EDUCATION

LEARNING OBJECTIVES

Watch and listen
Watch and understand a video about global literacy campaigns.

Reading skill
Make inferences.

Critical thinking
Analyze similarities and differences; use a Venn diagram to plan a comparison-contrast essay.

Grammar
Use transitions to show comparison and contrast; use adverb clauses of contrast.

Academic writing skill
Avoid run-on sentences and comma splices; write a comparison and contrast essay.

Writing task
Write a comparison and contrast essay.

UNL⌀CK YOUR KNOWLEDGE

Work with a partner. Discuss the questions.

1 Look at the photo. What do you think the people are studying?

2 What do you think of the education system in your country? What do you think works well and what could be improved?

3 How do you think your education system could become more modernized and useful for today's generation? Think about new subjects, and technology for the classroom.

4 At what age can students leave school in your country? What type of exams do you have to take before you leave school?

WATCH AND LISTEN

PREPARING TO WATCH

1 Work with a partner and answer the questions.

1 How do you think your life would be different if you were unable to read or write?
2 Do you think it is harder to learn new things as you get older? Why / Why not?

2 Look at the photos from the video. Discuss the questions with a partner.

1 Where do you think Photo 1 was taken? Describe the pupils.
2 How do Photos 2, 3 and 4 show that being able to read and write is necessary for our daily life?

GLOSSARY

illiteracy (n) a lack of the ability to read and write

disadvantaged (adj) not having the standard of living conditions, education, etc. that most people have

drop out (phr v) to not do something that you were going to do (e.g. not finish a course)

stigma (n) a strong feeling of disapproval that most people in a society have about something, especially when this is unfair
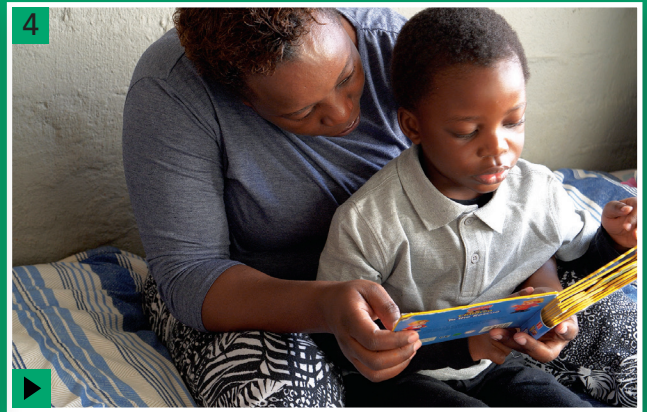
turn to sth (phr v) to start to do something bad, especially when unhappy

WHILE WATCHING

3 ▶ Watch the video and answer the questions.

1 What are the main aims of Project Literacy?
2 Who does Idris Elba speak about and why?
3 What is the impact on children whose parents cannot read or write?

4 ▶ Watch again. Which of the summaries below best describes the main message in the video?

1 Illiteracy affects people of all ages all over the world. However, it is most common in older women, particularly in India. Recently, however, schools have been set up in India to tackle this problem.

2 Illiteracy affects people of all ages all over the world. For older generations, not being able to read and write can mean feeling excluded from society. This is just one of the issues Project Literacy aims to tackle.

3 The aim of Project Literacy is to make sure that the older generation is able to read and write well. This will then ensure that they encourage their children to do the same.

5 Answer the questions.

1 Why were the Indian women in the video so happy to be at school?

2 Why are many adults afraid to admit they can't read or write?

3 Why did they give thumb prints at the bank?

DISCUSSION

6 Work with a partner and answer the questions. Give reasons for your answers.

1 What could governments around the world do to tackle the issue of illiteracy?

2 What could be done in your own country to solve this problem?

READING

READING 1

PREPARING TO READ

1 You are going to read an essay with the title *A Traditional Degree Versus a Degree Apprenticeship*. Look at the photos. Which photo shows a *traditional degree* course and which a *degree apprenticeship*? What do you think is the main difference between the two types of course?

