

# 1



'S/he is short sighted who looks only on the path s/he treads and the wall on which s/he leans.'

*Kahlil Gibran*

## EDUCATION AND LEARNING

In this unit, you will examine aspects of education and learning and become familiar with some of the situations that exist in tertiary institutions within a Western tradition. Begin by examining your own learning methods, likes and dislikes, increasing your learning strategies and creating a timetable for study. You will look at different ways to create an essay outline, read part of a real student's essay, and find out about register. You will listen to an authentic introduction in a lecture and learn how to recognise key phrases and signals that will help you take notes. Importantly as well, you will begin paragraph writing which will continue in each unit in this book. You also learn about referencing, writing a bibliography and avoiding plagiarism.

## BY THE END OF THIS UNIT, YOU SHOULD:

SKILL	TASK	PAGE
know more about life on campus in a Western tertiary setting	Entire unit	4–27
know more about how you learn and increase personal strategies for language learning	<b>Speaking 1</b> <i>Tasks A, B</i> <b>Reading &amp; Critical Thinking</b> Reading 3 <i>Task A</i>	4 8–9
be able to locate key words and scan texts for relevant information; find meaning in context	<b>Reading &amp; Critical Thinking</b> Reading 1 <i>Task A</i> Reading 2 <i>Task A</i>	6–7 8
recognise and write a topic sentence for an academic paragraph	<b>Reading &amp; Critical Thinking</b> Reading 3 <i>Tasks A, B, C</i>	8–9
recognise and use discourse markers of time	<b>Reading &amp; Critical Thinking</b> Reading 4 <i>Task B</i>	12
write an explanation paragraph	<b>Language Spotlight 1</b> <i>Task A</i>	13–14
create an essay outline	<b>Writing</b> Writing 1 <i>Tasks A, B</i>	16–17
examine schema within explanations	<b>Writing</b> Writing 1 <i>Task C</i>	18
understand staging within introductory paragraphs so as to address an essay question	<b>Writing</b> Writing 2 <i>Tasks A, B</i>	19
know what register means and apply that meaning to both speaking and writing	<b>Writing</b> Writing 2 <i>Task C</i>	20–21
listen for signals and key phrases within an introduction to a tertiary lecture and note-take	<b>Listening &amp; Note-taking</b> Listening 1 <i>Tasks A, B</i> Listening 2 <i>Tasks A, B, C</i>	21–22 22–23
note-take from whole books and take a global approach to books	<b>Listening &amp; Note-taking</b> Note-taking <i>Tasks A, B</i>	23–24
begin to know how to reference and write a bibliography	<b>Language Spotlight 2</b> <i>Tasks A, B, C, D</i>	24–26
manage your time for study and learning	<b>Further Connections</b> <i>Task A</i>	27



## Tasks A and B | Discussion and survey

### 1 Ask your partner the following questions:

- [a] Are you studying so you can attend a university where the subjects will be taught in English?
- [b] Will this be the first time you have attended a university?
- [c] What will you study? What is your field?
- [d] What do you want to do in the future?
- [e] What do you think are the main skills you will need once you get on a campus?

### 2 With your partner, ask and answer the following questions:

- [a] Do you write down new words you are learning in a special notebook?
- [b] If you write new words/vocabulary down, do you have a system to organise your book? (eg alphabetically, by grammar, by situation)
- [c] Do you read newspapers in the language you are learning? ie English.
- [d] Do you read magazines in the language you are learning? ie English.
- [e] Do you read books in the language you are learning? ie English.
- [f] Do you own an English-to-English dictionary?
- [g] Do you look up new words when you come across them and note their definitions in a special notebook?
- [h] Do you listen to songs in the language you are learning? ie English.
- [i] Do you watch movies in the language you are learning? ie English.
- [j] Do you listen for whole phrases that help you understand a conversation?
- [k] Do you listen for individual words in a conversation?
- [l] Do you try to speak English, even though you might make mistakes?
- [m] Are you shy when you speak English, since it is not your first language?

