investigación

ECONOMICS

Most libraries have a separate section for **reference sources** (encyclopedias, dictionaries, directories, bibliographies, indexes, checklists and atlases), and also a section for **periodicals** (magazines, journals and newspapers) whose catalogs are organized in alphabetical order by title.

Examples:

Título:	El Tesoro de la Juventud. Enciclopedia de conocimientos
Lugar Publicación:	Nueva York
Editorial:	W.M.Jackson
Extensión:	t. 17
Materias:	LATIERRA-CALOR-TEMPERATURA; COSTUMBRES
Idioma:	Español
Localización:	30-7939



Learning about a library is important... but not enough. What is really important is learning how to use it effectively, as a major skill for all undergraduates.

In your History course, you are assigned an oral presentation on Henry Reeve, alias “El Inglesito”. Go to the nearest library and...

Activity 1

- consult the library catalog
- make a list of books that may contain references to Henry Reeve.
- decide which books from the list you are going to consult.
- take down notes to prepare a 3 minute oral presentation on Henry Reeve.

1. what UNAIDS stands for
2. the main task of UNAIDS
3. ways you can access information related to AIDS

Activity 2

Read this web page and find information.

Activity 2 (contd)

About UNAIDS Help Clear	English French Spanish Russian
---	--




[Search](#) | [UNAIDS Topics](#) | [Series](#) | [Titles A-Z](#) | [Index](#)

The Joint United Nations Programme on HIV/AIDS (UNAIDS) brings together eight United Nations system organizations. The global mission of UNAIDS is to lead, strengthen and support an expanded response to the epidemic that will:

- prevent the spread of HIV
- provide care and support for those infected and affected by the disease
- reduce the vulnerability of individuals and communities to HIV/AIDS
- alleviate the socioeconomic and human impact of the epidemic.

This UNAIDS Library 3.0 contains 1032 publications, totalling 33000 pages.

UNAIDS publications in the Best Practice Collection form a uniquely useful library for all those working both in planning and practice.

Documents are in html format for easy search ability. PDF versions may be found on the [UNAIDS web site](#). If you cannot find the publication you are looking for on this CD-ROM, please also consult our web site.

Please search for:

How to find information

There are 5 ways to find information in this collection:

- You can [search for particular words](#) that appear in the text from the "search" page that can be reached from other pages by pressing the Search button. ([more help](#), [example](#))
- You can [access publications by UNAIDS topic](#) by pressing the UNAIDS Topics button. This brings up a list of UNAIDS topics, represented by bookshelves. ([more help](#), [example](#))
- You can [access publications by series](#) by pressing the Series button. This brings up a list of the UNAIDS publications series which are currently in the collection. ([more help](#), [example](#))
- You can [access publications by title](#) by pressing the Titles A-Z button. This brings up a list of books in alphabetic order. ([more help](#), [example](#))
- You can [access publications by topic](#) by pressing the Index button. This brings up a list of topics in alphabetical order. Click on any topic to view the alphabetical list of publications containing the selected topic. ([more help](#), [example](#))

Please consult the [Help page](#) for any help or to set the [search preferences](#)

This CD-ROM was produced by [UNAIDS](#) with the help of [Human Info NGO](#) and its logistic partner HumanityCD Ltd, and the University of Waikato, New Zealand, using the Greenstone software of the [New Zealand Digital Library](#). It also includes Netscape Navigator, distributed by Human Info NGO was produced

Read & Learn

Activity 2 (contd)

In Unit 3 you learned the basics of note-taking. Now you will go a step forward. You will deal with the **outline**: a condensed treatment of the main topics or principal ideas of a text. There are two types of outlines according to the amount of information you need to include for further reference: **topic outline** and **sentence outline**. A topic outline —highly recommended at this level— has the advantage of being brief because it includes only words or phrases and no punctuation marks. A sentence outline uses complete sentences with their corresponding punctuation marks it is commonly used for writing final papers or reports.

The outline serves different purposes. You can outline oral or written material to have an overview of the ideas expressed by the author, or you can use it as a basis for an oral presentation or for writing a summary.

Vocabulary:

outline = *esquema*

summary= *resumen*

punctuation marks= *signos de puntuación*

Tips for writing an outline

Identify general, main and supporting ideas, as well as examples and details, and follow three principles:

- **Subordination**: to indicate hierarchy of the ideas, write from general to specific, i.e from the general idea to main ideas; from main ideas to supporting ideas; from supporting ideas to details or examples
- **Parallelism**: ideas should be stated in parallel form:
 - nouns should be parallel with nouns;
 - verbal forms with verbal forms;
 - sentences with sentences
- **Coordination**: all items of equal significance such as main ideas, supporting ideas should have similar identification signals:
 1. Roman numerals
 2. decimal form.
 3. dashes, dots, or other symbols.

Here are examples of outlines with similar identification signals

Example 1: Outline using Roman numerals, Capital letters, Arabic numerals and Small letters.

General Idea

I. Main idea

- A. Supporting idea
- B. Supporting idea

II. Main idea

- A. Supporting idea
 - 1. detail
 - 2. detail
 - a) example
 - b) example
 - 3. detail
- B. Supporting idea
- C. Supporting idea

III. Main idea

- A. Supporting idea
- B. Supporting idea

Advantages of using modern technologies in libraries

I. Use of documents

- A. several people at the same time
- B. self-access

II. Information storage

- A. CD-ROM
 - 1. texts
 - 2. sound
 - a) music
 - b) talks or speeches
 - 3. videos
- B. microfilms
- C. on-line databases

III. Security and protection of documents

- A. scanned ancient manuscripts vs. original ones
- B. detailed digital photographs vs. original ones

Example 2: Outline using decimal form

General idea

1. Main idea

- 1.1. Supporting idea
- 1.2. Supporting idea

2. Main idea

- 2.1. Supporting idea
 - 2.1.1. detail
 - 2.1.2. detail
 - 2.1.2.1. example
 - 2.1.2.2. example
 - 2.1.3. detail
- 2.2. Supporting idea
- 2.3. Supporting idea

3. Main idea

- 3.1. Supporting idea
- 3.2. Supporting idea

Advantages of using modern technologies in libraries

1. Use of documents

- 1.1. several people at the same time
- 1.2. self-access

2. Information storage

- 2.1. CD-ROM
 - 2.1.1. texts
 - 2.1.2. sound
 - 2.1.2.1. music
 - 2.1.2.2. talks or speeches
 - 2.1.3. videos
- 2.2. microfilms
- 2.3. on-line databases

3. Security and protection

- 3.1. scanned ancient manuscripts vs. original ones
- 3.2. detailed digital photographs vs. original ones

Example 3: Outline using dashes, dots and other symbols

Activity 2 (contd)

General idea

➤ Main idea

- Supporting idea
- Supporting idea

➤ Main idea

- Supporting idea
 - detail
 - detail

example

example

- detail

- Supporting idea
- Supporting idea

➤ Main idea

- Supporting idea
- Supporting idea

Advantages of using modern technologies in libraries

➤ Use of documents

- several people at the same time
- self-access

➤ Information storage

- CD-ROM
 - texts
 - sound
- music
talks or speeches

- videos

- microfilms
- on-line databases

➤ Security and protection

- scanned ancient manuscripts vs. original ones
- detailed digital photographs vs. original ones

1. **Details** in Example 1 are introduced by (small letters-Arabic numerals- capital letters).

2. **Main ideas** in Example 3 are labelled with (dashes-bullets-arrows)

3. In these examples of topic outline, **parallelism** is attained by using (noun and noun phrases- verbal forms- adverbial phrases).

Activity 3

Read Examples 1, 2 and 3 again and underline the correct answer from the choices in parentheses.

Alcohol is one of the most widely used drugs in the history of the world. Most adults drink alcoholic beverages moderately on social and ceremonial occasions. A few, however, drink immoderately and become alcoholics. Alcoholic dependence, the formal term for alcoholism, is a disease in which people have an overwhelming desire for the mental and physical effects of drinking alcoholic beverages.

Alcoholism has four main symptoms: craving, lack of control, physical tolerance, and physical dependence. 1) Craving is a strong need to drink in spite of serious harmful consequences, such as drinking-related illnesses or job and family problems. 2) Lack of control is the inability to stop drinking once a drinking episode starts. 3) Physical tolerance is the need to consume increasing amounts of alcohol to feel its effects. 4) Physical dependence occurs when people's bodies become so accustomed to alcohol that they have withdrawal symptoms after they

Activity 4

a) Skim through the text and determine a suitable title that expresses the general idea of the text.

b) Then, complete the outline to have an overview of the ideas expressed by the author.

c) Based on the outline prepare an oral presentation on the topic.

**Activity 4
(contd)**

stop drinking. Symptoms of withdrawal include shakiness, rapid heartbeat, nausea, sweating, and anxiety.

Alcohol affects the entire body. Health problems caused by long-term drinking include damage to the brain, stomach, intestines, and heart. Liver problems, including a disorder called cirrhosis, are especially common in alcoholics. When alcoholics stop drinking, some experience a severe form of withdrawal called *delirium tremens*, which is a state of extreme confusion that is sometimes accompanied by hallucinations. In addition to these health problems, abuse of alcohol is also a factor in many car crashes, falls, and other accidents.

Treatment aims to help alcoholics stop drinking and remain sober. Behavioral treatments and medications are two important approaches that have succeeded with some alcoholics. Behavioral treatments include participation in Alcoholics Anonymous (A.A.) and various types of counseling. Medications include tranquilizers called benzodiazepines. They are used in the first few days after a person stops drinking to help prevent symptoms of withdrawal. In combination with counselling, other medications may be prescribed for longer periods. Some of these lessen the craving for alcohol and discourage alcohol use by causing nausea, vomiting, and other unpleasant reactions when people drink.

Vocabulary:

beverage= *bebida*

craving= *ansia*

withdrawal symptoms= *síndrome de abstinencia*

I. Introduction

A. Definition: _____

B. Formal term: _____

C. Addicts : _____

II. _____

A. Craving: _____

B. _____ : inability to stop drinking...

C. _____ : need to consume increasing amounts of alcohol.

D. Physical dependence(withdrawal symptoms)

III. Effects

- A. _____
- B. If alcoholics stop drinking: _____
- C. _____

IV. Treatment

- A. Behavioral: _____
- B. _____

Activity 4 (contd)

People have smoked tobacco for thousands of years. Aboriginals smoked long before white people came to the New World. In the 1500s, many Europeans began smoking because they believed tobacco had medicinal benefits. Today, most people smoke chiefly for pleasure, and to satisfy a craving for nicotine, a chemical substance in cigarette smoke. Since 1950, scientists have accumulated increasing evidence that smoking can be hazardous to a person's health.

In spite of the dangers, many people become smokers. One explanation to this attitude is that they find the habit invigorating at some times and relaxing at others. These apparently opposite effects are produced by nicotine. Nicotine stimulates the heart and other organs and its effect on the nervous system causes many people to become addicted. Such an addiction makes it hard for people to quit smoking. In 1988, researchers warned that the nicotine in tobacco products was as addictive as the drugs heroin and cocaine.

Cigarette smoke contains thousands of chemical substances, many of which have been linked to the development of diseases. Chemical substances occur in cigarette smoke as gases or as particulates (tiny particles). The gases in cigarette smoke that pose a health threat include hydrogen cyanide, nitrogen oxides, and, especially, carbon monoxide. Carbon monoxide in the blood prevents oxygen from reaching the brain and the heart; and is believed to lead to heart disease. The particulates in cigarette smoke that pose a health threat include tar and nicotine. Nicotine is the most hazardous. It raises the blood pressure, increases the heart rate, and contracts blood vessels near the skin. Moreover, nicotine is believed to contribute to the growth of several types of cancer.

Smoke from other people's cigarettes —called second-hand smoke— is also harmful; it can cause cancer in non-smokers. Because of these negative effects, smoking regulations have been enacted. They provide increased protection for non-smokers and have persuaded many smokers to smoke less or quit.

Vocabulary:

- hazardous** = *peligroso, arriesgado*
- to quit** = *abandonar un hábito*
- miscarriage** = *aborto espontáneo*

Activity 5

- a) Skim through the text and provide a suitable title that expresses the general idea of the text.
- b) Write an outline using the structure of your preference.
- c) Be ready to make an oral presentation based on your outline.



Activity 6

Listen to the excerpt and complete the outline to have an overview of the ideas expressed by the author.

