SEMESTER 3 2024_2025 INFORMATION FOR STUDENTS ABOUT CC

CC – Continuous assessment there counts for 50% of your semester grade and is done in class time or online.

EXAM in October –will be an English test in the mid-semester exam period (October 21-24). You will be tested on Vocabulary list 1 and reading. 20% of CC. 1.5 hours.

VOCABULARY – study lists 1, 2 and 3 in S3. See the VOCABULARY section on the MOODLE for the lists. Click on the book icon for all the lists. 30% in total. You can do it again (and again) until you achieve 15/20 at least. Or why not aim for a perfect 20/20?

LISTENING – This is a core skill, and many of you are really good at listening! However, for the listening tests, you cannot choose the subject, and you can listen only twice. Therefore, you need to be fast and accurate, and understand the question so that you can provide the answer.
You will always listen and write the answers in English. 15% each test, in week 3 and week 8.
You can work with the tutors in the LIBLAB. Choose a time on your timetable when you can go to the lab and work with the tutors. The lab boss is Mr. Paul Wakeling (E300 a).
Fill in your LAB LISTENING REPORT
Keep a record of what you listened to and how long you worked on it. There is a report sheet for you to use, which your teacher will give you in week 1. Demonstrate that you can listen to authentic reports, interviews and talks about a subject that interests you. You can use podcasts and videos from scientific sites in your work. You cannot use general TV shows, long documentaries, or other non-scientific sources. Everything counts for your five hours work per semester. 😊 You have to do five hours independent work each semester, which is about 30 minutes a week. Hand in your report to your teacher at the end of semester.

INDIVIDUAL RESEARCH PROJECT -

PART 1. Research your topic. (reading)– the objective of the S3 & S4 project is for you to start developing your research and critical thinking skills. As an undergraduate science student, you must be able to select the right kind of published scientific articles in English (not Wikipedia, not random newspaper articles, not in other languages, not dot org sites or product or association websites), read them and understand the main points. Please see the list of recommended journals and sites.
You will show that you can build a bibliography, and you should demonstrate that you can present your sources neatly and logically. Use MLA style for your bibliography.
In general, a bibliography should include: the titles of the work (the exact name of the article as it appears online or in print); the names and locations of the sources and the date your article was published. You many have the authors' names and the name of the journal that originally published the work. If so, include them. YOU SHOULD HAVE AT LEAST 10 ITEMS ON YOUR BIBLIOGRAPY.
Your teacher will ask to see your research during the semester, so start work immediately. Read carefully. Make a list of key words and the main points. This will become the notes that you will use in your speaking test.

PART 2. GRAPH DESCRIPTION (reading). Using sites such as Our World in Data or Statista, find a graph that in some way involves the research topic you have chosen. For example, if your topic is *How has preservation of rainforests changed over the past 50 years?* Then you might look for graphs that show the deforestation rates in a range of countries, or how conservation efforts are effective or not. You can use pie charts (comparison) line graphs (trends) bar charts (comparing different groups) or tables (raw data). Line graphs are best to show change over time.

PART 3. TALKING ABOUT YOUR RESEARCH IN A SMALL SEMINAR GROUP: For your first speaking test, you have to download and print your graph and then explain it to a group of 2 or 3 students in one of the last classes of the semester (December). IF you use your phone for this, you will lose points. You will present your graph and talk about your research. The other students need to see it clearly, so showing it on your phone is not sufficient. The students in your group will ask you questions. To help you, you should have notes from the first three articles from your bibliography (published, scientific, English-language) that are not too long. You will be able to include information that is not shown in the graph and answer your partners' questions fully. Do not print out the articles - use your notes only. You do not have to stand up in front of the whole class! You must not make a PowerPoint or other presentation. 20% of CC.

LIST OF RECOMMENDED JOURNALS AND SITES FOR RESEARCH

<u>Republishers:</u>
Science Daily
NewScientist
Live Science
Quanta
Science News

<u>Renowned journals:</u>
Nature
PNAS
Chemistry World
Physics World

<u>Sites</u>
Any university site, including UGA, MIT etc.
New Civil Engineer
Scientific American
Advanced Science
ESA
NASA
NOAA
CNRS
ILL
DOAJ

<u>Graphs</u>
Our World in Data
Statista (paywall for some graphs)

Articles should be published within the last 10 years.
A good length is around 1000 words, no longer.
Maximum of two 'media' articles (BBC, NYT, Economist, The Guardian, CBC, National Geographic etc.)
Do not use Science Direct, abstracts, full research papers, Google Scholar, avoid WHO, European Commission Reports, peerj, government reports, blogs, YouTube, Wikipedia, product websites and industry associations, sites for children etc.) If in doubt, ask your teacher.

Please see the BIBLIOGRAPHY section of the Moodle for examples and the style guide.
Here are some examples of correct bibliography information:

Title: System can sterilize medical tools using solar heat
Source : Massachusetts Institute of Technology
Date: November 18, 2020
Website: https://www.sciencedaily.com/releases/2020/11/201118141641.htm
Journal Reference:
Lin Zhao et al. A Passive High-Temperature High-Pressure Solar Steam Generator for Medical Sterilization. *Joule*, 2020 DOI: 10.1016/j.joule.2020.10.007

Journal Reference :
Buxton, R. T. et al. Noise pollution is pervasive in U.S. protected areas. *Science* **356**, 531–533 (2017).
Masayuki Senzaki, et al. Sensory pollutants alter bird phenology and fitness across a continent. *Nature* (2020)

Here are some podcasts and YouTube channels that you might like:

Podcasts on the L2 Moodle – BPG podcasts from 23_24
Science VS
Kurzgesagt – In a Nutshell (very difficult)

iBiology https://www.youtube.com/c/ibiology/videos

One blue, three brown for mathematics:
https://www.youtube.com/results?search_query=one+blue+3+brown

General Science Insider
https://www.youtube.com/channel/UC9uD-W5zQHQuAVT2GdcLCvg

Scishow https://www.youtube.com/c/SciShow/videos

Nature https://www.nature.com/nature/articles?type=nature-podcast

TED ed for simplified videos and exercises

Guardian Science
https://www.theguardian.com/science/series/science

Scientific American podcasts
https://www.scientificamerican.com/podcasts

Engineering: Create the future https://qeprize.org/podcasts

The Science Hour https://www.bbc.co.uk/programmes/p016tmt2

Discovery
https://www.bbc.co.uk/programmes/p002w557/episodes/downloads

NewScientist https://www.newscientist.com/podcasts/

https://abakcus.com/podcasts/breaking-math/

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https://www.plagiarism.org/article/whats-a-bibliography