## Task C | How you like to learn a language

Take the following survey by circling the letter that is your answer and that is closest to your feeling.

### 1 In my English class:

- A. I would rather write down most things that I hear.
- B. I would rather practise with a partner out loud.
- C. I would rather sit quietly until I know the answer.
- D. I would rather get the chance to speak than to be quiet.

### 2 When working in pairs in class:

- A. I like to write what is going on.
- B. I like to be the leader.
- C. I like to be quiet and let the other person speak.
- D. I like to speak.

### 3 When speaking in class:

- A. I always want to be corrected.
- B. I like the teacher to allow me to finish without corrections in the middle.
- C. I feel embarrassed and know I am making mistakes.
- D. I want mistakes corrected immediately.

### 4 When in class:

- A. I wish I were outside walking or swimming or enjoying myself.
- B. I enjoy working and learning English.
- C. I don't enjoy it, but I know I must study hard.
- D. I like my classmates and know my English will improve if I complete my work.

### 5 When it comes to grammar:

- A. I like to memorise the rules by heart.
- B. I seem to use grammar correctly most of the time without memorising.
- C. I like to keep practising until the rule is not in my mind.
- D. I don't need rules, because I can hear changes in speech and see them in writing.

### 6 When it comes to vocabulary:

- A. I like to memorise all vocabulary.
- B. I like to try to use new words as soon as I have heard them.
- C. I like to write down new words before I use them.
- D. I like to practise new words outside of class.

**7** *Outside of class:*

- A. I hate making mistakes when talking.
- B. I like to try to talk to people as much as I can.
- C. I always worry and feel embarrassed to speak because I will make mistakes.
- D. I don't care too much about mistakes, I just enjoy talking with someone.

**8** *When I'm listening:*

- A. I can't hear well because I'm nearly always nervous.
- B. I don't hear every word, but can usually follow the gist of what's being said.
- C. I want to hear every word so I know I understand the conversation.
- D. I try to follow even when I don't know all the words.

**How to calculate your score**

- As = 2
- Bs = 1
- Cs = 2
- Ds = 1

Add your answers together.

SCORE: \_\_\_\_\_

Check your score to determine the 'type' of learner you are. If your score is between 8 and 10 inclusive, look at box X. If your score is between 11 and 13, look at box Y. If your score is between 14 and 16, look at box Z.

**BOX X**

Like many people, you have a combination of learning styles and ways in which you like to learn. You are relaxed and confident in some situations, but like to be accurate and speak correctly in others. Your task will be to work on study patterns that make the most of both these qualities.

**BOX Y**

Your learning style is communicative. You like to make friends easily and want to talk to everyone. Your style is relaxed and you are fairly comfortable in new situations. You will try to talk, even if you make mistakes. You may need to work harder towards accuracy in your writing when it comes to academic English.

**BOX Z**

Your learning style is accuracy driven. You like to be sure you are right before speaking and writing. You may be a little shy when it comes to communicating, particularly in unfamiliar situations. You are probably an analytical person and are neat and tidy with your notes and personal dictionary. If you take more risks, your English may improve more quickly. Try to communicate in English even when you aren't completely sure whether your grammar and vocabulary are correct.

**Discussion**

- 1 Form groups of different learning styles and discuss what you think are the strengths and weaknesses of each learning type.
- 2 Make a list for yourself of suggestions that you think you might try after discussion with that person. Can you think of ways to add to your learning style? How could you experiment with a new idea after speaking to someone different from yourself?

**READING & CRITICAL THINKING**

The box below explains how to scan for information.



**Scanning**

Scanning is a reading method where you look over a text and search for certain and specific information. You do not try to read every word. You look (scan) for the words you need.



## READING 1

### Task A | Scanning and locating key words; comprehension

- 1 Scan the reading text (*Science 101*) which follows the questions below and locate the key words. The **key words** you are scanning for are in **bold**.
- 2 Write the paragraph *number* from the text above the key words you find.
- 3 Next, answer the questions in the spaces provided.

