

ENGLISH 3: Unit 1

Core English Program: 203203

Jiraporn Sangarun, Ph.D.

School of English

Suranaree University of Technology

Name Number.....

Group..... Number in the group.....

Unit 1

Information Technology

In this unit, you will do the following four tasks

- ❖ Read academic texts
- ❖ Write a contrastive paragraph
- ❖ Listen to introductory remarks, a conversation, and an academic lecture
- ❖ Present a verbal summary of a short passage

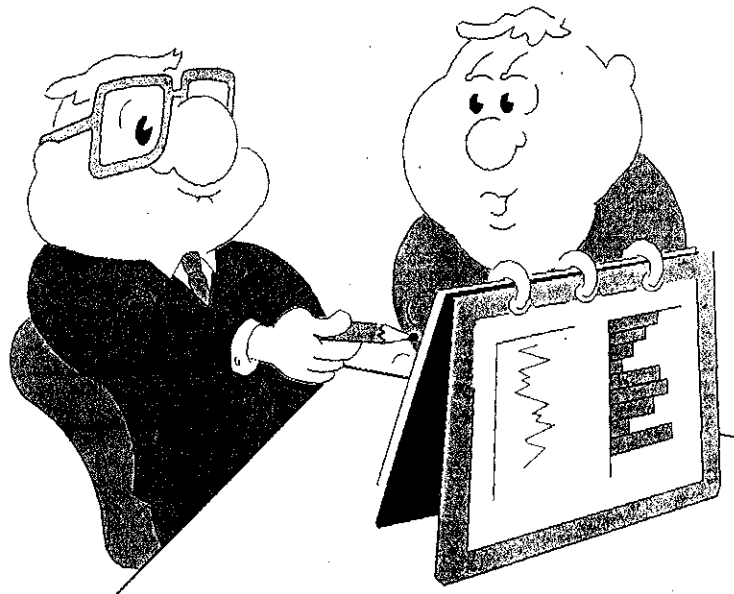
Unit 1

Information Technology

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- ❖ Write a contrastive paragraph
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- ❖ Present a verbal summary of a short passage

Task 1: Read academic texts





Reading strategy 1: Are you an effective reader?



Being able to read effectively is critical to the success of university students. The reading tasks in this English 3 course aim to help you improve your reading abilities. Before proceeding to the reading tasks, you should first find out whether you are effective readers. Read the following two sets of characteristics and decide which one best match your reading style.

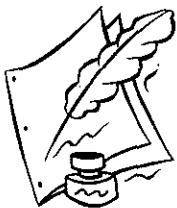
When I read, I

- Set specific reading purpose before reading.
- Adjust reading strategies and reading speed according to reading purpose.
- Predict and ask questions about a text before reading it.
- Read critically. Question information or ideas in texts.
- Preview an article before reading it closely.
- Do not read every word.
- Relate the reading text to my own knowledge and experiences.
- Do pleasure reading.

When I read, I

- Start reading without a specific purpose in mind.
- Read all reading texts the same way and the same speed.
- Make no prediction and ask no questions about a text before and while reading it.
- Accept all information or ideas in texts as true.
- Memorize phrases and sentences in the text.
- Read every word.
- Read only when I am assigned to do.

Do you think which ones are the characteristics of effective readers? Are you an effective reader? Write a short paragraph telling what you should do to become an effective reader.



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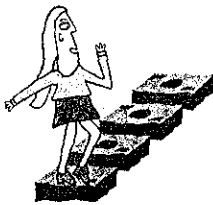


Reading strategy 2: SQ3R Reading Method

To help you improve your skills for reading academic texts, this English 3 course will also introduce you to the SQ3R reading method. Using this method will effectively help you read, understand, and remember academic articles or texts not just for your reading for the English 3 course, but also your reading of English or Thai articles or textbooks for other subjects. The SQ3R method has five steps:

1. **S**urvey
2. **Q**uestions
3. **R**ead
4. **R**ecite
5. **R**evision

Each of these steps will be discussed in the following sections (<http://www.arc.sbc.edu/sq3r.html>).

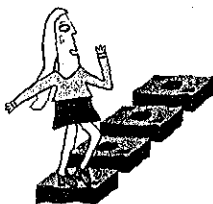


Step 1: Survey

You should first survey the text to get its overview, to know what material the articles or texts contain, and/or to check whether it contains the material you want.

To survey a reading text looking at:

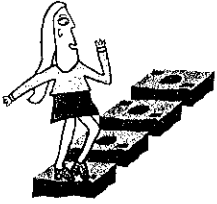
- Title, headings, and subheadings
- Pictures, charts, graphs, maps, and other visual materials
- Bold or italicized prints
- Introductory and concluding paragraphs
- First and last sentences in each paragraph
- End-of-chapter questions, or reading questions



Step 2: Questions

After surveying, you should form questions about the text you will read. This will set the purposes of your reading. To form the questions do as follow:

- Turn the title, headings, and/or sub-headings into questions
- Form questions based on Pictures, charts, graphs, maps, and other visual materials
- Write questions you want the text to answer
- Look at end-of-chapter questions, or reading questions.



Step 3: Read

After forming question, you read the text:

- Read one section or one paragraph at a time
- Separate main ideas from supporting details. Don't be bogged down with the details. Use the details to help you understand the main ideas, but don't expect yourself to memorize every details provided in the chapter.
- Read selectively and look for the answers of the questions you have formed, and answer them in your own words



Step 4: recite

To ensure that you can recall the text, you should do as follows:

- Say each question out loud and answer it verbally
- Underline/highlight important points
- Summary the text in your own words or made a summary diagram

Notes. In English 3, you will not practice reciting. As a result you should practice reciting when you read your text books, English or Thai, for other subjects.

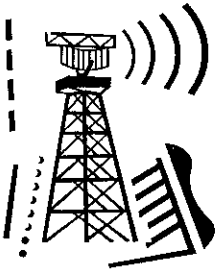


Step 5: Review

To review do as follows:

- Using your notes, mentally go through the material within 24 hours of covering it
- Review again after one week
- Review approximately once a month until your exam

Notes. In English 3, you will not practice reviewing. As a result you should practice reciting when you read your text books, English or Thai, for other subjects.



Text 1: Analog and Digital Systems

Pre-task 1: Work in pairs to find how much you know about the analog and digital systems. Then note it down in the following table.

Analog systems	Digital systems
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Pre-task 2: Vocabulary preview

Here are some words you will see in the reading text. Work in groups of four to (1) read English meanings of some words and then write their Thai meanings; and (2) find the meanings of some words from their contexts.

Paragraph 1

Words	English meanings	Thai meaning
particle	A minute portion of matter; the smallest perceptible part of an aggregation or mass	.....
amplitude	The maximum extent of vibration or oscillation from an equilibrium position; the maximum extent of deviation from the mean value of an alternating electrical signal or other oscillatory phenomenon.	.....

Context clues: Find the meanings of the following words from their contexts.

Words	Meanings	Clues/Types of clues*
matter (n) (L2)
alternative (adj) (L2)
photon (n)(L5)

Notes: Types of clues are: (1) Definition; (2) Explanation; (3) Compare or contrast; (4) Illustration; (5) Word parts; and (6) Personal experiences

Paragraph 2

Words	English meanings	Thai meaning
apply (v)	Put <i>to</i> a special use or purpose; devote, appropriate, <i>to</i> ; use in special reference <i>to</i>.	.....
handle (v)	Manage, direct, control, cope with, (a thing or person).	.....
pulse (n)	A single vibration or wave.	.....
variety (n)	A number <i>of</i> things, qualities, etc., different or distinct in character	.....
apply (v)	Use, put to use, employ, utilize, administer, exercise, put into practice, bring into effect/play, bring to bear	.....
means (n)	An instrument, agency, method, or course of action, by which some object is or may be attained, or some result is or may be brought about. Formerly also, a condition permitting or conducing to something, an opportunity.	.....
contrast (v)	Distinguish, differentiate, discriminate	.....
gear (n)	Wheels working upon one another by means of teeth etc.	.....
oscillation (n)	The action of oscillating; (esp. <i>Sci.</i>) a single movement to and fro	.....

Context clues: Find the meanings of the following words from their contexts.

Words	Meanings	Clues/Types of clues*
deal with (v) (L1)
traditional (adj) (L2)
attach to (v)(L5)
display (v)(L6)
readout (v)(L6)

Paragraph 3

Words	English meanings	Thai meaning
device (n)	utensil, tool, piece of equipment/apparatus, apparatus, instrument, machine, contrivance, contraption, invention; ¹	.....
revolution (n)	drastic change, radical alteration, complete shift, metamorphosis, sea change, upheaval, upset, transformation, innovation, reformation	.....

Paragraph 3

Words	English meanings	Thai meaning
-------	------------------	--------------

Context clues: Find the meanings of the following words from their contexts.

