

SPICE UP YOUR ENGLISH



~ MY NOTEBOOK ~





Welcome on Board!

Dear learners,

Welcome to this MOOC entitled "Spice up Your English".

The objective of this MOOC is to help you learn English. Learning a language can be compared to cooking. Indeed, you need good ingredients and spices but you also need a clear recipe to know how to combine all these ingredients and create a delicious meal.

In this MOOC, you are going to receive some basic ingredients to learn English: a bit of vocabulary, some grammar bites and portions of pronunciation. You will also learn how to do things in English; in other words, you will learn skills. The last important element is of course your participation. You will be able to add your pinch of salt and personalize your learning, adapt it to your needs in order to become successful learners.

This notebook will help you succeed in this cooking adventure because it contains essential content related to each module, tips and strategies about learning and serves as an everyday guide. Make it personal and your daily companion. I hope you will find it useful.

Enjoy!



WORKING CALENDAR

October 2016

This working calendar will help you plan your work and keep track of all the important deadlines in the MOOC.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	M0	3	4	5 World Teachers' Day	6	7
9	M1	10	11	12	13	14
16	M2	17	18	19	20	21
23	M3	24	25	26	27	28
30	M4	31				

Tips of the Month:

- Set clear objectives since the beginning (max.3).
- Immerse yourself in the language.
- You need more than a course, a book or a teacher to learn a language.
- Choose the way of learning that suits you best.



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WORKING CALENDAR

November 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
6	M5	7	8	9	10	11
13	M6	14	15	16	17	18
20	M7	21	22	23	24	25
27	M8 Final Evaluation: START	28	29	30		

Tips of the Month:

- Always learn vocabulary in context.
- Revise what you have learned regularly; “a little but often.”
- A language is more than just learning grammar and vocabulary.
- Seize every opportunity to practice the language.



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WORKING CALENDAR

December 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	M9 Last module	5	6	7	8	9
11		12 End registrations	13	14	15	16
18		19	20	21	22	23
25 Merry Christmas	Day off	Day off	Day off	Day off	Day off	30

Tips of the Month:

- Don't be afraid of mistakes!
- You need a lot of practice just like when you learn a sport or how to cook.
- The muscles in your mouth and jaws have to hurt when you practice pronunciation.
- Try to interact with other people!





WORKING CALENDAR

January 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 Happy New Year	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29 Final evaluation: END	30	31				

Tips of the Month:

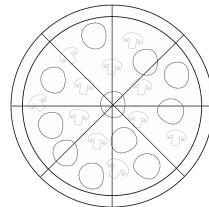
- Learning a language is a lifelong process.
- You need to continue to practice the language.
- Feel confident!
- Keep an open mind!



Module 1: Slices of Language

On the Menu:

1. To learn what a language is
2. To learn the differences between English and French
3. To learn tips about learning a language
4. To find your learning style
5. To fill in your learner profile



1. What is a Language?

We all speak a language that helps us to communicate and express the reality around us. There is not a unique way of seeing reality. A language is then one way of viewing reality. Each time you learn a new language, you learn a new way of looking at the world. It is not always easy because you have reflexes in your own mother tongue and a certain way of thinking. It is important to forget your approach to the world and to be open-minded. You have to accept that this new language sees and expresses reality differently. Knowing more than one language is a real asset in life because it helps you be open-minded.

2. English vs. French

English and French have a lot in common because they share the same roots and origins. However, there are also differences between these languages. Here are some examples:

	ENGLISH	FRENCH
Vocabulary	<p>500,000 words One word in French = several translations into English. Context helps to know which word to use Ex: I would like to iron my exam Cognates Close friends False friends 3 types of register: informal, neutral, formal</p>	<p>100,000 words Register not so marked</p>

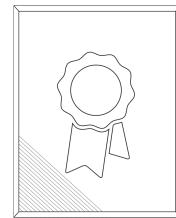


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Grammar	<p>No actual conjugation More nuances: continuous and perfect Verbs and tenses are really important</p> <p>Sentence structure: subject + verb + complement</p> <p>Mainly short sentences</p>	<p>Conjugation tables with different tenses</p> <p>Nouns are more often used</p> <p>Sentence structure: subject + verb + complement</p> <p>Mainly long and complex sentences</p>
Pronunciation	<p>No logical relationship between spelling and pronunciation 26 letters in the alphabet 44 sounds Pay attention to vowels: 20 vowels Short and long vowel sounds Diphthongs= combination of 2 sounds Word stress Ex: development (stress on -VE-) Sentence stress: one word is stressed because more important</p>	<p>26 letters in the alphabet 36 sounds 16 vowel sounds Each vowel = same length No diphthongs No stress: each syllable = same weight Ex: développement No systematic sentence stress</p>



My Learner Profile



Learning a language means adopting another mindset and another way of seeing the world, you then need to adapt to this new approach. Learning a language is about forming good habits. In order to do this, you need to know yourself and your current habits. The learner profile helps you keep track of this in a clear and structured way and it serves as reminder throughout the course. It can help you achieve your goals.

My Experience in Learning English

Before starting this MOOC, think about your past experience in English.

- How long have I been learning English?
- What have I learned so far?
- What do I master?
- What is missing in my current level?