#### Questions:

A. How do you find out what **subjects** you will be taking?

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B. Where do you find your **timetable**?

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C. Will the timetable change after the first few weeks of your university course? When?

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D. What is a **lecturer**?

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E. What is a **tutor**?

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F. What is a **tutorial**?

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G. With whom do you speak if you have a problem with understanding assignments or difficulty in writing an essay?

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H. **Learning portal** refers to what?

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I. A **learning development centre** may be found in what part of a campus?

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J. An **academic advisor** will assist you with how to write an essay, how to avoid plagiarism, and what other types of things?

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K. What is a **module** within a course?

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L. Define **prerequisite**.

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M. What components make up the **assessment** for the module.

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N. What percentage of lectures must **overseas students** attend in order not to be in breach of their visa requirements?

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O. What will the **internet-based support website** provide for you?

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P. How many hours is the **module duration**?

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Q. What **percentage** of the total grade do the 5 class quizzes comprise?

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## SCIENCE 101

Module code:	SCI 548
Prerequisite:	None (This module does not require you to have studied a previous subject in order to qualify, so there are no prerequisites.)
Module duration:	60 hours
Year:	2010

1. Lecturer: Dr Ian Rujah

2. Session code: 6778

3. **Timetables** are accessed via the **learning portal** at <www.MCLadmin/Science1>. Use your student ID card as the code to enter the portal and download your **timetable** and **subjects**. Your **lecturer's** name will be there and your **tutorial** times. **Timetables** may be adjusted in the third week of the course. The **tutor** is Madeline Everts. She can be contacted via email.

#### 4. Assessment

The following components make up the assessment for this module.

<i>Assessment</i>	<i>Percentage</i>	<i>Required pass</i>
5 Class quizzes	30%	N/A
2 Exams – theory	70%	50%
1 Exam – practical	Competent/Not yet competent	50%
<b>Total</b>	<b>100%</b>	<b>100%</b>

#### 5. Students

If you need extra assistance with essay writing, you can attend the learning development centre located on the main campus within the library. An **academic advisor** will assist with any course problems. How to avoid plagiarism and how to reference an essay correctly, exam techniques, reading and paraphrasing, as well as improving essay writing, are available.

#### 6. Attendance

**Overseas students** are required to attend 80% of lectures otherwise they are in breach of their visa requirements. This can lead to termination of their student visa.

#### 7. Textbooks

This **module** requires compulsory textbooks to complete the assessments and course material. Current textbook lists are available from either Bayshore Bookstore on campus or from the **internet-based support website** <<http://booklearn.appt.edu.au>>.

The box below tells you how to find meaning in context.



### Meaning in context

If you read all the words around a word you do not understand or know the meaning for, there should be clues that assist you to work out that meaning. Sometimes, a previous sentence or the next sentence will provide clues to an unknown word. Words are also often repeated within a text or substituted by another word. You may understand the other word and then understand the meaning of the word unknown to you. This process of 'guessing' and using the contextual clues from a text is referred to as 'gleaning meaning from context'.

## READING 2

### Task A | Gleaning the meaning

Read the short text titled *Students protest in Germany – 2009* and fill in the blanks using the words provided.

kingdoms

20th century

change

course

standardisation

protested

ultimately

equivalency

### Students protest in Germany – 2009

Over a thousand students lined the streets in major cities of Germany in December of 2009. They were protesting the lack of recognition of courses between differing universities. The protests were aimed at bringing attention to this lack of <sup>[1]</sup>..... between universities within their own country. The education ministers told them that their ultimate aim was to increase standardisation not just within the country of Germany, but throughout Europe as a whole. The aim is <sup>[2]</sup>..... for universal accreditation. Students saw this as too distant a prospect and preferred to state their needs concerning <sup>[3]</sup>..... within the current system. Change needed to be brought about through recognising courses from one university to another. Basically, there is no <sup>[4]</sup>..... so it means that if you study Engineering in one city of Germany it may not count in another. It is difficult to accept this lack of equivalency between campuses, student leaders told the press. It means one cannot change from one university to another and have the same <sup>[5]</sup>.....

