

Kristina Mullamaa e-kursuse "Veebipõhine inglise keel edasijõudnuile II, tase B2 > C1" materjalid, 2010



E-kursuse "Veebipõhine inglise keel edasijõudnuile II, tase B2 > C1" materjalid

Tartu Ülikoolis õpetatava aine FLKE.01.214 "**Veebipõhine inglise keel edasijõudnuile II, tase B2 > C1**" juurde

Aine maht 3 EAP

Kristina Mullamaa (Tartu Ülikool), 2010

A. Harjutused õpimoodulites käsitlevate tekstide sõnavara kinnistamiseks:

1. Module 1. Exercise 1:

The differences between boys and girls in the educational systems

Fill the gaps with words and expressions you find from the text!

1. Scientists point out that (vahe meeste ja naiste saavutusvõime vahel kasvab) **/the gap between male and female achievement is growing/**. 2. Boys will perform the way you expect them to do, says the latest (“kogupauk”, argumendina kasutatavate koondarvamuste hulk) **/salvo/** in the (sugudevahelises võistluses) **/battle of sexes/**. 3. The British Educational Research Association has demonstrated that if you tell the teachers and the class that the boys will generally perform worse in tests then-- (ennäe imet) **/lo and behold/** they will do just that. 4. This is in tune with the well-known US 1968 *Pygmalion in the Classroom* study which demonstrates that if you (jagad õpilased juhuslikult kahte rühma) **/if you split pupils randomly into two groups/** labelled “improving and “not the improving”, the “improving” group will improve and the other one will not. 5. This is something also teachers who may be eager to label students in Estonia should always consider: to ensure that pupils (annavad endast parima) **/perform to the best of their ability/** it is sometimes enough to tell them that they *can* achieve. 6. However, it’s not always as simple as that, and the issue has (jälitama; kannul püsima) **/dogged/** educationalists for years. 7. It is worth (järele mõtlema) **/pondering/** whether there is (dilemma, mida lahendada) **/a dilemma to be solved/**. 8. Gender stereotyping is the most (sage; üldine; levinud) **/rife /** in the take-up of new diplomas. 9. (innukad, hoolsad) **/studious/** pupils like Hermione in Harry Potter films (kihutavad edasi) **/steam ahead/** also at university level. 10. Boys, however, can (parimaks osutuma) **/come up trumps/** when they believe that education is about to become serious. 11. This approach (sai julgust) **/took heart from/** this year’s analysis of independent schools.

Module 1. Exercise 2

Paraphrase using words and expressions from the text!

(NB! some vocabulary items may have occurred also in Exercise 1 of this Module)!

The first letter of the word is given to make it easier for you; nevertheless, please enter the whole word; including the first letter! 😊

1. when several guns are fired during a battle or part of a ceremony; the statement that you use to win the argument – s..... **/salvo/**
2. the rate at which people accept something that is offered to them –t.....**/take-up/**
3. the educationalist standards *guardian, protector* - the educationalist standards w..... **/watch-dog/**
4. to appeal to the least sophisticated parts of an audience in order to obtain maximum approval – to play to the g..... **/gallery/**

2. Module 2. Exercise 1

Marriage – a changing institution?

Paraphrase using words and expressions from the text!

(NB! some vocabulary items may have occurred also in Exercise 1 of this Module)!

The first letter of the word is given to make it easier for you; nevertheless, please enter the whole word; including the first letter!☺

