

## ONLINE PRE-SESSIONAL COURSE

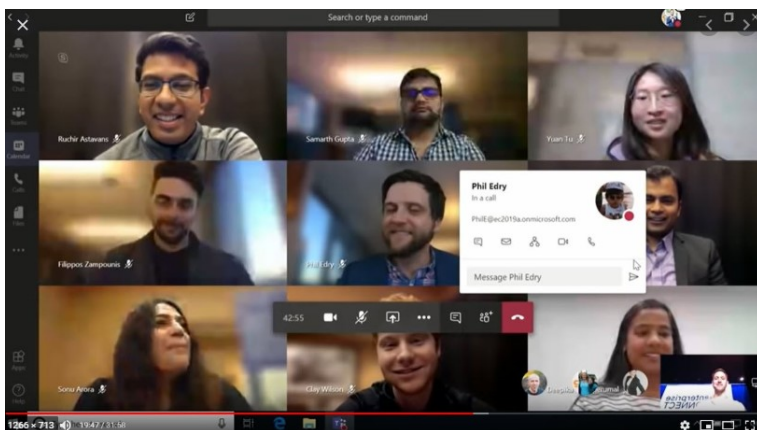
USING MOODLE / MS TEAMS (LIVE SEMINARS) AND OTHER SECURE SOFTWARE

### ONLINE COURSE STRUCTURE

Students are expected to spend at least 25 to 30 hours per week studying on the Pre-session course (around 5-6 hours per day). Included in these hours, students will have the following 'live' sessions:

- **Three live seminars** (2 hours per seminar): a live listening seminar and 3 other seminars for either reading and writing or project, speaking and listening.
- **One live seminar debate** with feedback and reflective tasks (live - 90 minutes)
- **One lecture** (Pre-recorded - up to 30 minutes each): on a range of subject areas
- **Weekly tutorials (group or individual)** – for 15-20 minutes - focusing on speaking, listening and/or reading and writing and project/assessments.
- **Group meetings** (around 15 minutes)

### TECHNICAL INFORMATION



As a student at the University of Kent, you will have access, via the University website, to the secure software (Microsoft Teams and Moodle) that you need to study on the Pre-session course. As part of the student induction, students will receive detailed guidance on how to install the software and how to use it by watching recorded video sessions and simple instruction guides. There is online technical IT support available to all students from Monday to Friday (09.00-17.00, BST time) should students need further support.

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**E-LEARNING**

TECHNOLOGY ENHANCED LEARNING

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**Moodle**

The main link to Moodle ([moodle.kent.ac.uk](http://moodle.kent.ac.uk)) will take you to the "live" Moodle environment for the current academic year. To access Moodle content for previous

Go to Moodle

**Chat to us**

For help with your IT and Library enquiries

## COURSE MATERIALS

Below is an example of the online Pre-sessional course materials.

A **Unit or Week** consists of several **'books'** containing **'lessons'** to complete. Students are encouraged to complete one **lesson** per day for each of the following language components: **Reading and Writing, Speaking or Listening and Project work**. Additional/supplementary material will be provided for students who would like further practice materials.

### AN EXAMPLE OF A BOOK:


The Reading and Writing Unit 1 book contains **five** lessons (including **two** live seminars). An **Overview/Instruction guide** accompanies each book to help students complete the tasks outlined in each lesson.

### Reading and Writing

Unit 1 - Reading and Writing Overview/Instructions

Please read this to know what you need to complete for lessons 1-5 in the reading and writing materials book for unit 1

Unit 1 - Reading and Writing Materials



PRE-SESSIONAL COURSE  
READING AND WRITING

#### Table of contents

1. Introduction to Reading
2. Lesson 1
3. Lesson 2 - Live Seminar
4. Lesson 3
5. Lesson 4
6. Lesson 5 - Live Seminar
7. Homework Tasks

### AN EXAMPLE OF A LESSON

#### Task 3: Parts of a textbook

**Instructions:**

First, click on the [Parts of a Textbook mix and match activity](#) and match the parts of a textbook with the correct descriptions

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#### Unit 1/Lesson 1: Task 3 - Parts of a textbook

Unit 1/Lesson 1: Task 3 - Parts of a textbook

Look at this list of some of the parts of a textbook. Match the parts with the correct descriptions.

