



Rosario
ENGLISH
AREA

ACADEMIC ENGLISH CLINICS

Support material for
practicing English

*Tips for having better oral
interactions*



COMMONLY MISPRONOUNCED Words



When we learn a new language, there are high probabilities that we mispronounce words when speaking. That is okay, it is part of the learning process. However, we need to wonder if the way we pronounce words is correct, and, if it is not, we need to work on the correction. Having an appropriate pronunciation is important in language learning because when pronunciation is incorrect, communication might be broken.

Nevertheless, correcting pronunciation is a difficult task for different reasons. First, other speakers – including our own teachers – might mispronounce words. Second, generally during an interaction, speakers do not correct pronunciation as long as they understand the message. Finally, we are not really experts in the field of phonetics and phonology.

We can, however, work on improving pronunciation with some little tricks.

The easiest one is to check the correct pronunciation of a word on the internet. All you need to do is to click on any browser something like: "XX pronunciation" and we will have an immediate answer.

But, if you want to understand the pronunciation better, you can explore the phonetic transcription of the word you want to pronounce accurately. There, you will find some elements that will tell you the correct pronunciation of a word such as the individual sounds and the stress in the word:

This symbol represents the estress or emphasis in the word.

Example: In the word **Scaffolding**, the stress is on the first syllable: SCAffolding

Scaffolding

←
/s k æ f ə l d ɪ ŋ/

Some examples of mispronounced words are:

Determine /də'tɜ:mən/

Category /'kætə,gɔ:ri/

Economics /ɛkə'nɒmɪks/

Organize /'ɔ:gə,naɪz/

Politics /'pɒlə,tɪks/

Pedagogy /'pedə,gɒdʒi/

Television /'telə,vɪzən/

Researcher /'risə:tʃər/



LEVELS OF.. *Formality*



three levels of formality

Formal

1



"Could I disturb you for a minute?"

It shows politeness, respect and distance.

Neutral

2



"Can I ask you something?"

It does not have a formal or an informal tone.

Informal

3



You got a sec?

It shows that the speaker is familiar with the receptor and there is not a need or effort to be polite or respectful.

Directness in Formal and Informal English

Formal language: Tends to be much more indirect. Often sounds impersonal. Uses fewer personal pronouns.

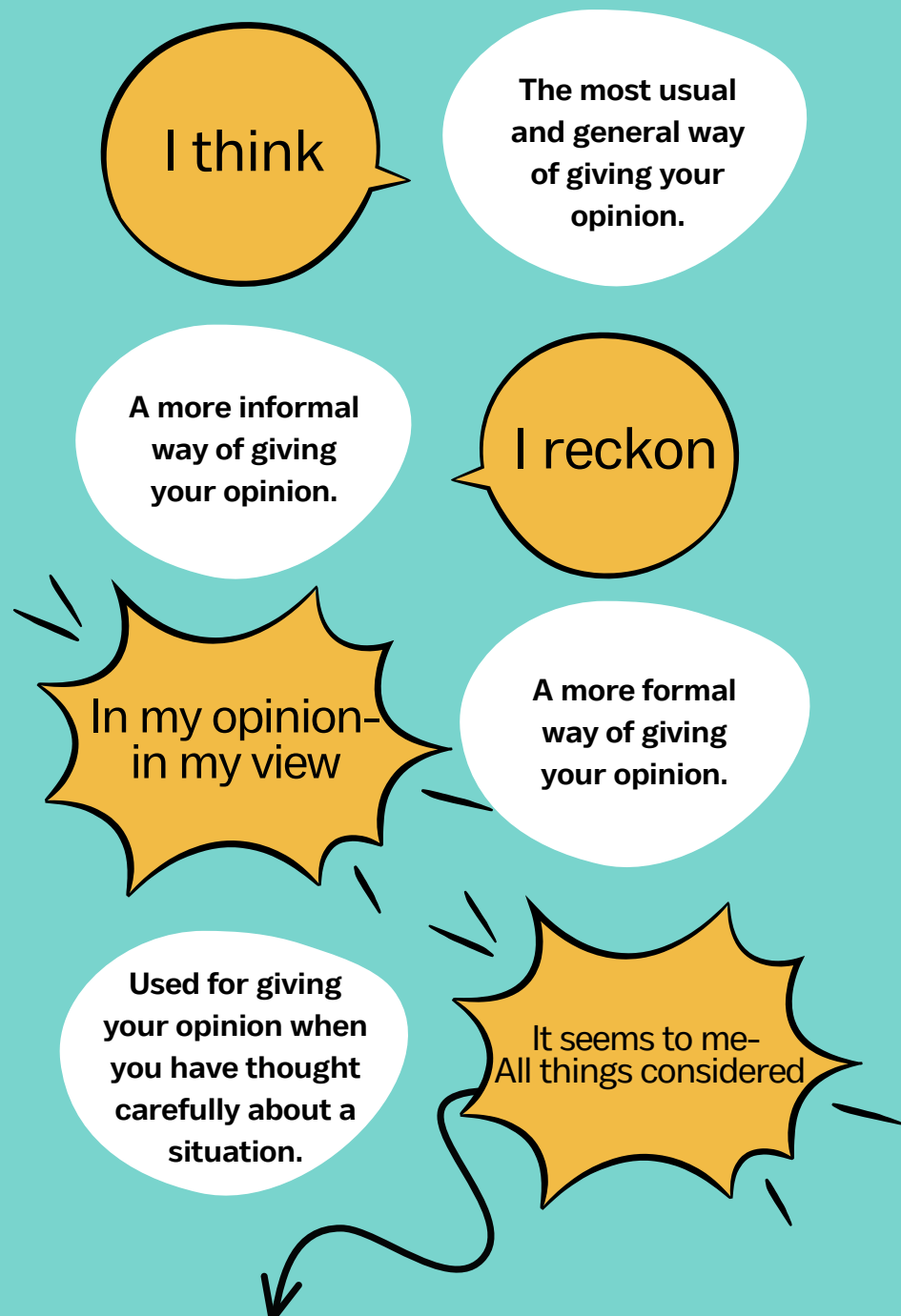
Informal language: Tends to be more direct and personal.

