



**ENGLISH FOR ACADEMIC PURPOSES:**

**-A PRACTICAL GUIDE FOR FIRST-YEAR  
UNIVERSITY STUDENTS**

PRIME IDENTITY

HOUSE



**Mohammad Ali Yafi**

# English for Academic Purposes: A Practical Guide for First-Year University Students

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A Practical Guide for First-Year University Students**

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## PREFACE

The current textbook, English for Academic Purposes, is tailored to address the linguistic requirements of first-year university students from many academic fields. In today's globalized academic environment, students are expected to be able to read, write, communicate, and listen well in academic settings as well as have a good command of English in general. Academic communication necessitates precision, clarity, formality, and compliance with established rules of language, in contrast to casual discussion. This book meets those needs by systematically teaching students the important academic language skills they need to do well in college. The textbook tries to connect what you know about general English with what you need to know for academic communication by focusing on real-life scenarios and language challenges. It is also meant to be easy for students from many different professions, like business, engineering, education, law, and the sciences, to utilize, so it may be used in many different ways.

The way this book is put together shows how language skills build on each other from chapter to chapter in a carefully planned way. Students start with a broad introduction to English for Academic Purposes and then learn about important parts like

building vocabulary, reading academic texts, summarizing, paraphrasing, and writing academic paragraphs. The middle chapters help students learn how to write larger papers, take good notes in class, participate in class discussions, and improve their oral presenting skills. In the later chapters, there is a lot of focus on academic honesty, how to utilize sources correctly, and how to communicate professionally with other academics by email and letter. At the end of each chapter, there are useful mini-tasks and activities that let students put what they've learned into practice right away in real-life academic situations. This cumulative method makes sure that students not only study theoretical knowledge but also practice using academic English in situations they would face during their time at university.

The textbook features a teaching methodology that values clarity, accessibility, and usefulness. Every chapter has the same format, which helps pupils feel comfortable and at ease, which lowers their nervousness and boosts their confidence in using the language. Clear explanations and plenty of examples that are closely related to the students' academic experiences show key language functions and phrases. The book also includes chances for self-reflection, peer debate, and group learning, which are all important parts of current language teaching. The textbook is in line with modern teaching methods that help students not only

do well in their classes but also get along well with others in academic settings. It does this by encouraging active participation, critical thinking, and self-directed learning. Also, teachers can quickly change the contents to fit group work, individual study, or classroom instruction.

I made sure that the content of this textbook matches the real-life communication needs that students would have at university. Many first-year students, especially those who don't speak English as their first language, have trouble understanding assignment instructions, taking part in class discussions, writing academic reports, and utilizing proper citation methods. This book helps with these problems by breaking down difficult abilities into smaller, easier-to-understand steps that build on each other. Students can use sample dialogues, model texts, and guided exercises to help them learn how to use academic English with confidence. Also, the themes and examples used are based on genuine academic scenarios, which makes sure that each lesson is useful and can be used right away.

Many dedicated people helped, encouraged, and gave their thoughts on this textbook, which would not have been possible without them. I am very thankful to my coworkers, mentors, and students who gave me helpful input while I was writing. Their helpful recommendations, expertise in the

classroom, and real-world observations have helped us choose themes, organize resources, and build exercises. I also like to thank the academic sources, textbooks, and reference materials that helped me write this work. Finally, I want to thank all of the teachers and students who will use this textbook in their teaching and learning.

I hope that this textbook will be useful to students not just while they are taking the course, but also as a long-term academic resource when they continue their studies at university. Learning English for Academic Purposes is a long-term process that goes beyond the first year of study. It is very important for students' academic and professional success. The skills taught in this book will help students build a strong basis for lifetime academic growth as they read academic books, take part in scholarly discussions, and write research-based papers. I urge everyone who reads this to be curious, dedicated, and willing to keep getting better as they learn. I hope this book helps you in your academic journey in a meaningful way.

Mohammad Ali Yafi

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# Chapter I

## Welcome to English for Academic Purposes

### Learning Outcome (Sub-CPMK):

Students understand the basic concept of English for Academic Purposes (EAP) and its importance for university studies.

### Indicators:

- Explain the meaning of EAP.
- Identify the differences between EAP and General English.
- Mention the main skills involved in EAP.

### A. Material

#### 1. What is English for Academic Purposes

When you study at university, you are entering a new world of academic communication. You will read textbooks, listen to lectures, write essays, give presentations, and discuss topics with your classmates. English for Academic Purposes (EAP) is a type of English that helps you succeed in all these academic activities.

English for Academic Purposes (EAP) refers to the study and practice of English specifically used in academic settings. Students entering university encounter situations that demand specialized language skills beyond everyday conversation. EAP focuses on helping students understand and produce language used in lectures, textbooks, essays, reports, and academic discussions. Unlike General English, which emphasizes daily communication, EAP equips students with tools to handle complex academic texts and tasks. According to Jordan (1997), EAP is essential because it directly supports students in achieving academic success across disciplines. This specialized form of English includes not only vocabulary and grammar but also academic conventions, critical thinking, and structured writing necessary for university-level work.

## **2. Why Do We Learn EAP in University?**

At university, you will often face situations like:

- a) Reading textbooks or research articles
- b) Writing assignments, reports, or essays
- c) Giving classroom presentations

- d) Taking notes during lectures
- e) Participating in group discussions
- f) Sending emails to lecturers or academic staff

All of these activities require you to use English in a clear, organized, and formal way. Learning EAP helps you:

- a) Understand academic materials better
- b) Express your ideas clearly in writing and speaking
- c) Avoid plagiarism by using proper citation
- d) Communicate politely and professionally with your lecturers

In many programs, lecturers expect you to write academic reports, research papers, or even your final thesis in English. Therefore, EAP is not only important for passing exams but also for preparing you for real academic challenges. As Hyland (2006) states, "Academic writing and communication are essential skills that must be explicitly taught, particularly for students who use English as a second or foreign language."

### 3. Common Academic Situations for All Majors

You may think that EAP is only for students of English or language programs. This is not true. Every major requires academic communication skills. Let's see some examples:

Major	Example of Academic Tasks
Business	Writing reports, case studies, and business proposals
Engineering	Reading technical papers, writing project reports
Agriculture	Writing research proposals, analyzing data reports
Law	Writing legal arguments, reading court cases
Education	Writing lesson plans, reflecting on teaching practice
Nursing	Writing patient reports, reading research articles
Computer Science	Writing documentation, presenting system designs

As you can see, regardless of your field, you need to read, write, speak, and listen to academic materials. EAP helps you handle these tasks better.

#### **4. Basic Skills You Will Learn in This Course**

This EAP course is designed to introduce you to basic academic English skills. In this textbook, you will study:

- a) **Academic Vocabulary**  
Learn common words used in university settings and practice using them.
- b) **Reading Academic Texts**  
Develop skills to understand textbooks, articles, and assignment instructions.
- c) **Summarizing and Paraphrasing**  
Learn how to restate information in your own words while avoiding plagiarism.
- d) **Writing Paragraphs and Assignments**  
Practice writing simple academic paragraphs and short assignments with correct structure.
- e) **Listening to Lectures**  
Improve your ability to understand spoken academic information and take notes effectively.

f) Participating in Class

Practice how to ask questions, join discussions, and communicate politely in class.

g) Presenting Information

Learn how to plan and deliver simple academic presentations.

h) Using Sources Properly

Understand how to cite sources and write basic reference lists.

i) Writing Emails and Academic Communication

Learn the proper way to write academic emails to lecturers and staff.

## 5. How This Book Works

Each chapter in this book includes:

- a) Material: Explanation, examples, and tips for each topic.
- b) Mini Tasks: Small activities to practice what you have learned.
- c) Exercises: Practice questions and assignments at the end of each chapter.
- d) References: Some readings to help you understand more about the topic.

## 6. Tips for Success in EAP

- a) Be active in class: Don't be afraid to ask questions.
- b) Practice regularly: The more you practice, the better you will get.
- c) Read a lot: Reading academic texts helps you learn new vocabulary and sentence patterns.
- d) Work with your friends: Group study can help you practice discussions.
- e) Ask for feedback: Your lecturer or tutor can help you improve your writing or speaking.

## 7. Mini Task

### Task 1

Look at the situations below. Which ones do you think need EAP skills? Mark (✓) the correct ones.

#### Situation

Talking with your friends in a café

Writing an email to your lecturer

Reading a novel for fun

**Need  
EAP?**

**Situation**

**Need**

**EAP?**

Listening to a lecture about research methods

Writing a final project report

**Task 2**

Discuss with a classmate: Why do you think EAP is important for your study program?

**Incorrect**

**Correct**

**Explanation**

"I gonna submit the assignment."  
."

"I am going to submit the assignment."  
."

Use full academic grammar.

Avoid informal contraction

"Wanna"

"Want to"

s in academic writing.

<b>Incorrect</b>	<b>Correct</b>	<b>Explanation</b>
"Because I like it, so I choose this topic."	"I chose this topic because I like it."	Avoid double conjunction s.

## **B. Exercises**

### **Exercise 1 - Vocabulary**

Match the academic word with its definition.

<b>Word</b>	<b>Definition</b>
Assignment	a. A piece of work given to students
Reference	b. A source of information
Thesis	c. A long essay based on research
Discussion	d. A conversation or debate
Lecture	e. A formal talk given by a teacher

### **Exercise 2 – True or False**

Write T (True) or F (False) for each statement.

- EAP is only useful for English majors.

- b) Paraphrasing means copying exactly from the text.
- c) Taking notes is an important skill in EAP.
- d) Academic writing should avoid slang words.
- e) You do not need to cite sources in academic writing.

### **Exercise 3 – Short Writing**

Write a short paragraph (4-5 sentences) about why you need to study EAP in your study program.

### **Exercise 4 – Group Discussion**

In a small group, discuss:

- a) What academic tasks do you find difficult?
- b) How can EAP help you?

