

AT, ON, AND IN

EASY

Prepositions of time:

Public holidays at at Christmas at Easter at the weekend (GB)	Time of Day in in the morning in the afternoon in the evening (but at night)
Time at at 4 o'clock at half past ten at night	Years in in 1972 in three years
Seasons in in the spring in the summer in the winter	Months in (without day) in in July, August, October, etc.



Dates on
on June 5, 2005
on the 5th of
June, 2005

Days on
on Monday
on the weekend
(US)

Prepositions of Place:

in = three dimensional space, inside a room
on = one dimensional
at = destination / spot (confused with the German *bei*. *Bei* is NOT *by* in English!)

Now practise by writing the correct preposition in the blank. You can check your answers below.

1. In Austria, children sometimes have school _____ Saturday.
2. We don't eat much _____ the evening.
3. The concert will be in Dornbirn _____ 2010 _____ July.
4. I eat lunch _____ twelve o'clock.
5. I was born _____ October 25, 1969.
6. My English class is _____ Tuesday.
7. _____ Christmas, I will fly to the USA.
8. I like to go skiing _____ the winter, and hiking _____ the summer.
9. I work _____ this company.
10. She 's sitting _____ the restaurant.
11. She hung the picture _____ the wall.
12. We were _____ the trade fair.
13. The books are _____ the table.

Answers: 1. on 2. in 3. in / in 4. at 5. on 6. on 7. at 8. in / in 9. at 10. in 11. on 12. at 13. on

Dear Readers!

Ooops! Everybody makes mistakes -- even at CEC! We oversaw a couple of errors in our last issue of International! There are 3 mistakes in the MEDIUM column in the July/August 09 issue. The first 3 people to point out these mistakes will get a free 6-month membership to CEC Online. Send an email to info@creative-english.at with the corrections and, if you're right, we'll send you your free access! It's as easy as that! Have fun! (PS. the version on our homepage has already been corrected. :))

Kind regards, Chrystyna K. Lucyk, Editor

HEARING VOICES – BBC PROJECT HELPS ENGLISH LEARNERS WITH ACCENTS

MEDIUM

Building on established partnerships with the School of English at the University of Leeds going back more than 80 years, in 2004 the BBC's News Media team based in Cardiff contacted Professor Clive Upton to work with them on their "BBC Voices" project, the UK's largest ever study examining regional variations in speech.

As part of this project, Leeds provided a unique method of collecting regional dialects, and Prof Upton helped train a group of 61 journalists, working on behalf of the BBC, in its use.

Working with the University

The journalists collected over 700 hours of voice recordings from around the country from Autumn 2004 through to the launch of BBC Voices Week in August 2005. In addition, over 60,000 people visited its website, with thousands more visiting their local BBC radio and TV offices to submit completed questionnaires about their use of language (linked to their geographical location). The project generated an unprecedented level of national media interest.



The BBC Voices website continues to receive a high level of monthly hits, and Prof Upton and his colleagues, as recipients of all the data, are extending their research into language and dialect. He and Prof Sally Johnson (Linguistics and Phonetics, as PI) have recently received a £460,000 grant from the AHRC to research ideological language issues as displayed through the project website.

External Impact

Prof Upton's research into regional dialects has also led to other partnerships, which are continuing to develop and add value to the student experience in the School of English.

Former Research Assistant Jonathan Robinson, now a curator at the British Library, facilitates research links there and provides Leeds students with an insight into potential research and career pathways. And a former student, Dr Catherine Sangster, now heads the BBC Pronunciation Unit, making the Leeds- BBC link still firmer.

<http://www.bbc.co.uk/voices/recordings/index.shtml>

TIP: Tapescripts to read along with the recordings are also available for downloading.

Different Accelerated Learning Techniques to Try

(resource: *blog post on XING*)

ADVANCED



Accelerated learning techniques have taken the world by storm. Finally people are realizing that not everyone learns the same way, and that by simply changing the way you are learning the information, you can make it easier to remember and recall. You don't, however, have to be in a classroom in order to make these types of techniques work for you, nor do you need to be a student. Often by using accelerated learning techniques you can give your memory and brain a workout in order to help you to remember things much easier.

Technique 1 – Asking Questions

Instead of simply sitting there and listening to a presentation, your trainer, or to your boss, ask questions! The brain is often much more able to input information when it is best prepared for the information itself, such as when you're waiting for the answer to a question. By asking a question you are focusing the brain on getting the answer, which is the first step towards helping your brain remember what you are trying to learn. You may feel silly asking a question, but don't, especially if you find that you're more apt to remember the answer than you are to remember something that you're being taught.



„Training teaches us the rules.
Experience teaches us the exceptions.“

Henry Boettinger

Technique 2 – Motivation and Rewarding Yourself

Everyone has their own methods of motivation, and often we are looking for someone else to give it to us when we really need to give it to ourselves. If you're trying to focus on a project or on memorizing something, give yourself some motivation. For instance, allow yourself to have a forbidden treat once you have completed your task. This also allows the brain to focus on the task at hand and makes it easier to concentrate.

Technique 3 – Make a Picture

Not everyone's brain remembers vocal or written cues easily – some need pictures. If you're trying to remember something, such as a grocery list, draw it out! Making pictures of something, no matter how silly, is often a great way for those who have good visual memory to be able to remember even the most difficult of things.

Technique 4 – Get Moving

Some people learn and remember best when they're sitting still and focusing on one thing. Others, however, need to move. They have the urge to move around when they're trying to learn and

remember something, and this may be for a reason. Some studies have shown that physical activity stimulates the brain into being better able to focus on the task at hand. Just make sure it's nothing too physical, such as running a marathon, or you're apt to forget everything you're trying to remember!



„If a person can't do something,
it's a training problem. If a
person won't do something,
it's an attitude problem.“

Blanchard and Lorber

Technique 5 – Positive Attitude

Often ignored, a positive attitude can be one of the most powerful ways to help you learn and remember things. The more you are able to think positively, the more pleasure your brain will feel. The more pleasure your brain feels, the easier it is for your brain to focus on the task at hand and input and recall information.

Vocabulary

accelerated
apt
attitude
cues
curator
examining
flagship
forbidden treat
generated
ideological
phonetics
pronunciation
recall
silly
speech
submit
take the world
by storm, to
unprecedented

beschleunigt
geneigt sein etw. zu tun
Einstellung, Verhalten
Hinweis
Kurator
prüfen, untersuchen
Flaggschiff
verbotenes Vergnügen
erwirtschaftet
ideologisch
Lautschrift
Aussprache
erinnern
doof, albern
Sprechen, Sprache
etw. einreichen
die Welt im Sturm
erobern
beispiellos, unerhört