8 Academic study

Section 2
Academic life

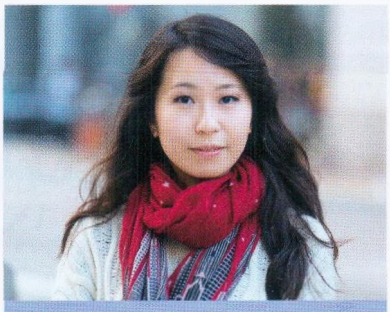
Words to learn

academic (*adj*) AWL
course (*n*)
degree (*n*)
department (*n*)
discipline (*n*)
faculty (*n*)
higher education (*n*)
institution (*n*) AWL
international student (*n*)
student (*n*)
study (*v*)
subject (*n*)
teach (*v*)
undergraduate (*n*)
university (*n*)

Studying at university

Rebecca

A I'm a **student** at the **University** of Oxford. I'm **studying** medicine and I plan to become a doctor.



Yasuko

B I'm a law student at Melbourne University. I'm doing a **course** in international law.

Dipak

C I'm from Mumbai in India, but at the moment I'm at university in London. I'm an **undergraduate** in the first year of a three-year engineering course. There are lots of other **international students** on my course.

1 Complete the sentences about the three students using words from the box.

course international student student studying undergraduate university

1 Rebecca is a _____ in Oxford. She's in her second year at the moment.
2 She's doing a _____ in medicine and hopes to become a doctor when she finishes.
3 Yasuko is _____ law, in particular international law.
4 She's at _____ in Melbourne, Australia.
5 Dipak is an _____ / _____ doing a course in engineering in London.

Usage note talking about your studies

Notice the different ways you can talk about your studies:

- *I'm studying (medicine/law).*
- *I'm a student at (Bristol University).*
- *I'm a (law) student.*
- *I'm at university in (Istanbul).*
- *I'm doing a course in (international law).*
- *I'm an undergraduate.*

2 Choose the correct word to complete the sentences.

1 There are around 8,900 international students *at / of* Oxford University.
2 In 2014, around 11,700 students altogether were *doing / making* undergraduate courses at the university.
3 In 2015, 952 undergraduates were *student / studying* medicine.
4 Around 960 students were doing courses *of / in* history.
5 There were around 664 law *students / studying*.

Higher education

D **Higher education** includes courses at universities and other **institutions**, such as art colleges. A higher education course leads to a **degree**, such as a BA (Bachelor of Arts) or a BSc (Bachelor of Science). A degree course usually lasts for three or four years.

E Most universities are divided into **faculties**, such as the Faculty of Science or the Faculty of Law. Each faculty is divided into **departments**. An **academic** department **teaches** courses in a particular **subject** or **discipline**, such as the Department of Engineering or the Department of History.

3 Read texts D and E about higher education. Mark the statements true (T) or false (F).

1 Higher education includes high schools, colleges and other institutions. __
2 At the end of a university course, students get a degree. __
3 A university faculty is larger than a department. __
4 A *discipline* is another word for a subject that you study. __
5 A university department usually teaches many different subjects. __

4 Complete the web page using words from the box.

Department
Faculty
University
courses

1 _____ **of Clifton**

2 _____ of Sciences | Engineering 3 _____

Our 4 _____

- BSc in Civil Engineering
- BSc in Mechanical Engineering
- BSc in Electronic Engineering

5 Write the part of speech (noun, verb or adjective) of the highlighted word in each sentence.

▸ EXAMPLE: She's a professor in the **Faculty** of Medicine at the University of London. noun
1 We spoke to students from different **disciplines**, including history, economics and engineering. ____
2 The website gives information about more than 200 **academic** institutions in the US. ____
3 To become a lawyer, you need a university **degree**. ____
4 He **teaches** courses in the history of science and the history of technology. ____
5 The history **department** is on the third floor. ____

Usage note noun + noun

We often use noun + noun combinations to talk about academic study and academic departments:
a(n) law/science/university/undergraduate student
the history/geography/engineering department (or the department of history/geography/engineering)
a(n) science/law/undergraduate/university degree
But, we use the adjective *medical*: *a medical student/degree* (NOT ~~*a medicine student/degree*~~)

6 Match the sentence halves.

1 She's studying for an engineering
2 There are some differences between the **higher**
3 Political science is an **academic**
4 The university welcomes **international**
5 We have changed the way we **teach**

a **discipline** that focuses on politics.
b **degree** at Tokyo University.
c **students** from all over the world.
d **education** systems in the two countries.
e science **subjects** at high school level.