### **Exercise 5 – Email Practice**

Write a simple email to your lecturer to ask for clarification about an assignment. Follow the email format:

Subject	:
---------	---

Greeting	:
Content	:
Closing	:

### Further Reading

Hyland, K. (2006). *English for Academic Purposes: An Advanced Resource Book*. Routledge.

Jordan, R. R. (1997). *English for Academic Purposes: A Guide and Resource Book for Teachers*. Cambridge University Press.

Swales, J. M., & Feak, C. B. (2012). *Academic Writing for Graduate Students: Essential Tasks and Skills*. University of Michigan Press.

## Chapter II

# Useful Academic Vocabulary

### Learning Outcome (Sub-CPMK):

Students are able to recognize and use basic academic vocabulary commonly used in university studies.

### Indicators:

- Identify common academic words.
- Use academic vocabulary in simple sentences.
- Avoid informal words in academic writing.

### A. Material

#### 1. Common Vocabulary Used in University

When you enter university, you will encounter many words that are common in academic settings but may not often appear in daily conversation. These words help you understand lectures, read textbooks, write assignments, and communicate with your lecturers. For example, words like analyze, evaluate, assess, and summarize are commonly used across disciplines. These words are part of the Academic Word List (AWL) developed by Coxhead (2000), a list of 570 word families frequently found in academic texts

across all fields of study. Knowing these words helps you follow instructions, participate in discussions, and complete your tasks effectively. For example, when a lecturer says, "The assignment is due next Monday," you need to understand what "assignment" and "due" mean to respond correctly. Learning common university vocabulary will make your academic life smoother.

## 2. Academic Words for Class Activities

In addition to vocabulary found in written texts, there is a set of academic language used frequently in classroom interactions. Lecturers often use terms such as:

- a) *"Turn to page..."*
- b) *"Let's examine this theory..."*
- c) *"As we discussed earlier..."*
- d) *"Please submit your assignment before..."*
- e) *"Can someone summarize the main point?"*

Students, in turn, are expected to respond using similar academic expressions. For example:

- a) *"In my opinion, the result suggests that..."*

- b) *“I’d like to clarify what the author means...”*
- c) *“Based on the data, I conclude that...”*

Using academic expressions in speaking — even in small group discussions — helps establish clarity and credibility. It also supports students’ development of academic identity and professionalism. Students who practice academic speaking patterns will become more fluent and feel more confident in class discussions, presentations, and consultations with lecturers.

### **3. Vocabulary Building Techniques**

Building your academic vocabulary takes time and consistent effort. One helpful technique is to keep a vocabulary notebook where you write new words, their definitions, example sentences, and word forms. Another technique is to read academic texts regularly, which exposes you to new vocabulary in context. Using flashcards can help you review words and test your memory. Practicing with classmates by quizzing each other can also make learning more enjoyable. Finally, try to use new words in your writing and

speaking assignments. The more you practice using academic words, the more natural they will become.

#### **4. Avoiding Informal Words in Academic Writing**

Academic writing requires a formal tone, which means you should avoid informal words and expressions. Words like "gonna," "wanna," and phrases like "a lot of" or "stuff" should be replaced with more formal alternatives such as "going to," "want to," "many," or "various." Using formal vocabulary shows respect for academic standards and makes your writing clearer and more professional. For example, instead of writing, "There's a lot of stuff to learn," you can write, "There is much material to study." Avoiding informal words will help you produce high-quality academic work that meets university expectations.

#### **5. Mini Task**

##### **Mini Task 1 – Matching Common University**

##### **Vocabulary**

Match the words with their meanings.

<b>Word</b>	<b>Meaning</b>
Assignment	a. A task given to students
Syllabus	b. A document that explains course content
Lecture	c. A formal talk by a professor
Semester	d. A period of academic study
Deadline	e. The last date to submit work

### **Mini Task 2 – Identify Academic Words in Class**

#### **Activities**

Read the sentences and underline the academic words.

- a) Students must analyze the results carefully.
- b) The hypothesis was tested using various methods.
- c) The conclusion summarizes the main findings.
- d) Researchers evaluated the effectiveness of the program.
- e) The methodology section explains the research process.

### **Mini Task 3 – Rewrite Informal Sentences**

Rewrite these sentences using formal academic vocabulary.

- a) I wanna submit my paper.
- b) There's a lot of stuff in this chapter.
- c) The teacher's gonna give us homework.
- d) We gotta finish the project soon.
- e) He didn't do a good job.

#### **Mini Task 4 – Vocabulary Journal**

For each word below, write its definition, one example sentence, and its word forms.

- a) Analyze : .....
- b) Evaluate : .....
- c) Summarize : .....
- d) Hypothesis : .....
- e) Conclusion : .....

#### **Mini Task 5 – Group Discussion**

Discuss these questions with your classmates:

- a) Why is academic vocabulary important for your study program?
- b) How do you usually learn and remember new vocabulary?

c) Which academic words do you find most difficult?

## B. Exercises

### Exercise 1 – Vocabulary Matching

Match the words with their correct definitions.

<b>Word</b>	<b>Meaning</b>
Analyse	a. To explain something in detail
Evaluate	b. To judge the quality of something
Summarize	c. To give a short version of something
Hypothesis	d. A proposed explanation to test
Conclusion	e. A final statement based on evidence

### Exercise 2 – Academic Word Usage

Choose the correct academic word to complete each sentence.

1. The students were asked to \_\_\_\_\_ the author's argument.

- a. write
- b. argue
- c. evaluate

2. This essay will \_\_\_\_\_ the causes of climate change.

- a. discuss
- b. talk about
- c. say

3. The teacher asked the class to \_\_\_\_\_ the two theories.

- a. contrast
- b. compare
- c. confuse

4. Please \_\_\_\_\_ your report by Friday.

- a. submit
- b. send
- c. email

5. The data \_\_\_\_\_ that most students prefer group work.

- a. shows
- b. indicates
- c. says

### Exercise 3 – True or False

Write T (True) or F (False).

- a) Academic vocabulary is used only in English class.
- b) Informal words should be avoided in academic writing.
- c) Flashcards can help you remember new words.
- d) "Gonna" is acceptable in academic writing.
- e) Reading academic texts helps build vocabulary.

### Further Reading

Coxhead, A. (2000). A new academic word list. *TESOL Quarterly*, 34(2), 213–238.

Hyland, K. (2006). *English for Academic Purposes: An Advanced Resource Book*. Routledge.

Schmitt, N., & Schmitt, D. (2020). *Vocabulary in Language Teaching* (2nd ed.). Cambridge University Press.

## Chapter III

# Understanding Course Materials

### Learning Outcome (Sub-CPMK):

Students understand the content of syllabi, assignment instructions, and short academic texts.

### Indicators:

- Read and understand course syllabi.
- Understand assignment instructions.
- Take notes from short academic texts.

### A. Material

#### 1. Reading Syllabi and Course Description

At the start of every semester, students receive course syllabi and descriptions that guide them throughout the course. The syllabus is an essential document that outlines what students will learn, how they will be assessed, and what materials are required. Understanding the syllabus helps students prepare for the entire academic term.

A typical syllabus includes the course title, objectives, weekly topics, grading system, reading lists, and

assignment deadlines. For example, you may see phrases like *“Course Learning Outcomes”*, *“Assessment Criteria”*, or *“Weekly Schedule”*. Students should read these sections carefully to understand what is expected of them.

Many students overlook important details in the syllabus, such as submission deadlines, attendance policies, or required textbooks. Missing this information may cause unnecessary difficulties later in the semester. Therefore, it is important to review the syllabus several times and take notes of key dates and tasks.

When students understand their course syllabus, they are better prepared to manage their time, plan their assignments, and communicate effectively with their lecturers when questions arise.

## **2. Understanding Assignment Instructions**

Assignments are a common part of university study, and understanding the instructions is crucial for

success. Many assignments contain key instruction words that tell you what you are supposed to do.

For example, instructions may use verbs such as:

- a) Describe: Give details or characteristics of something.
- b) Analyze: Examine something in detail and explain it.
- c) Compare: Show similarities and differences.
- d) Evaluate: Judge the value or significance of something.

If students do not fully understand these instruction words, they may produce incorrect or incomplete assignments. Therefore, one effective strategy is to highlight the keywords in the assignment prompt and check their meanings before starting.

Additionally, many assignments specify formatting instructions, such as word limits, citation style (APA, MLA, etc.), and submission method. Carefully following these instructions reflects professionalism and academic responsibility.

### 3. Reading Short Academic Text

Academic reading is very different from reading for pleasure. In academic texts, students must search for specific information, main ideas, and supporting details. Short academic texts may include journal articles, book chapters, or lecture notes.

One useful strategy is skimming—quickly reading the text to get a general idea. Another is scanning—looking for specific information such as dates, names, or keywords. Once students identify the important parts, they can then read more carefully to understand arguments, evidence, and conclusions.

For example, when reading a research article, students should focus on the abstract, introduction, conclusion, and key findings. Often, these sections contain the most important information for assignments or class discussions.

Active reading, where students highlight key phrases and take brief notes, helps retain information and

makes reviewing easier before exams or presentations.

#### 4. Note-Taking from Reading

Taking notes while reading academic materials helps students process and remember information. Good notes are brief, organized, and easy to review.

Rather than copying full sentences, students should write keywords, phrases, or summaries in their own words.

One effective method is the **Cornell Note-Taking System**, which divides the paper into three sections: main notes, key terms, and a summary. This system encourages students to organize ideas as they read.

Students can also create simple tables, lists, or mind maps to visualize connections between ideas. For example, when reading about a theory, students may note:

- a) Name of the theory
- b) Key concepts
- c) Supporting evidence

d) Criticism or limitations

By actively organizing information during reading, students strengthen their understanding and prepare useful materials for writing assignments or participating in discussions.

## 5. Mini Tasks

### Mini Task 1 – Syllabus Analysis

Look at this example syllabus excerpt and answer the questions.

**Course Title:** Introduction to Psychology

**Course Code:** PSY101

**Lecturer:** Dr. Anita Rahman

**Course Description:** This course provides an introduction to basic psychological concepts and research methods.

**Course Objectives:**

- a) Explain major theories of psychology.
- b) Apply basic research methods.
- c) Discuss ethical issues in psychological research.

