

Learning Skills

Skills for successful study, at home or abroad

Stan Jagger

Student's Book

ပုံနှိပ်တိုက်အမည်

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Learning Skills: Skills for Successful Study, at Home or Abroad, Student's Book

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Welcome To

Before you begin this book, please read the information on these pages. It will help you find your way around the book more easily, and help you to use and understand it.

The aim of this book is to help you develop and practice learning skills like communication, working with other people and critically analysing arguments. These skills are not only useful for study they are also useful for work and in everyday life.

This book encourages you to be an active learner. Learning is not something that other people do for you. It is something you do for yourself. Learning does not stop at the end of class. Make sure to keep on using and practicing the skills you learn in this book in your own time and into the future. If you plan to go on to higher education, skills introduced in this book like essay writing, referencing, and critical thinking will be very important for succeeding in your study.

Each chapter focuses on a central learning skill and contains useful information, questions, and opportunities to practice the skills you learn.

1.1 Why Do We Study?



PREVIEW

1

- 1 Why are you studying?
- 2 What skills do you need to study?

People have different reasons for studying. Thinking about the reasons why you are studying helps you focus on your goals. If you keep your goals for the future in mind, you will find it easier to focus on the study you are doing now.

Learning is a **lifelong** process. You never stop learning. You will learn new skills throughout your life, in study, in work and in everyday living. It is important to recognise the many opportunities that you have to learn. This means taking charge of your own learning, thinking **critically**, asking questions, reading and finding out things for yourself.



ACTIVITY: Reasons to Learn

- 1 List the things that you want to learn in your course of study or school.
- 2 List the things that you want to do after you have completed your present study (for example, 'to become a doctor').
- 3 In pairs, compare your lists.
- 4 Make connections between the things that you are studying now and the things you want to achieve in the future (for example, studying medicine and becoming a doctor).
- 5 Make a class list of connections between present learning and future goals.



Learning Skills

On each page there is text which describes the main ideas in that section. You will also find the following task types:

1. Previews introduce the learning skills covered in each chapter and section. They ask questions to help you start thinking about these new skills before you start.

2. Exercises help you and your teacher to check your understanding after you read.

3. Activities allow you to practice the learning skills in the book. Many activities build on skills that you learned earlier, and they often involve working with others.

4. Discussions ask questions to encourage you to talk about and reflect on the new skills that you have learned.

In addition, **Summaries**, at the end of each chapter remind you about the most important points in the chapter. They also offer a chance for you to take brief notes by writing down only the most important 'keywords' from the summary paragraphs.

Finally, a **Glossary** of difficult and/or useful words is at the back of the book. All glossary words are highlighted in bold in the text.

Chapter 1 | Active Learning

This course is an introduction to the learning skills you need to succeed in study.

Learning skills include:

- communication;
- working with other people;
- time management;
- taking notes;
- research;
- critical thinking;
- reading;
- writing.

Learning skills are **transferable** skills. You can use these skills for study, work and in your personal life. They are skills you can use for lifelong learning, not just for the course of study you are doing now. Communication is an important transferable skill for study, work and life. Communication includes speaking, listening, reading and writing. Many other learning skills are sub-skills of these four basic communication skills. For example, giving presentations is a sub-skill of speaking. Understanding the main idea in an article is a sub-skill of reading. Working with other people is another important transferable skill. We use communication skills when we work with other people.

2

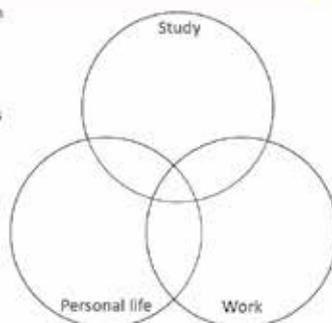
EXERCISE: True or false? If false, say why.

- 1 Working with other people is important for study, work and life.
- 2 You only use communication skills for study.
- 3 Listening is a form of communication.
- 4 Communication is a transferable learning skill.
- 5 Reading is a sub-skill of understanding the main idea in an article.
- 6 The skills you are learning now can be used through the rest of your life.

ACTIVITY: Venn Diagram of Skills

3

- 1 List at least three skills that you need for each of these areas:
 - study;
 - work;
 - family and personal life.
- 2 In pairs, compare skills and add any new skills to your lists.
- 3 Compare your lists of skills with other pairs.
- 4 Put each skill into the Venn diagram where you think it should go.



4

DISCUSSION

What skills did you place in the shared area of study, work and personal and family life? Why?

CHAPTER 1: Active Learning



Learning Goals

Knowledge

In this chapter, you will increase your knowledge of:

- why you are studying;
- transferable skills;
- different ways people learn;
- active learning;
- active listening.

Skills

In this chapter, you will practise the ability to:

- identify skills you need for study, work and life;
- assess your own ways of learning;
- apply your knowledge of active learning;
- perform independent learning tasks.

1.1 Why Do We Study?



PREVIEW

- 1 Why are you studying?
- 2 What skills do you need to study?

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- writing.

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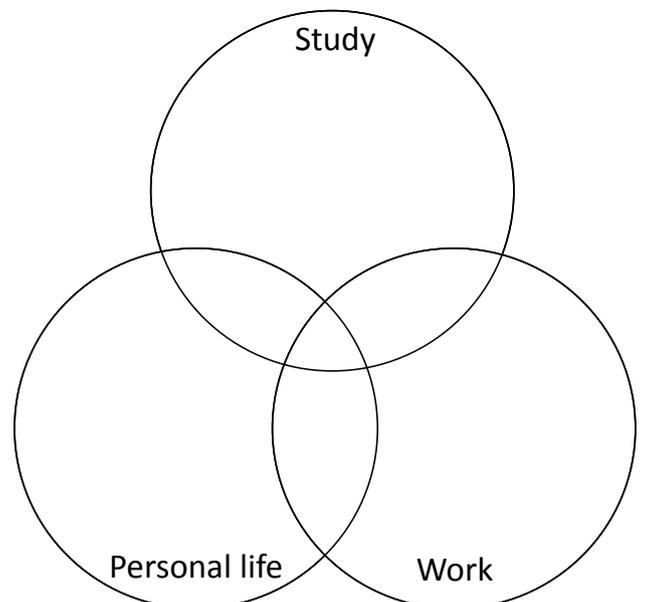
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ACTIVITY: Venn Diagram of Skills

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- 4 Put each skill into the Venn diagram where you think it should go.



DISCUSSION



What skills did you place in the shared area of study, work and personal and family life? Why?

1.2 Intelligence and Learning



PREVIEW

- 1 What is learning?
- 2 What ways do people learn?



ACTIVITY: Ways of Learning

- 1 Read the text and put the ways of learning on the spectrum, from *most like how you learn* to *least like how you learn*.

What is it like to learn? A group of people were asked to describe learning. They gave different answers.

- | | |
|---|---|
| <p>a. It is like training for a sport. I repeat the same exercises each day over and over and I remember the things I am told or read.</p> <p>b. It is like planting flowers. A seed is planted in my mind. I water it with knowledge so it will sprout and grow.</p> <p>c. It is like playing cards. I divide things into categories and look for patterns so I know which card to play.</p> <p>d. It is like switching on a light. It's like a light comes on in my mind and then I can see and understand.</p> | <p>e. It is like being a detective. I uncover facts, look for clues and ask questions until I find out the answer to the mystery.</p> <p>f. It is like peeling an onion. I peel off a layer, then there is another layer. Each layer I peel off brings me closer to understanding.</p> <p>g. It is a quest. I am searching for something and every step brings me closer to it. But I never get there ... the journey keeps going.</p> <p>h. It is like wrestling. I struggle with the ideas until I can hold and capture them.</p> |
|---|---|

Least like how I learn



Most like how I learn

- 2 In pairs, compare your lists. What is similar? What is different?
- 3 Which of the ways of learning described above is most like your own? Why?
- 4 Which of the ways of learning above is least like your own? Why?



We need to experience new ideas and information for learning to happen. It is easier to learn if we can build our new learning on past learning. If we had a similar experience before, it helps us to make sense of new information. On page 7, we focused on these things. We looked at what you already knew and then built on that. For example, we listed skills for study, work and life, and then we could see which skills were shared.



DISCUSSION

In what ways do you prefer to learn? Why?

Intelligence or intelligences?

Experts do not agree on whether intelligence stays the same, or is something that can be learned. This depends on the different types of situations in which people use their intelligence.

Ideas about intelligence also differ between ideas of one type of intelligence and of multiple **intelligences**. In the 1980s, Howard Gardner developed a theory. He said that there is no one general form of intelligence. Instead he suggested that people show different types of intelligence. This idea is known as ‘multiple intelligences’.

The main types of intelligences Gardner identified are:

- **VISUAL-SPATIAL:** Learners think in pictures. Their skills include reading, writing, painting, drawing and designing practical objects.
- **VERBAL-LINGUISTIC:** Learners like words and language. Their skills include listening, speaking, story-telling and teaching.
- **LOGICAL-MATHEMATICAL:** Learners use reason, **logic** and numbers. Their skills include solving problems, organising things into categories and understanding relationships between different things.
- **BODILY-KINAESTHETIC:** Learners can control their bodily movements and have good hand-eye coordination. Their skills include sports, dancing and acting.
- **MUSICAL-RHYTHMIC:** Learners think in sounds, rhythms and patterns. Their skills include singing, playing musical instruments and remembering melodies.
- **INTRAPERSONAL:** Learners are aware of their own thoughts and feelings. Their skills include recognising their own thinking and **reasoning**, and understanding their relationships with others.
- **INTERPERSONAL:** Learners can relate to and understand things from other people’s points of view. Their skills include listening and empathy.

Intelligence Theories

Intelligence and multiple intelligences are theories, not scientific facts. They are different ideas about how intelligence might work. With multiple intelligences, most people probably do not have only one. They may have a combination of several intelligences.



ACTIVITY: Intelligences Quiz

1 Give each statement a score from the table below:

| | |
|------------------------|----------------------|
| 1 – not at all like me | 2 – not much like me |
| 3 – somewhat like me | 4 – exactly like me |

2 Add up your scores for the statements in the table on the right (for example, add together the scores for questions 1, 8, 15, 22 and 29 in the top row).

3 In pairs, compare your scores and answer the questions.

- a Which intelligences did you score highest for?
- b Which intelligences had similar scores?
- c Which intelligences had different scores?

| Question Number | | | | | Total | Intelligence |
|-----------------|----|----|----|----|-------|--------------|
| 1 | 8 | 15 | 22 | 29 | | Verbal |
| 2 | 9 | 16 | 23 | 30 | | Logical |
| 3 | 10 | 17 | 24 | 31 | | Visual |
| 4 | 11 | 18 | 25 | 32 | | Musical |
| 5 | 12 | 19 | 26 | 33 | | Body |
| 6 | 13 | 20 | 27 | 34 | | People |
| 7 | 14 | 21 | 28 | 35 | | Personal |

- | | |
|---|---|
| <ul style="list-style-type: none"> 1. I know and use more words than other people when I talk. 2. When it comes to maths, I do as well as or better than other people. 3. I can usually look at the parts of a machine and figure out how to put them together. 4. I almost always have a song in my head. 5. I can throw balls and other things well. 6. I like meeting people from different cultures, or who think differently from me. 7. I often try to understand the world. 8. I like to understand and use words. 9. I like mathematical story problems. 10. I am very good at drawing pictures. 11. I can usually remember the tune of a song I just heard. 12. I like sports, dancing and/or exercise. 13. I am friends with all the people I work with. 14. I understand myself pretty well. 15. If I read a new word, I try to remember it. 16. I am good at test questions that ask me to compare two different things. 17. Pictures usually make more sense to me than words. 18. When I hear a song with a complicated rhythm, I can always tap along. | <ul style="list-style-type: none"> 19. I have very good control over my body. I can usually get it to do what I want. 20. I usually know how other people feel without them telling me. 21. I am pretty happy with who I am. 22. I read a lot on my own, when I can. 23. I am good at thinking about lots of facts and arriving at a conclusion. 24. I could easily draw a good map of the area where I live. 25. When I sing, I am able to stay in tune. 26. I can learn new sports or dance easily. 27. I am good at roleplaying and acting. 28. I am working to improve myself. 29. I tell or write stories that other people like. 30. I am good at puzzles where I have certain information and have to solve it. 31. I know how to draw my own clothes design on a flat piece of paper. 32. I often make up my own tunes or songs. 33. I am good at tasks that demand tiny, careful movements like threading needles. 34. I am good at getting other people to agree with each other. 35. I am usually aware of how I feel and why I feel that way. |
|---|---|

1.3 Active Learning



PREVIEW

Think of a time when you learned how to do something new. What things did you do to help you to understand and to remember ?

We all learn in different ways and at different speeds. Learning happens when we are active. We learn from actively reading, listening, participating in class and working with other people. Active learning means that we think about and try to understand what we are learning.

If we learn a new skill, we can improve it by practising it after we learn it. Learning is practising new things so that we understand and remember them.

Learning is also teaching or explaining to others the new things that we have learned.

A very important part of learning is asking questions about what we have already learned and trying to learn more about it by ourselves.

Active learning is not just copying or remembering lists of information.

Active learning is:

- asking questions about what you are learning;
- asking questions if you do not understand;
- thinking about what you are learning;
- trying to understand what you are learning;
- taking useful notes;
- participating in class discussions;
- working in groups;
- continuing learning outside of class time;
- reading about what you are learning.

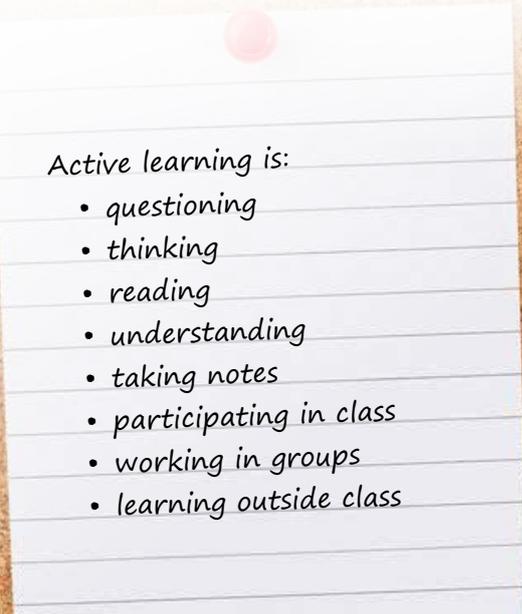


EXERCISE: True or false? If false, say why.

- 1 Everyone learns in the same way.
- 2 Thinking about and trying to understand things are part of active learning.
- 3 Active learning continues after class.
- 4 Asking questions is not part of active learning.
- 5 Being able to explain something to another person is a sign that you are learning about it.
- 6 Once you have learned something new you do not need to practise it anymore.
- 7 Active learning is being able to remember and repeat exactly what the teacher said.

An active learner often takes notes to remember new or important information. Taking notes helps you learn. You think about what you are learning when you write it down. There is more about taking notes later in this book, but start practising now.

This list of things that are 'active learning' is also an example of a way to take notes. The notes have a heading or main idea, and under the heading there is a bullet point for each item on the list. Each point has only one or two important words.



Active learning is:

- questioning
- thinking
- reading
- understanding
- taking notes
- participating in class
- working in groups
- learning outside class

ACTIVITY: Making Lists

1 Make lists:

- Things that you have to do for school or work each day for a week.
- The five biggest goals you want to achieve this year.

For your notes, only write one or two words for each item on your lists. Make the notes quickly. Write as clearly as possible.

- 2** In pairs, compare your notes. Can you understand each other's notes?
3 Now, practise writing a few notes as you are listening to your teacher.

ACTIVITY: Learning Actively

- 1 Which of these are active learning? Why? Which of these are not active learning? Why?
- 2 In pairs, compare your answers. What could the not-active students do to be active learners?



- a. In class, Ko Aung writes down every word that the teacher writes on the board. He is careful to write complete sentences and to spell each word in full.
- b. Mi Meh listens carefully to understand what the teacher is saying. Sometimes she asks questions if she does not understand something.
- c. Ma Sandar always reads the part of the book that will be discussed in her social science class before she goes to class. In class, she listens and understands most of what the teacher is talking about because she has read about it before.
- d. Brang Seng listens carefully in class and writes down a few short notes using only a few words. He only writes down important ideas, or things he wants to know more about. He still listens and understands what the teacher is talking about.
- e. Paw Wah listens in class and never writes any notes. She doesn't understand what the teacher is talking about and does not ask any questions.
- f. Myat Thu looks at the book before class but he thinks about what he will eat for dinner. In class, he is thinking about what he will do after class and can't remember what the teacher was talking about.

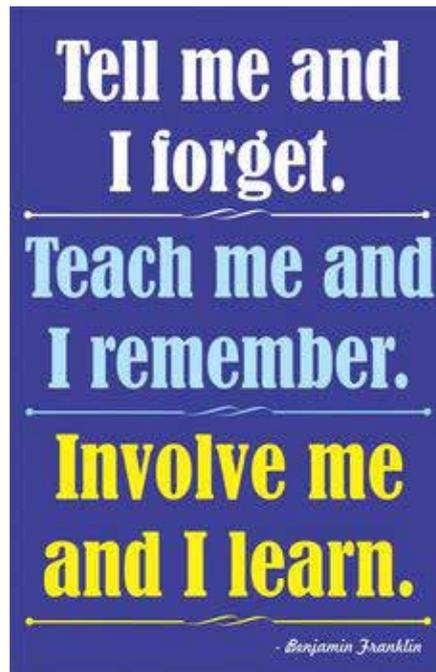
ACTIVITY: Define Active Learning

- 1 Close your books. In pairs, explain to your partner what active learning is. Give an example. Do this in your own words.
- 2 Individually, write up to three sentences about what active learning is. Include a practical example of active learning. Do this in your own words.
- 3 Find and write dictionary definitions of active and learning (in whatever language you prefer).
- 4 Next to the definitions, draw a picture of what active learning looks like to you.

ACTIVE learning
is...

ACTIVITY: Active Learning Poster

- 1 In pairs or groups discuss:
 - What you think active learning is;
 - What kinds of things an active learner does.
- 2 Make a poster about active learning that shows the things that an active learner would do.
- 3 Put it on the wall. Walk around and look at how other groups have drawn active learning on their posters.



DISCUSSION

- 1 What was the teaching and learning like at your schools in the past?
- 2 Is it different now?

SUMMARY: Chapter 1 – Active Learning

Your goals for the future help you focus on your study. Learning is a lifelong process – it is not just for when you are at school. People have different ideas about what learning is like and how they experience it. There are also different ideas about intelligence and about how we show or measure it.

Active learning is about doing, thinking, participating, asking questions and finding out things for yourself. Managing your time well and taking notes are two examples of active learning.

CHAPTER 2:

Communication Strategies



Learning Goals

Knowledge

In this chapter, you will increase your knowledge of:

- communication for learning and working with others;
- the communication process;
- non-verbal communication;
- active listening.

Skills

In this chapter, you will practise the ability to:

- identify the parts of the communication process;
- recognise and use non-verbal communication strategies;
- use strategies for active listening.

2.1 Communication



PREVIEW

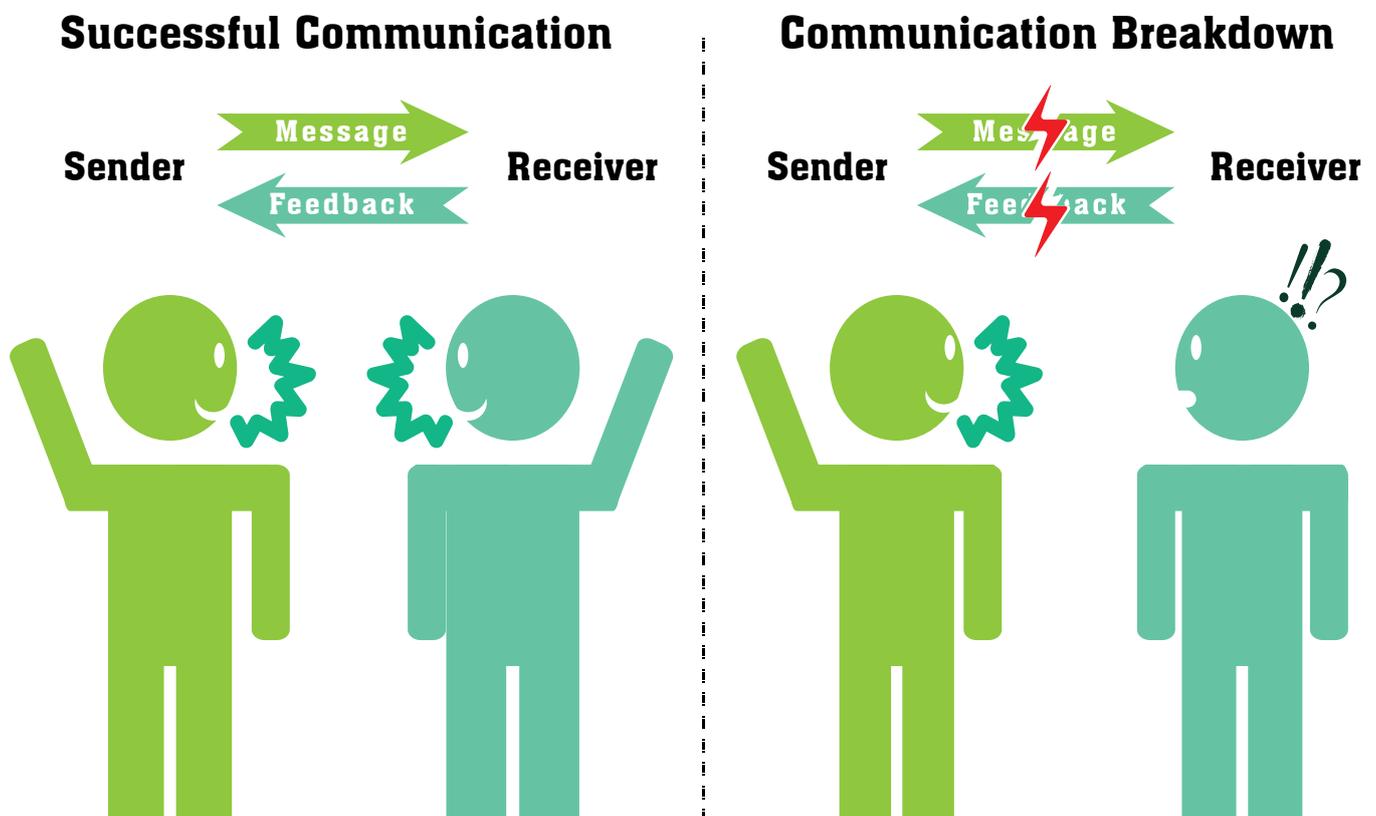
- 1 What is communication?
- 2 How do people communicate?
- 3 Who do you communicate with each day?

When we communicate, we speak, listen and try to understand. Communication is successful when it is understood by the people who we communicate with. It means that we can clearly explain ideas to other people. Listening to and understanding other people's ideas is also an important communication skill. Effective communication is a skill we can learn, practise and improve.

During communication, Person A (the *sender*) sends a *message* to Person B (the *receiver*) Person B receives the message. In a successful communication, the receiver understands the message. The receiver gives **feedback** to the sender. This shows that they understand the message (see diagram below).

Feedback may include questions about the message to improve understanding by the receiver.

The Communication Process





EXERCISE: True or false? If false, say why.

- 1 Feedback is a message sent from a sender to a receiver.
- 2 Questions can be part of feedback from the receiver to the sender.
- 3 Listening is an important part of communication.
- 4 Communication is successful when the receiver hears the message from the sender.



EXERCISE: Successful or not?

For each of the scenarios decide:

- 1 If it is successful communication or communication breakdown.
- 2 If there is a communication breakdown, is the breakdown from the sender to the receiver or the receiver to the sender?

- A. A farmer shouts to his friends across a field. They hear him but they do not reply to him.
- B. A girl sends a text message to her friend, inviting her friend to her house. Her friend sends a text message back to say that she will be there at 6 pm.
- C. A woman talks to her friend on the telephone and tells her she will visit her friend at 4 pm. When she arrives at 4 pm, her friend is not at home.
- D. A shopkeeper puts a sign on their shop saying it will be open on Sunday, but when people go there on Sunday, it is closed.



DISCUSSION

- 1 What are some reasons that communication breaks down?
- 2 What problems can happen when communication breaks down?

2.2 Non-verbal Communication



PREVIEW

How can you know if someone is happy, sad or angry without them telling you?

Communication is not only speaking and writing. People communicate through their facial expressions, movements and **gestures**. This is called **non-verbal** communication. When we communicate with people, non-verbal communication is important.



ACTIVITY: Gestures and Expressions

- 1 What are these gestures and facial expressions communicating? Decide what thought or emotion you think each person is expressing.
- 2 In pairs, compare your answers.



a.



b.



c.



d.



e.



f.

g.



h.

ACTIVITY: Whispers

- 1 In teams of five-seven, form a line. The person at the front of the lines gets a message from the teacher.
- 2 Pass the message on to the next person in the line, using only whispering. You are not allowed to gesture or show facial expression. Make sure nobody else can hear you.
- 3 When the last person in the line gets the message, they write it down.
- 4 Discuss:
 - a Was communication easy or difficult?
 - b What could make it easier?

ACTIVITY: Roleplay

- 1 In pairs, roleplay communicating each of these messages using different communication scenarios (i-iv).
 - a “Hurry, the building is on fire!”
 - b “You owe me 5,000 kyat from last week.”
 - c “We should have a meeting about our presentation for class.”
 - i The sender sends a verbal message to the receiver. The receiver does not give feedback.
 - ii The sender sends a non-verbal message to the receiver. The receiver sends non-verbal feedback.
 - iii The sender sends a verbal message to the receiver. The receiver gives verbal feedback.
 - iv The sender sends a non-verbal message to the receiver. The receiver does not give feedback.
- 2 What did you notice about adding or taking away verbal or non-verbal communication in communicating these messages?

DISCUSSION

Can verbal and non-verbal communication send different messages at the same time? How and why could this happen?

2.3 Active Communication

PREVIEW

- 1 Is listening the same as hearing?
- 2 What does someone do when they are listening?

Listening is very important for effective communication. Like learning, listening needs to be active to fully understand the message. Just hearing the sound of someone's voice is not active listening. Sometimes, when people listen to someone else, they are only thinking about what they will say themselves while the other person is speaking. When people do this, they are not actively listening to the other person. Active listening requires you to give your full attention and thought to what the other person is saying.

Active listening strategies include:

- thinking about what the speaker is saying;
- giving verbal feedback;
- giving non-verbal feedback (nodding, looking at the speaker, making eye contact);
- ignoring **distractions**;
- asking questions to the speaker;
- repeating some things back to the speaker to check you have understood;
- taking some notes about what is being said;
- thinking about and understanding what was said after the speaker has finished.



EXERCISE: Classify the scenarios.

Classify these scenarios into *active* and *not active* listening. For the scenarios that you think are not active listening, say why.

- 1 You think about what the speaker is saying.
- 2 You check your mobile phone while someone is speaking.
- 3 You look at the speaker while you think about what you will have for lunch.
- 4 You ask questions about what the speaker is saying.
- 5 You write some notes and focus on and understand what the speaker is saying.
- 6 You understand what the speaker is saying and nod to show you understand.
- 7 You repeat some things back to the speaker to show you understand.
- 8 You listen while you look at the people outside who are walking past.
- 9 You say to the speaker that you understand even when you don't.
- 10 You write down every word the speaker says without looking at the speaker.

| active listening | not active listening |
|------------------|----------------------|
| 1 | 2 |

ACTIVITY: Picture Dictation

- 1 In pairs, sit back to back so you can't see your partner. Partner A takes a picture from the teacher. Tell Partner B what to draw to make it look as similar as possible to the **original** picture. Partner A is not allowed to use gestures, facial expressions or examples.
- 2 Partner B cannot ask questions and cannot see the picture. They draw the picture by following Partner A's instructions.
- 3 Swap roles and take another picture. Partner B gives instructions, and Partner A draws the picture.
- 4 Do this activity again, but this time face each other. When you give instructions, use gestures and facial expressions and ask questions.
- 5 Discuss as a class: What did this activity demonstrate about communication and active listening?



Just as there are strategies for active listening, there are also strategies for effective communication. When you are speaking to others, you want them to listen to and understand you. Some important strategies to communicate effectively include:

- speaking clearly;
- pausing to check people understand (looking for feedback);
- making eye contact with people when you speak to them;
- responding positively to questions from listeners;
- using examples to illustrate your points.

EXERCISE: Good communication?

Are these good communication strategies or not? For each, say why.

- 1 If people do not understand you, speak more and more loudly.
- 2 When you speak, pause sometimes to see if people have questions or feedback.
- 3 Look at people when you speak to them.
- 4 If someone asks you questions, ignore them because they distract you.
- 5 When you communicate, use short stories or description to demonstrate your ideas.
- 6 When you are speaking, get through all that you have to say before you stop.

