



كلية : الاداب

القسم او الفرع :قسم اللغة الانجليزية

المرحلة: دبلوم

أستاذ المادة : أ.م.د. علي صباح جميل

اسم المادة باللغة العربية : مهارات اكاديمية مستوى 1

اسم المادة باللغة الإنكليزية : Headway Academic Skills Level 1

اسم المحاضرة الرابعة باللغة العربية: الناس والبيئة

اسم المحاضرة الرابعة باللغة الإنكليزية : - People and Environment

**READING SKILLS** Scanning - using headings • Meaning from context

**WRITING SKILLS** Punctuation (2) • Talking about frequency • Writing about study habits

**RESEARCH** Sources

**READING Weather pp16-11**

**The Aims are:**

The aim of this section is to encourage students to get information quickly from a text, in particular from an encyclopaedia entry, by learning to use headings. It also encourages students to make their reading more efficient by developing the skill of guessing the meaning of a word from its context.

**Procedures of the Lecture**

- Refer students to the pictures and the titles. Students match the titles with the pictures.
- Students match the words with the pictures. Point out that some words could be used for more than one picture. Check answers and explain any vocabulary that students do not understand.
- Put students into pairs. Ask them to use the words in exercise 2 to discuss the weather in the pictures. Give them some questions to ask, e.g.:
  - *What is the weather like in picture ... ?*

- *What coimtlly is this?*
- *Do you think it is warm, or cold?*
- Read the questions quickly with the class and deal with any vocabulary difficulties. Students work in pairs and try to answer the questions. Listen to the students' answers quickly, but do not say if they are right or wrong at this stage.
- Check that students remember the meaning of scanning - reading quickly to find information.

Tell students to read the **Study Skill** on scanning and using headings. Students then read the text to check their answers from exercise 4.

Do the first with the class as an example. Show them how to use the heading *Naming hurricanes* to quickly find the answer (Yes).

- Students use the headings in a similar way to check the answers for questions.

### **WRITING SKILLS – Describing our life (P. 19)**

The aim of this section is to teach students to write paragraphs describing routines (for example, how they spend their summer) or habits (for example, study habits). It encourages them to use frequency adverbs correctly in their writing. This section also aims to clarify the use of the apostrophe for possession and in contractions.

Students read the **Study Skill** on apostrophes. Make sure students understand the difference between *boy's computer* (one boy) and *the boys' computer* (more than one boy). Students read the instructions and complete the exercise.

Students read the instructions and the sentences. Point out that not all the sentences require apostrophes. The first sentence could be done with the class as an example. Students then complete the task individually and check their answers in pairs.

#### RESEARCH : Finding Information

- 1 Students read the Study Skill. Point out that a source of information should be reliable and also up-to-date. Point out that students should always make a note of the sources they use.

Students then read the instructions and complete the diagram. Students check their answers in pairs. Then draw the diagram on the board and invite answers from the class to complete the diagram. II+1

- 2 Students read the instructions. Read through the questions with the class and deal with any vocabulary difficulties. Students decide what sources they will use. II+2
- 3 Students complete this task outside of the classroom. Check their answers later in the class. Discuss the sources with the students. Carry out a quick survey in the class to find the answer to question 9. II+ 3

#### EXTRA ACTIVITIES

In groups, students design their own quiz along the lines of the questions on page 20. Groups then exchange the quiz with another group. The group completes the quiz as before. Finally, results are checked in the class.