I. **Definition:** _____ gift; _____ or _____
forms of wealth supplied by nature.

II. Types

A. Mineral

1. coal
2. _____
3. _____

B. _____

1. plants
2. _____

C. Others

1. _____
2. _____
3. _____

III. Uses

A. Mineral

1. _____
2. _____
3. _____
4. _____

B. _____: _____

Activity 7

a) Go to your university or municipal library. Search for related articles and make a list.

b) Select at least two articles from your list and draw out relevant information and illustrations.

c) Work with a partner and prepare your poster and your presentation.

You want to participate in the next Students' Scientific Conference with a poster about environmental pollution. You need data on the use of chlorofluorocarbons (CFCs) and their negative effects on the ozone layer.

Negotiating and Debating

En esta unidad usted aprenderá a:

- Reconocer las principales características de la argumentación
- Utilizar la argumentación como base para desarrollar la negociación y el debate



Read & Learn

While reading a text or listening to a lecture, you often deal with a series of spoken or written statements in favour or against certain ideas. You also have to engage in discussions —either spoken or written— in which you have to support or reject an idea or viewpoint. In all cases, bear in mind that the audience generally feels more confident when there is a **balanced** presentation of the pros and the cons concerning the topic under discussion. Moreover, when people become aware that the presentation is **slanted** they tend to look for contrary opinions.



Vocabulary:

slanted = *parcializada*

Example of a balanced presentation

AGE AND FOREIGN LANGUAGE STUDY

The issue concerning the best age to begin studying a foreign language has been the focus of attention of language experts for many years. Most studies that have investigated the relationship between age of acquisition and foreign language development have focussed on learners' pronunciation achievement. In general, these studies concluded that older learners almost inevitably show a noticeable "foreign accent". Other studies, however, have shown that adolescents and adults can make considerable and rapid progress in syntax and general mastery of the foreign language in contexts where they can make use of the language on a daily basis in social, personal, professional or academic interaction. Moreover, some other studies have shown that most children learn faster, but forget faster as well. While young adults and adults may require more time to learn something, once it is learned, the knowledge usually lasts longer. In the context of language use, however, children generally surpass all other age groups in eventual language acquisition. On the whole, many language experts stress that the age factor cannot be separated from factors such as motivation, social identity, and the conditions for learning. In addition, more recent holistic approaches to language

learning concentrate more on developing intelligibility and acceptability rather than native-like perfection, so a native-like accent is no longer the main learning goal.

IDEA SUBJECTED TO ARGUMENTATION	the best age to begin studying a foreign language
REASONS AGAINST(Cons)	<p>Adolescents and adults:</p> <ul style="list-style-type: none"> noticeable “foreign accent” may require more time to learn something <p>Children: forget faster</p>
REASONS IN FAVOR (Pros)	<p>Children:</p> <ul style="list-style-type: none"> native-like pronunciation better eventual language acquisition <p>Adolescents and adults:</p> <ul style="list-style-type: none"> can make considerable and rapid progress in syntax and mastery of the foreign language in contexts where they can make use of the language on a daily basis. knowledge usually lasts longer.

Note: In the text the author tries to give a fuller picture of the topic by striking a balance between the pros and cons of different age groups when learning a foreign language.

Activity 1

Find an article in a newspaper or magazine in which a balanced presentation is clearly given. Point out the pros and the cons in a chart similar to the examples given. Share your results with a partner.

Example of a slanted presentation:

CIGARETTES: AN UNFAIR IMAGE

The media have presented an extremely unfair image of cigarette smoking. All over the world millions of people have made the free, adult decision to start smoking. Smoking is a pleasant, enjoyable activity like drinking wine or eating pizza or driving a car. It is true that some people may smoke too much but it is equally true that unfortunate consequences take place as a result of eating or drinking too much or driving badly. The time has come to hear a few pleasant words in favour of cigarettes. Cigarettes comfort, cigarettes soothe, cigarettes relax. Hooray for smoking!

In this text —obviously slanted— the author only shows arguments to support cigarette smoking while neglecting the evidence against this practice.

Activity 2

Find an article in a newspaper or magazine in English in which a clearly slanted presentation is made. In not more than 60 words point out why you consider it to be slanted.



Activity 3

a) Read the following chart and listen to the excerpt to complete the missing information.
b) In your opinion, is the presentation of the information slanted or balanced? Why? Work in pairs to discuss your answers.

IDEA SUBJECTED TO ARGUMENTATION	The Morality of
REASONS	<ul style="list-style-type: none">•morally....•compared to the costs in animal suffering.• Laboratory animals are mistreated.• Othermethods can be used:<ul style="list-style-type: none">➤ experiments: on.....➤ on..... or I tissue➤ of living systems.• without animal experimentation• have similar organ systems and body processes• is minor.• provided with adequate food and shelter.• Key role played by:.....

Read & Learn

The importance of learning to present information in a balanced way becomes more relevant when you have to engage in **an argumentation, as the basis for negotiating or debating**.

When the ultimate aim is to eventually reach a decision —either by vote or consensus— you are expected to express your opinions, but at the same time you are expected to show willingness to listen and readiness to modify your opinions. You negotiate, by gauging the pros and the cons. Opinions, usually supported by facts and examples make up the argumentation.

Vocabulary: gauge= *medir, evaluar*



Activity 4

Listen to the tape and repeat.

Pay attention to pronunciation, intonation, and rhythm.

Argumentation as the basis for negotiation

In the next example, three students have to decide which country — The Dominican Republic, Puerto Rico or Jamaica— is the best choice for their collective oral presentation in a seminar. The presentation deals with a topic involving a Caribbean country closely related to Cuba. The seminar is due in three weeks. Through argumentation each student is trying to help make the best choice. Pay attention to these markers used in the argumentation

- I think...
- It is true..... but...
- That's not a bad choice....but
- I believe...
- Let's...
- No doubt... however
- Why not ...?

Example:

Student A: I think the Dominican Republic would be a good choice because we have strong historical links with this country. We share many traditions and cultural aspects. It's true we don't have much information in our hands, but I think it won't be difficult to collect the information we need.

Student B: That's not a bad choice, but remember that I have already collected a lot of information about Puerto Rico for my term paper. I am willing to share it with you. I believe it will be more convenient to all because you can then just concentrate on some more specific details and facts that I haven't covered. Let's remember that Cuba and Puerto Rico are "the two wings of a bird."

Student C: Both the Dominican Republic and Puerto Rico have strong historical and cultural ties with Cuba, and no doubt either country will give us the opportunity to make a good presentation. However, a lot has been already said about them and their relation with Cuba. Why not choose Jamaica? We also have strong historical bonds with this sister island. I need only to mention the time spent by Martí and Maceo in Jamaica. In addition, many Cubans are direct descendants of Jamaicans...and...collecting information from Jamaican sources can give us additional practice in English.

Vocabulary:

links= *vínculos, lazos*

choice= *selección, alternativa*

ties= *vínculos, lazos*

bonds= *vínculos, lazos*

Student A: “Well, we have three suggestions. Let’s gauge the pros and the cons of each. In my opinion....

Student C: “In addition, I think that ...

Student B: “Taking all this into account, perhaps we could...

Activity 5

Get into groups of three. Continue the roles of Students A, B, and C. Collect more information to give **one more reason** to support or reject each suggestion. Evaluate all the information and reach a decision by consensus. Start your activity like this.

Aid

- A **fact** is something known to be true or known to have happened, a piece of information presented as having objective reality.
- An **opinion** implies a conclusion thought out, yet open to dispute.

Read & Learn

Generally speaking, any public dispute –such as people on the street discussing which baseball team is best– can be considered a debate. But, for our purposes, we will limit the meaning of **debate** to a regulated discussion of a proposition that involves conflicting ideas between two sides.





Activity 5 (contd)

Aid

In a debate, speakers generally follow some **general rules**:

- The topic of the debate is stated as a resolution such as: Resolve Cigarette Smoking Should Be Outlawed in Restaurants
- The Pro side is in favour of the resolution; the Con side is against it.
- Each side takes turn presenting arguments. The Pro side speaks first.
- The arguments presented are not only to support a given point of view, but primarily to oppose and rebut the statements made by the other speaker.

Argumentation as the basis for debating

Two speakers, one on each side, give their respective outlooks concerning the impact of the current process of globalization.

Speaker 1: is a Chief Executive Officer (CEO) of a transnational company operating in Latin America

Speaker 2: is a trade union leader

Example:

Resolve Globalization is desirable

Speaker 1: Let's begin by defining globalization. I would define globalization as the freedom for companies to invest where they want, when they want, to produce what they want. In my opinion—one which is shared by many business and political leaders—business should make profits without interference from government rules and regulations. If business is free to make profits in any way it wants, the free market will fulfil everyone's needs by producing what people will pay for.

Speaker 2: It has been asserted that business should be free of restrictions imposed by governments. At first sight it may sound reasonable. Everyone wants more freedom. But let's give this idea a second look. The government rules and regulations that are allegedly curtailing such "freedom" are precisely the ones that help save our people's jobs, help our local business to survive against foreign competition and protect the environment for our children and grandchildren.

Speaker 1: Let's not confuse ourselves. Restrictions are restrictions. If you regulate, you are limiting freedom. We can no longer hide in our little towns, our provinces, our little cities, our little

businesses. We cannot continue to think small. Globalization will lift millions of people out of poverty. A lot of people are getting richer in the big picture....

Vocabulary:

to invest = *invertir*
profits = *ganancias*
rebut = *rebatir, refutar*
to assert = *afirmar*
at first sight = *a primera vista*
allegedly = *supuestamente*
to curtail = *restringir*
to hide = *esconderse*

Activity 5
(contd)



Activity 6

Listen to the tape and repeat. Pay attention to pronunciation, intonation, and rhythm.

- Is Speaker 1 in favour or against the current process of globalization? How about Speaker 2?
- What are the main arguments used by Speaker 1 in his opening argumentation?
- What arguments does Speaker 2 use to rebut the statements made by Speaker 1?
- What's the reaction of Speaker 1? How does he rebut?

Activity 7

Work in pairs. Read the example again in order to answer these questions orally.

Aid



Taking part in a debate helps you:

- Develop language strategies for self-expression: from simply stating an opinion, to explaining and supporting it with facts and examples.
- Enhance group work and interaction through the analysis and search of convincing arguments.
- Learn language formulas to ethically support, defend, and refute opinions.
- Improve your own perspective when listening to other people's ideas.

Activity 8

The debate on Globalization goes on. Can you figure out how it develops? Work in pairs so as to play the roles of Speaker 1 and Speaker 2. Invite one more student to play the role of the moderator to close the debate with the words suggested.

Moderator (to Speakers 1 and 2): Unfortunately we do not have time for more. Thank you both for such an interesting and informative debate.

Here are the arguments that were expressed by Speaker 1 and Speaker 2. Organize them into a logical body. Begin with Speaker 2 rebutting the last ideas expressed by Speaker 1. Then continue with Speaker 1 rebutting Speaker 2, and finally Speaker 2 becomes the last one to present arguments.

ARGUMENTS

- Definitely globalization presents us with stunning possibilities and benefits.
- It is true that some people have become billionaires. But the number is very small, the number is infinitesimal.
- People should not be worried; what we need is to make labor market more flexible.
- Let's face it: We are witnessing a process of neoliberal globalization, not a process of a balanced integration of nations.
- One more thing, the planet has become interconnected.
- It is evident that if neoliberal globalization becomes irrevocably in place, it will be big business itself that will impose rules. These rules will impoverish even more the lives of the majority, the lives of the poor people of the world.
- Statistical data show that the number of unemployed, hungry and homeless people increases every day. Millions of people worldwide live in fear.
- The word "flexible" really means weakening or eliminating labor laws that ensure workers' rights. "Flexible" labor is labor that is cheap and easy to lay off.
- Information and communication technologies have bound us together and that bond is called progress...and you can't fight progress
- No doubt globalization **could** present the world many benefits if it were a fair process aimed at attaining real social equity and justice worldwide.



Activity 9

Listen to the tape to check Activity 8. Pay attention to pronunciation, intonation, and rhythm.

An important figure in the civil rights movement in the United States once described how he was willing to argue either the Pro or Con side in a debate. You will learn more about this by listening to the excerpt of a lecture.

Vocabulary:

Once my feet got wet (figurative meaning) = *Una vez inmerso, empapado (en el asunto)*

I'd track down = *lo localizaría, lo encontraría*

1. Who was this African-American leader?
2. Identify three aspects related to his personal data.
3. How did he prepare for a debate? Write down at least two of his strategies.

Activity 10

a) Before listening to the tape, pay attention to the meaning of these phrases.

b) Listen to the tape and find the information you need to answer these questions in paragraph form.

c) Share your answers with a partner.