7 Write a short profile (two or three sentences) describing your own academic studies or what you plan to study. Try to use some of the words from the unit.

9 Arts and social sciences

Section 2
Academic life

Words to learn

ancient (*adj*)
art (*n*)
artist (*n*)
education (*n*)
field (*n*)
history (*n*)
literature (*n*)
modern (*adj*)
perspective (*n*) AWL
philosophy (*n*) AWL
professor (*n*)
programme (*n*)
religious (*adj*)
sociology (*n*)
topic (*n*) AWL

Arts subjects

Dr Emily Nelson
Department of English

A My main research interest is 19th-century British and American **literature**. I teach on the undergraduate English Literature **programme**, including courses in Poetry, American Literature (1830–1945), and Creative Writing.

Dr Marco Cavallo
Department of History of Art

B Marco Cavallo is a lecturer in the History of Art. He studied **Ancient** and **Modern** History at Oxford University and gained his PhD in Medieval Art History. His research focuses on Italian **artists** of the 12th century. He teaches on courses including Introduction to Medieval Art, and **Religious** Art.

Dr Susan Lee
Department of Philosophy

C Dr Lee is a **Professor** of Philosophy. She teaches on courses including Philosophy of Science, and Medical Ethics. She is author of the textbook *Introduction to the Philosophy of Science* (2009).

1 Read the academic staff profiles, A–C. Choose the correct option to complete the sentences.

1 Dr Nelson *teaches / studies* English literature to undergraduates.
2 Dr Cavallo teaches *Ancient and Modern History / History of Art.*
3 Dr Lee teaches in the *philosophy department / Department of Medicine.*
4 She wrote a book about *the philosophy of science / medical ethics.*

2 Match the student comments, 1–4, to the courses they are studying, a–d.

1 We're learning about the work of 15th-century artists, like Leonardo da Vinci and Michelangelo.
2 We discuss questions like the link between scientific theories and the actual data that scientists collect.
3 On this course, we're studying Greek culture and civilization from the period around 480 BC.
4 At the moment, we're reading a novel called *The Bluest Eye* by the US writer Toni Morrison.

a Ancient History
b History of Art
c Philosophy of Science
d American Literature

Academic perspectives

D An interdisciplinary course of study looks at more than one academic discipline to create a **perspective** on **topics** common to both. Thus, one might use ideas from the **fields** of **education** and **sociology** to examine the topic of cultural deprivation, for example.

Source: In Wallace, S. (ed.). (2015). *A Dictionary of Education.* (2nd ed.). Oxford: Oxford University Press.

Glossary
deprivation (*n*): the fact of not having the things that people in a society normally have

3 Read text D from *A Dictionary of Education*. What is it a definition of?

a cultural deprivation b the field of education c interdisciplinary study

Usage note academic word families

We use nouns to talk about different academic disciplines: ***education***, ***sociology***, ***history***, ***economic***
We use adjective + noun to talk about topics connected to a discipline: *a* ***philosophical*** *problem*
We use different nouns to talk about the people who study or work in a particular field: ***sociologist***, ***historian***
All these words are part of a word family (e.g. *history – historical – historian*).

4 Complete the table using the correct form of the words. Use the word families in the glossary on pp.127–141 to help you.

Academic subject (noun)	Perspective adjective	Person (noun)
history	historical	1 _____
philosophy	2 _____	philosopher
3 _____	educational	educator
sociology	4 _____, social	sociologist
economics	economic	5 _____
6 _____	legal	lawyer
politics	7 _____	political scientist, politician

5 Read a paragraph from a student essay about cultural deprivation. Complete the paragraph using words from the box.

field perspective social sociologists topic

'Cultural deprivation' is a theory which says that children from some [1]_____ backgrounds do not learn the intellectual and linguistic skills they need to be successful in life. They come from homes where there are few books or other activities to help them develop. So from an educational [2]_____, this means that when they start school, they lack the skills they need to progress. This leads to low academic achievement, few qualifications and poor job prospects. The idea of 'cultural deprivation', then, is clearly a [3]_____ that is of interest to those working in the [4]_____ of education, as well as to [5]_____.

6 Choose the correct word to complete the sentences.

1 Aristotle was a Greek *philosopher / philosophy* who was born in 384 BC.
2 The book shows, from a *history / historical* perspective, how much the legal system has changed.
3 He is best known for his work in the field of international *economic / economics*.
4 In recent years, there have been major changes to the *politics / political* system.
5 Many well-known *literature / literary* works have been adapted to film.