DISCUSSION

- 1 When you listen to people, do you always give them your full attention? Why or why not?
- 2 Which do you find more difficult, listening or speaking? Why?



SUMMARY: Chapter 2 – Communication Strategies

Communication includes both the people who are sending messages and the people who are receiving them. Active communication includes clear speech and non-verbal things like gestures, eye contact and facial expressions. Active communication is more than just speaking and hearing. Active listening requires understanding, asking questions, giving feedback to the speaker and non-verbal communication like eye contact.

CHAPTER 3: Working in Groups



Learning Goals

Knowledge

In this chapter, you will increase your knowledge of:

- working with other people in groups;
- the advantages and challenges of working in groups;
- the **dynamics** of group work;
- steps for effective group work.

Skills

In this chapter, you will practise the ability to:

- contribute to group discussions;
- observe and understand group dynamics;
- work with others to plan and organise group work projects.

3.1 Working with Other People



PREVIEW

- 1 Where have you worked with other people?
- 2 Why is being able to work with other people an important learning skill?

Working with other people is a skill that you need for study, work and life. You will probably need to work with others during classroom assignments and group activities. These are good opportunities to practise this skill. Most jobs require you to work with other people. You also need to work and cooperate everyday with your family, friends and other people in your community. Working with other people is an important and transferable lifelong learning skill.

In a group, there are more people so there are more ideas, skills and ways to solve problems than if you are alone. You are also motivated and challenged through working with other people. This helps improve thinking and problem-solving skills. However, because there are more people, there can sometimes be communication problems and conflict between members during group work.

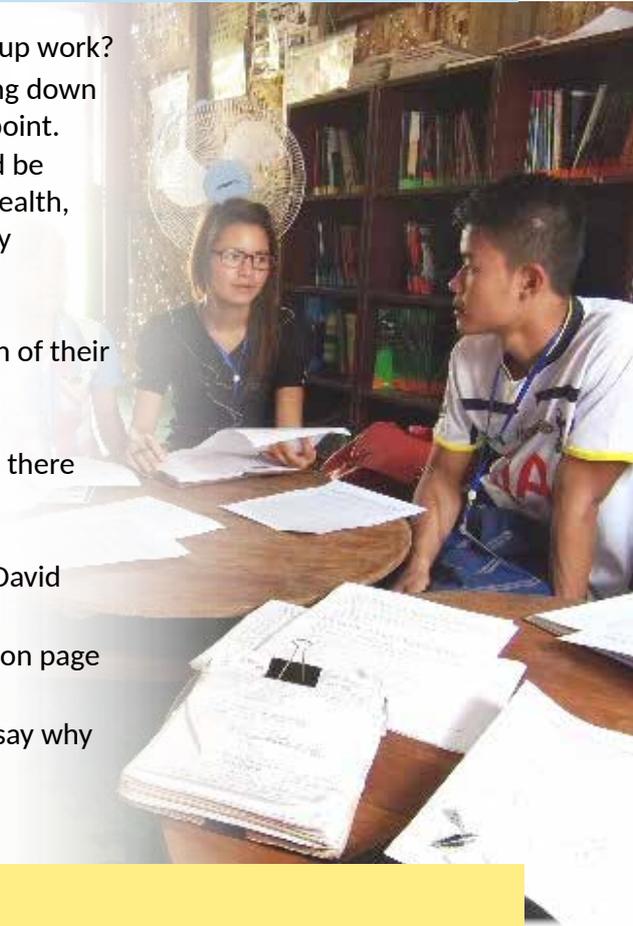
Effective group work requires you to:

- A. share a common goal with group members;
- B. share work evenly between group members;
- C. clearly communicate your ideas, thoughts and feelings;
- D. listen to and understand other people's ideas, thoughts and feelings;
- E. fulfill your role as a team member;
- F. contribute your time and ideas;
- G. accept **criticism**;
- H. manage conflict and disagreement.



EXERCISE: Answer the questions.

- 1 Which of the scenarios are examples of effective group work?
 - a Nang Seng talks quietly to the group while looking down and the other members do not understand her point.
 - b Khaing Zaw thinks the group presentation should be on education, Thida Win thinks it should be on health, and Phyu Thein thinks it should be on community development.
 - c Salai Aung and Ali disagree about how to do a presentation. They agree to include some of both of their ideas so the group can do the presentation.
 - d Mahn Mahn is doing the research, writing the presentation, and presenting most of it although there are four people in his group.
 - e Ko Myint Htwe tells David that his idea for the presentation is good but still needs some work. David agrees and thanks him for his criticism.
- 2 Which of the points about effective group work (a-h on page 24) does each example demonstrate?
- 3 For the examples that are not effective group work, say why they are not effective.



ACTIVITY: Benefits and Difficulties

- 1 In groups of three, make a list, contributed to by all members, of activities that members have done in groups before.
- 2 Make a list, contributed to by all members, of the benefits of doing group work. Make another list, contributed to by all members, of difficulties they have had doing group work.
- 3 Make class lists of benefits and difficulties on the board.
- 4 As a class, discuss: How did your group organise itself to make the lists?

For example:

 - Did one member write down the benefits of group work and one write down the difficulties of group work?
 - Or, did everyone write lists?
 - Or, was one member the note taker who wrote down all contributions from other members?



DISCUSSION

In what ways do you prefer to work in a group?

3.2 Effective Group Work



PREVIEW

Think of an example of an effective group, team or organisation (this could be a music group, sports team, or community organisation etc.).
 What makes the group/team/organisation effective?

Here are some simple guidelines for effective group work:

1. The group needs to share a common goal. All members need to agree on and work towards the same goal. This is true for planning a class presentation, or for planning a large international event.
2. The task should be broken down into smaller steps. For example, a class presentation might involve these steps:
 - Develop a plan of what tasks need to be done, by when and by who.
 - Arrange regular group meetings.
 - Do research for the presentation.
 - Write notes for the presentation.
 - Plan the structure of the presentation.
 - Organise the **visual aids**.
 - Practise the presentation.
3. All team members need to communicate effectively. All members' ideas and **input** are important.
4. All members need to work together to solve problems. If there is conflict between members, the group needs to work together to solve it.

Tips for effective groups:

- Listen to others.
- Encourage quiet group members.
- Use positive verbal and non-verbal communication.
- Share your ideas.
- Share the workload.



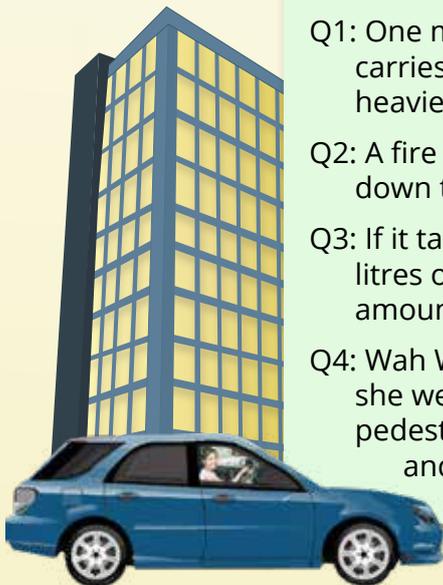
EXERCISE: True or false? If false, say why.

- 1 The ideas of younger group members are not important.
- 2 If there is a conflict between group members, the group should try not to discuss it.
- 3 An effective group takes a big task and breaks it down into smaller tasks.
- 4 Effective groups have clear communication between members.
- 5 Each member of the group should work towards their own goal.

▶ ACTIVITY: Observe Group Behaviour

- 1 Work in groups of four. Choose one group member to observe the group while the others work to solve the problems. Record your observations in the table. Change the observer for each problem.
- 2 When it was your turn to observe, what did you notice about how the group worked to solve the problem?

| Questions | Comments |
|---|----------|
| Did all members contribute? How/Why? | |
| Did one or some members dominate ? How/Why? | |
| Did members listen to each other's ideas? How/Why? | |
| Were there any difficulties between members? How/Why? | |

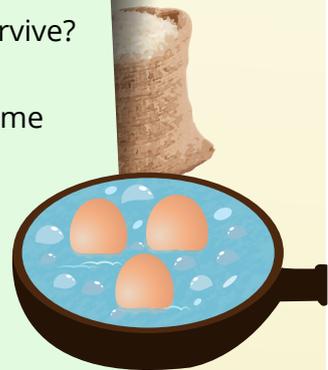


Q1: One man carries three sacks of rice on his back. Another man carries four sacks of rice on his back. Which man is carrying the heavier load?

Q2: A fire alarm rang in a ten-storey building. Aung Ko did not go down the stairs, he jumped out of the window. How did he survive?

Q3: If it takes three minutes for an egg to boil in a pan with two litres of water, how long will it take to boil three eggs in the same amount of water?

Q4: Wah Wah had just passed her driving test. On her way home, she went the wrong way on a one-way street and across a pedestrian crossing without stopping. Her driving instructor and a policeman saw her, but they did not stop her. Why?



▶ ACTIVITY: Group Picture

- 1 In groups of three, draw a picture. Choose one person as the 'drawer,' one person as the 'talker' and the other as the 'viewer.'
- 2 The viewer of each group gets a picture from the teacher. Only the viewer can see the picture. The viewer cannot talk – they must use non-verbal communication like gestures, movements, facial expressions etc., when they communicate with the talker. The talker is allowed to ask questions to the viewer, but cannot see the picture.
- 3 The talker tells the drawer what to draw. The drawer also cannot talk. The drawer draws the picture.
- 4 Compare the original picture with the drawer's picture. How did your group do? Discuss how well you communicated and worked together.

ACTIVITY: Make a Plan

TASK:

Your group is planning an end-of-year event for your school or organisation. You need to raise money, find a venue, provide food and entertainment, and design and distribute invitations, etc.

- 1 In groups of three or four, discuss how your group could do this. Think about how to break the big task down into smaller parts. Each person should have input to the group and have responsibility for a part or some parts of the project.
- 2 On a large piece of paper, draw up a plan of your group project.
 - What smaller tasks are there? How could you break the big task down?
 - Who would be responsible for which tasks?
- 3 Put your plan on the wall. Walk around the room and look at other groups' event plans.

DISCUSSION

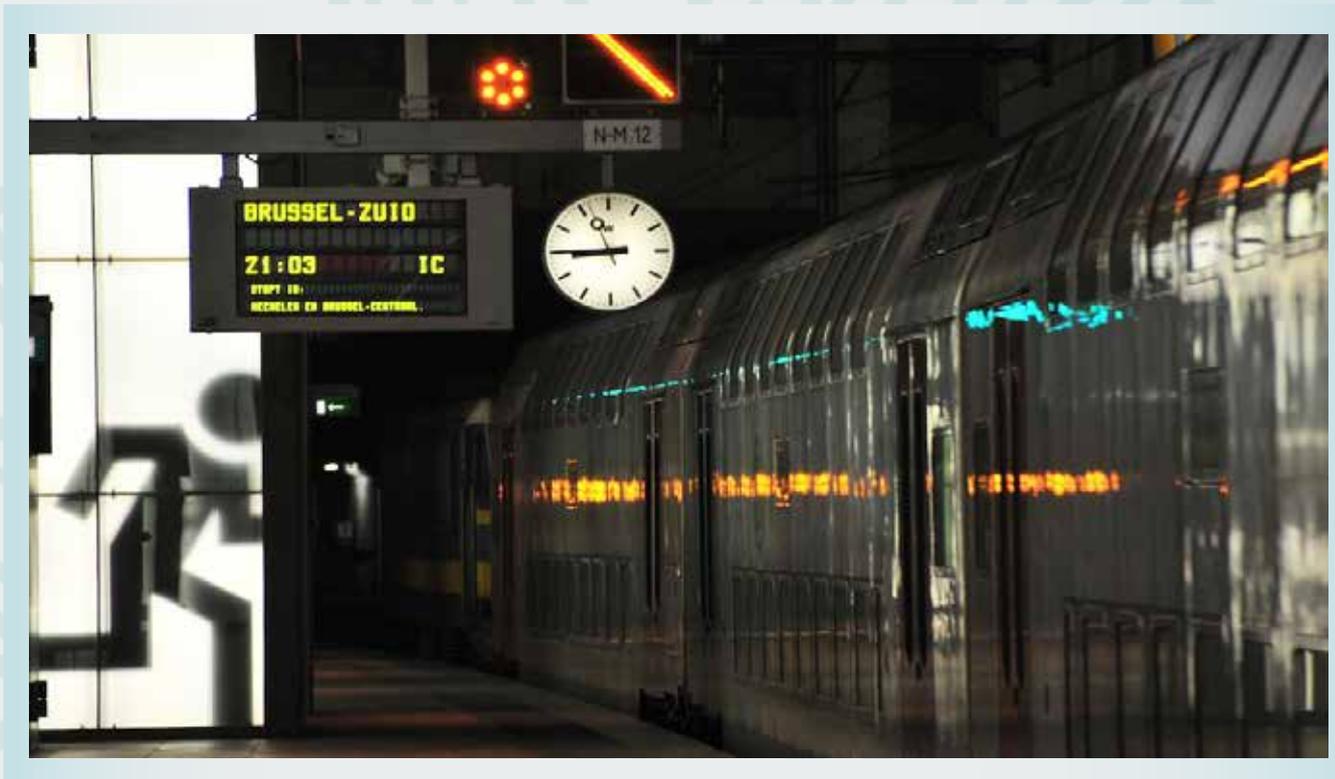


- 1 What are the advantages of working in groups?
- 2 What are the challenges of working in groups?

SUMMARY: Chapter 3 – Working in Groups

Working with other people is a valuable skill for study, for work and for life. It means you need to use clear communication skills and work as a part of a team. Effective groups share a common goal, share work and roles, include the input of all members and manage conflict between members.

CHAPTER 4: Time Management and Motivation



Learning Goals

Knowledge

In this chapter, you will increase your knowledge of:

- the importance of managing available time;
- time you have available;
- strategies to improve time management;
- goal setting;
- motivation.

Skills

In this chapter, you will practise the ability to:

- evaluate your available time;
- schedule study time into your timetable;
- use a range of time management strategies;
- set short-, medium- and long-term goals.

4.1 What Is Time Management?

PREVIEW

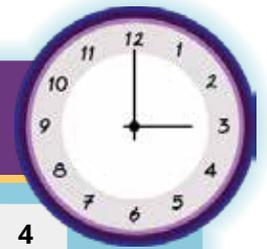
- 1 Do you know all the times in a week when you have free time?
- 2 How do you organise your time?

Using your time effectively is an important skill in study and work, and in life generally. In study, there is always more than one task to focus on at a time. For example, during one week you might have a written assignment due, a presentation to prepare and a test to **revise** for. You cannot focus on just one thing at a time. You need to manage your available time. You need to find time to work on all of the things that you need to do.

ACTIVITY: Time Management Quiz

- 1 How well does each statement below describe you?
Answer the questions honestly and use this scale:
 1. Does not describe me.
 2. Describes me a little.
 3. Describes me well.
 4. Describes me very well.

Time Management Self Test



| | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| I often wake up later than I planned. | | | | |
| I am usually late for class. | | | | |
| I am always in a hurry to get to places. | | | | |
| I don't do assignments until the last minute. | | | | |
| My friends say I am often late. | | | | |
| I am easily distracted by something new. | | | | |
| When I look at the clock, I am surprised by the time. | | | | |
| I often forget what I have to do for class. | | | | |
| When I have a lot of things to do I avoid doing them. | | | | |
| At the end of the day, I have not achieved anything. | | | | |

- 2 In pairs, compare your results.
- 3 In groups or as a class, list the most common time management issues identified in the self-test.

**ACTIVITY: Using Your Time**

- 1 In the table, record what you do each hour of each day for a week (see box below for examples). If you regularly do two things within one hour then write in both.

sleep have meals have classes work (jobs outside study) spend time with family or friends
play sports have leisure time (TV, movies, music, Facebook etc.) other regular activities

- 2 Identify in the table some times when you have spare time for extra study, revision, work on assignments, doing research, etc.
- 3 Write out a timetable for the next week. This time, write study times in some of the spare times that you identified.
Remember to also schedule time for rest and time with family and friends.

| | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|-------|--------|---------|-----------|----------|--------|----------|--------|
| 00:00 | | | | | | | |
| 01:00 | | | | | | | |
| 02:00 | | | | | | | |
| 03:00 | | | | | | | |
| 04:00 | | | | | | | |
| 05:00 | | | | | | | |
| 06:00 | | | | | | | |
| 07:00 | | | | | | | |
| 08:00 | | | | | | | |
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| 19:00 | | | | | | | |
| 20:00 | | | | | | | |
| 21:00 | | | | | | | |
| 22:00 | | | | | | | |
| 23:00 | | | | | | | |

**DISCUSSION**

What are the five things that you spend the most time doing?

4.2 Time Management Systems



PREVIEW

- 1 Have you used any systems for organising your time? What are they?
- 2 Are they effective? Why or why not?

There are many simple tools to help you manage your time better. Here are some common examples of time management systems. One or more of them might be useful to help you plan, prepare and remember more effectively.

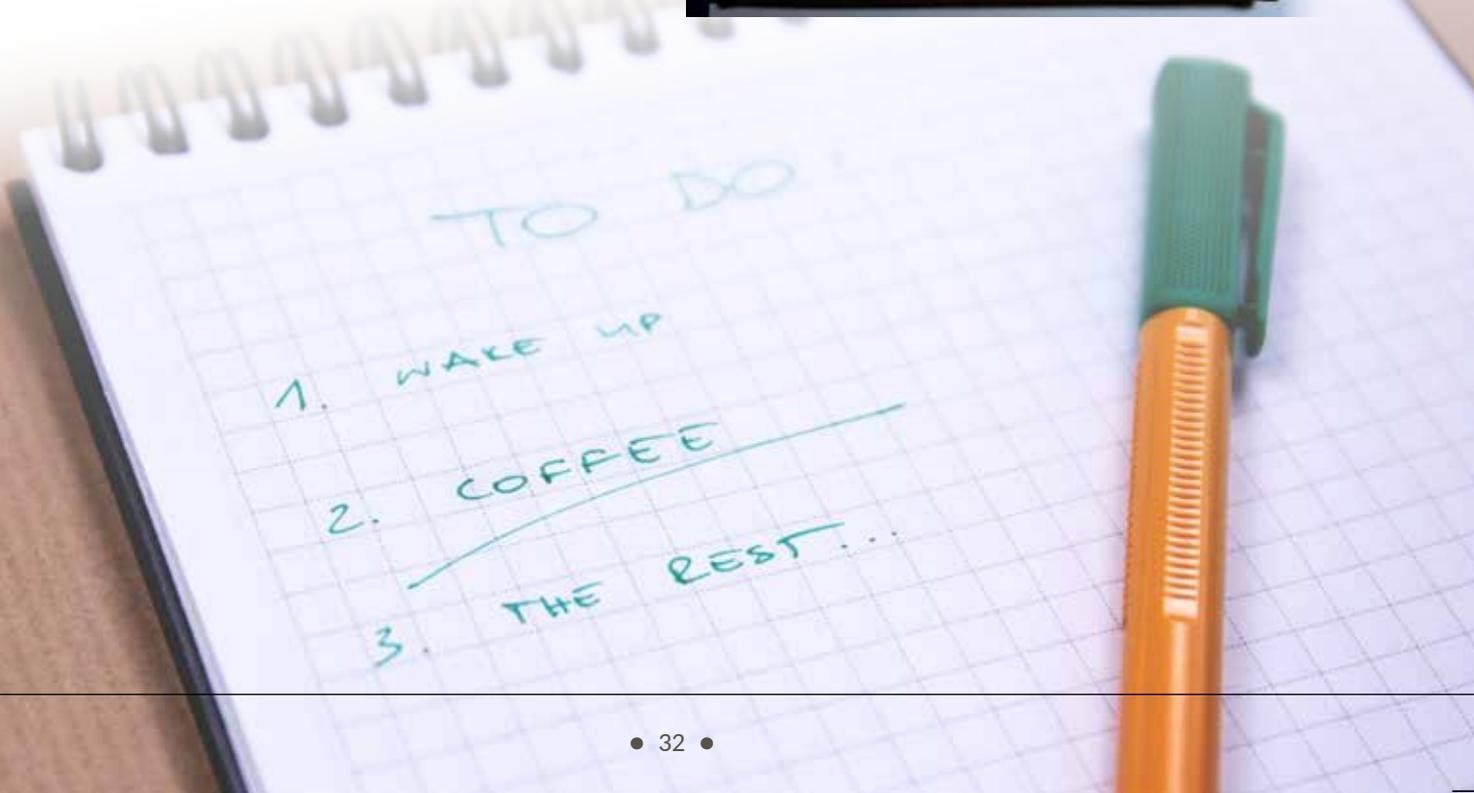
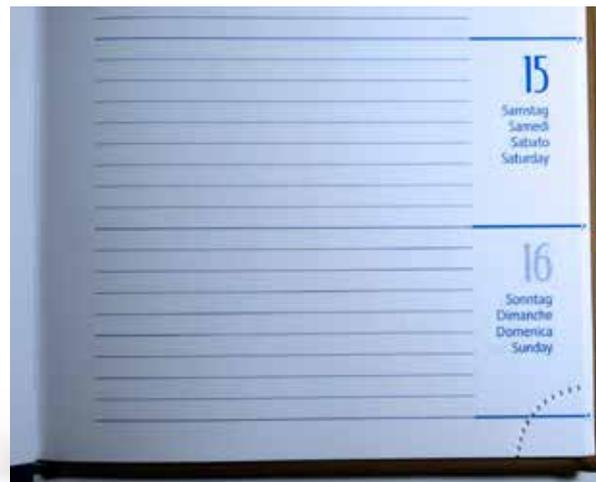
To-do lists

Make lists of tasks that you need to complete. Cross off completed tasks during the day so you know what you still need to do. You can also **prioritise** the tasks on the list. Identify tasks that need to be done urgently, tasks that are quick and easy to complete, and tasks that you can do a little later.

Microsoft Windows has Sticky Notes, an app which can be useful. You can type tasks into a 'sticky note' on the desktop. The tasks will remain even after you turn the computer off and on again. Your mobile phone may also have a 'notes' or to-do list app.

Diaries

Diaries can have a separate page for each day or a page for a whole week. You can use them to write down and remember what you need to do and the days and times when you will do them or need to have them done by. You can also use it as a daily to-do list.



Wall planners and calendars

Paper wall planners or calendars are large. You can put them on a wall or a door where you see them each day. You write in the classes, assignments, tests etc. that you have. Use different colours so you can notice important dates on the calendar or planner.

Wall planners are useful for recording important dates, such as the day of a test or when an assignment is due. Make sure you put them in a place you see every day, like your bedroom door or wall.



Mobile phones and computers also have calendars and diary functions. However, the advantage with physical wall planners, calendars and timetables is that they are always there on your wall so you see them every day. Whether you use paper or electronic diaries or calendars, you need to get into the habit of checking them every day. If you don't check them regularly, they will not be helpful, and you may forget tests, assignments or other important events.



EXERCISE: True or false? If false, say why.

- 1 A to-do list would be best to use when you have tests and assignment due in the future.
- 2 Diaries are useful for recording what you need to do in the future.
- 3 Wall planners should be put in a drawer so they will not get damaged.
- 4 Once you have written down events in a diary or wall planner you don't need to check them again.



DISCUSSION

Which time management system do you prefer? Why?

4.3 Time Management Strategies



PREVIEW

- 1 What is a strategy?
- 2 Have you used any strategies for managing your time for work or study? What were they?

Prioritising

Prioritising is working first on tasks that are the most urgent before doing tasks that can wait until a later time. This allows you to devote more time to the most important tasks or to do them first before other less important ones.

For example, if you have a test tomorrow and an assignment due in a week, you should prioritise more time to study for the test. You could also do work for the assignment, but you would put more time into the most important and urgent task – the test. Prioritising is important because you will always have more than one task to focus on at any given time during your study. Also, if you find that a task is harder or will take you longer to do, then you should spend more time on that task than on an easy task.

Breaking large tasks down into smaller tasks



Breaking a large task down into smaller, manageable tasks makes it easier to do. If you have only one small task to begin with, it also makes it easier to get started.

For example, if you have an essay of 1,000 words to write and it is due in two weeks, it seems like a lot of work. Instead, you can think of it as a series of smaller and easier steps that you could do over the next two weeks:

1. Read and understand the essay question.
2. Do some reading to understand more about the topic of the essay.
3. Make notes of useful information or ideas while you are reading.
4. Write or draw a plan of the topics or draw a mindmap that identifies the main idea and supporting points.
5. Start to write paragraphs for the supporting points.
6. Locate information to support your points from your reading and notes.
7. Once you have written the paragraphs in your essay, write the introduction at the start to tell the reader the topic, main idea and supporting points.
8. Next, write the conclusion.
9. Read through the whole essay.
10. Have a break, then go back and read it again.
11. Rewrite parts of the essay that need more work.
12. **Proofread** the essay for spelling and grammar.
13. Finally, submit your essay.

**EXERCISE:** Answer the questions.

- 1 What tasks should you spend the most time on when you prioritise?
- 2 Why is prioritising a useful skill to use when you are studying?
- 3 Should you prioritise more or less time for a task that you find difficult?
- 4 What does breaking a task down into smaller steps help you to do?

**ACTIVITY:** Break It Down

- 1 Think of a large assignment or task that you will need to do in the next few weeks or months.
- 2 Think backwards from when the assignment/task needs to be completed. Break it down into smaller steps, so that you can start on the smallest step today.
- 3 Compare your assignment/task and how you have broken it down with a partner. Are there ways that you could break it down more?

**DISCUSSION**

- 1 Do you sometimes find that you have too many things to do at once?
- 2 How could you deal with those things now?
- 3 Have you ever avoided doing things because they looked too hard or too large?
- 4 What could you do to achieve those tasks now?

4.4 Study Space

PREVIEW

- 1 Where do you study in your own time and in the evenings?
- 2 When you are trying to study, what kinds of things distract you?

A way to develop time management and learning skills is to have a regular time and place for study. Ideally, the space has good lighting. It might be helpful if it is away from distractions like family, friends or TV.

Turning off Facebook and other **social media** while you are studying will help you to avoid distractions. You can reward yourself for doing productive study by giving yourself time on social media later.

Choose times to study based on your **evaluation** of available time. You might study better in the morning or at night.



EXERCISE: Answer the questions.

- 1 What does a good study space need to have?
- 2 What can you do after a successful period of study?
- 3 What are possible distractions when you are studying?
- 4 What can be helpful to know about yourself when you choose times to study?
- 5 What can you do to avoid distractions on social media?

▶ ACTIVITY: Managing Your Time

For each of these scenarios, say which time management method you could use.

- a** Your teacher gives you a 1,500 word essay to write. You have to write it in three weeks.
- b** You are at home working on an assignment but your brother and sister want to play and your friends keep sending you messages to join them at the lake.
- c** You arrive late to class and you are surprised. There is an exam happening that you did not know about.
- d** You have an essay due in two weeks, a group class presentation in a week and a test in two days.



▶ ACTIVITY: Time Management Case Studies

In pairs, read the case studies. For each case, identify the time management problem(s) and suggest time management methods that could solve the problems. There may be more than one solution to each scenario.

- a** Banya Chan can't remember what classes he has each day. When he does come to class, sometimes there are tests or assignments due that he did not know about.
- b** Ma Phyu has to prepare for a test in three days. She also has to write an essay by next Monday and a she has to do a group presentation at the end of next week. She has just remembered about the essay. Her friends want her to go out to a party tomorrow night.
- c** Laila has to write a 2,000 word essay. It is due in two weeks. She has not started as she does not know where to start. It seems too hard and too much work. When she tries to study in her own time she is always distracted by looking on her phone at her friends' posts on Facebook.
- d** Every morning, Win Swe Myint thinks about the things that he needs to do for his studies. During the day, he forgets what things he needed to do. At the end of the day, he plans to do some study in his free time. But he always ends up playing football with his friends after school.



DISCUSSION

- 1** Do some things in the case study examples remind you of your own time management? What are they?
- 2** What things could you do to improve your own time management?