Learning to Summarize

En esta unidad usted aprenderá a:

- Reconocer los elementos constitutivos de un resumen
- Utilizar técnicas para elaborar resúmenes



Read & Learn

In an academic environment, a **summary** is the condensation of the information contained in a text, either written or spoken. It presents the **core content** of the text, including the **most important ideas** and **facts** and the **conclusions**. A well-written summary shows that you understand what you read, you can grasp and understand the main points and you can express your understanding of them as well. A summary can be either oral or written. It can be used for a seminar, in preparation for an examination, or term paper, and as an introduction to a scientific paper. In the latter case, this type of summary is generally referred to as **an abstract**.

Vocabulary:

core content = *contenido medular, esencial*

Example of a summary:

CHANGES IN LANGUAGE EDUCATION

This case study illustrates some of the main changes taking place in English language teaching (ELT) in the training of professionals in Cuban universities. Basically, such changes consist in moving from courses centered on reading within the boundaries of professional fields to integrated courses with an interdisciplinary, multicultural and humanistic approach. Another feature involves changing from on-site courses to distance learning courses. Some lessons learned during the preliminary implementation of these changes are discussed. The author concludes that the current changes in language education are closely related to citizenship education because they are aimed at preparing the Cuban people to develop self-access to knowledge, to enhance their cultural horizons and to improve their communication skills in a foreign language in order to actively participate in the development of the nation.

Vocabulary:

case study = *estudio de caso*

boundaries = *fronteras*

feature= *rasgo, característica*

citizenship education= *educación cívica, ciudadana*

THE PROCESS OF SUMMARIZING

Learning how to summarize something you have read or heard is a valuable skill you will often use in your academic assignments. You may also need to report briefly on something that you have seen. For example, you may be asked to “summarize the most important works at a poster exhibition”.

Useful tips:

- Begin your summary by making a clear, brief statement of the core content of the text using introductory phrases such as:
 - This article is about.../ addresses.../ refers to...
 - This exhibition deals with ...
 - This text refers to...
 - This case study illustrates...
- Give a clear, condensed and organized account of the information by omitting any ideas that are not essential to the main topic and by reducing longer expressions to shorter ones using your own words. Use phrases such as:
 - The main ideas/changes/facts presented are...
 - The author points out/ stresses/ states that...
 - Key features/characteristics/elements shown are..
- Round up your summary by making a brief reference to the conclusions (if any) given in the text. For example:
 - The author concludes that...
 - Summing up, the author...
 - The paper concludes by saying that...
- Do not add your own comments or opinions. Make sure that all you say about the text is stated by the author.
- Bear in mind that in a summary, you are not expected to make a critical evaluation of the original document; your job is to provide an accurate, but brief map of the original.

Activity 1

Read the summary on **Changes in ELT Education** again and answer these questions.

- Does it help you get a general picture of the content of the longer paper?
- What words and phrases are used as markers to help you grasp the core content of a text, the most **important ideas** and **facts**, and the **conclusions** stated by the author of the text? Write such words and phrases.
- Based on this summary, can you write two sentences in Spanish stating the content the content you expect to find in the longer paper (including the conclusions)?

Activity 2

a) Read this summary of a lecture. Has the author followed the tips for making a well-written summary? Why? Identify and point out the phrases and markers used. Share your findings with a partner before checking the Answer Key.

b) After reading this summary, you decide to attend the whole lecture. Place a tick next to the appropriate tasks. Will listening to the lecture help you engage in...

SUMMARY

The lecture is about the chief types of environmental pollution which include air pollution, water pollution, soil pollution, pollution caused by solid waste and hazardous waste, and noise pollution. The lecturer defines each type of pollution and describes its causes and consequences. Lastly, the author states that many people think of these types of pollution as distinct but they are all related as interacting components of an ecosystem. The relationships among all forms of pollution are presented and discussed in detail.

- ___ a seminar on the unwise use of natural resources?
- ___ a debate on the ban of chlorofluorocarbons (CFCs)?
- ___ a term paper related to current environmental issues?
- ___ an examination on *Greenpeace* action plan?
- ___ a group discussion on the hazards of ozone in the atmosphere?

Activity 3

Let's put into practice in an oral activity the tips provided in the section Read & Learn related to The **Process of Summarizing**. Work with a partner.

Together read the text **OZONE: Hazard or Benefit?** Student A will say aloud the core content of the text **in one sentence**. Then, Student B will mention the main ideas and facts presented by the author **in NOT more than three sentences (30-40 words)**. Student A will round up the oral summary by expressing the conclusion **in one clinching sentence**.

OZONE: HAZARD OR BENEFIT?

Ozone is a form of oxygen that is present in the earth's atmosphere in small amounts. Ordinary oxygen molecules have two oxygen atoms, while Ozone molecules have three. Pure ozone is a pale blue gas that has a sharp, irritating odor and is produced naturally through

photochemical and electric discharge reactions. Its molecular weight is 47.998. The word ozone comes from a Greek word meaning to smell. The German chemist Christian Friedrich Schonbein discovered ozone in 1840.

Most ozone is found in the upper atmosphere. The highest concentration of ozone is reached, depending on the latitude, between 9 and 18 miles (15 and 30 kilometers) above the earth's surface. This concentration is 10 parts per million by volume—that is, 10 parts ozone per 1 million parts air. This ozone layer in the upper atmosphere shields the earth from 95 to 99 percent of the sun's ultraviolet rays. Overexposure to these rays is a cause of skin cancer. Thus, ozone in the upper atmosphere has beneficent effects.

On the other hand, ozone in the lower atmosphere is an air pollutant. It is formed by chemical reactions between sunlight and pollutants already in the atmosphere. Ozone produced in this way is a component of photochemical smog. Such ozone can damage rubber, plastic, and plant and animal tissue. Exposure to certain concentrations causes headaches, burning eyes, and irritation of the respiratory tract in many individuals.

Ozone, undoubtedly, is a major factor in making life on the earth possible but unfortunately, it contributes to air pollution in the lower atmosphere.

OZONE-DEPLETING GASES

Chlorofluorocarbons (CFC's) are a group of synthetic organic compounds that contain chlorine, fluorine, and carbon. The two most common chlorofluorocarbons are trichlorofluoromethane, also called CFC-11, and dichlorodifluoromethane, or CFC-12.

CFC-11 and CFC-12 are nonpoisonous and nonflammable under normal conditions, and they are easily converted from liquid to gas or from gas to liquid form. These properties make the two compounds useful as propellants in aerosol spray products. However, the use of chlorofluorocarbons in refrigeration, air-conditioning systems, cleaning solvents, and aerosol sprays leads to the depletion of the ozone layer. Scientific studies indicate that CFC's harm the environment by breaking down ozone molecules in the earth's upper atmosphere. As CFC's reach the upper atmosphere, they break apart and release chlorine atoms. These chlorine atoms can react chemically with the ozone and convert it to ordinary oxygen gas.

This will have several dramatic consequences. (1) Increased ultraviolet radiation will lead to a growing number of skin cancers and cataracts and will also reduce the ability of people's immune systems to respond to infection. (2) The growth rates of the world's oceanic plankton, the

Activity 3 (contd)

Activity 4

This is a written activity. Work with a partner, but this time each one of you will write down a separate summary. You will compare your resulting summaries at the end of the activity.

a) Read this text on **Ozone-Depleting Gases**. In one **sentence** write the core content of the text.

b) Then, in **not more than three sentences (30-40 words)** write the main ideas presented by the author in one sentence.

Activity 4 (contd)

c) In one last sentence write the conclusions.

Now compare your summary with the one your partner made. How do they compare?

base of all marine food chains, will be negatively affected. (3) There will be an increase in atmospheric carbon dioxide and thus global warming.

The chlorine already released into the atmosphere would continue to destroy the ozone layer for many decades. On the whole, the latest studies suggest that global warming may increase the amount of ozone destroyed. Consequently, CFC's have been banned for most uses. There are two exceptions to the ban: (1) use as a propellant in inhalers for asthma patients, and (2) use in the manufacture of methyl chloroform to clean O-ring seals for the space shuttle.

Activity 5

Go to the nearest computer lab and search the net to collect updated information on the current situation of the ban on CFCs. You may begin by searching and locating the Kyoto Protocol. In not more than 50 words write a summary of your findings. Share your summary with your partners.

Read & Learn

As it was already mentioned, an **abstract** is a summary that serves as an introduction to a scientific paper. It is commonly used in academic contexts. It appears at the beginning of specialized texts, such as research articles, reviews, conference proceedings or any in-depth analysis of a particular subject or discipline. It informs the reader of the **purpose**, **scope**, and **methods** used by the researcher, as well as the main **results** attained, **recommendations** and **conclusions**. These may be explicitly included as headings or simply referred to in the abstract. An abstract is written using a limited number of words (generally 200-250) and at the beginning, some background information can be included.

Vocabulary:

conference proceedings= *actas de un congreso o conferencia*

scope = *alcance*

heading= *título, acápite*

background information = *antecedentes*

EXAMPLE OF AN ABSTRACT

The Severe Acute Respiratory Syndrome (SARS) has recently been identified as a new clinical entity. SARS is thought to be caused by an unknown infectious agent.

Methods. Clinical specimens from patients with SARS were searched for unknown viruses with the use of cell cultures and molecular techniques

Results. A novel coronavirus was identified in patients with SARS. The virus was isolated in cell culture, and a sequence 300 nucleotides in length was obtained by a polymerase-chain-reaction (PCR)-based random-amplification procedure. Genetic characterization indicated that the virus is only distantly related to known coronaviruses (identical in 50 to 60 percent of the nucleotide sequence). On the basis of the

obtained sequence, conventional and real time PCR assays for specific and sensitive detection of the novel virus were established. Virus was detected in a variety of clinical specimens from patients with SARS but not in controls. High concentrations of viral RNA of up to 100 million molecules per milliliter were found in sputum. Viral RNA was also detected at extremely low concentrations in plasma during the acute phase and feces during the late convalescent phase. Infected patients showed seroconversion on the Vero cells in which the virus was isolated.

Conclusions. The novel coronavirus might have a role in causing SARS.

- Molecular techniques to identify coronaviruses
- Identification of a novel coronavirus in patients with SARS
- Causes of SARS

Activity 5 (contd)

Activity 6

- a) Read these three titles before reading the abstract again.
- b) Read the abstract and determine which of the titles would better correspond to the abstract.
- c) Identify the information (background information, purpose, scope, methods, main results, recommendations and conclusions) included in the abstract.
- d) In not more than 50-60 words write, in Spanish, the core content of the abstract, the main ideas presented and the conclusions provided.

This is a group activity (4 to 6 students). You would like to participate in the Student's Scientific Conference of your faculty. Therefore you have to work on a paper or poster. Conference Rules establish submitting the abstract in Spanish and in English. The deadline for submitting the abstract in English is three weeks from now.

Example:

Topic: Water Pollution

Scope: Polluted rivers in Havana City

Achievements and Shortcomings: What has been and has not been attained

Activity 7

Go ahead! Select one collective paper you have already done and write its abstract. (You may select one topic of your interest, collect the necessary data and write a new paper. **But remember that for this activity you have to write an abstract in English (100-120 words).**)

**Activity 7
(contd)**

Recommendation: Continue the research in Havana and other provinces

Conclusions: Level of water pollution is high. Population should be involved.

This paper deals with the problem of water pollution, its current situation, and action plans to eliminate its causes. The authors illustrate with examples of polluted rivers in Havana City and the most common pollutants found in those rivers. In addition, they present what is being done in Havana to stop water pollution. Some of the main results attained as well as shortcomings are discussed. The advisability of further research in these rivers and in neighboring provinces is recommended. Given the high levels of water pollution found in the rivers, authors call upon citizens to contribute to making Havana's rivers safe and clean.

Vocabulary:

to submit = *presentar (a la consideración de alguien)*

deadline = *plazo tope de entrega*

achievements= *logros*

shortcomings= *deficiencias*

to attain= *alcanzar*

Answer Key

Unit 1

Activity 2

- b) Topic: The Program Learning to Learn
Speaker's purpose: To make the students become familiar with the *Program Learning to Learn*, its objectives and content.
- c) 1. senior lecturer.
2. your study skills, learning strategies and command of English.

Activity 4

1. I'm going to talk briefly about...
2. In addition,
3. Now, let's begin by illustrating...

Activity 6

- b) It is mostly about study skills
- c)
- selecting relevant data and figures and jotting them down in an organized way.
 - tertiary education".
- d)
- *Una buena toma de notas significa seleccionar datos y cifras pertinentes y anotarlos de manera organizada.*
 - *"Bien, este es un ejemplo de una habilidad básica en la educación terciaria".*

Activity 8

- a)
1. by illustrating.../ for instance.../ For example.../let me give you an example...
 2. In other words.../namely...