Look at this list of some of the parts of a textbook. Match the **parts** with the **correct descriptions**. Drag the descriptions into the correct boxes

1. A bibliography is
2. A title page is
3. An appendix is
4. A preface / introduction is
5. Acknowledgements are
6. A contents is
7. Chapters are
8. A Glossary is
9. An index is
10. A back cover is
11. A Foreword is

a short introduction to the book, written not by the author but by someone familiar with the author's work

a list of books, articles and other sources used by

title, author, and publisher

an alphabetical list of topics, and page numbers for where they appear in the book

additional information, often for reference

the author's aims and an overview of what the book includes

the units of the book

selling points, author information, positive reviews

Links to *interactive activities* such as *mix and match*, and *gap fill* with answers provided

## 2. Lesson 1

Unit 1:

Starting To Read & source selection



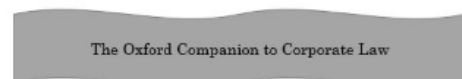



Writing at University

Unit 1 Aims
In this Unit you will...
Think about your approach to reading
Learn about the parts of a textbook and choosing appropriate academic sources
Think about the different types of writing students do at university
Practise Sentence Structures
Practise different question forms
Analyse basic sentence structure
Reflective writing

### Lesson 1

**Task 1:** Forum Discussion - click on the link: [Lesson 1: Task 1-Think about your approach to reading](#)

Look at the titles of the books and journals below, and discuss the questions that follow

- i.  *Critical Reading and Writing for Postgraduates*
- ii.  *Economics: A Contemporary Introduction*
- iii.  *The Oxford Companion to Corporate Law*
- iv.  *Journal of Social Anthropology*
- v.  *A History of Photography*
- vi.  *Sociology: A Reader*

Clearly listed *aims* and *learning outcomes* per unit

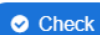
Interactive *Forum Discussions* to communicate with other students on the course

With 'tips' to help students

## Unit 5/ Lesson 2: Task 4 - Vocabulary B/Gap fill

Drag the words into the correct boxes to complete the sentences. You should do this

1. Leadership can be  as the quality of being good at leading a group.
2. One of her best  was her management of the merger.
3. Unfortunately, the  was not what he had wanted.
4. Academic writing usually  doing research.
5. The meetings  every two weeks.

 Check

Check your answers – work at your own

### Unit 4/ Lesson 2 : Task 2 - Social Customs

Drag the words into the correct boxes

Arab countries  
Do:  
Don't:    
Reasons:

Canada  
Do:  
Don't:   
Reasons:

Thailand  
Do:  
Don't:   
Reasons:

New Zealand  
Do:  
Don't:   
Reasons:

- Seen as disrespectful
- Pat children on the head
- Extremely disrespectful to Maori tribal elders
- Be careful who you speak to first
- Don't cross your legs in front of older people
- Implies the host can't afford or doesn't know how to choose good wine
- Walk into a house with footwear on
- It is standard practice
- Dislavs soles of your feet

Drag and drop  
activities

### Unit 4 / Lesson 2 : Task 4 - Language of Advice: Grammar

Match the language of advice from the text to the correct grammatical structures

Use of an impersonal phrase to state a rule:

If/when-clause + imperative:

Simple imperative:

Simple negative imperative:

Use of modal verbs:

A general statement about the culture:

Use of the second conditional would:

Grammar  
activities –  
further  
practice

### STUDENT ACADEMIC AND PASTORAL ONLINE SUPPORT

Pre-sessional students will receive the same support online as they would in person on our Pre-sessional courses. Support is available from your teacher, the Student Support and Experience Officer, the course manager, course convenors, the administration team, elearning technologists and IT support team.

We are all here to help you succeed and progress to your main programme of study.

WE LOOK FORWARD TO MEETING YOU ONLINE AND WELCOMING YOU TO THE  
UNIVERSITY OF KENT!