Words	Meanings	Clues/Types of clues*
refer to (v)(L2)
based on (v)(L2)

Paragraph 4

Words	English meanings	Thai meaning
incorporate (v)	Combine or unite into one body or uniform substance; mix together.	.....
wire (n)	Metal wrought into the form of a slender rod or thread, formerly by hammering, now by rolling or usu. by the operation of wire-drawing, and used in fastenings, ornamentation, electric circuitry, delicate mechanisms, etc.	.....
store (v)	Retain (data or instructions) in some physical form that enables subsequent retrieval; transfer <i>into</i> a store or storage location.	.....
communicate (v)	Retain (data or instructions) in some physical form that enables subsequent retrieval; transfer <i>into</i> a store or storage location.	.....
degradation (n)	Lowering in character or quality; moral or intellectual debasement.	.....
worthless (adj)	Valueless, of little/no financial value, rubbishy, trashy	.....
original (adj)	Innovative, innovatory, inventive, new, novel, fresh, creative, imaginative, resourceful, individual, ingenious, unusual	.....

Context clues: Find the meanings of the following words from their contexts.

Words	Meanings	Clues/Types of clues*
aid (v) (L3)
convert (v) (L4)
apparent (adj)(L6)
generation (n)(L6)
identical (adj)(L9)

Paragraph 5

Words	English meanings	Thai meaning
series (n)	A number or set of material things of one kind ranged in a line, either contiguously or at more or less regular intervals; a continued spatial succession of similar objects	.....
magnetize (v)	Make magnetic; induce magnetism in.	.....

Paragraph 5

Words	English meanings	Thai meaning
location (n)	A site, a place	.....
represent (v)	Exhibit or reproduce in action or show; perform or produce	.....

Context clues: Find the meanings of the following words from their contexts.

Words	Meanings	Clues/Types of clues*
theoretically (adv) (L5)
error (n) (L5)
apply (v)(L6)
ensure (v)(L6)

Paragraph 6

Words	English meanings	Thai meaning
case (n)	An instance of a thing's occurrence, a circumstance, a fact	.....
boost (v)	Amplify (an electrical signal); raise (voltage etc.)	.....
scramble (v)	Mix up, jumble, tangle, throw into confusion, disorganize	.....
advantage (n)	Benefit, asset, good point, boon, blessing	.....
equipment (n)	Tools, tackle, stuff, apparatus, baggage, luggage, outfit, furniture	.....

Context clues: Find the meanings of the following words from their contexts.

Words	Meanings	Clues/Types of clues*
twin (adj) (L3)
Byproduct (n) (L5)

Analog and Digital Systems



(1) In the world of physics, the universe is seen to be made up of energy and matter. These can both be treated in two alternative ways: as waves, or as particles. Light, for example, travels in the form of light waves, but it is also true to say that it travels in the form of particles called photons. We measure waves their amplitude, and their frequency – but we count particles.

(2) These two quite different ways of dealing with the physical universe apply also to information handling. In the traditional

telephone system, for example, the electrical information that carries the speech travels in the form of waves, whereas in modern communication systems it travels in the form of pulses (of electron particles). Kitchen scales of the traditional variety measure the weight of food by means of a pointer attached to a spring inside the scale; electronic scales, in contrast, carry out the task by counting, and displaying the result on a digital readout. Traditional watches use a system of gears to measure the passage of time, whereas digital watches work by counting the oscillations of a quartz crystal.

(3) We could give many other examples contrasting these two kinds of information – handling devices. The first type of device is referred to as analog, the second as digital (since it is based on counting numerical digits). One of the major effects of the information revolution has been to replace our many analog systems with digital ones. So we hear much today of the new digital audio systems, digital TV. Digital communications systems, and so on.

Systems Change

(4) There are two main reasons for this change:

1. Microchips, and therefore the devices that incorporate them, handle information in digital form. So if you want to use computers to aid the production of music for example you must first convert the sound waves to digital electrical pulses in a wire.
2. Digital information can be stored and communicated without any degradation, whereas analog information degrades. This degradation is very apparent when you make several generations of copies of an audio tape. Eventually, the quality becomes so poor that the copy is worthless. Compare this to information in digital form, for example data stored on a computer disk. You can make as many generations of copy as you like, and the final disk is still identical to the original.

(5) The information in the case of the computer disk is stored as a series of magnetized spots on the disk. A particular location is either magnetized (representing the digit 1) or not magnetized (representing the digit 0). When you copy a disk, an identical series of 1s and 0s is produced on the copy there is no possibility of a '1' being degraded to 0.99, as there is in an analog system. And although it is theoretically possible for a '1' to be copied to a '0' in error; various checking techniques can be applied to ensure that this does not happen.

(6) In the case of communications systems, digital data will degrade if the signal travels for a long distance without boosting. In this case the message may be completely scrambled an effect that is sometimes observed with elect, for example. Digital systems, then, offer the twin advantages of computer control and high quality, that's why audio, video, communications, and other systems are all going digital. An important by product is that all forms of information, whether the same equipment can handle image, sound, or data.

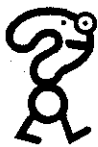


Reading-task 1: Survey

Survey the text and fill in Table 1. Try to put a time limit of 3-5 minutes on your surveying.

Table 1

Text	Availability		Details
	Yes	No	
Title		
Headings, sub-headings		
Visual material (pictures, graphs, etc.)		
Bold or italic letters		



Reading-task 2: Question

Form questions for the "Analog and Digital" text. Then write them in Table 2.

Table 2

Guidelines	Questions
Turn the title, headings, and/or sub-headings into questions
Write the questions you want the text to answer.



Reading-task 3: Detailed reading

Read each paragraph and fill in the following tables. The first paragraph has been done for you.

Table 3

The whole text

Topic:
Thesis statement:
The writer's purpose:

The 1st paragraph

Topic: Energy and matter
Topic sentence or main idea: The universe is seen to make up of energy and matter.
MJ 1: Energy and matter can be treated as waves and particles
MN 1: examples: light travels as waves and particles(photon)
MN 2: We measure waves (amplitude), but we count particles (photon).
Concluding sentence: none
Paragraph organization: explanation
Information type:✓.....Fact;Opinion

Note. 1. Paragraph organizations: narration, description, explanation, definition, exemplification, classification, comparison, contrast, cause and effect, argumentation
 2. MJ = Major support; MN = Minor support

The 2nd paragraph

Topic:
Topic sentence or main idea: The two ways apply to information handling.
MJ 1: Contrast traditional telephone system (waves) with modern communication system (waves)
MJ 2: Contrast.....
MJ 3: Contrast.....
Concluding sentence:
Paragraph organization:
Information type:Fact;Opinion

The 3rd paragraph

Topic:
Topic sentence or main idea: We could give many other examples contrasting these two kinds of information handling.
MJ 1:
MJ 2:
MN 2.1:
Concluding sentence:
Paragraph organization:
Information type:Fact;Opinion

The 4th paragraph

Topic:
Topic sentence or main idea:
.....
MJ 1:
 MN 1.1: example: sound waves must be converted to digital electrical pluses.
MJ 2:
 MN 2.1: example: information on audio tapes degrade while information on computer disk does not.
Concluding sentence:
Paragraph organization:
Information type:Fact;Opinion

The 5th paragraph

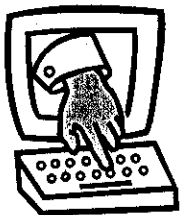
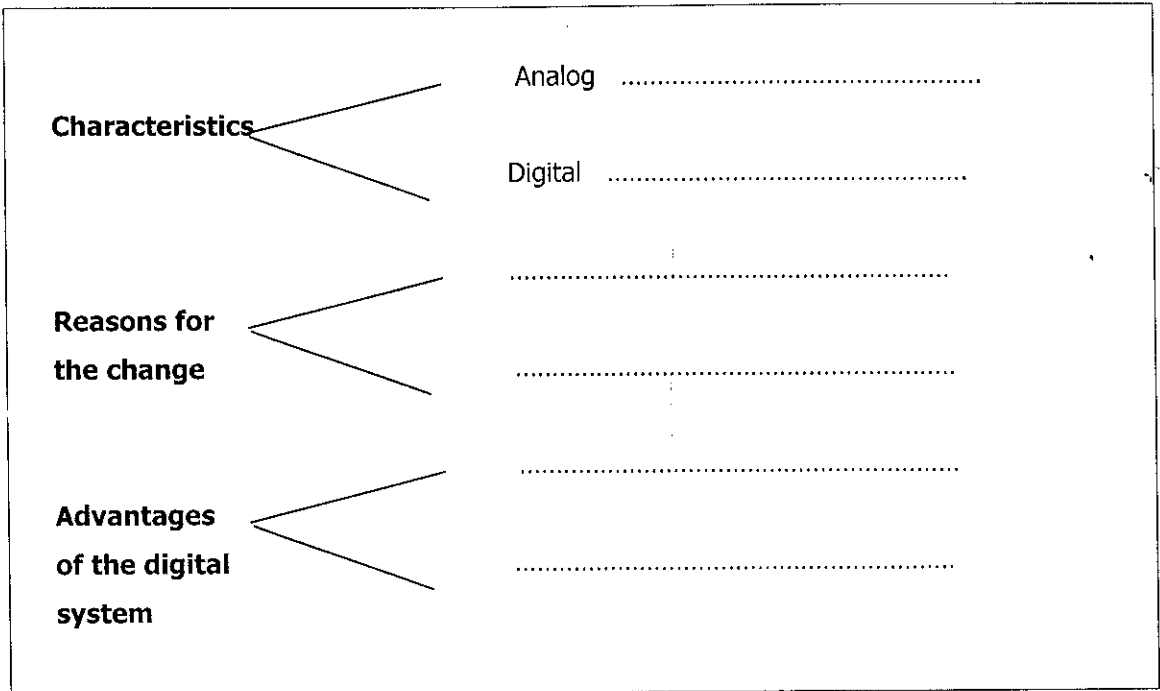
Topic:
Topic sentence or main idea: Explain why digital information does not degrade.
MJ 1:
 MN 1.1:
.....
 MN 1.2:
.....
 MN 1.3:
.....
Concluding sentence:
Paragraph organization:
Information type:Fact;Opinion

The 6th paragraph

Topic:
Topic sentence or main idea:
.....
MJ 1: A disadvantage:
 MN 1.1: The message may be completely scrambled.
MJ 2:
.....
Concluding sentence:
Paragraph organization:
Information type:Fact;Opinion

Post- task 1: Summarize the text

Work in pairs to summarize the text in the following diagram.