Activity 9

- a)
1. Learn
 2. organize
 3. knowledge
 4. recognize

Activity 12

1. let me give you an example; for instance
2. Well, this is all I have to say for now

Activity 13

1. Skills in the use of computers and programming languages
2. to further develop first year undergraduate students' computing skills
3. first year undergraduate students
4. by means of descriptions, explanatory notes on several programming languages as well as a variety of interesting problem-solving activities.

Activity 15

d)

1. To draw out relevant information for a seminar, to write a term paper, seminars and other academic assignments
2. Because they can help you understand specific information, acquire knowledge and develop

professional skills, besides you can get the maximum benefit from reading.

3. Learning to predict from the title and going rapidly through the table of contents to check the organization of the book and the contents of the sections and chapters

e)

Functions	Markers
Reformulating/Clarifying	i.e
Concluding	In short

Activity 16

b) Possible answer

My assignment was to report briefly on the first chapter of the book entitled "Tips for Speaking in Public".

Well..., this chapter deals with the qualities of a good speaker such as making eye-contact with audience, speaking at a moderate speed and with a pleasant voice,

and using non-verbal language appropriately. In addition, the chapter refers to ways of controlling the audience and of using visual aids effectively during an oral presentation. The chapter ends up with a section of exercises and problem-solving activities. I would like to finish my report by recommending this chapter to all of you.

c)

Functions	Markers
Giving examples	such as...
Giving further information	In addition,...
Concluding	I would like to finish...

Unit 2

Activity 1

- b) 1. sports
2. sciences
3. study skills
4. planets
5. insects
6. flowers

Activity 2

1. Natural Disasters
2. Discoveries
3. Inventions

Activity 3

- A. Topic: Invention of the wheel
B. Topic: Sharks

Activity 4

- Excerpt 1. Elephants
Excerpt 2. Endangered species (animals and plants)
Excerpt 3. Talk: Environmental pollution
Excerpt: Air pollution

Activity 5

Uses of X rays

Activity 6

MAIN IDEAS	SUPPORTING IDEAS
<i>X rays are widely used in medicine</i>	<i>In cancer treatment, the X rays also damage nearby healthy tissues.</i>
	<i>X rays kill cancerous cells</i>
	<i>Radiographs of bones and internal organs are made using X rays.</i>
	<i>Cavities and impacted teeth are revealed using X rays</i>
<i>Industrial uses of X rays</i>	<i>to check products made of various materials.</i>
	<i>for quality control of products.</i>
<i>In research, X rays can be used by chemists and archaeologists</i>	<i>Ancient objects are examined using X rays.</i>
	<i>The arrangement of atoms in substances is analyzed using X rays.</i>

Activity 7

- a) A hurricane swept through southern Florida with devastating results some weeks ago.
- b) The entire area has been declared in state of emergency as a result of this destructive storm.
- c) In fact,...
Moreover,...
As a result of...

Activity 8

- a) Modern technology
- b) Modern technology has enabled palaeontologists to make great progress in recent years.
- c) For instance,
In addition,
Consequently

Activity 9

- b) Types of Dictionaries
- c) Dictionaries are very useful tools for university students because of the information they provide.
- d) A dictionary is a reference source in print or electronic form, listing alphabetical words with information about a particular subject or activity. The most commonly used dictionary is the “desk dictionary” which is also known as general purpose dictionary. Another kind is the “pronouncing dictionary” which deals mainly with a word’s pronunciation more than with its meaning. A third type is the “bilingual dictionary” which contains lists of words in one language and equivalent meanings in another language. Finally, there are other types including “special purpose dictionary” and “technical” ones.

Activity 10

- b) Possible answer

The benefits computers provide to our lives are invaluable, because computer users can collect, share and socialize information with people worldwide and even in real time. Moreover, computers also make some jobs faster and easier. Furthermore, some academic subjects are more attractive and challenging when presented on a computer screen. Computer Assisted Learning (CAL) has been introduced in most schools and universities. Although on-line discussions and chat rooms have “humanized” the use of computers and provide a sort of face-to-face interaction computers users miss the warmth of direct human contact, such as patting on the back to congratulate someone, shaking hands or hugging. In addition, people may develop “computer addiction” staring at a screen for long periods of time, which may result in eye damage or eye-related diseases. To sum up, computers are definitely a useful aid in our daily lives, but they can generate some health problems and cannot substitute some very personal and sociocultural habits of human behavior.

Activity 13

- Three laws of planetary motion (1600s) Johannes Kepler
- Microscope (1670s) Anton van Leewenhoek
- Uranus (1781) William Herschel
- Steam locomotive (1804) Richard Trevithick
- Telegraph (1837) Samuel F.B. Morse

Activity 14

- a) Topic: differences between an invention and a discovery
- b)

FUNCTION	MARKER
Agreeing	Do you agree? That's perfect. You're right. Absolutely.
Asking for and giving opinion	Any comments? I think...
Apologizing	Sorry.
Accepting an apology	It's OK.
Giving example	For example

Unit 3

Activity 1

a)

1. Thermometers: **concept**

are/ that: **markers**

instruments: **class**

are used to measure temperature:
characteristics

2.

The switching device: **class**

for opening and closing one or more
electrical circuits: **characteristics**

is called: **marker**

a relay: **concept**

3.

Agar: **concept**

is/that: **markers**

a jellylike substance: **class**

is obtained from certain seaweeds:
characteristics

4.

Decay: **concept**

is: **marker**

the process: **class**

by which dead animal or dead plant
matter is broken down into simple
compounds: **characteristics**

5.

A great cultural movement: **class**

that/ is referred to as: **markers**

began in Italy during the early 1300s:
characteristics

The Renaissance: **concept**

6.

Heredity: **concept**

is: **marker**

the passing on of biological
characteristics from one generation to
the next: **characteristics**

b) Posible answer

3. *El agar es una sustancia gelatinosa que se obtiene de determinadas algas marinas.*

5. *Al gran movimiento cultural que empezó en Italia en los inicios del siglo XIV se le conoce como el Renacimiento.*

6. *La herencia es la transmisión de las características biológicas de una generación a la otra.*

Activity 2

Excerpt A.

concept: Reading

class: a basic language skill

characteristics: involves conscious and
unconscious use of strategies

Excerpt B

concept: Rain forest

class: a woodland

characteristics: tall trees that grow in a
region of year-round warmth and
abundant rainfall

Activity 3

b) **Definitions:**

1. A crane is a machine that raises, transports, and sets down heavy objects.

A crane is a large bird that has long legs, neck and bill and lives in marshy areas.

2. A mold is a fungus that lives on food made by other organisms or on decaying matter or even as parasite on animals, plants, or other fungi.

A mold is a frame on or around which an object is constructed.

3. A compass is a device for determining direction. The four cardinal points of the compass are north, east, south, and west.

A compass is a tool for marking circles or arcs.

4. A spring is a natural source of water that flows from the ground.

A spring is an elastic device that recovers its original shape when released after being distorted.

c) Possible answers

1. – *Una grúa es una máquina que alza, traslada y luego coloca/sitúa objetos pesados.*
 - *Una grulla es un pájaro grande que presenta patas, cuello y pico largos y vive en áreas pantanosas/fangosas.*
2. – *El moho es un hongo que vive de alimentos elaborados por otros organismos o de la materia en descomposición o inclusive como parásitos en animales, plantas u otros hongos.*
 - *Un molde es una estructura hueca en la cual o alrededor de la cual se construye un objeto.*
3. – *Una brújula es un instrumento para determinar la dirección. Los cuatro puntos cardinales de la brújula son Norte, Sur, Este y Oeste.*
 - *Un compás es un instrumento para hacer círculos y arcos.*

4. – *Un manantial es una fuente natural de agua que emana de la tierra.*

- *Un muelle es un dispositivo elástico que recobra su forma original cuando se libera la fuerza que lo mantenía deformado.*

Activity 4

a) **Classifications:**

Musical instruments, Triangles, Anthropology, Plants, Classical Music, Plastics, Soils

Definitions:

Triangles, Classical Music, Plastics

b)

2.

Los triángulos se clasifican en tres tipos de acuerdo a la relación entre sus lados. Un triángulo escaleno es el que tiene sus tres lados desiguales. Un triángulo isósceles es el que presenta, al menos, dos de sus lados iguales. Un triángulo con los tres lados de la misma longitud se nombra triángulo equilátero.

5.

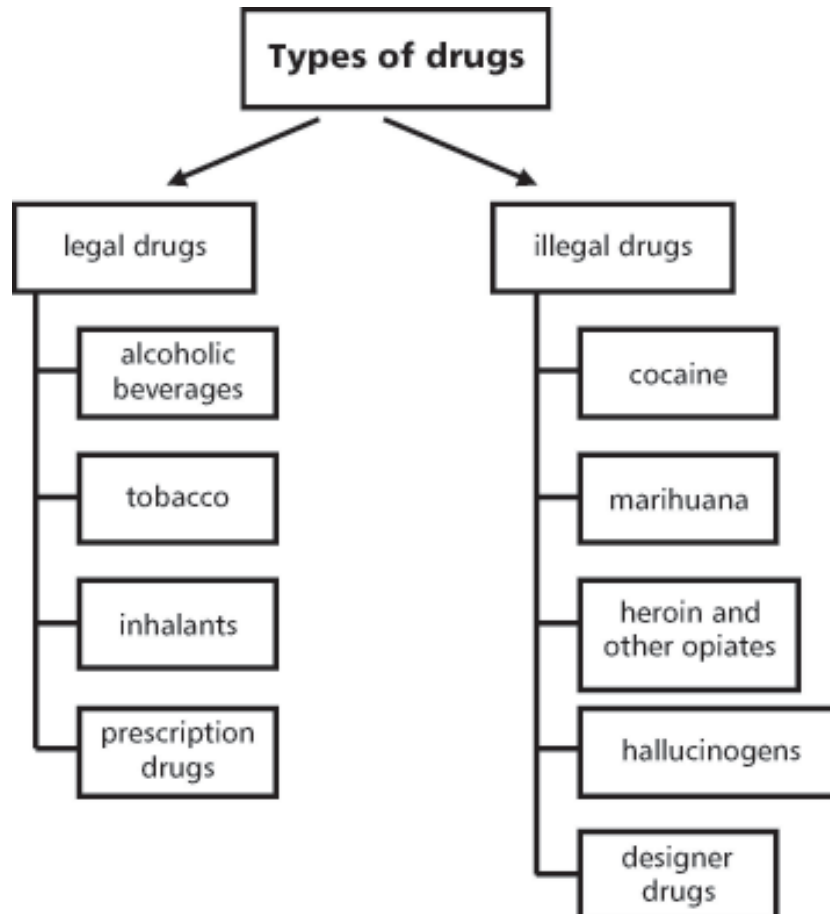
La música clásica es la música escrita esencialmente para conciertos, servicios religiosos y para ópera y ballet. Existen dos tipos de música clásica: música instrumental y música vocal.

Activity 5

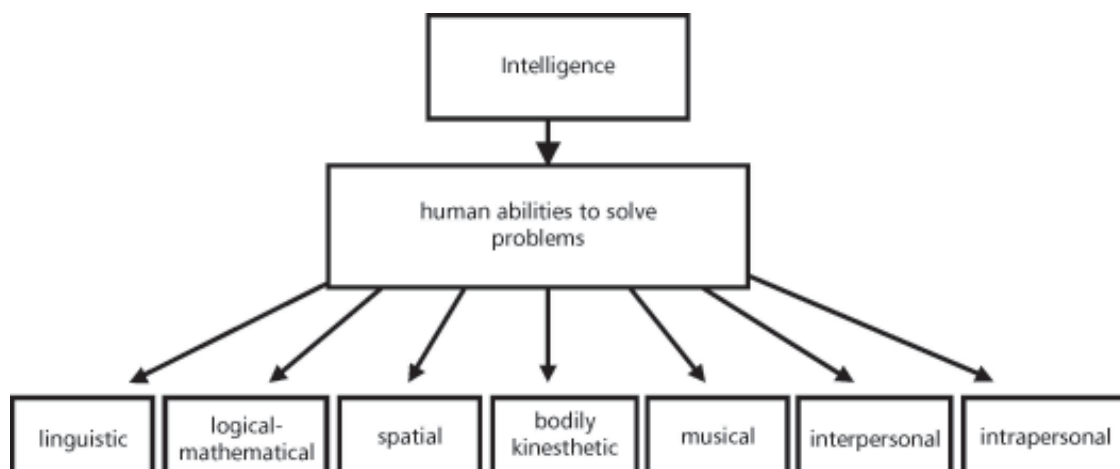
A.

Vocabulary: **designer drug** = *droga creada en laboratorio*.