2 Work with a partner and tick (✔) the phrases you think will be mentioned in connection with a traditional degree, a degree apprenticeship or both. Give reasons to support your choices.

	Traditional degree	Degree apprenticeship	Both
1 earn as they learn		✔	
2 student experience			
3 lectures and seminars			
4 joining clubs or societies			
5 holiday time			
6 wide range of career choices			

3 Match the words in the box to their meaning. Compare your answers in pairs or groups.

> **employability** (n)   **pursue** (v)   **community** (n)   **peer** (n)   **deadline** (n)   **regard** (v)   **in-depth** (adj)   **aspect** (n)

1 have respect for someone for something
2 the abilities and skills that allow someone to be employed
3 try and achieve something
4 one part of something
5 a group of people who have something in common or who live in the same place
6 someone of the same age, ability or position within the same group
7 the time by which something needs to be completed
8 in a very detailed and careful way

4 Complete the questions with the correct form of a word from Exercise 3. There is one word you will not use. Then discuss the questions in groups. Give reasons to support your ideas.

1 How do you develop your _____ ?
2 Why do some students find _____ their dream job difficult after they graduate?
3 How important is it for university students to feel part of a _____ ? Why / Why not?
4 Are you good at meeting _____ both at work and in study? Why / Why not?
5 What qualities do you think are _____ as important by an employer?
6 What _____ of school or university life do students most enjoy?
7 Which subject or area of work would you like to explore _____ ?

UNIVERSITY COURSES:

A TRADITIONAL DEGREE VS A DEGREE APPRENTICESHIP

1 Traditional university degrees have been valued for hundreds of years. A university education allows graduates to make better choices by increasing job opportunities for a broad range of careers. Research shows that men with a university education can earn salaries of around 8% more than their **peers** and for graduate women the gap is even bigger at 28%. It is not surprising, therefore, that university is the most popular higher education option with nearly eight hundred thousand school-leavers starting a degree course in 2023. However, even though a traditional degree is extremely beneficial, it can still be extremely challenging for graduates to find a job due to a lack of work experience. Degree apprenticeships, which were introduced in the UK in 2015, are realistic alternatives to gaining a degree qualification, particularly with school-leavers who want to 'earn as they learn'. Whilst both degrees have the same qualification level, they differ significantly in terms of the student experience and **employability**, and it is essential for school-leavers to carefully consider these differences before choosing which option to **pursue**.

2 Student life will be different for an apprentice compared to other forms of higher education. Although degree apprentices will experience certain **aspects** of campus life, they will not share the traditional experience of students who are studying at university full-time. For example, rather than spend around 30 hours per week on campus attending lectures and seminars and completing assignments in their own time, apprentices spend this time 'on the job' learning workplace skills with just 20% set aside for university. Of course, this means they also have less free time to take part in [1]extra-curricular activities, like joining clubs or societies. Holiday time is also markedly different in that full-time students get over three months holiday annually at the end of term or semester. Conversely, apprentices, as they are employees as well as students, receive just four or five weeks. Therefore, whilst apprentices gain real-life work experience while earning a wage, they not only have to balance working and studying at the same time but may also feel excluded from the student **community**.

3 Research suggests that one of the main advantages graduate apprentices have over their peers is that they learn key workplace skills. During their apprenticeship students will attend meetings and meet **deadlines**. They will build valuable relationships with colleagues at many different levels and may even communicate with external [2]stakeholders like customers. These [3]'soft skills', for example, teamwork and time-management, will help graduate apprentices achieve success throughout their working lives. However, degree apprenticeships tend to be vocational, and whilst they are not limited to trades or engineering, they do not currently offer the enormous choice of traditional university degrees. In addition, although apprentices can quit, if they choose not to continue in their chosen industry, they may find they have limited qualifications to transfer to another employer.

