UNIT 3-LEARNING

READING I - University Courses: Business vs Engineering

PREVIEW THE READING

A- Quick Discussion

Discuss these questions with your classmates.

1. Why would a student prefer to study a career-oriented subject?
2. Are there any subjects in your country which have a significantly higher percentage of male or female students? Why do you think that is?

B- Preview

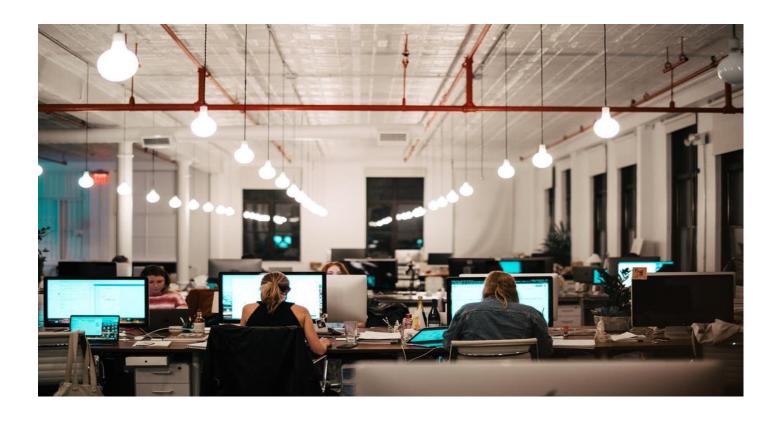**Read the title of the article and answer the questions below.**

1. Which one do you think is a more difficult subject to study?
   a. Business   b. Engineering   c. they are equally difficult
2. Which one do you think is better preparation for finding a job after university?
   a. Business   b. Engineering   c. they are equal

C- Vocabulary

(1) Here are some words from Reading 1. Read the sentences. Then write each bold word next to the correct definition below. You may need to change the form of some of the words.

1. When you want to support your opinion in an essay, it is good to provide **concrete** examples to support it rather than simply giving your general point of view.
2. In October, the university will **launch** a new programme to use more solar energy.
3. Chemistry and Physics are related, but they are taught as separate scientific **disciplines.**
4. If you want to **pursue** a career in politics, Political science is a good subject to study.
5. Some schools are more **oriented** towards science learning than others.
6. There is a large **gender gap** in Science and Engineering education. However, governments and universities are trying to attract more female students to these subjects.
7. Some people feel that students from lower-income families are **under-represented** at the best universities.
8. 8. As distance education **evolves,** more and more people may get academic degrees online.

a. _____ (v) to try to do or achieve
b. _____ (adj) based on actual things and particular examples
c. _____ (v) to begin something or introduce a new plan
d. _____ (adj) directed towards or focused on
e. _____ (adj) not given enough presence; in unreasonably lower numbers than others
f. _____ (v) to change or develop gradually
g. _____ (n) a particular area of study
h. _____ (n) the difference in opportunities, attitudes, pay, etc. between men and women

(2) Read the sentences. The words and phrases in bold are the opposites of the words in bold from Exercise 1. Write the correct form of the words from Exercise 1 next to the opposites below.

1. I started medical school, but it was not right for me, so I decided to **quit** the programme. **pursue**
2. Cooking is a **non-academic topic** that you cannot study at a major university. _____
3. There is an **equal male-to-female ratio** at my university. _____
4. The university will **end** its marketing campaign in June. _____
5. Mechanical engineering courses are usually **not directed** towards people studying literature. _____
6. Every Physics professor at the university attended the meeting, so that department was a bit **over-represented.** _____
7. You cannot tell what objects the artist is trying to paint in her work. Her paintings are very **abstract.** _____
8. If you do not read the latest research in your field, your career may suffer and **stop developing**. _____

UNIVERSITY COURSES: BUSINESS VS ENGINEERING

1   Perhaps the most important decision a university student has to make is what subject to study. Most universities offer a wide variety of interesting subjects from which to choose, so for some students the choice can be difficult. Some university students want to follow their academic interests and study something that is not directly linked to a future career, such as History or Philosophy. Others are looking for a degree in a practical subject that provides **concrete** skills for the working world. For these students, subjects like Business and Engineering are attractive options. Despite this common ground, however, there are significant differences between these two subjects in terms of their popularity and the gender ratio' of students.