Originalmente se diseñaban variando ligeramente la composición química con relación a las drogas ilegales para entonces poder ser consideradas legales. Sin embargo, ya todas las sustancias que son químicamente similares a las drogas ilegales son también consideradas drogas ilegales.



B.



Activity 6

- A. Physical description
- B. Process description
- C. Literary description
- D. Functional description

Activity 7

- | | |
|--------------|------------------------|
| A. Computers | Functional description |
| B. Water | Physical description |

Activity 9

1. A harpsichord is a stringed musical instrument resembling a grand piano with two keyboards and two or more strings for each note.
2. A planet is a large, round heavenly body that orbits a star and shines with light reflected from the star. Planets can be divided into three groups: earth-like planets (Mercury, Venus, Earth and Mars), Jupiter-like planets (Jupiter, Saturn, Uranus and Neptune) and Pluto.

Activity 10

A library is one of the most useful social services institutions entrusted with the custody or administration of collections of books, periodicals, films, recordings, computer databases, or other media, which are kept for use but not for sale. It preserves a society's cultural heritage and makes available knowledge accumulated through ages. It often develops exhibits and offers cultural programs as well.

Activity 11

- a) \neq
- b) \leq
- c) inst.& univ.
- d) UN
- e) \geq

Activity 12

- a) female education
- b) 9 in the morning
- c) About the year 3500 before Christ
- d) At historical sites
- e) More than 500 people
- f) Different volumes

Unit 4

Activity 2

1.
UNAIDS: United Nations Program on Acquire Immuno-Deficiency Syndrome
2.
Main task: to lead, strengthen and support an expanded response to the epidemic that will prevent the spread of HIV, provide care and support for those infected and affected by the disease, reduce the vulnerability of individuals and communities to HIV/AIDS and alleviate the socioeconomic and human impact of the epidemic.
3.
Ways you can access information
You can:
search for particular words by pressing the *Search* button
access publications by UNAIDS topic by pressing the *Topics* button.
access publications by series by pressing the *Series* button.
access publications by title by pressing the *Titles A-Z* button.
access publications by topic by pressing the *Index* button.

Activity 3

1. Arabic numerals
2. arrows
3. noun and noun phrases

Activity 4

ALCOHOLISM

- I. Introduction
 - A: Definition: disease in which people have an overwhelming desire for mental and physical effects of drinking alcohol.
 - B. Formal term: Alcoholic dependence
 - C: Addicts: Alcoholics
- II. Symptoms
 - A. Craving: strong need to drink
 - B. Lack of control: inability to stop drinking
 - C. Physical tolerance: need to consume increasing amounts of alcohol to feel its effects.
 - D. Physical dependence(withdrawal symptoms): shakiness, rapid heart beat, nausea, sweating and anxiety
- III. Effects
 - A. Damage to the brain, stomach, intestines, heart, liver
 - B. If alcoholics stop drinking: delirium tremens
 - C. Factor in car crashes, falls, other accidents
- IV. Treatment
 - A. Behavioral: participation in AA
 - B. Medication: tranquilizers and others

Activity 5

Possible answer

b)

SMOKING

- I. Introduction
 - A. origin
 - B. purposes
 - C. scientific evidence
- II. Chemical substances in cigarette smoke
 - A. Gases
 1. hydrogen cyanide
 2. nitrogen oxides
 3. especially carbon monoxide/ effects
 - a) prevents oxygen from reaching the brain and the heart
 - b) leads to heart diseases
 - B. Particulates
 1. Nicotine:
 - a) effects as reasons for smoking
 - invigorating
 - relaxing
 - b) health threat effects
 - raises the blood pressure,
 - increases the heart rate,
 - contracts blood vessels near the skin.
 - may contribute to the high rate of heart disease
 - is believed to contribute to the growth of several types of cancer.
 2. Tar
- III. Smoking regulations
 - A. increase protection for non-smokers
 - B. persuade smokers to smoke less or quit

Activity 6

NATURAL RESOURCES

- I. Definition: Nature's gift: actual or potential forms of wealth supplied by nature.
- II. Types
 - A. Mineral
 1. coal
 2. oil
 3. natural gas
 - B. Biological
 1. plants
 2. animals
 - C. Others
 1. Air
 2. Sunshine
 3. Water
- III. Uses
 - A. Mineral
 1. heat
 2. light
 3. power
 4. raw material
 - B. Biological: food

Unit 5

Activity 3

a)

The morality of animal experimentation/
animal research

- such research morally wrong
- trivial compared to the costs in animal suffering.
- laboratory animals are mistreated.
- other research methods can be used:
 - test tube experiments:
on bacteria
on bits of human or animal
tissue
 - the use of computer models of
living systems

without animal experimentation, they could
not continue to make significant progress
in medicine and other sciences.

- human beings and many animals
have similar organ systems and
body process
- animal suffering caused by
experimentation is minor.
- lab animals should be provided
with adequate food and shelter.
- key role played by animal
experimentation

b)

It is a balanced presentation because it
presents /deals with a series of written
statements in favour and against the idea
of animal experimentation or animal
research.

Activity 8

Speaker 2: It's true that some people have
become billionaires. But the number is very
small. The number is infinitesimal.
Statistical data show that the number of
homeless, of hungry people, of
unemployed increases every day. So,
millions of people worldwide live in fear.

Speaker 1: People should not be worried;
what we need is to make labor market
more flexible. One more thing. The planet
has become interconnected. Information
and communication technologies have
bound us together and that bond is called
progress...and you can't fight progress.
Definitely globalization presents us with
stunning possibilities and benefits.

Speaker 2: The word "flexible" really means
weakening or eliminating labor laws that
ensure workers' rights, so "flexible" labor is
labor that is cheap and easy to lay off. Let's
face it: We are witnessing a process of
neoliberal globalization, not a process of a
balanced integration of nations. No doubt,
globalization COULD present the world many
benefits IF it were a fair process aimed at
attaining real social equity and justice
worldwide. It is evident that If neoliberal
globalization becomes irrevocably in place,
it will be big business itself that will impose
rules, rules that will impoverish even more the
lives of the majority, the lives of the poor
peoples of this world,.

Moderator (to Speakers 1 and 2):
Unfortunately we do not have time for
more. Thank you both for coming to our
program.

Activity 10

Possible answer

b)

This African-American leader was Malcolm X who was one of the most influential personalities of the 50s and 60s. He transformed himself from a petty criminal into an important defender of the rights of blacks. In addition, he was an excellent speaker. Two of his strategies were firstly, to track down and study everything about the subject to be debated and secondly, to put himself in his opponents place and decide how to make an effort to win as if he were on the other side.

Unit 6

Activity 2

- a) Yes, because he has followed useful tips.
For example:
- He presents a clear and brief statement of the core content of the lecture.
 - He expresses in a condensed sentence the main topic of the lecture.
 - He presents the author's findings and conclusions.

Some markers used:

- The lecture is about...
- The lecturer defines/describes causes/consequences
- Lastly

Activity 4

- a) The depletion of the ozone layer is due to the use of chlorofluorocarbons.
- b) Chlorofluorocarbons of the type CFC-11 and CFC-12 are non-poisonous and non-flammable synthetic organic compounds which can be used as propellants in aerosol spray products. CFC's damage the environment and this can bring about several dramatic consequences. So, CFC's have been banned for most uses except in inhalers for asthma patients and in the manufacture of methyl chloroform to clean O-ring seals for the space shuttle.
- c) It is necessary to stop the use of CFC's to avoid as much as possible the destruction of the ozone layer.

Activity 6

- b) Identification of a novel coronavirus in patients with SARS

c)

Background information:

SARS has recently been identified as a new clinical entity and is thought to be caused by an unknown infectious agent.

Purpose:

To search for unknown viruses.

Scope:

Clinical specimens from patients with SARS

Methods:

Isolation of the virus in cell culture and PCR procedures

Main results:

A novel coronavirus was identified .

Conclusions:

The novel identified coronavirus might have a role in causing SARS.

Glossary

A

academic setting (n)	<i>marco, entorno académico</i>
accuracy (n)	<i>precisión</i>
achieve(v)	<i>lograr</i>
achievement (n)	<i>logro</i>
acute (adj)	<i>agudo</i>
aid (v)(n)	<i>ayudar</i>
aim at (v)	<i>apuntar a, tener como objetivo</i>
align (v)	<i>alinear</i>
allegedly (adv)	<i>supuestamente</i>
ant (n)	<i>hormiga</i>
arrangement (n)	<i>disposición, orden</i>
assay (n)	<i>ensayo</i>
assignment (n)	<i>tarea</i>
astonishing (adj)	<i>asombroso</i>
at any price (phrase)	<i>a cualquier precio</i>
at length (phrase)	<i>finalmente</i>
attain (v)	<i>lograr, alcanzar</i>
audience (n)	<i>público, auditorio, lectores</i>
award (v)	<i>otorgar</i>
ax (n)	<i>hacha</i>

B

ban (v)	<i>prohibir</i>
be aware of (v)	<i>ser/estar consciente de algo</i>
be devoted to (v)	<i>dedicado a algo</i>
be intended for (v)	<i>ir dirigido/a, a alguien/ algo</i>
be worked over (v) (slang)	<i>darle una paliza</i>
beam (n)	<i>rayo</i>
behavioral treatment (n)	<i>tratamiento de la conducta</i>
beverage	<i>bebida</i>
bind (v)	<i>unir, atar</i>
bloodstream (n)	<i>torrente sanguíneo</i>
bodily (adj)	<i>corporal</i>
body (n)	<i>cuerpo (del texto)</i>
bond (n)	<i>vínculo, lazo</i>
bow and arrow (n)	<i>arco y flecha</i>
branch (n)	<i>rama, campo (del saber, conocimiento)</i>
broad (adj)	<i>amplio</i>
burning eyes (n)	<i>ardentía en los ojos</i>

C

cadmium (n)	<i>cadmio</i>
call number (n)	<i>número en una ficha bibliográfica que se refiere a la temática</i>
carbon monoxide (n)	<i>monóxido de carbono</i>
carry out (v)	<i>realizar</i>
case study	<i>estudio de caso</i>
cast metal (n)	<i>metal fundido</i>
cataract (n)	<i>catarata (ojos)</i>
ceiling (n)	<i>techo</i>
cell culture (n)	<i>cultivo de célula</i>
challenging (adj)	<i>que supone un reto, un desafío</i>
chapter (n)	<i>capítulo</i>
chief (adj)	<i>principal</i>
chip (v)	<i>cortar</i>
chisel (n)	<i>cincel</i>
chunks (n) (of talks)	<i>parte, fragmento</i>
citizenship education	<i>educación ciudadana</i>
claim (v)	<i>reclamar</i>
clay (n)	<i>arcilla</i>
cloth (n)	<i>tela</i>
clover (n)	<i>trébol</i>
coal (n)	<i>carbón mineral</i>
coined (adj)	<i>acuñado</i>
comic strips (n)	<i>tiras cómicas</i>
command (n) (of languages)	<i>dominio</i>
compass (n)	<i>brújula, compás</i>
compound (n)	<i>compuesto (químico, orgánico)</i>
condense (v)	<i>condensar</i>
conference proceedings (n)	<i>actas de una conferencia</i>
consequently (adv)	<i>por consiguiente</i>
convert (v)	<i>convertir</i>
convey (v)	<i>expresar, transmitir</i>
copper (n)	<i>cobre</i>
core content (n)	<i>contenido medular, esencial</i>
crane (n)	<i>grúa, grulla</i>
craving (n)	<i>ansia</i>
crawl (v)	<i>arrastrarse, reptar</i>
critical thinking (n)	<i>pensamiento crítico</i>
current (adj)	<i>actual</i>
curtail (v)	<i>restringir</i>

cyanide (n)	<i>cianuro</i>
cypress (n)	<i>ciprés (árbol)</i>
D	
daisy (n)	<i>margarita (flor)</i>
dash (n)	<i>guión</i>
dates (n)	<i>fechas</i>
dazzle (v)	<i>deslumbrar</i>
deadline (n)	<i>fecha límite, plazo</i>
demanding(adj)	<i>exigente</i>
depletion (n)	<i>disminución</i>
descendant (n)	<i>descendiente</i>
devise (v)	<i>inventar</i>
dike (n)	<i>dique</i>
dirt (n)	<i>suciedad</i>
discourse (n)	<i>discurso, exposición</i>
disquieting (adj)	<i>inquietante</i>
ditch (n)	<i>zanja, cuneta</i>
dot (n)	<i>punto</i>
draw out (v)	<i>sacar</i>
drenched (adj)	<i>empapado</i>
dumpling (n)	<i>bola de masa que se come en sopas o guisos</i>