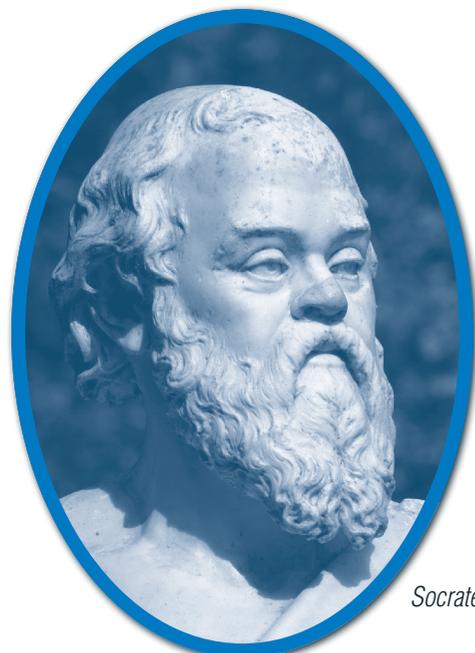
Historically, Germany was divided into separate <sup>[6]</sup>..... Since each place was ruled by a separate king during and prior to the 19th century, divisions are traditional. Germany was not united until the <sup>[7]</sup>.....

## READING 3

There are two reading tasks.

### Task A | Skimming a text and finding topic sentences

- 1 Skim the text on the next page. This means you do not read every word.
- 2 Note each topic sentence at the beginning of the four paragraphs. Topic sentences are bolded for you. You have *two minutes* for this task.



Socrates

## Personal learning styles and learning strategies

- 1** The 5th century Greek philosopher, reformer and teacher, Socrates, used a method of questioning students as a method of teaching. Socrates believed that 'no one is wiser than you' (Apololgy 21A). The main idea was that learners should be active participants in their learning and not trust that knowledge is learned by being a passive recipient.
- 2** This ties into current theories of language learning and studies of language. These theories maintain that users construct reality through the use of the language. Language

learning is characterised by certain strategies and research has analysed the strategies of good language learners over the years.

- 3** Good language learners are known to carry out a number of tasks. They are supposed to be willing to make guesses, take risks, have a strong desire to communicate, listen to themselves speaking and monitor it, transfer one thing they have learned to new situations, and work cooperatively with teachers and other students in order to develop their language learning.
- 4** One researcher, Howard Gardner (1983), suggests that individuals have at least seven different intelligences.

### Task B | Identifying theme from topic sentences

What are the five main themes that the topic sentences tell you about?

- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_
- (iv) \_\_\_\_\_
- (v) \_\_\_\_\_

- 2** Now list all the tasks that good language learners are known to carry out.

- [a] \_\_\_\_\_
- [b] \_\_\_\_\_
- [c] \_\_\_\_\_
- [d] \_\_\_\_\_
- [e] \_\_\_\_\_
- [f] \_\_\_\_\_

### Task C | Comprehending what you read

- 1** Answer the following questions concerning the text *Personal learning styles and learning strategies*. True or False.

[a] Socrates believed that learners should be active participants in their own learning.

[b] Good language learners do one special thing.

[c] There are more intelligences than one.

[d] One thing that a good language learner does is to make guesses.

### READING 4

Every country has some kind of education system. For some, kindergarten begins at 6 years old, and for others 4 or 5 years old. Next, students move on to primary or elementary school. Following that, high school/secondary school/college commences and, finally, tertiary/university studies are completed.

### Task A | Reading a lengthy text – Comparisons to known systems

Read the following text about *Western education systems*. It is a lengthy but thorough overview of what the systems are like. While reading, think of comparisons to your own country's education system. What is similar? What is different?