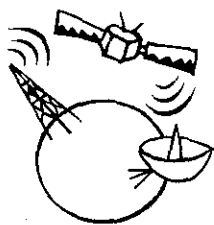
Post-task 2: Log On

Read one or two articles on "analog and digital systems" on the following website:

- <http://fnlib2.fnai.gov/MARION/AAG-2383>

Or search on the internet with the key words " Analog and digital ."

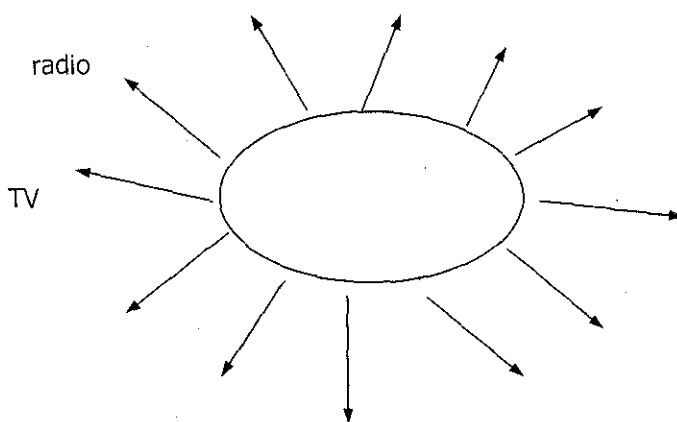
Then make a diagram to summarize your reading.



Text 2: Telecommunications

(This text is for a test, do all the Pre- and Post- reading tasks and read the text for homework, you will be tested your understanding of this text in class)

Pre-task 1: Work in pairs to find how much you know about the analog and digital systems. Then note it down in the following diagram.



Pre-task 2: Vocabulary preview

Here are some words you will see in the reading text. Work in groups of four read their English meaning and then write their meanings in Thai.

Paragraph 1

Words	English meanings	Thai meaning
wire (n)	Metal wrought into the form of a slender rod or thread, formerly by hammering, now by rolling or usu. by the operation of wire-drawing, and used in fastenings, ornamentation, electric circuitry, delicate mechanisms, etc.	.....
optical fiber (n)	Any material consisting of glass filaments woven into a textile or paper, or embedded in plastic etc., for use as a construction or insulation material.	.....
carrier (n)	A person who or thing which carries; a bearer, a conveyor, a porter	.....
modulate (v)	Adjust, adapt	.....
transmit (v)	Cause (light, heat, sound, etc.) to pass through a medium; (of a medium) allow (light etc.) to pass through; conduct. Also, convey (force or movement) from one part of an object or mechanism to another.	.....
allow (v)	Permit, give permission to, let	.....

(continue)

Paragraph 1 (continue)

Words	English meanings	Thai meaning
convert (v)	Turn or change (<i>in</i>)to something different; change in character or function, transform.	.....

Context clues: Find the meanings of the following words from their contexts.

Words	Meanings	Clues/Types of clues*
distance (n) (L1)
embrace (v) (L2)
appropriate (adj)(L7)

Notes.: Types of clues are: (1) Definition; (2) Explanation; (3) Compare or contrast; (4) Illustration; (5) Word parts; and (6) Personal experiences

Paragraph 2

Words	English meanings	Thai meaning
aspect (n)	Feature, facet, side, angle, slant, viewpoint, standpoint, light	
spur on (v)	Proceed hurriedly	.....

Context clues: Find the meanings of the following words from their contexts.

Words	Meanings	Clues/Types of clues*
handle (v) (L3)
circuit (n) (L6)

Paragraph 3

Words	English meanings	Thai meaning
optical fiber (n)	a transparent fibre used to transmit light signals by total internal reflection	.....
increase (v)	grow greater/larger/bigger, expand, extend, multiply, intensify, heighten, mount	.....
link (v)	Connect or join (two things or one thing to another) with or as with a link	.....
medium (n)	Means of communication, means/mode of expression, means, agency, channel, avenue, vehicle, organ, instrument	.....
ordinary (adj)	Usual, normal, standard, typical, stock, common, customary, habitual, accustomed, wonted, everyday, quotidian, regular, routine	.....
digitize (v)	Convert (a varying quantity) into a sequence of digits; represent in digital form	.....
coder (n)	a person who or thing which codes messages	.....

Paragraph 3 (continue)

Context clues: Find the meanings of the following words from their contexts.

Words	Meanings	Clues/Types of clues*
cable (n) (L1)
decoder (n) (L6)

Paragraph 4

Words	English meanings	Thai meaning
image (n)	Picture/representation, vision, concept, conception, idea, perception, impression, fancy, thought	.....
essential (adj)	Necessary, indispensable, vital, crucial, requisite, important, needed	.....
facility (n)	Resource, appliance, aid, opportunity, advantage, convenience, benefit; means, equipment	.....
available (adj)	Unoccupied, free, untaken, vacant, usable, employable, ready; accessible, obtainable, at hand, convenient	.....
prone (v)	Disposed, inclined, or liable to some (bad or regrettable) action, condition	.....
equipment (n)	Disposed, inclined, or liable to some (bad or regrettable) action, condition	.....
distinguish (v)	Tell apart, differentiate, discriminate, determine; tell the difference between	.....
separate (v)	Put apart, disunite, part, (two or more persons or things, or one <i>from</i> another); detach, disconnect, treat as distinct, (one thing); make a division between (two things)	.....
accompany (v)	escort, go with, go along with, keep company	.....
enable (v)	Make able, give the means, <i>to be</i> or <i>to do</i> something	.....

Context clues: Find the meanings of the following words from their contexts.

Words	Meanings	Clues/Types of clues*
modem (n) (L4)
previously (n) (L9)

Paragraph 5

Words	English meanings	Thai meaning
intend to (v)	Plan, have in mind/view, propose, aim	.....
achieve (v)	Attain, reach, arrive at, gain, earn, realize, win, acquire, obtain, procure, get	.....
ubiquitous (adj)	Found everywhere, in all places, all-over, all over the place, pervasive, universal	.....

agraph 5 (continue)

Context clues: Find the meanings of the following words from their contexts.

Words	Meanings	Clues/Types of clues*
corporation (n)
justify (v) (L4)
completely (adv) (L5)

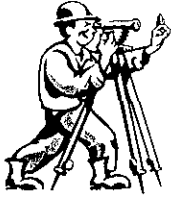
Word parts: Write all words with prefix or suffix, or compound nouns that you can find in the text.

Words	Meaning	Words	Meaning
.....
.....
.....
.....
.....



Telecommunications

- (1) 'Telecommunications' means communications at a distance. Telecommunications technology embraces radio waves traveling through the air or through space, electrical waves flowing along a telephone wire, and laser pulses traveling along optical fibers. In the case of wave-based telecommunication, a single-frequency carrier wave is modulated with the waveform of the speech or other transmitted message. Many carrier waves, each of a different frequency, can travel along a wire or over radio waves. Your radio or TV receiver, for example, allows you to pick up any of these by tuning it to the appropriate carrier wave frequency. To use this system for computer communications, the digital signal from the computer has to be converted to a wave form at the transmitting end, and back to digital form at the receiving end.
- (2) With the steady computerization of all aspects of our lives, more and more computer data is traveling along telephone wire. In addition, the telephone network itself is becoming computer-controlled. It makes sense, therefore, to convert the network to handle data in the same way as computers do, i.e. as digital pulses rather than as waves. This is now being done, spurred on by developments in telecommunications technology which enable far more data to be transmitted along digital circuits than is possible over the analog (wave-form) circuits. Because these new circuits have such a wide bandwidth, they are sometimes called broadband circuits.
- (3) Optical fiber cables are one example. To cope with ever-increasing computer communications, British Telecom is laying these across the country to link its main switching centers. Data will travel along these thin glass fibers in the form of pulses of laser light. The bandwidth of this medium is so high that a single fiber can carry almost half of the voice telephone traffic of the country. If the whole telephone network were converted to digital communications, ordinary telephone conversations would have to be digitized to use the system, and then be converted back to sound waves at the receiving end. The device that does this is called a codec-short for 'coder-decoder'-and in a digital system one of these is needed in every telephone handset.
- (4) The advantages of digital over analog communications are as follows:
- All information, whether voice, image, text, or data, is sent in a common digital form that can be handled by computer-based equipment. Every kind of transmission, whether phone, video, or computer data, can therefore share the same network. Modems, essential for sending data over the analog network, are unnecessary. ISDN, short for. 'integrated services digital network', is the name given to this system.
 - Since the information sent over the network can be handled by computer, a number of new facilities are possible. British Telecom's digital service offers over 50 new facilities that were not previously available.
 - Information in digital form is less prone to line noise and degradation than information in analog form. This is because the equipment can easily distinguish a pulse from the absence of a pulse, and so separate it from the accompanying noise. So voice calls, for example, will be much clearer.
 - Digital communications offer the possibility of broadband communications, e.g. using optical fiber technology, so enabling more information to be sent at lower cost.
- (5) Around 160 countries intend to support the ISDN standard. British Telecom's ISDN service has been around for some time and its use is growing. It offers a data transmission rate of 64,000 bits per second, much faster than the highest rates that can be achieved using a modem over the analog network. However, BTs ISDN service is expensive at present, and only large corporations can justify its use. One day, no doubt, it will be much cheaper and will completely replace the ubiquitous analog telephone network.