1. Many a marriage has turned out to be a great (läbikukkumine) **/bust/**. 2. The marriage of Catherine Middleton and Prince Williams will be a (võrdsete abielu) **/a marriage of equals/**. 3. The new couple reflect the changes in the institution of marriage that have been (“lainena liikuma” läbi läänemaailma) **/rippling throughout the Western world/** in the last decade. 4. The most (põhjalik, sügav) **/profound/** is the marriage differential that has opened between the rich and the poor. 5. A **modern** marriage may become (oma aja äraelanud, liiasus) **/obsolete/**. 6. There may be those who (vaidlema, ebaolulise üle tülitsema) **/bicker/** like spouses, there may be relationships that (ebaõnnestuvad kõigi jaoks ootamatult) **/unpredictably falter/**. 7. Nevertheless, Americans still (austama, kõrge au sees pidama) **/venerate/** marriage. 8. They spend (rikkalik) **/copious/** amounts of ink and money being anxious about marriage. 9. (teistmoodi osadeks jaotamine) **/Reapporting/** of household labour is a significant issue, and many of the married need (väle, osav, nobe) **/deft/** negotiation skills.

Module 2. Exercise 2

Paraphrase.

Paraphrase using words and expressions from the text!

(NB! some vocabulary items may have occurred also in Exercise 1 of this Module)!

The first letter of the word is given to make it easier for you; nevertheless, please enter the whole word; including the first letter!☺

1. Not to be able to continue operating – to go b... **/bust/**
2. Something or someone that is or looks stupid – d... **/dorky/**
3. To argue, especially about something very unimportant – to b... **/bicker/**
4. to stick to sb; to continue to think a method, a person, etc. is true or valuable even if it seems unlikely – / to c..... unto **/cleave/**
5. produced or minted very recently – newly m..... **/minted/**

Module 3. Exercise 1

Egypt

Fill the gaps with words and expressions you find from the text!

1. Although Estonians often choose Egypt as a destination for spending their vacation, not many delve deep into the realities of everyday-life, politics and the current (valimisvõitlus;

valimiskampaania) **/election rally/**. 2. But (agitaatorlikud;- valimiskõned) **/stump speeches/** are made, and some of these (valeks tunnistama) **/belie/** the (kohtumise salajase iseloomu) **/the clandestine nature of the meeting/**. 3. Women (mähitud lopsakasse pearätti) **/draped in voluminous headscarf/** fight for maternity leaves for working mothers. 4. Not all parties are allowed to exist legally in this (arenev, "verisulis" demokraatia). **/fledgling democratic system/ fledgling democracy/**. 5. Thus, to exist, some political groupings have resorted to a (läbipaistev ettekääne; kõrvalepuige; reaalsuse maskeerimine) **/transparent subterfuge/** of being "independent". 6. The Brotherhood has **accused** the ruling party of being (onupojapolitikat arendav) **/nepotistic/**. 7. There has also been a recent government (allasurumine; äkkrünnak; otsustav rünnak) **/crackdown on/** several media outlets. 8. This is an attempt to (tõkestama, takistama) **/stem/** criticism of the ruling party.

Translate!

Translate using words and expressions from the text!

The first letter of the word is given to make it easier for you; nevertheless, please enter the whole word; including the first letter!☺

1. ajaliselt planeerima (*kampaaniat jne.*) – to be s.....**/slated for/**
2. püsivus, sihikindlus, visadus – p.....**/perseverance/**
3. visa, jonnakas, kangekaelne – d.....**/dogged/**
4. viirastus, kummitus; kangastuv oht – s.....**/spectre of; bogeyman of/**
5. hirmu ülesse kütma; hirmu sisendama – s.....**/stoke fear/**

Module 4. Exercise 1

Top Schools vs Low-Performing Students?

Fill the gaps.