## Western education systems

1. Mainstream education systems in most English-speaking countries are broadly similar to each other. Education in general refers to a result and is produced by instruction, training or study. It is also the process involved to obtain this result. This essay will explain some of the common features of typical systems in the United Kingdom, Australia and the United States and give a brief overview of the organisation of education in these countries. However, it should be borne in mind that variations on these systems are not just possible but common, due to the fact that in these countries, the responsibility for organising many aspects of education is at the state (USA and Australia) or county (UK) level. Other English-speaking countries, such as New Zealand, Canada and the Republic of Ireland, have similar systems, but discussion of those is beyond the scope of this essay.
2. Before looking at the organisation of these education systems, it is important to take an overview of what they value and what their overall aims are. These values and aims have changed considerably over the last five decades or so under the influence of the results of educational research and thinking as well as through political influence. As a result, the previous emphasis on memorisation of facts and theoretical knowledge has shifted towards analysis and interpretation. For example, a history essay may include dates and events, but a student would gain higher marks for showing why the events happened, or why they were important.
3. Creativity has also been emphasised, especially in subjects such as English, where for many years such things as grammar and spelling were removed from the school curriculum, and students were expected to write their own stories and other texts, without instruction about how to do it. The result was judged on the impression it made. However, a return is now being made to more traditional areas of learning such as grammar. Learning by doing is also encouraged – in science lessons, instead of being told what happens when one chemical is combined with another, students would first mix the chemicals and observe what happened, then compare the results with what was expected. In most subjects, knowledge is seen as a means to an end, that is, something that can be used in some way, and is usually not learnt for its own sake. In languages, for example, grammar is taught as a way to make communication clear, and communicative ability is tested more often than grammatical knowledge, but a student who can't use grammar well will not achieve high scores on a communicative test. To reflect these aims, exams usually focus on the application of knowledge rather than just repeating it. Therefore, for example, essays that give facts as reasons for an opinion are valued more than essays that simply describe.
4. Methods of instruction fit in with the aims of education. Active learning, that is, learning by doing, is often encouraged over passive learning strategies, such as memorisation (Commonwealth of Australia, 2002). If the teacher simply gives facts which the students then learn, this is seen as a bad teaching strategy and is referred to in a disparaging way as 'spoon-feeding', as when a mother gives food directly to a baby. Instead, good teaching is seen as setting up situations in which students find things out for themselves, preferably in a varied, interesting and motivating way which caters for the wide range of different personalities and learning styles that exist in any class.
5. Exams remain an important part of curricula in Australia, the UK and the USA, although the trend is very much towards forms of continuous assessment, such as essays and other assignments contributing to the overall score for the course, or practical sessions (especially in the sciences) or larger projects that involve research or writing a report based on the students' own reading of the subject. The amount of continuous assessment generally increases at the higher levels – it is rare to find an undergraduate university course which is assessed only by exams and, at the master's level, most courses have no exams.
6. The main source of funds for most schools in each of these countries is the government. The proportion of private schools varies. Education normally culminates in major public exams, whether at private or public schools. Therefore, both public and private schools generally teach, especially in later years, to the same curriculum.
7. As for the way in which education is organised, it usually begins with a period of non-compulsory pre-school or kindergarten education. For example, in Australia, parents are encouraged to send their children to pre-school for two years before compulsory education (DETYA, 2000). Compulsory education begins at different times in different countries: usually just before the 5<sup>th</sup> birthday in the UK (BBC, 2001), and at age 6 in North America (Fulbright Commission, 2001) and most parts of Australia (DETYA, 2000).