10 Sciences

Section 2
Academic life

Words to learn

applied science (*n*)
biologist (*n*)
chemist (*n*)
engineering (*n*)
experiment (*v*)
laboratory (*n*)
methodology (*n*) AWL
objective (*n*) AWL
observe (*v*)
physical (*adj*) AWL
physicist (*n*)
science (*n*)
scientific (*adj*)
scientist (*n*)
team (*n*) AWL

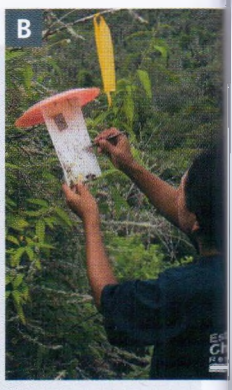
Scientists

A The kinds of things that draw **scientists** into this area of knowledge are as various as the individuals. As **biologist** Peter Medawar said about his colleagues, "There is no such thing as a **Scientific** Mind. Scientists are people of very dissimilar temperaments doing different things in very different ways."

The picture of 'the scientist' becomes even less clear in contemporary science because scientists generally work in **teams** – teams of **physicists, chemists,** environmental scientists, and increasingly, interdisciplinary teams. They spend their time **experimenting** in **laboratories, observing** in the field, or working in offices connected to very powerful computers.

Source: Adapted from Dombrowski, Rotenberg & Bick. (2013). *Theory of Knowledge.* Oxford: Oxford University Press. p.328.

Glossary
temperament (*n*): a person's nature and the way they behave
interdisciplinary (*adj*): involving different areas of study
in the field (*phr*): doing practical work or study, not in a library or a laboratory



1 Read text A about scientists. Mark the statements true (T) or false (F) according to the text.

1 People become scientists for many different reasons. __
2 Peter Medawar says that his colleagues have a similar type of personality. __
3 Different types of scientists usually work separately. __
4 Scientific work can happen in many different types of places. __

2 Which of the pictures, A–C, shows a scientist working:

1 in the field? __ 2 in a laboratory? __ 3 at a computer in an office? __

3 Complete the sentences using the best word from the box.

experimented laboratory observe physicists scientific team

1 A moving object will carry with it the energy of its motion – what _____ call 'kinetic energy'.
2 Michael Faraday _____ with electricity early in the 19th century.
3 Nowadays, our understanding of how the human body works is based on _____ research.
4 We used hidden cameras to _____ the animals' natural behaviour.
5 Work in the _____ has helped us to understand exactly how water freezes to make ice.
6 The study was carried out by a _____ of researchers from the University of Southampton.

Basic and applied sciences

B The terms basic science and **applied science** refer to the **objectives** of the work more than the **methodology** and activities; roughly whether it's to determine some property of the **physical** world or to design something for a specific purpose.

Engineering, applied science and design are always about something new. If it weren't new, we would just buy an existing product. And the activities are truly engaging – figuring out what the real problem is, drawing on things you already understand, identifying what you don't understand, working out the new bits, trying out an experimental version, working through the stress and excitement of getting the final version finished by the deadline and seeing the happy faces of clients. Who wouldn't love working like that?

Source: Jim Cavers. In Dombrowski, Rotenberg & Bick. (2013). *Theory of Knowledge.* Oxford: Oxford University Press. p.331.

4 Read text B, part of an interview with engineer Jim Cavers. What is the main difference between basic science and applied science?

5 Choose the correct words to complete the definitions.

1 *A methodology / An objective* is something you are trying to achieve: your goal.
2 *Engineering / Methodology* is the use of scientific knowledge to design and build something.
3 *Objective / Applied science* is the use of scientific knowledge in a practical way.
4 Your *objective / methodology* is the way you carry out a particular activity, especially a piece of research.

6 a Complete the sentences using the correct form of the keyword provided. Use the glossary on pp.127–141 to help you.

1 **science – scientists – scientific**
a Advances in _____ and technology have changed our everyday lives dramatically.
b Many _____ believe that climate change will lead to more extreme weather conditions.
2 **biology – biologists – biological**
a New technological devices help _____ to follow the movements of animals.
b Ageing can be described as a _____ process.
3 **physics – physicist – physical**
a _____ states that energy cannot be created or destroyed.
b Basic science is about better understanding the _____ world and how it works.
4 **chemistry – chemists – chemical**
a To speed up the _____ reaction, it is necessary to carry out the experiment at high temperatures.
b Across the world, _____ use the same symbols to refer to the elements; H for hydrogen, O for oxygen, etc.
5 **experiments – experimented – experimental**
a Recent _____ work has provided support for this theory.
b He investigated this problem using a series of laboratory _____ .

b Identify the part of speech (noun or adjective) of the keyword in each sentence in 6a.