1. During her first year at the (prestiižikas) **/prestigious/** High School the (kuueteistaastane esimese kursuse õpilane) **/16-year old freshman/** had (kogunud erinevaid distsiplinaarkaristusi; - järeltõid) **/racked up several disciplinary suspensions/**.
 2. She (ootas, eeldas taas ühte noomitust) **/anticipated another reprimand/**. 3. When she wanted to (end taas õpilaste nimekirja kanda) **/tried to re-enroll/** next September, she (sai eitava vastuse) **/was turned away/**. 4. Jasmine's mother (kavatses asjaoludest teavitada) **/intended to refer the matter to/** the National Association for the Advancement of Coloured People. 5. During Anderson's (ametiaeg) **/tenure/** tactics that (nimetasid väljalangejaid) **/listed drop-outs/** as out-of-state transfers became common. 6. Anderson (ei vastanud intervjuu andmise palvetele ning eitas kõiki võimalikke eksimusi e-mailis) **/did not respond to requests for an interview and denied any wrongdoing in an e-mail/**. 7. Moreover, he now (juhib koolist väljalangemise takistamise programmi) **/heads a dropout prevention programme/**. 8. That's an ironic choice, especially if all (süüdistused osutuvad õigeteks) **/allegations prove to be correct/**. 9. Like many (kõrge tasemega koolid/ koolid, millele läheb väga hästi) **/high-flying schools/**, Myers Park has been under (suurenev surve)

vähendada vahet saavutustasemes) **/increasing pressure to close the achievement gap/** between rich and poor students. 10. There are pressures to keep scores uniformly high in (meie praeguses ajas, kus koolide vastutus on suur) **/in our/ the/ current era of school accountability/**. 11. (riigieksamite tulemused avaldatakse alati uudistes) **/state test scores are routinely published in news accounts/** and have a considerable influence on local property values. 12. some schools (näitavad kunstlikult oma saavutusi suurematena) **/artificially inflate their achievement data/**. 13. Whether (ebatäpsed andmed annavad tunnistust regulaarsest pettusest või lohakalt läbiviidud aruandlusest) **/whether the inaccurate records reflect a pattern of deception or sloppy paperwork/** remains to be seen.

Module 5. Exercise 1

How no-frills airlines change our ways to travel

1. Fill the gaps!

1. With low-fare flights to small airports across Europe, the (tühistest edvistustest loobunud) **/no-frills/** airlines are changing people's ideas about holidays. 2. This (sunnib, paneb) **/makes; is making/** people to (sõandma minna tundmatule territooriumile) **/venture into unknown territories/**. 3. So even if some passengers may (olema rõõpast välja viidud) **/be disconcerted/** to discover that the flight took them to a remote place, (on nende lendude veetus nüüd vastupandamatu) **/the allure of the flights is irresistible/**. 4. The public appetite seems to be (täitmatu) **/insatiable/**. 5.,6. (odavlennufirmad 2x) **/no-frills airlines, low fares airlines/** are concentrating on the more (traditsioonilised sihtkohad) **/traditional hotspots/**. 7. Their attentions are proving a (heategu, õnnistus) **/boon/**. 8. People are prepared to pay a (kopsakas hind) **/hefty price/**. 9. (ühe otsa hinnad) **/one way fares/** are starting from EEK600. 10. The **/prime holiday destinations/** (põhilised puhkuse veetmise sihtkohad) have changed. 11. With rock-bottom fares, the low-cost carriers are prompting people to **/rethink their holiday plans/** (oma puhkuse kavasad ümberplaneerima). 12. Passengers may have been (rõõpast välja viidud) **/disconcerted/** to discover their plane has brought them to just a ("maandumis" paik).

2. Translate!

1. sõbralikult võistleva - **/to be vying with/**
2. rõõmsalt kinnihaarama **/ to seize on with glee/**
3. pikk reis **/long haul flights/**
4. kuuekordselt mitmekordistama **/to multiply sixfold/**
5. tsiviilelanikud **/civilians/**
6. mõju oli otsekohene **/ the impact was immediate/**
7. nõrdinuks muutuma **/ to grow indignant/**
8. kohalik arenduskeskus **/a regional development centre/ office/**

B. Täiendavad harjutused idiomatilise sõnavara arendamiseks

Additional materials

Exercises on proverbs and idiomatic expressions

Welcome to check and test your knowledge of British proverbs and idioms!

