

# Success in Academic English:

English for General Academic Purposes

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**GRAHA ILMU**

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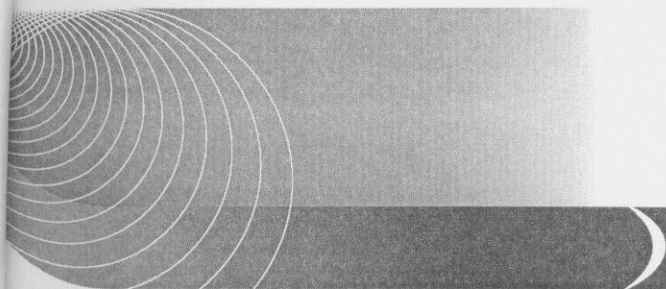
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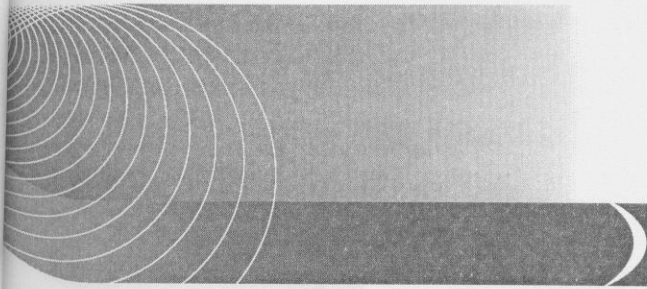
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## **Course Book**

### **English for General Academic Purposes**

#### **Objectives**

This book serves as a foundation which aims to enable the students attending subject matter courses in English. It also aims to improve their English skills and knowledge while providing them with essential study skills needed in their academic life in a fun and constructive atmosphere.

#### **Targets**

The materials in the course book are relevant for students from various disciplines at college level. It is assumed that the students have elementary proficiency of English and are not thoroughly familiar with efficient study skills in English content courses.

#### **Methodology**

The topics discussed in class, which are based on the results of the needs analysis survey, are mostly relevant to the students' need and interests.

Since the emphasis of this course book is on the communication process rather than on the mastery of language forms, it is especially relevant to use communicative language teaching approach. Thus, grammar and vocabulary knowledge are given particularly to support the communication process among the students.

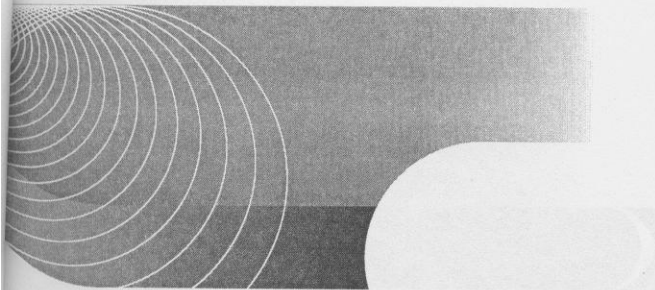
To further assist the students in their communication process, several chapters of this book are designed as CALL, or Computer Assisted Language Learning. Computers are considered to be efficient in facilitating the students' learning process since they allow the users to carry out tasks which are impossible to carry out using other media. Students are, for example, able to use multimedia equipments and word processor during the lesson. Moreover, the computers have internet connection which will provide them with up-to-date information.

#### **Organization**

The course book consists of fifteen units, all of which are reading based. Each unit is divided into five main parts:

#### **Before you read**

This section triggers the students' previous knowledge on the topic to prepare them for the reading text in particular and the whole unit in general.



### Let's Read

The reading text presents interesting topics based on real life and students' interests. Post reading activities are provided at the end of each reading text to enhance the students' comprehension.

### Language Focus

This part focuses on the basic grammar skills that the students need to properly express ideas and communicate.

### Let's Speak

This part of the unit provides the students with the opportunity to express ideas relating to various topics in spoken language.

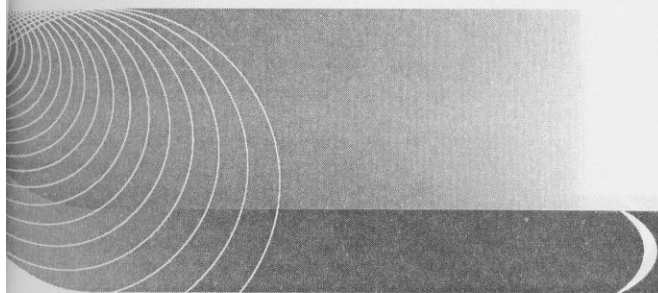
### Let's Write

The activities in this section are designed to stimulate the students' interest and ability to write especially in the academic setting.