4.5 Goals and Motivation



PREVIEW

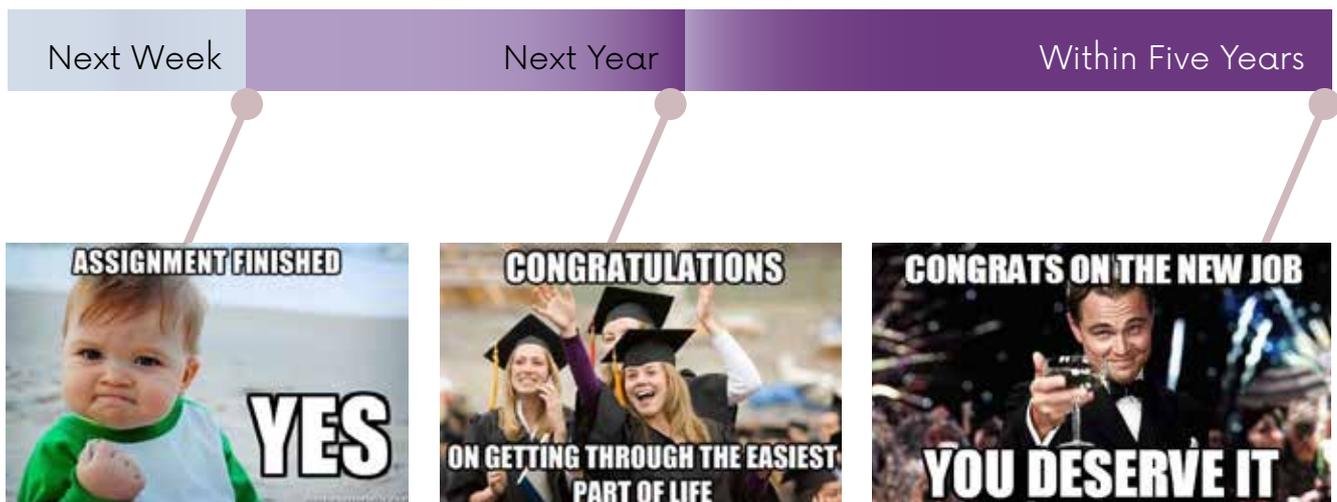
- 1 What do you want to achieve in the next six months?
- 2 What do you want to be doing in five years?

It is easier to manage your time effectively when you have specific goals that you want to achieve. When you want to achieve your goals, you have a reason to work towards them. A goal might be to complete a course or have a particular career, such as being a teacher or a doctor.

Your reasons for working towards your goals are called **motivation**. Motivation helps you to stay focused each day as you work towards your future goals.

We can have goals for different periods of time into the future. We can have short-, medium- and long-term goals.

- A short-term goal might be to do an assignment for a class tomorrow or next week;
- A medium-term goal might be to pass the course you are doing at present;
- A long-term goal might be to succeed in a certain career.



EXERCISE: True or false? If false, say why.

- 1 Time management is easier if you do not have to think about goals.
- 2 Owning your own business is a short-term goal.
- 3 A goal is having to do something because someone told you to do it.
- 4 Staying focused on your goals for the future helps you develop motivation to do work in the present.
- 5 Motivation helps you get work done in the present because you think about your goals in the future.

▶ ACTIVITY: Identify Your Goals

- 1 Think about your goals. Identify:
 - a short-term goal you have while you study;
 - a medium-term goal you have while you study;
 - two long-term goals for after your study.
- 2 In pairs, compare your goals. What goals are similar? What are different?
- 3 Discuss the steps you need to take to achieve these goals.

▶ ACTIVITY: Goals Timeline

Draw a timeline with three important goals you had in the past, and at least three goals for the future:

- one short-term;
- one medium-term;
- one long-term.

Use specific examples from your own experiences and plans for the future.

Below is an example timeline.





ACTIVITY: Time Management Roleplay

- 1 In groups of three-four, think of time management problems and how they could affect people (e.g.: being late to class or work, missing important occasions, forgetting about tests/assignments, etc.).
- 2 Perform a roleplay where one member's bad time management causes problems.
- 3 The rest of the class gives advice about how to improve time management in this situation.
- 4 Act out the same situation again, but this time you show how time management is used effectively to resolve the problem.



DISCUSSION

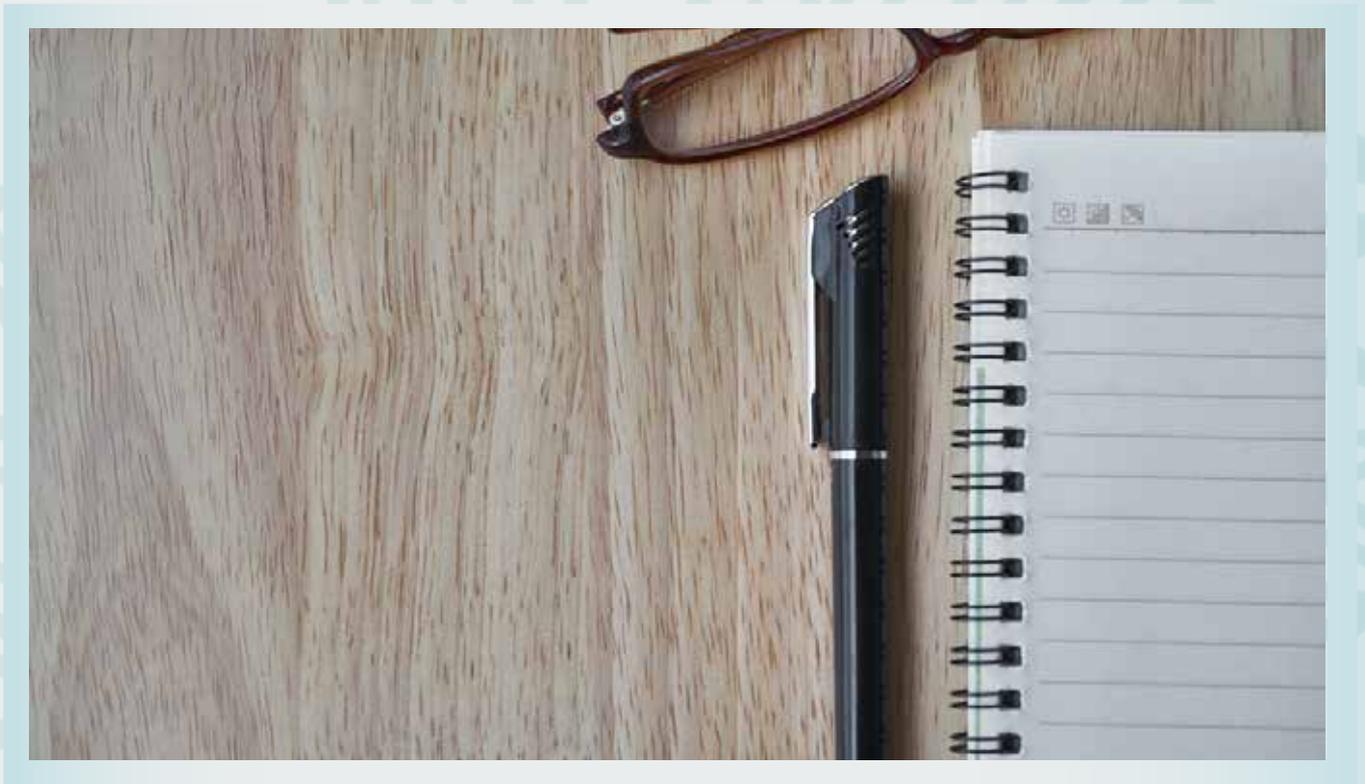
- 1 How often do you think about your goals during your everyday study?
- 2 Which methods of time management do you think are most useful? Why?



SUMMARY: Chapter 4 – Time Management and Motivation

Effective time management means knowing when you have time available and using that time efficiently. Systems to organise your time include wall planners, calendars and diaries. Strategies for time management include prioritising the most important and urgent tasks first. Another useful strategy for managing your time is breaking large tasks down into a series of smaller tasks. Thinking of the goals you want to achieve in the future helps you stay focused on tasks that you have to get done in the present.

CHAPTER 5: Note Taking



Learning Goals

Knowledge

In this chapter, you will increase your knowledge of:

- taking notes as an active learning skill;
- selecting relevant keywords and phrases for notes;
- the topic, main idea and supporting points of texts;
- methods of effective note-taking.

Skills

In this chapter, you will practise the ability to:

- identify and select relevant information for taking notes;
- identify main ideas and supporting points in texts;
- use note taking methods;
- choose appropriate note taking methods for reading and in class.

5.1 Why Take Notes?



PREVIEW

- 1 When do you take notes?
- 2 Why do you take notes?

Taking notes is an important active learning skill. Sometimes you will need to write notes when you are reading. Sometimes you will need to write notes while you are listening in class. Your notes will help you remember and understand what you have learned. You also learn through the process of taking notes. You can use your notes to revise what you learned in class or have read. You can also use your notes to prepare for tests or exams.

Usually, you don't need to copy all the words the teacher says or writes on the board. This is not an effective way to make notes. Taking notes is an active learning skill. You need to think about and choose what you write down. You need to find a quick way to take notes, so you still understand what is being taught in class or in the text you are reading. It is important that your notes make sense to you. You can take notes in any way that works for you, but there are some basic useful skills.

One important skill to develop is choosing what to highlight or write down and what to leave out.



EXERCISE: True or false? If false, say why.

- 1 You do not need to take notes when you are listening in class.
- 2 You can write notes without thinking about what you are writing.
- 3 Taking notes will help you with learning.
- 4 It is good to copy everything the teacher says or writes.
- 5 It is important that you understand the notes that you take



DISCUSSION

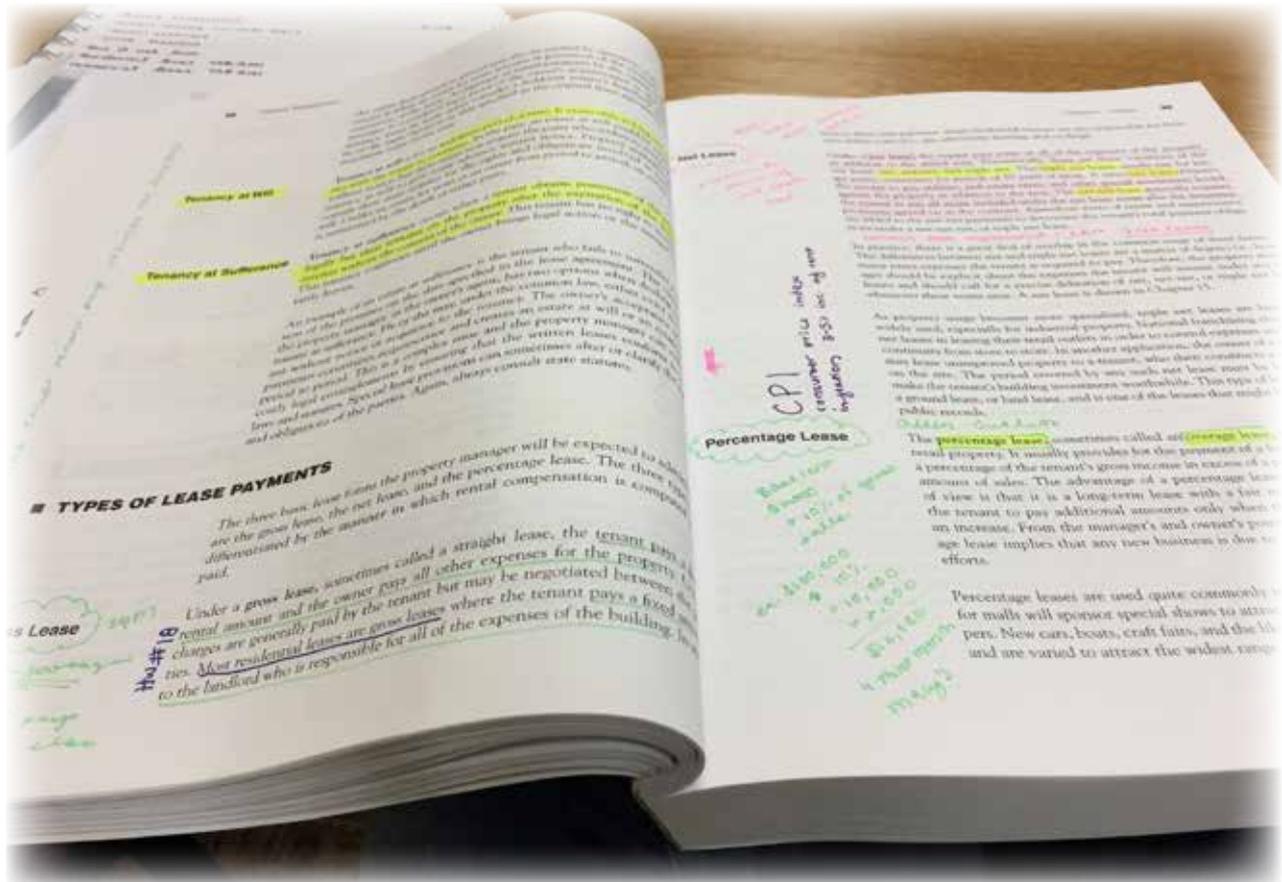
- 1 What ways have you taken notes before?
- 2 Do you prefer to take notes in class or when you are reading? Why?

5.2 Selecting Words and Phrases



PREVIEW

- 1 How much do you write down when you take notes?
- 2 How do you choose what to write down when you take notes?



If you have **handouts** or your own textbook for a course, you can **highlight** or **underline** keywords or phrases. Highlighting or underlining words that you need to remember will make your notes more useful to you later.

If the book is from a library or shared with others, you can write down the words you choose in a notebook as you read. Writing down keywords or phrases will help you to remember the meaning of the main points without having to copy all of it. You can also write short notes on 'post-it notes', that you stick into the pages of the book. Later, you can read them and write notes into your notebook. Doing these things means you are thinking about, and understanding, what you read. This helps you to learn.

It is important to understand the words that you are writing. If there are words or ideas that you do not understand in the text, use a dictionary or ask your teacher to make sure you understand what they mean.

For example:

Below, words and phrases have been highlighted. They are important in the meaning of the poem.

- | | | |
|-----------|--|---|
| 1. | <p>The verbs 'go,' 'live', 'learn', 'love' are about the people (them). You do not need to write 'with them', 'from them', etc.</p> | <p>Go to the people. Live with them. Learn from them. Love them.</p> |
| 2. | <p>'Know' and 'have' are also about the people.</p> | <p>Start with what they know. Build with what they have.</p> |
| 3. | <p>'Best leaders' is followed by 'work is done' which means the same as the 'task is accomplished' - the line that follows it. So, the people say 'we have done this.'</p> | <p>But with the best leaders, When the work is done, The task accomplished, The people say: 'we have done this ourselves.'</p> |

Lao Tzu, Chinese philosopher, 6th century BCE



EXERCISE: Remember using key words and phrases.

- 1** Read the poem carefully.
- 2** Cover the poem. Look at the highlighted words. See how much of it you can now remember with only the highlighted words and phrases.

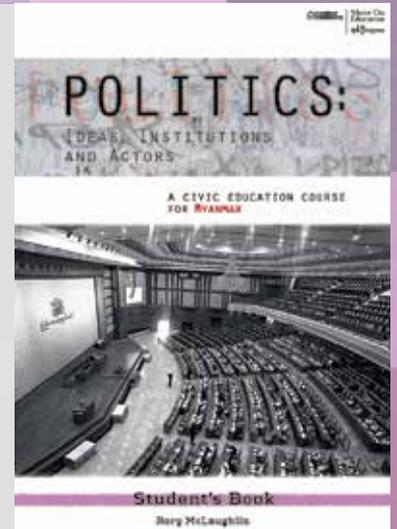
Go ...
Live ...
Learn ...
Love ...
 ... **they know**.
 ... **they have**.
 ... **best leader**,
 ... **work is done**,
 ... **accomplished**,
 ... **we have done this** ...

ACTIVITY: Choose Keywords

- 1 Read the text below.

There are many different ideas about politics. At the most basic level, politics is about how people make decisions in a community. However, people disagree about the ways to make decisions and their reasons for making them. Politics can be understood as conflict, or as cooperation, or as seeking justice. People might have conflict over access to resources, or over different ideas. People might cooperate for peace, development or security. And lastly, people might seek justice or equality through political activity.

Adapted from 'Politics: Ideas, Institutions and Actors' by Mote Oo Education



- 2 Read it again. Highlight or underline only the important words or short phrases.
- 3 Write the words you highlighted or underlined in a notebook.
- 4 Cover the text and answer the questions about the paragraph.
 - a What was the topic?
 - b How was the topic defined?
 - c What were the three supporting points?

If there is a question to answer with your reading or in class, keep it in your mind while you are taking notes. For example, a question could be: 'What are important ideas in the study of politics?' Based on the previous text, you could summarise that some of the main ideas in the study of politics would include conflict, cooperation and justice.



DISCUSSION

- 1 In the past when you took notes, did you write too many words and phrases, or not enough? Why?
- 2 How did you choose which words or phrases to note down?

5.3 Identifying Topics and Main Ideas



PREVIEW

- 1 Do you look for the topic and main idea when you are reading?
- 2 Why is it important to find them?

An important skill when reading and taking notes is identifying the main topic of what you are reading.

There is usually also a main idea about the main topic. For example, the following article has a main topic and a main idea:

Haze pollution over Southeast Asia happens every year. The fires that cause the haze are used to clear land for farming and for palm oil plantations. Palm oil is used in the manufacture of cooking oil, processed foods, soap, biodiesel and other products. Most of the smoke in the haze clouds comes from large fires used to clear land for palm oil on Sumatra and Borneo in Indonesia.

Adapted from 'ASEAN' by Mote Oo Education



The main topic is 'haze pollution in Southeast Asia.' The main idea is that fires used to clear land for farming and palm oil cause haze pollution,

Usually, there are also **supporting** points. They give more details, **evidence** or examples of the main idea. They are usually mentioned in the text after the main idea is introduced. Look for connections between the main topic and the supporting points in the text.

In this article supporting points are:

- the uses of palm oil (cooking oil, processed foods, soap, biodiesel);
- most of the fires causing the smoke are in Indonesia (Sumatra and Borneo).



ACTIVITY: Identify the Topic and Main Idea

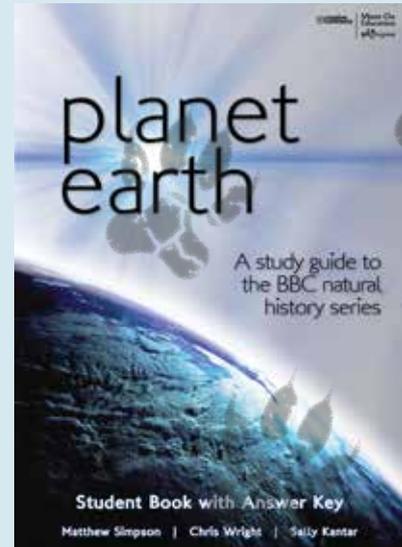
For each of the paragraphs on the opposite page:

- 1 Identify the main topic.
- 2 Identify the main idea about the main topic.
- 3 Identify the supporting points.
 - Practise your note-taking skills by highlighting/ underlining keywords or phrases.
 - Only write a few keywords for main idea and for supporting points under each text.
 - Do not copy or write whole sentences from the text.
- 4 Compare the notes you took with a partner. What is similar and what is different between your notes?
- 5 Evaluate your note-taking from this activity using the table on the page 48.

Example:

A. A predator is an animal that hunts and eats other animals for food. Some examples of predators include lions, wolves, and sharks. On land, predators often hunt alone or in small packs. Many predators hunt their prey at night.

Adapted from 'Planet Earth' by Mote Oo Education



Main topic – *Predators*

Main idea – *Predators hunt and eat other animals.*

Supporting Points –

Examples

- *lions, wolves, sharks hunt alone or in small packs*
- *many hunt at night*

B. In Southeast Asia, kingdoms and empires that controlled trade routes could become very rich. The most important trade routes in Southeast Asia were through the Straits of Malacca. This is the small sea between Malaysia and the Indonesian island of Sumatra.

Adapted from 'ASEAN' by Mote Oo Education

C. Mountains are formed when pieces of the Earth's crust push together. The pieces of the earth's crust are called tectonic plates. When one of the plates pushes up against another it creates mountains. Most of the great mountain ranges, such as the Himalayas and the Rockies, were made in this way.

Adapted from 'Planet Earth' by Mote Oo Education

D. When people talk about Southeast Asia, they often talk about it as two parts. They talk about mainland Southeast Asia and maritime (or *island*) Southeast Asia. Mainland Southeast Asia is joined to the rest of Asia. There are long rivers and mountain ranges in mainland Southeast Asia. The fertile land by the rivers has been used for growing rice. Maritime Southeast Asia is separated from the mainland by sea. It is made up of many large and small islands. The seas around maritime Southeast Asia have always been important for ships and for trade.

Adapted from 'ASEAN' by Mote Oo Education

| Statement | In none of them | In one of them | In two of them | In all of them |
|--|-----------------|----------------|----------------|----------------|
| I identified the main point. | | | | |
| I identified the main idea. | | | | |
| I only identified / highlighted / underlined the important words / phrases or ideas. | | | | |
| I could identify supporting points / ideas / examples from the words I had highlighted / underlined. | | | | |
| I could understand the connections between the main and supporting points in the text. | | | | |

You can use this checklist to evaluate and practise your own note taking from reading in the future. Eventually, when you make notes, you will always remember to check that you have identified:

- the main topic;
- the main idea;
- important words/phrases/ideas;
- supporting points/ideas;
- connections or relationships between the main and supporting points/ideas.



DISCUSSION

- 1 Do you believe the topic and main idea in writing are usually easy or hard to find? Why?
- 2 Do you prefer to take notes in class or when you are reading? Why?

5.4 Note-taking Methods

PREVIEW

- 1 What ways have you taken notes in the past?
- 2 Which ones were most useful for you? Why?

Taking notes in class

The key to making notes in classes or lectures is to actively listen and only write down the most important things and things that you don't already know. Your focus should be on understanding. Your notes just need to be enough to help you remember later what was said.

Focus on:

- main topics;
- main ideas;
- supporting points;
- connections between main and supporting points.

And you should:

- note keywords or phrases important for the topic;
- not waste time writing information that you already know;
- leave space between your notes to add more later;
- not write in complete sentences – use keywords, **abbreviations**, short phrases, **acronyms** (e.g. UN, NGO)...etc.

Read your notes again after class to make sure you clearly understand your notes. If there are things you are not sure about, you can ask questions at the next class.

Abbreviations

Abbreviations do not need exact spelling or grammar. You can make up your own abbreviations. What matters is that you can understand your notes later.

Examples of shortened words or abbreviations:

- | | |
|--------------------------|-----------------------------|
| • Myn ... Myanmar | • Soc Sc ... Social Science |
| • SEA ... Southeast Asia | • Ppl ... people |

Examples of symbols to take the place of words or phrases:

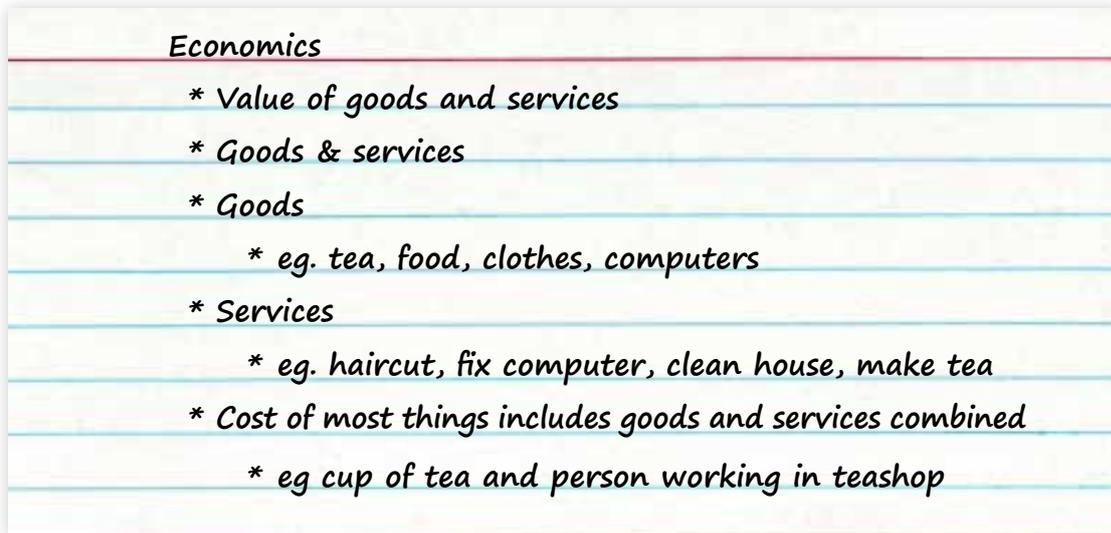
- | | |
|-------------------------|-------------------|
| • = ...is/are/ the same | • < ... less than |
| • @ ... at | • + ... and |
| • > ... more than | • w/ ... with |

There are some note-taking methods that you can use to lay out notes when you are taking them in class, or taking them from reading.



Indenting

When you are taking notes in classes, or from reading, you can make brief notes by using headings for important topics and **indenting** supporting points underneath if they fit within the main topic heading. For example:



ACTIVITY: Heading and Indenting

- 1 Work in pairs. Partner A, read *text a* to your partner. Partner B, take notes. Use the heading and indent method.
- 2 Partner B, read *text b* to your partner. Partner A, take notes.
- 3 When you finish, compare your note-taking. How could it be more effective?



A. There are over 8,000 species of reptile in the world. Many reptiles live both on land and in the water. Reptiles live everywhere on Earth except for on polar ice. All reptiles are vertebrates which means they have a backbone. They are all cold-blooded. They cannot create their own body heat; they need the heat from the sun to stay warm so they can move. They are covered with scales and have lungs for breathing. Most reptiles have four legs and lay eggs.

Adapted from 'Planet Earth' by Mote Oo Education

B. The island of Okinawa in Japan has some of the oldest people in the world. It is famous for the number of men and women who live past 100 years old. There have been many scientific studies of the lifestyles of people on Okinawa. There are even cookbooks based on their diets. Some possible reasons for their long lives include fishing and eating what they catch. They also grow their own fruit and vegetables and rarely buy food from supermarkets. They also regularly exercise, swim and lead active lives.

Adapted from 'Life' by Cengage Education



Mindmaps

A **mindmap** is a map or diagram of the topic you are learning about. The mindmap should include the keywords/phrases for the most important points, and show supporting points and connections between ideas and topics.

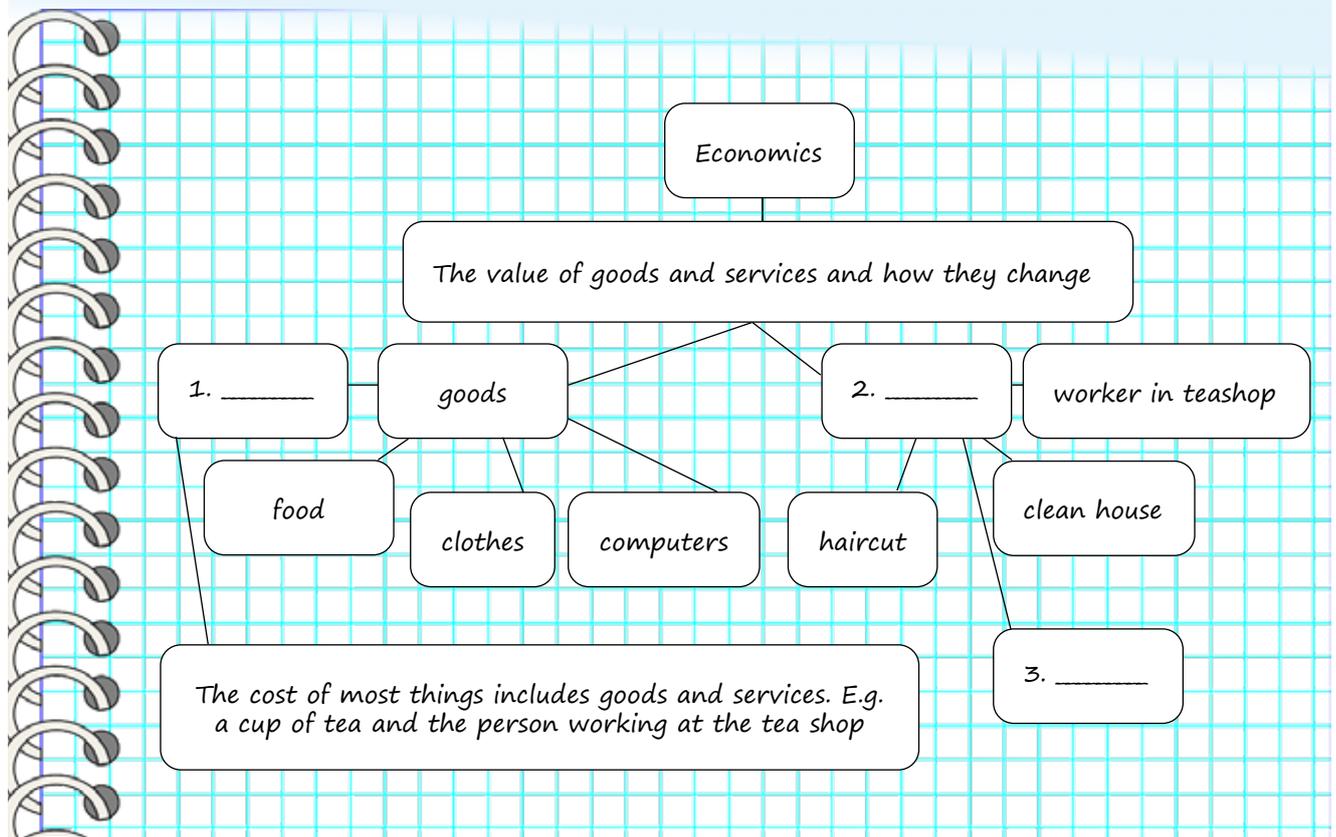


EXERCISE: Fill the gaps.

