



LANGUAGE LINKS

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What's happening this week?

We are now coming to the halfway point of the ILC course. This would be an ideal time for you to review what you have learnt so far from the course. Friday, therefore, has been organized as a self-study day, giving you an opportunity to do so.

Here is a tip to help you organize your study: go over texts and the notes you made and revise the language skills, not the contents; for example, how to apply the right reading techniques to approach a particular text, how to make your writing precise and clear with the fewest grammatical mistakes, how to be fluent during a conversation, and how to concentrate and listen carefully. If there are still some points that are not very clear, discuss them with your classmates or ask a teacher.

What's happening for the OCC students?



The OCC students will be busy working together at their workshop in Singapore. The main objectives of this workshop are to enhance internationalist views about presentations and meetings, and to provide the OCC students with a chance to work systematically through what they have learnt during the course. It will involve discussion in a formal meeting, in addition to presentation making – from planning and introducing, to concluding and handling questions. In terms of the output of the workshop, the aim is for the students to be able to make a clear, well-organized presentation in front of an audience.

Does it sound like a practical activity?

LEARNING STRATEGIES

Tips on Studying a Foreign Language

...continued from last week

1. **LEARN ENGLISH GRAMMAR IF YOU DON'T ALREADY KNOW IT.** Grammar is the skeleton of a language, its basic structure; you must learn it. Review a simplified English grammar text. Compare new grammatical structures in your foreign language to their English equivalents.

2. **PRACTISE FOR TESTS** by doing what you will have to do on the test. If the test will require you to write, then study by writing – including spelling and accents. If you will be asked to listen, then practise listening. Ask for practice questions; make up your own test questions. Invent variations on patterns and forms. Over-learn: study beyond the point of recognition to mastery.

3. **DEVELOP A GOOD ATTITUDE.** Have a clear personal reason for taking the class. Set personal goals for what you want to learn. Leave perfectionism at the door; give yourself permission to make mistakes and learn from them.

4. **GET HELP IF YOU NEED IT.** Talk with your teacher. Form study groups among class members. Use tutoring services. Don't wait!

Adapted from: <http://www.utexas.edu/student/utlc/lnres/handouts/1705.html>

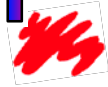
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Culture Corner



Dining in the United Kingdom

Dining in the United Kingdom



- ✚ Summon a waiter by raising your hand. Don't wave or shout.

- ✚ Most business entertaining is done in restaurants or pubs over lunch. The host, the one who extends the invitation, pays the bill.



- ✚ A British business associate may invite you to a cricket match, or to the regatta. Both are prestigious events. Wear your tweed sports jacket or blue blazer.



- ✚ Do not discuss business at dinner in someone's home unless the host initiates the conversation.

- ✚ In England, when invited to someone's home, arrive at least 10-20 minutes after the stated time. Never arrive early. In Scotland and Wales, arrive on time.



- ✚ Keep your hands on the table at all times during the meal – not in your lap. However, take care to keep your elbows off the table.



- ✚ When the host folds his napkin, this signals that the meal is over.

- ✚ Leave a dinner party shortly after dinner ends.

- ✚ Write a thank you note to the hostess.



- ✚ It is considered impolite to ask for a tour of your host's home.

- ✚ Entertain anyone who has entertained you, but don't try to impress British guests with an extravagant dinner. The British prefer understatement.



Adapted from material compiled by Window on the World, a cross-cultural training and consulting firm. Originally based on material contained in the "Put Your Best Foot Forward" series of books by Mary Murray Bosrock.

Here's the Answer...

How do I use 'put'?



I've seen the word 'put' in 'put up', 'put on' and so on. I'd really like to know how to use this word.



The following sentences show you how to use 'put' in different contexts:

We *put on (something)* we wear:

She has to put on a wig/put a wig on for her part in the play.



We *put up (something)* we are hanging, e.g. on a wall:

I put up the curtains/put the curtains up in the bedroom.

We *put (something)* in the right place.

Could you put that in the right place - where it belongs?



We *put in work or effort*:

I put in a lot of effort/ put a lot of effort in when I decide to do something.

We *put work/effort/enthusiasm into (something)*:

He put a lot of work into preparing for his exams.



We *put (something) into practice*:

You need to put what you've learnt in class into practice/

put into practice what you've learnt.

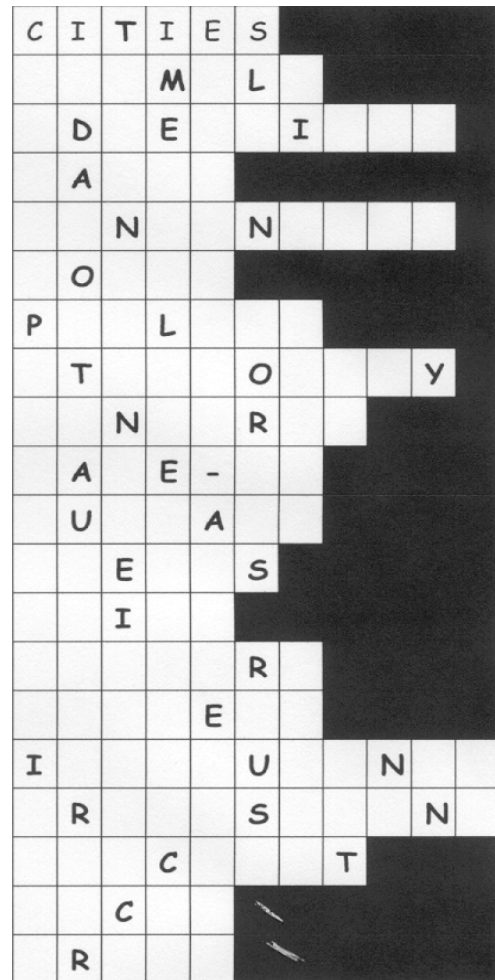
Powell, D. 2005. *Common mistakes at CAE and how to avoid them*. Cambridge: Cambridge University Press.

FUN WITH ENGLISH

No.5 Classifications 1

Write one name to describe each of the following groups of words. Before starting, look at the example.

- 1 New York, Paris, London, Oslo
- 2 whale, bear, hedgehog, chimpanzee
- 3 beautiful, exciting, fat, heavy
- 4 poker, chess, dominoes, mahjong
- 5 Australia, Asia, Africa, Europe
- 6 cellar, kitchen, lounge, parlour
- 7 chicken, turkey, duck, goose
- 8 biro, writing paper, ink, pencil
- 9 slip, panties, petticoat, bra
- 10 lipstick, mascara, eye-liner, rouge
- 11 duffel bag, haversack, suitcase, briefcase
- 12 Atlantic, Pacific, Arctic, Indian
- 13 oil tanker, schooner, liner, trawler
- 14 azure, violet, indigo, orange
- 15 F, P, R, W
- 16 microscope, compass, sextant, spectroscope
- 17 law, medicine, teaching, the church
- 18 glider, airliner, helicopter, balloon
- 19 Polynesian, Papuan, Indian, Nordic
- 20 penicillin, morphine, quinine, codeine



Answer no.4

- | | |
|---------------|-------------------|
| 1 inhale | 9 insect |
| 2 inanimate | 10 inaudible |
| 3 incorrect | 11 inch |
| 4 inferior | 12 inflate |
| 5 indicate | 13 income |
| 6 innocent | 14 incredible |
| 7 industrious | 15 indestructible |
| 8 infant | |

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