2   Both Business and Engineering are viewed as subjects which will help students **launch** their careers after graduation, but these **disciplines** also provide a good foundation for continued study in graduate school. Many students who **pursue** an MBA[2] feel that the best way to get into a good programme is to study Business and Management in university. Students who want to get a graduate degree in Engineering will have a hard time with the subject if they have not already taken Engineering courses in university, which is different from degrees more **oriented** towards the humanities[3]. Finally, both areas require the use of mathematics. Business students will need to be able to work with budgets and financial and accounting ideas, and engineers rely on mathematical calculations for their work.

3   On the other hand, these two subjects differ quite a bit — both in terms of their popularity and the presence of a **gender gap.** By all measures, Business is the most popular subject for UK university students overall. Engineering subjects, in contrast, are much less popular. This is despite the fact that engineering-led industry contributes about 40% of the UK's gross domestic product, and is a key component of its national economy. In terms of gender balance, many university courses are commonly more popular with one gender than the other, but Business courses are equally popular with both male and female students. When asked why they have chosen Business, many women say that they want to study something that makes them employable but that alsofocuses on communication skills. In this case of students studying Engineering and Technology, which have less focus on communication skills, only about 16% of Engineering and Technology students in the UK are female. Engineering and Technology make up two of the four disciplines that form the acronym STEM (Science, Technology, Engineering and Mathematics). There are

different theories about why women are so **under-represented** in STEM. Some people think that it is simply because fewer women are interested in the field, while others think that young girls may be discouraged by parents, teachers and society in general from pursuing STEM occupations.

4   To conclude, Business and Engineering are both practical, career-oriented courses that are attractive to British university students, but which differ in significant ways. Business, the most popular subject, has an even split between male and female students. Engineering, in contrast, is less popular with women — 84% of its students are male. As perceptions of men and women continue to change in the UK, and as the job market **evolves,** it will be interesting to see if these trends continue or change.

¹**gender ratio** (n) the proportion of males to females in a given population or group
²**MBA** (Masters of Business Administration) (n) an advanced degree in business
³**humanities** (n) literature, language, history, philosophy, and other subjects that are not a science

WORK WITH THE READING

A- Categorize Read the statements. Write T (true), F (false) or DS (does not say). Then correct each false statement to make it true according to the article.

_____ 1. Engineering-led industry contributes more than half of the UK's GDP.
_____ 2. 84% of Engineering students are male.
_____ 3. An equal number of men and women want to study Business.
_____ 4. There are three STEM subjects.
_____ 5. 16% of STEM students are female.

B- Categorize Read the article. Then read these facts and tick if they apply to Business, Engineering or both.

		Business	Engineering	Both
1	will help students launch their careers			
2	has a gender gap			
3	is the most popular UK university subject			
4	requires the use of mathematics			
5	provides a good foundation for graduate school			

✐ WRITING I

GRAMMAR

PARTICIPLE CLAUSES

Participle Clauses are used to shorten sentences. There are three types of participle clauses:

1. Present participle (e.g. seeing)

Present participle clauses replace a sentence with an active verb.

e.g. Being such a great singer, she didn't have problems to find a job.

(As she was such a great singer, she didn't have problems to find a job.)

2. Past participle (e.g. seen)

Past participle clauses usually replace a sentence with a verb in the passive voice.

e.g. Shocked by the explosion, the people ran for shelter.

(The people were shocked by the explosion and ran for shelter)

3. Perfect participle (having seen)

Perfect -ing participle clause can emphasise that an action was previous to another.

e.g. Having spent ten years in Italy, he could speak Italian fluently.