Here is an example of a short text that has been made into a mindmap format. Some of the keywords/phrases from the text have been left out of the mindmap. Read the text and fill in the missing keywords/phrases in the mindmap.

Economics is about the things that people need and want. Economics is also the study of the **value** of different goods and services, and how those values change. Goods are physical objects. For example, food, clothes, or computers. A service is a job or activity that somebody does for you. For example, when someone gives you a haircut, fixes your computer, or cleans your house. Most things we spend money on include both goods and services. For example, when you have a cup of tea at a tea shop, the cup of tea is a good. But someone also made the cup of tea for you; boiled the water, washed the cup, poured the tea and brought it to you. These are all part of the service.

Adapted from 'Introduction to Social Sciences' by Educasia



ACTIVITY: Mindmap

- 1 Read the text and create a mindmap for it.
- 2 In pairs, compare your mindmaps. What is the same and what is different?



Tax is a percentage of people's earnings that they have to pay to their government. Taxes are used by governments to pay for people who work for the government, such as the military and police. Taxes are also used to provide services for people such as education and health care and to maintain or build infrastructure like roads, bridges and railways.

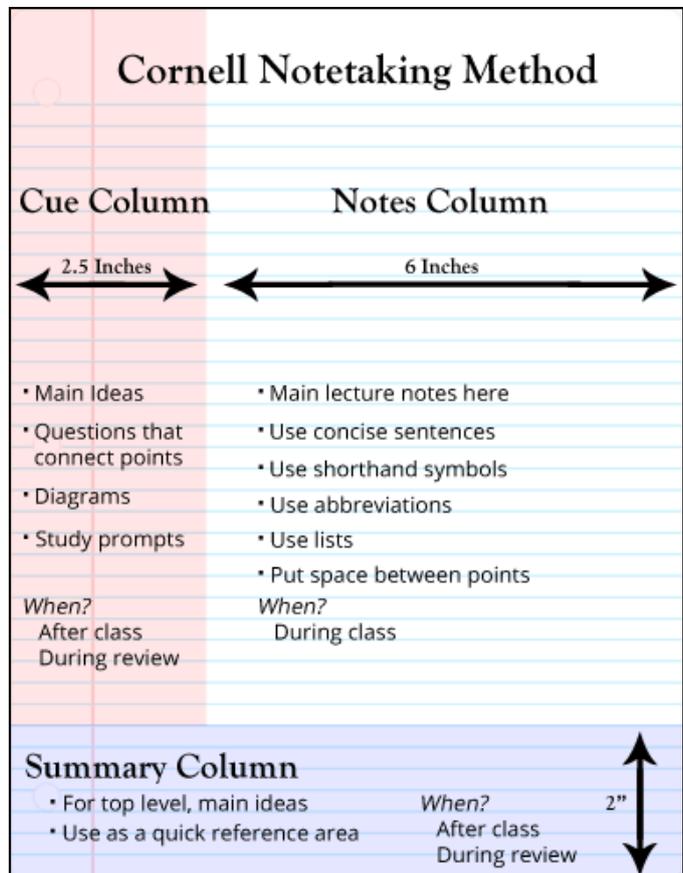
Adapted from Simple English Wikipedia

The Cornell note-taking method

In the Cornell note-taking method you draw lines on your page: A wide column on the right, a narrow column on the left and a space at the bottom of the page.

The Cornell method is an active learning strategy as well as a note-taking method. You need to take notes and then re-read and think about your notes. You select the most important information, and then make that into a **summary** at the bottom of the page.

1. In the large column on the right, make notes during the class or from reading. This is where you write the main ideas, supporting points, or things you did not already know about the topic. Use abbreviations, short phrases, symbols, etc. What is important is that you understand your notes later.
2. After class or reading, read through your first version of notes in the right-hand column. From these, write only the most important ideas or keywords in the left-hand column.



- You can then use the words in the left-hand column as a learning strategy. Cover the details in the right-hand column and see if you can remember those details from the keywords. For example, when you see the word 'goods', you should be reminded of things like food, clothes, computers etc. When you see 'services' you should be reminded of things like haircuts, cleaning, or fixing computers.
- Read through the notes again. Think carefully about the material that you have made notes on. Write a short summary in your own words in the space at the bottom of the page. Also write any thoughts and questions you have about the topic in the area at the bottom of the page.

| Keywords | Notes |
|---|---|
| Basic Economics | Economics = ppls needs + wants value of goods + services |
| Goods | Gds = food, clothes, puters etc |
| Services | Servs = jobs done 4 U eg clean hse, fix 'puter |
| Exchange money for goods and services | Ppl spend \$ on gds + servs |
| Example Cup of tea at teashop | Eg: cp of T @ T shp Gds = cp of T Servs = mke T, boil wtr, wsh cp, brng T & pour T |
| Summary, questions | |
| <ul style="list-style-type: none"> * Economics is based on exchange of goods and services for money. * Goods and services are often combined. For example, getting a cup of tea at a tea shop. The tea and milk are goods. Making the tea, bringing it and pouring it are services. * Question: I don't pay much for a cup of tea at the teashop. How can that money pay for the tea and all the services of the people who make and serve it? | |

ACTIVITY: The Cornell Method

- 1 Read the text and use the Cornell method to make notes based on it.
- 2 In pairs, compare your notes. What is the same and what is different?

The industrial revolution was an important period in history. There was a rapid change in the way things were made. It started in Europe in the 18th century. Instead of things being made by hand, they could be made quickly in large numbers by machines in factories. Many people moved from working in the country to the towns and cities to work in the factories. The pay for working in factories was better than in the country and things cost less. However, people often worked and lived in unhealthy and crowded conditions when they moved to cities for work.

Adapted from Simple English Wikipedia



DISCUSSION

- 1 Which note-taking method do you prefer? Why?
- 2 Would you use a different method for reading and for listening? Why or why not?
- 3 Can you think of some other ways of taking notes? What are they?

SUMMARY: Chapter 5 – Note Taking

Taking notes is active learning because you need to think about and select the things that you write down. A useful skill when you are taking notes is being able to recognise the main topic and main idea in what you read or listen to. Methods for taking notes include using abbreviations, indenting keywords under headings, and drawing mindmaps showing connections between ideas. Another way to take notes is the Cornell method. Using this method, you divide a page into a large right hand column for notes, a narrow left hand column for keywords from the notes, and a space at the bottom of the page for a summary and questions.

CHAPTER 6: Public Speaking and Presentations



Learning Goals

Knowledge

In this chapter, you will increase your knowledge of:

- the elements and objectives of effective public speaking;
- strategies to reduce anxiety about public speaking;
- the structure and delivery of presentations;
- group presentations.

Skills

In this chapter, you will practise the ability to:

- identify examples of effective public speaking;
- undertake individual public speaking activities;
- deliver a group presentation.

6.1 Public Speaking



PREVIEW

- 1 What is public speaking?
- 2 When do you need to do public speaking?

Public speaking is a formal type of communication. It usually involves an individual (or small group) speaking to a larger **audience**. Most public speaking events have a set time, place and length of time for the speech. The objective of public speaking is usually to **inform** the audience about a topic or to persuade them about a particular **point of view**. The speech itself is formal and **structured**. It has a clear introduction, main points and a conclusion.

Public speaking uses many of the techniques that you have learned about effective communication, such as clear speech, making eye contact and using non-verbal communication such as gestures and movement. Class **presentations** are an example of public speaking. You will probably need to do public speaking throughout your studies and in many work situations in the future.



EXERCISE: True or false? If false, say why.

- 1 Public speaking involves communicating with a group of people.
- 2 Public speaking is only important while you are studying.
- 3 Making eye contact and using gestures are important for public speaking.
- 4 Non-verbal communication does not matter when you are doing public speaking.
- 5 Informing or convincing people about something are often objectives of public speaking.



ACTIVITY: Evaluate a Speaker

Think of someone who you have seen do public speaking. You might have seen this person do it at work, at school, in your community, or in a film, on TV or the internet etc.

- 1 Write down some of the main things you liked about their speaking.
- 2 Write down any things you did not like about their speaking.
- 3 In pairs, discuss this public speaker. Compare the things you both liked or did not like about your public speakers. What was the same? What was different?

DISCUSSION

What things about public speaking do you think are most difficult? Why?



6.2 Anxiety about Public Speaking



PREVIEW

How do you feel about speaking to groups of people?

Most people get **anxiety** about speaking in public. This is natural. There are strategies you can use to reduce anxiety about public speaking. If you reduce anxiety, you can focus your attention on presenting the topic. This is important, because your focus and the focus of the audience should be on your presentation topic and not on you being nervous.

People experience anxiety about public speaking for different reasons and at different times. You may recognise some of these reasons.

Anxiety can be from:

- not being sure about what you are speaking about;
- having lots of people look at you while you speak;
- worrying about forgetting what you will say;
- fear of being judged by other people.

People also get anxiety at different times. It might be:

- when they are planning their speech;
- just before they do the speech;
- while they are speaking.



These things can reduce anxiety about public speaking:

Preparation

Make sure you have done some research and know your topic. You will feel more confident if you know what you will say. Also, think of possible questions you may be asked by the audience. Question time is a part of many formal presentations and public speaking events.

Practice

Practise your speech. Get friends or family to watch and listen to your practice. Practice achieves two really useful things. First, it helps you get used to doing the presentation and remembering what you will say, the length and the structure of the presentation. Second, it means that, when you do it with an audience, it will not be the first time you have done the presentation.

Being early to the event

Always be early so you can deal with any unexpected last minute changes. For example, the projector you expected to use for a presentation is not there, or is not working. If you are early, you can still give your presentation without the projector and slides. With the time you still have, you could instead write a few keywords about your speech on a whiteboard or a handout for the audience.

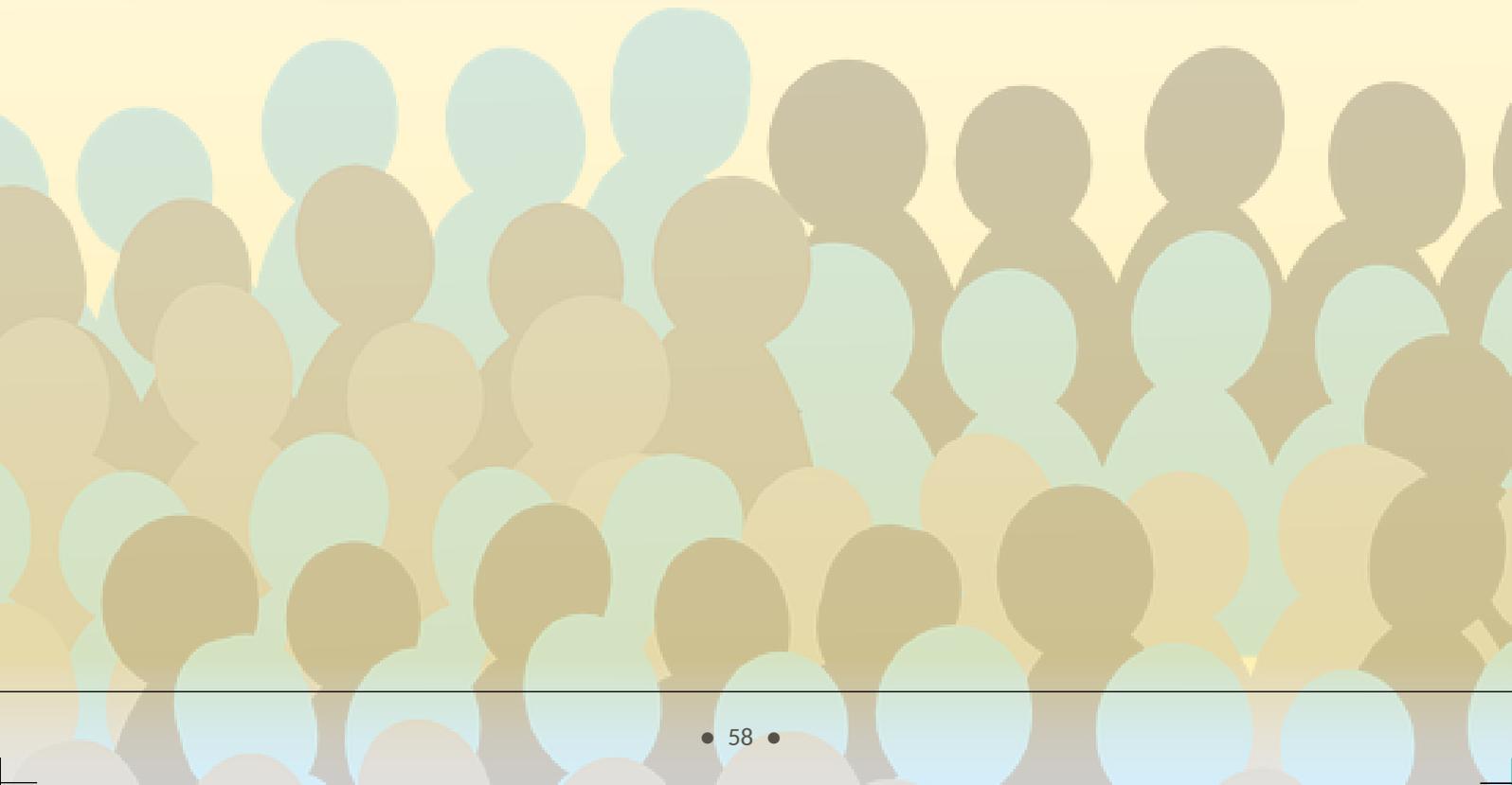
Breathing and avoiding stimulants

Just before and during your presentation, focus on breathing slowly and deeply. This helps calm your anxiety so you can focus on the presentation. Do not drink too much coffee or energy drink just before your presentation. These stimulants may increase your anxiety and may also make you speak too fast or rush through your presentation. It is almost always better to speak more slowly during a presentation than you would during a normal conversation.



EXERCISE: Answer the questions.

- 1 When you are speaking, what physical thing about yourself does it help to focus on?
- 2 What might happen at the end of your presentation?
- 3 What are the three different times when people may get nervous about public speaking?
- 4 What should the focus of the audience be on?



ACTIVITY: One-minute Speech

- 1 Choose a topic that you know about and are familiar with. It can be any topic. For example, something related to work, sport, music, food, social media, films etc. It should be related to your interests, and something that you can talk about.
- 2 Spend ten minutes thinking about the topic. Write some notes to remind yourself about what you will say, but do not write a full speech.
- 3 Deliver a one-minute speech to the class.
 - Speak to the class and only use your notes to remind yourself what you will talk about.
 - Remember, everyone else in the class also has to do a speech as well; you are not alone.
- 4 In groups, discuss the questions.
 - a How did you feel when you were doing the presentation?
 - b What did you find easy?
 - c What did you find difficult?
 - d What would you do differently if you did it again?

DISCUSSION

- 1 When you watched other people's speeches, what things did you notice?
- 2 Did they remind you of your own speech or not?
- 3 If someone asked you now about how to speak in public, what advice would you give them?

6.3 Presentations



PREVIEW

- 1 Have you ever attended a presentation? What did the presenter(s) do?
- 2 Have you ever given a presentation? How did you do it?

Presentations are a form of organised public speaking. You will need to give them throughout your life – for work, in study and for organisations that you belong to. Presentations involve one or more presenters and an audience who listen, watch and ask questions. The audience may be a few people or hundreds. Presentations can be either face-to-face or through the media (TV or online).

Whether you are presenting alone or in a group, there are two main areas to focus on: the structure of the presentation and the delivery of the presentation. The boxes below contain key points for planning and delivering your presentation.

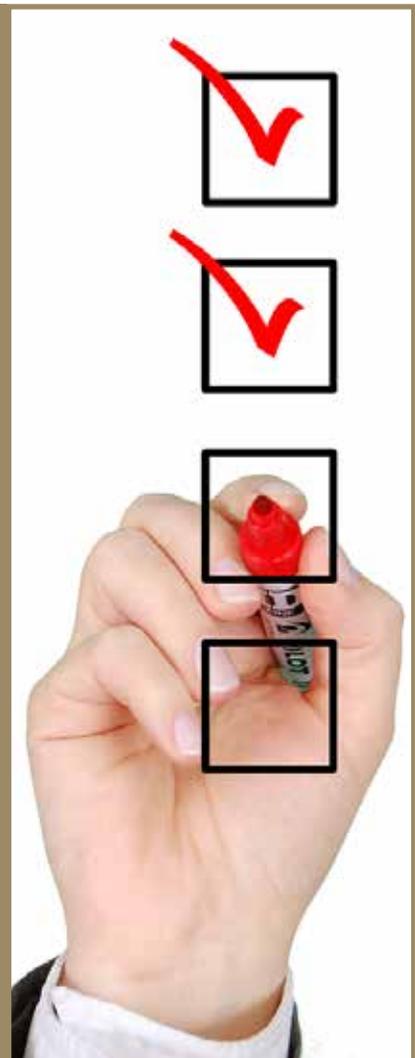
(HOW YOU PLAN AND STRUCTURE YOUR PRESENTATION)

1. Structure of the presentation

- Have an organised plan for what you will say.
- Have an introduction, a middle part and a conclusion.
- There should be a main topic, a main idea and supporting points.

These things are also important for public speaking and giving presentations:

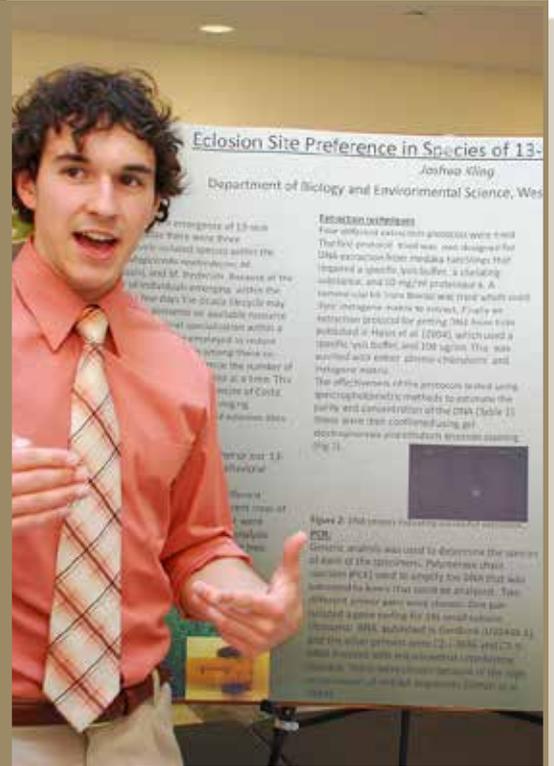
- Do research and learn more about the topic that you are speaking about.
- Don't make negative comments about individuals or about groups of people based on religion, ethnicity, gender etc.
- Respect other people's points of view even if you do not agree with them.
- **Acknowledge the sources** of information if they are not your own (avoid **plagiarism** – see chapter 8).
- Practise giving the presentation beforehand.
- Use notes with important keywords to remind you what to say.
- Think about possible questions you may be asked at the end.



(WHAT YOU DO DURING YOUR PRESENTATION)

2. Delivery of the presentation

- Speak clearly.
- Look at the audience and make eye contact.
- Use non-verbal communication such as gestures and movements.
- Do not read every word from a page – use brief notes or keywords to remind you what to say.
- Use simple, clear visual aids such as pictures, posters or a projector if one is available.
- Do not rely on technology. You should be able to do your presentation as a speech without a computer if there's no electricity or some other problem.



EXERCISE: Good public speaking?

Are these actions good during public speaking or not? For each, say why.

- 1 Looking down and speaking quietly.
- 2 Learning about a topic that you will present about and making notes of the things you read.
- 3 Reading exactly what you have written down on a page.
- 4 Showing pictures of the things you are talking about.
- 5 Speaking about the points in the presentation in any order.
- 6 Using statements you read on a website without saying where you got them from.
- 7 Saying negative things about people from another religious or ethnic group.
- 8 Looking at the audience and speaking clearly.
- 9 Speaking for too long because it is the first time you have done the presentation.



ACTIVITY: Effective Public Speaking

- 1 In pairs, divide a piece of paper in half. On one half, list things that an effective public speaker does.
- 2 On the other half, list the things that a less effective public speaker does. Do not only use the examples and points from above. Think of other ideas that effective or less effective speakers might do (or not do).
- 3 Combine your lists with another pair. Add any points you have not already included. Discuss why the things you listed were effective or not.
- 4 Make a class list on the board of effective and less effective public speaking.



DISCUSSION

- 1 What is more difficult, planning or delivering a presentation? Why?
- 2 What aspects of giving presentations would you like to improve for yourself?

6.4 Group Presentations



PREVIEW

- 1 Have you given group presentations before? What were they like?
- 2 What are some challenges of giving presentations in groups?

Presentations are sometimes done in groups. Group presentations combine **elements** of group work and public speaking. They involve preparing and presenting as a team, and require communication and cooperation skills. They require members to work towards a common goal and to undertake different parts of the research, preparation and presenting.

Important features of preparation for group work presentations include:

- sharing the workload for research, planning and presentation between members;
- members undertaking different parts of the research and planning that contribute to the overall presentation;
- all members regularly communicating with each other;
- all members attending regular meetings for a larger presentation project;
- all members practising giving the presentation.

During the group presentation:

- Introduce the topic and group members;
- In the introduction, give an **outline** of the parts of the presentation;
- At the end of their part, each speaker introduces the next speaker and the part of the presentation that they will speak about;
- Members support others during the presentation when they are not speaking. They do tasks such as giving out handouts, changing slides for the group member who is speaking, demonstrating examples for the speaker, etc.;
- The presentation should have a clear conclusion that draws together the points made by the speakers;
- Be prepared for questions from the audience after the conclusion.



EXERCISE: True or false? If false, say why.

- 1 Group presentations do not need communication skills.
- 2 Each member does all the research, planning and presenting.
- 3 During the presentation, the next speaker in the group should introduce themselves.
- 4 The presentation should give an outline of what it will cover.
- 5 When a member is speaking, other group members can support them by operating equipment.

ACTIVITY: Poster Presentation

In groups of three, prepare a poster and a five-minute presentation.

- 1 In your group:
 - Discuss possible topics for your presentation and select one you all agree on.
 - Plan how you will do the poster.
 - Plan how you will do your presentation.
 - Decide roles for each group member. Make sure each member has at least two tasks, and that each group member does some of the speaking.
- 2 Break the task down into smaller tasks. These could include gathering information, designing the poster, drawing and writing on the poster, drawing up keywords to assist speakers in the presentation, etc.
- 3 Deliver your group presentation to the class.
- 4 As each group presents, evaluate their presentation using the form on page 65 (make photocopies if necessary).
 - Rate each category of the evaluation form, from very good to poor. Tick your choice.
 - In the right column say why you chose that response.
 - Say what they could do to improve it next time.
- 5 After your presentation, fill out the presentation evaluation table for your group on page 65.
- 6 Fill out the evaluation table for your own contribution to the group presentation on page 66.



GROUP PRESENTATION EVALUATION CHART (OTHER GROUPS)

| | Excellent | Good | Average | Poor | Comment |
|---|-----------|------|---------|------|---------|
| Structure of presentation. | | | | | |
| Speakers introduce each other. | | | | | |
| Speakers share the speaking. | | | | | |
| Clear speaking, and not too quickly. | | | | | |
| Eye contact. | | | | | |
| What could your group do differently next time? | | | | | |

GROUP PRESENTATION EVALUATION CHART (YOUR GROUP)

| | Excellent | Good | Average | Poor | Comment |
|---|-----------|------|---------|------|---------|
| Preparation. | | | | | |
| Research. | | | | | |
| Speakers share the speaking. | | | | | |
| Sharing preparation and research. | | | | | |
| Structure. | | | | | |
| Speaking. | | | | | |
| What could your group do differently next time? | | | | | |

GROUP PRESENTATION SELF-EVALUATION CHART

| | Excellent | Good | Average | Poor | Comment |
|--|-----------|------|---------|------|---------|
| Contribution to preparation. | | | | | |
| Contribution to research. | | | | | |
| Sharing the speaking. | | | | | |
| Clear speaking, and not too quickly. | | | | | |
| Eye contact. | | | | | |
| Dealing with anxiety. | | | | | |
| What could you do differently next time? | | | | | |



DISCUSSION

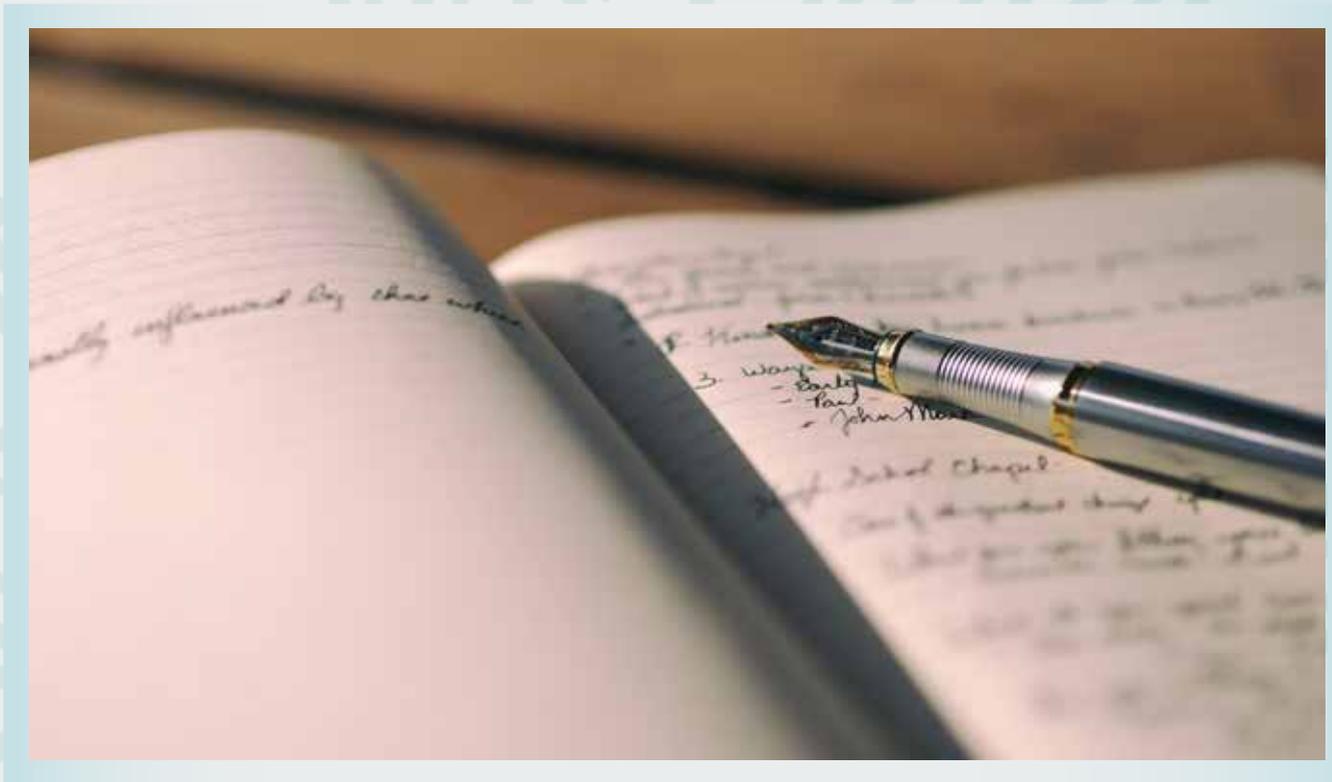
What do you believe are the most important elements for effective group presentations? Why?



SUMMARY: Chapter 6 – Public Speaking and Presentations

Public speaking is a skill that you will use in study, work and life generally. The purpose of public speaking is usually to inform an audience or to **convince** them of something. Ways to reduce anxiety about public speaking include being prepared, practising beforehand, arriving early to the speaking event, controlling your breathing and limiting intake of stimulants like coffee. Presentations are formal organised public speaking events and need communication skills like clear speech, clear visual aids and non-verbal communication. Group presentations require all members to use these skills together and to share the preparation and the parts of giving the presentation.

CHAPTER 7: Written Assignments



Learning Goals

Knowledge

In this chapter, you will increase your knowledge of:

- paragraph structure;
- essay structure;
- the essay drafting process.

Skills

In this chapter, you will practise the ability to:

- identify and create topic sentences, supporting points and concluding sentences;
- identify the parts of an essay;
- write introductions, body paragraphs and conclusions for an essay;
- plan, draft and write an essay.

7.1 Paragraphs

PREVIEW

- 1 What kinds of written assignments have you done?
- 2 What skills do you need for writing assignments?

Whether you are writing one paragraph or a whole essay, you need structure in your writing. You read about topics, main ideas and supporting points when making notes in chapter five. Your own writing needs to have a similar structure.