My Strengths and Weaknesses

- What are my strengths, for example, am I motivated, courageous, a hard worker, good at listening or writing?
- What are my weaknesses? What are my problems?



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My Learning Objectives

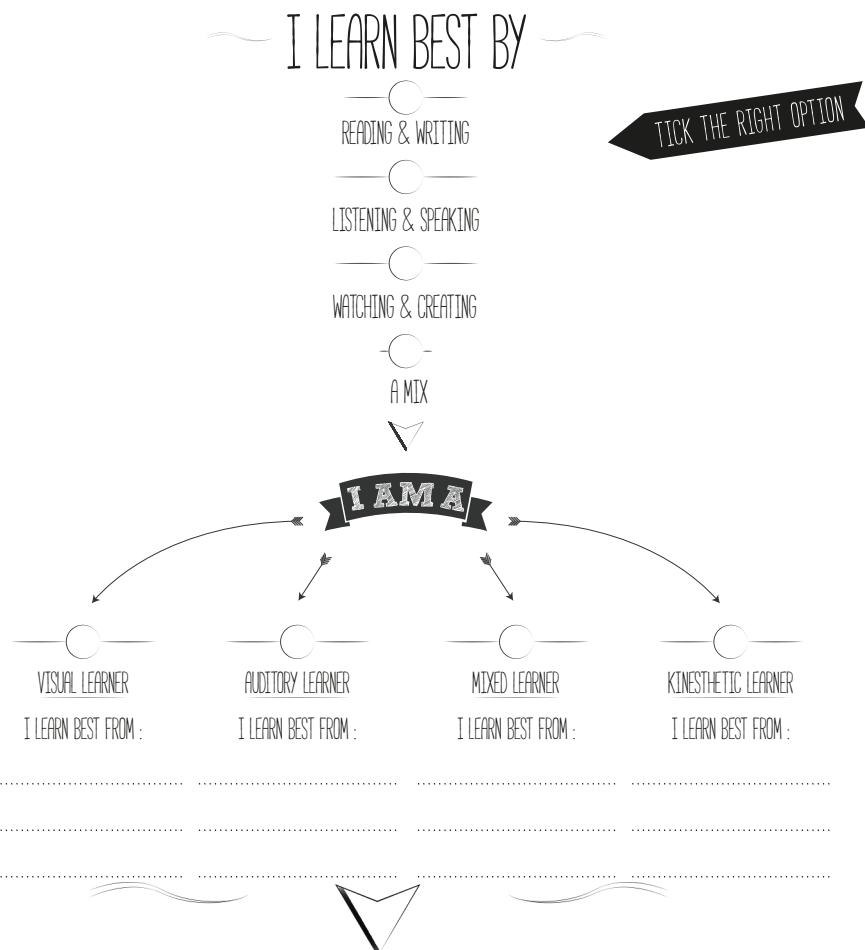
The main objectives of the MOOC are:

- To understand what a language is and how you can learn it
 - To learn some basic grammar, vocabulary and pronunciation
 - To learn how to learn: to learn how to study better, how to study vocabulary, how to listen, and how to read.
 - To learn how to use online tools and resources to continue learning after the MOOC.

When learning a language, it is essential to set learning objectives. You may have very general objectives in mind like "I want to improve speaking", but this is too general to be achievable in a short time. In order to be achievable, your objectives need to be very specific like "I want to learn how to structure my arguments when I speak", or "I want to be able to write a short text which is coherently organized" or "I want to write efficient emails".

1.
2.
3.

My Learning Style





My 3 Tips to Learn a Language

- 1.
- 2.
- 3.

Learning Habits

Learning a language means forming and adopting good habits.

In the table below, make a note of 3 useless habits when learning a language and 3 useful habits.

My 3 Useless Learning Habits

- 1.
- 2.
- 3.

My 3 Useful Learning Habits

- 1.
- 2.
- 3.



My Resources

VOCABULARY	List generator	Memrise.com
		Quizlet.com
	Dictionaries	Vocabulary.com
		Cambridge.org
	Academic vocabulary	Just-the-word.com
		Wordreference.com
GRAMMAR		Yourdictionary.com
		Academic English Cafe
PRONUNCIATION	Reference	Academic English UK
		Prospects.ac.uk
SKILLS	Writing	Uefap.com
		Yourdictionary.com
	Listening	Howjsay.com
		BBC Learning English
		Shouldiwritethisontwitter.com
		Breakingnewsenglish.com
		Learnenglish.britishcouncil.org



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		Ted talks
		Voanews
	Speaking	Italki.com



Module 2: Cook & MOOC



On the Menu:

1. To develop listening strategies
 2. To develop vocabulary learning strategies
 3. Master the basics of grammar
 4. Get acquainted with the pronunciation of standard English
-

1. What About Listening?

Listening is an important receptive skill. It is a good source for learning spoken English. It is also a good way of developing vocabulary and pronunciation. There are strategies you can follow when you watch or listen to a program in English.

- Listen at least 3 times. Before listening, be prepared and try to anticipate the content.
- The first time you listen, do it without stopping and try to concentrate on the general meaning of the program.
- The second time, listen and try to answer basic questions such as "who?" "what?" "where?" "when?" "how?" "why?". You can also make a note of key words.
- The third time, listen and check with the transcript.

