

Oxford EAP

A course in English for Academic Purposes

PRE-INTERMEDIATE / B1

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Teacher's Handbook

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Contents

Course introduction *Page 004*

Teaching notes, answers, and suggestions for extension tasks and further practice

1 LEARNING *PAGE 008*

2 SYMBOLS *PAGE 018*

3 ETHICS *PAGE 028*

4 FACTS *PAGE 040*

5 ENVIRONMENT *PAGE 050*

6 SCIENCE *PAGE 061*

7 LANGUAGE *PAGE 071*

8 FORMATION *PAGE 082*

9 HEALTH *PAGE 092*

10 LOCATION *PAGE 103*

Audio CD track listing *Page 116*

COURSE INTRODUCTION

WHAT IS EAP AND OXFORD EAP?

English for Academic Purposes (EAP) is a fast-developing area of English language teaching. Like other English for Specific Purposes (ESP), it is characterized by working out what students' needs are, then creating a syllabus and programme of study to meet them. Every student has slightly different needs, depending on their chosen discipline, language and cognitive level, cultural background, and other factors. Similarly, within different disciplines there are varying approaches to teaching, learning, and assessment. However, there are also core skills, tasks, and academic language that are common to most disciplines and are therefore relevant to the needs of most students preparing to study English at university level.

Oxford English for Academic Purposes, as a 'general' EAP course, accommodates such different needs by focusing on core tasks relevant to all students, such as working out the main points of an academic text or lecture. It requires them to approach the course content from different perspectives (e.g. economic, technological, social, business), and to write and speak about these in relation to what they know and – as far as possible – to their own discipline. This practice of discussing and analysing an issue from several perspectives is a recurrent feature of the course. Also common to all EAP students is the need to develop critical thinking skills; these are integrated into relevant tasks throughout the course.

HOW CAN OXFORD EAP HELP STUDENTS AND TEACHERS?

Oxford EAP is an accessible and effective course in EAP for students from a variety of cultural and educational backgrounds whose first language is not English. It addresses the needs of adult learners who are planning to study, or are already studying, at university level in English, whether on a preparatory foundation course, or an undergraduate or postgraduate degree or diploma. The course material is suitable for students from any academic discipline and does not require any specialist subject knowledge. Students will engage with a broad range of texts and topics which are presented for the non-expert user. Through their engagement with this material, students systematically and progressively develop their academic skills, language, and critical thinking.

For teachers, *Oxford EAP* offers a carefully structured syllabus which supports both classroom and independent learning. The course enables teachers to deliver integrated, effective, and varied EAP classes and programmes. Within each unit, the skills modules are interrelated but not interdependent. This means that different modules can, if necessary, be taught by different teachers independently of each other. To study the writing module in a unit, for example, does not require students to have studied the preceding listening and speaking or reading modules for that unit. The units, then, maintain a 'horizontal' coherence with the different modules unified by theme and academic focus. The individual skills are also developed progressively in each 'vertical' strand throughout the book: for example, writing skills build incrementally from sentences, to paragraph structure, and then to types of essay.

All the units and modules have clearly stated aims and learning outcomes which are driven by the academic focus. These are reflected in the task headings. The rubrics are written to be concise but complete, and to give a clear indication of what is

intended to happen at each stage of each task. This Teacher's Handbook adds further explanations, rationales, answers, and suggestions for extension tasks and further practice.

HOW IS OXFORD EAP ORGANIZED?

Each of the ten units in the Student's Book is based around a particular theme. Unit 8, for example, is organized around the theme of formation, which leads to more specific topics for each skills module: geographical formations (Listening and Speaking); the formation of stars (Reading); the formation of products in industrial processes (Writing). The aim of the topics is not primarily for students to learn topic-based vocabulary, but to offer contexts for the development of academic skills and language. The order of the modules moves from the oral skills of listening and speaking to the orthographic skills of reading and writing. Every unit includes a one-page vocabulary module, which looks at key aspects of academic vocabulary using content from the unit in question, and at the most useful vocabulary-learning strategies. There is also an Academic Language Check, which addresses and consolidates the academic language covered in each unit. This can be used for autonomous self-study or set in class as an extension activity.

The academic focus underpins all the skills work within each unit and relates closely to the learning objectives of each module. For example, Unit 2 deals with *Defining and explaining*. In Unit 2A Listening and Speaking, students learn to recognize when lecturers provide a definition of a key term to support their main idea, while Unit 2B Reading requires students to differentiate definition from explanation and identify how both are used within texts to extend supporting evidence. Unit 2C Writing continues the academic focus of using defining and explaining with tasks where students analyse sentence and paragraph level definitions, drawing out the key features in each. In Unit 2D Vocabulary, students analyse academic vocabulary and collocations commonly used in definitions. By the end of this unit, students should be familiar with what definition and explanation are, why they are important, understand the language related to them, and how to recognize and use examples of this in academic texts.