A paragraph is a group of sentences about a single topic. The sentences of the paragraph explain and support a main idea about the topic. Whether you are writing one paragraph or an entire essay, there are three important parts of a paragraph.

- The **TOPIC SENTENCE** usually contains the topic and the main idea about the topic.
- **SUPPORTING SENTENCES** in the body of the paragraph contain further details, explanations or examples about the main idea.
- Sometimes a **CONCLUDING SENTENCE** ties together the points in the paragraph or makes a final statement about these points.

Look again at the paragraph above. We can see the three parts:

| | |
|-----------------------------|---|
| TOPIC SENTENCE | A paragraph is a group of sentences about a single topic. |
| SUPPORTING SENTENCES | The sentences of the paragraph explain and support a main idea about the topic. |
| CONCLUDING SENTENCE | Whether you are writing one paragraph or an entire essay, there are three important parts of a paragraph. |

EXERCISE: Identify the paragraph parts.

Read the paragraph. Identify the following:

- 1 the topic sentence;
- 2 the topic and main idea in the topic sentence;
- 3 the supporting points;
- 4 the concluding sentence.

The Olympic Games are important international sporting events. They are held every four years. There is both a summer and winter Olympic Games. The Olympic Games have been hosted by more than 40 cities in over 20 countries. Many athletes want to be chosen by their country to compete at the Olympic Games.

Adapted from Simple English Wikipedia



Topic sentences

The topic sentence usually comes at the start of a paragraph, although sometimes it can come later. It contains:

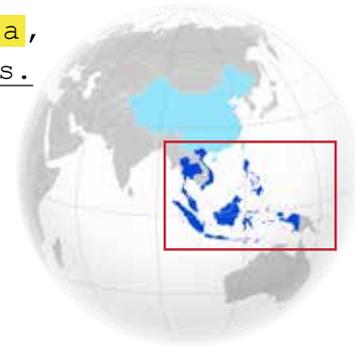
- the topic that the paragraph is about;
- the main idea about that topic.

The supporting points in the rest of the paragraph will then give more information about the topic and the main idea.

Examples of Topic Sentences and Main Ideas:

Here are some examples of topic sentences. For each sentence, the topic is **highlighted** and the main idea about the topic is underlined.

When people talk about **Southeast Asia**, they often talk about it as two parts.



The **Industrial Revolution** was an important period in history because there was a rapid change in the way that things were made.



EXERCISE: Identify the parts.

Identify the topic and the main idea in the topic sentences.

- 1 Yangon is the commercial capital of Myanmar.
- 2 Effective communication is an important skill for study and in life.
- 3 Cool, moist ocean air rushing in to replace warm air that has risen over land is what leads to the monsoon.
- 4 Floodplains by rivers are good for farming because there is lot of sediment spread from the river.
- 5 Located south of Myanmar and west of Thailand, the Andaman Sea has been used for fishing and transportation of goods.

Supporting points

A paragraph also contains sentences that provide supporting points. These relate to the topic and main idea. The supporting points add more information – examples, statistics or quotations – about the topic and main idea.

Examples of Supporting Points:

The topic is the **guitar** and the main idea is that it is an example of a stringed musical instrument. The other sentences in the paragraph are supporting points.



The guitar is an example of a stringed musical instrument. It is played by plucking the strings. The main parts of a guitar are the body, the neck, the headstock and the strings. Guitars are usually made from wood or plastic. Their strings are made of steel or nylon.

Supporting points:

- It can be played by plucking the strings.
- The main parts are the body, neck, headstock and strings.
- They are made from wood or plastic.
- Their strings are made from steel or nylon.

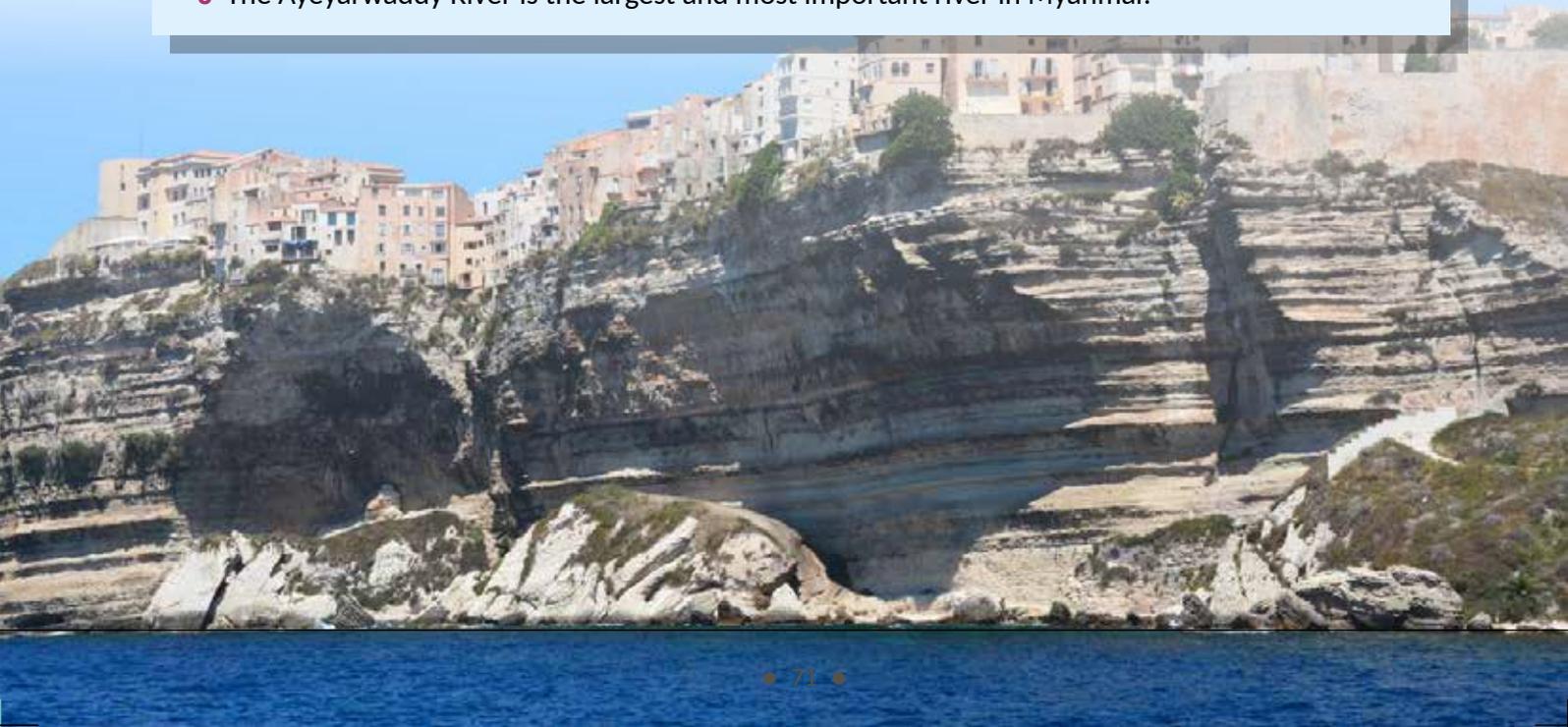


EXERCISE: Match the supporting points.

Match the supporting points (1-5) with the topic sentences (a-e).

- 1 ___ Over twenty species of snails and nine species of fish are found only at the lake. In November, December and January of each year, 20,000 brown and black head seagulls migrate to the lake.
- 2 ___ It contains the bodies of marine animals with shells. When they die, their shells and bones break down into the sediment. Pressure from the water and layers of sediment above pushes down. This makes the layers underneath hard. Finally, after millions of years, it becomes stone.
- 3 ___ It flows from north to south for 1,348 miles (2,170 km). Its source is in Kachin State, where the N'mai and Mali rivers meet. The source of those rivers is the Himalaya glaciers of Northern Myanmar (at about latitude 28°N). From there it flows south, through the dry zone. It meets the Chindwin River to the south of Mandalay. Finally, over 1,000 miles from its source, it drains into the Andaman Sea.
- 4 ___ At the bottom are producers. These are usually plants. They take energy from sunlight. Above them are the animals that are called consumers. Consumers take their energy from the producers (plants) or from each other (meat).
- 5 ___ Usually, they happen in less than six hours. They can be caused by heavy rain, a large storm or snow melting. In the desert they can be especially deadly. Roads often cross dry river beds and people who are trying to cross them, on foot or in cars, do not realise the strength of the water. Another danger is that the water comes very quickly, so people can be caught before they realise what is happening.

- a A food chain is a group of organisms in an ecosystem which depend on each other for food.
- b Although Inle Lake is not large, it contains a number of important animal species.
- c Limestone is a sedimentary rock formed over a long time from the sediment at the bottom of seas or rivers.
- d Flash floods are called that because they can happen very quickly or 'in a flash'.
- e The Ayeyarwaddy River is the largest and most important river in Myanmar.



ACTIVITY: Talking Paragraphs

In groups of three-five:

- 1 Use one of the paragraphs from the exercise on page 71.
 - Decide which topic sentence matches your paragraph of supporting points.
 - Each group member takes one sentence.
 - Line up in the sentence order of your paragraph.
 - Present the paragraph to the class. Each member, in order, says their sentence.
- 2 Think of your own topic and main idea for a paragraph.
 - One person is the topic sentence.
 - Each other member is one of the supporting sentences.
 - Each member writes out their sentence. Make sure your sentence fits together and you know where it is in the paragraph.
 - Line up in the sentence order of your paragraph.
 - Present the paragraph to the class. Each member, in order, says their sentence.

ACTIVITY: Topic Sentences 1

These paragraphs have supporting points but do not have a topic sentence.

- 1 Write a good topic sentence, introducing the topic and main idea, for the start of each paragraph.
- 2 In pairs, compare your topic sentences. Did you get the same topic ideas? What did you do differently?

a.

These organisations bring community members together. They provide services like health and education. An advantage of community-based organisations is that the community is directly involved with them. Their local knowledge means they work to deal with the concerns and needs of the community.



From reading the supporting points we can see that the topic is 'community-based organisations'. The supporting points discuss what they do and their close connection to the communities they work with. You can write a topic sentence with this as a main idea.

For example:

“Community-based organisations have a close connection with the communities that they work with.”

b. _____

This game is also known as caneball. It usually has six people playing together as one team. The ball is made from rattan which sounds like a basket when it is hit. Chinlone players pass the ball between each other within a circle without using their hands. The point of the game is to keep the ball from hitting the ground while passing it back and forth between players.

**c.** _____

They come from the coconut tree, which is a tall palm tree. Inside the hard coconut shell is a white flesh and a clear juice. The flesh can be eaten raw or made into coconut milk and coconut oil. Both are used in cooking. Coconut oil is also used in soaps and hair products. The coconut juice is clear. It can be drunk straight from the coconut.

**d.** _____

Some of the ways that water has been used to produce energy include water wheels and hydroelectric power. Water wheels have been used for hundreds of years to power mills and machinery. Water wheels are turned by the flow of water in rivers and that then turns the machinery such as in a mill. Hydroelectric power is made by building dams to control rivers. The water from the river is then used to turn turbines that produce electricity.



ACTIVITY: Topic Sentences 2

- 1 On a piece of paper, write a topic sentence about a topic you know well. Your topic sentence should introduce the topic and the main idea about the topic.
- 2 On another piece of paper write three sentences of supporting points (further details, explanation or examples) based on your topic and main idea.
- 3 In pairs, swap your supporting points. Identify your partner's topic and main idea.
- 4 Write a topic sentence for your partner's supporting points.
- 5 Show each other your own topic sentences. How similar are they? Did you get the topic and main idea in your partner's supporting points?

DISCUSSION

When you are reading a long article or a book, how could you find out what is in the paragraphs without reading everything in each paragraph?

7.2 Essays



PREVIEW

- 1 What is your experience of essay writing?
- 2 What steps are involved in writing an essay?

Essays build on what you already know about paragraphs. An essay is a piece of writing made up of several paragraphs. The essay is about a topic and a main idea about that topic. The topic and main idea is also sometimes called a *thesis statement* or **argument**. The supporting points for the main essay idea are discussed in the paragraphs of the essay. The main idea and supporting paragraphs are tied together by an introduction paragraph at the start of the essay, and a conclusion paragraph at the end of the essay.

There are three parts to the structure of essays:

- an introduction;
- body paragraphs;
- a conclusion.



EXERCISE: Answer the questions.

- 1 What is an essay like a bigger version of?
- 2 What will all the body paragraphs in an essay relate to?
- 3 What is the paragraph called that starts the essay?
- 4 What is the paragraph called that ends the essay?



Introductions

The introduction is the paragraph at the start of the essay. The introduction is like a topic sentence in a paragraph. It introduces the topic of the essay and the main idea about it. However, it takes a few sentences to do this in an essay introduction. Here is an example:

Human beings need food and water to survive. Climate change will make it harder for people living in some parts of the world to grow food or get clean water in the future. This essay argues that climate change is the biggest threat to human survival. It demonstrates this by looking at the effects on human access to food and water from rising sea levels, storms and droughts.

This introduction starts with the topic in the first couple of sentences (humans need food and water, and climate change will affect that). Then it introduces the main idea or argument of the essay (climate change is the biggest threat to human survival). Finally, it outlines the supporting points (rising sea levels, floods and droughts) that will be paragraphs in the body of the essay.



EXERCISE: Order the sentences.

Order each set of sentences to make an essay introduction paragraph.

- 1:**
- There have been many scientific studies of the lifestyles of people on the island.
 - This essay argues that Okinawan people live long lives because they grow their own fruit and vegetables and lead active lives.
 - The island of Okinawa in Japan is famous for the number of men and women who live past 100 years old.
 - The studies found people on the island eat food that they grow themselves and they walk rather than drive cars.

- 2:**
- The haze is caused by fires that are often used to clear land for palm oil plantations.
 - Haze pollution over Southeast Asia happens every year.
 - This essay will demonstrate that it is the demand for cleared land to grow palm oil that causes the Southeast Asia haze pollution problem.
 - Many of the palm oil plantations are located on the islands of Sumatra and Borneo in Indonesia.

- 3:**
- They need to do more than just memorise names, dates and facts.
 - This essay states that historians need to read historical documents and interpret the evidence to form their own ideas about history.
 - Historians are people who study history.



ACTIVITY: Write an Introduction



Write an essay introduction based on a topic of your choice.

- Start with a statement about the general topic.
- Focus your sentences on a specific idea about that topic.

Body (or supporting) paragraphs

In an essay, the middle paragraphs present supporting points to the essay's main topic and main idea.

For example, this paragraph could be a supporting point to the essay introduction about climate change on page 74. It focuses in more detail on one supporting point in the essay – *the effects on food and water of rising sea levels*. This is one of three points – *rising sea levels, storms and droughts* – mentioned in the outline at the end of the introduction.

When sea levels rise because of climate change, sea water destroys land that is used to grow food. Salt water from the sea also ruins fresh water. That means people cannot drink the water or use it for growing crops. When there are storms, the sea water can go further onto land than before. In addition, millions of people live in areas that are vulnerable to flooding. Higher sea levels can force them to leave their homes and move to other places. Those places then need more food and fresh water.



EXERCISE: Highlight and order.

- 1 Highlight the topic (not the whole sentence) in the topic sentences in each of the paragraphs.
- 2 Put the paragraphs in order according to the topic outline in the 'climate change' essay introduction on page 74.

A. Some places will be wetter in the future because of climate change. however, other places will get drier. A drought is an extended period of dry weather caused by a lack of rain. As temperatures rise due to climate change, more moisture is lost from land and water. Because less water is left behind there is less water for crops. In some places, dry soil will make it harder to grow crops as well.

B. When sea levels rise because of climate change, sea water destroys land that is used to grow food. Salt water from the sea also ruins fresh water. That means people cannot drink the water or use it for growing crops. When there are storms the sea water can go further onto land than ever before. In addition, millions of people live in areas that are vulnerable to flooding. Higher sea levels can force them to leave their homes and move to other places. Those places then need more food and fresh water.

C. Tropical storms get their energy from warm ocean water. As the oceans get warmer from climate change, storms grow stronger. A warmer climate will produce storms with stronger winds and heavier rain. As the climate gets warmer and there is more moisture in the air, heavier rainstorms and snowstorms happen more often. These storms will ruin more land and crops through flooding, strong winds and sea water.

Conclusions

The last paragraph of an essay is the conclusion. It has three main purposes:

- It summarises the points made by the supporting paragraphs in the essay.
- It **restates** the main idea or argument of the essay.
- It concludes with a strong final sentence about the essay topic and idea.

Conclusions should not introduce new ideas or information that has not been mentioned earlier in the essay.

Example of a good concluding paragraph:

Here is an example of a conclusion based on the essay topic about climate change:

In summary, rising sea levels, storms and droughts are three central effects of climate change. This essay has argued that they will all have serious impacts on human access to food and fresh water. Preparing for these impacts now is important so that people living in areas vulnerable to climate change have access to food and fresh water in the future.

- It restates the main points covered in the essay.
- It restates the main idea/argument.
- It ends with a strong final sentence about the essay topic and main idea.
- It does not repeat the exact same words as the introduction.



EXERCISE: True or false? If false, say why.

- 1 Conclusions are a good place to mention new ideas.
- 2 Conclusions should sum up the supporting points covered in the essay.
- 3 Conclusions should use exactly the same wording as the introduction.
- 4 Conclusions do not need to restate the main idea of the essay.

The relationship between introductions and conclusions

Here is an example of the relationship between introductions and conclusions, from the same essay about climate change:

Introduction

Human beings need food and water to survive. Climate change will make it harder for people living in some parts of the world to grow food or get clean water in the future. **This essay argues that climate change is the biggest threat to human survival.** It demonstrates this by looking at the effects on human access to food and water from rising sea levels, storms and droughts.

- The main idea (argument) in the introduction is restated in the conclusion, using different words. The conclusion is written in the past tense.
- The outline of the supporting points, raised in the introduction (and covered as topics in the paragraphs in the body of the essay), is restated in the conclusion.
- The conclusion ends with a strong final statement about the topic and main idea of the essay.



Conclusion

In summary, rising sea levels, storms and droughts are three central effects of climate change. **This essay has argued that they will all have serious impacts on human access to food and fresh water.** Preparing for these impacts now is important so that people living in areas vulnerable to climate change have access to food and fresh water in the future.



EXERCISE: Identify the problem.

- 1 Read the two pairs of introductions and conclusions. Which is a good example, and which is a bad example, of an introduction and conclusion?
- 2 What are the problems with the bad example?

A. Working to deadlines is an important skill for work and study. For many students, time management is key to success in their studies, and future work and life. This essay argues that being able to organise time and manage priorities is the key to success.

In conclusion, time management is important for success. Also, students need to exercise regularly and to eat a healthy diet, as this will help them stay awake in class and perform better in tests. If they do this, students could do well in their studies.



B. Most people now use mobile phones, and text message symbols and abbreviations have become common. Some people think text message language should be allowed in exams or essays. However, text language does not communicate complex ideas. Also, there are no rules or guidebooks about text message spelling or usage. This essay argues that for these reasons, text message language should not be used in formal academic essays or exams.

In conclusion, text message language prevents communication of complicated ideas. Also, there is no dictionary for text message language. Therefore, this essay has argued that text message language is not suitable for written assignments. Text language is too limited and inaccurate to use in formal academic writing.



ACTIVITY: Write a Conclusion

- 1 Read the essay introduction and write a conclusion. Remember to:
 - summarise the main points;
 - restate the main idea of the essay (but use different words to the introduction);
 - write a strong final statement for the conclusion.
- 2 Compare your conclusion with a partner's.

The number of cars, trucks and buses on the roads is growing rapidly. This is creating dangerous conditions. Drivers are in a hurry to get to where they are going, and they become angry with slower motorists that are in their way. This essay argues that aggressive drivers are more likely to cut off other drivers, follow too closely and use rude language and gestures.



EXERCISE: Identify the parts.

Read the essay. Highlight and **label** the following:

- 1 The main essay topic in the introduction.
- 2 The main idea/argument about that topic in the introduction.
- 3 The outline of the paragraph topics in the introduction.
- 4 The paragraph topic in each of the body paragraphs.
- 5 The outline of the body paragraphs in the conclusion.
- 6 The argument restated in the conclusion.
- 7 The final statement in the conclusion.

Impacts of Climate Change on Access to Food and Water

Human beings need food and water to survive. Climate change will make it harder for people living in some parts of the world to grow food or get clean water in the future. This essay argues that climate change is the biggest threat to human survival. It demonstrates this by looking at the effects on human access to food and water from rising sea levels, storms and droughts.

When sea levels rise because of climate change, sea water destroys land that is used to grow food. Salt water from the sea also ruins fresh water. That means people cannot drink the water or use it for growing crops. When there are storms, the sea water can go further onto land than before. In addition, millions of people live in areas that are vulnerable to flooding. Higher sea levels can force them to leave their homes and move to other places. Those places then need more food and fresh water.

Tropical storms get their energy from warm ocean water. As the oceans get warmer from climate change, storms grow stronger. A warmer climate will produce storms with stronger winds and heavier rain. As the climate gets warmer and there is more moisture in the air, heavier rainstorms and snowstorms happen more often. These storms will ruin more land and crops through flooding, strong winds and sea water.

Some places will be wetter in the future because of climate change. However, other places will get drier. A drought is a long period of dry weather caused by a lack of rain. As temperatures rise due to climate change, more moisture is lost from land and water. Because less water is left behind there is less water for crops. In some places dry soil will make it harder to grow crops as well.

In summary, rising sea levels, storms and droughts are three central effects of climate change. This essay has argued that they will all have serious impacts on human access to food and fresh water. Preparing for these impacts now is important so that people living in areas vulnerable to the effects of climate change will still have access to food and fresh water in the future.



DISCUSSION

- 1 What do you think would be the hardest part of essay writing? Why?
- 2 What could you do to make it easier?



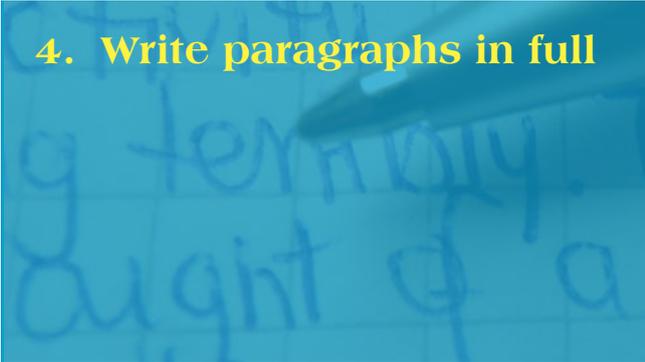
1. Identify
topic



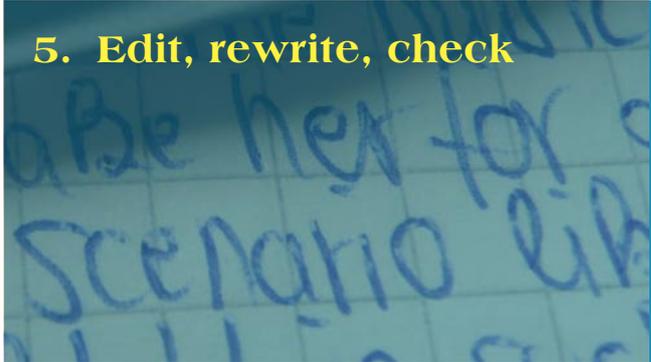
2. Decide
supporting points



3. Write
Introduction



4. Write paragraphs in full



5. Edit, rewrite, check

7.3 Planning and Drafting an Essay

PREVIEW

- 1 What do you do first when you start writing an essay?
- 2 What time management skill can you use with essay writing?

A good way to start an essay is to make an outline of your essay's structure. You need an introduction and a conclusion. You need to decide what the supporting points are for the body paragraphs and the order they will go. It is useful to break the job of writing an essay into smaller tasks. For example:

- First, identify the topic and main idea (argument) of your essay.
- Next, decide on supporting points that will become the topics in the body paragraphs.
- You now have enough information to write your introduction, which includes the topic, main idea (argument) and an outline of the supporting points.
- Then write the paragraphs in full.
- Finally, edit the essay, write the conclusion, check or rewrite your introduction.

You need to write and then rewrite parts of your essay while you are working on it. The first rough versions of the essay are called **drafts**.

In the example essay on page 80, the main topic is climate change. The main idea is that it is the most important problem for humans because it will effect access to food and water. The supporting points cover the impact on food and fresh water from rising sea levels, storms and droughts. Each of those supporting points are connected to the main idea about climate change and access to food and water.

Here is a plan for that essay:

| | |
|-------------------------|---|
| Introduction | <ul style="list-style-type: none"> • Food and water are vital for human survival, they are affected by climate change (introduces the topic) • Climate change is the biggest threat to human survival (main idea/argument about the topic) • Impacts on food and fresh water from rising sea levels, storms and droughts (outline of the supporting points in the body of the essay) |
| Body Paragraph 1 | <ul style="list-style-type: none"> • Rising sea levels • Impact on land • How this affects food and fresh water |
| Body Paragraph 2 | <ul style="list-style-type: none"> • Tropical storms • How climate change makes them worse • How they affect food and fresh water |
| Body Paragraph 3 | <ul style="list-style-type: none"> • Droughts • How climate change also makes them worse • Impacts of droughts on food and fresh water |
| Conclusion | <ul style="list-style-type: none"> • Rising sea levels, storms and droughts (summary of the subtopics) • Serious impacts on food and fresh water – central to human survival (main argument restated) • Preparing now important for the future (final strong concluding statement) |

Essay Questions

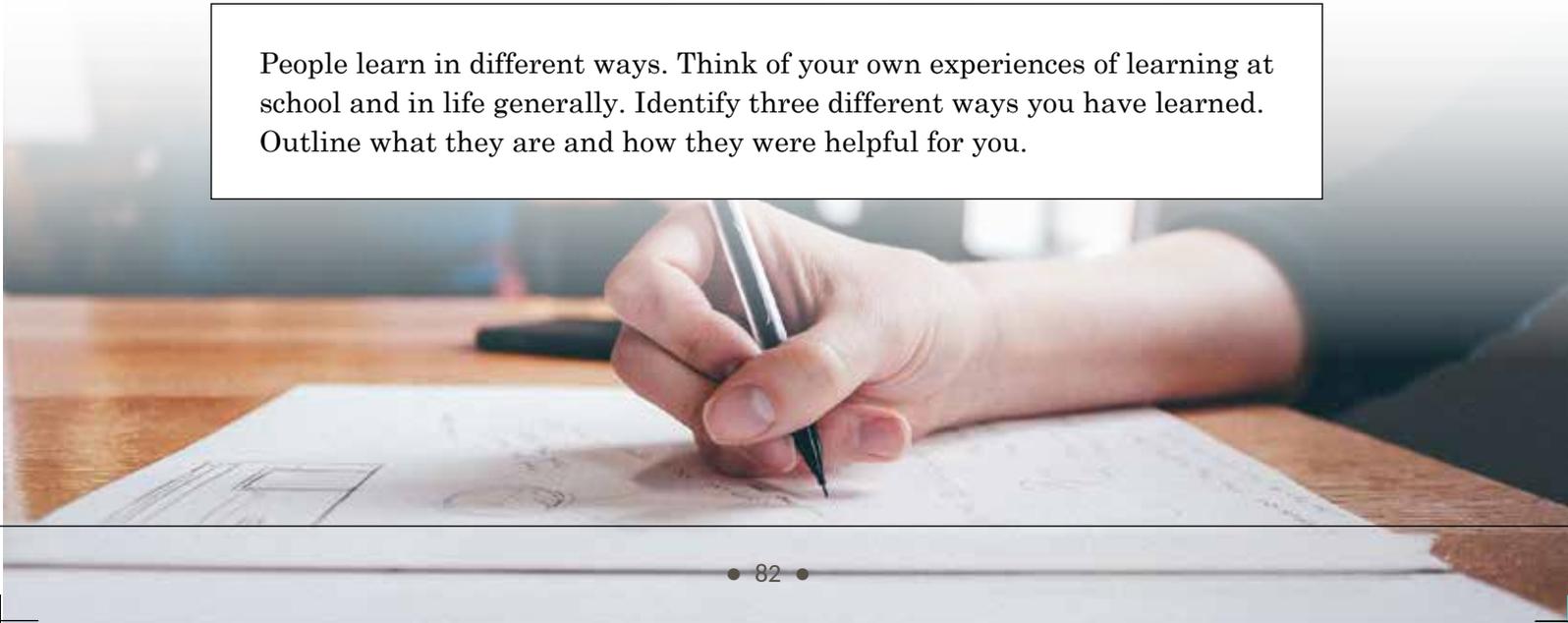
Sometimes, you have to write essays based on questions you are given. For these essays, it is important to understand the question's topic and main idea. Then you can decide the supporting points in the supporting paragraphs. Once you have done these steps you can plan out the structure of the essay.