### Study Skill

This section introduces study skills needed in any academic classes. The students will learn how to summarize a reading text, create a writing outline, etc. Study-Skill section is the feature of the course book.

Chart of the Lesson				
	Study Skill Focus	Language Focus	Page	
1	Reading	Present Progressive Tense	1-3	
2	Speaking	Describing Appearance and Personality	4-7	
3	Writing	Classifying	8-11	
4	Reading	Future Tense	12-15	
5	Speaking	Discussing	16-19	
6	Writing	Future Tense	20-23	
7	Reading	Adjectives	24-27	
8	Speaking	Individual Presentation part 1	28-31	
9	Writing	Individual Presentation part 2	32-35	
10	Reading	Relative Statement, Topic Sentences and Supporting Details	36-39	
11	Speaking	Participating language	40-43	
12	Writing	Individual Presentation part 3	44-47	
13	Reading	Editing and Revising a Writing Draft	48-51	
14	Speaking	Interpreting Diagrams	52-55	
15	Writing	Markers	56-59	
16	Reading	Direct and Reported speech	60-63	
17	Speaking	Direct and Reported speech	64-67	
18	Writing	Phrasal Verbs	68-71	



## Chart of the Lesson

Unit	Title	Study Skill Focus		Language Focus	Page
1.	Learning to Learn	Reading:	Scanning and Understanding Details	Simple Present Tense	1 - 4
2.	Education Abroad	Speaking:	Describing Diagrams and Tables	Present Progressive Tense	5 - 9
3.	Baby Girl	Writing:	Brainstorming and Clustering	Simple Past and Past Progressive Tense	10 - 14
4.	Entertainment Today	Reading:	Skimming and Understanding Main Ideas	Present Perfect and Present Perfect Progressive Tense	15 - 18
5.	Religious Architecture	Speaking:	Discussion	Future Tense	19 - 21
6.	Tourism	Writing:	Outline	Passive Voice	22 - 27
7.	Wedding Custom	Reading:	Tackling Difficult Vocabulary	Adjectives	28 - 32
8.	Youth Culture	Speaking:	Individual Presentation (part 1)	Gerunds	33 - 38
9.	Careers	Writing:	Thesis Statement, Topic Sentence and Supporting Details	Reciprocal Pronouns	39 - 43
10.	Gender Equality	Reading:	Paraphrasing Complex Ideas	Relative Pronouns	44 - 48
11.	Football	Speaking:	Individual Presentation (part 2)	Modals	49 - 52
12.	Drug Education	Writing:	Editing and Revising a Writing Draft	Adverbs of Manner	53 - 56
13.	Lifestyle	Reading:	Interpreting Discourse Markers	Conditional Sentences	57 - 62
14.	Multi Level Marketing	Speaking:	Debate	Direct and Reported Speech	63 - 66
15.	Robot Contest	Reading:	Making Inferences	Phrasal Verbs	67-72

## UNIT ONE

# Learning to Learn

### Study Skill Focus:

- Reading: Scanning and Understanding Details

### Language Focus:

- Simple Present Tense

## Before You Read

Think about ONE of your biggest problems in studying. Write down three possible ways to solve this problem on the space provided.

My biggest problem in studying is \_\_\_\_\_

The possible solutions to solve my problem:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Let's Read

Work with a partner. Here are the rules:

- Look at Reading Text 1 on the next page as many times as you like to find the answers.
- Do not answer in full sentences.
- Compete with your partner. Time your activity.

## Exercise 1

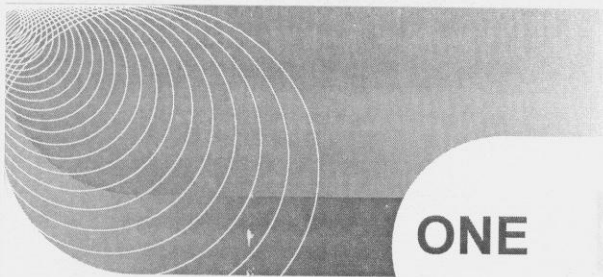
- "M.U.R.D.E.R" is the shorter form of .....
- What kind of 'Mood' do you have to set before studying?
- In the 'Understand' stage, how many unit(s) do you have to focus on?
- What 'external expert sources' are mentioned in the text?
- How many questions do you have to ask in 'Expand'?

STOP! Now, discuss the answers with your partner.

Ask these questions to your partner. Take turns answering them.

- Do you think that competing for exercise 1 was difficult? Why?
- What strategies did you use to answer the questions as fast as possible?





# ONE

## Reading Text 1

### "M.U.R.D.E.R" A Study System

**Mood.** Set a positive mood for yourself to study in. Select the appropriate time, environment, and attitude.

**Understand.** Mark any information that you do not understand in a particular unit. Keep a focus on one unit or a manageable group of exercises.