8. Primary or elementary school lasts for around six years, and focuses on basic literacy and numeracy skills, creative skills such as art, as well as socialisation and with a varying element of sport and physical education. Children spend most of their time in the same class with the same teacher, although occasionally subject specialists are brought in, or students are timetabled to spend a lesson or so each week with a teacher who has a strength in a particular area such as science or art. A large part of lessons is spent with children working together in groups and, as a consequence, lessons can be quite noisy. Children sitting in regimented lines of desks, working individually on textbook exercises in silence is regarded as a thing of the past in these countries. Schools are commonly decorated with paintings and posters produced by the children themselves, and considerable efforts are made to ensure that the study environment is bright, cheerful and friendly. In the USA, elementary school is often referred to as grade school: each year is called a 'grade', follows a set syllabus, and students have to pass an exam to move to the next grade the following year.
9. After primary or elementary school, the next phase of students' education (usually at age 11 or 12, depending on the country) is rather different in character. Instead of having the same teacher most of the day, pupils move from classroom to classroom to study different subjects, each taught by a different, subject-specialist teacher. The actual organisation of this period varies between countries and sometimes from area to area (eg, the UK), with sometimes all students from the beginning of this period to 18 years old being at the same school, usually known as a high school (or sometimes secondary school or grammar school in the UK), or this period being divided between two schools, middle school and high school (some parts of the UK), or junior high and high school (most of the USA). Work gets more advanced as the student gets older, culminating in major public exams at age 16 and/or 18. However, it is often just before this point that compulsory schooling comes to an end: students are allowed to stop attending school after their 15<sup>th</sup> or 16<sup>th</sup> birthday in each of these countries (BBC, 2001; DETYA, 2000; Fulbright Commission, 2001), though in practice this isn't common. By this time, students have specialised to some extent, in that they choose many of their subjects. In the UK, this is quite extreme – after 16, students are, until quite recently, expected to choose only three subjects, which could be as narrow as 'double maths' and physics, and very soon the content they are studying is at a similar level to the first year



at university in the USA (Fulbright Commission, 2001), where the education system favours breadth of knowledge with, for example, university science students being required to study subjects from the arts or language departments.

10. Most countries have a wide range of options at the next ('tertiary') stage of education, but basically this boils down to two main alternatives. For the more academically inclined, there are universities and junior colleges (USA), while for those wishing for a more practical course, or a trade qualification, colleges of further education (UK) or technical and further education colleges (Australia). After the first (or 'bachelor') degree, it is possible to progress to master's degrees, then to PhD programs, by which time the focus is almost entirely on the student's own original research (except in some North American cases). The first degree is known as 'undergraduate' study, and any course that requires a first degree as condition of entry is a 'postgraduate' degree.
11. Thus, Western education systems have many common features, especially in terms of their aims and methodology, but under the surface there are a significant number of differences, which anyone visiting any of these countries for educational reasons would do well to become informed about.

## References

- BBC (2001) *Secondary Schools*. BBC News, <[http://news.bbc.co.uk/1/hi/english/education/uk\\_systems/newsid\\_115000/115872.stm](http://news.bbc.co.uk/1/hi/english/education/uk_systems/newsid_115000/115872.stm)> (6 May 2002).
- Commonwealth of Australia (2002) 'Australian way of studying'. *Study in Australia*, <<http://studyinaustralia.gov.au/Contents/WhatToStudy/AustStudy.html>> (21 April 2002).
- DETYA (2000) *Australia Country Education Profile*, 3rd edition Online. Canberra: DETYA, <<http://www.detya.gov.au/noosr/cep/australia/index.htm>> (21 April 2002).
- Fulbright Commission (2001) 'School Education in the USA', <<http://www.fulbright.co.uk/eas/school/school/htm>> (12 May 2002).



### Structure/Schema

The *structure* of the explanation essay you just completed reading is as follows:

- There is an introductory statement which lets the reader know something general about the subject.
- There is a sequenced explanation. Sequencing can be temporal (time markers are used = time sequence) or participatory (the same participant is used as the theme and constitutes evidence).