ACTIVITY: Write an Outline

Design an essay outline like the example above, based on the essay question below.

People learn in different ways. Think of your own experiences of learning at school and in life generally. Identify three different ways you have learned. Outline what they are and how they were helpful for you.



ACTIVITY: Talking Essay

In groups of three, choose an essay topic.

- 1 Choose a main idea or argument.
- 2 Each member chooses a supporting point about the topic and main idea.
- 3 Think about what you will say for your supporting point. Write a few short notes and discuss your supporting point with the other group members. You should be able to present two or three sentences about your supporting point.
- 4 As a group, plan the introduction and conclusion.
- 5 All three group members present the introduction.
 - Introduce the topic.
 - Introduce the main idea or argument about the topic.
 - Give an outline of the supporting points covered in the essay.
- 6 Each group member presents their supporting point (in order, as outlined in the introduction) with two or three spoken sentences
- 7 All three group members present the conclusion.
 - Summarise the supporting points.
 - Restate the topic and main idea.
 - Make a final strong statement.



**ACTIVITY: Write an Essay**

- 1 In pairs or groups, design an outline for an essay that answers this question:

It is important to learn and to develop certain skills to be successful in study. Identify three learning skills you believe are the most important. Outline what they are and why you believe they are the most important.

- 2 Individually, write the essay you have planned. Write 350-400 words.
- 3 In pairs, compare your essays.

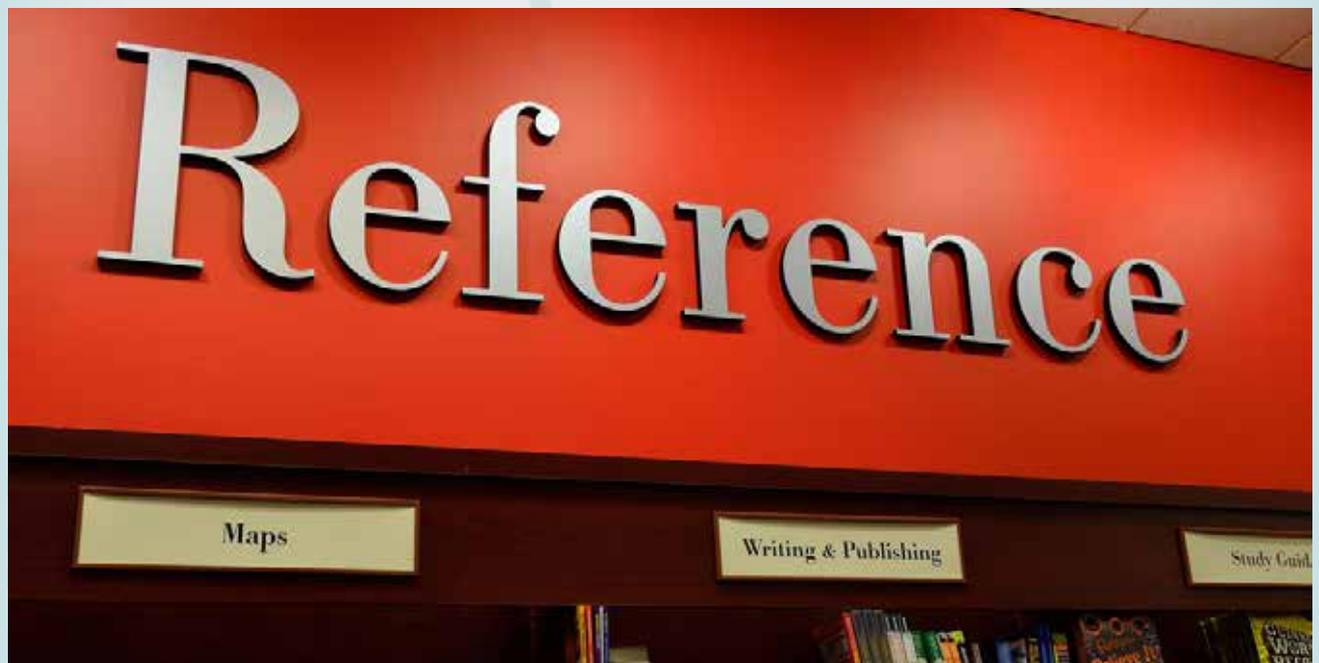
**DISCUSSION**

- 1 What parts of essay writing do you find the easiest? Why?
- 2 What parts of essay writing do you find most difficult? Why?
- 3 What are things you can do about the things you find difficult?

**SUMMARY: Chapter 7 – Written Assignments**

Paragraphs and essays require the writer to have a topic, main idea and clear structure. Paragraphs and essays have supporting points. In a paragraph, supporting points are the sentences within the paragraph, and in an essay supporting points are the paragraphs within the essay. The topic and main idea about it are in the introduction of an essay. The conclusion of an essay should restate the main supporting points and the main idea and provide a final concluding statement. An effective way to start an essay is to make a plan of the topic, main idea and supporting points that will go in it. The essay needs to be developed through a series of draft versions that are changed and improved before the final essay is ready to submit.

CHAPTER 8: Referencing



Learning Goals

Knowledge

In this chapter, you will increase your knowledge of:

- plagiarism and how to avoid it;
- author-date in-text references;
- reference lists.

Skills

In this chapter, you will practise the ability to:

- use in-text references;
- paraphrase;
- identify the elements of sources required for reference list entries;
- create reference lists.

8.1 Avoiding Plagiarism



PREVIEW

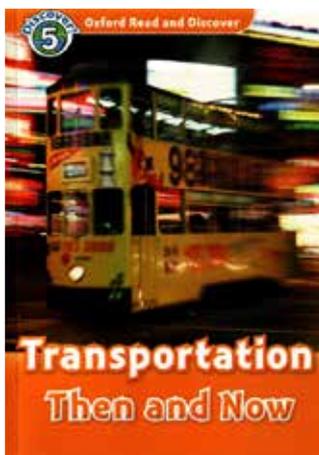
- 1 Is directly copying something by someone else 'active learning'? Why or why not?
- 2 If you use someone's words in your writing, why should you say where you got them?



EXERCISE: Identify the problem.

Below are two paragraphs. The first is from a book. The second is from a student assignment.

- 1 Read both paragraphs carefully. How are they similar? How are they different?
- 2 Underline the writing in the second paragraph that is directly copied from the book.



A. Until 7,000 years ago, people had to walk everywhere. Then they started to use animals for transportation. Later, people invented vehicles. They made rafts from tree trunks to travel on water and sleds to pull heavy things across land. About 5,500 years ago people added wheels to sleds. Farmers and traders made carts with wooden wheels. Cows and horses were used to pull the carts. Carts with wheels were much faster than sleds. The wheel is one of the most important inventions in history and today you can see wheels everywhere. Cars, buses, trucks, trains, bicycles, motorbikes and planes all have wheels.

McCallum, A. (2010). *Transportation then and now*. Oxford, UK: Oxford University.

B. Wheels are very important. Until 7,000 years ago, people had to walk everywhere. Then they started to use animals for transportation. Later, people invented vehicles. That was important because then they could move heavy things from one place to another. About 5,500 years ago people added wheels to sleds. Farmers and traders made carts with wooden wheels. They then used animals to pull the carts. Carts with wheels were much faster than sleds and they could move more things around quickly. The wheel is one of the most important inventions in history and today you can see wheels everywhere. Cars, buses, trucks, trains, bicycles, motorbikes and planes all have wheels. Wheels have changed how everyone today lives.

(From a student assignment about transport)

If you *directly copy* writing from books, articles or websites into your own writing, you must acknowledge where it came from. If you do not do this, you are committing **plagiarism**.

Plagiarism is a serious offence in academic study. In many universities, people who plagiarise can be fined, lose their qualifications or be expelled. There are more reasons to avoid plagiarism and to use referencing, including:

- Copying someone else’s words without understanding them is not active learning. If you think about what you read, and change it into your own words, you will understand it better.
- Referencing, using **reliable sources**, adds support to your written assignments.
- References are useful to other people who can follow your references for their own research.

For all of these reasons, you should always reference quotations, statistics or specific ideas that you have got from reading the work of other people.

What information should you reference?

If you are giving specific **facts and figures**, that you got from an expert source, then you will need to reference it. For example:

800,000 people are affected by malaria in the world each year (WHO, 2015).

This is a specific fact, which comes from a reliable source (the World Health Organisation). It should be referenced, so people can be confident it is accurate and check it if they wish to. However, if we compare it to:

Malaria is a disease.

This is general knowledge and does not need to be referenced.

Direct copying in education systems

Most academic systems require no plagiarism (directly copying someone else’s words) in your work. However, there may be times, in some education systems, when your teacher will expect you to directly copy something. Examples might include:

- The teacher wants you to copy what they are writing on the board.
- Full marks are given for an exact copy.
- Some schools and education systems don’t acknowledge plagiarism.



EXERCISE: Answer the questions.

- 1 Why is it better to change things into your own words?
- 2 What are examples of things that you should reference when you include them in your own writing?
- 3 What are some possible consequences of committing plagiarism?
- 4 What can other people find out from your references?
- 5 When is it OK to directly copy?



DISCUSSION

- 1 Why do you think people commit plagiarism?
- 2 How does plagiarism affect active learning?
- 3 Aside from referencing, what else would help avoid plagiarism?

8.2 Referencing



PREVIEW

- 1 What do you know about referencing?
- 2 Have you used referencing before? If you did, what did you do?

REFERENCING ...

*is about acknowledging the work of others
which you've used to create a work of your own*

References tell a reader where the information, quotations or ideas in your work come from. The best way to learn referencing is by doing it and practising it every time you write a piece of work.

In this module we will use a **simplified** version of the American Psychological Association (APA) referencing system. APA is an author-date referencing system¹.

Author-date referencing means that you use **in-text** references (also known as citations) in your writing. The author-date in-text reference includes the author's (or the organisation's) name and the year that the article or book was published. For example:

(Smith, 1984)

Smith is the author, and the date it was published was 1984. In this example:

(United Nations, 2016)

The United Nations is the author and the date it was published was 2016.



EXERCISE: True or false? If false, say why.

- 1 References tell the reader where you got information or ideas from in your writing.
- 2 To learn to reference, you need to memorise how to do it.
- 3 In-text references are a part of author-date referencing systems.
- 4 Referenced authors can be a person or an organisation.
- 5 The date in in-text references is the date the author was born.

1. For a more detailed guide to the APA referencing style, see the official APA website – <http://www.apastyle.org/>

Read the example paragraph. You will notice how sentences with important information or facts are followed by names or organisations in brackets with years:

Malaria continues to be a serious health risk in many countries. Specifically, “malaria is a life-threatening disease transmitted to people through the bites of infected female mosquitoes” (World Health Organisation, 2015, p.1). Malaria affects 225 million people and kills nearly 800,000 every year (Jones, 2014). The symptoms of malaria include fever, headaches and chills. Most malaria cases and deaths occur in Africa. However, people in Southeast Asia, Latin America and the Middle East are also at risk (Johnson & Wood, 2015). The best ways to prevent malaria are by avoiding mosquito bites, using insect repellent, covering your arms and legs and using a mosquito net (Win Maung, 2015). Around the world between 2010 and 2015, new cases of malaria fell by 21% (World Health Organisation, 2015).

In the example above, we can see:

(World Health Organisation, 2015)

(Jones, 2014)

(Johnson & Wood, 2015)

These are *in-text references*. The name is the last name of the author, and the year is the year that the book or article was published.

Some names do not have a ‘first’ or ‘last’ name. Here, the person’s full name is given in the in-text reference and **reference list**:

(Win Maung, 2015).

If an organisation wrote the information then it is the author:

(World Health Organisation, 2015).

Often there is more than one author for a book or article:

(Johnson & Wood, 2015)

In this case, give the last names of the authors (or full names for Myanmar authors) in the order that they appear in the book or article.

Direct quotation as in-text references

If you directly copy some words from a source this is called a *quotation*. For example,

“Malaria is a life-threatening disease transmitted to people through the bites of infected female mosquitoes” (World Health Organisation, 2015, p.1).

The words that are copied are inside quotation marks: “...”. This is a **direct quotation**. The words are copied from the original.

In the above example, the author is the World Health Organisation. 'p.1' means the quotation came from page 1 in the book by the World Health Organisation.

Often articles on websites do not have page numbers. You can give the paragraph number (para.) from where the quotation came from on the webpage. For example:

(World Health Organisation, para. 3)

Do not use a lot of direct quotations. You should aim to **paraphrase** information, even when referring to the work of others.

Direct quotations are useful:

- when you give a **precise** definition for something;
- when you are giving specific facts and figures;
- when the direct quotation adds weight to your point or argument.



EXERCISE: Correct the errors.

Correct the errors in these direct quotation in-text references. Use the direct quotation in-text reference example on page 89 as a guide.

- 1 (Thant Myint U, 2014, para. 5) "It is important to appreciate Yangon's rich history and its proud, multi-faith and multi-cultural heritage."
- 2 "Women have been almost entirely excluded from the nationwide ceasefire talks MacGregor, 2015, (para.3)."
- 3 "For peace to be truly established, strengthening civil society in peace-building work is a vital subject" (para.1, 2015, Laphai Seng Raw).
- 4 The illegal trade in logs continues despite a nationwide logging ban. Saw Yan Naing (2016, para.1)

Paraphrasing in-text references

When you change the writing of an author into your own words, you are *paraphrasing*. Here are some examples of paraphrasing with author-date in-text references.

Original A:

"Between 2010 and 2015, malaria among populations at risk (the **rate** of new cases) fell by 21% globally" (World Health Organisation, 2015, p.1).

Paraphrase A:

Around the world between 2010 and 2015, new cases of malaria fell by 21% (World Health Organisation, 2015).

Original B:

"The consequences of climate change will have a strong effect on poorer countries" (United Nations, 2015, para. 3).

Paraphrase B:

Less developed countries will be seriously affected by the results of changing climate (United Nations, 2015).

If you are paraphrasing the ideas or writing of others you should still reference the author and date (if it is not general knowledge). You do not need to give page or paragraph numbers for the in-text reference, as it is not direct quotation.

**ACTIVITY: Paraphrasing**

For each of the following sentences:

- 1 Paraphrase it into your own words. Make the original text into an in-text reference by using the author/organisation name and the year of publication that are given with the quote.

If the original text reads:

Identity gives us a way of understanding the world around us and how we fit into it.

Author: Korth and Paylor; Year of publication: 2015.

A paraphrased in-text reference could be:

How we fit into the world and understand it is influenced by our identity (Korth and Paylor, 2015).

- a Research is something we do all the time.
Author: Cottrell, Year: 2008
 - b International trade now plays a central role in the economic life of most nations.
Author: McCulloch; Year: 2002
 - c In larger communities it is not possible for everyone to take part in every decision.
Author: McLaughlin; Year: 2014
 - d Over the years, people in Myanmar have practised a variety of religions, including Buddhism, Christianity, Islam, Animism and Hinduism.
Author: Metro; Year: 2013
 - e Myanmar's resources have supported a large population and thriving civilizations over many centuries.
Author: United Nations Development Programme; Year: 2016
- 2 In pairs, compare your paraphrases. How did you change the original text to your paraphrase?

**DISCUSSION**

What ways do you prefer to do paraphrasing? Why?

8.3 Reference Lists



PREVIEW

- 1 Why do you need to give reference lists for your academic writing?
- 2 What information do you think needs to go into a reference list? Why?

In essays, the references used in-text need to be collected at the end of the essay. This is a *reference list*. The list of references goes in alphabetical order by last name of the author or by the name of the organisation if there is no author. The author's last name is followed by the first initial. If a name does not have first and last names, alphabetical placement in the reference list is decided by the first word in the name.

Titles in reference lists

In the APA referencing system, titles of books or articles do not have every word capitalised. Instead, titles are in lower case except for the first word of titles and subtitles, and proper nouns.

Here is an example of a reference list:

Aung San Suu Kyi. (1991). *Freedom from fear*. London, England: Penguin.

Kyaw Yin Hlaing. (2014). *Prisms on the golden pagoda: Perspectives on national reconciliation in Myanmar*. Singapore: NUS Press.

PK Forum on Aid and Development in Myanmar. (2016). *About the PK Forum*. Retrieved from <http://www.pkforum.org/>

Thant Myint U. (2006). *The river of lost footsteps: A personal history of Burma*. New York, NY: Farrar, Straus and Giroux.

United Nations Development Program. (2016). *UNDP in Myanmar*. Retrieved from <http://www.mm.undp.org/>

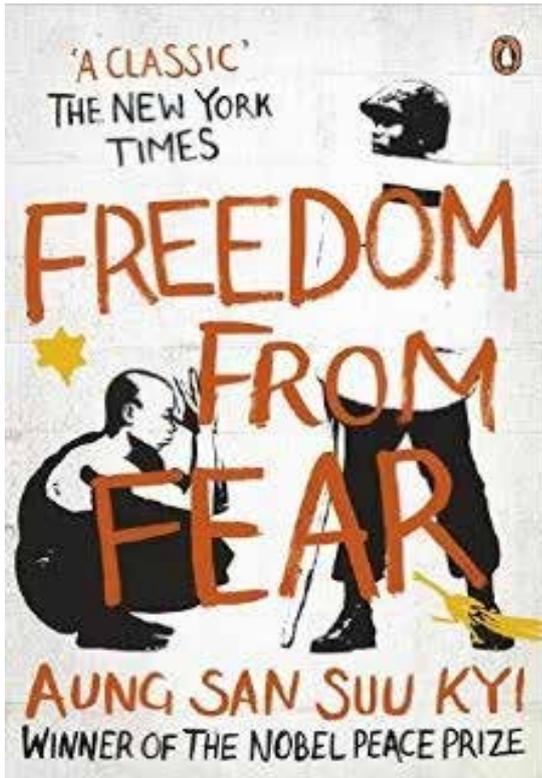
Reference list entries contain extra information about:

1. author(s) (names and initials) or organisations that wrote the material;
2. date of publication (in brackets);
3. title (in italics; with only the first word of titles and subtitles in capitals);
4. publisher;
5. place of publication (usually *city, country*; but *city, state* if from the USA);
6. URL (if the source is an online source).

For books, you can find this information on the cover and on the publication page (located in the first few pages of the book).

From the example book cover (opposite) and its publication page, we know that:

1. the author is Aung San Suu Kyi;
2. it was published in 1991;
3. the title is *Freedom from Fear*;
4. it was published in London, England (if more cities are named, just use the first city listed);
5. the publisher was Penguin.



PENGUIN BOOKS

Published by the Penguin Group

Penguin Books Ltd, 27 Wrights Lane, London W8 5TZ, England

Penguin Putnam Inc, 375 Hudson Street, New York, New York 10014, USA

Penguin Books Australia Ltd, Ringwood, Victoria, Australia

Penguin Books Canada Ltd, 10 Alcorn Avenue, Toronto, Ontario, Canada M4V 3B2

Penguin Books (NZ) Ltd, 182-190 Wairau Road, Auckland 10, New Zealand

Penguin Books Ltd, Registered Offices: Harmondsworth, Middlesex, England

First published 1991

Published in a new edition with additional material 1995

10 9

This collection copyright © Aung San Suu Kyi, 1991, 1995

Chapter 3, 'Intellectual Life in Burma and India under Colonialism',

copyright © Indian Institute of Advanced Study, 1990

Chapter 7, 'The True Meaning of *Boh*' and Chapter 24,

'Aung San Suu Kyi: Is She Burma's Woman of Destiny',

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copyright © The Nobel Foundation, Stockholm, 1991.

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Printed in England by Clays Ltd, St Ives plc

For the above book, the following information would go in a reference list:

Aung San Suu Kyi. (1991). *Freedom from fear*. London, England: Penguin.
 Author (year published) title in italics, city, country: publisher.

Things that complicate reference lists

- Books with more than one author.
- Newspapers.
- Webpages.

Here are examples of the reference list entries for the most common sources that you will need to reference.

Book with two authors

Dancey, C., & Reidy, J. (2004). *Statistics without maths for psychology: Using SPSS for Windows (3rd ed.)*. Harlow, England: Pearson.

In-text: (Dancey & Reidy, 2004)

Book with three or more authors

Krause, K., Bochner, S., & Duchesne, S. (2006). *Educational psychology for learning and teaching (2nd ed.)*. Melbourne, Vic., Australia: Thomson.

In-text: (Krause, Bochner & Duchesne, 2006).

After the first in-text reference that includes all the authors' last names, just use: (Krause et al, 2006).

Newspaper articles

A newspaper article includes the reporter (if there is one named) and the year, month and date of the article. The newspaper title is in italics:

Shwe Yee Saw Myint. (2012, September 17). Young doctors face job shortage. *Myanmar Times*, 3.

In-text: (Shwe Yee Saw Myint, 2012)

Many newspapers now publish online. The reference for an online newspaper article is the same as above, except you also give the URL but not a page number.

Shwe Yee Saw Myint. (2012, September 17). Young doctors face job shortage. *Myanmar Times*. Retrieved from <http://www.mmtimes.com/index.php/national-news/1481-young-doctors-face-job-shortage.html>

Webpages

A webpage reference gives an author (or organisation), the year of publication or date that the webpage was last updated (this is often at the bottom of the webpage), a title and a URL.

United Nations Development Program. (2016). *UNDP in Asia and the Pacific*. Retrieved from http://www.asia-pacific.undp.org/content/rbap/en/home/operations/about_undp.html

In-text: (United Nations Development Program, 2016)



EXERCISE: Answer the questions.

Read the reference list and answer the questions.

- 1 Which references are by organisations?
- 2 Which references are books?
- 3 Which references are webpages?
- 4 How do you know those references are webpages?
- 5 Which reference is a newspaper?
- 6 Which reference was published by Penguin?
- 7 What order are the references in?

- | | |
|--|---|
| <ol style="list-style-type: none"> a. b. c. d. e. f. | <p>Aung San Suu Kyi. (1991). <i>Freedom from fear</i>. London, England: Penguin.</p> <p>Kyaw Yin Hlaing. (2014). <i>Prisms on the golden pagoda: Perspectives on national reconciliation in Myanmar</i>. Singapore: NUS Press.</p> <p>PK Forum on Aid and Development in Myanmar. (2016). <i>About the PK Forum</i>. Retrieved from http://www.pkforum.org/</p> <p>Thant Myint U. (2006). <i>The river of lost footsteps: A personal history of Burma</i>. New York, NY: Farrar, Straus and Giroux.</p> <p>United Nations Development Program. (2016). <i>UNDP in Myanmar</i>. Retrieved from http://www.mm.undp.org/</p> <p>Zaw Zaw Htwe. (2016, December 23). Striking Yangon workers plan march on city centre. <i>Myanmar Times</i>. 1.</p> |
|--|---|

ACTIVITY: Reference List

Look at the three sources. For each:

- 1 Identify the type of source. Is it a book, newspaper or webpage?
- 2 Identify the parts of the source that you need to make a reference. Use the information on pages 92-94 to help you.
- 3 Put the parts together to make a full reference entry for that source. Put the references in alphabetical order to make a reference list.
- 4 In pairs, compare your reference lists.

a.

Monsoon Flooding 2016

This page contains a collection of relevant information and reference documents for Floods Emergency Response. Please contribute updates and relevant documents by sending them to info.mimu@undp.org

- + Coordination Contacts
- + Current Situation
- + 3W (Who, What, Where)

b.

WHERE CHINA MEETS INDIA

BURMA AND THE NEW CROSSROADS OF ASIA

THANT MYINT-U

Author of THE BIRDS OF BURMA

Farrar, Straus and Giroux
18 West 18th Street, New York 10011

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c.

The Irrawaddy

Burma

President Addresses Financial Sector Reforms

By **KYAW HSU MON** 1 November 2016

RANGOON — President U Htin Kyaw addressed challenges to Burma's financial sector

DISCUSSION



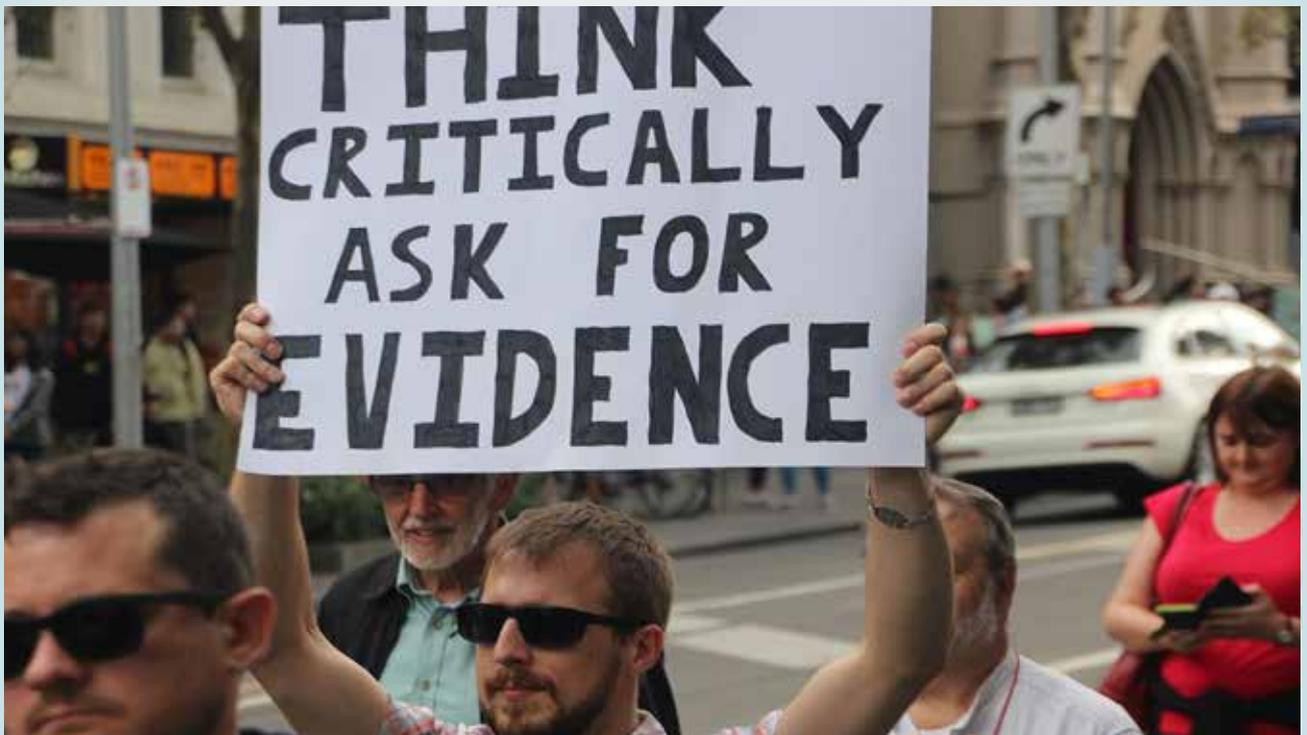
- 1 Which types of sources do you think you would use most often for references in your writing? Why?
- 2 Which sources do you think are the most difficult to reference? Why?
- 3 What can you do to improve your referencing skills?



SUMMARY: Chapter 8 – Referencing

When you are writing assignments you need to show where you got specific quotations, facts, statistics or ideas that are not your own. Referencing is how you show the sources of your information in your assignments. APA referencing uses an 'author-date' system for in-text referencing in the paragraphs of an assignment. The reference list of sources used in an assignment goes at the end in alphabetical order by author (or organisation as author). Referencing is something you learn by doing and practise rather than by memorising. Paraphrasing is changing someone else's words into your own so that they are not directly copied. You should aim to mostly paraphrase the work of others in your assignments rather than directly copying.

CHAPTER 9: Evaluating Information and Arguments



Learning Goals

Knowledge

In this chapter, you will increase your knowledge of:

- critical thinking;
- the difference between fact and opinion;
- the structure of arguments;
- criteria for evaluating sources.

Skills

In this chapter, you will practise the ability to:

- compare fact and opinions;
- identify the elements of an argument;
- assess the evidence and conclusions of an argument;
- select appropriate sources for assignments.

9.1 Critical Thinking



PREVIEW

- 1 What is critical thinking?
- 2 Why is it dangerous to believe everything you read or hear?
- 3 Do you ask questions about the things you read and hear?

Critical thinking means carefully examining information, ideas or arguments. Rather than just accepting these things, we ask questions about them. We examine the evidence that supports them and the conclusions that come from them.

Critical thinking allows us to **analyse** a problem or an idea through a logical set of steps. It can help us to solve problems, make decisions and **assess** the value of ideas and arguments that we read or hear.



EXERCISE: True or false? If false, say why.

- 1 Solving problems and making decisions involves critical thinking skills.
- 2 It is important to always accept what you hear or read.
- 3 Critical thinking is about evaluating other people.
- 4 You do not need evidence when you make an argument.
- 5 Thinking for yourself is an important part of learning.



Fact or opinion?

Identifying facts and opinions is an essential critical thinking skill. Things that you read, hear or watch have both facts and opinions, and it is important to recognise the difference between facts and opinions.