Here are some tips:

- Try to listen to native speakers and pay attention to the way they speak.
- Listen to yourself or even record yourself and compare what you say to other people.
- Listen for fun! Listen to songs in English, watch movies or TV series.
- Listen or watch several times the same program. This serves as drill and will help you learn unconsciously.

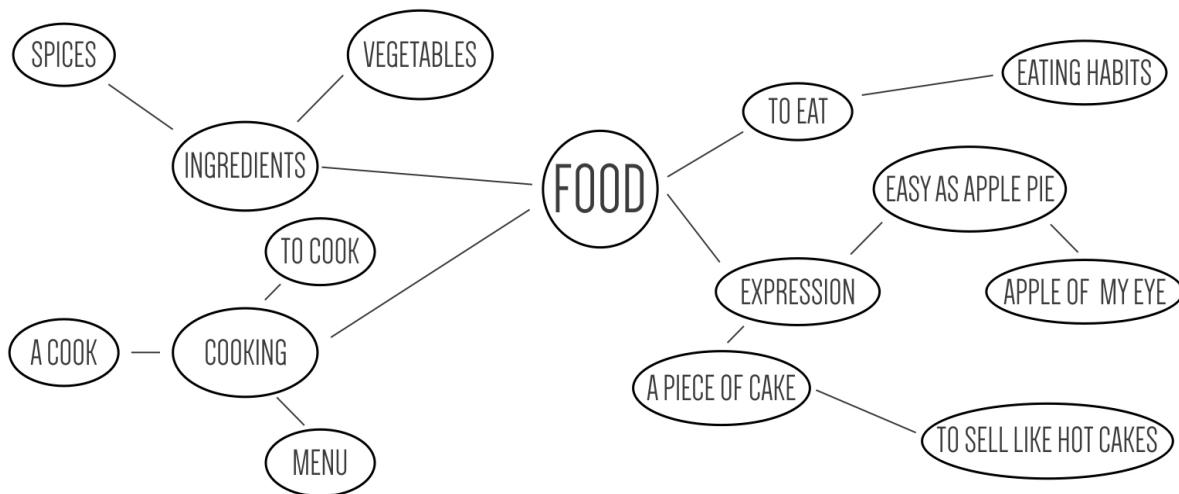


2. Vocabulary: Learning Strategies (1/2)

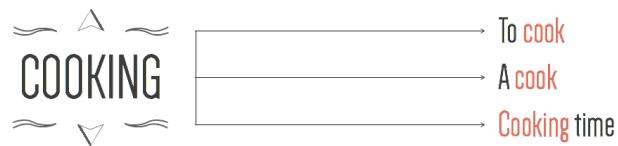
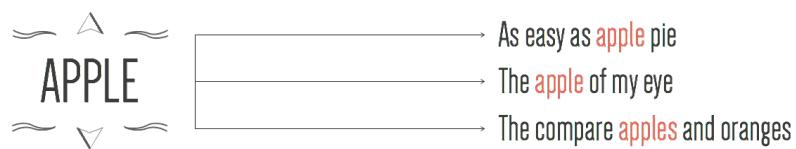
Choose your favorite way of recording vocabulary among these different options:

Word bubbles/spider maps:

- WORD BUBBLES OR SPIDER MAPS -



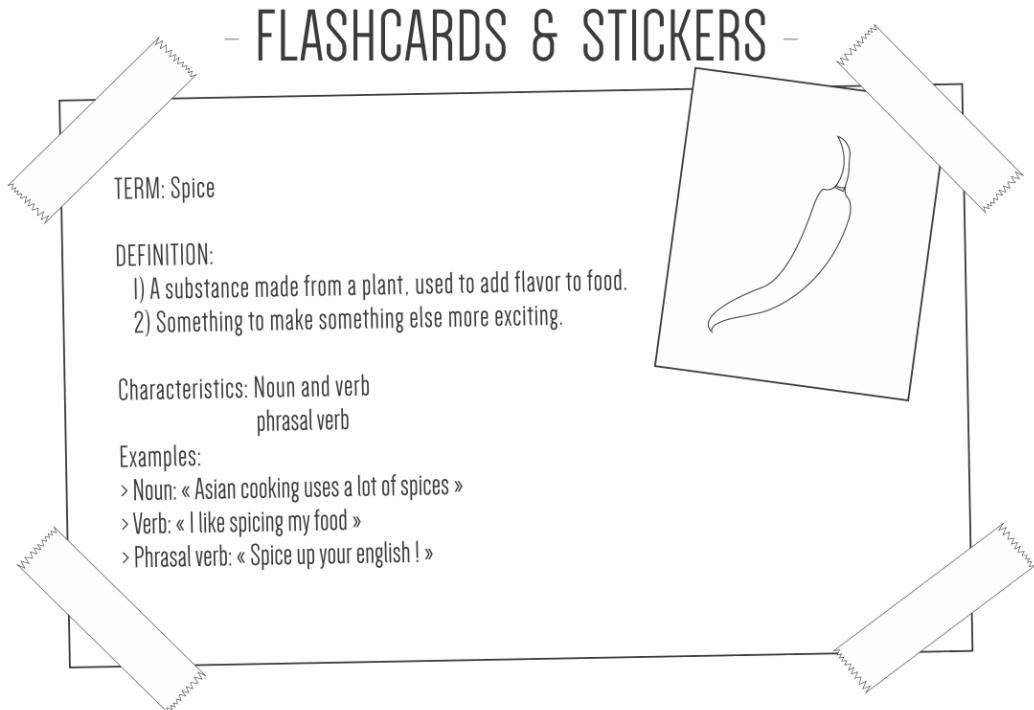
Word forks:



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Flashcards/stickers:



Plan your vocabulary learning:

How many words do I want to learn?