### Task B | Outlining structure

- 1 Underline the introductory general statement
- 2 Underline the definition found in the introduction.
- 3 Underline the sentence that reveals the purpose of the writer's explanation.
- 4 Highlight or underline markers of time, ie temporal sequencers. These are words like **next**, **after that**, **finally**, **before**, **after**.



### Explanation paragraphs



*Explanations are a form of writing and speaking that explain something.*

Statements are written in sequential order to explain how something works or why something happens.

*Grammatical characteristics of an explanation (language features) are:*

- Processes (similar to verbs) Use mostly verbs of being
- Tense Use present tense and passive voice (is made, is accessed)
- Cohesive words (linking words) Use sequencing words like after, before, next
- Purpose Is to explain using factual and detailed information
- Participants (the actors or subjects (nouns) that are commonly found in an explanation text). Are generalised in explanations. First and second person (I, you) are rarely used.

*Schema (layout, structure) of an explanation:*

- Topic stated clearly in lead-in sentence
- A number of sequential paragraphs.

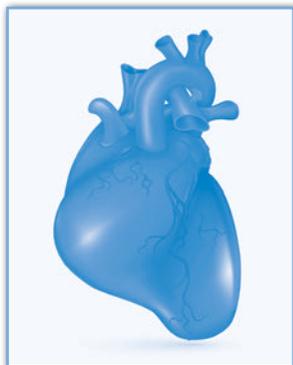
The reading *Science 101* on page 7 contains explanation paragraphs and serves as an explanation to students about the Science module within a course of study.

Here is the same paragraph with its structural and grammatical requirements in **bold**.

### Model paragraph – Explanation

#### *The human heart*

The human heart is a strong, muscular pump a little larger than a fist. It pumps blood continuously around the body. It pumps blood through the circulatory system. Each day the average heart 'beats' (expands and contracts) 100 000 times and pumps about 2000 gallons of blood. In a 70-year lifetime, an average human heart beats more than 2.5 billion times.



### The human heart (ie How does the human heart work?)

**First sentence:**  
Use a definition or description

The human heart is a strong, muscular pump a little larger than a fist.

**Second sentence:**  
What it does

It pumps blood continuously around the body.

**Third, fourth, fifth sentences:**  
How the parts work in conjunction with something else

It pumps blood through the circulatory system. Each day the average heart beats (expands and contracts) 100 000 times and pumps about 2000 gallons of blood. In a 70-year lifetime, an average human heart beats more than 2.5 billion times.

## Task A | Writing an explanation paragraph

Read topics 1–4 for explanatory (explanation) paragraphs. Beneath each topic are some words to help you develop an explanation paragraph. Choose words to create sentences within the paragraph. You need to create each topic sentence and then write an explanation paragraph.



### Explanation

Remember: How something works or why something happens is an explanation.



### 1 Data transfer (eg from a camera, ipod, thumb drive) to a computer.

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**Definition or description:** Portable media devices, for example an iPod, SD card or camera work by...

Information

Songs, data or photographs

Transfer

Uploading

Downloading from a website

Device

Sample pages

### 2 Why it appears that the sun rises each day

Every 24 hours the earth spins on its axis

revolution

different part of the earth

from west to east

day time in the USA

night time in Africa

day time in Europe

night time in Australia

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### 3 How a tadpole becomes a frog.

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A tadpole is  
It emerges from an egg laid by a frog. After five weeks, a tadpole begins to change.  
Grows  
Legs and forelegs  
Tail becomes smaller  
Then lungs begin to develop  
Next, legs  
After 11 weeks, a fully developed  
The tadpole has become

### 4 How does yeast raise bread and pastry?

Rearrange the sentences below in the correct order to create an explanation.

That's how yeast raises bread and pastry.

The process of leavening bread is an organic process. Starch cells in flour get eaten by yeast.

Sugars are metabolised to produce alcohol and carbon dioxide. Carbon dioxide is a gas and forms the bubbles in the particular pastry.

Yeast is a raising agent. It's a living bacteria.