A fact can be **proved**. It can be supported by reliable evidence. For example, “water boils at 100 degrees Celsius.” This is a proven scientific fact. Other examples of facts include: “The Pacific Ocean is the largest ocean in the world,” “Humans cannot live without food or water,” or, “General Aung San was assassinated in 1947.” We know these things because they have been proved by science, or there is reliable **data** about them.

An opinion is a view held by an individual or group. An opinion is not necessarily based on fact or knowledge. For example, “Phyu Phyu Kyaw Thein is the best singer in Myanmar.” This is an opinion. It cannot be supported by any reliable evidence. Other people will think other singers are better. It depends on the musical tastes of each individual person. Other examples of opinions include: “Green is a pleasant colour,” “Thai food tastes better than local food,” or, “Men look more professional with short hair.” They are opinions and cannot be proved by any independent or reliable evidence.



EXERCISE: Identify the facts and opinions.

- 1 Identify the facts and opinions in the paragraph.
- 2 Give reasons why they are facts or opinions.



The Ayeyarwaddy River

a) The Ayeyarwaddy River is the longest river in Myanmar. b) It runs south, from where the N'Mai and Mali rivers meet in Kachin State, to the Ayeyarwaddy Delta in southern Myanmar. c) It is the most beautiful river in Myanmar. d) Farmers in the delta use the water from the river to grow rice. e) The river is also used to transport rice, timber, cotton and other goods. f) The Ayeyarwaddy River is the most important natural feature of Myanmar.



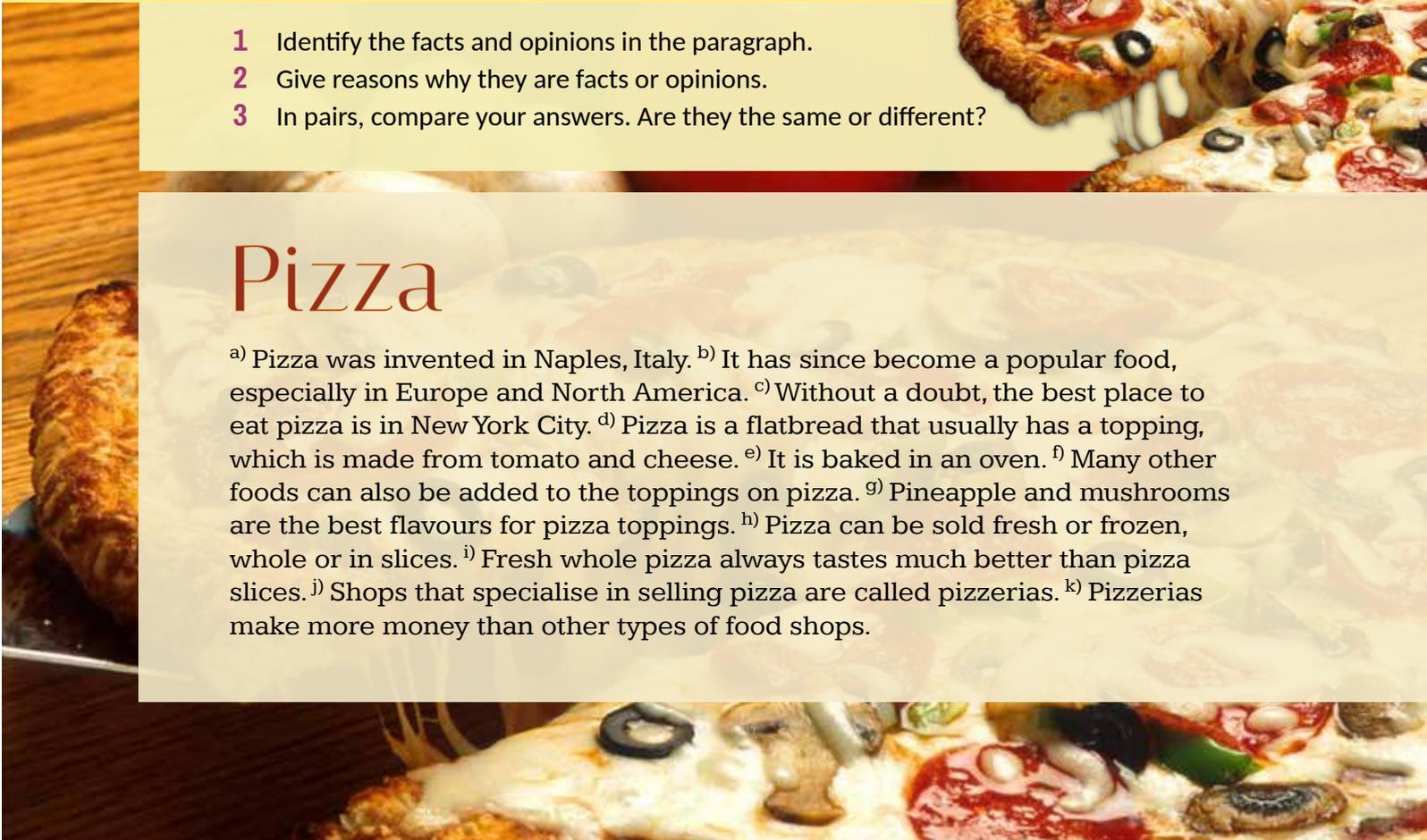
ACTIVITY: Facts and Opinions

- 1 Identify the facts and opinions in the paragraph.
- 2 Give reasons why they are facts or opinions.
- 3 In pairs, compare your answers. Are they the same or different?



Pizza

a) Pizza was invented in Naples, Italy. b) It has since become a popular food, especially in Europe and North America. c) Without a doubt, the best place to eat pizza is in New York City. d) Pizza is a flatbread that usually has a topping, which is made from tomato and cheese. e) It is baked in an oven. f) Many other foods can also be added to the toppings on pizza. g) Pineapple and mushrooms are the best flavours for pizza toppings. h) Pizza can be sold fresh or frozen, whole or in slices. i) Fresh whole pizza always tastes much better than pizza slices. j) Shops that specialise in selling pizza are called pizzerias. k) Pizzerias make more money than other types of food shops.



ACTIVITY: Write Facts and Opinions

- 1 Choose a topic you know well. Write a paragraph with three facts and three opinions about that topic, with the facts and opinions in mixed order.
 - In pairs, swap your paragraphs. Identify the facts and opinions in your partner's paragraph.
- 2 Discuss the paragraphs. Were you right? Was your partner right?

ACTIVITY: Speak Facts and Opinions

- 1 In pairs, develop a short speech (about one minute). Choose a topic that other students are interested in or know about.
- 2 Include at least three facts and at least three opinions.
- 3 Deliver your speech, with both participating in the speaking.
- 4 When you are listening to other pair's speeches, try to identify facts and opinions in what they are saying. If you think you hear an opinion, put up your hand. The speakers then say if it is a fact or opinion.
- 5 At the end of your speech, explain the facts and opinions, if the class has not identified them.



DISCUSSION

If you are not sure whether something is a fact or opinion, how can you find out?

9.2 Analysing Arguments



PREVIEW

What persuades you to believe other people's ideas when you read or hear about them? Why?



When you read (or listen) critically you are still looking for the topic, main idea and supporting points. In critical thinking the main idea is usually called the argument. The argument needs to be based on evidence. The conclusion of the argument needs to follow logically from the supporting points (or reasons). These are known as 'premises.'

This checklist is useful for evaluating arguments. It is also useful in your own writing:

- The author's argument (main idea):
 - What is the topic?
 - What is the author's main idea or argument about that topic?
- The supporting points:
 - What are the supporting points that the argument is based on?
 - Are the supporting points based on fact or opinion?
- The evidence:
 - Is the evidence for the supporting points from reliable sources?
- Conclusions:
 - Do the conclusions logically follow from the supporting points?

An example of an argument in a short essay:

On Learning Styles

There are many ideas about what helps students to learn. However, if students believe they only learn through one way that can harm their learning. In 1983, Doctor Harold Gardner at Harvard University suggested people have a range of multiple intelligences (Gardner, 1983). However, he did not believe learners should be put in only one intelligence category (Gardner, 1999). Others have claimed people prefer one way of learning. These are through seeing and reading, through speaking and listening, or through doing. 'Learning styles' theory has influenced how some teachers teach and how some students try to learn. The idea of only having one learning style has been criticised. The Australian Council for Education Research has stated that teachers who believe their students only have one way of learning are limiting their potential. (ACER, 2010). Professor Stephen Dinham at the University of Melbourne says that, "teaching this way is damaging to students' learning" (Dinham, 2014, p.1). Consequently, we need to recognise that people have more than one way of learning, and should not limit themselves to one learning style.

Australian Council of Education Research. (2010). *The enduring appeal of learning styles*. Retrieved from <http://research.acer.edu.au/aje/vol54/iss1/1/>

Dinham, S. (2014). *Leading learning and teaching*. Sydney, Australia: ACER Press.

Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York, NY: Basic Books.

Gardner, H. (1999). *Intelligence Reframed: Multiple Intelligences for the 21st Century*, New York, NY: Basic Books.

The **argument**: the idea that there is only one way of learning is harmful for students' learning.

The supporting points:

- Gardner developed a theory of multiple intelligences and did not believe people should be put into one category.
- Learning styles theory suggests people prefer only one way of learning.
- Learning styles theory has influenced education.
- People have criticised the idea of learning styles.
- Teachers who believe this might be limiting their students.
- It damages students' learning.

The **conclusion** follows the supporting points. The author concludes that people should not limit themselves by believing they only have one style of learning.

The evidence:

- The full reference list entries for these sources are shown here.
- Gardner is an education and development psychologist who developed the idea of multiple intelligences.
- The Australian Council for Education Research criticises learning styles.
- Dinham, a professor of education at the University of Melbourne, criticises learning styles.

**EXERCISE:** Answer the questions.

- 1 When should you use the **criteria** (see the checklist on p.101) for critically assessing arguments ?
- 2 In a good argument, what should the conclusions logically follow from?
- 3 What should you check about the supporting points of an argument?
- 4 When you read critically, what should you look for?

**ACTIVITY:** Evaluating Arguments

Read the arguments.

- 1 For each argument, identify:
 - the supporting points (premises);
 - the conclusion of the argument. Note: the conclusion of an argument may not always be at the end. It depends how the writer structures the paragraph.
- 2 Do you agree with all of these arguments? Why or why not?
- 3 Are the supporting points (premises) for each argument facts or opinions? How do you know?

- a. People who work hard find good jobs. You work hard. You will find a good job.
- b. The colours in the picture create a powerful image of a sunset. It is interesting and it is well drawn. It is a good picture.
- c. Sugary foods are bad for your health. Too much sugar in food contributes to people being overweight. Sugar also causes tooth decay.
- d. The train is always on time. The train would only be late if there was an accident. The train is late. The train must have had an accident.
- e. Being able to speak more than one language has many advantages. People who speak more than one language understand the structure of language better. Learning a second language can help people to have a better understanding of their first language.
- f. In the past, people took many risks to defend the causes they believed in. Today, far fewer people are joining political parties. Also, voting in elections has been lower than in the past. People are less interested in politics than they were in the past.
- g. More places for drivers to stop and rest should be set up alongside motorways to reduce accidents. Many drivers become tired when they drive long distances. When drivers are tired, they are more likely to have accidents.
- h. Litmus paper turns red in liquids that are acid. The litmus paper has not turned red in this liquid. This liquid is not acid.



ACTIVITY: Evaluate the Argument

- 1 Read the texts. For each, identify:
 - the author's argument;
 - the supporting points (reasons);
 - any evidence and sources that the author provides;
 - the conclusion.
- 2 Does the conclusion follow logically from the supporting point?
- 3 In pairs, compare your critical analyses of the texts.
- 4 As a class, discuss why you think each text is a good argument or not.

A. Children need to play outdoors to be healthy. However, few children are able to do so today. This is damaging for their health. I spoke to three parents in Yangon. They said that their children miss out by not being able to play outside. Everybody knows that this is damaging children's education, but nothing is done about it. It would be better for their health if they played outside. Parents in Yangon say that they won't let their children play outside unless supervised play areas are provided. The parents are worried that they cannot see their children when they are playing. Children will be unhealthy without outside play areas; they will have to watch TV or play computer games for fun.



B. Poverty can be measured in different ways. How we measure poverty will affect our understanding of poverty. Relative poverty measures the poverty of people compared to others in the same society. Absolute poverty measures the amount of money people need to meet basic needs like food, clothing and shelter (UNDP, 2015). For example, the official poverty line in the US in 2002 was \$12 per day per person. A poor family had an average income of \$18,307 or less per year. By this measure, 34.6 million Americans, or about 12%, were living in poverty in 2002 (Proctor & Dalaker 2003). However, this measures relative poverty in the United States. Poor households in the United States are poor *compared to other Americans*. In other countries, an annual income of \$18,307 would make a family wealthy. According to the United Nations Development Program (UNDP), extreme poverty is defined as people living on less than \$1.25 per person per day (UNDP, 2005). There are approximately 1.3 billion people in the world who live at or below this extreme poverty level (World Bank, 2010). Most of them live in Africa and South Asia. This demonstrates the importance of understanding the different ways we look at poverty.



C. Compulsory military service would be good for all of society. It is clear that today, many youths are involved in immoral and unhealthy activities. Service in the military would develop better citizens with strong character. General U Aung Kyaw said in 2012 that it would be much better for youths to have a year in the army than wasting their time on Facebook and listening to music. According to *compulsorymilitaryservice.com*, countries that require young people to serve in the military are more secure and have stronger economies. It also says young people can also learn work skills in the army, like cooking or mechanics. I have a friend who became a motorbike repair mechanic after he finished military service. Clearly, if we want our country to grow and develop, compulsory military service is the way forward.



DISCUSSION

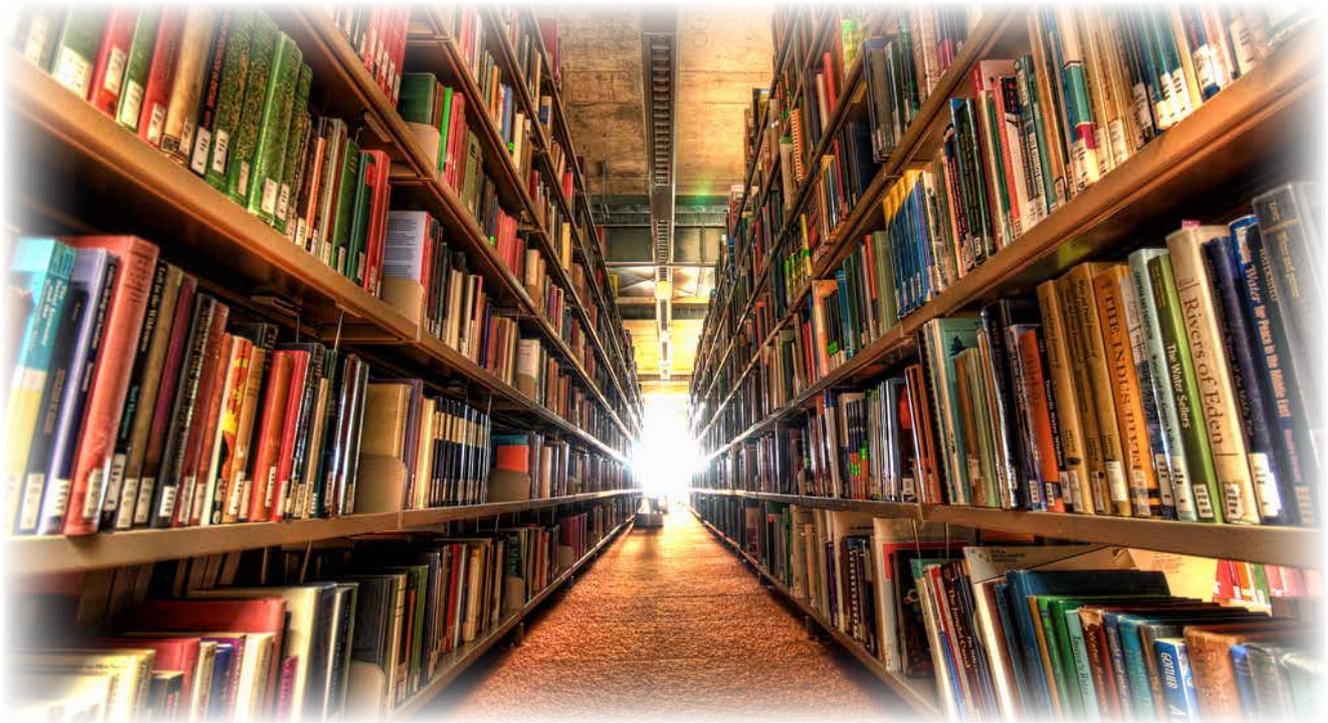
What things do you believe make a good argument? Why?

9.3 Evaluating Sources



PREVIEW

- 1 How do you locate reference sources for your assignments?
- 2 How can you recognise whether a source will be useful and reliable or not?



Did you notice that some of the arguments in the previous activity had stronger evidence than others? In text B, the United Nations Development Programme and the World Bank are international organisations that regularly research poverty and development. They are likely to have useful and reliable statistics about poverty.

Asking three people in Yangon about outside playgrounds (text A) is a good start. However, it is not enough evidence on its own to make a strong conclusion.

The evidence for compulsory military service (text C) is also weak. The general will want people to join the army. One friend who became a mechanic after leaving the army is not enough evidence on its own to prove the benefits of compulsory military service.

Evaluating the quality of sources is important both for your own writing, and when analysing the written arguments of others. For all sources, books, webpages, newspapers etc., ask yourself:

- Is the information accurate?
- Is the information written by authors or organisations that are knowledgeable on the subject?
- Is the information up to date?
- Is it **biased** (only presents one side of the argument)?
- Is it **relevant** to the topic, argument or question?
- Is the source (especially webpages) trying to promote or sell you something?



EXERCISE: Choose the best answer.

For each scenario, choose the option that provides the most useful and reliable information.

- 1 You want to find out how many people are in university in a country.
 - a A friend who went to university in that country.
 - b The website for the country's Ministry of Education.
 - c A book written in 1985 about education in that country.
 - d The websites of universities in that country.

- 2 You want to find out about the causes of deforestation.
 - a The Facebook page of your friend who works for a forestry company.
 - b A website of an environmental protection NGO.
 - c A recent book about deforestation written by a famous actor.
 - d A recent scientific report on deforestation by 20 scientists.

- 3 You want to find out about the 1885 war between Myanmar and Britain.
 - a A recent Hollywood movie about the war.
 - b The official account written by a British historian in 1905, using British sources.
 - c A recent book based on sources from both sides of the war.
 - d Your great-uncle who was in the army in the 1950s.

- 4 You want to know what effects gold mining has on the environment and people.
 - a A report about the advantages of gold mining written by a mining company.
 - b A romantic film about the love between a poor gold miner and the mine owner's daughter.
 - c A report by international and local researchers working in gold-mining communities.
 - d A new book about the lives of gold miners in the 1960s.

If you are looking at a book, check to see if it is useful, relevant and reliable. Look at:

- the contents page (usually near the start) that tells you the topics of each chapter;
- the index (usually at the back), that tells you on which pages certain words are mentioned in the book;
- the back cover and inside cover which often has information about the author and a summary or reviews of the book;
- the introduction to the book (usually tells you the main idea or argument in the book);
- pictures, photos and diagrams;
- the chapter headings;
- reviews of the book online.



EXERCISE: Analyse the source.

- 1 Label the parts of the book.
 - front cover
 - index
 - contents
 - about the author
 - introduction [to the main argument]
 - a general summary of what the book is about [from the back cover]
- 2 Where would you look to see the chapters in the book and on which pages they start?
- 3 Where would you look to see on which pages a word is mentioned in the book?
- 4 Where could you likely find information about the author's background?
- 5 Where would you look to find out the main argument or idea in the book?

a.

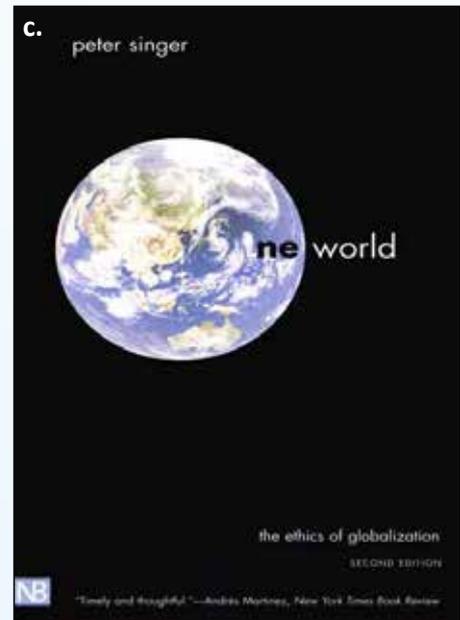
| | |
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Peter Singer **d.**

Peter Singer is Ira W. DeCamp Professor of Bioethics, Princeton University, and Laureate Professor, School of Historical and Philosophical Studies, University of Melbourne. He is the author of more than twenty books, including *The Life you Can Save* and *The Most Good You Can Do*. Singer was born in Australia. He divides his time between New York City and Melbourne.

e.

What are the ethical concerns surrounding globalisation? Peter Singer examines our obligation towards climate change, foreign aid, the International Criminal Court and the World Trade Organization, and also asks us to consider what a global ethic could mean. *One World* is an essential book for our times.

f.

The thesis of this book is that how well we come through the era of globalization (perhaps whether we come through it at all) will depend on how we respond ethically to the idea that we live in one world. For the rich nations not to take a global ethical viewpoint has long been considered ethically wrong. Now it is also, in the long term, a danger to their security.

If you are looking at an online source (website), you can check to see if it is useful, relevant and reliable. Look at:

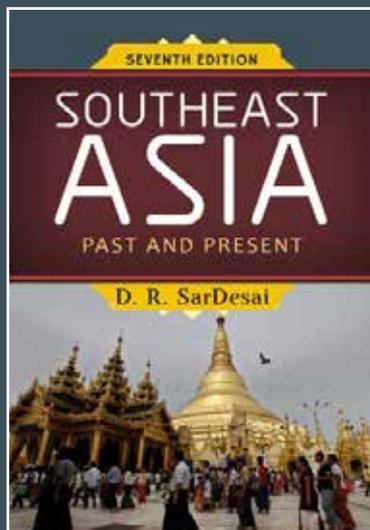
- when the website was last updated. This is often at the bottom of the webpage;
- if the information on the website is useful for your needs;
- who the author or organisation is that made the website;
- the expertise, **authority** or knowledge of those who wrote information on the website;
- the type of URL that the website has *.com*, *.org*, *.gov*, *.edu*, etc. (Is it commercial, organisational, government, education, etc.);
- if it is using neutral or biased language;
- if it is trying to sell you something or convince you about something;
- whether the website presents facts or opinions.



ACTIVITY: Evaluate the Sources

- 1 Look at each source and the question next to it. Is the source a reliable reference source for the topic?
- 2 Give reasons why it is or is not a reliable source.
- 3 In pairs, compare your evaluations.

a. Identify the most important influences on the development of modern Southeast Asia.



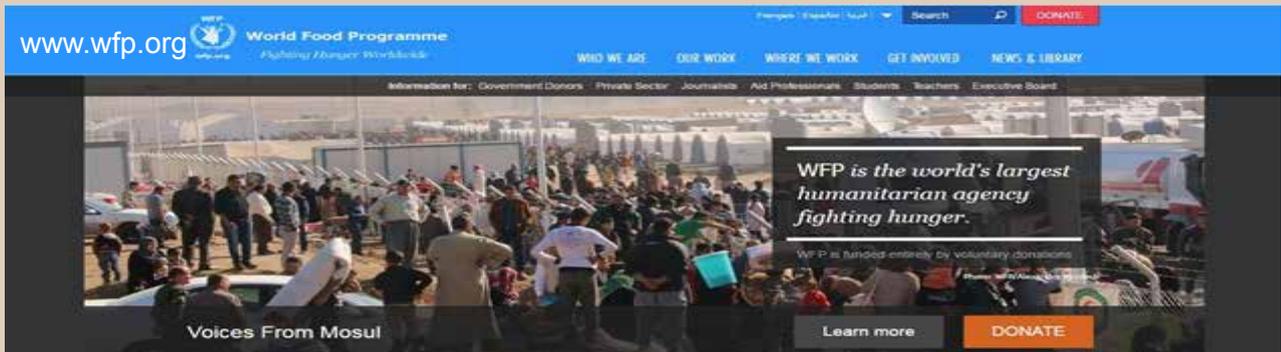
Southeast Asia: Past and Present offers a balanced and readable account of the region from ancient to modern times. It covers traditional history as well as current events. D. R. SarDesai talks a little about the period of European colonial rule and introduces us to the regions and peoples of Myanmar, Thailand, Malaysia, Brunei, Singapore, Indonesia, East Timor, Laos, Cambodia, Vietnam, and the Philippines. Readers will find introductions and timelines at the beginning of each part to help you understand the links between the global and political events discussed.

The seventh edition is updated to offer coverage of current events, including the historic 2012 elections in Myanmar and Aung San Suu Kyi's successful bid for election to the Parliament, the rise of Yingluck Shinawatra to the position of prime minister of Thailand, ASEAN, and China's claim to the South China Sea. Combining themes, timelines and the study of colonialism, nationalism,

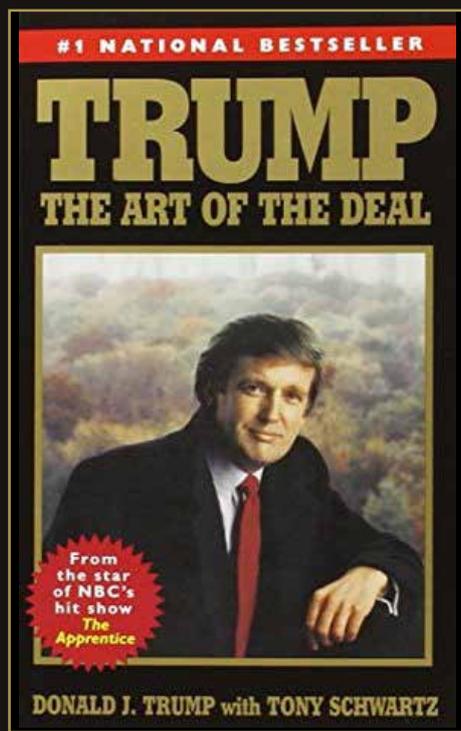
historical and cultural heritage, and current events, *Southeast Asia* manages to convey an Asian point of view throughout.

D. R. SarDesai is professor emeritus of history and the former chair of South and Southeast Asian studies at UCLA. He was also Chair of the Department of History, UCLA and Director of the University of California's Education Abroad Program in New Delhi.

b. Which countries in the world currently receive the most food aid?



c. Outline how the electoral system of the United States works.



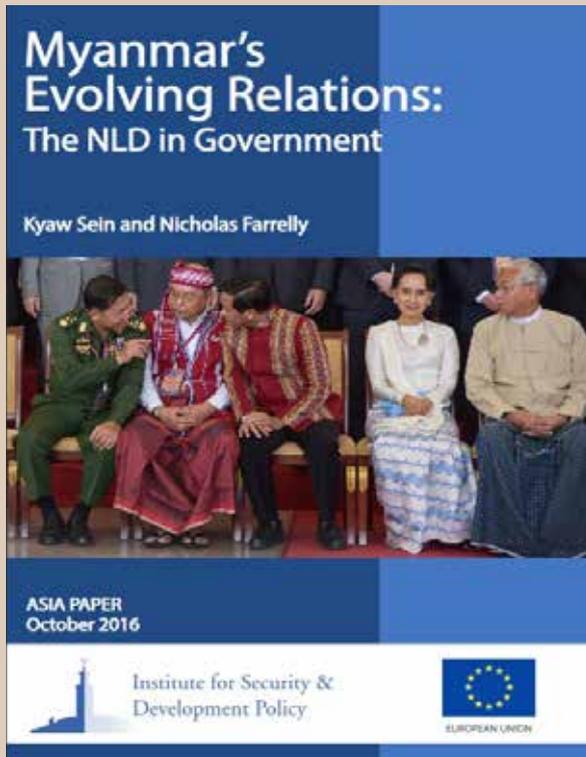
Trump reveals the business secrets that have made him America's foremost deal maker!

"I like thinking big. I always have. To me it's very simple: If you're going to be thinking anyway, you might as well think big." – Donald J. Trump

Here is Trump in action – how he runs his business and how he runs his life. He meets the people he needs to meet, chats with family and friends, clashes with enemies, and changes the face of the New York City skyline. But even Trump plays by some rules, and Trump has eleven guidelines for success. He discusses his greatest deals; he shatters myths; he names names, spells out the zeros, and explains the deal-maker's art. And throughout, Trump talks – really talks – about how he does it. *Trump: The Art of the Deal* is an unguarded look at the mind of a brilliant entrepreneur and an unprecedented education in the practice of deal-making. It's the most streetwise business book

there is – and the ultimate read for anyone interested in achieving money and success, and knowing the man behind the spotlight.

d. What have been important influences in recent times on the politics of Myanmar?