Where do I learn them?

When do I learn them?

How often do I revise them?

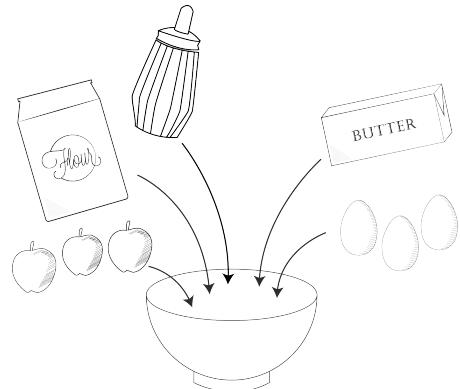


3. Grammar Bites: The Basics

Cooking = how to combine ingredients to prepare a meal.

Grammar = how to combine words to give a message.

A basic recipe tells you in which order you add your ingredients.



Grammar helps you know in which order you put words.

The basic sentence structure in English is:

SUBJECT	VERB	COMPLEMENT
---------	------	------------

Examples:

- I like cooking (subject + verb + another verb)
- I like apples (subject + verb + noun)
- I want to learn English (subject + verb + specific structure)

Exercise: Identifying word categories

The category of a word indicates the role it plays in a sentence. Identify the category of each word in the following sentence:

A good learner knows his or her learning style and he or she works regularly on the MOOC.





4. Pronunciation: Standard English

The tables below are phonetic charts. They contain all the sounds of English and French. What are the differences?

ENGLISH

VOWELS

i:	ɪ	ʊ	u:	ɪə	eɪ	:
e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ
æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ
p	b	t	d	tʃ	dʒ	k g
f	v	θ	ð	s	z	ʃ ʒ
m	n	ŋ	h	l	r	w j

DIPHTHONGS

CONSONANTS

FRENCH

SEMI-CONSONANTS

CONSONANTS

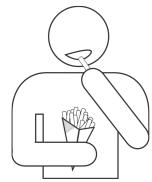
b	g	p	ʃ	a	e	u	ã
s	ʒ	ʁ	ɲ	ɑ	ɛ	y	ɛ̃
k	l	t	ŋ	ə	o	j	ɔ̃
d	m	v	ø	ø	ɔ	w	œ̃
f	n	z	œ	i	ɥ		

VOWELS





Module 3: A Taste for Learning



On the Menu:

1. To develop reading strategies
 2. To develop vocabulary learning strategies (2/2)
 3. Grammar bites: master the use of pronouns and determiners, be able to form questions and negations
 4. To identify the different sounds of English: the vowels
-

1. What About Reading?

Complete the following notes:

There are 3 steps to follow when you read a text:

Step 1:

Before reading your text, you can anticipate the content with the title and the introduction. If you know the theme, the subject of the text, you are better prepared. You can **make guesses**.

Step 2:

Read the text a first time. Read the text without stopping **even if** you don't understand everything. Ask yourself simple questions like: who, what, where, when, why, how? Remember that I also gave you these simple questions when you learned listening strategies. It is the same principle here and not all the questions have an answer each time.

Step 3:

Be active: use pens, colors, paper, cards, and your notebook. Use colors to **underline** or highlight words or expressions that are difficult to understand, to **circle** the characters, or the **logical connectors**, the words that create the links between the different ideas.

In module 5, we are going to study the structure of a text **in detail**. I can already tell you that a text **contains** paragraphs and each paragraph has **one main idea**. Very often, the first sentence corresponds to that main idea. These elements are really helpful when reading a long and complicated text.



Ask yourself how new information **relates to** the information before. Look at the examples and illustrations and try to **predict** what is coming next in the text.

How to Improve Reading?

You can improve your reading skills by ... reading. It is as simple as that. Read as much as possible! It may be hard at the beginning but it becomes easier after a certain time.

Pay attention to language structures:

- Word categories such as verbs, adjectives, nouns, pronouns. Go back to module 2 to revise word categories if necessary.
- The structure of the sentence: where is my subject, where is my verb, where is the complement (a complement is also called "object")?
- The chain of ideas: what are the links between the ideas? Is it a cause, a consequence, a contrast or an example?

Always **search for** coherence. The text has, of course, a message **to deliver!** At the end of this module, you will find a checklist to help you see if you use the right strategies when reading a text.

2. Vocabulary Learning Strategies (2/2)

Knowing a Word

Knowing a word is more than just knowing its translation into French or into English.

You also need to know:

- Spelling: the way we write the word.
- Meaning in English: the definition in English or a synonym, antonym if possible. You also need to know the context in which you can use the word. Always write down a sentence in which the word is used. This will help you remember the meaning more easily.
- Pronunciation: with the IPA, you know automatically how to pronounce a word.
- Grammar information about the word: word category, combination with other words "collocations", particular structure (for verbs, the use of a preposition).
- Register: informal, neutral or formal. According to the situation, you have to adapt your language.