**Assessment**

- a) Midterm Exam (30%)

- b) Final Exam (40%)
- c) Group Project (20%)
- d) Attendance (10%)

**Textbook:** Psychology: An Introduction (10<sup>th</sup> ed.)

**Questions:**

1. What is the name of the lecturer?
2. How many exams are in this course?
3. How much is the group project worth?
4. What edition of the textbook is required?

**Mini Task 2 – Instruction Words**

Match the instruction word with its meaning.

<b>Instruction Word</b>	<b>Meaning</b>
Describe	a. Examine carefully
Analyze	b. Give detailed information
Compare	c. Show differences and similarities
Evaluate	d. Make a judgment based on evidence

### Mini Task 3 – Skimming Practice

Read the following short paragraph and write the main idea.

*"University students often face challenges in managing their study time. Many students struggle with balancing academic tasks and personal responsibilities. Effective time management requires planning, setting priorities, and avoiding procrastination."*

Main idea: \_\_\_\_\_

### Mini Task 4 – Note-taking Practice

Read this short text and write 3 key points.

*"The internet has transformed how students conduct research. Online databases allow access to thousands of academic journals, while search engines help locate relevant sources quickly. However, students must evaluate sources carefully to ensure credibility."*

Key Points:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## **B. Exercises**

### **Exercise 1 – Identify Key Syllabus Information**

Here is part of a syllabus:

**Course Title:** Business Communication

**Course Code:** BUS102

**Lecturer:** Mr. David Lee

**Assessment:**

- a) Assignment 1 (20%)
- b) Assignment 2 (20%)
- c) Presentation (20%)
- d) Final Exam (40%)

Answer the questions:

1. What is the total percentage for assignments?
2. Who is the lecturer?
3. How many assessments are included?

### **Exercise 2 – Understanding Assignment Instruction**

Look at the assignment instruction below and answer the questions:

*"Write a 1,500-word essay that analyzes the effects of social media on youth behavior. Use at least five academic sources and apply APA referencing style."*

Questions:

1. What type of task is required?
2. How many words should you write?
3. How many sources must be used?
4. Which referencing style is required?

### **Exercise 3 – Note-Taking Practice**

Read the short text below and make 5 brief notes.

*"Renewable energy sources such as solar, wind, and hydropower are increasingly used to reduce dependence on fossil fuels. Governments invest in clean energy projects to lower carbon emissions and create jobs. However, challenges remain in terms of cost, storage, and efficiency."*

Notes:

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

**Further Reading:**

Brown, S., & Race, P. (2012). Using Effective Learning Techniques: Study Skills for Higher Education. Routledge.

Cottrell, S. (2019). The Study Skills Handbook (5th ed.). Macmillan International.

Hamp-Lyons, L., & Heasley, B. (2006). Study Writing: A Course in Writing Skills for Academic Purposes. Cambridge University Press.

## Chapter IV

# Summarizing Short Texts

### Learning Outcome (Sub-CPMK):

Students are able to accurately summarize short texts.

### Indicators:

- Identify the main idea of a text.
- Write summaries using their own sentences.
- Avoid copying sentences directly.

### A. Material

#### 1. What is a Summary?

A summary is a shortened version of a text that includes only the main ideas and important points. In academic work, students often need to summarize articles, lectures, or textbook chapters. Summarizing helps students show their understanding of the material without copying everything.

When writing a summary, it is important to focus on the author's main argument and key supporting details. A good summary does not include personal

opinions, extra examples, or unnecessary information. It should be brief, clear, and accurate.

Summaries are used in many academic tasks, such as writing literature reviews, preparing class presentations, or answering exam questions. Because of this, learning how to summarize correctly is an important academic skill for students in any study program.

## **2. Steps to Write a Good Summary**

Writing a good summary requires several steps. Following these steps helps students avoid common mistakes like copying directly or including too much detail.

### **Step 1 : Read the Text Carefully**

Start by reading the text completely to understand the overall meaning. Do not try to summarize before you fully understand the content.

### **Step 2 : Identify the Main Idea**

Find the author's central argument or purpose. Ask yourself: What is this text mainly about?

### **Step 3 : Highlight Key Points**

Underline or note the most important supporting ideas. These help explain or support the main idea.

**Step 4 : Use Your Own Words**

When writing, avoid copying exact sentences. Use synonyms or change the sentence structure while keeping the original meaning.

**Step 5 : Check Your Summary**

After writing, review your summary to make sure it is clear, complete, and free from plagiarism.

Following these steps helps students produce summaries that reflect good understanding and academic honesty.

**3. Practicing Sentence Simplification**

One useful technique for summarizing is simplifying long sentences. Academic texts often use complex sentences with many details. Students can break these into simpler sentences to capture the key point.

For example:

**Original sentence:**

*"The rapid growth of urban populations has resulted in increased demand for housing, transportation, and public services, leading to significant challenges for city governments."*

**Simplified version:**

*"City governments face challenges because more people live in cities and need housing, transportation, and public services."*

Simplifying helps students focus on meaning rather than exact wording. It also helps avoid plagiarism since students express ideas using their own language. With practice, students will become better at recognizing which parts of a sentence are most important.

**4. Avoiding Copy-Paste**

Copying entire sentences or phrases from a source without permission is plagiarism. In academic writing, it is important to show understanding by

using your own words. Even when students summarize, they must avoid copying.

To avoid copy-paste:

- a) **Understand first:** Never write a summary before understanding the text fully.
- b) **Take notes:** Write brief notes or keywords instead of full sentences when reading.
- c) **Paraphrase:** Use synonyms and change sentence structures.
- d) **Limit quotations:** Use direct quotes only when absolutely necessary and always cite the source.

By avoiding copy-paste, students build their academic writing skills and demonstrate honesty in their work.

## 5. Mini Tasks

### Mini Task 1 – Identify Main Idea

Read the text and write the main idea.

*"Online learning has become more popular in recent years. Many universities offer online courses to make education more accessible. Students can learn at their own pace, but they also face challenges such as time management and lack of interaction."*

Main Idea: \_\_\_\_\_

### Mini Task 2 – Simplify Sentences

Simplify the following sentence.

*"The government's decision to invest in renewable energy sources aims to reduce carbon emissions and decrease dependence on fossil fuels while also creating new employment opportunities."*

Simplified Sentence: \_\_\_\_\_

### Mini Task 3 – Paraphrase Practice

Paraphrase the sentence below using your own words.

*"Studying abroad allows students to experience different cultures and develop global perspectives."*

Paraphrase: \_\_\_\_\_

### Mini Task 4 – Spot the Mistake

Identify the mistake in the summary below.

Original Text:

*"Regular exercise improves heart health, helps control weight, and reduces stress levels."*

Student's Summary:

*"Exercise is good for health, weight, and stress."*

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Mistake: \_\_\_\_\_

**B. Exercises**

**Exercise 1 – Summary Writing Practice**

Read the text and write a short summary (2-3 sentences).

*"Water scarcity is a growing global problem. In many countries, people face shortages of clean water due to population growth, pollution, and climate change. Governments and organizations are working to find solutions, such as improving water management and developing new technologies for purification."*

Your Summary:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Exercise 2 – Multiple Choice

Choose the correct answer for each question.

1. What is the purpose of a summary?
  - a. To copy the original text
  - b. To write a short version with main ideas
  - c. To include personal opinions
2. What should you avoid when writing a summary?
  - a. Using your own words
  - b. Copying exact sentences
  - c. Simplifying sentences
3. Which is a good strategy before writing a summary?
  - a. Skim quickly and start writing
  - b. Read carefully and identify key points
  - c. Copy important sentences directly

## Exercise 3 – Find Key Points

Read the following text and write 3 key points.

*"Technology has changed communication by making it faster and more convenient. People use smartphones, emails, and video calls to stay connected. However, overuse of technology can also lead to problems like reduced face-to-face interaction and increased distractions."*

Key Points:

1. \_\_\_\_\_

—

2. \_\_\_\_\_

—

3. \_\_\_\_\_

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### **Further Reading**

Bailey, S. (2018). *Academic Writing: A Handbook for International Students* (5th ed.). Routledge.

Oshima, A., & Hogue, A. (2007). *Introduction to Academic Writing* (3rd ed.). Pearson Longman.

Cottrell, S. (2019). *The Study Skills Handbook* (5th ed.). Macmillan International.

# Chapter V

## Simple Paraphrasing

### Learning Outcome (Sub-CPMK):

Students are able to paraphrase simple sentences or paragraphs.

### Indicators:

- Change sentence structure.
- Replace words with synonyms.
- Maintain the original meaning.

### A. Material

#### 1. What is Paraphrasing

Paraphrasing is expressing the same idea from a source text using different words and sentence structures. In academic writing, paraphrasing allows students to include information from sources while avoiding plagiarism and showing understanding.

Unlike summarizing, which shortens the original text, paraphrasing usually keeps the same length but changes the wording. A successful paraphrase keeps

the meaning of the original text while using the writer's own language.

Paraphrasing is an essential skill for assignments, research papers, and exams. Lecturers often expect students to paraphrase information from books, articles, or lectures instead of copying sentences directly. By paraphrasing, students show that they understand the material and can explain it in their own words.

## 2. Changing Words and Sentence Structure

Effective paraphrasing involves more than just changing individual words. Students need to change both vocabulary and sentence structure while keeping the original meaning.

There are several techniques students can use:

- a) **Use synonyms:** Replace words with similar meanings.

*Original:* "The study shows that exercise improves health."

*Paraphrase:* "The research demonstrates that physical activity benefits well-being."

- b) **Change word forms:** Use nouns, verbs, adjectives, or adverbs in different forms.

*Original:* "The company expanded rapidly."

*Paraphrase:* "The rapid expansion of the company occurred."

- c) **Change sentence structure:** Start the sentence differently or combine information in a new way.

*Original:* "Students who study regularly usually perform better on exams."

*Paraphrase:* "Regular study habits often lead to better exam performance."