Kyaw Sein is a home-grown Myanmar research scholar affiliated to the ANU Myanmar Research Centre. He is currently based in Australia and working as a researcher with interests in democratic transitions, ethnic conflicts and economic governance in Myanmar. Kyaw Sein has contributed to a number of recent research projects on Myanmar's political and social changes.

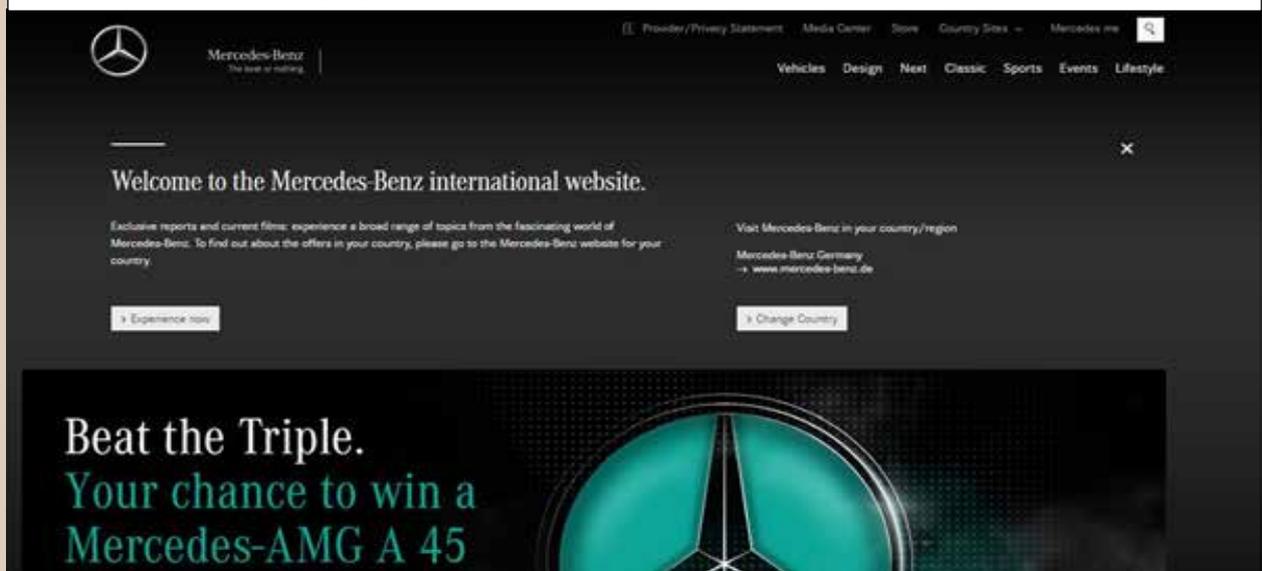
He can be contacted at: xxxxxxxxxxxx.anu@gmail.com

Nicholas Farrelly is Director of the Australian National University Myanmar Research Centre. His research stretches across the Southeast Asian region and focuses on relationships between government control, spatial organisation and political conflict. He is the co-founder of New Mandala, a prominent website on mainland Southeast Asia, and writes a weekly column for *The Myanmar Times*.

He can be contacted at: xxxxxxxxxxxxxx@anu.edu.au

e. Discuss the impact of motor vehicles on air pollution in Yangon.

www.mercedes-benz.com/en/





DISCUSSION

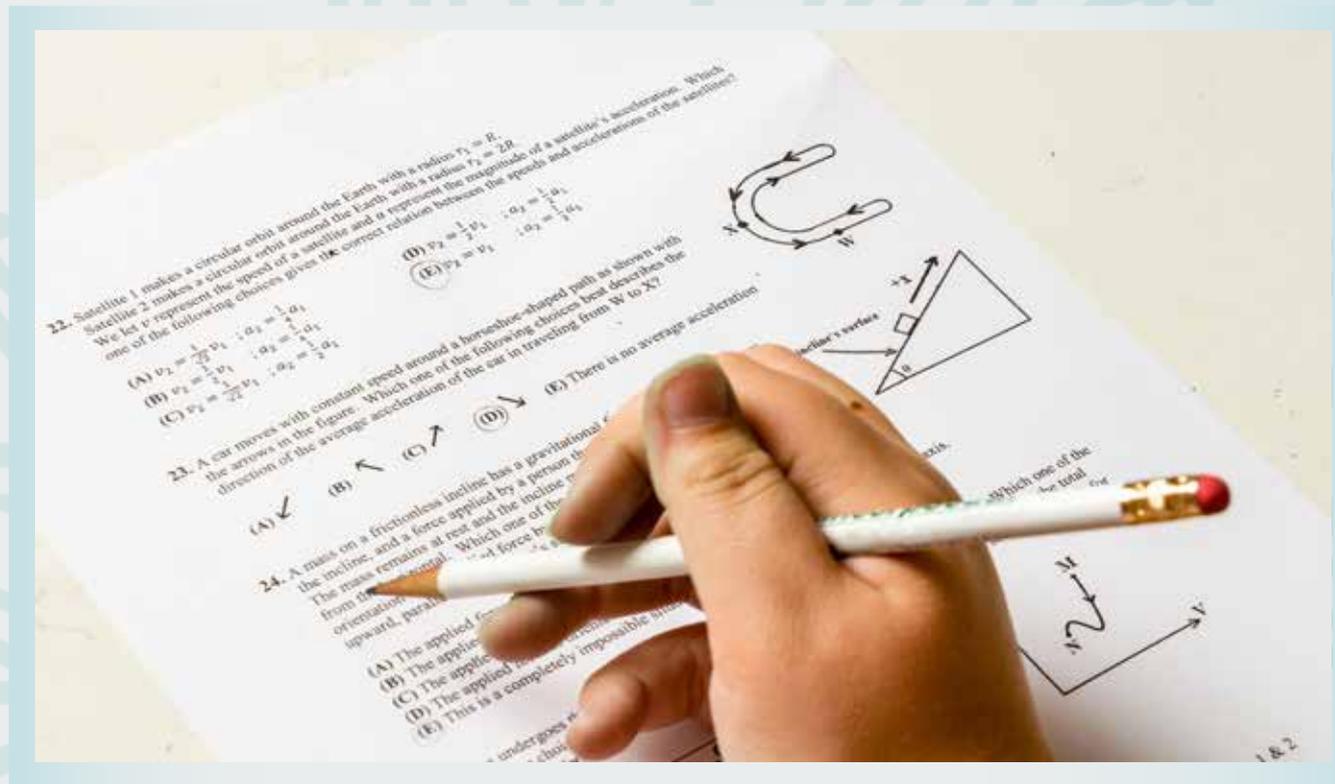
What kinds of reference sources do you use most often for your research? Why?



SUMMARY: Chapter 9 – Evaluating Information

We need to think critically about things we read and hear. We should also ask questions about them and decide if they are fact or opinion. Arguments are ideas about a topic. We analyse an argument to see if the conclusion follows logically from the reasons (premises). We also need to evaluate the quality of the sources we use ourselves to support our arguments. This is important for online sources where anyone can post information that could be biased, or attempting to persuade or sell us something.

CHAPTER 10: Tests and Exams



Learning Goals

Knowledge

In this chapter, you will increase your knowledge of:

- tests and exams;
- the types of questions asked in tests and exams;
- strategies to prepare for tests and exams;
- strategies when sitting tests and exams.

Skills

In this chapter, you will practise the ability to:

- identify different types of questions;
- answer different types of questions appropriately;
- use strategies to prepare for tests and exams;
- use strategies to successfully complete exams.

10.1 Questions in Tests and Exams



PREVIEW

- 1 What is the difference between a test and an exam?
- 2 What types of tests or exams have you done before?
- 3 What types of tests or exams do you prefer? Why?

If you are studying, you probably have tests. Tests are a way that both you and your teachers can see your **progress**. Exams are formal tests. They might cover your learning from a term, a semester or a year's coursework.

Some formal exams are prepared and administered by external organisations, and give nationally or internationally accredited qualifications. Examples of these include the *International English Language Testing System (IELTS)* and *Test of English as a Foreign Language (TOEFL)* English proficiency exams, the *US General Educational Development (GED)* high school equivalency and many university-based exams.

Tests assess how much you can remember, your ability to apply what you have learned, how you explain ideas in writing, solve problems and manage your time.

Many tests and exams combine different tasks and questions. Common forms of exam questions include:

Multiple choice

A multiple-choice question gives you three or four possible answers to choose from. For example:

Facial expressions and gestures are examples of...

1. reading for gist
2. in-text referencing
3. non-verbal communication
4. critical thinking

Answer: *c. non-verbal communication*

Short answer

Short answer questions require you to provide the answers. Usually the answers should be only one or two sentences. For example:

What are three examples of effective group work?

Possible answer: *An effective group shares a common goal, shares the work load evenly and listens to each other's ideas.*

Gap-fill

A gap-fill is a text with some missing words. You must put correct words in the gaps. You may be able to choose from some words that you are given, or you may have to think of the correct words yourself. For example:

Fill each gap with the correct word from the box.

_____ is _____ other people's _____ and passing it off as your own work.

Answers: *plagiarism, copying, writing*

Matching

Matching tasks require you to match one thing to another. For example, a word to its definition, or questions to their answers. For example:

- | | |
|--------------|-------------------------------|
| a. group | 1. only giving one side |
| b. reference | 2. three or more people |
| c. bias | 3. information about a source |

Answers: *a-2, b-3, c-1*

True/false

These questions are where you need to say if a statement is true or false. Sometimes you will also be required to state why it is true or false. For example:

- Learning stops when you leave school.
- Communication involves a sender and a receiver.
- It is easier to study with lots of distractions.

Answers: *a-F, b-T, c-F*

Longer written answers

These might be one or two paragraphs or a whole essay. An essay question will expect you to structure and write an essay in the exam. For example:

Identify three important learning skills and say why each of these skills is important.

The question supplies the potential structure for the essay answer. The question requires three learning skills, and reasons for why each is important for effective study. Someone answering this question would choose three learning skills they believe are important. You might choose:

- active learning,
- communication
- working in groups.

You could make an argument (main idea) that these skills are important because they are useful in life and work as well as for study.

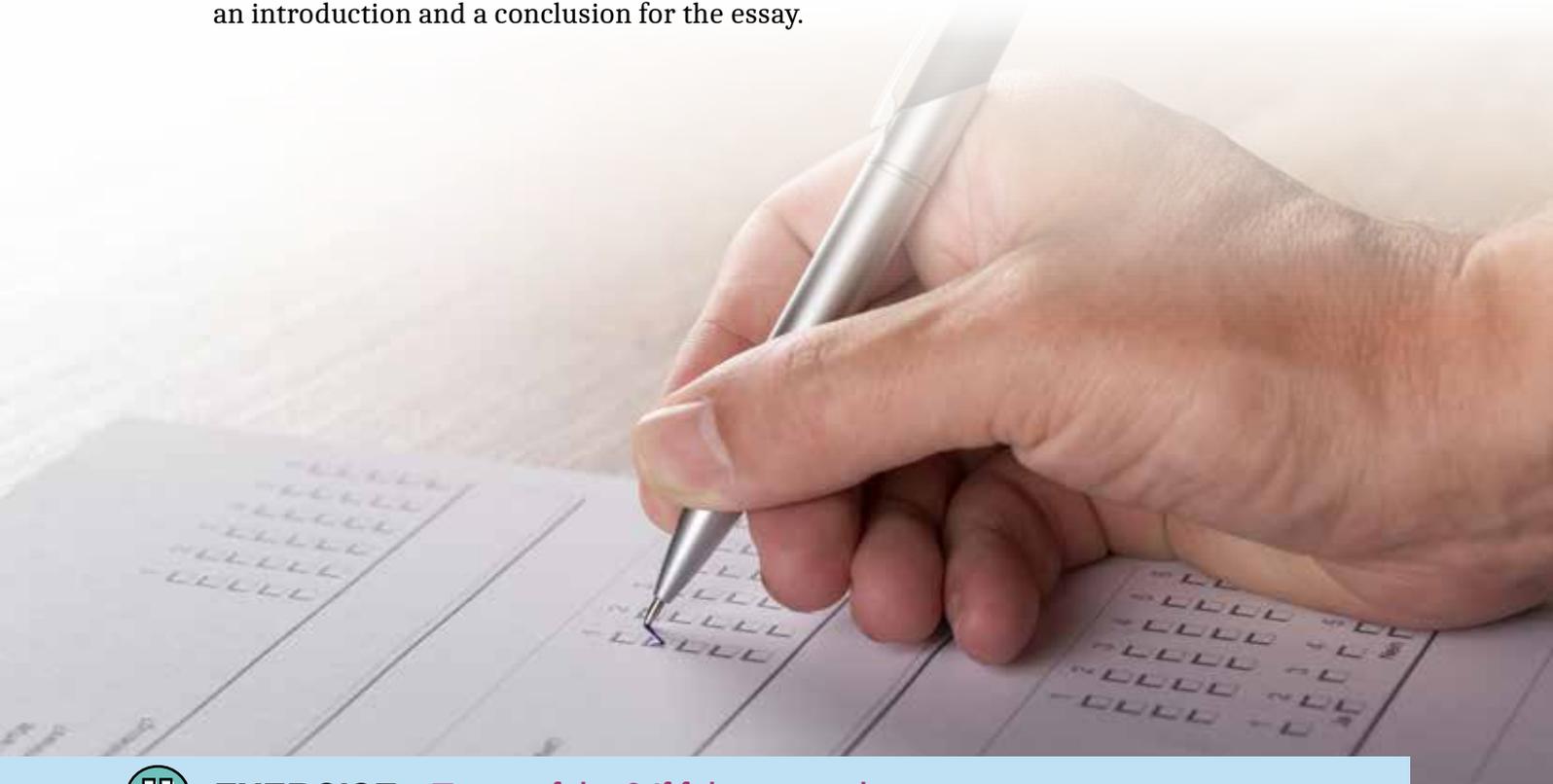
You would then need to identify the reasons that each of these was important.

Active learning means you would ask questions, think, understand and continue your learning outside of class time. This is important because you are in charge of your own learning, not just doing it because other people tell you to. You can continue learning even if you are not in class or enrolled in a course.

Communication is important because you need to communicate with teachers and other students. Being able to express your ideas verbally and in writing is important to be successful in study and in life and work.

Working in groups is important because the skills you develop doing this can be applied in other parts of your life and work.

You now have the paragraph topics and the structure for your essay. You can then write an introduction and a conclusion for the essay.



EXERCISE: True or false? If false, say why.

- 1 Multiple choice tasks require you to write one or two sentences.
- 2 One test or exam might include multiple choice, short answer, gap fill, matching and essay questions.
- 3 Tests are a way to check your attendance at class.
- 4 Tests and exams require time-management skills.
- 5 Short answer questions give you three to four answers to choose from.
- 6 Gap-fill questions require you to choose words for gaps in a text.
- 7 Planning and structure are important for answering exam essay questions.

Test tasks can take different forms. Some questions are closed (there is one correct answer) and some are open (there are many possible answers). Some questions are in the middle (there is more than one correct answer, but not very many). In open tasks, better answers get higher marks.

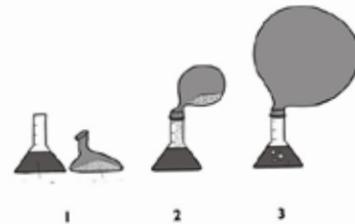


EXERCISE: Classify the tasks.

- 1 Look at these test tasks. For each, identify the subject they are testing.
- 2 Which task is:
 - a a short essay?
 - b a closed gap-fill?
 - c an open gap-fill?
 - d a multiple choice question?
 - e a matching task?
- 3 Classify each task as open, closed or in the middle.

i. What is this experiment looking at?

- a. $\text{NaHCO}_3 + \text{CH}_3\text{COOH} \rightarrow \text{NaCHOO} + \text{H}_2\text{O} + \text{CO}_2$
- b. $\text{CH}_4 + \text{O}_3 \rightarrow \text{CO}_2 + \text{H}_2\text{O}$
- c. $\text{Zn} + 2 \text{HCl} \rightarrow \text{ZnCl}_2 + \text{H}_2$
- d. $\text{NaCl}(\text{aq}) + \text{AgNO}_3(\text{aq}) \rightarrow \text{NaNO}_3(\text{aq}) + \text{AgCl}(\text{s})$



ii. Write 100-150 words on the topic:
The world's population is increasing rapidly. What are some consequences of this increase?

iii. Match the equations and answers.

- | | |
|------------------|-------|
| a. 6×10 | 1. 20 |
| b. 9×2 | 2. 18 |
| c. 4×5 | 3. 56 |
| d. 7×8 | 4. 60 |

iv. Write a preposition in each gap.

- | | |
|---------------------------------------|--------------------------------|
| a. Apples grow _____ trees. | c. Please sit _____ the table. |
| b. There's a buffalo _____ the water. | d. I'm going _____ the market. |

v. Fill the gaps with words from the box.

talk listening opinions

Good teaching means _____ to your students. Give students time to _____ about their answers. Encourage their _____ and ideas.

 **ACTIVITY: Analyse the Test**

1 Here is a short test on learning skills. You have 30 minutes do the test.

A. Choose the best answer. (3 marks)

1. Which of these is not active learning?

| | |
|---------------------------|--------------------------------|
| a. taking notes | c. asking questions |
| b. copying from the board | d. participating in discussion |
2. Facial expressions and gestures are examples of:

| | |
|------------------------|-----------------------------|
| a. reading for detail | c. non-verbal communication |
| b. in-text referencing | d. critical thinking |
3. Effective _____ requires a common goal, with people working together to solve any problems.

| | |
|--------------------|------------------|
| a. time management | c. presentations |
| b. listening | d. group work |

B. Are the statements true or false? If false, explain why. (3 marks)

1. It is easier to do large tasks if you break them into smaller tasks.
2. Good presentations involve using a computer.
3. You need to remember everything about how to do referencing.

C. Answer the questions. (9 marks)

1. What are three examples of effective group work?
2. List the reasons why you should avoid plagiarism.
3. Identify the topic and main idea in this paragraph:

There is more to education than learning in school. You can learn a lot on your own, by reading, listening, discussing and thinking about things. Formal schooling is only one part of education.

D. Write 100-150 words on this topic. (5 marks)

Identify three important communication skills and say why these skills are important.

- 2 In pairs, exchange test papers. Mark each other's tests.
- 3 In groups or as a class, discuss the questions.
 - a Which tasks were closed, open and in the middle?
 - b Which tasks were most difficult to answer?
 - c Which tasks were most difficult to mark?
 - d Which tasks gave more marks? Why?
 - e Which tasks did you spend the most time on?
 - f Which order did you do the tasks?

DISCUSSION

What kinds of test or exam questions do you prefer? Why?



10.2 Test Preparation

PREVIEW

- 1 How do you usually prepare for tests and exams?
- 2 When do you think you should start preparing for exams? Why?

Start preparing for important tests or exams a long time before the exam date. It is useful to regularly revise your notes and readings during the time that you are studying. This is more effective than trying to ‘cram’ everything into a short period of study just before the exam. Understanding what you are studying is more effective for tests and exams than just memorising facts and figures.

The time-management strategy of breaking a large task into smaller tasks is useful for studying for tests and exams. A small amount of revision each day over the weeks leading up to an exam is usually more effective than trying to do it all at one time.

Try rewriting your notes using the Cornell note system or organising them under headings or keywords. Revising and rewriting notes will help you remember information from keywords. Write your own questions from your notes or the readings.

Work with a partner and ask each other questions you have written from your notes. If there are things that you still do not understand or have missed, ask your teacher, your classmates or find out for yourself.

If you are expecting essay questions in an exam, think about the kinds of questions you might be asked. You can prepare by making brief plans of possible essays (see the example essay plan on page 82). You should be able to plan an essay using a few sub topics and a main idea or argument about them.



EXERCISE: Answer the questions.

- 1 When is the most effective time to revise notes?
- 2 What time management strategies are useful for revision?
- 3 What can you do with a partner that is helpful for revision?
- 4 What is tested by essay questions in tests and exams?
- 5 When should you start revision?

ACTIVITY: Test Preparation Strategies

- 1 In pairs or groups, list keywords or phrases about strategies for test preparation, e.g.:
 - *Start preparing well before the test date*
 - *Regularly revise your notes*
- 2 Contribute to a class list of test preparation strategies

ACTIVITY: Test Questions

Work in pairs:

- 1 Choose a chapter from this book. Read it, take notes and revise that chapter.
- 2 Write five questions each to ask your partner about the chapter.
- 3 Give your partner the questions. Answer your partner's questions.
- 4 Mark each other's tests, and discuss the results.



DISCUSSION

What ways to prepare for tests or exams do you prefer? Why?

10.3 Exam-taking Strategies

PREVIEW

- 1 When you sit tests or exams, do you finish them? Why or why not?
- 2 Do you have a plan for when you go into an exam? If you do, what is it?

Make sure, before the day of the exam, that you know where, when and for how long the exam will be. On the day of the exam, make sure to give yourself time to get to the room and have some time before the exam starts.

In the exam room, listen carefully to instructions from the person who is administering the exam. Read and follow instructions carefully. Read quickly through the whole exam at the start so you know what types of questions are in it, and which ones you might find easy or difficult.

If the exam has sections, check how many marks out of the whole exam each section is worth. If a section is worth more marks, then you can spend more time answering it.

When you start the exam, first answer the questions you know the answers to. Come back to questions that you are not sure of. It is important to attempt to answer all the questions in the exam, and make use of all of the time you have. Leave enough time at the end to quickly check through your answers.



EXERCISE: True or false? If false, say why.

- 1 You don't need to think about where or when the exam is before exam day.
- 2 If an exam has separate sections, make sure you know how much each is worth.
- 3 Later, go back to questions that you could not answer at first.
- 4 You should do the exam quickly so you can finish and get out of the room early.



ACTIVITY: Exam-taking Strategies

- 1 In pairs or groups, list keywords or phrases about strategies for test preparation, e.g.:
 - Know where, when and how long the exam is
 - Get there early
- 2 Contribute to a class list of strategies for preparing for tests and exams.

**ACTIVITY: Learning Skills Exam 1**

- 1 Read the example exam below then answer the questions.
 - a Which section would you spend the most time on? Why?
 - b Which section would you spend the least time on? Why?
 - c Where would you write the answers to section two?
 - d Where would you write the answers to section three?
 - e How do you give the answers to the questions in section one?
 - f How long do you have for the whole exam?
 - g In which section do you not need to answer all the questions?
- 2 In groups or as a class, discuss your answers.

Learning Skills Exam

You have one hour to complete this exam.

You must answer all questions in sections one and two, and one question from section three.

Section One. Multiple Choice**(20 Marks)**

Circle one letter that you choose as the correct answer.

1. What is active learning?

| | |
|--|--|
| <ol style="list-style-type: none"> a. When you read, walk and talk all at the same time. b. When you talk all the time in class about the things you are learning. | <ol style="list-style-type: none"> c. When you think, understand and ask questions about what you are learning. d. When you use communication skills with your friends and family. |
|--|--|
2. Who sends feedback in the communication process?

| | |
|--|--|
| <ol style="list-style-type: none"> a. The sender to the receiver. b. The receiver to the sender. | <ol style="list-style-type: none"> c. The sender to another sender. d. The receiver to another receiver. |
|--|--|
3. A transferable skill is one that you can use:

| | |
|--|---|
| <ol style="list-style-type: none"> a. for shopping. b. for studying. | <ol style="list-style-type: none"> c. for study, work and life. d. for making a transfer. |
|--|---|
4. Multiple intelligences are:

| | |
|---|---|
| <ol style="list-style-type: none"> a. a way of measuring intelligence. b. a theory about the different ways people might learn. | <ol style="list-style-type: none"> c. A theory about different types of intelligence that people might have d. a group of people thinking about the same thing. |
|---|---|

Section Two. Short answers**(30 Marks)**

Write your answers in the spaces provided.

1. Briefly outline the communication process.
2. Identify two ways people show non-verbal communication.
3. Identify three features of effective verbal communication.

Section Three. 150-word Essay.**(50 Marks)****Answer one question only. Write your essay on the separate paper provided.**

1. Working in groups is an important part of study, work and life. Identify three features of working in groups you believe are important and state why each is important.
2. Evaluating sources that you might use in your written work is an important skill. What are three features you believe need to be considered when you evaluate a source? Which feature do you believe is the most important and why?
3. Plagiarism is a serious offence in study and academic writing. Why is it a serious problem? What can students do to avoid committing plagiarism?

**ACTIVITY: Learning Skills Exam 2**

- 1 Do the learning skills exam.
- 2 In pairs, compare your answers.
- 3 In groups or as a class, discuss the questions.
 - a Which order did you answer the questions?
 - b Which questions took the longest to answer? Why?
 - c What strategies did you use to answer the questions?
 - d Which questions did you find hard or easy? Why?

**DISCUSSION**

- 1 What things do you worry the most about before exams? Why?
- 2 What are some other ways you could be more prepared for exams?

**SUMMARY: Chapter 10 – Tests and Exams**

Tests help you and your teachers measure your progress during your studies. Exams usually assess your progress at the end of a particular period of study. There are different types of test questions including multiple choice, gap-fill, short answers, and paragraph- and essay-length written answers. Ways to prepare for tests and exams include breaking revision into small and regular tasks, rewriting notes, working with a study partner, and asking each other questions. Strategies during tests and exams include following and reading instructions carefully, checking how many marks different sections of a test are worth, making sure to answer all questions, and leaving time at the end to quickly check over your answers.

Habit (n) အကျင့်၊ အလေ့အထ၊ စရိုက်

Handout (n) စာရွက်စာတမ်း

Indent (v, n) ခွာဟခြင်း၊ နေရာဖယ်ထားခြင်း

Inform (v) သတင်းပေးခြင်း

Input (n) ကုန်ကြမ်း၊ သွင်းအားစု

Intelligences (n) ဉာဏ်ရည်ဉာဏ်သွေးများ

In-text (adj) စာပိုဒ်တွင်းရှိသော

Label (n, v) အမည်ထိုးပေးခြင်း၊ အမည်တပ်ခြင်း

Lifelong (adj) ရေရှည်၊ ဘဝတစ်လျှောက်လုံးဖြစ်သော

Logic (n) ယုတ္တိ

Mindmap (n) ဆက်စပ်မှုပြ သရုပ်ဖော်ပုံ

Motivation (n) စေ့ဆော်မှု၊ တွန်းအား

Original (adj) ကိုယ်ပိုင်ဖြစ်သော၊ ပထမဦးဆုံးဖြစ်သော

Outline (n, v) အခြေခံ တည်ဆောက်ပုံ

Paraphrase (v) ကြောင်းတူ သံကွဲရေးခြင်း

Plagiarism (n) အခြားသူဖန်တီးမှုကို မိမိပိုင်ဟု လိမ်ညာ အသုံးပြုခြင်း

Point of view (n) ရှုထောင့်အမြင်

Precise (adj) တိကျသော

Presentation (n) ဟောပြောချက် တစ်ရပ် တင်ဆက်ခြင်း

Prioritise (v) ဦးစားပေး အစီအစဉ်ခွဲခြားသတ်မှတ်ခြင်း

Progress (n, v) တိုးတက် ပြောင်းလဲမှု

Proofread (v) စာစစ်သည်

Prove (v) သက်သေပြသည်

Rate (v) အကဲဖြတ် အဆင့်သတ်မှတ်သည်

Reasoning (n) ယုတ္တိရှိ ဆီလျော်စွာ ကြောင်းကျိုးဆက်စပ်ခြင်း

Reference list (n) ကိုးကားစာရင်း

Relevant (adj) ဆီလျော်သော

Reliable (adj) ယုံကြည်စိတ်ချရသော

Research (n, v) သုတေသနပြုသည်၊ အချက်အလက် ရှာဖွေသည်

Restate (v) ပြန်လည် ဖော်ပြသည်

Revise (v) ပြန်လှန်သုံးသပ်သည်

Simplify (v) ရိုးစင်းအောင်ပြုသည်

Social media (n) လူမှုကွန်ရက်

Source (adj, n, v) ရင်းမြစ်၊ ရင်းမြစ်ကို ရှာဖွေဖော်ထုတ်သည်

Structure (n) တည်ဆောက်ပုံ

Sub- (prefix) အခွဲဖြစ်သော (ကော်မတီခွဲ၊ ခေါင်းစဉ်ခွဲစသည်)

Summary (n) အကျဉ်းချုပ်

Support (n, v) ထောက်ပံ့သိုင်းခိုင်းမှု

Time management (n) အချိန်စီမံခန့်ခွဲမှု

Transferable (adj) လွှဲပြောင်းအသုံးပြုနိုင်သော

Value (n) တန်ဖိုး

Verbal (adj) စကားလုံးများနှင့် ပတ်သက်သော

Visual aids (n) အမြင်ဆိုင်ရာ အထောက်အကူများ

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