Guessing the Meaning of a Word

When reading and listening, ask yourself this question: "Do I really need to know this word to understand the general meaning of my text or video?" If the answer is no, you can continue reading. If the answer is yes, you can ask yourself a second question: "Can I guess its meaning?" The answer is, of course, yes. You can always try to guess. You should look at several elements:

- What is the category: is the word a verb, a noun or an adjective?
- What are the words around it: Is it, for example, an adjective before a noun?
- Is it similar to a word in my own language? Remember that there are a lot of cognates but pay attention to false friends.
- What is the origin or the root of the word?

There are times when you will really need to know the meaning of the word. That is when you use dictionaries.

3. Grammar Bites

Pronouns and determiners

PRONOUNS			
Subject	Object	Reflexive	Possessive
I	Me	Myself	Mine
You	You	Yourself	Yours
He	Him	Himself	His
She	Her	Herself	Hers
It	It	Itself	Its
We	Us	Ourselves	Ours
You	You	Yourselves	Yours
They	Them	Themselves	Theirs



DETERMINERS

Articles (indefinite & definite)	a / an / the
Demonstratives	this / that / these / those
Possessives	my / your / his / her / its / our / your / their

The Importance of Verbs

When you learn English grammar, verbs play an important role. They are an essential part of the sentence because they express action. Compare the following examples:

French	English
<p><i>Cette politique implique une amélioration de l'enseignement supérieur et le développement de la recherche scientifique.</i></p> <p>In this sentence, there are 2 nouns to express the main ideas: "amélioration" and "développement".</p>	<p><i>This policy implies improving higher education and developing scientific research.</i></p> <p>We don't use nouns but verbs. This is really typical of the English language; we always prefer to use verbs instead of nouns.</p>

In English, there are 3 types of verbs:

- There are normal verbs like "to live", "to like", to eat".
- There are auxiliary verbs, verbs that help other verbs like "to do", "to have" and "to be". "To do" helps to build questions and negations. "To have" helps to build perfect tenses and "to be" helps to build continuous tenses.
- There are modal auxiliary verbs: can, could, may, should, must, They help to add a nuance such as possibility, capacity, obligation, advice,... We will study them in module 8.



How to Form Tenses

3 basic formulas to form tenses:

- **TO BE + -ING**

TO BE as an auxiliary + verb in -ING to form CONTINUOUS tenses

- **TO HAVE + Past Participle**

TO HAVE as an auxiliary + the past participle of a verb to form PERFECT tenses

- **TO BE + Past Participle**

TO BE as an auxiliary + the past participle of a verb to form the PASSIVE voice

ACTIVE VOICE <i>The subject does the action</i>	SIMPLE	CONTINUOUS	PERFECT SIMPLE
PRESENT	Infinitive without TO <i>I play</i> <i>He plays</i>	TO BE (in present) + verb in -ING <i>I am playing</i> <i>He is playing</i>	TO HAVE (in present) + Past Participle <i>I have played</i> <i>He has played</i>
PAST	+ ED + Irregular verbs <i>I played</i> <i>He played</i>	TO BE (in past) + verb in -ING <i>I was playing</i> <i>He was playing</i>	TO HAVE (in past) + Past Participle <i>I had played</i> <i>He had played</i>

How to Form Questions & Negations

ACTIVE VOICE <i>The subject does the action</i>	SIMPLE	CONTINUOUS	PERFECT SIMPLE
PRESENT	QUESTIONS DO + INVERSION <i>Do I play?</i> <i>Does he play?</i>	TO BE (in present) + verb in -ING Inversion subject-auxiliary TO BE <i>Am I playing?</i> <i>Are you playing?</i> <i>Is he playing?</i>	TO HAVE (in present) + Past Participle Inversion subject-auxiliary TO HAVE <i>Have I played?</i> <i>Has he played?</i>



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	NEGATIONS	DO + NOT <i>I do not play</i> <i>He does not play</i> or <i>He doesn't play</i>	TO BE + NOT <i>I am not playing or</i> <i>I'm not playing</i> <i>He isn't playing</i>	TO HAVE + NOT <i>I haven't played</i> <i>He has not played</i>
PAST	QUESTIONS	DID + Inversion <i>Did I play?</i> <i>Did he play?</i>	TO BE (in past) + verb in -ING Inversion subject-auxiliary TO BE <i>Was I playing?</i> <i>Was he playing?</i>	TO HAVE (in past) + Past Participle Inversion subject-auxiliary TO HAVE <i>Had I played?</i> <i>Had he played?</i>
	NEGATIONS	DID + NOT <i>I did not play</i> <i>He didn't play</i>	TO BE + NOT <i>I was not playing</i> <i>He wasn't playing</i>	TO HAVE + NOT <i>I hadn't played</i> <i>He had not played</i>

Exercise

Invent questions for these answers:

1.? I go to classes twice a week.
2.? I work alone at home.
3.? I like working with other people.
4.? I revise vocabulary every two days.
5.? I study for 3 hours per week.
6.? I read fiction and magazines.
7.? I study 50 new words per week.
8.? I watch TV at night.



4. Pronunciation: The Vowel Sounds

In English, there is no logical link between spelling and pronunciation. A letter can be pronounced in many different ways.