Reading-task 1: Survey

Survey the text and fill in Table 1. Try to put a time limit of 3-5 minutes on your surveying.

Table 1

Text	Availability		Details
	Yes	No	
Title		
Headings, sub-headings		
Visual material (pictures, graphs, etc.)		
Bold or italic letters		



Reading-task 2: Question

Form questions for the "Analog and Digital" text. Then write them in Table 2.

Table 2

Guidelines	Questions
Turn the title, headings, and/or sub-headings into questions
Write the questions you want the text to answer.



Post- task 1: Summarize the text

Work in pairs to summarize the text in the following diagram.



Advantages of digital over analog communications

1.
2.
3. 1.
4.



Post-task 2: Log On

Read one article on "Telecommunications" on the following website:

- <http://fnlib2.fnal.gov/MARION/AAG-2383>

Or search on the internet with the key word "Telecommunications." Then make a diagram to summarize your reading.



Language-focus 2: Tenses and voices

Go to the website: <http://www.englishpage.com/verbpage/verbrenseintro.htm> to study the explanations about tenses, and voices of the (1) Present Simple; (2) Past Simple (3) Present Continuous; (4) Future Simple; and (5) Present Perfect, then summarize the form and usage of each of them. The first one has been done for you.

1. Present Simple Tense

Active Form	Passive Form	Usage
Subject + V 1	Object + is, am, are + V 3	<ol style="list-style-type: none"> 1. Repeated action 2. Facts or generalizations 3. Now (non-continuous verb)

2. Past Simple

Active Form	Passive Form	Usage
Subject +	Object +	

3. Present Continuous Tense

Active Form	Passive Form	Usage
Subject +	Object +	

4. Present Perfect Tense

Active Form	Passive Form	Usage
Subject +	Object +	

5. Future Simple Tense

Active Form	Passive Form	Usage
Subject +	Object +	

Read each paragraph in the "Analog and Digital" text, then identify the tense of the main verb of each sentence in the paragraph and write your work in the following tables.

Paragraph 1

Verb phrase	Tense	Voice	Reason
1.
2.
3.(a) (b)
4.(a) (b)

Paragraph 2

Verb phrase	Tense	Voice	Reason
1.
2.(a) (b)
3.(a) (b)
4.(a) (b)

Paragraph 3

Verb phrase	Tense	Voice	Reason
1.
2.(a) (b)

Paragraph 3 (continue)

Verb phrase	Tense	Voice	Reason
3.
4.

Paragraph 4

Verb phrase	Tense	Voice	Reason
1.
2.
3.(a) (b)
4.(a) (b)
5.
6.(a) (b)
7.
8.(a) (b)

Paragraph 5

Verb phrase	Tense	Voice	Reason
1.
2.
3.
4.(a) (b)
5.

Paragraph 6

Verb phrase	Tense	Voice	Reason
1.(a) (b)
2.
3.(a) (b)
4.
5.(a) (b)

The tenses used in the "Analog and Digital" text are:

1. reason:
2. reason:
3. reason:
4. reason:

Checkpoint

1. How much have I understood? (for example, 50%)

Text 1:

Text 2:

2. What were the difficulties?

.....
.....
.....

3. Was my approach effective? Is there anything else I should do for the next time I read?

.....
.....
.....
.....

I practice the following
reading strategy

Very well

I can do this

A little

Not very well
but I try

1. Effective reading

2. SQ3R

I practice the following
grammatical structures

Very well

I can do this

A little

Not very well
but I try

1. Tenses and voices

Task 2: Paragraph writing



Introduction

Comparing and contrasting are common in our daily life. They are used in advertisement, weather, sports, etc. When you **compare**, you discuss the similarities between two or more things. On the contrary, when you **contrast**, you discuss the differences between them. The following activities will guide you to write a contrastive paragraph.



Step 1: Explore ideas

Read the (1) "Analog and digital systems" and (2) "Telecommunication" articles, and explore the following websites:

- http://www.virtualpbx.com/ana_vs_dig.html
- http://vig.pearsoned.com/store/product/1,3498,store-562_isbn-0130812234_type-PRE_editmode-1,00.html
(Go to sample Chapters, Chapter 1, read pages 5-6)

Then summarize the following three differences between the analog and digital communication systems.

1. Methods for converting information.

- a. Analog -
- b. Digital -

2. Computer control

- a. Analog -
- b. Digital -

3. Quality

- a. Analog -
- b. Digital -

4. Price

- a. Analog -
- b. Digital -



Step 2: Make an organizational outline

There are two options for organizing comparison and contrast paragraphs: point-by-point and item-by-item. Work in pair to discuss how the two organizational patterns differ.

Point-by-point	Item-by-item
<ol style="list-style-type: none"> 1. Topic sentence 2. Point 1 <ol style="list-style-type: none"> a. Item 1 b. Item 2 3. Point 2 <ol style="list-style-type: none"> a. Item 1 b. Item 2 4. Point 3 <ol style="list-style-type: none"> a. Item 1 b. Item 2 5. Concluding sentence 	<ol style="list-style-type: none"> 1. Topic sentence 2. Item 1 <ol style="list-style-type: none"> a. Point 1 b. Point 2 3. Item 2 <ol style="list-style-type: none"> a. Point 1 b. Point 2 4. Item 3 <ol style="list-style-type: none"> a. Point 1 b. Point 2 5. Concluding sentence

Notes. *You can arrange the main items or the main points from the most important one to the least, or from the least to the most important.

Use the information in Step 1 to make the point-by-point and item-by-item organizational patterns.

Point-by-point	Item-by-item
<ol style="list-style-type: none"> 1. Topic sentence 2. Point 1: Methods for converting information. <ol style="list-style-type: none"> a. Item 1: Analog systems b. Item 2: Digital systems 3. Point 2: a. Item 1: b. Item 2: 4. Point 3: a. Item 1: b. Item 2: 5. Concluding sentence 	<ol style="list-style-type: none"> 1. Topic sentence 2. Item 1: a. Point 1: b. Point 2: c. Point 3: d. Point 4: 3. Item 2: a. Point 1: b. Point 2: c. Point 3: d. Point 4: 4. Concluding sentence



Work in groups to discuss how to make the **point-by-point** and **item-by-item organizational** patterns. Then match each pattern with the right instruction.

..... Point-by-point	A. Put each item (analog and digital) as the main idea and then discuss each item regarding to each main point (Methods for converting information, Computer control, Quality).
..... Item-by-item	B. Put each main point (Methods for converting information, Computer control, Quality) as the main idea and then discuss each item (analog and digital) regarding to each main idea.

There are **two** ways to arrange all the main points:

1. Begins with the **most** important aspect and end with the **least** important aspect.
2. Begins with the **least** important aspect and end with the **most** important aspect.

Work in groups and discuss which way (1 or 2) is used in the two organizational outlines you have made in Step 2. Put a mark (✓) in front of the right answer.

- Begins with the **most** important aspect and end with the **least** important aspect.
- Begins with the **least** important aspect and end with the **most** important aspect.



Step 3: Write a paragraph

Use the information from the point-by-point or item-by-item pattern you have made in Step 2 to write a paragraph contrasting the analog and digital communication systems. Study the following contrastive paragraph before you start writing.

Arizona and Rhode Island

Topic sentence	Even though Arizona and Rhode Island are both states of the U.S., they are strikingly different in many ways.
Point 1	Arizona is large, having an area of 114,000 square miles, whereas Rhode Island is only about a tenth the size, having an area of only 1,214 square miles.
Point 2	Another difference is in the size of the population of each state. Arizona has about four million people living in it, but Rhode Island has less than one million.
Point 3	The two states also differ in the kinds of natural environments that each has.
Support 3.1	For example, Arizona is a very dry state, consisting of large desert areas that do not receive much rainfall every year. However, Rhode Island is located in a temperate zone and receives an average of 44 inches of rain per year.
Support 3.2	In addition, while Arizona is a landlocked state and thus has no seashore, Rhode Island lies on the Atlantic Ocean and does have a significant coastline.
Concluding sentence	Despite the differences, the two states are nice to live or visit.