1 a __	2 a __	3 a __	4 a __	5 a __
b __	b __	b __	b __	b __

7 Write a short paragraph (two or three sentences) about one of the following. Try to use some of the words from the unit.

- A famous scientist
- An area of science you are interested in

11 Academic writing

Section 2
Academic life

Words to learn

assessment (*n*) AWL
assignment (*n*) AWL
conclusion (*n*) AWL
deadline (*n*)
draft (*n*) AWL
edit (*v*) AWL
essay (*n*)
feedback (*n*)
introduction (*n*)
report (*n*)
style (*n*) AWL
submit (*v*) AWL
summary (*n*) AWL
support (*n*)
word count (*n*)

Academic assignments

A During your course, you'll be asked by your tutors to **submit** a number of written **assignments**. Some assignments will be quite short, such as a description or an explanation of a key idea. You'll need to write **reports** of work that you do in the lab. And sometimes you'll be asked to write an **essay** on a particular topic.

For each assignment, you'll be a given a **word count**: how many words you should write. It's important that you always check your word count before you submit your work. If you go over the maximum number of words, you could lose marks. And you must make sure that you submit any assignments before the **deadline** your tutor gives you. Again, you can lose marks if you submit work late.

At the end of the year, you'll write a longer essay on a topic of your choice. For this, you'll need to use information from your lecture notes and from the reading you've done through the year. You'll submit the first **draft** of your essay to your tutor at the end of May. They'll give you **feedback** on your writing, then you'll have another four weeks to **edit** your writing and to make any changes before you submit your final draft for **assessment** at the end of June.

1 Match the students' questions, 1–5, to the tutor's answers, a–e.

1 What's the **word count** for this assignment?
2 When's the **deadline** for the essay?
3 What's a lab **report**?
4 How much do we have to write for the first **draft**?
5 Is the extended essay part of our final **assessment**?

a You need to submit your whole essay to your tutor for feedback.
b It's a short description of the work you do in the laboratory, including your results.
c Yes, it's 25% of your final grade for the year.
d You should write between 450 and 500 words.
e You need to submit your essay before Friday the 20th.

2 Complete the sentences using the best verb from the box. Not all the verbs are needed.

edit give make submit write

1 You must complete and _____ your **assignment** before the deadline.
2 After we do an experiment in the lab, we have to _____ a lab **report**.
3 Our tutors _____ us **feedback** on our first draft.
4 Based on your tutor's feedback, you should _____ your first **draft**: make any changes and improve it.

Feedback on writing

B The overall structure of your essay is good and you make some interesting points.

Introduction:
You introduce the topic very well, but be careful about the **style** of your writing. Sometimes your language is rather informal.

Main body:
Your ideas are generally well organized, and you have included some good **support** for your arguments.
- Make sure you only have one main point in each paragraph.
- Remember to include references for any information you use from your reading.

Conclusion:
This is the weakest part of your essay: it's a bit too short. You should include:
- a brief **summary** of the main points in the essay, in one or two sentences
- a clear statement of your main argument again
- some closing comments – Why is this issue important? Who does it affect? How might the problem be solved?

3 Read text B, the feedback on a student's essay. Which of these parts of the essay were generally good (✓) and which need more work (✗)?

1 The overall structure __
2 The style of writing __
3 The introduction __
4 The main body __
5 The conclusion __
6 Summary of the main points __

4 Complete the descriptions of different parts of an essay using highlighted words from text B.

1 The _____ briefly repeats the main ideas and the main argument and includes some final comments.
2 A _____ should include just the main points, not the details.
3 In the _____, you explain the main topic of the essay and give some background information.
4 In the main body, you present your main points and include _____ in the form of examples and references.

5 Choose the correct word to complete the sentences. Use the glossary on pp.127–141 to check any new words.

1 He *conclusion / concludes* the essay by suggesting that the two approaches could be used together.
2 See the university website for more information about exams and *assessment / assess*.
3 The next section *summaries / summarizes* the results of the research.
4 Include definitions of any key terms in the *introduction / introduce*.
5 Allow some time to check and *edit / editor* your work before you submit it to your tutor.
6 Each student in the group is *assigned / assignment* a different task.

6 Write a short paragraph (two or three sentences) describing the academic writing you have already done at school or at university. Try to use some of the words from the unit.