You will find in the table below the most common pronunciations of vowels. If you are not sure, always check the pronunciation in a dictionary. Fill in the correct phonetic transcription of the sound using the phonetic chart from Module 2 or any website that you find useful. Add more examples if you want.

Spelling	Sound	Examples
a	...	bag, cat, apple
a + consonant + e	...	take, game, late (BUT pay attention to the ending – ATE)
a	...	about, ago
a	...	walk, talk, also
ai	...	train, main, daily
air	...	hair, air
ar	...	start, bar, part
ay	...	say, May, day
au	...	taught, cause
aw	...	saw
all	...	ball, tall, call
e	...	pen, end, blend,
e	...	me, he, she
e + consonant + e	...	these
e	...	happen, taken
e	...	England
ea	...	tea, read, sea, teach
ea	...	bread, threat
ea	...	great
ear	...	hear, beard, real, dear
ear	...	learn, early
ear	...	wear, bear
ee	...	see, cheese
eer	...	beer, deer
ei	...	eight, weight (exception with 'height')
ey	...	grey
ere	...	where
ere	...	were
ew	...	new, blew
i	...	him, it, live (used as a verb)
i + consonant + e	...	time, life, like, fire
ie	...	piece, achieve
ie	...	pie
ie	...	friend
ir	...	first, girl, bird
o	...	hot, dog, boss
o	...	no, go



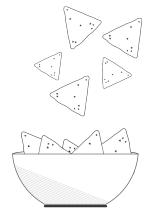
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o	do, movie
o + consonant + e	those, nose, bone
oa	boat, road, goal
oi	point, join
oo	food, fool
oo	foot
oor	flood, blood
or	floor, door
or	story, more
ou	work, world, word
ou	sound, found
ou	you, group
ou	could, should, would
ou	young, country
ough	thought, fought, bought
ough	through
ough	although, though
ough	tough, enough, rough
our	hour, our, flour
our	four, your
ow	blow, know, flow
ow	now, cow, how, brown, power
oy	enjoy, boy
u	cup, but, bus
u	use, future , computer
u	pull, put
u	business
u	rule, solution
u	culture, future , difficult
ui	building
ue	blue
ue	continue, argue
ur	turn, burn, blur
y (semi-vowel)	you
y	try
y + consonant + e	type
y	twenty



Module 4: Chips and Tips



On the menu:

1. Develop vocabulary related to the university world and education and part 1 of the 1,000 most frequent words.
2. Master the use of present and past tenses (simple and continuous) as well as capitalization and punctuation.
3. Identify the different sounds of English: the consonants
4. Develop reading skills: skimming and scanning
5. Develop oral skills: tips

1. Vocabulary: University and Education

Choose your favorite way to study this vocabulary.

2. Grammar Bites:

Present and Past Tenses

PAST	PRESENT	FUTURE
<ul style="list-style-type: none"> > Finished action > Actions that follow each other <div style="border: 1px dotted black; padding: 2px; display: inline-block;">Past simple</div> <hr style="border-top: 1px solid black; margin: 5px 0;"/> <div style="border: 1px dotted black; padding: 2px; display: inline-block;">Past continuous</div>	<ul style="list-style-type: none"> > Habit > Repetition > General situation > True for a long time <div style="border: 1px dotted black; padding: 2px; display: inline-block;">Present simple</div> <hr style="border-top: 1px solid black; margin: 5px 0;"/> <div style="border: 1px dotted black; padding: 2px; display: inline-block;">Present continuous</div>	
		<div style="border: 1px dotted black; padding: 2px; display: inline-block;">Future</div> <hr style="border-top: 1px solid black; margin: 5px 0;"/>
	X	X →



- ADVERBS OF FREQUENCY -

100% ALWAYS
90% NORMALLY
80% GENERALLY
70% USUALLY
60% OFTEN
50% SOMETIMES
30% RARELY
20% SELDOM
10% HARDLY NEVER
0% NEVER

Punctuation Rules

Fill in the table with the use of each punctuation symbol:

Punctuation symbol	Use
Period .	
Comma ,	
Semicolon ;	
Colon :	
Quotation marks " "	
Brackets	
Hyphen -	
Dash –	
Parentheses () Brackets []	





Capitalization

Write down the rules of capitalization:

Exercise: Indicate where capitalization is missing.

1. barack obama is the president of the united states of america.
2. the universal declaration of human rights (UDHR) is a declaration that was adopted by
the united nations general assembly on 10th december 1948 at the palais de chaillot, in
paris.
3. the geneva convention (1929) was signed in geneva in 1929. its official name is the
convention relative to the treatment of prisoners of war.
4. "the go-between" is a novel written by l.p. hartley in 1953.
5. the atomium is a building in brussels originally constructed for expo 58, the 1958
brussels world fair.



3. Pronunciation: the Consonant Sounds

You will find in the table below most common pronunciations of consonants. If you are not sure, always check the pronunciation of words in a dictionary. Fill in the correct transcription of the sound using the phonetic chart from Module 2 or any website that you find useful. Add more examples if you want.