E	
egg yolk (n)	<i>yema de huevo</i>
elucidate (v)	<i>dilucidar, aclarar</i>
enable (v)	<i>posibilitar, permitir</i>
enact (v)	<i>promulgar, aprobar (ley, regulación)</i>
encompass (v)	<i>abarcar, incluir</i>
enforcement (n)	<i>cumplimiento (leyes y regulaciones)</i>
engage (v)	<i>participar, dedicarse a</i>
engraved printing (n)	<i>grabado</i>
enhance (v)	<i>ampliar, mejorar</i>
enlarge (v)	<i>agrandar, ampliar</i>
ensure (v)	<i>asegurar</i>
entrust sb with sth (v)	<i>confiarle algo a alguien</i>
entry (n)	<i>entrada</i>
episode (n)	<i>episodio</i>
equilateral (adj)	<i>equilátero</i>
equity (n)	<i>igualdad</i>
essence (n)	<i>esencia</i>
exposure (n)	<i>exposición a algo, contacto</i>
eye contact (n)	<i>contacto visual</i>

F	
fact (n)	<i>hecho</i>
fatty (adj)	<i>graso, grasoso</i>
feces (n)	<i>heces, excrementos</i>
fiber (n)	<i>fibra</i>
figures (n)	<i>cifras</i>
fillers (n)	<i>muletillas</i>
flint (n)	<i>pedernal (piedra)</i>
foreword (n)	<i>prólogo</i>
fuel (n)	<i>combustible</i>
fuller(adj comp)	<i>más completo/a</i>
furthermore (adv)	<i>además</i>

G	
gauge (v)	<i>medir, evaluar</i>
gift-wrapping (n)	<i>envoltura de regalo</i>
give account (v)	<i>dar cuenta de</i>
give rise to (v)	<i>dar origen, ocasionar algo</i>
golf course (n)	<i>campo de golf</i>
grasp (v)	<i>captar (ideas, conceptos)</i>
grasshopper (n)	<i>saltamontes (insecto)</i>

H	
hallucination (n)	<i>alucinación</i>
hazardous (adj)	<i>peligroso/a, arriesgado/a</i>
heartbeat (n)	<i>latido del corazón</i>
heavy (adj)	<i>pesado (metal), duro (música rock)</i>
herb (n)	<i>hierba</i>
hierarchy (n)	<i>jerarquía</i>
highlight (v)	<i>destacar</i>
hinder (v)	<i>obstaculizar</i>
hoe (n)	<i>azada, guataca</i>
Hooray! (interj)	<i>¡Hurra!</i>
hug (v)	<i>abrazar</i>
huge (adj)	<i>inmenso, enorme</i>
humanely (adv)	<i>humanitariamente</i>

I	
identification signal (n)	<i>señal de identificación</i>
immoderately(adv)	<i>inmoderadamente</i>
impacted (adj)	<i>impactado (diente)</i>
imply (v)	<i>implicar, suponer</i>
impose (v)	<i>imponer</i>
impoverish (v)	<i>empobrecer</i>

improve (v)	<i>mejorar, perfeccionar</i>
income (n)	<i>ingresos (monetarios)</i>
in-depth analysis (n)	<i>análisis profundo</i>
infinitesimal (adj)	<i>mínimo</i>
ingot (n)	<i>lingote</i>
inhalant (n)	<i>inhalante</i>
intelligibility (n)	<i>inteligibilidad</i>
interdependent (adj)	<i>interdependiente</i>
inward (adj)	<i>interior</i>
iron oxide (n)	<i>óxido de hierro</i>
irrevocably (adv)	<i>irrevocablemente</i>
issues (n)	<i>temas, asuntos</i>
ivory (n)	<i>marfil</i>

J

jasmine (n)	<i>jazmín</i>
joint author (n)	<i>coautor</i>
jot down (v)	<i>apuntar o anotar rápidamente</i>

K

keyboard instrument (n)	<i>instrumento de teclado</i>
kinesthetic (adj)	<i>quinesiológico (relativo a tratamientos terapéuticos)</i>

L

lack (n)	<i>falta, carencia de algo</i>
landscaper (n)	<i>paisajista</i>
largely (adv)	<i>en gran/en buena parte</i>
last (v)	<i>durar</i>
lastly (adv)	<i>por último, finalmente</i>
(the) latter (adj)	<i>el/la último/a (de varias cosas mencionadas)</i>
lawn (n)	<i>césped</i>
lay off (v)	<i>despedir (por falta de trabajo)</i>
layout (n)	<i>diseño</i>
lead (n)	<i>plomo</i>
learning strategies (n)	<i>estrategias de aprendizaje</i>
lecture (n)	<i>conferencia</i>
lengthier (adj comp degree)	<i>más prolongado</i>
lift out (v)	<i>sacar</i>

likewise (adv)	<i>asimismo, de la misma manera</i>
lily (n)	<i>lirio</i>
link (v)	<i>enlazar</i>
liver (n)	<i>hígado</i>
loam (n)	<i>marga (tipo de suelo)</i>
loom (n)	<i>telar</i>
lower atmosphere (n)	<i>atmósfera baja</i>

M

major (n)	<i>especialización, carrera universitaria (pregrado)</i>
marker (n) (linguistics)	<i>marcador</i>
massive range (n)	<i>macizo montañoso</i>
mass-produced (adj)	<i>fabricados en serie</i>
masterwork of art (n)	<i>obra maestra</i>
mastery (n)	<i>dominio</i>
measure (v)	<i>medir</i>
mere (adj)	<i>mero/a, simple</i>
mid (adj)	<i>medio/a (posición)</i>
miscarriage (n)	<i>aborto espontáneo</i>
mistreatment (n)	<i>maltrato</i>
mold (n)	<i>moho, molde</i>
molten aluminium (n)	<i>aluminio fundido</i>
moreover (adv)	<i>por otra parte, además</i>
move on (v)	<i>continuar, seguir adelante</i>

N

namely (adv)	<i>a saber, concretamente</i>
narrow down (v)	<i>reducir, descartar</i>
neglect (v)	<i>descuidar, desatender</i>
no longer (phrase)	<i>no más</i>
nonetheless (adv)	<i>no obstante</i>
nonflammable (adj)	<i>inflamable</i>
note-taking (n)	<i>toma de notas</i>
noticeable (adj)	<i>evidente</i>
notion (n)	<i>conocimiento</i>
nucleotide (n)	<i>nucleótido</i>

O

obtuse (adj)	<i>obtuso</i>
odor (n)	<i>olor</i>
on the whole (phrase)	<i>en general</i>
on-site (phrase)	<i>in situ, en el lugar</i>
ore (n)	<i>mineral metalífero específicamente del hierro</i>

outer shell (n)	<i>capa exterior</i>
outline (v)	<i>explicar</i> <i>resumidamente,</i> <i>esbozar</i>
outlook (n)	<i>punto de vista</i>
outward (adj)	<i>exterior</i>
overall content (n)	<i>contenido general</i>
oversee (v)	<i>supervisar</i>
overtly (adv)	<i>abiertamente</i>
overview (n)	<i>perspectiva general</i>
overwhelming (adj)	<i>abrumador/a</i>

P

palaeontologist (n)	<i>palaeontólogo</i>
pale (adj)	<i>pálido</i>
particulate (n)	<i>partícula</i>
pat (v)	<i>dar palmaditas (en el hombro)</i>
PCR-based random-amplification procedure (n)	<i>procedimiento de amplificación aleatoria basada en la reacción en cadena de la polimerasa</i>
perennial (adj)	<i>perenne</i>
peripheral (adj)	<i>secundario/a</i>
persuade (v)	<i>persuadir</i>
petty (adj)	<i>insignificante</i>
pleasurable (adj)	<i>placentero,</i> <i>agradable</i>
poisonous (adj)	<i>venenoso</i>
pollutant (n)	<i>agente</i> <i>contaminante</i>
polymer(n)	<i>polímero</i>
Polymerase-Chain-Reaction (PCR) (n)	<i>reacción en cadena de la polimerasa</i>
pose (v)	<i>plantear</i>
possess (v)	<i>poseer</i>
precisely (adv)	<i>precisamente</i>
preface (n)	<i>prefacio</i>
preliminary (adj)	<i>preliminar</i>
problem-solving activity (n)	<i>actividad de resolución de problemas</i>
propellant (n)	<i>propelente (en aerosol)</i>
publishing house (n)	<i>casa editora</i>
pulp (n)	<i>pulpa</i>
purpose (n)	<i>propósito</i>

Q

quest (v)	<i>buscar</i>
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R

raise (v)	<i>levantar</i>
raw material (n)	<i>materia prima</i>
reach (v)	<i>llegar a, alcanzar</i>
react (v)	<i>reaccionar</i>
reader (n)	<i>lector</i>
readily (adv)	<i>fácilmente,</i> <i>inmediatamente</i>
recall process (n)	<i>proceso de</i> <i>rememoración</i>
record (v)	<i>grabar</i>
reference source (n)	<i>fuentes de referencia</i>
refine (v)	<i>refinar</i>
regardless (adv)	<i>sin tener en cuenta,</i> <i>sin importar</i>
regret (v)	<i>lamentar</i>
release (v)	<i>liberar</i>
rely on (v)	<i>basarse en algo,</i> <i>depender de algo</i>
remain (v)	<i>permanecer</i>
remarkable (adj)	<i>extraordinario,</i> <i>excepcional</i>
remove (v)	<i>quitar, eliminar</i>
require (v)	<i>requerir</i>
resemble (v)	<i>asemejarse,</i> <i>parecerse a</i>
reside (v)	<i>residir</i>
reuse (v)	<i>usar nuevamente</i>
reveal (v)	<i>revelar</i>
rhinocero (n)	<i>rinoceronte</i>
roller (n)	<i>rodillo</i>
round up (v)	<i>hacer un resumen</i>
route (n)	<i>ruta, camino, vía</i>
rubber blanket (n)	<i>manta de goma</i>

S

scope (n)	<i>alcance</i>
screen (v)	<i>cribar, seleccionar</i> <i>rigurosamente</i>
seaweed (n)	<i>alga</i>
self-access (n)	<i>autoacceso</i>
self-regulation (n)	<i>autorregulación</i>
shakiness (n)	<i>temblor</i>
sharp (adj)	<i>agudo</i>
shield (v)	<i>proteger</i>
shortcoming (n)	<i>deficiencia</i>
shrub (n)	<i>arbusto</i>
sickle (n)	<i>hoz</i>
silica (n)	<i>sílice</i>
single (adj)	<i>solo/a</i>
sketch (v)	<i>bosquejar, esbozar</i>
slanted (adj)	<i>parcializada/o</i>

slightest (adj sup)	<i>el más mínimo</i>
smelt (v)	<i>fundir</i>
smog (n)	<i>niebla tóxica</i>
smoothly (adv)	<i>con facilidad</i>
soothe (v)	<i>calmar, tranquilizar</i>
space shuttle (n)	<i>trasbordador espacial</i>
spatial (adj)	<i>espacial</i>
spear (n)	<i>lanza</i>
spinning device (n)	<i>mecanismo para hilar</i>
spread (v)	<i>esparcir</i>
spring (n)	<i>arroyo, muelle</i>
sputum (n)	<i>esputo</i>
stare (v)	<i>mirar</i>
state (v)	<i>exponer, escribir, decir</i>
steady (adj)	<i>fijo</i>
steam (n)	<i>vapor</i>
steel (n)	<i>acero</i>
storage (n)	<i>almacenamiento</i>
storm tide (n)	<i>tempestad</i>
stress (v)	<i>enfaticar</i>
strike (v)	<i>golpear</i>
strike a balance (v)	<i>encontrar el justo equilibrio entre</i>
stringed instrument (n)	<i>instrumento de cuerda</i>
study needs (n)	<i>necesidades de estudio, de aprendizaje</i>
study skills (n)	<i>habilidades de estudio</i>
stunning (adj)	<i>sensacional, deslumbrante</i>
subjects (n)	<i>asignaturas</i>
substantiate (v)	<i>corroborar, confirmar</i>
substrate (n)	<i>sustrato</i>
successful	<i>exitoso/a, de éxito</i>
suitable (adj)	<i>apropiado</i>
sum up (v)	<i>resumir</i>
summary (n)	<i>resumen</i>
surgical technique (n)	<i>técnica quirúrgica</i>
surpass (v)	<i>sobrepasar</i>
sustainability (n)	<i>sostenibilidad</i>
syntax (n)	<i>sintaxis</i>
T	
table of contents (n)	<i>tabla de contenido, índice</i>
talk (n)	<i>conversatorio, charla</i>
tar(n)	<i>alquitrán</i>

target audience (n)	<i>público a quien va destinada una obra</i>
tectonic plates (n)	<i>placas tectónicas</i>
term-paper (n)	<i>trabajo de curso</i>
tertiary education (n)	<i>educación terciaria, educación superior</i>
test-tube (n)	<i>tubo de ensayo</i>
The Renaissance (n)	<i>Renacimiento</i>
thoroughly (adv)	<i>a fondo, rigurosamente</i>
thread (n)	<i>hilo</i>
threat (n)	<i>amenaza</i>
tip (n)	<i>consejo práctico</i>
title (n)	<i>título</i>
tranquilizer (n)	<i>tranquilizante</i>
trigger(v)	<i>provocar (una reacción, respuesta)</i>
trivial (adj)	<i>trivial, común</i>
trunk (n)	<i>trompa</i>
tulip (n)	<i>tulipán</i>
tusks (n)	<i>colmillos (de un elefante, de un jabalí)</i>