- What type of academic texts (essays, reports, etc.) have you written?
- What is the average word count for your writing?
- Do you write on paper or on a computer?
- Do you have to submit your work by a deadline?
- Do you get feedback on your first draft?
- Do you have to edit your work?

12 Academic reading

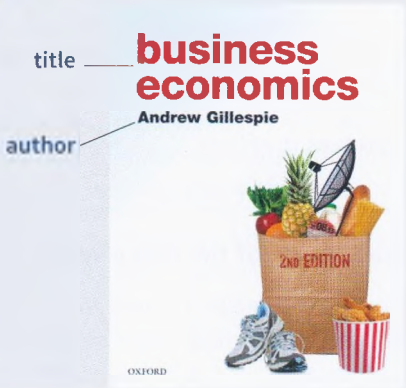
Section 2
Academic life

Words to learn

author (*n*) AWL
bullet point (*n*)
chapter (*n*) AWL
contents (*n*)
date of publication (*n*)
glossary (*n*)
heading (*n*)
illustration (*n*) AWL
index (*n*) AWL
page number (*n*)
paragraph (*n*) AWL
reading list (*n*)
reference (*n*)
term (*n*)
textbook (*n*)
title (*n*)

Deciding what to read

A textbook



B contents

1 Answer the questions about pages A and B from a textbook.

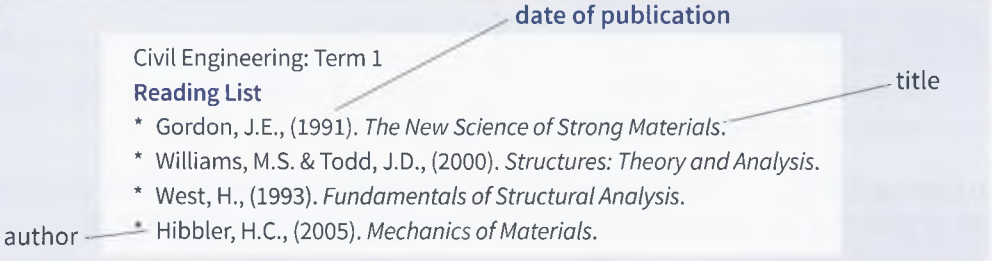
1 What is the title of the textbook? _____
2 Who is the author? _____
3 Where can you find information about the contents of the book? _____
4 What is the topic of chapter 2? _____
5 How many pages long is chapter 3? _____

2 Complete the explanation using words from the box.

author chapters contents page numbers textbook title

On the front cover of a [1]_____ , you can usually find the [2]_____ of the book and the name of the [3]_____ . You can use the [4]_____ page to find a list of [5]_____ , and the [6]_____ show where each one starts.

C



3 Complete the comments using one word in each gap.

1 Do we need to buy all the books on the _____ list?
2 The number in brackets is the date of _____ , isn't it?
3 Do you know who the _____ of *Mechanics of Materials* is?
4 There's a really good book by Gordon with a green cover, but I can't remember the _____ .

Reading texts

D

1 _____ 4 _____

2 _____

3 _____

Survival in hot, dry climates

DRY CLIMATES are often also hot climates – like deserts. Deserts are very difficult places for animals to live. There is scorching heat during the day, followed by bitter cold at night.

The biggest challenges if you live in a desert are:

- coping with the lack of water
- stopping body temperature from getting too high
- finding supplies of water.

Many desert animals are adapted to need little or nothing to drink. They get the water they need from the food they eat. Mammals keep their body temperature the same all the time. So as the environment gets hotter, they have to find ways of keeping cool.

4 Complete the labels using words from the box.

bullet points heading illustration paragraph

5 Answer the questions about text D.

1 What type of book is the text from? _____
2 What is the heading of this section? _____
3 How many paragraphs are there? _____
4 What does the illustration show? _____

At the back of the book

E Glossary of terms

public debts: the amount of money owed by the state
public goods theory: a branch of economics that studies how voters, politicians and government officials behave

F References

Bourne, A.K., (2003). The impact of European integration on regional power. *Journal of Common Market Studies*, 41(4), pp.597–620.

Breyer, S.G., (1982). *Regulation and its reform*. Cambridge, MA: Harvard University Press.

Brown, L. and Kennedy, T., (2000). *The Court of Justice of the European Community*. 5th ed. London: Sweet & Maxwell.