1. Translate!

1. tasa sõuad, kaugele jõuad – **more haste, less speed**
2. musta pesu teiste ees pesema – **to wash one's dirty linen in public**
3. liiga palju kokkasid rikub leeme – **too many cooks spoil the broth**
4. kui palju inimesi, niipalju ka arvamusi – **many men, many minds**
5. väljast kaunis, seespool alatu; *vrdl.* mesi keelel, sapp südames – **fair without, foul within**
6. hirmul on väledad jalad; *vrdl.* hirmul on suured silmad – **fear has long legs**

2. Match!

1. kiitusest söönuks ei saa – **praise is no pudding**
2. kes poomissurma mõeldud, ei see uppumissurma sure – **he that is born to be hanged shall never be drowned**
3. riided teevad inimese – **the tailor makes the man**
4. ära hoia küünalt vaka all – **hide not your light under a bushel**
5. vaikimine tähendab nõusolekut – **silence gives consent**

3. Translate!

1. No living man all things can – **keegi ei suuda kõike**
2. Everybody's business is nobody's business – **see, mida kõik teevad, jääbki tegemata**
3. Never buy a pig in a poke – **ära osta pörsast kotis**
4. First impressions are half the battle – *vrdl.* **esmamulje otsustab kõik**
5. Ill news come apace – **halvad uudised levivad kiiresti**
6. Where ignorance is bliss it is folly to be wise – *vrdl.* **pimedate hulgas on ka ühesilmaline kuningas**

4. Paraphrase!

1. Some people do this *just for the excitement it gives them* – **for kicks**
2. When you *divide the cost of something equally between you* – you **go halves**
3. to be absent without permission – **to take French leave**
4. to firmly demand or refuse something; to make clear that one is not to joke with – **to put one's foot down**
5. he is very different from his brother, they don't have anything in common – **they are like chalk and cheese**

C. Autoriartiklid e-õppe ja kaasaegse keeleõppe põhimõtetest

1. Artikkel toetava e-õppe positiivsetest külgedest:

http://www.pixel-online.net/ICT4LL2009/common/download/Proceedings_pdf/Kristina_Mullamaa.pdf

2. Artikkel eetikast keeleõppes:

<http://www.hltmaq.co.uk/jun09/sart01.htm>

3. Artikkel 100% veebipõhiste kursustele üleminekust keeleõppes:

<http://ojs.academypublisher.com/index.php/jltr/article/view/0105531539/2155>

D. Tööjuhendid ning töömeetodite kirjeldused:

Kristina Mullamaa

Guidelines for carrying out On-line discussions in e-learning

A. What is a “Discussion” in the format of this e-learning course and how to make the most of it

*** What do we mean by a “Discussion” during this course?**

All the Learning Modules include a “Discussions” section.

*** What are you expected to do in this section?**

These are areas where you can share your thoughts with your group-mates, exchange additional information on the topic, present your views that may coincide with those of the author, or not. Lead the discussion further resorting to your knowledge from your main field of specialisation, travelling abroad, scholarship and reading experiences, and experiences of/ views on life.

*** What is the goal of the “Discussion” sections?**

The primary goal is to enable students analyse the information and subject matter discussed in the article in a meaningful and reflexive way.

This means that in addition to the contents of the article, you are expected to expand and draw on your knowledge of the world and related issues.

*** How to participate in the “Discussion”**

A pro-active approach which enables you to contribute and be part of creating a body of knowledge and spectrum of attitudes and feelings is to be preferred over the passive “liked the article”, “didn’t like it” one. These statements are OK, but do not forget to give your reasons. And to discuss the issue beyond the limits of the article.

If you are also supportive and out-going in exchanging your views with your group-mates, in addition to new knowledge and exciting discussions, friendships and academic cooperation can grow out of our discussions☺.

Good luck in this!

Kristina

B. Additional questions for pondering upon and possibly, resorting to in your discussions

You are always most welcome to go ahead with discussing the impulses the article/ topic may have given rise to. Your first-hand ideas are always to be preferred over the “teacher suggested” ones.