(After he had spent ten years in Italy, he could speak Italian fluently.)

---

*Participal clauses may express **time, reason, result, condition or in a similar way to full adverbial** clauses. They can also be used to express **manner, instead of 'and' or relative clauses**.

* **The subject** of the participle clause and the main clause **cannot be different**, so **it is not possible to say**: Having a bath, the phone rang. (While Jack was having a bath, the phone rang.)

MANNER

- Jack looked furiously. He slammed the door.

Looking furiously, Jack slammed the door.

INSTEAD OF 'AND'

- I switched off the alarm clock and slept for another half an hour.

Switching off the alarm clock, I slept for another half an hour.

TIME

Present Participle

- Jack had an accident **while/ as/ when** he was parking in front of his house.

Jack had an accident *(while/ as/ when) parking* in front of his house.

Past Participle

- *When* he *was rejected* by the school, he felt unhappy.

When rejected by the school, he felt unhappy.

Perfect Participle

- *After* he had spent ten years in Italy, he could speak Italian fluently.

Having spent ten years in Italy, he could speak Italian fluently.

A- Combine the clauses using participle constructions.

1. The boy who carried a blue parcel crossed the street.

   _____ .
2. The battle that was fought at this place was very significant.

   _____ .
3. She lay in her bed and wept bitter tears.

   _____ .
4. When she saw his email was open, she decided to read his messages.

   _____ .
5. She stood at the corner and talked to her friends.

   _____ .
6. The children went from house to house and they played trick or treat.

   _____ .
7. He was very tall. He became a basketball player.

   _____ .
8. While he was waiting in the hall, he overheard a conversation.

   _____ .
9. The picture which was stolen from a museum was offered on e-bay.

   _____ .
10. After he had spent ten years in Italy, he could speak Italian fluently.

   _____ .

B- Complete the sentences using the correct forms of the given verbs.

1. A woman _____ (wear) a blue hat opened the door.
2. Champagne, _____ (produce) in France, is exported all over the world.
3. My sister works in a bakery _____ (make) cakes.
4. A million dollar worth of jewellery _____ (belong) to the President's wife has been stolen.
5. Pictures _____ (paint) by Picasso usually sell for millions of pounds.
6. A lorry _____ (carry) fruit crashed on the motorway.
7. This is a vegetarian restaurant. None of the dishes _____ (serve) contain meat or fish.
8. The Harry Potter books, _____ (write) by JK Rowling, have all been made into films.

READING II – Distance Learning vs Face-to-Face Learning

PREVIEW THE READING

A- Quick Discussion

Discuss these questions with your classmates.

1. Have you ever tried to learn something online? What were the advantages and disadvantages of doing this?
2. Which model of learning do you prefer? Give reasons for your answer.

B- Preview Look at the statements below. Do you think they are true (T) or false (F) ?

_____ 1. Distance learning is a new idea.
_____ 2. Distance learning requires good technological access.
_____ 3. Face-to-face learning is better than distance learning.

Now read the article and check your answers.

C- Vocabulary You are going to read an article about distance learning and face-to-face learning.

Before you read, review the collocations and their meanings. Then complete the sentences with your own words.

core principles (n phr) key values
credible alternative (n phr) reliable substitute
distance learning (n phr) general education from online instruction
modern phenomenon (n phr) recent trend
online degree (n phr) an academic qualification obtained from online instruction
significant difference (n phr) important distinction
technological advances (n phr) developments in technology
virtual classroom (n phr) online course

1. One interesting **modern phenomenon** in my country is _____.
2. A subject which might not work well for **distance learning** is _____.
3. One advantage of a real classroom over a **virtual classroom** is _____.
4. One advantage of an **online degree** over a degree which requires attending classes is _____.
5. It's possible that a **credible alternative** to petrol might be _____.
6. Because of **technological advances**, it is now much easier to _____.
7. One of the **core principles** of many universities is_____.
8. One **significant difference** between secondary school and university is _____.

