

Week 6

Last week's phrasal verbs - what do you remember?

to look forward to

to take up

to run out of

to look up

to get over something

to pick up – to drop off

to pick on = tease/bully

Tell me two things that...

1... people look forward to

2... a person having a mid-life crisis might take up

3... that is very hard to get over

4... a teenager does to let their parents down

5... the supermarket might run out of at christmas

6... you would use to look something up

This week...

carry on cut down put off - delay

take in turn down - decline turn up

Choose your task

1) give a one word synonym for each phrasal verb

OR

2) explain its meaning using as many words as necessary





RP

More last week

Abstracts

Peer check

grammar

spelling

content

1. How long is the abstract? [Generally it should be 200 words minimum, 350 maximum] Does it have paragraphs? [No more than 2]

How much information does the abstract give about		Suggested number of words (for a 300 word abstract)
Other people's work and the focus of previous research literature?		No more than 50-60 words
What is distinctive to your own position or intellectual approach?		At least 50 words
Your methods or data sources/datasets?		From 50 words minimum to 150 maximum
Your bottom-line findings (i.e. what 'new facts' have you found? Or what key conclusions do you draw?		As many words as possible within your limit
The value-added or originality of your work within this field?		At least 30 to 50 words

2. Does the abstract systematically follow the sequence of elements in 2 to 6 above? [good] Or does it have some other sequence? [bad] Is the progression of ideas clear and connected?

Also last week

We started to discuss **social exclusion**. What does **social exclusion** mean?

People can be excluded for any number of reasons. Each of you should give me one reason. **unusual behaviour, appearance, skin colour, political affiliation, age, religion, homelessness, disabled**

Why might governments be concerned about those that are excluded?

The teenage perspective

Watch the video and make notes on the following:

(<https://www.youtube.com/watch?v=OMbYEyBeSsU>)

How is the word exclusive perceived?

Positively – exclusive offer/club/hotel

What was the positive thing about her experience?

Interacted with many people from different backgrounds

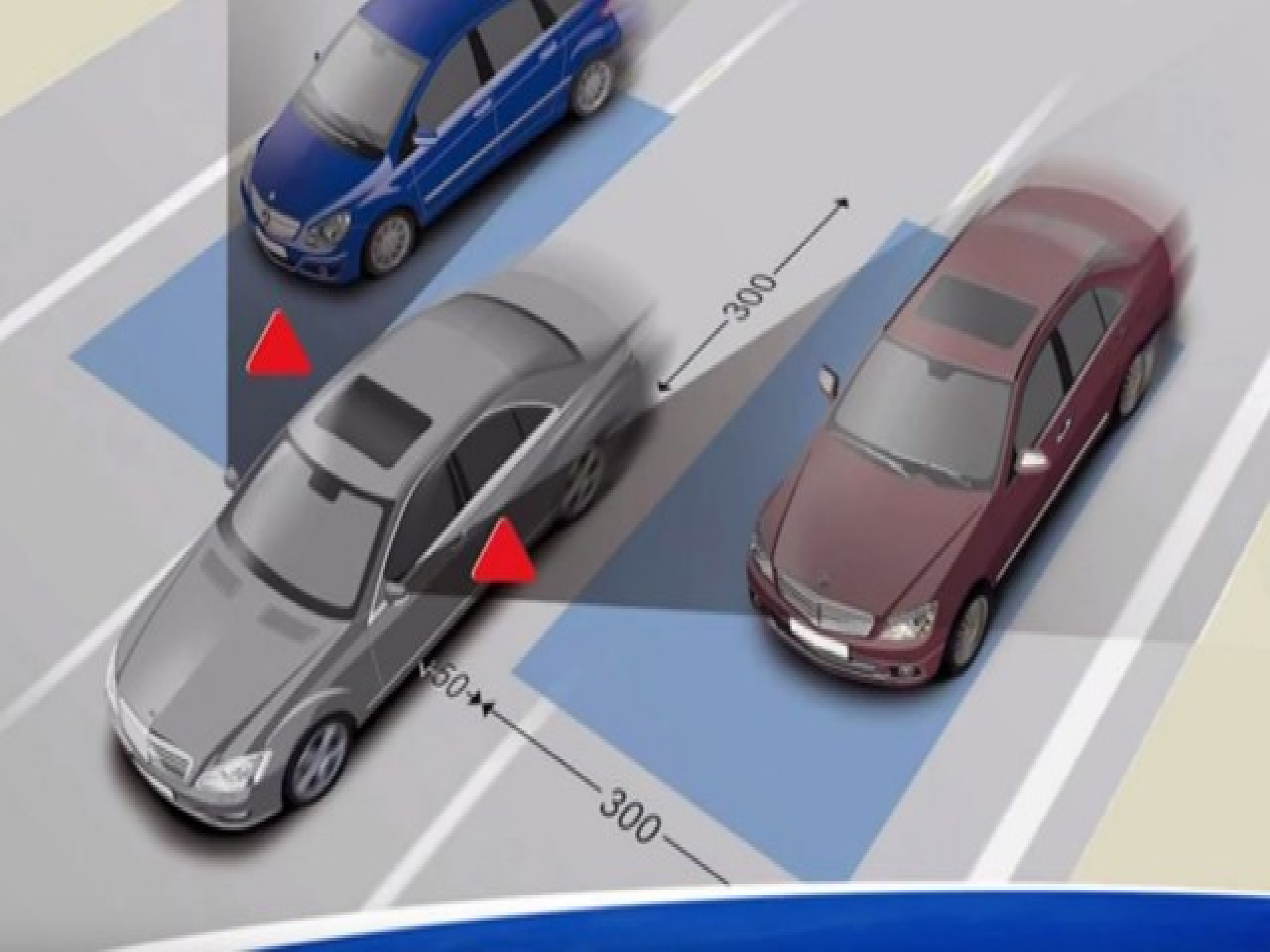
What advice does she give those that feel excluded?

Talk to / talk about (something) to (someone) / confide in –
confidential

What's your opinion of the video?

Not my cup of tea

How does the image on the next slide relate to social exclusion?



Watch and listen. Make notes on the following:

1. What are the features that make people different?

DNA, different experiences, fingerprints, iris

2. What could and should be flat and smooth?

The path to inclusion

3. The neural pathways that we use are the same for ourselves and for who? In the group

4. What is the presenter's image of a competent pilot?

(<https://www.youtube.com/watch?v=zdV8OpXhl2g>) to 4m23

(<https://www.youtube.com/watch?v=YPkKEttKlQU>) Monkey Dust

Can I play too?

<https://www.youtube.com/watch?v=wKUTyGoAg8c>

Homework

Academic Writing - Task 3 (A - E)

Next lesson we'll begin with prepositional phrases. If you have time, look over the prepositional phrases work sheet.