Spelling	Sound	Examples
b	...	best, be
c	...	car, can
c + e/i/y	...	cent, cinema, society, cycle
c + consonant + e	...	nice, dice
ch	...	check
ck	...	black
d	...	do
f	...	fly
g	...	get, go
g	...	general, gin
gu	...	guest, guess
gu	...	language
h	...	hat, hit
j	...	July, just
k	...	key
l	...	life
m	...	my, may
n	...	no
n + c/k	...	uncle, bank
ng	...	song, sing
ng	...	single
p	...	pen
ph	...	photo
qu	...	quite, quiet
r	...	red, right
s	...	see
s	...	easy
sh	...	shoe
t	...	ten
t	...	nation
t	...	picture, future
tch	...	catch
th	...	three, think
th	...	mother
v	...	never
w	...	well, wild
wh	...	white, what
wh	...	who, whole
x	...	six
z	...	zoo



Silent Letters

Pay attention to some consonants that are sometimes not pronounced:

Silent letter	Examples
b	climb, dumb
d	Wednesday
g	foreign, sign
gh	eight, high, fight, daughter
h	hour, honest, hono(u)r
k	knee, know, knowledge
l	could, half, walk, would
p	psychology
s	island
t	Christmas, listen
w	answer, two, write

4. Reading Skills: Skimming and Scanning

What is skimming?

What is scanning?

5. Tips for Improving Oral Skills

Choose 3 tips you find useful:





Module 5: A Piece of Cake



On the menu:

1. Raise awareness of idioms and collocations and part 2 of the 1,000 most frequent words
2. Master the use of the present perfect and prepositions of place and time
3. Identify the different sounds of English: the diphthongs
4. Understand the structure of a text

1. Vocabulary

What are collocations?

--	--

Make or do?

Fill in the table with the expressions you have learned in the MOOC. Add other examples.

MAKE	DO

What are idioms?

Definition:

My examples:





2. Grammar Bites:

The present Perfect

Fill in this timeline with the use of the present perfect:



Prepositions of Place

Using the box and the muffin from the video, make a note of the use of prepositions of place:

in	on	at	from	to	above	under
near/by	between	against	behind	in front of	opposite	



Prepositions of Time

Preposition	Use and examples
AT	
IN	
ON	
No preposition	
UNTIL	
FROM ... TO	
FOR	
DURING	
WHILE (=conjunction)	

3. The Sounds of English: The Diphthongs

Make a note of the diphthongs that are difficult for you:

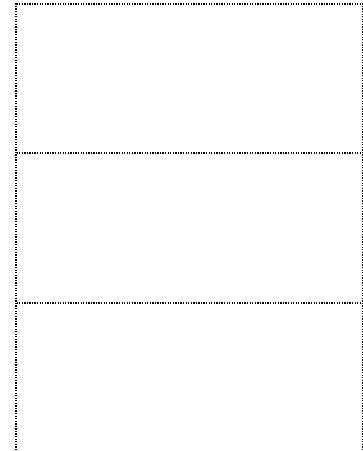
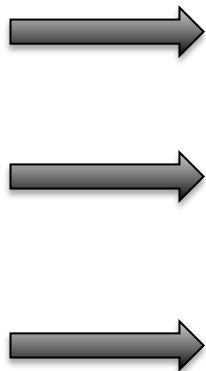
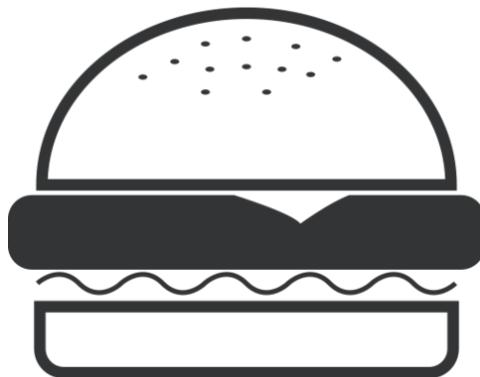
4. Understand the Structure of a Text

What is a paragraph?





What does a paragraph contain?



Exercise 1

In the following topic sentences, indicate where the topic is as well as the controlling idea.

1. There are many reasons why pollution in Mexico City is one of the **worst** in the world.
2. To be an **effective** President requires certain characteristics.
3. There are many possible contributing factors to **global warming**.
4. Students **meet** many difficulties when they first start university.
5. Dogs make wonderful **pets** because they help you to live longer.
6. Crime in **poor areas** takes place as a result of a systemic discrimination.
7. **Teen pregnancy** may be **prevented** by improved sex education.
8. Cooking requires a great number of different skills.
9. It is important to be prepared before starting the exam period.
10. **Graduating from** secondary school is important for many different reasons.





Exercise 2

In the following paragraph, highlight the topic sentence, the concluding sentence and the supporting details.

My name is Nelson Mandela, and I have had an **unusual** life: I have been both a prisoner and the president of my country. I was born in 1918 in a small village in South Africa. My father, Henry Mandela, was the chief of our tribe. As a child, I **took care of** the family's **cattle** and **goats**. When I **grew up**, I decided to become a **lawyer**. This seemed to be a good way to help my people. After I became a lawyer, I became the leader of a group of young Africans who wanted to change the system of discrimination in my country. **Due to** my political activities, I went to prison for twenty-seven years. The prison was in a cold, deserted **island** in the Atlantic Ocean. However, the world didn't forget about me and I received important visitors, **awards**, and university **degrees** from all over the world. I also learned Afrikaans, which is the language of white South Africans. Of course, I also speak English and Xhosa, which is the language of my tribe. In 1990, I was **set free**. I became the President of South Africa in 1994. During my time **in office**, I tried to bring peace, democracy, and prosperity to all of my country's people.