(Adapt from *F. Scott Walters* (2000) <http://lrs.ed.uiuc.edu/students/fwalters/compcont.html>)

For more examples, log on the following websites:

- <http://www.georcoll.on.ca/courses/tws/ptptcomp.htm>
- <http://lrs.ed.uiuc.edu/students/fwalters/compcont.html>
- http://www2.actden.com/writ_den/tips/contents.htm



Step 3.1: Explore language

Grammatical structures that are common and needed for a contrastive paragraph are:

- **Present Simple Tense**

Pattern	Reason
Subject + Verb 1 (s, es)	A contrastive paragraph tells the fact about the differences between things, people, animals, or ideas.

- **Comparative structures**

Patterns	Examples
<i>as...as</i> <i>not as...as</i>	<i>as difficult as</i> <i>not as difficult as</i>
<i>-er...than</i>	<i>easier than</i>
<i>more...than</i> <i>less...than</i>	<i>more difficult than</i> <i>less difficult than</i>



Post-task 2: Log On

Go to the following websites to study how to make comparative structures, then note your summary in the following space.

Or search on the internet with the key words "comparative structures"



Step 3.2: Write a topic sentence

A topic sentence tells the main idea of the paragraph. It tells readers what the paragraph is about. Your topic sentence should tell your readers that you will write about the differences between *digital and analog communications*. Here are some

patterns you can use to write the topic sentence of a contrast paragraph:

1. **There are several differences between ... A and B...**
2. **... A and B ... are different in many ways.**
3. **... A... is different from ... B... in many ways.**
4. **A comparison between ... A and B... reveals (shows/demonstrates) several differences.**
5. **Are you aware of the striking differences between ... A and B ... ?**

Notes. A = *the analog systems;*
B = *interest and abilities needed for being an engineer*

Write a topic sentence for your paragraph.

.....
.....
.....



Step 3.3: Write supporting sentences

Write supporting sentences point by point according to the point-by-point organization you have made in Step 2. Use the paragraph contrasting **Arizona** and **Rhode Island** as your model. Use the following grammatical structures, words, and phrases:

- Present Simple tense
- Comparative structures
- Clear transitional conjunctions

Points	S	Subject	Verb	Object or complement
1 Methods of converting data	1			
	2			
	3			
	4			
2 Computer control	1			
	2			
	3			
	4			

Points	S	Subject	Verb	Object or complement
3 Quality	1			
	2			
	3			
	4			
4 Price	1			
	2			
	3			
	4			

Step 3.4: Write a concluding sentence

A concluding sentence summarizes the paragraph. Here are some good examples of concluding sentences for a contrastive paragraph.

1. All these differences make *A* superior to *B*.
2. To conclude, *B should replace A*.

Write a concluding sentence for your paragraph.

.....

.....

.....

Log On

To learn more about how to write contrastive paragraphs, log on to the following websites:

<http://www.georcoll.on.ca/courses/tws/ptptcomp.htm>

http://www2.actden.com/writ_den/tips/contents.htm

Or search on the internet with the key word "comparison and contrastive

Checkpoint

1. How well can I write the paragraph? (etc. very well, not so well but I try)

.....

2. What were the difficulties?

.....
.....
.....
.....

3. Was my approach effective? Is there anything else I should do for the next time I write?

.....
.....
.....
.....

Task 2: Listen to introductory remarks, a conversation and an academic lecture





Listening Task 1

1. Prediction: In Task 1, you will hear the opening remarks in a radio program "Life in the Year 2000." Work in pairs to think of information you expect to hear and note it down. The first one has been done for you.

- a. Greeting (Welcome to the show.)
- b.
- c.

2. Vocabulary preview: Here are some words you will hear during the opening remarks. Work in groups of four to find their meanings.

Nouns

- | | | | |
|--------------|-------|-----------------|-------|
| application | ..... | range | ..... |
| impact | ..... | revolution | ..... |
| improvement | ..... | society | ..... |
| individual | ..... | speculation | ..... |
| organization | ..... | wireless mobile | ..... |
| potential | ..... |  |  |

Verbs

- affect
- explore
- relax
- widespread

Adjectives

- available
- broad
- enormous
- individual

3. Listen: Read the following questions. Then listen to the opening remarks, focus on finding answers for the following questions.

1. The topic that the radio program will cover is
2. The organization of the content of this program is:
 - a. Start with
 - b. End with
3. The three technologies presented in the program are:
 - a.
 - b.
 - c.

4. Check: Answer the following questions.

- | |
|---|
| 1. How much have I understood? (for example, 50%) |
| 2. How many right answers do I have got? |

5. Practice listening: Listen to the opening remark again and put the following sentences

in the right order. The first one has been done for you.

..... After looking at each of these technologies we finish up with some speculation about the changes they may hold in store for us.

.....1..... Hi, welcome to our program 'Life in the year 2000'.

..... They are technologies that will have widespread applications affecting a broad range of individuals, businesses and society.

..... Today, we are going to explore the enormous impact of the continuing revolution in information technology and systems on our individual lives, organizations and society as a whole.

..... We have chosen three emerging technologies: wireless mobile computing, multi-media computing, and inexpensive supercomputers that have the potential to change the way we live, work, learn, shop and relax.

..... These technologies are being developed today and although they're widely available they're still in the process of improvement.

6. Listen again: Listen to the conversation again without looking at the script and answer the listening questions in Step 2 again. Then answer the following questions.

- | |
|---|
| 1. How much have I understood? (for example, 50%) |
| 2. How many right answers do I get? |



Listening Task 2

1. Prediction: In Task 2, you will hear the opening remarks of a lecture. Work in pairs to think of information you expect to hear and note it down. The first one has been done for you.

- a. Greeting (Good morning class.)
- b.
- c.

2. Vocabulary preview: Here are some words you will hear during the opening remarks. Work in groups of four to find their meanings.

Nouns

- civilization
- core
- invention
- tool

Verbs

- focus on
- gather
- visualize

Adverbs

- creatively

3. Listen: Read the following questions. Then listen to the opening remarks, focus on finding answers for the following questions.

- 1. The topic of last week's lecture is
- 2. The topic of today's lecture is
- 3. The lecturer will first talk about
- 4. The lecturer will then talk about

4. Check: Answer the following questions.

1. How much have I understood? (for example, 50%)
2. How many right answers do I have got?

5. Practice listening: Listen to the opening remark again and put the following sentences

in the right order. The first one has been done for you.

..... Believe it or not, the tools and techniques for gathering and using information are at the core of civilization.

..... But first, let us look back into the invention of writing, around 5,000 years ago:

.....1..... Good afternoon class.

..... Last week we talked about the history of information technology and systems in general.

..... Today I'd like to focus on just one small topic that is information technologies and civilization.

..... Without these tools and techniques we would not be able to visualize our environment, understand it, and creatively control it.

6. Listen again: Listen to the conversation again without looking at the script and answer the listening questions in Step 2 again. Then answer the following questions.

1. How much have I understood? (for example, 50%)
2. How many right answers do I get?



Listening Task 3

1. Prediction: In Task 3, you will hear the opening remarks of an academic presentation. Work in pairs to think of information you expect to hear and note it down. The first one has been done for you.

- a. Greeting (Good morning class.)
- b.
-
- d.
-

2. Vocabulary preview: Here are some words you will hear during the opening remarks. Work in groups of four to find their meanings.

Nouns

- application
- B.A.
- Economics
- impact
- philosophy

Adverbs

- currently

Verbs

- author
- deal with
- hold

Adjectives

- distinguished
- numerous
- virtual

6. Listen again: Listen to the conversation again without looking at the script and answer the listening questions in Step 2 again. Then answer the following questions.

- 1. The key-note speaker is
- 2. The topic of his talk is

4. Check: Answer the following questions.

1. How much have I understood? (for example, 50%)
2. How many right answers do I have got?

5. Practice listening: Listen to the opening remark again and put the following sentences

in the right order. The first one has been done for you.

-1..... Good morning distinguished guests, ladies and gentlemen. Please welcome Professor Laudon.
- His talk today will focus on the applications of virtual multimedia for academic purposes.
- He's currently the director of Stern School's Virtual Multimedia Project.
- He holds a B.A. in Economics and Philosophy from Stanford University and a Ph.D. from Columbia University.
- This morning I have the pleasure to introduce to you our keynote speaker, Professor Kenneth C. Laudon from New York University's Stern School of Business.
- He's authored nine books dealing with information systems, organizations, and society, and numerous articles about the organizational, social, and management impacts of information systems.

6. Listen again: Listen to the opening remark again without looking at the script and answer the listening questions in Step 2 again. Then answer the following questions.

1. How much have I understood? (for example, 50%)
2. How many right answers do I get?



Listening Task 4

1. Prediction: In Task 4, you will hear a conversation between two students talking about a lecture they have just attended. Work in pairs to think of information you expect to hear and note it down. The first one has been done for you.