Using these techniques together results in a stronger, more natural paraphrase.

### 3. Keeping the Original Meaning

While changing words and sentence structure, it is important not to change the meaning of the original text. A paraphrase should accurately reflect the author's original idea.

Students should avoid:

- a) Adding personal opinions
- b) Leaving out important details
- c) Changing the author's message
- d)

For example, if the original text says:

*"Sleep is important for memory because it helps the brain process new information."*

A correct paraphrase would be:

*"Sleep plays a vital role in memory as it allows the brain to organize newly learned information."*

In this example, the meaning stays the same, but the words and structure are different.

#### 4. Simple Paraphrasing Practice

Paraphrasing may seem difficult at first, but with practice, it becomes easier. Here are some simple steps for practicing paraphrasing:

a) **Step 1: Read the sentence carefully**

Understand the full meaning before you start rewriting.

b) **Step 2: Identify key words**

Underline the important words that carry meaning.

c) **Step 3: Find synonyms or new ways to say the same idea**

Use a dictionary or thesaurus if necessary, but make sure you understand the words you choose.

d) **Step 4: Rewrite the sentence**

Change the word order or sentence structure while keeping the meaning.

e) **Step 5: Compare your paraphrase to the original**

Check if the meaning is still the same and if the wording is different enough.

Frequent practice helps students develop confidence in paraphrasing and strengthens their academic writing skills.

**5. Mini Tasks**

**Mini Task 1 – Synonym Practice**

Replace the underlined word with a synonym.

1. The research shows that exercise improves health.

2. The new policy was **successful** in reducing pollution.
3. Students often **face** challenges in managing their time.
4. The teacher **explained** the new theory clearly.
5. The company made a **big** profit last year.

### **Mini Task 2 – Sentence Structure Practice**

Rewrite the sentence by changing its structure.

1. Scientists discovered a new planet.
2. The university offers many programs for international students.
3. The report discusses the causes of climate change.
4. Technology has changed the way people communicate.
5. The lecturer gave several examples during the class.

### **Mini Task 3 – Check the Meaning**

Which of these paraphrases correctly keeps the original meaning?

**Original:**

*"Stress can negatively affect students' academic performance."*

- a. Stress may help students perform better in school.
- b. Stress sometimes improves students' grades.
- c. Stress can have a bad effect on how students do in school.

Answer: \_\_\_\_\_

#### **Mini Task 4 – Paraphrase Practice**

Paraphrase this sentence:

*"Regular exercise reduces the risk of heart disease."*

Your Paraphrase: \_\_\_\_\_

### **B. Exercises**

#### **Exercise 1 – Paraphrasing Text**

Paraphrase the following sentences.

1. The internet has changed the way people find information.
2. Many students struggle with managing their study time effectively.

3. Governments are working to reduce air pollution in large cities.
4. Reading academic journals helps students learn about recent research.
5. The university provides financial aid for students in need.

### **Exercise 2 – Paraphrase Paragraph**

Read the short paragraph and paraphrase it.

*"Online education allows students to study from anywhere at any time. Many universities offer online courses to give students more flexibility. However, some students find it difficult to stay motivated without regular classroom meetings."*

Your Paraphrase:

### **Exercise 3 – Identify the Mistakes**

Read the student's paraphrase and identify the mistake.

Original:

*"Exercise helps reduce stress and improves mental health."*

Student's Paraphrase:

*"Exercise is bad for stress and mental health."*

What is wrong? \_\_\_\_\_

### **Further Reading**

Bailey, S. (2018). *Academic Writing: A Handbook for International Students* (5th ed.). Routledge.

Oshima, A., & Hogue, A. (2007). *Introduction to Academic Writing* (3rd ed.). Pearson Longman.

Cottrell, S. (2019). *The Study Skills Handbook* (5th ed.). Macmillan International.

## Chapter VI

### Short Academic Paragraphs

#### Learning Outcome (Sub-CPMK):

Students are able to write simple academic paragraphs with proper structure.

#### Indicators:

- Compose topic sentences.
- Develop supporting sentences.
- Use cohesive devices (linking words) correctly.

#### A. Material

##### 1. Structure of a Paragraph: Topic Sentence, Supporting Sentences, Conclusion

An academic paragraph is a group of sentences that develop one main idea. In academic writing, a clear paragraph structure helps readers follow the writer's argument easily. Each paragraph typically has three parts: a topic sentence, supporting sentences, and a concluding sentence.

- a) **Topic Sentence:** This is the first sentence of the paragraph. It introduces the main idea of the paragraph clearly and directly.

- b) **Supporting Sentences:** These sentences explain, develop, or give examples to support the main idea. They provide details, facts, or explanations.
- c) **Concluding Sentence:** This is the final sentence that summarizes the paragraph or connects it to the next paragraph.

Here is an example of a simple academic paragraph:

*"Regular exercise offers many health benefits. It helps control weight by burning extra calories. Exercise also strengthens the heart and improves blood circulation. In addition, it can reduce stress and improve mood. Therefore, regular physical activity is important for maintaining overall health."*

Students who follow this structure will produce paragraphs that are clear, organized, and easy to understand.

## 2. How to Develop Ideas

After writing the topic sentence, students need to expand the paragraph with supporting details. This development is important to explain the idea fully.

Some techniques to develop ideas include:

a) **Giving Examples:**

*Example:* "For example, walking 30 minutes a day can improve heart health."

b) **Explaining Reasons:**

*Example:* "This happens because exercise strengthens the heart muscle."

c) **Providing Data or Facts:**

*Example:* "According to research, regular exercise lowers the risk of heart disease by 30%."

d) **Describing Effects:**

*Example:* "As a result, people who exercise regularly feel more energetic."

Using these methods helps students write longer, more informative paragraphs that meet academic expectations.

### 3. **Linking Sentences Smoothly**

Good academic paragraphs use linking words (also called transition words) to connect ideas smoothly. Linking words guide the reader and show relationships between sentences.

Some common linking words include:

- a) **Addition:** also, in addition, furthermore, moreover
- b) **Cause and effect:** because, as a result, therefore, consequently
- c) **Contrast:** however, although, on the other hand, nevertheless
- d) **Examples:** for example, for instance

Here is an example:

*"Regular exercise is important for health. In addition, it helps reduce stress levels. For example, people who exercise regularly often report feeling happier and more relaxed."*

Using linking words makes writing more coherent and professional.

#### 4. Common Mistakes in Paragraphs Writing

Students often make mistakes when writing academic paragraphs. Some common problems include:

- a) **Writing too many ideas in one paragraph:** Focus on one main idea per paragraph.

- b) **Missing topic sentence:** Always start with a clear topic sentence.
- c) **Weak or unclear supporting details:** Provide enough explanation and examples.
- d) **No conclusion:** End with a sentence that summarizes or transitions.
- e) **Lack of coherence:** Use linking words to connect sentences smoothly.

By being aware of these mistakes, students can write clearer and more effective paragraphs.

## 5. Mini Tasks

### Mini Tasks 1 – Identify Topic Sentence

Read the paragraph and underline the topic sentence.

*"Social media has changed the way people communicate. People now share news and personal updates instantly with friends and family. Businesses also use social media to promote products. However, too much use of social media can lead to problems such as addiction and decreased face-to-face communication."*

### Mini Tasks 2 – Add Supporting Sentences

Write two supporting sentences for this topic sentence:

*"Learning English can open many opportunities."*

a) \_\_\_\_\_

\_\_\_\_\_

b) \_\_\_\_\_

\_\_\_\_\_

### Mini Tasks 3 – Linking Words Practice

Fill in the blank with a suitable linking word.

1. Many students find math difficult. \_\_\_\_\_, they work hard to improve their skills.
2. The library offers many services. \_\_\_\_\_, students can borrow books and use study rooms.
3. She failed the exam. \_\_\_\_\_, she did not study enough.
4. \_\_\_\_\_ it was raining, the football match continued.

### Mini Task 4 – Correct the Mistake

Read the paragraph and identify the mistake.

*"Exercise is important. It helps control weight. Many people like to watch movies. It also reduces stress."*

Mistake: \_\_\_\_\_

## **B. Exercises**

### **Exercise 1 – Write a Paragraph**

Write a short academic paragraph (5–6 sentences) about one of the topics below. Include a topic sentence, supporting details, and a conclusion if possible.

- a) The benefits of learning English
- b) Why university students need time management
- c) How technology helps in education

### **Exercise 2 – Improve the Paragraph**

Read the paragraph and improve it by adding a topic sentence and at least one transition word.

*I wake up at 6 a.m. I check my phone. Then I go to the kitchen to eat breakfast. I get ready for class and walk to campus. I usually arrive before 8 a.m.*

### Exercise 3 – Choose the Best Paragraph

Which paragraph is more academic in tone?

A.

*School is hard. Sometimes I don't want to go. But I have to because attendance is important. I hope the class ends soon.*

B.

*Attending class regularly is important for student success. Regular attendance allows students to understand the material better and participate in discussions. It also helps them stay updated with assignments and deadlines.*

Answer: \_\_\_\_\_

### Further Reading

Oshima, A., & Hogue, A. (2006). *Writing Academic English* (4th ed.). Pearson Longman.

Bailey, S. (2018). *Academic Writing: A Handbook for International Students* (5th ed.). Routledge.

Zemach, D. E., & Rumisek, L. A. (2003). *Academic Writing: From Paragraph to Essay*. Macmillan.

## Chapter VII

# Writing Assignments and Reports

### Learning Outcome (Sub-CPMK):

Students are able to prepare written assignments or short reports according to basic academic formats.

### Indicators:

- Write introductions and conclusions.
- Organize content logically.
- Apply simple report formats.

### A. Material

#### 1. Types of Simple Academic Assignments

University students are often required to complete various types of written assignments. Each type has its own purpose, structure, and writing style. Understanding these types helps students write appropriately and meet academic expectations.

##### a) Short Essays

Short essays present an argument or discussion on a particular topic. They include an introduction, body paragraphs, and a conclusion.