However, as some students have expressed a wish to have some support on “how to do this”, below some ideas on how to, possibly, “get started”.

1. Module 1. Education in Britain The differences in the learning styles of boys and girls Changing Education Systems

1. Do you think the scientific data on the specifics of boys’ and girls’ learning styles has been taken into account in designing the Estonian school programme?
2. There have recently been several conferences aiming at making the Estonian school system more child-friendly, cf. e.g.:

<http://rakvere2009.e-uni.ee/index.php?n=et&do=19>

<http://www.eetikakeskus.ut.ee/883112>

<http://primus.archimedes.ee/kutse-konverentsile-kas-opetamine-kunst-voi-teadus%E2%80%9D>

- Do you think the knowledge gathered in these has resonated sufficiently in the society?
- Has it reached the parents, teachers, the school leadership, the ministry of education?
- When and how do you predict the changes might happen?

2. Module 2. Marriage – A Changing Institution/Royal Marriages

The text of the week provides you with an option to discuss on two topics:

1. The changing institution of marriage, and
2. Royal weddings; the royalties in Europe – do we need them?

Thus some areas to ponder upon and possibly discuss may be inspired by the following:

The impulse for writing on the issue for the journalist was the announcement of the royal engagement in Britain. The marriage takes place in spring 2010. In summer 2009 we witnessed the Swedish royal wedding.

Making it a bit more black and white: The critics of the royal weddings point to the economic side of these undertakings, and they claim the ceremonies are undertaken merely to boost the economy of the country. The proponents believe “people need a fairytale” in the precarious aftermath of the global economic decline. The prince and the princess, the “yours forever”, beautiful young couples in picturesque settings, symbols of hope, trust and love.

* What is your opinion on the issue – do we need royalties? Cf. also:

http://www.time.com/time/europe/magazine/2002/0603/monarchy/index_1.html

* What is the importance of preserving the old traditions for a common man in the street, the tourism industry, the image of a country?

* How about marriage: Is there something we need in these old values, something worth preserving?

* Is there something that you believe should be changed in this institution, and if so – how?

* If you compare other cultures and countries where you have lived (or have a closer contact with/ understanding of) – where would you place Estonia concerning the attitudes towards marriage, the equality between men and women; the action taken if something proves wrong? (Substantiate with data/ statistics if possible; subjective views (polite, politically correct) are welcome as well).

3. Module 3. Egypt.

Different religions, values, accepting differences, knowledge of different cultures. Safety in tourism.

The specific article focuses on the situation in one specific country. But it offers the possibility to discuss on a whole area of related issues: The modern global situations, the people's tendency to describe the world as "us and them", religions, values, accepting differences, knowledge of different cultures, safety in tourism.

Although it is sometimes jokingly said that "almost every Estonian has been to Egypt", I suspect that it is not each and everyone of them who knows about the political situation of the country. Often not even the everyday life of the country. For example, did you know that – according to the article - a teacher in Egypt earns about 25 dollars a month? How many of the tourists think of this when paying out the same amount of cash (or more) for their next water-pipe or glittering belly-dancing belt? Or should they?

Should tourism agencies warn people more about the past events/ potential hazards in some of the popular destinations?

http://en.wikipedia.org/wiki/Luxor_massacre

http://en.wikipedia.org/wiki/July_23,_2005_Sharm_el-Sheikh_attacks

<http://www.postimees.ee/?id=350915>

<http://www.guardian.co.uk/world/2010/dec/05/tourist-killed-sharm-shark-attack>

In addition to these issues, you are welcome to discuss and analyse the topic of religion, values, stereotypes, and beyond.

4. Module 4. Education: Top Performing Schools vs. Low Performing Students?

The text discusses a phenomenon in America that we have seen discussed as existing also in many articles on elitist schools and in connection with national exams in Estonia. The possible areas to think about include:

In your view, are there some similar problems in Estonia? If so, how does this reflect the general attitudes in the society that focus on results, being hard-working, always achieving more?