- a. Their attitude towards the lecture. (How did you like the lecture?)
- b.
- c.

2. Vocabulary preview: Here are some words you will hear during the opening remarks. Work in groups of four to find their meanings.

Nouns

Prepositions

civilization except

3. Listen: Read the following questions. Then listen to the opening remarks, focus on finding answers for the following questions.

- 1. The topic of this conversation is
- 2. David thinks the lecture is, but one weak point is that
- 3. What do they decide to do?

4. Check: Answer the following questions.

- | |
|---|
| 1. How much have I understood? (for example, 50%) |
| 2. How many right answers do I have got? |

5. Practice listening: Listen to the opening remark again and put the following sentences

in the right order. The first one has been done for you.

..... Do you really want to know about that?

.....1..... Hi David, how did you like the lecture this morning?

..... Which lecture, you mean the one on information technologies and civilizations?

..... Shall we go and ask the teacher?

..... Yeah that's right. What did you think about it?

..... Well, I thought it was a great lecture. The teacher was well prepared and the presentation was very clear, except for the fact that he forgot to explain what civilization means.

..... Yeah let's.

..... Yeah sure.

6. Listen again: Listen to the conversation again without looking at the script and answer the listening questions in Step 2 again. Then answer the following questions.

- | |
|---|
| 1. How much have I understood? (for example, 50%) |
| 2. How many right answers do I get? |



Listening Tasks 5, 6, and 7

1. Prediction: In Tasks 5, 6, and 7 you will hear a lecture on "Hard Disk." Work in pairs to think of information you expect to hear and note it down. The first one has been done for you.

- a. What is a hard drive made of?
- b.
- c.
- d.

2. Vocabulary preview: Here are some words you will hear during the opening remarks. Work in groups of four to find their meanings.

Nouns

- | | | | |
|---------------|-------|-------------|-------|
| storage media | ..... | particle | ..... |
| platter | ..... | case | ..... |
| substance | ..... | break down | ..... |
| spindle | ..... | failure | ..... |
| circuitry | ..... | sector | ..... |
| revolution | ..... | cylinder | ..... |
| surface | ..... | composition | ..... |
| dust | ..... |  |  |

Verbs

- allow
- encase
- contain
- mount
- attach
- access
- float
- collide
- jar
- contaminate
- damage
- seal
- susceptible
- duplicate
- cover

Adjectives

- magnetic
- versatile
- permanent
- airtight
- concentric
- operational
- actual
- susceptible

Adverbs

- normally
- especially

3. Listen

3.1 Read the following questions. Then listen to the lecture and answers them.

1. What have they already discussed?
2. What was the last week topic?
3. Will they start the new topic today?
4. What is the focus of today talk?

3.2 Listen to the decide whether the following statements are true (T) or false (F).

- 1. The hard disk is the versatile form of secondary storage media.
- 2. Hard disks are thin and flexible.
- 3. Hard disks are coated with a substance.
- 4. Data can be recorded on only one side of the hard disk.
- 5. Some hard disks are a permanent part of a hard drive?
- 6. The hard disk itself can be removed.

4. Check: Answer the following questions.

1. How much have I understood? (for example, 50%)
2. How many right answers do I have got?

5. Practice listening: Listen to the whole lecture and fill in each blank with one of the following words.

Introductory paragraph	Paragraph 2	Paragraph 3	Paragraph 4	Concluding Paragraph
floppy disk	magnetic form	contaminated	cylinder method	brief introduction
hard disk	permanent part	10 and 20	move together	composition
magnetic disk	read or write	3,600 revolution	sector method	encased
	spindle	an inch	the same track	failure
	storage media	collides	the same way	operational process
	substance	damage		storing data
	unlike	duplicated copies		
		dust		
		enclosed		
		failures		
		lost		

Good afternoon class. If you remember, last week our topic was "(1)....."
 We have already discussed (2)..... Today we will continue with the same topic
 but the main focus will be on the second type of magnetic disks, which are
 (3)..... Are you all ready?

One of the most versatile forms of secondary (1)..... is the hard disk. Hard disks are thin but metallic platters that are coated with a (2)..... that allows data to be recorded in (3)..... . Data can be recorded on the both sides of the disk. Some hard disks are a (4)..... of a hard disk drive encased within the system unit, and unlike tapes and diskettes, they cannot be removed. A hard disk drive contains one or more hard disks mounted on a (5)..... . They have multiple heads that (6)..... data, which are attached to access arms (sometimes called actuators), and various kinds of circuitry. Is that clear? If yes, I will continue.

As the disks rotate around the spindle at around (1)..... revolution per minute (that's 60 revolutions per second), the read/write head float between (2)..... millionths of an inch above the surface of the disk. If the head (3)..... with the disk surface (that is called a head crash) and this can happen if the disk is jarred or (4)..... by dust or other particles – the surface of the disk can be (5)..... and data can be lost. This is one of the reasons all parts of a hard disk drive are normally (6)..... within a sealed airtight case. Because hard drives have a number of moving parts, they are also more susceptible to breakdowns, or (7)..... , than most other parts of a computer system. For these reasons. It is very important to back up, or make (8)..... of data stored on a hard disk drive on some other storage medium such as a floppy disk or magnetic tape.

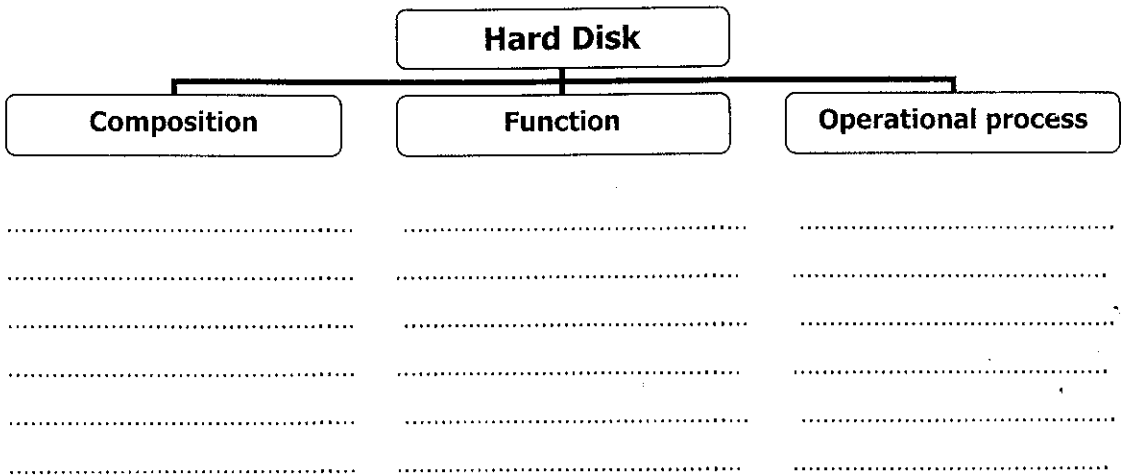
Any questions? OK. Good. Let's move on.

Data is stored on a hard disk in much (1)..... it is stored on a floppy disk. Like floppy disks, hard disks are organized into concentric tracks, and the (2)..... is often used to record data on the disk, especially for hard disks used in micro computers. Hard disk drives that have several disks, like the systems for large computers, often use the (3)..... to record data instead of the sector method. Because the access arms holding the read/write heads in a disk drive all move together, the heads are always over (4)..... on each of the disk at the same time.

So there you have (1)..... to hard disks. Let me conclude. We covered the (1)..... of a hard disk; where and how it is (3)....., and what it does. We touched on the actual (4)..... of the hard disk, its susceptible of (5)..... and the two methods for (6)..... on it. We'll go from here next week to At the recording process in greater detail.

(Adapt from Kenneth C. London, Card Guercio Traver, and Jane Price Laudon, Information Technology and Society, 1994)

4. **Listen again:** Listen to the lecture again without looking at the script Then work in pairs to summarize the lecture in the following diagram.



Checkpoint

1. How much have I understood? (for example, 50%)

Quiz 1:

Quiz 2:

Quiz 3:

Quiz 4:

Lecture:

2. What were the difficulties?

.....

.....

.....

.....

3. Was my approach effective? Is there anything else I should do for the next time I listen?

.....

.....

.....

.....

Task 4: Present a verbal summary of a short text



Introduction

Being able to give the summaries of information you have read is an important academic skill. The following activities will guide you to practice giving oral summaries of short reading passages.



Step 1: Structure of an oral summary

The structure of a verbal summary usually consists of three parts: an opening, a body, and a conclusion (Kayfetz et al,1992). Work in pairs to study each part of a verbal summary in the following table.