4 To conclude, traditional degrees and degree apprenticeships are both excellent choices for school-leavers and are well **regarded** by employers, but they differ in significant ways. Degree apprenticeships do not give students the same 'traditional' student experience nor the wide range of career choices which the open nature of a traditional degree provides. On the other hand, degree apprenticeships provide **in-depth** workplace experience and commercial skills whilst allowing students to earn a salary as they study. As the number of UK employers offering degree apprenticeship continues to rise, it will be interesting to see whether more and more school leavers choose this option over the traditional route.

[1]**extra-curricular** (adj) an extra activity that is not normally part of a course.
[2]**stakeholder** (n) a person such as a customer, employee, or citizen who is involved in a company.
[3]**soft skills** (n) people's ability to communicate and work well together

WHILE READING

5 Read the essay. Which option (1–3) best expresses the main idea?

1 A traditional university degree is the most popular choice among school leavers but with the introduction of the degree apprenticeship in 2015 that may change in the future.

2 The two courses are delivered in very different ways with degree apprentices receiving 'on-the-job' training rather than being fully immersed in the 'traditional' student life.

3 A degree apprenticeship may improve a graduate's ability to find a job because he/she can gain important workplace experience and learn key skills, such as effective time management.

6 Read the essay again. For each sentence choose the correct option. Underline in the essay where you found the answer.

1 Research has found that *men / both men and women* who have a degree qualification earn higher salaries.

2 Degree apprentices are in the workplace for *up to 30 hours / about one day* a week.

3 Traditional degree courses offer *fewer vocational / a wider range of* courses than degree apprenticeships.

READING BETWEEN THE LINES

SKILLS

Inferences

Sometimes writers suggest the meaning of something without saying it directly. Being able to read this **inferred meaning** (as well as the literal meaning of the words) is a useful skill. Practise using logic to work out the real meaning of the words you read.

7 Work with a partner. Discuss the questions.

1 Why does the writer refer to the number of school leavers who decide to do a traditional degree as 'not surprising'?

2 Overall, do you think the writer favours degree apprenticeships?

DISCUSSION

8 Discuss the following question in pairs or small groups.

What skills are necessary for each type of degree?

WRITING

9 Write a paragraph of about 100 words explaining if you would prefer to study a traditional degree or a degree apprenticeship.

READING 2

PREPARING TO READ

1 You are going to read an article about distance and face-to-face learning. Before you read, match the collocations to their meanings.

1 core principles
2 credible alternative
3 distance learning
4 modern phenomenon
5 online degree
6 significant difference
7 technological advances
8 virtual classroom

a recent trend
b important distinction
c an academic qualification obtained from online instruction
d key values
e general education from online instruction
f online course
g reliable substitute
h developments in technology

2 Complete the sentences and discuss your answers with a partner.

1 One interesting **modern phenomenon** in my country is
_____ .

2 A subject which might not work well for **distance learning** is
_____ .

3 One advantage of a real classroom over a **virtual classroom** is
_____ .

4 One advantage of an **online degree** over a degree which requires attending classes is _____ .

5 It's possible that a **credible alternative** to a university education might be _____ .

6 Because of **technological advances**, it is now much easier to
_____ .

7 One of the **core principles** of many universities is
_____ .

8 One **significant difference** between secondary school and university is _____ .

3 Look at the statements below. Do you think these statements are *T* (true) or *F* (false)? Correct the false statements.

_____ 1 Distance learning is a new idea.
_____ 2 Distance learning requires good technological access.
_____ 3 Face-to-face learning is better than distance learning.

4 Read the article and check your answers to Exercise 3.

DISTANCE LEARNING VS FACE-TO-FACE LEARNING

1 Although many people think it is a **modern phenomenon**, **distance learning** has been around for at least 200 years in one form or another. Historical examples of long-distance learning include students being sent a series of weekly lessons by mail. The **technological advances** of the past 20 or so years, however, have meant that this form of education is now a **credible alternative** to face-to-face learning. Indeed, 1996 saw the establishment of the world's first 'virtual university' in the United States, showing how far distance learning has come in a relatively short space of time. While it is now possible to obtain a large variety of **online degrees**, which is the best type of education to pursue? A closer examination of this topic reveals that distance and traditional educational instruction have **significant differences** but also some similarities.