Essays require students to express opinions, explain ideas, or analyze information.

**b) Reflection Papers**

Reflection papers allow students to share personal experiences and connect them with academic topics. Students describe what they learned and how it relates to their own thinking.

**c) Reports**

Reports present information in a clear, organized format. They often include sections such as introduction, methods, results, and conclusion. Reports are common in scientific, business, and technical courses.

**d) Case Studies**

Case studies analyze specific situations or problems. Students describe the case, identify issues, and suggest possible solutions based on theories or research.

**2. Writing Titles, Introductions, and Conclusions**

Every academic paper should have a clear title, a strong introduction, and a proper conclusion. These parts help organize the writing and guide the reader.

**a) Title**

The title should be short, specific, and informative. It tells the reader what the paper is about.

Example:

*"The Impact of Social Media on University Students' Academic Performance"*

**b) Introduction**

The introduction gives background information and states the main purpose or thesis. It prepares the reader for the discussion.

Example:

*"In today's digital world, social media has become a major part of students' daily lives. This paper discusses how social media affects university students' academic performance."*

**c) Conclusion**

The conclusion summarizes the main points and may suggest recommendations or future considerations.

Example:

*"In conclusion, while social media offers some academic benefits, excessive use can negatively affect students' academic success. Therefore, students should manage their time wisely."*

### 3. Organizing Content Clearly

Good academic writing presents ideas in a clear and logical order. Disorganized writing confuses the reader and weakens the argument.

Here are some ways to organize content:

- a) **Use headings and subheadings:** Especially in reports, headings help organize information.
- b) **Follow a logical sequence:** Present ideas step by step.
- c) **Use topic sentences:** Start each paragraph with a clear topic sentence.
- d) **Support ideas with evidence:** Use examples, data, or references.
- e) **Use transitions:** Link paragraphs and sections smoothly.

For example, in a report, the organization may look like this:

- a) Introduction
- b) Background
- c) Methods
- d) Results
- e) Discussion
- f) Conclusion

#### **4. Using Templates for Reports**

Templates provide a helpful guide for formatting reports. Many universities or courses offer standard templates for students to follow.

A simple report template may include:

##### **Title Page**

- Title of the report
- Student's name
- Course name
- Date

##### **Table of Contents**

- List of sections with page numbers

##### **Introduction**

- Purpose of the report

### **Main Body**

- Organized information by headings

### **Conclusion**

- Summary of findings

### **References**

- List of sources used

### **Appendices (optional)**

- Additional information, charts, or data

## **5. Mini Tasks**

### **Mini Task 1 – Identify the Type of Assignment**

Read each description and write the type of assignment (Essay, Reflection, Report, Case Study).

1. Analyzing a company's marketing strategy and suggesting improvements.
2. Describing personal learning after attending a leadership seminar.
3. Writing a paper discussing the advantages and disadvantages of online learning.
4. Reporting results from a laboratory experiment on plant growth.

### Mini Task 2 – Write a Title

Write an appropriate title for a paper on the following topic:

*"How part-time jobs affect students' study habits."*

Your Title: \_\_\_\_\_

### Mini Task 3 – Complete the Introduction

Fill in the missing parts of this introduction:

*" \_\_\_\_\_, many students work part-time while attending university. This paper \_\_\_\_\_ how part-time jobs influence students' academic performance."*

### Mini Task 4 – Organize the Report

Put the following report sections in the correct order.

- a) Conclusion
- b) Introduction
- c) Results
- d) Methods
- e) Discussion

Correct Order: \_\_\_\_\_

## **B. Exercises**

### **Exercise 1 – Write an Introduction**

Write a short introduction (3–4 sentences) for a report about the importance of physical exercise for university students.

### **Exercise 2 – Organize the Paragraph**

Put the sentences in the correct order to form a good paragraph.

- a) Time management is important for university success.
- b) Students with good time management often have less stress.
- c) It helps students balance study, work, and personal life.
- d) In conclusion, time management allows students to achieve better academic results.
- e) For example, using a planner can help organize assignments.

Correct Order: \_\_\_\_\_

### Exercise 3 – Identify Mistakes

Read the student's report section and identify two mistakes.

*"In this report, I will tell you about my opinion on pollution. Pollution is bad. It makes people sick and destroys the environment. I hope people will stop polluting soon."*

Mistake 1: \_\_\_\_\_

Mistake 2: \_\_\_\_\_

#### Further Reading:

Bailey, S. (2018). *Academic Writing: A Handbook for International Students* (5th ed.). Routledge.

Oshima, A., & Hogue, A. (2007). *Introduction to Academic Writing* (3rd ed.). Pearson Longman.

Cottrell, S. (2019). *The Study Skills Handbook* (5th ed.).

Macmillan International.

## Chapter VIII

# Understanding Lectures and Taking Notes

### Learning Outcome (Sub-CPMK):

Students are able to understand lecture content and take important notes.

### Indicators:

- Identify main ideas from lectures.
- Write brief notes during lectures.
- Use symbols or abbreviations effectively.

### A. Material

#### 1. Types of Academic Lectures

In university, lectures are one of the main ways students receive information. Lecturers explain topics, present theories, and share research findings. Understanding the different types of lectures helps students prepare and take effective notes.

- a) Some common types of academic lectures include:
- b) Introductory Lectures: Provide basic information about a new topic.

- c) Theoretical Lectures: Explain complex concepts, models, or theories.
- d) Practical Lectures: Show how to apply theories to real situations.
- e) Review Lectures: Summarize key points before exams.

During lectures, students must listen carefully and process information quickly. Sometimes, lecturers speak fast, use technical terms, or refer to previous readings. Being familiar with the lecture style can help students plan their note-taking strategy.

Good preparation before class, such as reviewing previous materials or reading assigned texts, makes lectures easier to follow and understand.

## **2. Note-Taking While Listening**

Taking notes during lectures is an essential skill. It helps students focus, organize information, and review materials later for assignments or exams.

Effective note-taking requires active listening. Students should focus on main ideas, key terms, and

examples rather than trying to write every word. It is impossible to write down everything, so deciding what is important is key.

Here are some simple tips for note-taking while listening:

- a) **Listen for signal words:** Phrases like *“the main point is”, “to summarize”, or “in conclusion”* help identify important information.
- b) **Use abbreviations and symbols:** For example, write *“b/c”* for *“because”* or *“w/”* for *“with.”*
- c) **Leave space:** If you miss something, leave a blank space and ask a classmate later.
- d) **Review notes after class:** Clarify unclear parts and add extra information from readings.

### 3. Identifying Main Points and Details

Not all information in a lecture is equally important. Students must learn to separate main points from supporting details.

- a) **Main Points:** The central ideas or arguments the lecturer emphasizes.
- b) **Supporting Details:** Examples, explanations, statistics, or stories that support the main point.

For example:

*“Climate change is a serious global problem. Rising temperatures lead to melting ice caps, rising sea levels, and stronger storms.”*

- a) Main point: Climate change is a serious global problem.
- b) Supporting details: Melting ice caps, rising sea levels, stronger storms.

#### 4. Listening for Signal Words and Structure

Lecturers often use signal words to organize their speech. Recognizing these words helps students follow the lecture’s structure and know when a new point starts.

Some common signal words include:

- a) **Introducing a topic:** Today we will discuss..., The topic is...
- b) **Giving examples:** For example, For instance...
- c) **Listing points:** First, Second, Next, Finally...

- d) **Comparing:** However, On the other hand, In contrast...
- e) **Summarizing:** In conclusion, To summarize...

## 5. Mini Tasks

### Mini Task 1 – Lecture Type

Identify the type of lecture described.

1. The lecturer explains the main ideas of the topic for the first time.
2. The lecturer reviews key points before the final exam.
3. The lecturer discusses how a theory works in real-world situations.
4. The lecturer explains complex models and definitions.

### Mini Task 2 – Abbreviation Practice

Write simple abbreviations for these phrases:

1. Because
2. With
3. For example
4. Government
5. Important

### Mini Task 3 – Main Point or Supporting Detail

Read the statement and decide if it is a main point (MP) or supporting detail (SD).

1. *Social media affects how people communicate.*
2. *Many teenagers check social media over 10 times a day.*
3. *Poor sleep quality can harm student performance.*
4. *One study shows that 60% of students sleep less than 6 hours.*

### Mini Task 4 – Signal Words

Fill in the blank with a suitable signal word.

*There are several reasons why exercise is good for health. \_\_\_\_\_, it helps control weight. \_\_\_\_\_, it reduces stress.*

## B. Exercises

### Exercise 1 – Note-taking Practice

Listen to or read the short lecture excerpt and take notes.

*"Time management is very important for university students. First, it helps students balance study, work, and personal life. Second, managing time well reduces stress and anxiety. Third, it allows students to complete assignments before deadlines. In conclusion, good time management leads to better academic success."*

Your Notes:

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### **Exercise 2 – Identify Signal Words**

Underline the signal words in the following paragraph:

*"Today we will discuss the causes of global warming. First, the burning of fossil fuels releases carbon dioxide. Second, deforestation reduces the number of trees that absorb carbon. Finally, industrial activities contribute to greenhouse gas emissions."*

### **Exercise 3 – Write a Summary from Notes**

Use your notes from Exercise 1 to write a short summary (3-4 sentences).

#### **Further Reading**

Brown, S., & Race, P. (2012). Using Effective Learning Techniques: Study Skills for Higher Education. Routledge.

Cottrell, S. (2019). The Study Skills Handbook (5th ed.). Macmillan International.

Dunkel, P., & Pialorsi, F. (2005). Listening and Note-Taking Skills 2. Thomson Heinle.

## Chapter IX

### Asking and Answering Questions in Class

#### Learning Outcome (Sub-CPMK):

Students are able to actively participate in class question-and-answer sessions.

#### Indicators:

- Ask questions politely.
- Provide clear short answers.
- Ask for clarification when they do not understand the lecturer's explanation.

#### A. Material

##### 1. Useful Phrases for Asking Questions

Asking questions in class is an important part of academic learning. It shows that students are actively engaged and trying to understand the material. However, many students feel nervous or do not know the proper way to ask questions in an academic setting. Using polite and clear phrases can help students communicate more confidently.