Parts	Content	Sample expressions
Opening	In the opening, say the title of the text and name(s) of author(s).	<ol style="list-style-type: none"> The article I would like to summarize is written by _____ and is titled _____. I have chosen to summarize an article by _____ called _____.
	Then, say a sentence telling the topic of the text	<ol style="list-style-type: none"> What _____ says is that _____. The point of this article is to explain _____. In this article (the author) _____ reviews the subject of _____. In this article (the author) _____ says _____.
Body	Summarize the main points of the text one by one. Your summary should focus on the major points not the minor ones. You may also mention examples from the text. Your summary should clearly, concisely, and accurately state the information presented by the author. Do not include your point of view.	<ol style="list-style-type: none"> The author summarizes that _____. An example that explains this clearly is _____. The author argues that _____. The author's best example of this is _____. The author has examined three approaches to _____. The first is _____. The second is _____. The third is _____. There are two main characteristics that need to be understood: first there is _____. And second there is _____. The third is _____.
Conclusion	Conclude you speech by saying the author's position or point of view.	<ol style="list-style-type: none"> The author's point of view is that _____. According to the author, _____. it is clear that the author favors _____. The author found that _____. The author concludes that _____.

(Adapted from (Kayfetz et al, 1992, pp 82-84)



Step 2: Explore language

Study the following example of an oral summary, then circle all verb tenses used in it. After that identify the tenses and give reasons for each of them. The first one has been done for you.

(Opening) I have chosen to summarize an article by Steven P. Simon, titled *Barnacle Colonies on the Santa Barbara Pier*. In this article Simon discusses his research on the changes these colonies have undergone in the past decade.

(Body) According to Simon, two factors influence the evolution of these colonies. First, there is _____. Second, there is _____. His best example illustrating this evolution is _____. The author's point of view is that _____.

(Conclusion) Simon concludes by saying _____.

(From Kayfetz et al, 1992, p. 82)

Phrasal verbs	Tenses	Reasons
1. have chosen	Present perfect	
2. discusses		
3. have undergone		
4. influence		
5, 6, 7, 8. is		
9. concludes		

From the above, the tenses usually used in oral summary are:

1.
2.



Step 3: Prepare an oral summary

Work in pairs to find a text about “telecommunications” from the internet, then summarize the text. Write the plan for your oral summary on the following space. Practice your oral summary until you satisfy with your performance.

1. Opening

.....
.....
.....

2. Body

.....
.....
.....
.....
.....
.....
.....

3. Conclusion

.....
.....
.....



Step 4: Give your oral summary

Find a new partner and take turn to give your oral summary. Use the following form to give feedback to your partner. Finally, record your summary on a cassette tape for homework and hand it in.

1. **Name of speaker**
2. **Name of commentator**
3. **Topic**
4. **Rate the speaker using the scale of 1-4** (1 = poor, 2 = OK, 3 = good, 4 = excellent).
 - a. The title and the author were clearly stated at the beginning.
 - b. The topic of the reading was stated clearly and concisely.
 - c. The example chosen clearly supported their respect points.
 - d. The speaker's pronunciation was clear and evenly paced.
5. **Check the items below that apply to the speaker's presentation.**
 - e. The summary was too long.
 - f. The speaker used too many examples.
 - g. The speaker presented her own ideas or opinions.
 - h. The speaker did not use her own words, but lift material from the reading.
6. **Comments: Write any comments that you feel will help the speaker to give better verbal summary in the future.**

.....
.....
.....
.....

Checkpoint

1. How well can I summary the text?
(Very well, a little, Not very well but I try)

.....

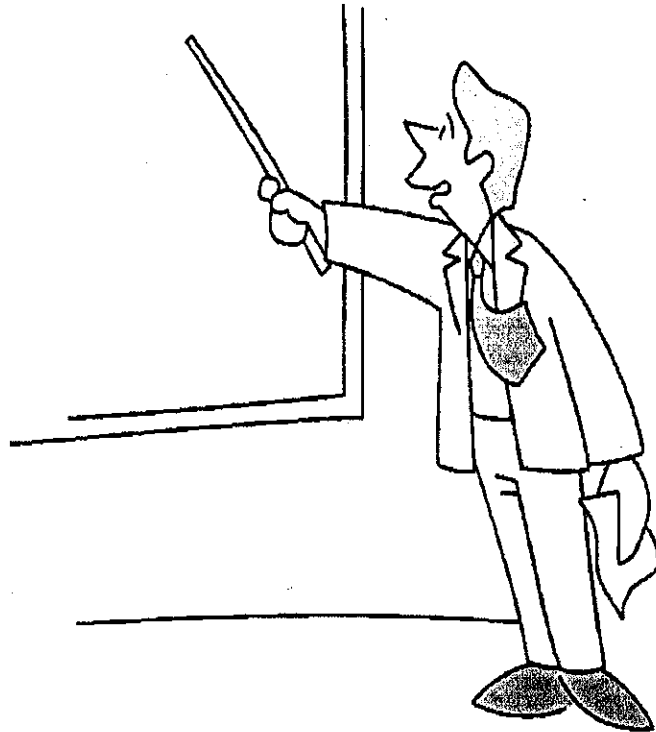
2. What were the difficulties?

.....
.....
.....
.....

3. Was my approach effective? Is there anything else I should do
for the next time I orally summarize a text?

.....
.....
.....
.....

Task 4: Practice Vocabulary



Introduction

Vocabulary is an important personal asset that can directly contribute to your success in university and later in your career. Expanding your vocabulary is a relatively simple process and does not require a large investment of time or money. All that is needed is a system for learning new words. To expand your English vocabulary you should:

1. Do the vocabulary exercises in each unit.
2. Review the words in each exercise regularly, such as the next day after doing the exercise, then a week later, then a couple of weeks later.
3. When reviewing the words cover the second to the last part of the table with a piece of paper. Look at each word and say it out loud. Then recall the information concerning:
 - a) its stress syllable,
 - b) its part of speech,
 - c) its meaning, and
 - d) a sentence which contains the word.
2. Try to associate the words you are studying, for example group them according to a criteria, or associate them with your experiences.



1. Academic Word List

Look at the following words, circle the ones you do not know their meanings.
Then study them and complete Table 1.

Sublist 1

analyze	contract	factor	labor	process	significant
approach	create	finance	legal	require	similar
area	data	formula	legislate	research	source
access	define	function	major	respond	specific
assume	derive	identify	method	role	structure
authority	distribute	income	occur	section	theory
benefit	economy	indicate	percent	sector	vary
concept	establish	individual	period	significant	
consist	estimate	interpret	policy	similar	
constitute	evident	involve	principle	source	
context	export	issue	proceed	specific	

(Coxhead, 1998. An Academic word list. Wellington: Victoria University of Wellington)

Table 1

Words	Part of Speech	Word meaning	I can use this word in a sentence.
Example: activity	N:√..... V: activate Adj: active Adv: actively	-moment, action -something that is done for interest or pleasure - กิจกรรม	- There is not much <u>activity</u> in the playground after lunch - Drawing picture is an <u>activity</u> .
	N: V: Adj: Adv:		
	N: V: Adj: Adv:		
	N: V: Adj: Adv:		
	N: V: Adj: Adv:		

Table 1 (continue)

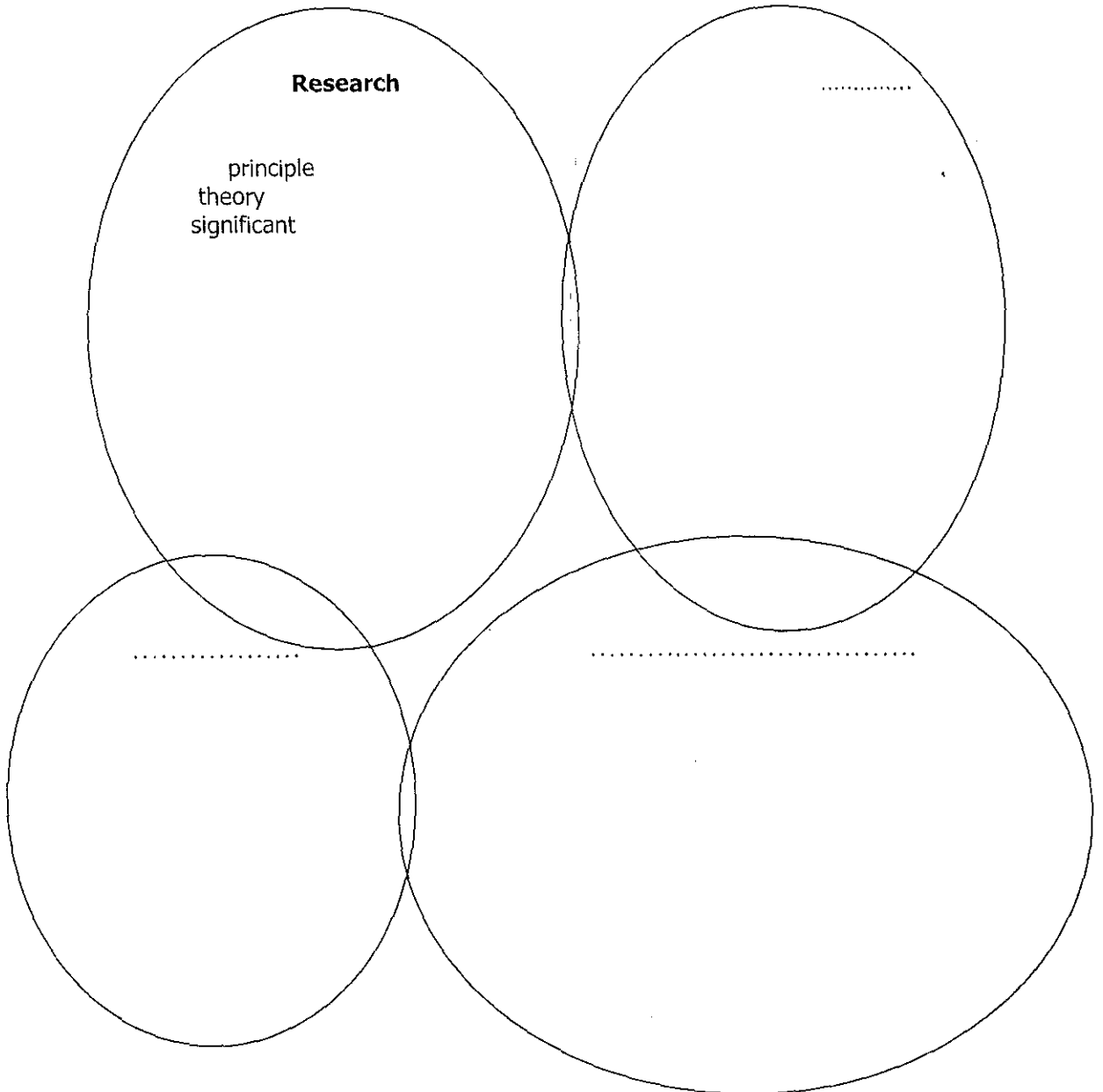
Words	Part of Speech	Word meaning	I can use this word in a sentence.
	N: V: Adj: Adv:		
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Table 1 (continue)