2 When comparing the two systems, the most obvious difference lies in the way that instruction is delivered. Distance learning is heavily dependent on technology, particularly the internet. In a face-to-face course, students may only require a computer for the purpose of writing an essay. In comparison, when learning remotely, technology is the principal means of communication. Face-to-face instruction must take place in real time and in one location. Conversely, distance learning can happen at any time and in any location, since the learning is not restricted by geography. The flexibility this provides means that students may be better able to learn at their own pace, but it may also mean that learners have to be well organized and self-disciplined. In other words, they must be more highly motivated in order to do well in distance-learning courses. Finally, with face-to-face learning, the teacher and student have the opportunity to develop a personal relationship. In a **virtual classroom**, by contrast, the teacher may seldom or never actually meet the student. This may make it hard for teachers to understand their students' specific learning needs.

3 Although the nature of the teacher-student relationship may differ in the two methods, they do share the same **core principles**. Just as a teacher is the 'knower' in a classroom, he or she is the one responsible for helping students understand the key sections of an online course. The teacher needs to decide how to best present the material to be learned and in which sequence the topics should be introduced. He or she must also create the assignments for the course and help the students know what resources (textbooks, websites and so on) will best support their learning. Additionally, a teacher needs to provide student feedback in some way. For example, a language teacher in a classroom may be able to correct a student's grammar or pronunciation in the moment, whereas a distance-learning teacher may need to provide written or recorded feedback to be delivered later. In any case, all the usual elements of the teacher's role are necessary, no matter what kind of instruction is being used.

4 It is difficult to state whether one form of learning is better than another, since they are geared towards different learning situations. They are certainly different experiences. Nevertheless, there are strong similarities between the two systems, which can both produce positive results. A student who has the choice should consider the advantages and disadvantages of each method before deciding to take a course.

WHILE READING

5 Write the correct paragraph number (1–4) next to the description.

1 Similarities between the two methods _____

2 General summary and conclusions _____

3 Differences between the methods _____

4 The history and background of the topic _____

6 What does the writer think are the advantages and disadvantages of each type of learning? Complete the tables below.

Distance learning

advantages	disadvantages
Not limited by geography	

Face-to face learning

advantages	disadvantages

READING BETWEEN THE LINES

7 Work with a partner. Answer the questions based on your understanding of the information in the article.

1 Why is the difference that is mentioned in paragraph 2 called 'obvious'?

_____

2 Why can online learning be slightly impersonal?

_____

3 Paragraph 3 states that 'all the usual elements of the teacher's role are necessary' in any kind of instruction. What are these elements?

_____

4 Do you think this author generally approves or disapproves of distance learning? Why?

_____

DISCUSSION

8 Work with a partner. Use ideas from Reading 1 and Reading 2 to discuss the following questions.

1 Have you ever tried to learn something online? What were the advantages and disadvantages of doing this?
2 Which model of learning do you prefer? Why?

⊙ LANGUAGE DEVELOPMENT

EDUCATION VOCABULARY

> assignment   campus   degree   dissertation   examination
> journal   lecturer   plagiarism   seminar   term   tutor

1 Complete the statements with some of the words from the box. Then circle the option in *italics* to give your own opinion.

1 If a student commits _____ by copying from their sources, or by not acknowledging them, when writing an essay, they *should / should not* be removed from the course immediately.
2 Research papers, known as _____ *should / should not* be available free of charge to students from poorer backgrounds.
3 When you need to pass a formal _____ to get a specific qualification, you should revise *on your own / with peers.*
4 When I am given an _____ to complete, I usually *manage / do not manage* to hand it in on time.
5 I am more *comfortable / less comfortable* attending _____ rather than lectures because you get the opportunity to speak.

