



كلية : الآداب

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 الثامنة باللغة العربية: الطعام، والشراب، والثقافة

اسم المحاضرة الثامنة باللغة الإنكليزية : - Food, Drink, and Culture

READING Food from other Countries pp40-41

The Aim of the Lecture

This unit focuses on topic sentences and the role they play in the organization of a paragraph. It helps students to identify topic sentences and to use them to get the meaning from texts quickly. It also aims to make students think about the writer and the need to identify his or her personal views while reading a text.

Procedures of the Lecture

- 1** Read the instructions with the class and make sure that students understand the word local. Read through the items of food to check understanding. Students work in small groups and complete the table.
- 2** Remind students of the need to predict what will be in a text - the topic, the information they will find, and some likely vocabulary.

Students read the title of the text and look at the map, then try to answer the questions. Check the students' suggestions, but do not give answers at this stage.

- 3** Remind students of what scanning means. Students scan the text and underline the definition.
- 4** Students read the Study Skill on topic sentences. Refer students to the text and point out that the topic sentences are missing. Read through the

instructions and the topic sentences with the class. Check that students understand everything.

Remind students that they should only skim the article, not read it carefully. Students match the topic sentences to the paragraphs individually, then check their answers in pairs.

5 Read the instructions and the example with the class and remind students what

context means. Students complete the exercise. Check answers with the class.

6 Read the instructions and the three sentences with the class. Students read the Study Skill. Point out that it is important to distinguish between fact and opinion in a text. Point out that sometimes a writer's opinion is clearly marked (I think, I believe, It seems to me, etc.). However, other times what is opinion and what is fact is not so clear.

Students decide which sentence shows the writer's opinion.

WRITING Describing Food and Drink pp42-43

The aim of writing skills

The main aim of this section is to help students to write paragraphs describing food and drink, and to use topic sentences in their own writing. This section also shows students other ways in which ideas can be linked in writing - by the use of pronouns and the linking phrase in addition.

Procedures of Teaching Writing

We use commas as an aid to understanding. In longer sentences they

may indicate where a reader can take a breath. The following are a few of the more important uses of commas:

a) Before certain conjunctions - but, so, or ... (but not usually in front of and). For example,

- I am from Argentina, but I am living in London at the moment.

b) After sequencing words - first, after that, finally, ...

- Finally, she checks the essay for any spelling or grammar mistakes.

c) After other linking words

- However, the experiment was not successful.

d) In formal letters and emails

- Dear Dr Patel, ... Yours sincerely,

e) Separating items in a list: My brother likes swimming, fishing, and reading. (The use of a comma before and is possible - it is a stylistic variation.) Point out to students that a full stop, and not a comma, is used to end a sentence.