The gluten structure in the flour traps the carbon dioxide and as the yeast keeps feeding the bread keeps rising.

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## Task B | Explanations and discourse markers of time sequence



### What is an explanation? What is an explanation essay?

All language is situational. It has a social function. Explanations in writing are usually found in science or social science. They often use the simple present tense and explain things or processes in an order or sequence.

The next reading text is an explanation of a tutorial at a Western tertiary institution. The *explanation* applies to undergraduate students.

The structure for the *explanation* essay *What is a tutorial?* is as follows:

- 1 An *introductory statement*. This lets the reader know something general about the subject.

- 2 A *description or definition of terms*.
- 3 A *sequenced explanation*. Sequencing can be temporal (time markers are used = time sequence) or participatory (the same participant is used as the theme). The steps are linear a b c d, and/or vertical.

A  
↓  
B  
↓  
C  
↓  
D

## Task C | Reading and reviewing staging/structure/schema

Read the text below and note the staging.

### What is a tutorial?

1. Tutorials occur in all Western university systems. The term *tutorial* derives from *tutor* which means 'instructor'. A tutorial comprises an instructor and a group of students. It used to mean a small group of students, but today there may be as many as 60 or 70 in a group or as few as 8 or 10. So, what is a tutorial and what does it have to do with you, the student?
2. First, students attend lectures within their chosen fields of study. These lectures take place in large halls with seating for up to 300 or even 1000 students. Students must listen carefully and take notes while the lecturer is speaking. Students do not usually interrupt the lecturer in order to clarify something they do not understand or did not hear.
3. After the lecture students should review their notes and prepare for their tutorial. The tutorial will be held in the same week as the lecture, but with fewer students. The tutor or instructor is usually not the same person who gave the lecture in the hall.
4. While students attend their tutorials, the tutor will point out important, relevant issues or points that were made at the lecture. They may also ask for students' input in the form of a discussion or prepared paper.
5. During the tutorial, a student is allowed to ask questions, to speak and indeed, at times, they are required to speak whether they are prepared or unprepared.
6. Following the tutorial, students will have time to prepare assignments that may have to be submitted to their lecturer and/or their tutor. You will learn more about this later in this book.

## Task D | Outline the stages in the introduction

- 1 Underline the *introductory* general statement.
- 2 Double underline the *definition* found in the introduction.
- 3 Triple underline the sentence which reveals the *purpose* of the writer's explanation.

## Task E | Time discourse markers

- 1 Name as many time markers as you can think of, such as *secondly* or *next*.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 2 Write each time marker that you find in the text, *What is a tutorial?*

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

### Task C | Using the cross-references

Cross-references are given to help you find where the skill you are working on has previously appeared in the book, or where you can find more practice later in the book.

Other helpful features in this book are:

- margin notes next to essays to explain vocabulary
- paragraph numbers beside texts
- line numbers beside texts
- headings to each task which tell you why you are doing the task
- a summary page at the beginning of each unit which shows what you will study in the unit; and
- an index for quick reference.



### Task A | Time management at university and in study situations – Examining your own use of time

Students write next to the times a few words explaining everything they did and will do today. Using the five days within the timetable, write your schedule as it exists at the moment.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6 am					
7 am					
8 am					
9 am					
10 am					
11 am					
12 noon					
1 pm					
2 pm					
3 pm					
4 pm					
5 pm					
6 pm					
7 pm					
8 pm					
9 pm					
10pm					

### Task B | Create a personal timetable that includes 30 hours of study

Create a timetable for yourself that includes 30 hours of studying per week.

## GET READY FOR UNIT 2: SOCIETY

Read the following article to help you get ready for Unit 2:

- <[www.simple.wikipedia.org/wiki/poverty](http://www.simple.wikipedia.org/wiki/poverty)>

While you are reading this article, think about:

- What problems does poverty cause?

Also, make notes of some vocabulary from these readings.

Be prepared to share your answers next time you meet.