Module 6: My Cup of Tea



On the menu:

1. Record word families and part 3 of the 1,000 most frequent words
 2. Master the use of future time and conditional structures
 3. Identify the common mistakes by French speakers and make the distinction between British and American English
 4. Understand the coherence of a text: connectors
-

1. Vocabulary

What are word families and why are they important?

2. Grammar Bites

Future Time:

WILL	GOING TO
Prediction	Prediction
Decision	Decision
Present simple	Present continuous
Official dates	Planned arrangement in diary



Conditional Structures:

Type	Examples
Conditional 1 If + present simple + WILL or If + present simple + present simple	
Conditional 2 If + past simple + WOULD	

3. Pronunciation: Common Mistakes by French Speakers

Fill in the table with some examples given in the video:

Common Mistakes	Examples
Vowels <ul style="list-style-type: none"> ▪ Short vs. long vowels ▪ Tendency to produce vowels in unstressed syllables as they are written 	
Consonants	
Others <ul style="list-style-type: none"> ▪ Tendency to produce strong forms where we use weak forms ▪ Tendency to place word stress on later syllables where normally the stress is on the first syllable ▪ Problems with past participles 	



4. Skills: Connectors and Transition Signals

Fill in the table with examples of connectors:

Use	Examples of connector
To add a similar idea	
To add contrast	
To define time	
To give a reason	
To add an opposite idea	
To explain or reformulate	
To reinforce an idea	
To give another possibility	
To give an example	
To conclude	



Module 7: Cooked to Perfection

On the menu:

1. Vocabulary: Part 4 of the list of the 1,000 most frequent words
2. Master the use of relative clauses
3. Raising awareness of word stress
4. Make simple notes



1. Vocabulary: cf. list

2. Grammar Bites: Relative Clauses

	People	Things
SUBJECT	who	that
OBJECT	that / Ø	that / Ø
POSSESSIVE	whose	whose
PLACE	—	where
TIME	—	when
OBJECT + PREPOSITION	that / Ø	that / Ø

3. Pronunciation: Word Stress

What is stress and why is it important?

English	French
Stress-timed One syllable is more important	Syllable-timed Same weight for each syllable





What is elision?

4. Skills: Make Simple Notes

Watch the video and make notes about how to make notes then compare with the key provided after the video.





Module 8: You Are a Big Cheese



On the menu:

1. Get acquainted with the vocabulary used in academic texts
 2. Master the use of modal auxiliaries
 3. Raise awareness of minimal pairs
 4. Get acquainted with writing a short paragraph
-

1. Academic Vocabulary

What is academic language and why is it important?

Exercise:

Read the two passages below and make up a list of differences between academic and informal English:

Text A Formal Language	Text B Informal Language
<p>The inequity in the distribution of wealth in Australia is yet another indicator of Australia's lack of egalitarianism. In 1995, 20% of the Australian population owned 72.2% of Australia's wealth with the top 50% owning 92.1% (Raskall, 1998: 287). Such a significant skew in the distribution of wealth indicates that, at least in terms of economics, there is an established class system in Australia. McGregor (1988) argues that Australian society can be categorised into three levels: the Upper, Middle and Working classes. In addition, it has been shown that most Australians continue to remain in the class into which they were born (McGregor, 1988: 156) despite arguments about the ease of social mobility in Australian society (Fitzpatrick, 1994). The issue of class and its inherent inequity, however, is further compounded by factors such as race and gender within and across these class divisions.</p>	<p>Because only a few people have most of the money and power in Australia, I conclude that it is not an equal society. Society has an Upper, Middle and Lower class and I think that most people when they are born into one class, end up staying in that class for their whole lives. When all three classes are looked at more closely, other things such as the differences between the sexes and people's racial backgrounds also add to the unequal nature of Australian society.</p>





2. Grammar Bites: Modal Auxiliaries

Fill in the table below with examples for each use:

Modal	Use and examples
can could	possibility, ability, permission, offer/request more polite + past ability
may	probability, permission
should	advisability
must/mustn't	obligation from speaker/prohibition
have to	obligation from someone else + past/future
must/can't	Logical deduction
don't have to = don't need to	Absence of obligation





3. Pronunciation: Minimal Pairs

What are minimal pairs?

Examples:

- reach/rich
- man/main

Add more examples to practice on a regular basis.

4. Skills: Writing a Short Paragraph

What are the four steps when you write a text?

- 1.
- 2.
- 3.
- 4.

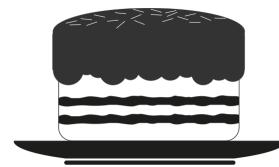




Module 9: The Icing on the Cake

On the Menu:

1. Let's eat the cake
2. Online tools for lifelong learning



1. Let's Eat the Cake!

In the box below, write down your impressions about your learning experience with this MOOC.

2. Online Tools for Lifelong Learning

In the box below, make a note of the resources that you will continue to use after the MOOC.



SPICE UP YOUR ENGLISH



This notebook has been produced for the MOOC
«L'anglais pour tous - Spice up Your English» from Université libre de Bruxelles.
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