Here are some useful phrases to ask questions politely:

- a) *Could you please explain...?*
- b) *May I ask a question about...?*
- c) *I'm not sure I understand. Could you clarify...?*
- d) *Could you give an example of...?*
- e) *What do you mean by...?*
- f) *How does this relate to...?*
- g) *Can you repeat that, please?*

When asking questions, it is important to speak clearly and respectfully. Waiting for the right moment and raising your hand can also help create a positive classroom atmosphere.

## **2. Answering Lecturers' Questions**

Sometimes, lecturers ask questions during class to check understanding or to encourage discussion. Answering these questions helps students stay engaged and shows their participation.

Here are some useful phrases for answering:

- a) *I think the answer is...*

- b) *In my opinion, it means that...*
- c) *Based on what I read, it could be...*
- d) *I'm not completely sure, but I believe...*
- e) *If I understand correctly, then...*

If a student does not know the answer, it is better to respond politely rather than stay silent:

- a) *I'm not sure, but I will check and learn more.*
- b) *I don't know the answer right now.*
- c) *Could you explain it again, please?*

### **3. Asking for Clarification**

Sometimes, students do not fully understand what the lecturer or a classmate has said. In these situations, asking for clarification is very helpful. It ensures that students do not miss important information.

Here are useful phrases to ask for clarification:

- a) *I'm sorry, could you say that again?*
- b) *Could you explain that in a different way?*
- c) *I don't quite follow. Could you give an example?*
- d) *Do you mean that...?*
- e) *Could you speak a little more slowly, please?*

Asking for clarification is not a sign of weakness but a sign of active learning. Lecturers usually appreciate students who make an effort to fully understand the material.

#### **4. Being Active in Class Discussions**

Class discussions give students opportunities to express opinions, share ideas, and interact with classmates and lecturers. Participating actively helps students improve critical thinking and communication skills.

Here are some useful phrases for participating in discussions:

##### **Expressing Opinions:**

- a) *In my opinion...*
- b) *I believe that...*
- c) *From my perspective...*

##### **Agreeing:**

- a) *I agree with that point.*
- b) *That's a good idea.*
- c) *I think you're right because...*

##### **Disagreeing Politely:**

- a) *I see your point, but...*
- b) *I'm not sure I agree because...*
- c) *That's interesting, but I think...*

**Adding Information:**

- a) *In addition...*
- b) *Moreover...*
- c) *Another example is...*

**5. Mini Tasks**

**Mini Task 1 – Choose the Best Phrase**

Choose the correct phrase for each situation.

1. You did not understand the explanation.
  - a. Could you explain that again?
  - b. I totally understand.
2. You want to give your opinion.
  - a. I disagree completely.
  - b. In my opinion...
3. You want to politely disagree.
  - a. I think you are wrong.
  - b. I see your point, but...

**Mini Task 2 – Complete the Sentence**

Fill in the blanks with suitable words.

1. \_\_\_\_\_ you give an example of this concept?
2. I'm not sure I \_\_\_\_\_. Could you explain it differently?
3. I see your point, \_\_\_\_\_ I have a different opinion.

### **Mini Task 3 – Role Play**

With a classmate, practice the following situations:

1. Asking your lecturer to explain a difficult topic.
2. Giving your opinion during a group discussion.
3. Politely disagreeing with a classmate's idea.

### **Mini Task 4 – Correct the Mistake**

Find and correct the mistake in each sentence.

1. *I no understand the question.*
2. *Please you can explain again?*
3. *I thinking this idea is good.*

## **B. Exercises**

### **Exercise 1 – Write the Question**

Rewrite each statement as a polite question to ask your lecturer.

1. I don't understand this formula.

2. You need to explain the second part again.
3. What does "variable" mean?

### **Exercise 2 – Complete the Dialogue**

Complete the dialogue using appropriate phrases.

Student: \_\_\_\_\_

Lecturer: Yes, the main idea is that energy efficiency reduces costs.

Student: \_\_\_\_\_

### **Exercise 3 – Create Your Own Dialogue**

Write a short dialogue between two students during a class discussion. Include:

- a) An opinion
- b) An agreement
- c) A polite disagreement

### **Further Reading:**

Jordan, R. R. (1997). English for Academic Purposes: A Guide and Resource Book for Teachers. Cambridge University Press.

Cottrell, S. (2019). The Study Skills Handbook (5th ed.). Macmillan International.

Bailey, S. (2018). Academic Writing: A Handbook for International Students (5th ed.). Routledge.

# Chapter X

## Preparing for Presentation

### Learning Outcome (Sub-CPMK):

Students are able to prepare and deliver simple academic presentations.

### Indicators:

- Prepare presentation outlines.
- Design effective presentation slides.
- Deliver presentations confidently.

### A. Material

#### 1. Planning Simple Presentations

Presentations are a common activity in university courses. Students may present research findings, group projects, or class reports. A well-planned presentation helps deliver ideas clearly and professionally.

Steps for Planning a Presentation:

- a) **Understand the Topic:** Make sure you know what you need to present. Read materials and gather information.

- b) Know Your Audience:** Adapt your language and content depending on whether your audience is your classmates, lecturers, or a wider audience.
- c) Create an Outline:** Organize your ideas into sections:
- 1) Introduction: State the topic and purpose.
  - 2) Body: Present key points with explanations or examples.
  - 3) Conclusion: Summarize and give final thoughts.
- d) Prepare Notes:** Write short notes or key words to guide you during the presentation.
- e) Practice:** Rehearse several times to build confidence and improve timing.

## 2. Making and Using Slides

Slides are useful tools for supporting your spoken presentation. Well-designed slides help the audience follow your ideas and stay engaged.

### Tips for Making Good Slides:

- a) **Keep it simple:** Use few words and focus on keywords.

- b) **Use bullet points:** List main ideas instead of writing full sentences.
- c) **Use visuals:** Include charts, pictures, or diagrams to support your points.
- d) **Choose readable fonts:** Use large, clear text that is easy to read.
- e) **Limit colors and animations:** Avoid too many colors or moving effects.

**During the Presentation:**

- a) Do not read the slides word for word.
- b) Use the slides to support your explanation.
- c) Face the audience, not the screen.

**3. Speaking Clearly and Confidently**

How you deliver your presentation is just as important as what you say. Speaking clearly and confidently helps your audience understand and trust your message.

**Tips for Clear and Confident Speaking:**

- a) **Speak slowly and clearly:** Avoid speaking too fast.

- b) **Use pauses:** Give your audience time to absorb information.
- c) **Make eye contact:** Look at different people in the audience.
- d) **Use gestures:** Support your words with natural hand movements.
- e) **Control your breathing:** Take deep breaths to stay calm.
- f) **Practice pronunciation:** Make sure difficult words are spoken correctly.

#### 4. Handling Q&A Sessions

At the end of a presentation, the audience may ask questions. This part is called the Question and Answer (Q&A) session. Handling questions well shows confidence and understanding of your topic.

##### **Tips for Handling Questions:**

- a) **Listen carefully:** Make sure you understand the question.
- b) **Repeat or paraphrase:** Confirm the question before answering.

c) **Stay calm:** Take a moment to think before you answer.

d) **Be honest:** If you don't know the answer, say so politely.

*"I'm not sure about that, but I can check and get back to you."*

e) **Thank the person:** Show appreciation for the question.

## 5. Mini Tasks

### Mini Task 1 – Presentation Outline

Create a simple outline for a presentation on *"The Importance of Healthy Eating."*

a) Introduction : \_\_\_\_\_

b) Body Point 1 : \_\_\_\_\_

c) Body Point 2 : \_\_\_\_\_

d) Conclusion : \_\_\_\_\_

### Mini Task 2 – Slide Practice

Rewrite this slide content to make it more effective.

Original Slide:

*"There are many benefits of regular exercise such as improving heart health, helping to control weight, reducing stress, and making people feel happier."*

Your Slide:

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### **Mini Task 3 – Choose the Correct Delivery Tip**

Choose the better option for presentation delivery:

1. Speak very fast OR speak slowly and clearly
2. Look at the screen OR make eye contact with the audience
3. Use too many animations OR use simple slides

### **Mini Task 4 – Q&A Phrases**

Match the situation with the correct response.

#### **Situation**

You don't know the answer

You need more time to think

#### **Response**

a. Thank you for your question. Let me think.

b. I'm not sure about that, but I will check.

**Situation****Response**

You want to confirm the question

c. Do you mean that...?

**B. Exercises****Exercise 1 – Plan Your Presentation**

Choose one of the following topics and write a brief presentation plan:

- a) The benefits of learning a foreign language
- b) How to save money as a student
- c) The importance of recycling

Include:

- a) Title
- b) Introduction
- c) 2-3 main points
- d) Conclusion

**Exercise 2 – Slide Design**

Create a simple slide for one of your main points from Exercise 1. Use bullet points and keywords only.

### **Exercise 3 – Practice Dialogue**

Write a short dialogue for a Q&A session after your presentation.

- a) Include one question from the audience.
- b) Write your answer using polite and academic language.

#### **Further Reading:**

Oshima, A., & Hogue, A. (2007). Introduction to Academic Writing (3rd ed.). Pearson Longman.

Cottrell, S. (2019). The Study Skills Handbook (5th ed.). Macmillan International.

Bailey, S. (2018). Academic Writing: A Handbook for International Students (5th ed.). Routledge.

## Chapter XI: Group Discussions and Teamwork

### Learning Outcome (Sub-CPMK):

Students are able to actively participate in group discussions.

### Indicators:

- Express opinions politely.
- Respect others' opinions.
- Help summarize group decisions.

### A. Material

#### 1. Practicing in Group Discussions

Group discussions are a common part of university learning. Students work together to share ideas, solve problems, and complete projects. Participating actively in discussions helps students improve communication, critical thinking, and teamwork skills.

