



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 الحادي عشر باللغة العربية: قوة العقل

اسم المحاضرة الحادي عشر باللغة الإنكليزية : - Brain Power

**READING SKILLS** In other words • Making notes

**WRITING SKILLS** Common mistakes • Summaries • Writing a summary

**READING A healthy brain pps2-s3**

**The Aim of the Lecture**

The aim of this unit is to give students further practice in getting information from a text by taking notes. Students are helped to complete linear notes (using a list of points).

Students are also made aware of how writers use synonyms or rephrasing to avoid repeating words. This improves the style of the writing. Students are taught to look out for rephrasing when they read as it can help them to understand any new words and expressions.

**Procedures of the Lecture**

- 1) Tell students to read the instructions and look through the questions in the quiz.

Deal with any difficulty with the questions. Then give students time to try to answer the questions individually. When most students have answers to the questions, stop the exercise. Do not go over the answers at this point.

- 2) Students read the Brain facts to check their answers.

- 3) Read the instructions with the class and make sure students are clear what a topic sentence is.

Students should now skim the article and match the topic sentences to the paragraphs.

- 4) Students read the Study Skill. Point out to students that they can look for rephrasing in texts to help them understand new words. Students find the rephrasing of healthy (i.n good shape) and delicate {easily damaged). Students now complete the exercise.
- 5) Ask students what they have already learned about making notes. Refer them back to the Study Skills on pages 22 and 32. Students now read the Study Skill on page 52.

Read the instructions and look at the notes with the class. Deal with any difficulties, and tell students to copy the note diagram into their notebooks.

Students read the article again and complete the notes individually.

- 6) Read the instructions with the class and make sure students understand they should use their notes (not the article) to answer the questions. Check answers with the class.

## **WRITING Notes and summaries**

### **The aim of Writing Skill**

This section aims to raise students' awareness of the common types of error made by learners of English, and to encourage them to think about the types of error that they are making in their own writing. It

also helps students write short summaries of texts, using notes that they have made.

### **The Procedures of Teaching Writing**

1 Students read the Study Skill. They then match the mistakes to the sentences. Students check their answers in pairs before you check with the class.

2 Refer students to the picture of Albert Einstein and ask students what they know about him.

Students then read the instructions and correct the mistakes in the paragraph.

3 Read the-instructions with the class, then put students into pairs or small groups to discuss the questions. Bring the whole class together to discuss the answers. , Note down any common points on the board.

4 Tell students they are going to read a text about sleep. Ask them a few questions about the topic, e.g. Why is sleep important? How many hours sleep do you usually have? What do you do if you can't sleep?

Direct the students attention to the text and the notes. Read through the notes briefly with the class.

Students then read the text carefully and complete the notes. Check their notes. Together with the class write a possible answer on the board.

5 Tell students to read the Study Skill. Point out that we usually write a summary from notes, not from the original text. Students then

complete the summary in their own words, using their notes. Check the students' summaries and give them a possible answer.

### **WRITING A SUMMARY**

Students now look at the notes they made on the brain (page 52). Students write a short summary of the text.