2 Complete the sentences with the rest of the words from Exercise 1.

1 As a _____ assumes responsibility for a students' academic and personal welfare, *relationship building* is one of the most important skills they should possess.
2 The academic year is divided into three _____ . In my opinion, these are too long and students should get time off.
3 All university _____ courses should be free of charge for people under the age of 25.
4 Writing a _____ at the end of a degree course, with a word count of 12,000, isn't the best way to assess a student.
5 A university _____ which is all in one place is better than a one which is spread across a city or town.
6 A university _____ should not carry out research during term time, as his/her focus should be on teaching.

ACADEMIC VOCABULARY

3 Match the first part of the sentences (1–9) to the correct ending (a–i). (Use the Glossary on page 38 to help you).

1 More and more school leavers are choosing a degree apprenticeship as an

2 The flexibility offered by distance learning is seen as a

3 Meeting the other students on the course is one beneficial

4 Tutors work with students to help them understand the key

5 Distance learning requires students to have a high level of

6 Distance learning can make it hard for a teacher to understand the

7 Students can often take optional elective classes as well as the

8 1996 saw the creation of the world's first

9 Both degree apprenticeships and traditional degrees are offered

a **virtual** university.

b **significant** benefit by many students.

c **aspect** of a traditional university education.

d **motivation** to succeed.

e **specific** needs a learner has.

f **core** course modules.

g **alternative** to a traditional academic degree course.

h **at university establishments** across the country.

i **principles** of their course.

4 Work in pairs. Choose three words from Exercise 1 and three words from Exercise 3. Then write six questions for your classmates to answer.

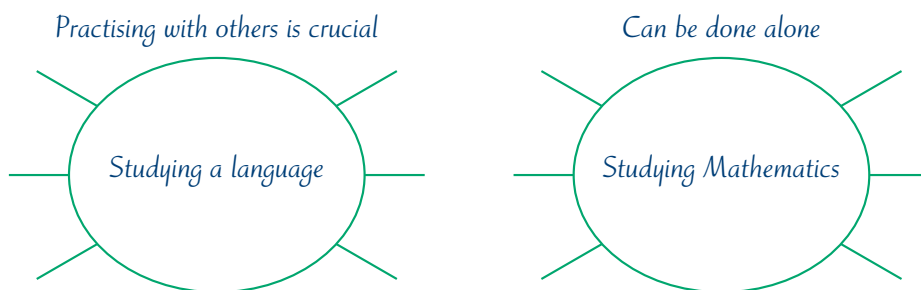*Would you like to write a dissertation? What gives you motivation?*

WRITING

CRITICAL THINKING

At the end of this unit, you are going to write a comparison and contrast essay. Look at this unit's writing task below.

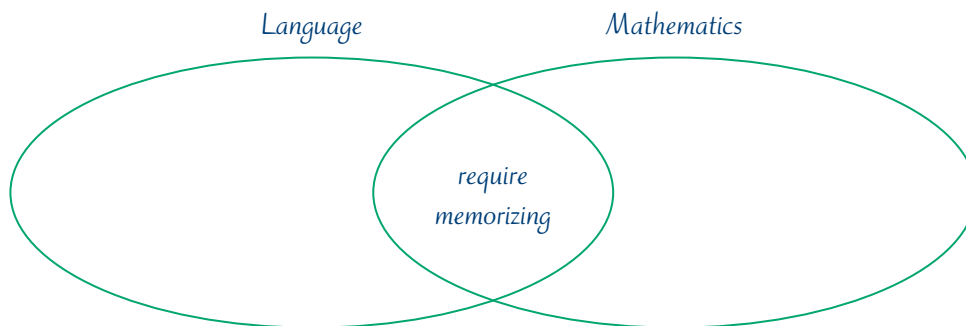> Discuss the various similarities and differences between studying a language and studying Mathematics.

1 Look at the two ideas maps below. One is labelled 'Studying a language' and the other 'Studying Mathematics'. Add details according to your experience of studying these subjects.

Practising with others is crucial   *Can be done alone*

Studying a language   *Studying Mathematics*

Analyzing similarities and differences

In academic discourse, it is often important to compare and contrast information to see the similarities and differences between topics or ideas. A Venn diagram is a very common way of doing this. Use the Venn diagram to discuss the various similarities and differences between studying a language and studying Maths.