G Index

P
Paris Treaty 2, 16
parliamentary model of democracy 365
participation 368, 369
partnership 300, 301
party systems 417

6 Complete the three explanations using highlighted words from texts E–G.

- You use the [1]_____ if you want to find information about a particular topic in the book. For example, if you want to read about 'party systems', you can go to page 417.
- The [2]_____ contains definitions of [3]_____ used in the book. You can use this to check the meaning of important words or phrases.
- You will find a list of all the sources (books or articles) mentioned in the book in the [4]_____. You can use this if you want to do further reading.

7 Do the academic reading quiz.

1 What is another word for the writer of a book? _____
2 Where can you find a list of the chapters in a textbook? _____
3 Which three pieces of information about a book can you find on a reading list? _____
4 Where can you find full details of all the sources mentioned in a book? _____
5 If you don't understand a term (such as 'public debts'), where can you find a definition? _____
6 If you want to read about a particular topic, how can you find it in a textbook? _____

13 Academic speaking and listening

Section 2
Academic life

Words to learn

argument (*n*)
debate (*n*) AWL
discuss (*v*)
discussion (*n*)
interrupt (*v*)
lecture (*n*) AWL
lecturer (*n*) AWL
presentation (*n*)
question (*n*)
seminar (*n*)
take notes (*phr*)
tutor (*n*)
tutorial (*n*)

Academic speaking

A **Seminars** usually include a group **discussion** of lecture topics or reading texts. Students give **presentations** which develop communication skills. Seminars encourage students to work independently and in teams. Some students may feel unsure about giving their opinions or presenting **arguments**. However, seminars provide a supportive group where you can ask and answer **questions** and **discuss** key ideas from the course. During seminars, students should also listen carefully and **take notes** on others' opinions. When students speak they should try to be clear and concise. Remember not to **interrupt** other speakers. Taking turns in a discussion is an important aspect of successful communication.

Glossary
concise (*adj*): giving only information that is necessary and important, using few words

1 Read text A about how seminars help students. Tick the reasons mentioned in the text.

a Seminars help students to work better on their own and as part of a group. __
b Seminars give students the chance to give presentations. __
c Seminars give students a place where they can discuss ideas and ask questions about lectures. __
d Seminars can help with ideas for writing essays. __

2 Complete the diary extracts using words from the box to make collocations.

answer ask discuss give interrupt present take

1 At the beginning of term, all the students were asked to _____ **presentations** on their learning goals. During the presentations, the students who were listening had to _____ **notes** on key points. They used these notes to _____ the speaker **questions** and get more information.
2 In later seminars, students were asked to summarize reading texts and _____ **ideas** from the lectures. This meant that they had to _____ **arguments** from the textbooks and _____ **questions** that anyone had on the topic. There was often a lot of disagreement in the discussions, and it was sometimes hard not to _____ **speakers**.

Usage note collocations with ***question***

ask/answer a question:
• *It is important to ask questions if something is not clear.*
• *Try to answer any questions another student might have.*
take/put questions:
• *Remember to tell your audience when you will be taking questions.*
• *You can put questions to the speaker at the end of the presentation.*

3 Choose the best word or phrase to complete the student's suggestions.

1 Remember that seminars are a really good place to *ask / answer / ask and answer* questions about key ideas from lectures and reading texts. Don't be afraid to give opinions.
2 If you've got to *give presentations / take notes / discuss ideas*, be prepared. Practise what you're going to say, and make sure you have relevant and interesting visuals.
3 Let people finish what they are trying to say, and don't *ask questions / discuss ideas / interrupt speakers*.
4 Think of the best way to *take notes / ask questions / discuss ideas*. For example, if you are thinking about arguments for and against something, you could divide your notebook into two columns.

Academic listening

B **Lecture**
Monday 14 September, 1.30 p.m.
Hall 3
Lecturer: Dr Warren Ellis
Materials science and the environment: Can it make a difference?
Suggested reading text: Gratzer, W., (2011). Chapter 9, *Giant molecules* (OUP)

C **Tutorial** – Thursday 17th
Materials science
Tutor: Catherine Harvey
Debate: New materials will help stop climate change

For	Against

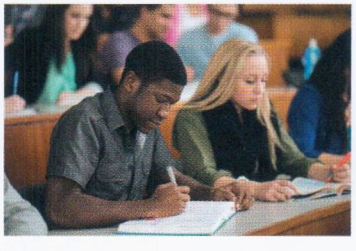
4 Complete the sentences using highlighted words from texts B and C.

1 The _____ is going to discuss the positive effect of new materials on the environment.
2 If you want to have some background information before the _____, you should read the suggested text.
3 There is a _____ on Thursday the 17th. The _____ is Catherine Harvey.
4 During the _____, students have to present their arguments for and against the environmental importance of new materials.

