

The Study and Production of Texts

Lesson 9

Homework for today

- P. 51. Read the text again and compile a lexical net for ‘University’
- Underline words, phrases and expressions in the text that link information and lend it cohesion.
- Revise new vocabulary from p. 51.
- P. 38. Revise points 1-9.
- P. 60, ex. 1

p. 60: Cohesion

Malnutrition is an underlying cause of the death of 2.6 million children each year – one third of the global total of children’s deaths. **What is more**, one in four of the world’s children are stunted **and** in developing countries this figure is as high as one in three. That means their body and brain have failed to develop properly because of malnutrition. **Although** 80% of stunted children live in just twenty countries, 48% of children in India are stunted. Global progress on stunting has been extremely low. In fact, the proportion of children who are stunted fell from 40% in 1990 to 27% in 2010 – an average of just 0.6% percentage points per year. In the poorest countries, the poorest children are two times more likely to be chronically malnourished than their richest counterparts. **It is estimated that** 450 million children will be affected by stunting in the next fifteen years if current trends continue. Seven countries are likely to see an increase in numbers of stunted children by 2015. **A case in point is** Nigeria **which** is projected to have 1.6 million additional stunted children and by 2020 Tanzania is projected to have 450,000 extra stunted children. Adults who were malnourished as children earn at least 20% less on average than those who weren’t.

Text: Foreign Language Learning, p. 51

Purpose of text

Audience

Presumed knowledge

Framework

Paragraph structure

Cohesion

Lexis

Presumed knowledge

OCR = Oxford, Cambridge and RSA (Royal Society of Arts) Examinations Board

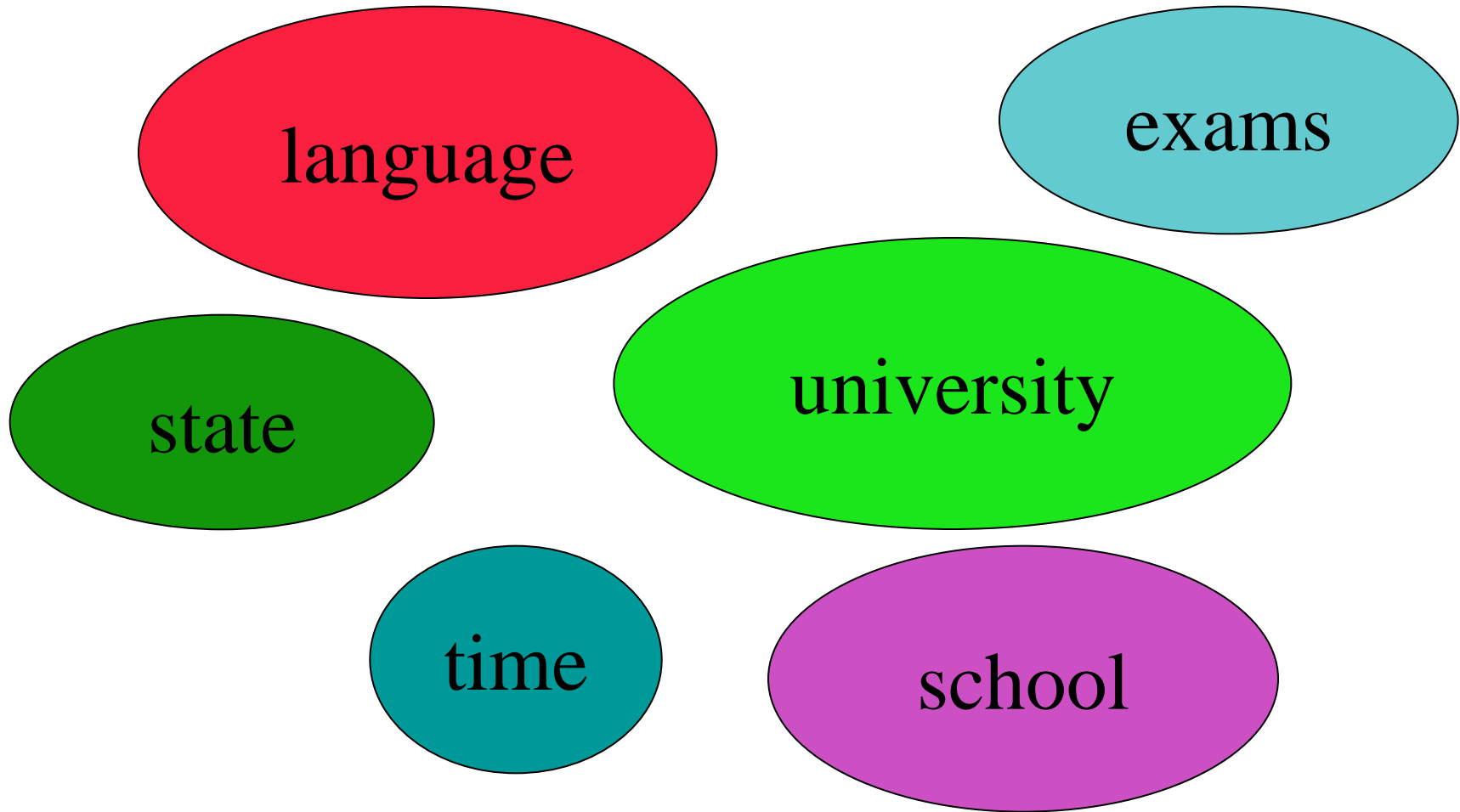
GCSEs = General Certificate of Secondary Education