Neutral language: Tends to be partly personal and partly indirect. is in the middle, similar to other situations you've seen.


EXPRESSING *Opinion*




If you want to participate effectively in an academic discussion, you will need to make your ideas clear. This means you will have to voice (or give) your opinion. Some useful expressions to use when expressing your opinion:



Giving opinion intermediate and advanced



Intermediate

- I'm absolutely certain that ...
- This is just my opinion, but ...
- I'm fairly confident that ...
- Without a doubt, ...
- I'm no expert (on this), but ...
- You probably won't agree, but ...
- I'm positive that ...
- I'm pretty sure that ...
- I could be wrong, but ...
- My (point of) view (on this) is ...
- I'd definitely say that ...
- I'd say that ...

Advanced

- There is a part of me that says ...
- I know this is a minority view, but / I'm in the minority in thinking that ...
- This may well be controversial, but ...
- To my mind / To my way of thinking, ...
- I tend towards the opinion that ...
- To summarize my (rather complex) views on the matter, ...
- I think it's fair/reasonable to say ...
- I'll tell you what I think, ...
- What I always say is ...

LINKING

Paragraphs



An important characteristic in writing is coherence. For coherence in writing, the sentences must hold together; that is, the transition between one sentence to the next one must be logical and smooth.

The same level of coherence must be used in connecting paragraphs. Linking paragraphs with transition words or sentences help the reader better understand how subtopics are connected. This connection can be done in two different ways: a. ending a paragraph with a sentence that connects with the first sentence of the next paragraph, and b. Starting a new paragraph linking the idea to the previous paragraph.

Whether you decide to link paragraphs using any of the two mentioned approaches, the transition can be signaled by a single word, a phrase, or a dependent clause that summarizes an idea.

Examples of single words connectors:

- One way
- Another way
- However
- This means
- In addition
- The first reason is
- Another disadvantage

Examples of transition phrase:

-
- In addition to...
- Even though...
- One problem with...
- Keeping in mind (that)...
- Following the model of X, ...
- A significant implication on... is...

Example of transition clause:

- Despite the evidence pointing to the fact that motivation is a key element in any learning process, ...
- Although it is difficult to say if single-sex education leads to better results in test scores, ...