5 Match the pictures to the words and phrases in the box.

ask questions lecture presentation take notes tutorial

1 _____



2 _____

3 _____

4 _____

5 _____

6 Complete the student blog post with words or phrases from the unit.

Going to [1]_____ is a really important part of your coursework. Although you can always read key ideas and [2]_____ in textbooks, [3]_____ can often provide details about the latest research – before it has been published. Some lecturers provide detailed handouts, but it is still very useful to [4]_____ on the main ideas and the points that support them. If you get the chance to [5]_____ at the end of the lecture, then do. This gives you the opportunity to [6]_____ and check your understanding of the topic. And remember to read over any notes, highlighting key information. This is always useful if you have to give [7]_____ in a follow-up [8]_____.

14 Learning and technology

Section 2
Academic life

Words to learn

access (*n*) AWL
access (*v*) AWL
administration (*n*) AWL
catalogue (*n*)
communicate (*v*) AWL
communication (*n*) AWL
connection (*n*)
delete (*v*)
document (*n*) AWL
insert (*v*) AWL
keyword search (*n*)
link (*n*) AWL
log on (*phrasal v*)
on screen (*adv*)
print out (*phrasal v*)
register (*v*) AWL
slide (*n*)

Online learning systems

A What is UniWeb?

UniWeb is the university's online learning environment. It has a range of tools for **communication** between university staff and students. It can be used at any time of day, from any location that has internet **access**.

Why use UniWeb?

- To **access** course materials such as reading lists, **slides** from lectures and **links** to useful information.
- To **communicate** with staff and other students.
- To reduce time spent on **administration**. You can find important information about your course all in one place, such as term dates, lecture schedules, news and messages from your department.

How can I start using UniWeb?

To access UniWeb, you need to **register** using your student number. You will get a username and password. Then you can **log on** from anywhere with an internet **connection**.

1 Read the information from a university website, text A. According to the website, which of these things can students do using UniWeb?

a Contact tutors or lecturers __
b Find the reading list for their course __
c Watch video recordings of lectures __
d Find information about their courses __

2 Complete the comments using words from the box.

access administration communicate connection links log on registered slides

1 As a tutor, I use UniWeb to _____ with my students; I can post messages or send an email to a whole class.
2 I mostly use the system to _____ information about my course; for example, I can check lecture timetables.
3 Most of our lecturers put their _____ online. It means you can focus on listening during the lecture because you don't have to write everything down.
4 For office staff, the system makes _____ much easier – there's much less paperwork because students can fill in forms, etc. online.
5 Once you've _____, you can use your username and password to _____ from any computer.
6 You can use the system anywhere – you just need a laptop and an internet _____.
7 The page for each course has a list of useful _____, such as online journals and other websites.

Using technology to study

B Students don't have to come to the library to access our resources. They can search the library **catalogue** online. If they do a **keyword search** for a topic they're interested in, they can find both physical books and digital resources, such as online academic journals. (University librarian)

C I do all my writing on my laptop. It's much easier to edit your work **on screen**; you can easily **delete** something or **insert** an extra sentence. You can use tools like the spellchecker and word count as well. It's really important to save your **documents** regularly, though, so you don't lose anything. (Student)

D Research shows that students don't remember information they read on screen as well as information on paper. When we read online, we tend to read more quickly. Also, we don't read the whole text; instead we move around looking for key information and we usually only read once. Several recent studies have found that university students like to search for information online. However, they actually prefer to **print out** documents in order to read them carefully. (University tutor)

3 Read comments B, C and D. Answer the questions, yes (Y) or no (N).

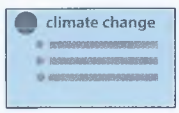
1 Can you search for books and online sources using the library catalogue? __
2 Is it easy to edit your writing on screen? __
3 Do students remember information better when they read it on screen? __
4 Do people usually read information more quickly on screen than on paper? __

4 Match the sentence halves. Use the highlighted words to help you.

1 I find it difficult to read **on**	a **catalogue** by author, by title or by keyword.
2 The easiest way to **communicate**	b **on** and check your university email.
3 You can search the **library**	c **to** several online dictionaries.
4 There's free Wi-fi **internet**	d another **heading** before the third paragraph.
5 You need a password to **log**	e **out** copies of articles you want to read.
6 On the website, there are **links**	f **screen** for a long time.
7 You could **insert**	g **access** in the coffee bar.
8 In the library, you can **print**	h **with** your tutors is via email.