A-levels = Advanced level (exams)

Language Trends report = British Council report on language learning in primary and secondary schools in England

Ebacc = English Baccalaureate

Lexical Nets



Lexis: language

modern languages (1)

modern foreign language degree courses (2)

French (4, 11, 13)

German (4, 11, 13)

Spanish (4, 11)

Language Trends report (4)

language entries (5)

languages (6, 11, 16)

language (6, 9, 14, 18, 19, 23)

Lexis: language

University language courses (9)

Russian, Chinese, Arabic (10)

teaching of languages (7)

subjects (8)

language experience (18)

traditional joint honours language courses (18)

language departments (23)

Routes into Languages campaign (24)

tertiary language learning (25)

modern language degree courses (26)

State

decline

fell

stabilised

declining

viable

alive

Time

2007-08

2013-14

last year

this month

latest

annual

Universities

Universities UK universities

modern foreign language degree courses

academics

universities

departments

Exams

OCR exam board

GCSEs

A-levels

GCSE

A-level

Ebacc

five core GCSEs

School

numbers

numbers

schools

pupils

school

The story of the **decline** of **modern languages** in **UK universities** is by now familiar: the **numbers** taking **modern foreign language degree courses** fell 16% between **2007-08** and **2013-14**. Although the **numbers stabilised last year, this month**, the **OCR exam board** announced it is to discontinue **GCSEs** and **A-levels** in **French, German** and **Spanish**. The **latest annual Language Trends report**, meanwhile, found **schools** are not preparing for more **GCSE** or **A-level language entries** despite the new **Ebacc** – intended to see 90% of **pupils** take a suite of **five core GCSEs** including a **language by 2020**. With the **teaching of languages** in **school declining**, **academics** are asking themselves what **universities** can do to keep **departments viable** and the **subjects alive**.