2 Write the information from the ideas maps in Exercise 1 into the appropriate parts of the Venn diagram. Try to get at least three pieces of information in each of the three sections. Do more research online to add new information.

Language   *Mathematics*

require memorizing

3 Compare your Venn diagram with a partner. Are there any good ideas which you could add to yours?

GRAMMAR FOR WRITING

COMPARISON AND CONTRAST LANGUAGE

Transitions to show comparison and contrast

The ability to **compare** similar ideas or to **contrast** different ideas is an important skill in academic writing.

Students in face-to-face courses see tutors often. <u>*Similarly*</u>*, students in distance-learning courses contact their tutors in online forums often.*

Universities charge high fees for academic subjects. <u>*However*</u>*, colleges charge much less for vocational courses.*

Words such as *however* and *similarly* are called **transition words**. When transition words begin a sentence, they must be followed by a **comma.**

1 Complete the table with transition words or phrases from the box.

> although   compared to   conversely   equally
> however   in contrast   in the same way   nevertheless
> on the other hand   similarly

Comparison words which mean something is **similar**	**Contrasting words** which mean something is **the opposite**

2 Complete the sentences below using a transition word or phrase from Exercise 1.

1 Traditional degree students spend 30 hours per week on campus attending lectures and seminars, _____ apprentices spend just one day per week at university. (contrast)

2 Traditional degrees are valuable for school leavers as they increase career choices _____ apprenticeships are valued as they provide opportunities for workplace experience. (contrast)

3 Traditional degrees will provide you with useful knowledge for the future, _____ degree apprenticeships will also equip you with the skills you need for the workplace. (similar)

3 In pairs, discuss the topic below. Use a variety of transition words and phrases from the box to help you explain your ideas.

Learning a new language in your home country versus learning a new language abroad

Adverb clauses of contrast

Adverb clauses of contrast are used mainly to contrast two things or ideas.

An adverb clause has a **subject** and a **verb**, but it is not a complete sentence. It begins with the words **while** or **whereas.**

While/Whereas online learning is convenient, face-to-face learning is more interactive.

*Online learning is convenient, whereas/while **face-to-face learning is more interactive**.*

In sentences expressing contrast, *while* and *whereas* have the same meaning.

As shown in the examples, an adverb clause can come at the **beginning of a sentence** or in the **middle (after the main clause)**. In academic writing, it is more common for adverb clauses of contrast to appear second.

*For students who are very academic traditional degrees are a good option, **whereas** for more practically-minded people the degree apprenticeship is perhaps more suitable.*

Using a comma

Note that if the adverbial clause comes before the main clause, it is followed by a comma. If the adverbial clause comes after the main clause, the comma goes before the adverb clause to emphasize contrast.

*Maths can be useful for degrees such as Economics**,** whereas a language can be necessary for International business.*

*While studying at university in your hometown can be more economical**,** studying away from home can give you more independence.*

4 Circle the sentence which uses the adverb clause correctly. Pay attention to sentence structure and punctuation.

1 a Graduate men tend to earn around 8% more than non-graduates, whereas graduate women earn just under 30% more.
   b Graduate men tend to earn around 8% more than non-graduates whereas, graduate women earn just under 30% more.
2 a While degree apprentices spend about one day per week on campus. Full-time students are at university for about 30 hours.
   b While degree apprentices spend about one day per week on campus, full-time students are at university for about 30 hours.
3 a Certain students prefer studying online while, others lack motivation.
   b While certain students prefer studying online, others lack motivation.

5 Complete the sentences so that they are true for you. Compare your answers with a partner.

1 Studying English requires _____ , whereas studying science needs _____ .

2 While some students choose to _____ in their free time, I prefer _____ .

3 I study best _____ , while some of my friends prefer to study _____ .

6 Write sentences using these prompts. Try to use the adverbial clause both at the beginning and middle of each sentence. Remember to include the comma in your sentences.