In group discussions, it is important to:

- a) **Listen actively:** Pay attention to what others say.
- b) **Take turns speaking:** Give everyone a chance to contribute.
- c) **Stay on topic:** Focus on the discussion goal.

- d) **Respect others' opinions:** Avoid interrupting or criticizing harshly.
- e) **Help manage time:** Keep the discussion moving toward a conclusion.

Good group discussions require cooperation and respect. Each member has a responsibility to contribute and support the group's success.

## 2. Expressing Opinions and Ideas

Sharing opinions and ideas is a key part of group discussions. Students should feel confident to express their thoughts clearly and respectfully.

### Useful phrases to express opinions:

- a) *In my opinion...*
- b) *I believe that...*
- c) *From my perspective...*
- d) *It seems to me that...*
- e) *Personally, I think...*

### Useful phrases to give suggestions:

- a) *I suggest that we...*
- b) *How about we...?*

- c) *Maybe we could...*
- d) *Let's consider...*

When expressing ideas, students should give reasons and examples to support their opinions. This makes their contributions more meaningful and persuasive.

### **3. Agreeing and Disagreeing Politely**

During discussions, it is normal to have different opinions. Agreeing and disagreeing politely helps keep the conversation respectful and productive.

#### **Phrases for agreeing:**

- a) *I agree with you.*
- b) *That's a good point.*
- c) *I think you're right because...*
- d) *Exactly.*
- e) *I share the same opinion.*

#### **Phrases for polite disagreement:**

- a) *I see your point, but...*
- b) *I'm not sure I agree because...*
- c) *That's an interesting idea, but I think...*
- d) *I understand what you mean, however...*

e) *Let me offer a different perspective.*

Polite disagreement shows that students are thinking critically while maintaining respect for others.

#### **4. Summarizing Group Decisions**

At the end of a group discussion, it is important to summarize the key points and decisions made. This helps ensure that everyone understands and agrees on the outcomes.

##### **Useful phrases for summarizing:**

- a) *Let me summarize our discussion.*
- b) *So, we have agreed that...*
- c) *In conclusion, we decided to...*
- d) *To sum up, our main points are...*
- e) *In summary, the group suggests...*

Summarizing helps organize the group's work and provides a clear direction for the next steps.

#### **5. Mini Task**

### Mini Task 1 – Choose the Right Phrase

Choose the best phrase for each situation.

1. You want to give your opinion.
  - a. I don't care.
  - b. In my opinion...
2. You agree with your classmate's idea.
  - a. I totally disagree.
  - b. That's a good point.
3. You politely disagree.
  - a. I see your point, but...
  - b. You are completely wrong.

### Mini Task 2 – Complete the Sentence

Fill in the blanks with suitable words.

1. \_\_\_\_\_ *my perspective, teamwork is very important.*
2. *I'm not sure I \_\_\_\_\_ because we have limited time.*
3. \_\_\_\_\_ *summarize, we will meet again next Monday.*

### Mini Task 3 – Discussion Role Play

With a classmate, practice a short group discussion

on:

*"The best way for students to manage stress."*

Each student should:

- a) Share an opinion
- b) Agree or disagree politely
- c) Summarize the group decision

### Mini Task 4 – Correct the Mistake

Find and correct the mistake in each sentence.

1. *I thinking that group work is useful.*
2. *Let's we discuss this idea.*
3. *I'm agree with your suggestion.*

## B. Exercises

### Exercise 1 – Discussion Practice

Write short responses for each situation.

1. Express your opinion about studying online.
2. Politely disagree with a classmate who wants to cancel the group meeting.
3. Agree with a classmate who suggests starting the project today.

## Exercise 2 – Summarizing Decisions

Write a short summary for this group decision:

The group decided to divide the project into three parts.

Each member will complete one part. The deadline is next Friday.

Your Summary:

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## Exercise 3 – Create a Dialogue

Write a short dialogue between two students discussing:

*"How to prepare for the final exam."*

Include:

- a) An opinion
- b) A polite disagreement
- c) A group decision

**Further Reading:**

Jordan, R. R. (1997). *English for Academic Purposes: A Guide and Resource Book for Teachers*. Cambridge University Press.

Cottrell, S. (2019). *The Study Skills Handbook* (5th ed.). Macmillan International.

Bailey, S. (2018). *Academic Writing: A Handbook for International Students* (5th ed.). Routledge.

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## Chapter XII

# Using Sources Correctly

### Learning Outcome (Sub-CPMK):

Students understand the basics of using and citing sources in academic writing.

### Indicators:

- Cite sources in simple ways.
- Understand the concept of plagiarism.
- Prepare simple reference lists using basic APA format.

### A. Material

#### 1. Why We Use Sources?

In academic writing, using sources is essential.

Students must often support their ideas by referring to books, articles, websites, and other research.

Using sources correctly shows that students have done research, understand the topic, and can connect their ideas to existing knowledge.

There are several reasons why using sources is important:

- a) **Support arguments:** Sources provide evidence to strengthen your points.
- b) **Show credibility:** Referring to experts shows that your ideas are based on research.
- c) **Demonstrate learning:** Using sources shows that you understand different viewpoints.
- d) **Allow readers to check:** Readers can find your sources to learn more or verify information.

However, simply using sources is not enough. Students must also give proper credit to the authors of the information they use. This is done through quoting, paraphrasing, and citing.

## 2. Quoting and Citing Simple References

When using sources, there are two main ways to include information:

### a) **Quoting:**

This means copying the exact words from a source. Use quotation marks (" ") around the exact words, and always mention the source.

Example:

*According to Smith (2020), "Time management is essential for student success."*

**b) Paraphrasing:**

This means rewriting the information in your own words while keeping the original meaning.

You still need to mention the source.

Example:

*Smith (2020) explains that managing time well is very important for students to succeed.*

**c) Citing Sources:**

After quoting or paraphrasing, students must include a citation to show where the information came from. This helps avoid plagiarism and gives credit to the original author.

In academic writing, one common way to cite is using APA Style, which will be introduced later in this chapter.

**3. Avoiding Plagiarism**

Plagiarism is using someone else's words or ideas without giving credit. In universities, plagiarism is a

serious academic offense that can result in failing grades or even expulsion.

Common types of plagiarism include:

- a) Copying sentences or paragraphs without citing.
- b) Paraphrasing too closely to the original text.
- c) Using information or ideas without mentioning the source.

How to avoid plagiarism:

- a) Always cite sources when you use someone else's work.
- b) Paraphrase carefully by changing words and structure.
- c) Use quotation marks for exact words.
- d) Keep track of all sources used during research.

#### **4. Basic APA Style Introduction**

APA (American Psychological Association) Style is one of the most common referencing styles used in academic writing. It provides rules for in-text citations and reference lists.

### **In-text Citation (Author-Date System):**

a) When you quote or paraphrase, include the author's last name and year.

b) Example (paraphrase):

*Time management helps students succeed (Smith, 2020).*

c) Example (quotation):

*According to Smith (2020), "Time management is essential for student success."*

### **Reference List:**

At the end of your paper, include a full list of all the sources you used.

### **Basic format for a book:**

a) Author's last name, first initial. (Year). *Title of the book*. Publisher.

### **Example:**

*Smith, J. (2020). Success strategies for university students. Academic Press.*

## **5. Mini Tasks**

### **Mini Task 1 – Identify the Reason**

Match the reason to its purpose for using sources.

**Reason**

**Purpose**

Support arguments

a. To avoid plagiarism

Show credibility

b. To give strength to your points

Allow readers to check

c. To show you did research

**Mini Task 2 – Quoting or Paraphrasing**

Write Q (Quoting) or P (Paraphrasing) for each example.

1. The author writes, "Education is the key to success" (Lee, 2019).
2. Lee (2019) explains that education plays a central role in achieving success.

**Mini Task 3 – APA Citation Practice**

Write the correct APA reference for this information:

- a) Author: Mary Brown
- b) Year: 2018
- c) Title: Study Skills for College

d) Publisher: Learning World

Your APA Reference:

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#### Mini Task 4 – Spot the Plagiarism

Read the student's sentence and identify if it is plagiarism.

Original Text:

*"Reading regularly helps improve vocabulary and comprehension."*

Student's Sentence:

*"Reading often improves vocabulary and understanding."*

Is this plagiarism? Why?

## B. Exercises

### Exercise 1 – Quoting and Paraphrasing

Paraphrase and quote this sentence:

*"Technology has changed how students access information for their studies."*

a) Paraphrase: \_\_\_\_\_

b) Quotation: \_\_\_\_\_

### **Exercise 2 – APA Reference List**

Write APA references for these sources:

1. Author: Robert Green; Year: 2021; Title: Academic Writing Skills; Publisher: University Press
2. Author: Lisa Carter; Year: 2017; Title: Time Management for Students; Publisher: StudySmart

### **Exercise 3 – Avoiding Plagiarism**

Which of the following is plagiarism? Write Yes or No.

1. Copying a sentence directly without quotation marks or citation.
2. Paraphrasing a sentence and including the author's name and year.
3. Using an author's exact words and putting them in quotation marks with a citation.

**Further Reading:**

American Psychological Association. (2020). Publication Manual of the American Psychological Association (7th ed.). APA.

Bailey, S. (2018). Academic Writing: A Handbook for International Students (5th ed.). Routledge.

Cottrell, S. (2019). The Study Skills Handbook (5th ed.). Macmillan International.

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## Chapter XIII

# Writing Emails and Academic Communication

### Learning Outcome (Sub-CPMK):

Students are able to write academic emails politely and effectively.

### Indicators:

- Use formal greetings in emails.
- State the purpose of the email clearly.
- Close emails politely.

### A. Material

#### 1. Email Etiquette for Students

In university life, email is one of the main forms of communication between students and lecturers, administrative staff, or university offices. Writing professional and polite emails is an important academic skill.

#### Key rules of email etiquette:

- a) **Use a clear subject line:** Summarize the email topic briefly.