All the qualities mentioned above are in their essence positive and worth striving for. However, can there be a problem with "overdoing it". Who are the (potential) victims of the success-based society?

How and why could an equilibrium be achieved? Would we need it? Why (why not?).

5. Module 5. Alternative Vacation Plans?

To wind up the course, I have chosen a topic related to tourism and travelling. This time, the focus is on the growing abundance of possibilities to travel and experience the world. You are welcome to discuss the pros and cons of the cheaper options to travel, the no-frills airlines and the impact on local economies.

As always, you are welcome to bring in the "big picture" with statistics and relevant references. Your personal views and standpoints are also most appreciated.

6. Module 6. Students choose the topic!

This time, the floor is yours!

Please choose and decide on a meaningful topic for you.

Discuss and share!

Kristina Mullamaa
Advanced English II

Guidelines for students

Writing summaries – why?

A summary can be written for written and oral texts of varying length and different degrees of formality. In this particular instance, you have the chance to practise writing a summary of an e-mail discussion on a given topic.

Where can we use summaries of on-line discussions?

When could one use these skills in real life? First, it is very ordinary in the academic world today that many courses have “moved” on-line, or at least partly on line. A necessary characteristic for a good course is for it to enable some interaction and student feedback. And, in cases this is done in the form of on-line discussions, it is often customary to ask for one of the participants to summarise it at the end. Be it then for the professor who will give his response, the other discussion group, or just for archiving purposes.

The second instance you may need writing summaries of on-line discussions during your academic career is during international academic discussions with your friends and colleagues all across the globe. This may-be used just for a brief sum-up to mark a stage in the discussion; for colleagues joining you later, just for organising one’s thoughts in a group discussion. But depending on the depth and quality of the discussions, with all fair references to the participants, and after having asked for their consent, these can also be referred to in your analysis, publications and conference reports.

Last but not least, the skills, identical with what you resort to in writing summaries, can be useful in your work at whichever position you may have chosen. Top-leaders run discussions, be it the academic, commercial or state sectors, and good skills of analysing and summing up the *status quo* are always a necessary requisition for analysing the situation, making the right decisions, and moving on.

Kristina Mullamaa
Guidelines for students

How to write a summary?

What kind of a summary shall we write?

A summary can be written for written and oral texts of varying length and different degrees of formality. In this particular instance, you have the chance to practise writing a summary of an e-mail discussion on a given topic.

How to write summaries of on-line discussions?

Some basic guidelines

As in all academic work in the Anglo-American culture (the rules of which we usually have to follow when writing in English), clarity, simplicity and structure are vital.

In our discussions we use the academic style, but often allow ourselves to be more colloquial. In the summary, however, the more formal style: neutral, concise, yet friendly and outgoing – is to be preferred.

The basic procedures to follow when writing a summary of an e-mail discussion can be summed up as follows:

1. Read through the posts, take notes of interesting or different ideas/ posing of questions. Do not forget to add who is the author of these ideas!
2. Decide on the structure of the summary. Compose it.
3. Is the main idea clearly pointed out?
4. Is the structure logical and easy to follow?
5. Carefully reread your text.

You may wish to use the following checklist:

- * Have you mentioned the different ideas by different authors?
- * Is the summary comprehensive?
- * Have authors of important ideas been mentioned?
- * Is the structure clear and simple?
- * Is the style neutral, fair?
- * Language, punctuation, spelling, idioms, grammar.

Additional advice and some more specific guidelines can be found in a number of web-based resources, including e.g.:

<http://www.enotes.com/topics/how-write-summary>

<http://www.columbia.edu/cu/ssw/write/handouts/summary.html>

<http://writing.colostate.edu/guides/documents/standsum/>

http://homepage.smc.edu/reading_lab/writing_a_summary.htm

Good luck!