Words	Part of Speech	Word meaning	I can use this word in a sentence.
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	N: V: Adj: Adv:		
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	N: V: Adj: Adv:		
	N: V: Adj: Adv:		
	N: V: Adj: Adv:		
	N: V: Adj: Adv:		
	N: V: Adj: Adv:		
	N: V: Adj: Adv:		

Word association

Divide all the words in Table 1 into groups using your own criteria, and name them. The first one has been done for you.





2. General Service List

Look at the following words, **circle the ones you do not know their meanings**. Then study them and complete Table 2.

a	at	build	council	drive	familiar
able	attack	burn	count	drop	family
about	attempt	business	country	dry	famous
above	average	but	course	due	farm
accept	away	buy	count	during	fashion
accord	back	by	cover	each	fast
account	bad	call	creature	ear	father
across	bail	can	cross	early	favorite
act	bank	capital	crowd	earth	favour
actual	bar	car	cry	east	fear
add	base	care	current	easy	feed
address	battle	carry	custom	eat	feel
admit	be	case	cut	edge	fellow
above	bear	catch	dance	effect	few
advance	beauty	cause	danger	effort	field
advantage	because	centre	dare	either	figure
affair	become	certain	dark	else	fill
afford	bed	chance	date	employ	find
after	before	change	daughter	end	fine
again	begin	character	day	enemy	finger
against	behind	charge	dead	English	finish
age	being	chief	deal	enjoy	fire
ago	believe	child	decide	enough	first
agree	belong	choose	declare	enter	fish
air	below	church	deep	entire	fit
all	beneath	circle	degree	equal	fix
allow	beside	city	deliver	escape	floor
almost	best	claim	demand	even	flower
alone	better	class	describe	evening	follow
along	between	clean	desert	event	food
already	beyond	clear	desire	ever	for
also	big	clock	destroy	every	force
although	bill	close	detail	everywhere	foreign
always	bird	club	determine	evil	forget
among	bit	coast	develop	example	form
amount	black	cold	die	excellent	former
ancient	blood	college	difference	except	forth
and	blow	colour	difficult	exchange	fortune
animal	blue	come	direct	exercise	forward
another	board	command	discover	exist	free
answer	boat	common	disease	expect	friend
any	body	company	distance	expense	from
appear	book	compare	distinguish	experience	front
apply	born	complete	district	experiment	full
appoint	both	concern	divide	explain	further
arise	box	condition	do	express	future
arm	boy	connect	doctor	extend	gain
army	branch	consider	dog	eye	game
around	bread	contain	door	face	garden
arrive	breadth	content	double	fact	gate
art	break	continue	doubt	factory	gather
article	bridge	control	down	fail	general
as	bright	corner	draw	fair	gentle
ask	bring	cost	dream	faith	get
association	brother	could	dress	fall	give

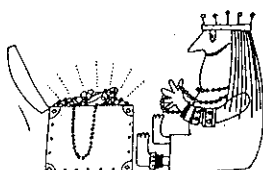
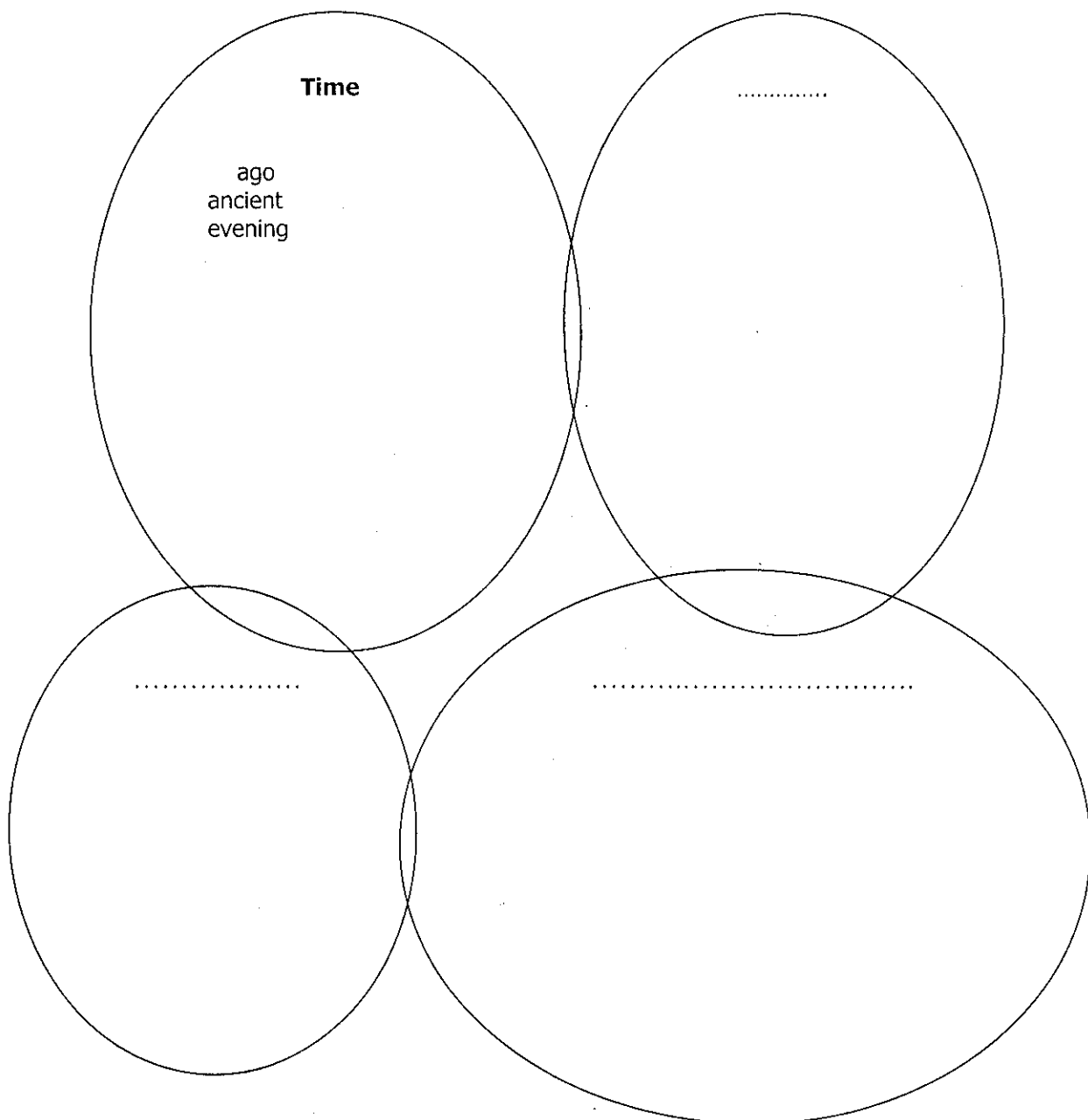
(Nation, P., 2002, Singapore, SEMEO Reginal Language Center. Managing vocabulary learning.)

Table 2

Words	Part of Speech	Word meaning	I can use this word in a sentence.
	N: V: Adj: Adv:		
	N: V: Adj: Adv:		
	N: V: Adj: Adv:		
	N: V: Adj: Adv:		
	N: V: Adj: Adv:		
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	N: V: Adj: Adv:		
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	N: V: Adj: Adv:		
	N: V: Adj: Adv:		

Word association

Divide all the words in Table 2 into groups using your own criteria, and name them. The first one has been done for you.



Checkpoint

1. How often did I practice vocabulary?

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2. How many percent of the words in the two lists have I learned?

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3. What were the difficulties?

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4. Was my approach effective? Is there anything else I should do
for the next time I practice vocabulary?

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