1 university life / school life

2 studying Maths / studying a language

3 lectures / seminars

I like studying alone, **whereas** *my brother prefers to study with his friends.*
Whereas *my brother prefers to study with his friends, I like studying alone.*

Compare your sentences with a partner. Did you have similar ideas?

ACADEMIC WRITING SKILLS

AVOIDING RUN-ON SENTENCES AND COMMA SPLICES

Run-on sentences and **comma splices** are **common errors** that writers must know how to avoid in academic writing. If they are used incorrectly, they can make it difficult for the reader to understand what you mean.

What is a run-on sentence?
A run on sentence is two independent clauses that have not been connected in the right way**.**

independent clause	independent clause

✗ *Engineering and Business are both popular subjects they both use mathematics.*
✗ *Traditional degrees and degree apprenticeships are both valuable degrees they are highly valued by employers.*

This sentence is incorrect because it is missing a word to link the ideas together such as *and*, *but*, *so*, etc. or the use of punctuation to separate the clauses.

How to avoid run-on sentences

- add a coordinating conjunction, like *and, but* or *so.*

  *Traditional degrees and degree apprenticeships are both valuable degrees, **and** they are highly valued by employers.*

- separate the clauses with a semicolon.

  Traditional degrees and degree apprenticeships are both valuable degrees; they are highly valued by employers.

- separate the clauses with a full stop and make into two sentences.

  Traditional degrees and degree apprenticeships are both valuable degrees. They are highly valued by employers.

What is a comma splice?

A comma splice is two independent clauses connected only with a comma.

missing word / punctuation

✘ *A traditional degree is more popular than a degree apprenticeship, it offers a wider choice of subjects.*

The two independent clauses should instead be linked by a coordinating conjunction or the use of punctuation to separate the clauses.

✔ *A traditional degree is more popular than a degree apprenticeship **because** it offers a wider choice of subjects.*

✔ *A traditional degree is more popular than a degree apprenticeship; it offers a wider choice of subjects.*

How to avoid a comma splice

- add a coordinating conjunction, like *and, but* or *so.*

  A traditional degree is more popular than a degree apprenticeship, and it also offers a wider choice of subjects.

- separate the clauses with a semicolon.

  Traditional degrees are more popular than degree apprenticeships; they also offer a wider choice of subjects.

- separate the clauses with a full stop and make them into two sentences.

  Traditional degrees are more popular than degree apprenticeships. They also offer a wider choice of subjects.

1 Identify the run-on sentences or comma splices in the sentences. Write *C* (comma splice) or *R* (run-on sentence). Then correct them.

1 Many students study a second language *, and* some students study a third language. __R__

2 Degree apprenticeships are popular among school leavers, they are not as popular as traditional degrees. _____

3 Maths focuses on numbers languages focus on words. _____

4 Distance learning has become very popular you can even earn a degree this way. _____

5 Some students prefer to study academic subjects other students prefer vocational courses. _____

6 All universities charge tuition fees some are more expensive than others. _____

COMPARISON AND CONTRAST ESSAYS

SKILLS

One common way to structure a comparison and contrast essay is to start with a discussion about the differences between the two subjects and then follow with a discussion about the similarities.

Introductory paragraph:

• gives some background on the two subjects of comparison

• provides a thesis statement which explains whether the writer feels that the differences or similarities are more important, or just that they both exist

Body paragraph 1: states the differences between subject 1 and subject 2

Body paragraph 2: states the similarities between subject 1 and subject 2

Concluding paragraph:

• restates the thesis   • ends with a comment showing the writer's opinion

2 Work with a partner. Discuss the questions.

1 In Reading 1, does the thesis statement indicate that the author will emphasize differences between the degree types, similarities between them or that both differences and similarities exist?

2 In Reading 2, does the thesis statement indicate that the author will emphasize the differences of the subjects, the similarities of the subjects or that both differences and similarities exist?