U	
underweight (adj)	<i>de bajo peso</i>
unfair(adj)	<i>injusto/a</i>
untouched (adj)	<i>intocable</i>
upper atmosphere (n)	<i>atmósfera superior</i>

V	
versatile (adj)	<i>versátil</i>
visual aids (n)	<i>soporte (de material) visual</i>

W	
wander (v)	<i>vagar</i>
warn (v)	<i>prevenir, advertir</i>
watercourse (n)	<i>curso de agua natural o artificial</i>
weaken (v)	<i>debilitar</i>
weld (v)	<i>soldar</i>
whale (n)	<i>ballena</i>
whichever (adj)	<i>cualquiera que sea, sea cual fuere</i>
wind instrument (n)	<i>instrumento de viento</i>
wipe (v)	<i>limpiar</i>
wireless (adj)	<i>inalámbrico</i>
withdrawal symptom (n)	<i>síndrome de abstinencia</i>
woodland (n)	<i>bosque</i>

Appendixes

Appendix 1

More markers in academic context

Following the structure of a text

- **To begin with**, let's explain/define ... *Para comenzar...*
- **First of all, it is important to** say/explain/state/argue/comment that... *Ante todo es importante decir/explicar...que...*
- **As a matter of fact...** *De hecho,...*
- **As I was saying...** *Como iba (les iba) diciendo...*
- **On this basis...** *Sobre esta base...*
- **It is generally accepted/estimated/believed that...** *Generalmente se acepta/estima/piensa que...*
- **Let me go back to...** *Permítanme retomar...*
- **As a result (of this)...** *Como resultado (de ello)...*
- **Thus...** *Así/De este modo...*
- **In fact...** *De hecho, en realidad...*
- **Consequently...** *Por consiguiente...*
- **First/firstly; second/secondly ...** *Primero/en primer lugar; segundo/en segundo lugar...*
- **Then...** *Después, luego...*
- **Lastly...** *Por último...*
- **Due to...** *Debido a...*
- **Though...** *Aunque...*
- **In spite of...** *A pesar de ...*
- **Instead of...** *En vez de.../En lugar de...*
- **We return to the starting point to...** *Volvemos al punto de partida para...*

For defining

- **As a general rule** X is defined as... *Por lo general ...*
- **On the whole ...** *En general...*

For describing

- **X is triangular/round in shape...** *X tiene forma triangular/redonda (es triangular, redondo/a; in the shape of a cross... en forma de cruz*
- **X is made of metal/wood...** *Es de metal, de madera...*

For negotiating and debating

We all agree that... *Todos estamos de acuerdo en que ...*

It is evident that consensus has been reached... *Es evidente que se ha llegado a un consenso...*

Who seconds this motion?... *¿Quién apoya esta moción/petición?...*

Everyone seems to agree that... *Parece que todos están de acuerdo en que...*

X maintain(s) that... *X sostiene que ...*

X assert(s) that... *X afirma que...*

I believe(s) that... *Creo que...*

X point(s) out that... *X señala que...*

X is of the opinion that... *X es de la opinión que...*

What's your view?... *¿Cuál es su opinión?/ ¿Tú que opinas?*

In my view... *En mi opinión.../A mi modo de ver...*

X argues against... *X da razones en contra de ...*

It has been suggested that... *Se ha sugerido que...*

It might be said that... *Se pudiera decir que...*

According to ... *De acuerdo con...*

One of the main arguments against/in favor of X is that...

Uno de los argumentos fundamentales en contra/a favor de X es que...

One advantage/disadvantage of X is... *Una ventaja/desventaja de X es...*

Another point against/in favor of X is... *Otro punto en contra/a favor de X es...*

What point are you trying to make?... *¿Qué estás tratando de decir?*

That was a very interesting point you made... *Lo que señaló/planteó es muy interesante...*

I'd like to make one more point, if I may... *Quisiera hacer otra observación/ señalar otra cosa, si me permiten...*

I take your point that ... *Acepto que...*

I think he has a point... *Yo creo que tiene razón/que no está tan equivocado...*

That proves my point that... *Eso me da la razón en que ...*

X is doing it simply to prove a point.... *Lo hace para demostrar que tiene razón.*

Appendix 2

Some important symbols for note-taking

@	at
OK	accepted, all right
&	and
+	more, plus
?	doubtful
=	equals/is equal to/is the same as
≠	Is not equal to/is not the same as
<	less than
-	less, minus
>	more than, greater than
#	number
/ /	parallelism
X	times
♀	female
♂	male
←	comes from, results from, is caused by
→	gives, causes, produces, leads to
↓	falls, decreases (by)
↑	rise, increase (by)
≈	approximately
#s	several/many/numerous

Some commonly used abbreviations

e.g.	for example
etc.	etcetera, and others, and so on
i.e.	that is to say, in other words
NB	<i>nota bene</i> , notice especially
No.	number
viz.	namely
govnt.	government
B.C.	Before Christ
A.D.	anno Domini
max.	maximum
w/	with
w/in	within
w/o	without
MSc.	Master of Sciences
M.A.	Master of Arts
Sc.	science
CD	compact disc

Appendix 3

On punctuation marks

Este anexo es un conjunto de orientaciones generales para el uso de determinados signos de puntuación.

1. *El punto (.) es el signo de puntuación que se utiliza al terminar una oración/idea. Al comenzar la siguiente, lo harás con letra mayúscula en cualquiera de los casos: punto y seguido, porque continúas desarrollando el párrafo, o punto y aparte porque comienzas un nuevo párrafo.*

- An X ray is any of the electromagnetic radiations of the same nature as visible radiation. It was discovered in 1895.

2. *La coma (,) es el signo de puntuación que se utiliza para denotar una pausa dentro de una oración; igualmente se utiliza para separar incisos, elementos o frases en serie, o miembros/componentes de una lista.*

- X rays are used in different fields such as in medicine, in industry, in research and others.

La coma se utiliza también para delimitar cierto segmento de información que esté en el medio o final de la oración.

- Main ideas, sometimes, are not explicitly stated.

Otro uso de la coma es al comenzar una idea con una oración subordinada, esta debe separarse de la oración principal mediante una coma.

- Although the invention of the computer was a significant technological advance of the last century, it has also given rise to some disquieting consequences.

3. *Los dos puntos (:) se utilizan para introducir elementos en serie, elementos de una lista así como cuando se desea presentar alguna instrucción, comando o información adicional.*

- Members of a group should:
 1. Negotiate solutions
 2. Listen to other people's points of view
 3. Respect other people's values

Un uso frecuente de los dos puntos es al introducir las palabras textuales o exactas expresadas por otra persona.

- At the end of the lecture he stated: "Well, we have three suggestions. Let's gauge the pros and cons of each".

4. *El punto y coma (;) se utiliza si dos oraciones están estrechamente relacionadas en contenido o si mantienen entre sí una relación de causa y efecto. También se utiliza para separar segmentos más complejos de una lista o serie dentro de una misma oración.*

- A law on health problems has already been passed; owners must clean up after their domestic animals. (*Estrechamente relacionadas*)
- Mr. Robinson has been trained for more than four months; he shouldn't have any trouble. (*Causa y efecto*)

Otro uso del punto y coma es al unir oraciones mediante palabras relacionantes, colocando el punto y coma delante y la coma después.

- Computers are useful in many branches of modern life but they often hinder social interaction; **therefore**, computers show advantages and disadvantages to be taken into account.
5. *Las comillas (“...”)* se utilizan para indicar las palabras exactas expresadas por alguna persona. También se utilizan para realzar un término o palabra en un contexto dado.
- We were really amazed when he said: “This is the best group I have ever had”.
 - In general, these studies concluded that older learners almost inevitably show a noticeable “foreign accent”.

Tapescripts

Unit 1

Activity 2

TALK 1 INTRODUCTION

Good morning. Um... My name's Sheila Morgan. I'm the Senior Lecturer in the Program *Learning to Learn*. The purpose of this first meeting is to make you become familiar with the program..... So ... I'm going to talk briefly about its objectives and content. This program aims at enhancing... that is... at improving..., your study skills.... Um...Are you familiar with the term "study skills"? Yes? Good! In addition, this program has a peculiar feature, a specific characteristic... because... it aims at enhancing your study skills and learning strategies... using **English** (stressed) as the language of instruction. In fact... while taking this program you will be engaged in learning to learn... and..., at the same time, you will be practicing English all the time. So, this is good news, isn't it? Two important subjects in one! Now, let's begin by illustrating....(fades)

Activity 6

TALK 1 PART 1

Now, let's begin by illustrating a central content in the program: study skills. Good study skills are essential to be a successful university student. Take, for instance, note-taking. Good note-taking provides a valuable opportunity to actively participate in the learning process. It greatly increases your ability to concentrate and provides vital help in the recall process. For example, when taking notes, say, from... Um...from a lecture, a seminar, a talk or a presentation, you should select relevant points, ideas, dates and figures to be remembered. In other words, you need to choose **What** to write down. So... learning to omit irrelevant data will help you learn what needs to be jotted down, namely, the words and figures that are essential for understanding an idea. Furthermore, good note-taking also implies organizing your notes in an orderly manner.... Well, this is an example of an essential study skill in tertiary education. You will have, of course, several lessons devoted to study skills. Now, let me give you an example related to learning strategies...

Activity 9

TALK 1 PART 2

Now, let me give you an example related to learning strategies. Take, for instance, the learning strategies that are most needed in Distance Education Courses. These courses are popular but they are demanding since they require self-study. Therefore, to successfully complete these courses, students must employ certain learning strategies. Four learning strategies will be discussed. They are:

1. Learn how to concentrate.
2. Learn how to organize your time.
3. Learn how to access knowledge and information.
4. Learn how to recognize your most natural learning style - that is, be aware whether you learn best by reading, listening, through discussions or some other style.

These strategies are useful, of course, for all fields of study, and for all types of university courses, not only for distance education. This semester you will have the opportunity of developing the skills and strategies you need to succeed in your studies, and... the opportunity of improving your English. Well... this is all I have to say for now. It's time to put words into action. Please, get into groups of ... (fades)

Activity 16

Talk 2. Tips for Speaking in Public

My assignment was to report briefly on the first chapter of the book entitled "Tips for Speaking in Public". Well... This chapter deals with the qualities of a good speaker **such as**: making eye-contact with the audience, speaking at a moderate speed and with a pleasant voice and using non-verbal language appropriately. **In addition** it refers to ways of controlling the audience and of using visual aids effectively during an oral presentation. The chapter ends up with a section with exercises and problem-solving activities. Um... I would like to finish my report by recommending this chapter to all of you.

Unit 2

Activity 4

Excerpt 1

Elephants are the second largest animals on our planet. Only some kinds of whales are larger. The elephants are also the second tallest members of the animal kingdom. Only giraffes are taller. Elephants are the only animals that have a nose in the form of a long trunk, which they use as a hand. They have larger ears than any other animal, and their tusks are the largest teeth in the animal kingdom.

Excerpt 2

Thousands of species of animals and plants are endangered, that is, they are threatened with extinction. The number of endangered species increases each year. Endangered animals include blue whales, some kinds of crocodiles, giant pandas, orangutans, rhinoceroses, leopards, tigers, and cranes. Endangered plants include some types of clover, snakeroot, Santa Cruz cypress, and many species of cactus.

Excerpt 3

The chief types of environmental pollution include air pollution, water pollution, soil pollution, pollution caused by solid waste and hazardous waste, and noise pollution. First, let's talk about air pollution which is the contamination of the air by such substances as fuel exhaust and smoke. It can harm the health of plants and animals and damage buildings and other structures. According to the World Health Organization, about one-fifth of the world's people are exposed to hazardous levels of air pollutants. Secondly....(fades)

Activity 14

Group discussion

Andrés: Well, my impression is that the video is good... but there's some important information missing. The video does not make a clear distinction between inventions and discoveries. Do you agree?