**Recall.** After studying the unit, stop and put what you have learned into your own words.

**Digest.** Go back to what you did not understand and reconsider the information. Contact external expert sources (e.g., other books or an instructor) if you still cannot understand it.

**Expand.** In this step, ask three kinds of questions concerning the studied material:

- If I could speak to the author, what questions would I ask or what criticism would I offer?
- How could I apply this material to what I am interested in?
- How could I make this information interesting and understandable to other students?

**Review.** Go over the material you have covered. Review what strategies helped you understand and/or retain information in the past and apply these to your current studies.

(170 words)

## Study Skill Focus: Scanning and Understanding Details

Scanning is a reading technique to be used when you want to find specific information quickly. Scanning helps you to find specific facts or pieces of information without reading the whole passage.

When you scan you should:

- Determine how the material is organized, this will help you locate specific information (for example, a telephone book is organized by area and by following the alphabetical order);
- Use key words, headings, and subheadings to help you find the section of the text that contains the information you are looking for.
- Use clues to help you find the information, for example:
  - When looking for the names of people or cities, scan for capital letters;
  - When looking for dates, heights, weights, scan for numbers.
- Force your eyes to move faster by moving your finger quickly back and forth while moving down the page.

Example:

M.U.R.D.E.R is the shorter form of...

To answer this question, move your eyes quickly through the reading text to determine how it is organized. You should know by now, that the material is divided into six paragraphs, each containing different subject. The question asks you to find WORDS that form M.U.R.D.E.R, so with your eyes scanning the six paragraphs, find the words whose initials form M.U.R.D.E.R.

Now, after you know how to scan effectively read Reading Text 2 and answer the questions. Do not forget to time your activity.

## Exercise 2

- What should you do if you are not sure about when to study?
- Mention one reason why libraries are perfect for studying!
- What is the first step to handle the rest of the world?

So, how did you do? Do you think knowing the scanning tips helps you to read faster?

## Reading Text 2

## Ways to Get the Most Out of Now

The following time management techniques are about when to study, where to study, and ways to handle the rest of the world.

## When to Study

Be aware of your best time of the day. Many people learn best in daylight hours. Some people experience the same benefits by staying up late. If you aren't sure what's best for you, be aware and find out.

## Where to Study

Use a regular study area. When you arrive at that particular place, you can focus your attention more quickly. Bed, easy chairs and sofas are dangerous places to study. Use a library. Libraries are designed for learning.

## Ways to Handle the Rest of the World

Get off the phone. Get an answering machine or study at the library. Learn to say no. Avoid noise distractions. Avoid studying in front of the television and turn off the stereo. Schedule

your study sessions for times when your living environment is usually quiet.

(165 words)

Language Focus:  
Simple Present Tense

We use Simple Present Tense to state:

- General truth (something that was true in the past, is true in the present, and will be true in the future) e.g. The sun rises in the east.
- Habits or everyday activities.

Example:

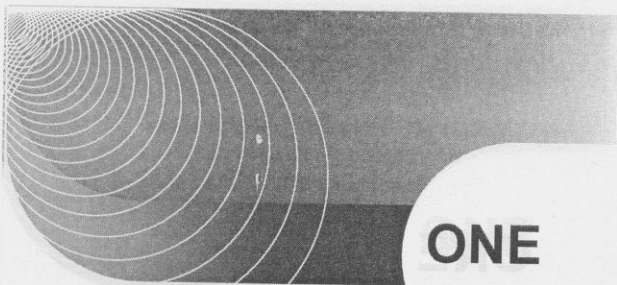
- I always study in the library after school.
- Our teachers usually give us assignments at the end of the meeting.
- John never joins a study group.

To keep it simple:

- Pay attention to the subject. If the subjects are:
  1. I / we / you / they → use the verbs in their infinitive form (without -s/-es)
  2. He / she / it → add -s/-es to the verbs.
- You can use adverbs of frequency in Simple Present Tense, such as *always, usually, often, sometimes, rarely, seldom, and never*.

## Exercise

Make a list of studying habits that you have in your university years. Use the adverbs of frequency if necessary. Exchange your finished works with a friend. Correct each other's mistakes and check whether you use the adverbs correctly.



# ONE

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Let's Speak

Work with a partner. Tell your partner about your ways of studying. Do you have special strategies in getting good marks? Compare your answers with your partner's, and make notes.

## Let's Write

Imagine that you are studying away from your home, and you want to send a postcard to your best friend. Tell him/her briefly about the studying problems that you face and the way you handle them. Your composition must be 60 words at the most.

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