Distance Learning vs Face-to-Face Learning

1   Although many people think it is a **modem phenomenon, distance learning** has been around for at least 200 years in one form or another. Historical examples of long-distance learning include students being sent a series of weekly lessons by mail. The **technological advances** of the past 20 or so years, however, have meant that this form of education is now a **credible alternative** to face-to-face learning. Indeed, 1996 saw the establishment of the world's first 'virtual university' in the United States, showing how far distance learning has come in a relatively short space of time. While it is now possible to obtain a large variety of **online degrees,** which is the best type of education to pursue? A closer examination of this topic reveals that distance and traditional educational instruction have **significant differences** but also some similarities.

2   When comparing the two systems, the most obvious difference lies in the way that instruction is delivered. Distance learning is heavily dependent on technology, particularly the internet. In a face-to-face course, students may only require a computer for the purpose of writing an essay. In comparison, when learning remotely, technology is the principal means of communication. Face-to-face instruction must take place in real time and in one location. Conversely, distance learning can happen at any time and in any location, since the learning is not restricted by geography. The flexibility this provides means that students may be better able to learn at their own pace, but it may also mean that learners have to be well organized and self-disciplined. In other words, they must be more highly motivated in order to do well in distance-learning courses. Finally, with face-to-face learning, the teacher and student have the opportunity to develop a personal relationship. In a **virtual classroom,** by contrast, the teacher may seldom or never actually meet the student. This may make it hard for teachers to understand their students' specific learning needs.

3   Although the nature of the teacher-student relationship may differ in the two methods, they do share the same **core principles.** Just as a teacher is the 'knower' in a classroom, he or she is the one responsible for helping students understand the key sections of an online course. The teacher needs to decide how to best present the material to be learned and in which sequence the topics should be introduced. He or she must also

create the assignments for the course and help the students know what resources (textbooks, websites and so on) will best support their learning. Additionally, a teacher needs to provide student feedback in some way. For example, a language teacher in a classroom may be able to correct a student's grammar or pronunciation in the moment, whereas a distance-learning teacher may need to provide written or recorded feedback to be delivered later. In any case, all the usual elements of the teacher's role are necessary, no matter what kind of instruction is being used.

4   It is difficult to state whether one form of learning is better than another, since they are geared towards different learning situations. They are certainly different experiences. Nevertheless, there are strong similarities between the two systems, which can both produce positive results. A student who has the choice should consider the advantages and disadvantages of each method before deciding to take a course.

WORK WITH THE READING

A- Identify Write the correct paragraph number (1-4) next to the description.

1. Similarities between the two methods   Paragraph _____
2. General summary and conclusions   Paragraph _____
3. Differences between the methods   Paragraph _____
4. The history and background of the topic   Paragraph _____

B- Categorize Are the statements below about distance learning or face-to-face learning or both? Tick the correct column.

		distance learning	face-to-face learning	both
1	develops a strong student-teacher relationship			
2	relies heavily on technology			
3	flexible with time			
4	can be an effective way of teaching			
5	requires a high level of motivation			
6	not limited by geography			
7	can suit many types of students			

C- Interpret Answer the questions based on your understanding of the information in the article.

1.Why is the difference that is mentioned in **paragraph 2** called 'obvious'?

_____.

2. Why can online learning be slightly impersonal?

_____.

3. **Paragraph 3** states that 'all the usual elements of the teacher's role are necessary' in any kind of instruction. What are these elements?