Lexis: state and time

decline (1)	2007-08 (2)
fell (2)	2013-14 (2)
stabilised (3)	last year (3)
declining (7)	this month (3)
viable (7)	latest (4)
alive (8)	annual (4)
expansion (22)	by 2020 (6)
gap (22)	now (11)
initiatives (24)	this year (13)
positive outcome (25)	

Lexis: school and exams

numbers (1)

numbers (2)

schools (4)

pupils (5, 22)

school (6)

OCR exam board (3)

GCSEs (3, 5, 6, 23)

A-levels (3, 5, 18)

Ebacc (5)

Lexis: university

UK universities (1)

modern foreign language degree courses (2)

academics (7)

universities (7, 12, 25)

departments (7)

University language courses (9)

students (9, 15, 16, 19)

ab initio courses (10, 22)

courses (12)

Lexis: university

minor degree subject (14)

university (17)

joint honours language courses (18)

minor courses (18)

minor (19)

joint honours (20)

language departments (23)

Routes into Languages Campaign (24)

tertiary language learning (25)

modern language degree courses (26)

Paragraphs: connecting and developing ideas

Para. 1, L. 7: [...] *academics are asking themselves what universities can do to keep departments viable and the subjects alive.*

Para. 2, L. 1: *University language courses are in fact changing,*

Para. 2, L. 13: *Manchester has introduced French for beginners,*

Para. 3, L. 1: *The new Manchester programme,*

Para 3, L. 18: *the minor courses require no prior language experience.*

Para. 4, L. 1: *Jocelyn Wyburd [...] sees the expansion of ab initio courses*

Paragraph writing

- You are going to write a hypothetical fifth paragraph for the text on p. 51.
- First read the last sentence of paragraph 4.
- What information should paragraph 5 develop?
- The information naturally leads to a fifth paragraph explaining exactly what universities are doing to encourage students to study languages.

Paragraph writing

Your paragraph must begin with the following:

The University of Florence is a case in point.

How does this opening sentence help you as regards the content of paragraph 5?

Remember ...

Phase 1

Planning

- brainstorm ideas
- organise
- work on lexis

Phase 2

Production

- write
- proofread

Paragraph writing

Work with a partner and **brainstorm vocabulary and ideas** that you can use in your new paragraph.

- What languages can you study at unifi?
- Are there courses for beginners?
- Can students study more than one language?
- Is there a Language Learning Centre?
- Do students have the possibility to study abroad as part of their course?
- Are there joint degree courses?
- Can you see any similarities to Manchester and Oxford?

Paragraph writing

- Now write a paragraph of 120 words where you explain the opportunities that Florence University provides for studying languages.
- Remember the first sentence of the paragraph begins with *The University of Florence is a case in point.*

Example Paragraph

The University of Florence is a case in point. Its Modern Languages Department offers a variety of degree courses in languages that students can begin from scratch. Three such examples are Chinese, Russian and Arabic. Along with the other *ab initio* language courses, these languages are very popular with undergraduates.

One of the reasons for the high number of enrolments is that the students are aware that the opportunity to begin a new language can potentially lead to new experiences outside the university and, after graduation, to greater employment possibilities.

Florence University is keen to promote its *ab initio* courses, thereby recognising the importance of modern languages and meeting students' needs. Along with Manchester and Oxford, it hopes to reverse the current decline in language learning.

Cohesion

The University of Florence is a case in point. Its Modern Languages Department offers a variety of degree courses in languages that students can begin from scratch. Three such examples are Chinese, Russian and Arabic. Along with the other *ab initio* language courses, these languages are very popular with undergraduates. One of the reasons for the high number of enrolments is that the students are aware that the opportunity to begin a new language can potentially lead to new experiences outside the university and, after graduation, to greater employment possibilities. Florence University is keen to promote its *ab initio* courses, thereby recognising the importance of modern languages and meeting students' needs. Along with Manchester and Oxford, it hopes to reverse the current decline in language learning.

The Writing Test

Thursday 13th December

AULA MAGNA (PB)

90 minutes

No dictionaries

3 questions

Qs 1, 2: purpose / structure / cohesion /
lexis / connectors

Q. 3 write a paragraph (120 words)

The REAL Grammar Test!

ONLY for students who scored over 60%
in the Week 1 Mock Test

Thursday 10th January

Enrolment on Lingua inglese 1 page on Moodle.

Homework

Revise *ALL* the work from
lesson 5 onwards.

Revise grammar and vocabulary.