Benny: Yes, you're right. It is not enough showing great inventions and discoveries throughout history. I think the distinction is a key point that has to be mentioned from the very beginning.

Cindy: Absolutely. Are we going to begin with that idea then?

Daniela: Um.. I like that, because I have found interesting information that could perfectly be part of the introduction. Listen:

"An invention differs from a discovery, but they are closely related. A discovery occurs when something that exists in nature is observed or recognized for the first time. An invention is the creation of something that never existed before". For exam... (Cannot finish the idea)

Andrés:(interrupting) Yes, we could include that, and then give more examples of...(Cannot finish the idea)...

Cindy: Wait for your turn Andrés, please. Let Daniela finish her idea.

Andrés: Sorry...

Daniela: It's OK. As I was saying, an example that clearly explains the difference between an invention and a discovery is the following: People **discovered** fire, but they **invented** the match to start a fire.... Any comments?

Benny: That's perfect. You're a genius!

Unit 3

Activity 2

A. To begin with, I would say that reading is a basic language skill which involves conscious and unconscious use of strategies. It is important to understand that it goes beyond the mere recognition of letters, words and sentences in print, since it comprises understanding, drawing out and processing information.

- B. A woodland of tall trees that grows in a region of year-round warmth and abundant rainfall is called a rain forest. Located in a belt of 33 countries, almost all rain forests lie at or near the equator. Unfortunately, more than half of the tropical rain forests have disappeared in the past fifty years.

Activity 3

Example:

A: What's a heavy metal?

B: A heavy metal is a chemical element that is highly poisonous such as copper, bismuth, lead and mercury.

A: Yes, but heavy metal is also a type of rock music that features strong electric guitar solos over a steady even beat.

Definitions:

1. A crane is a machine that raises, transports, and sets down heavy objects.
A crane is a large bird that has long legs, neck and bill and lives in marshy areas.
2. A mold is a fungus that lives on food made by other organisms or on decaying matter or even as parasite on animals, plants, or other fungi.
A mold is a frame on or around which an object is constructed.
3. A compass is a device for determining direction. The four cardinal points of the compass are north, east, south, and west.
A compass is a tool for marking circles or arcs.
4. A spring is a natural source of water that flows from the ground.
A spring is an elastic device that recovers its original shape when released after being distorted.

Activity 4

d)

1. Triangles are also classified by their angles into three types: acute triangles, obtuse triangles, and right triangles.
2. Plants are classified into three types according to their growing cycle: annuals, biennials, and perennials.
3. According to texture, soils are classified into clays, sands and loams.

Activity 5

- A.** Now, let's move on to drug abuse. Drug abuse is the nonmedical use of a drug that interferes with a healthy and productive life. There is abuse of legal drugs and abuse of illegal drugs. Legal drugs include alcoholic beverages, tobacco, inhalants, and prescription drugs. On the other hand, illegal drugs include cocaine, marijuana,

heroin and other opiates, hallucinogens, and designer drugs. Some of these drugs can be obtained legally with a prescription, but they are most often sold and used illegally...

- B. The notion of intelligence has been studied by researchers since ancient times, when the mind was believed to reside somewhere in the heart, the liver, or the kidneys. Intelligence was thought of as one single capacity for solving problems. In more recent times, however, theories of intelligence have evolved. For example, Gardner's theory of multiple intelligences is one of the better known theories in this field. According to the range of abilities human possess to solve problems, Gardner groups intelligence in seven categories: linguistic intelligence, logical-mathematical intelligence, spatial intelligence, bodily-kinesthetic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence.

Activity 7

- A. It is generally agreed that computers are one of the most far-reaching and widely helpful inventions of the 20th century. They can handle information with astonishing speed, solve lengthy mathematical problems in seconds, and do a wide variety of other tasks. They are used in business, education, government, industry, science, and the home. For instance, astronauts use computers to keep their spaceships on course. In fact, many of the extremely complex activities of an outer space expedition could not be carried out without the accuracy provided by computers.
- B. Well, you know that water is the most common substance on earth, since it covers more than 70 per cent of the earth's surface. It fills the oceans, rivers, and lakes, and is in the ground and in the air we breathe. Water is also the only substance on earth that is naturally present in three different forms—as a liquid, a solid (ice), and a gas (water vapour or steam).

Activity 8

b)

Student A: There are two processes for recycling paper depending on the type of paper. The first process, for recycling box and corrugated paper and medium and high-grade office paper, is as follows: First, the paper is put in hot water under alkaline conditions and pulp is obtained. Then, the pulp undergoes various screenings and washings and the fiber is ready for reuse.

Student B: The second process, for recycling newspapers, magazines, and other printed materials includes special chemical treatment. To begin with, a dispersed pulp is obtained from extensive washings over screen. Next, chemicals and air are added to the dispersed pulp and the ink particles rise to the surface of the pulp. Finally, the ink particles are removed and the fiber is ready for reuse.

Activity 15

Lecture on *Cholesterol* (excerpts)

This afternoon I will talk about a worldwide health problem...., the increasing number of patients suffering from cholesterol disorders. To start, let me ask you a question: Does the body need cholesterol? Well... Those of you who said YES... are right.

What is cholesterol? ... It's a white, fatty substance that the body uses to build cell membranes and to produce vitamin D and certain hormones. The human body produces cholesterol... this substance also enters the body in food. For example, ...meats, egg yolks, and milk products, such as butter and cheese, contain cholesterol. Such organs as brain and liver contain much cholesterol. Cholesterol is carried through the bloodstream in large molecules called lipoproteins.

Let's have a look at this diagram...There are two chief types of cholesterol-carrying lipoproteins: low-density lipoprotein and high-density lipoprotein. Cholesterol in the blood can be divided, as you can see, into two types: LDL-cholesterol or HDL-cholesterol, depending on which lipoprotein carries it. LDL can be found in the wall of heart arteries, and high levels of it in the blood are a primary cause of heart attacks. That's why LDL cholesterol is called "bad" cholesterol. On the other hand, HDL cholesterol is known as "good" cholesterol because a high level seems to protect against heart attack.

Treatment of "bad" cholesterol consists of first reducing the amount of saturated fat and cholesterol in the diet. Regular aerobic exercises, that is, exercises designed to promote the supply and use of oxygen in the body, such as bicycling, jogging, fast walking and even dancing, can further lower the cholesterol level. Medication should be considered only for people who have been unable to control their cholesterol with diet and exercising.

Medications to reduce cholesterol levels and the risk of heart disease include *Policosanol*, a drug produced by the Cuban pharmaceutical industry that has been recognized by leading international medical institutions as one of the most effective of its kind. This opinion has been endorsed by health authorities in the USA who regret that US patients cannot benefit from this drug because the blockade imposed on Cuba bans the import of the Cuban drug into the United States...

Unit 4

Activity 6

Today we are going to talk about natural resources. So, let's begin with a definition. Um... Natural resources can be defined as nature's gifts; that is, those actual or potential forms of wealth supplied by nature. Natural resources include mineral resources and biological resources, as well as air, sunshine, and water.

Let's first talk about mineral resources and then we'll move on to biological resources. No doubt, mineral resources are extremely important to modern living. They include

coal, oil, and natural gas which provide heat, light, and power. They also serve as raw materials for making finished goods, such as cars, plastics, and refrigerators. However, biological resources are the most important natural resources because they include plants and animals. All the food we eat generally comes from plants or animals. Notice that both mineral and biological resources..... (fades)

Unit 5

Activity 3

... Some people call for an end to all animal experimentation. They believe either that such research is morally wrong or that benefits gained by animal research are trivial compared to the costs in animal suffering. Other people accept the need for such experimentation in medical and other scientific research but oppose animal testing of products considered superfluous, such as cosmetics and perfumes. Many people argue for stricter laws to prevent mistreatment of laboratory animals. Critics of animal experimentation also believe that scientists should more thoroughly investigate other research methods. These methods include test-tube experiments on bacteria or on bits of human or animal tissue, and the use of computer models of living systems.

Most scientists, on the other hand, argue that without animal experimentation they could not continue to make significant progress in medicine and other sciences. Human beings and many animals have similar organ systems and body processes. Scientists claim that the animal suffering caused by experimentation is minor. They also point out that although other types of experiments are used whenever possible; such experiments are not always adequate. For example, testing a drug on isolated tissues or organs will not show how the drug affects the body as a whole. Scientists agree that lab animals should be treated humanely and they should be provided with adequate food and shelter. If necessary a committee should be set up to oversee the use and care of them. Most scientists stress that animal experimentation has played a key role in many major medical advances, including the development of antibiotics, vaccines, and surgical techniques, among others.

Activity 4

Student A: I think the Dominican Republic would be a good choice because we have strong historical links with this country. We share many traditions and cultural aspects. It's true we don't have much information in our hands, but I think it won't be difficult to collect the information we need.

Student B: That's not a bad choice, but remember that I have already collected a lot of information about Puerto Rico for my term paper. I am willing to share it with you. I believe it will be more convenient to all because you can then just concentrate on some more specific details and facts that I haven't covered. Let's remember that Cuba and Puerto Rico are "the two wings of a bird".

Student C: Both the Dominican Republic and Puerto Rico have strong historical and cultural ties with Cuba, and no doubt either country will give us the opportunity to make a good presentation. However, a lot has been already said about them and their relation with Cuba. Why not choose Jamaica? We also have strong historical bonds with this sister island. I need only to mention the time spent by Marti and Maceo in Jamaica. In addition, many Cubans are direct descendants of Jamaicans...and... collecting information from Jamaican sources can give us additional practice in English.

Activity 6

Speaker 1: Let's begin by defining globalization. I would define globalization as the freedom for companies to invest where they want, when they want, to produce what they want. In my opinion—one which is shared by many business and political leaders—business should make profits without interference from government rules and regulations. If business is free to make profits in any way it wants, the free market will fulfil everyone's needs by producing what people will pay for.

Speaker 2: It has been asserted that business should be free of restrictions imposed by governments. At first sight it may sound reasonable. Everyone wants more freedom. But let's give this idea a second look. The government rules and regulations that are allegedly curtailing such "freedom" are precisely the ones that help save our people's jobs, help our local business to survive against foreign competition and protect the environment for our children and grandchildren.

Speaker 1: Let's not confuse ourselves. Restrictions are restrictions. If you regulate, you are limiting freedom. We can no longer hide in our little towns, our provinces, our little cities, our little businesses. We cannot continue to think small. Globalization will lift millions of people out of poverty. A lot of people are getting richer in the big picture....

Activity 9

Speaker 2: It's true that some people have become billionaires. But the number is very small. The number is infinitesimal. Statistical data show that the number of homeless, of hungry people, of unemployed increases every day. So, millions of people worldwide live in fear.

Speaker 1: People should not be worried; what we need is to make labor market more flexible. One more thing. The planet has become interconnected. Information and communication technologies have bound us together and that bond is called progress...and you can't fight progress. Definitely globalization presents us with stunning possibilities and benefits.

Speaker 2: The word "flexible" really means weakening or eliminating labor laws that ensure workers' rights, so "flexible" labor is labor that is cheap and easy to lay off. Let's face it: We are witnessing a process of neoliberal globalization, not a process of a balanced integration of nations. No doubt, globalization **could** present the world many benefits IF it were a fair process aimed at attaining real social equity and justice worldwide.

It is evident that If neoliberal globalization becomes irrevocably in place, it will be big business itself that will impose rules, rules that will impoverish even more the lives of the majority, the lives of the poor peoples of this world,.

Moderator (to Speakers 1 and 2): Unfortunately we do not have time for more. Thank you both for coming to our program.

Activity 10

In my lecture today I will refer to another important figure in the Civil Rights Movement in the USA: Malcolm X (1925-1965). There is no doubt that he was one of the most influential African American leaders of the 50s and 60s. Um...A remarkable fact about his life is that he transformed himself from a petty criminal into an important defender of the rights of blacks. In fact, Malcolm X developed into an excellent speaker. To illustrate this I will refer to something he wrote in his autobiography, and I quote:

“I’ve told how debating was a weekly event there, at the Norfolk prison colony. My reading had my mind like steam under pressure. Some way, I had to start telling the white man about himself to his face. I decided I could do this by putting my name down to debate...Once my feet got wet, I was gone on debating. Whichever side of the selected subject was assigned to me, I’d track down and study everything I could find on it. I’d put myself in my opponents’ place, and decide how I’d try to win if I had the other side: I’d figure a way to knock down all those points”. End of quote... This interesting passage shows....(fades)

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