_____.

4. Do you think this author generally approves or disapproves of distance learning? Why?

_____.

VOCABULARY SKILL Education Vocabulary

A- **Complete each sentence with a word from the box.**

| assignment | degree | dissertation | examination | journal |
| lecturer | plagiarism | semester | seminar | term | tutor |

1. The word for a written essay at university is a (n) _____.
2. An academic year can be split into three periods, each called a(n) _____.
3. An academic year can also be divided into two periods, each called a (n) _____.
4. _____ when students copy from or do not acknowledge their sources when writing an essay.
5. A(n) _____ is a quarterly, peer-reviewed collection of research papers.
6. A(n) _____is the holder of a research position at a university who also teaches.
7. A(n) _____ is an occasion when a teacher or expert and a group of people meet to study and discuss something.
8. A(n) _____assumes responsibility for students' academic and personal welfare.
9. When you have completed a programme of study at a university, you get a(n) _____.
10. A(n) _____ is a long essay of between 8,000 and 12,000 words.
11. A(n) _____ is a formal test that students must pass to get a specific qualification.

B- **Match the academic words to the definitions.**

1. alternative   a. the act of starting or creating something that will last a long time
2. establishment   b. a feature of something
3. virtual   c. willingness to do something
4. significant   d. something that is different, especially from what is usual; a choice
5. core   e. relating to one thing and not others; particular
6. principle   f. similar to real life but existing in a technological environment
7. specific   g. important, large or great
8. motivation   h. central, basic
9. aspect   i. a basic truth that explains or controls how something happens or works

C- **Complete the sentences with the correct form of the words from Exercise B. You will not use all of the words.**

1. Many students prefer to study a job-related subject as a(n) _____ to an academic course.
2. The flexibility offered by distance learning is seen as a(n) _____ benefit by many students.
3. One beneficial _____ of university education is meeting the other students on the course.
4. Tutors work with students to help them understand the key _____ of their courses.
5. Distance learning requires students to have a high level of _____.
6. Distance learning can make it hard for a teacher to understand a student's _____ learning needs.
7. As well as taking _____ modules, students will be able to take other optional elective classes in various areas.
8. 1996 saw the establishment of the world's first _____ university, which operated only on the Internet.

✍ WRITING II

GRAMMAR- Further Passive

Passive of verbs followed by that-clauses:

They know that he is abroad. ➡ It is known that he is abroad. / He is known to be abroad.

(1) Many verbs that are followed by that clauses (e.g. think, believe, say, know, expect) can be used in passive structures with introductory it:

It is thought that the Minister will resign.

At that time, **it was believed that** the teacher was the centre of attention in the classroom.

It is expected that the company will become profitable in the New Year.

(2) Another way of expressing the same ideas is with subject+ passive verb + infinitive:

He is known to be the head of the Physics department.

They are said to own numerous books in their library.

She is understood to have left university.

(3) This structure is also possible with __there__ as a subject:

There are thought to be fewer than twenty students still studying in this class.

Make the sentences passive.

1. People believe that the schools will close.

   It _____

2. Everybody knows the recent company policy is a failure.

   The recent company policy _____

3. Some experts claim that there is a lack of motivation in students.

   There _____

4. People suggest that the rate of unemployment will rise.

   It _____

5. People believed that the earth was the centre of the universe.

   The earth _____

6. We expect that there will be an announcement on Friday.

   It _____

7. They believe that there are 6,000 different languages in the world.

   There _____

✍ **WRITING TASK 3:** Write a well-organized __problem-solution__ essay about one of the topics below:

   1) What are some problems that are experienced by the students during online classes? What are some solutions to be offered?

   2) Today some university students study at departments which they don't really want to.
   Explain what this problem is like and offer some solutions to prevent this from happening.

Edit- Complete the self-assessment checklist before you hand in your essay.

SELF-ASSESSMENT	Yes	No
Does the essay include an introductory paragraph, two / three body paragraphs, and a concluding paragraph?		
Does the essay start with an introductory paragraph with a hook and give important background information regarding the topic?		
Is there a clear thesis statement?		
Do the body paragraphs provide details and /or examples?		
Does the concluding paragraph summarize the information you have put in the essay?		
Have you used expressions for solutions suitably?		
Does the essay include vocabulary from the unit?		
Did you check your essay for punctuation, spelling, and grammar?		