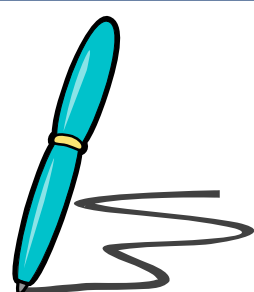


THE ARGUMENTATIVE

Essay

An argumentative essay is one in which there is an agreement or disagreement with an issue, using reasons to support an opinion. The goal is to convince the audience that one's point of view is right. An argumentative essay has three different sections: an introductory paragraph, the body (summary of the opposite arguments, rebuttals to the opposing arguments, your own arguments), and a conclusion.

Introduction:



The introductory paragraph contains an explanation of the issue and thesis statement. The explanation of the issue is an essential part of the introduction as it provides the background of the issue to discuss. On the other hand, the thesis statement clearly states your point of view. The thesis statement often mentions the opposing point of view; for example, *"Even though many adults say that youngsters do not know about many things, I strongly believe that their opinions are as valid as that of anyone else's"*.

The body:

The body of the essay is usually made of two or three paragraphs. In the body of the essay, we find a summary of the opposing arguments, rebuttals to the opposite arguments, and your own arguments.

Conclusion:

The conclusion is the summary of the main points in the essay. It might contain a summary of your own point of view.



The most common pattern for an argumentative essay is as follow:

- Introductory paragraph (explanation of the issue and thesis statement).
- Body:
 1. Statement of the first opposing argument, rebuttal, and your own counterargument.
 2. Statement of the second opposing argument, rebuttal, and your own counterargument.
 3. Statement of the third opposing argument, rebuttal, and your own counterargument.
- Conclusion.

Steps in the writing process for an argumentative essay:

- Step 1: Prewrite your ideas.
- Step 2. Organize your ideas.
- Step 3: Write your first draft.
- Step 4. Revise your draft.
- Step 5. Edit and proofread the draft.
- Step 6. Write a new draft.



PHRASAL Verbs

Phrasal verbs consist of a verb and one or more prepositions. They are often used, especially in informal spoken English. The meaning of phrasal verbs is often completely different from the meaning of the verb alone.

Some phrasal verbs never use an object

1

- get up = get out of bed
- take off = leave the ground
- look out = beware! be careful!
- get on = be good friends
- break down = stop working (for vehicles and machines)
- make up = become friends again after an argument

Some phrasal verbs need an object.

2

- get on / off something = exit transport
- look after someone / something = take care of someone / something
- look into something = investigate get to = arrive at

3

Some phrasal verbs contain three words and an object.

- look up to someone = respect someone
- look forward to something = be excited about (a future event)
- get on with someone = be good friends with someone
- put up with something = tolerate

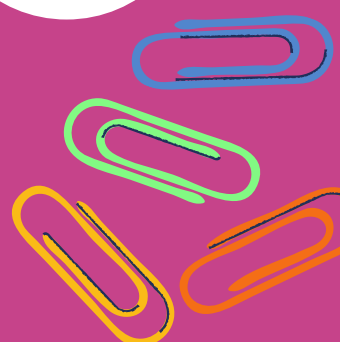
DEFINITE AND INDEFINITE

Articles

1

Use a/an before a singular noun.

I've got a brother and a sister.
I've got an aunt in Texas.



2

Use plural nouns or uncountable nouns to talk about things in general. Don't use an article here.

I like cats.
Dolphins are very intelligent.
Crime is increasing.

3

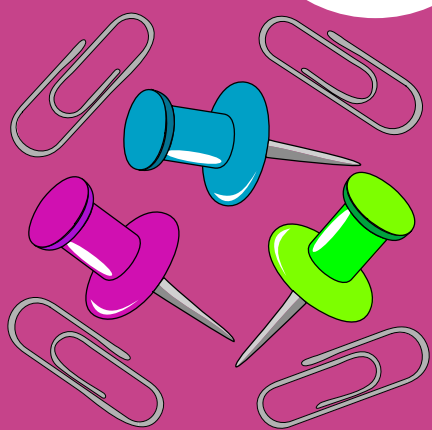
Use the to talk about one particular thing, or a particular group of things.

Books are interesting. The book on the table is interesting.
Children are noisy. The children in this class are noisy.

4

Use the when there is only one of these things

The moon is very big tonight.
My dad is the only doctor in our village.
Joe is the best student in the class.



Most 'general' nouns do not use an article.

Life is not the same as it used to be NOT: The life...
Health is important to everyone. NOT: The health...
We're worried about pollution. NOT: The pollution...

5