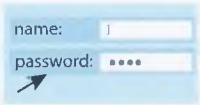
5 Match the words and phrases in the box to the pictures.

a document a link a slide keyword search log on print out

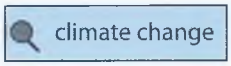


1 _____

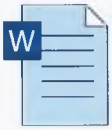
2 _____



3 _____



4 _____



5 _____

6 _____

6 Write a short paragraph (two or three sentences) about how you use technology to study. Try to use some of the words from the unit.

REVIEW 1 Units 8–14

Student writing: writing a report

When writing a report, we usually describe the main stages in the research project. Typically, these include stating the aims and purpose of the research, explaining the research methods and presenting the results.

A 1
The aim of this **report** is to look at the challenges faced by **international students** in **higher education**.

2 150 **undergraduates** from several **departments** and **faculties** were contacted by email; 123 students responded. They were interviewed by email and completed an online questionnaire.

3 The results suggest that most students are likely to have difficulty with the following:
- **taking notes** in **lectures**
- understanding **lecturers**
- contributing to **discussions** and asking **questions** in **tutorials**.

The responses also suggest that around half of students also have problems in the following areas:
- giving **presentations** • **submitting** essays by the **deadlines**.

However, in spite of any problems, the majority of the students (79%) said that they were happy with their **courses**. The study also asked students what advice was the most helpful. Popular responses included:
- use **bullet points** to keep your notes concise
- pay attention to **feedback** on the first **draft** of your **assignments**
- make sure that **references** are accurate and complete.

1 What methods were used to collect information for the research? _____

2 Match the headings below to sections 1–3 of the text. Two headings are not needed.

1 Methodology __
2 Research aims __
3 Conclusions and recommendations __
4 Findings __
5 Glossary __

Focus on collocation

3 Complete the sentences using verbs from the box in an appropriate form. Use the report to help you and/or refer back to Units 8–14.

access contribute give meet submit take

1 There will be a talk this afternoon about how to _____ materials in the university library.
2 Before you _____ the first draft of your essay, make sure to check your word count and your references.
3 In seminars all students are expected to _____ to discussions, but you should not interrupt other students when they are discussing their ideas.
4 I'm _____ a short presentation on how to access the library catalogue and how to conduct keyword searches.
5 One of the biggest challenges I faced in my first year was _____ the essay deadlines.
6 Ancient history is a new subject for me, so I always try to _____ some notes in lectures and seminars.

Student writing: writing definitions

Academic writing needs to be very precise. For this reason, you will often have to write definitions as part of an essay. Examples of definitions in academic writing might include: defining which types of people answered questions in a study (e.g. men, women, elderly people, students, etc.), defining the aims of a study, defining the meaning of a complex term.

B **Engineering** is an **applied science** which looks at the design, building and use of engines, machines and structures. Students learn by **observing** and designing **experiments** to test the **physical** properties of the materials they are using. On this **programme**, engineering students often work in **teams** on practical projects and **assignments**. Students also take part in regular **seminars** where they can **discuss** their ideas and listen to **arguments** from other students and **tutors**.

4 Read text B. Mark the statements true (T) or false (F) according to the text.

1 The engineering course involves lots of practical work. __
2 Students on the engineering course always work on practical projects alone. __
3 Seminars mostly involve listening to tutors and taking notes. __

5 Match the sentence halves to complete the definitions. Use Units 8–14 and the glossary on pp.127–141 to help you if necessary.

1 A **link** is a place in an electronic document which
2 A **glossary** is a list which
3 A **perspective** is
4 An **objective** is something
5 A **summary** is a short statement that

a an attitude or way of thinking about something.
b explains the meanings of technical or special terms.
c gives only the main points of something, not the details.
d is connected to another electronic document or another part of the same document.
e which you are trying to achieve.

Focus on prepositions

6 Complete the sentences using an appropriate preposition. Use the definition above and Units 8–14 to help you if necessary.

Sociology is a social science which looks [1]_____ the development, structure and functioning [2]_____ human society. Students on the degree course will study a number of different topics and must submit an assignment [3]_____ their tutor at the end of each topic. Undergraduates are able to discuss social issues such as crime, technology and the family [4]_____ other students and tutors in regular tutorials and seminars, while lectures give an opportunity for them to learn [5]_____ the key ideas and themes that help us understand the way humans live in modern society.

Writing task

7 Write a short definition (two or three sentences) of your academic subject or course of study.