Example: *Request for Meeting on Research Proposal*

b) **Use a proper greeting:**

- 1) *Dear Professor Smith,*
- 2) *Dear Dr. Johnson,*

c) **Introduce yourself (if necessary):**

- 1) *I am John Doe, a student in your Business Communication class.*

d) **Be clear and polite:**

- 1) *Use simple, formal language.*
- 2) *Avoid slang, emojis, or casual expressions.*

e) **Close politely:**

- 1) *Thank you for your attention.*
- 2) *Best regards, John Doe*

By following email etiquette, students show respect and professionalism in academic communication.

## 2. Writing Emails to Lecturers

When writing to lecturers, it is important to be respectful, clear, and brief. Lecturers often receive many emails, so a well-written email helps them respond effectively.

**Typical reasons to email lecturers:**

- a) Asking for clarification about assignments or lectures.
- b) Requesting extensions or appointments.
- c) Submitting assignments electronically.
- d) Confirming attendance or absence.

**Example email:**

**Subject:** Question about Assignment 2

Dear Dr. Johnson,

I hope you are well. I have a question regarding Assignment 2 for the Business Communication class. Could you please clarify the required format for the report?

Thank you for your help.

Best regards,

John Doe

Avoid writing emails like text messages (e.g., “Hey prof, need help asap thx!”). Always maintain a professional tone.

### 3. Making Requests Politely

Sometimes students need to make requests by email. Being polite increases the chance of receiving a positive response.

#### Useful phrases for making polite requests:

- a) *Could you please...?*
- b) *Would it be possible to...?*
- c) *May I kindly ask...?*
- d) *I would appreciate it if you could...*
- e) *If possible, I would like to...*

#### Example:

*Could you please extend the deadline for my assignment due to illness?*

Always give a brief explanation for your request and express gratitude.

#### 4. Responding to Official Emails

Sometimes students receive emails from lecturers, academic advisors, or university offices. Responding appropriately shows responsibility.

##### Tips for responding:

- a) Reply as soon as possible.
- b) Acknowledge receipt of important information.
- c) Be brief and polite.

##### Example response:

**Subject:** Re: Schedule for Final Presentation

Dear Professor,

Thank you for informing me about the presentation schedule. I have noted my time slot.

Best regards,

John Doe

If students are unable to meet a request or appointment, they should politely explain and propose alternatives.

## 5. Mini Tasks

### Mini Task 1 – Choose the Best Greeting

Choose the appropriate greeting for academic emails.

1. a. Hey Mr. Smith  
b. Dear Mr. Smith
2. a. Hi Prof  
b. Dear Professor Johnson

### Mini Task 2 – Complete the Sentence

Fill in the blanks with polite request phrases.

1. \_\_\_\_\_ you please explain the assignment instructions?
2. Would it \_\_\_\_\_ possible to reschedule the meeting?
3. I would \_\_\_\_\_ it if you could send me the reading list.

### Mini Task 3 – Correct the Email Mistake

Identify the mistake in this email:

*"Hey prof, I don't get the assignment. Pls help asap.  
Thx."*

Corrected

version: \_\_\_\_\_  
\_\_\_\_\_

### Mini Task 4 – Subject Line Practice

Write suitable subject lines for these situations:

1. You want to request a meeting with your advisor.
2. You want to submit your final paper.

## B. Exercises

### Exercises 1 – Write an Email

Write an email to your lecturer to request an extension for your assignment because you have been sick.

Include:

- a) Proper subject line
- b) Greeting
- c) Explanation
- d) Polite request
- e) Closing

## Exercises 2 – Respond to an Email

You receive this email from your lecturer:

*Dear Student,*

*Please confirm your attendance for the workshop next Friday at 9 AM.*

*Best regards,*

*Dr. Brown*

Write your polite response.

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## Exercises 3 – Identify Email Mistakes

Which of these email samples is appropriate? Write Yes or No.

1. **Subject:** Need help ASAP!!!

*Hey sir, I don't understand the lecture. Pls explain.*

2. **Subject:** Question about Lecture 3

*Dear Professor Lee,*

*I would like to ask for clarification about the topic discussed in Lecture 3. Thank you for your help.*

*Best regards,*

*Amy Chen*

**Further Reading:**

Bailey, S. (2018). *Academic Writing: A Handbook for International Students* (5th ed.). Routledge.

Cottrell, S. (2019). *The Study Skills Handbook* (5th ed.). Macmillan International.

Jordan, R. R. (1997). *English for Academic Purposes: A Guide and Resource Book for Teachers*. Cambridge University Press.

## Chapter XIV

### Review and Self-Assessment

#### Learning Outcome (Sub-CPMK):

Students are able to reflect on their EAP learning progress independently.

#### Indicators:

- Complete the self-assessment form.
- Identify personal strengths and weaknesses.
- Develop plans for improving EAP skills.

#### A. Material

##### 1. Reviewing Vocabulary

Throughout this course, you have learned many academic words and phrases that are useful for your university studies. Having a strong academic vocabulary helps you read textbooks, write assignments, and participate in class discussions more effectively.

#### Key vocabulary areas you have practiced include:

- a) Academic verbs (analyze, summarize, evaluate, compare)

- b) Transition words (however, therefore, in addition, for example)
- c) Polite language for discussion (I agree, I see your point, I suggest...)
- d) Email phrases (Could you please..., I would appreciate it if..., Thank you for...)

**Strategies for continuing vocabulary review:**

- a) Keep updating your vocabulary journal.
- b) Use new words in your writing and speaking.
- c) Review words weekly using flashcards or apps.
- d) Practice writing sentences using academic words.

Regular review helps transfer vocabulary from passive knowledge to active use in real academic tasks.

## **2. Reviewing Writing Skills**

Writing is one of the most important academic skills.

In this course, you have developed several writing abilities:

- a) Writing clear academic paragraphs.
- b) Structuring assignments and reports.

- c) Summarizing and paraphrasing information.
- d) Using correct referencing and avoiding plagiarism.
- e) Writing professional academic emails.

**Key writing principles to remember:**

- a) Start with a clear topic sentence.
- b) Support your ideas with examples and explanations.
- c) Use transitions to connect your ideas smoothly.
- d) Follow correct academic style and tone.
- e) Always proofread your writing for grammar and clarity.

Strong writing skills will help you succeed in essays, reports, research papers, and even your final thesis.

### **3. Reviewing Speaking Skills**

Speaking confidently in academic situations is essential for success in class discussions, presentations, and group work.

**Speaking skills you have practiced include:**

- a) Asking and answering questions in class.

- b) Giving opinions and participating in group discussions.
- c) Making and delivering presentations.
- d) Handling Q&A sessions.
- e) Using polite language in disagreements.

**Tips for continuing to improve speaking:**

- a) Practice speaking English daily.
- b) Join study groups or speaking clubs.
- c) Record yourself and listen to improve pronunciation.
- d) Focus on speaking clearly, not quickly.
- e) Use academic phrases you have learned in real conversations.

The more you practice speaking, the more comfortable you will feel communicating in academic situations.

#### **4. Self-Assessment Checklist for EAP**

Use this checklist to evaluate your progress in English for Academic Purposes:

<b>Skill Area</b>	<b>Yes</b>	<b>Needs Improvement</b>
I can read and understand academic texts.	<input type="checkbox"/>	<input type="checkbox"/>
I can summarize and paraphrase texts.	<input type="checkbox"/>	<input type="checkbox"/>
I can write academic paragraphs and reports.	<input type="checkbox"/>	<input type="checkbox"/>
I can use academic vocabulary correctly.	<input type="checkbox"/>	<input type="checkbox"/>
I can avoid plagiarism by using proper citations.	<input type="checkbox"/>	<input type="checkbox"/>

Skill Area	Yes	Needs Improvement
I can ask and answer questions in class.	<input type="checkbox"/>	<input type="checkbox"/>
I can participate in group discussions.	<input type="checkbox"/>	<input type="checkbox"/>
I can prepare and deliver presentations.	<input type="checkbox"/>	<input type="checkbox"/>
I can write professional emails to lecturers.	<input type="checkbox"/>	<input type="checkbox"/>
I feel confident using English in academic settings.	<input type="checkbox"/>	<input type="checkbox"/>

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## 5. Mini Tasks

### Mini Task 1 – Vocabulary Practice

Write a sentence using each academic word:

- a) Analyze
- b) Summarize
- c) Evaluate
- d) Discuss
- e) Compare

**Mini Task 2 – Writing Reflection**

Write 3 sentences about how your academic writing has improved during this course.

- a) \_\_\_\_\_  
\_\_\_\_\_
- b) \_\_\_\_\_  
\_\_\_\_\_
- c) \_\_\_\_\_  
\_\_\_\_\_

**Mini Task 3 – Speaking Reflection**

Write 3 sentences about which speaking activity helped you the most and why.

- a) \_\_\_\_\_  
\_\_\_\_\_

b) \_\_\_\_\_

\_\_\_\_\_

c) \_\_\_\_\_

\_\_\_\_\_

### Mini Task 4 – Set Your Goal

Write one goal for improving your EAP skills next semester.

\_\_\_\_\_

\_\_\_\_\_

## B. Exercises

### Exercise 1 – Vocabulary Review

Match the word with its meaning.

#### Word

#### Meaning

Paraphrase

a. Write a short version

Summarize

b. Express using different words

Citation

c. Giving credit to the original author

Discussion

d. Talking about ideas in a group

## Exercise 2 – Writing Practice

Write a short academic paragraph (5-6 sentences) on this topic:

*"The importance of academic integrity in university studies."*

## Exercise 3 – Presentation Reflection

Answer these questions about your last presentation:

1. What went well?
2. What was difficult?
3. What will you do to improve next time?

## Further Reading

Bailey, S. (2018). *Academic Writing: A Handbook for International Students* (5th ed.). Routledge.

Cottrell, S. (2019). *The Study Skills Handbook* (5th ed.). Macmillan International.

Jordan, R. R. (1997). *English for Academic Purposes: A Guide and Resource Book for Teachers*. Cambridge University Press.

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# ENGLISH FOR ACADEMIC PURPOSES:

A PRACTICAL GUIDE FOR FIRST-YEAR  
UNIVERSITY STUDENTS

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