3 In the explanation of comparison and contrast essays which was just presented, the suggested structure of the body paragraphs is that the first discusses differences and the second discusses similarities. Which Reading (1 or 2) follows this structure?

WRITING TASK

> Discuss the various similarities and differences between studying a language and studying Mathematics. Write about 350–400 words.

PLAN

1 Look back at the Venn diagram in Critical thinking with your notes on the similarities and differences between studying a language and studying Mathematics. Now take those ideas, plus any new ones you can think of, and create an outline for your essay using the structure below.

	Your notes
Introductory paragraph: (background information, thesis statement) (about 50–100 words)	*Maths and languages are two important subjects which many people choose to study at university. While Maths is….*
Body paragraph 1: (differences) **Try to include at least 3 points** (about 100 words)	*When comparing the two subjects, the most obvious difference….*
Body paragraph 2: (similarities) **Try to include at least 3 points** (about 100 words)	*Although the subjects are very different, they do share some core principles…*
Concluding paragraph: (re-instate your opinion) (about 50–100 words)	

2 Remember you can use an adverb clause with *while* or *whereas* to show contrast for your thesis statement. Look at the thesis statements below, taken from Reading 1 and 2, and underline the adverb clause in each:

Whilst both degrees have the same qualification level, they differ significantly in terms of the student experience … – Reading 1
While it is now possible to obtain a large variety of online degrees, which is the best type of education to pursue? – Reading 2

3 Now write your own thesis statement.

4 Refer to the Task checklist on page 56 as you plan your essay.

WRITE A FIRST DRAFT

5 Write your essay using the outline.

REVISE

6 Use the Task checklist to review your essay for content and structure.

TASK CHECKLIST	✔
Did you give background information and a thesis statement in your introduction?	
Do you have one body paragraph about the differences and another body paragraph about the similarities?	
Did you use examples to strengthen your arguments in the body paragraphs?	
Did you restate the thesis statement and give your opinion in the conclusion?	
Did you write at least 3 differences and 3 similarities?	
Did you check the word count?	

7 Make any necessary changes to your essay.

EDIT

8 Use the Language checklist to edit your essay for language errors.

LANGUAGE CHECKLIST	✔
Did you use comparison and contrast language correctly?	
Did you use adverb clauses to show contrast correctly?	
Did you use a range of academic words?	
Did you use collocations correctly?	
Did you avoid run-on sentences and comma splices?	

9 Make any necessary changes to your essay.

OBJECTIVES REVIEW

1 Check your learning objectives for this unit. Write *3*, *2* or *1* for each objective.

3 = very well   2 = well   1 = not so well

I can ...

watch and understand a video about global literacy campaigns. _____

make inferences and analyze similarities and differences. _____

use a Venn diagram to plan a comparison-contrast essay. _____

use transitions to show comparison and contrast. _____

use adverb clauses of contrast. _____

avoid run-on sentences and comma splices. _____

write a comparison and contrast essay. _____

2 Use the *Unlock* Digital Workbook for more practice with this unit's learning objectives.

WORDLIST

alternative (n) ⊙
aspect (n) ⊙
assignment (n) ⊙
campus (n) ⊙
community (n) ⊙
concrete (adj)
core (adj)
core principles (n phr)
credible alternative (n phr)
deadline (n)
degree (n) ⊙
discipline (n) ⊙
dissertation (n) ⊙

distance learning (n phr)
employability (n)
establishment (n) ⊙
examination (n) ⊙
in-depth (adj)
illiteracy (n)
journal (n) ⊙
lecturer (n) ⊙
modern phenomenon (n phr)
motivation (n) ⊙
online degree (n phr)
peer (n) ⊙
plagiarism (n)

principle (adj)
pursue (v) ⊙
regard (v) ⊙
semester (n)
seminar (n) ⊙
significant (adj)
specific (adj)
stigma (n) ⊙
technological advances (n phr)
term (n) ⊙
tutor (n) ⊙
virtual (adj)
virtual classroom (n phr)

⊙ = high-frequency words in the Cambridge Academic Corpus