The striking opening photo on the first page of each unit illustrates the theme and provides a key insight into the academic focus, as well as often informing a short discussion task on these pages. The opening photo also serves as a way into the unit theme, and some prompts can help students access the theme, for example: *Describe in detail what you see in the photo. How can it be connected to the unit theme and the academic focus? What aspect or interpretation of the theme does it emphasize? Can you suggest any alternative images? Why?*

The organization of the course aims to orientate the student in Unit 1 with plenty of opportunities for personalization within the unit theme of learning, moving through to the theme of location in Unit 10. This final unit offers students opportunities to reflect on where they are in their learning and consider what their next steps are in their academic journey.

At the front and back of the book, there are additional pages of related resources including:

- **Glossary** of grammatical and academic terms used in the Student's Book. Students can be directed here to check meanings quickly, but also to clarify distinctions between essential items of EAP terminology which they may find confusing (e.g. *cohesion* and *coherence*).

- **Language Reference** with in-depth information on meaning, form, and use. Primarily, this supports the Academic Language which appears in each module, but it can also function as a free-standing reference tool for independent study.
- **Sample essays** and other examples of academic writing. Students can be shown these once they have completed the writing task in each Writing module. The samples can be analysed, and also offer examples of writing which students of this level can aspire to. However, they should not be viewed as idealized models, nor as formulaic, prescriptive ways of responding to the writing tasks.
- **Video and audio transcripts** for increased support while listening, checking of answers, and modelling aspects of pronunciation and spoken English.

At the teacher's discretion, these resources can be used at any time and repeatedly throughout the course.

HOW DOES OXFORD EAP WORK IN THE CLASSROOM?

Within *Oxford EAP*, the approach to each module varies according to the unit and module objectives. There is no single, formulaic approach; there are, however, certain consistent aims and features.

Learning objectives for each module are presented as bullet points on the unit opener page. They introduce the module by showing students what they will learn and can act as a checklist once work on the module is completed. Students can evaluate the success of their learning by saying what they feel they can and cannot do sufficiently well.

Tasks build up in most cases to a clear outcome or outcomes, and in doing so allow students to replicate the process they will go through in their real academic studies. The main activity and outcome of each task is given as the heading, e.g. *TASK 4 Identifying cause and effect relationships in a text*. Within tasks, there are a number of sub-tasks or activities, each with its own rubric or instruction. There is built-in variety in format: students carry out some tasks individually and others in pairs or in groups.

Skills are organized into modules of Listening and Speaking, Reading, and Writing. Each module has learning objectives relating to its particular skill, and to realize these objectives, more limited instances of other skills are needed. For example, the speaking tasks may have a listening stage in which students listen to an extract from a presentation as preparation for giving one themselves. This serves as a sample for students to familiarize themselves with the type of task and to develop their confidence in doing this task. Similarly, a reading module may require students to write a summary of a text; a listening module could involve reading a pre-lecture handout. While the skills modules develop the unit theme, academic focus, and learning objectives, they do not have to be done in order. To suit particular programmes, each skills strand can be taught separately, and it is not necessary for students to have studied, for example, the reading module in a unit before studying the writing module. However, the skills development is graded by level of difficulty, becoming more challenging as the course progresses, and some caution would be needed if planning to cover the units in a different order.

Listening tasks develop students' understanding of lectures. Students follow structured note-taking tasks and respond to the material in the lectures. There are DVD and audio recordings, plus transcripts at the back of the book for each unit.

Speaking tasks are based around seminars, presentations, discussions, and tutorials. As with the other skills, a wide range of topics relating to the unit theme are explored.

Reading texts are predominantly sourced from material published by Oxford University Press. They are chosen for their currency, variety, and interest, and to support and exemplify the academic focus of the module. The texts are authentic, but to speed up the reading process there is an added glossary of difficult or technical words alongside each one. The reference and page numbers of the source are given at the end of each text extract.

Writing tasks in the first half of the book (Units 1–5) take students through the writing process from sentence to paragraph level – looking at definitions and descriptions. The second half of the book (Units 6–10) covers more detailed analysis of paragraph structure before moving on to address common essay types. Academic referencing is dealt with from Unit 7 onwards. Sample answers for the main writing tasks are given at the back of the Student’s Book.

The Student’s Book DVD-ROM contains all the course video (📺) and audio (🔊) material from the Listening and Speaking modules. These are suitable for both classroom delivery via a digital projector and for self study. The standard DVD and Audio CD accompanying this Teacher’s Handbook contain the same video and audio content in a format suitable for the non-digital classroom.

Academic Language sections in each module support the effective development of skills. Academic language is extensive and complex, and students need to gradually notice and learn the most important patterns, structures, functions, and notions – and relate these to meanings and uses. For example, noun phrase structures are complex and extremely frequent in academic texts; *Oxford EAP* examines their use in such contexts as definitions, rephrasing, note-taking, and cohesion. What underlies this approach is the connection to context: students are presented with frequent noun phrase patterns, they link these to particular uses in a text, and then transfer the language to new contexts. Rather than attempt to explain every grammatical possibility, this course focuses on the meaning, form, and use of frequent and useful language which is widely found in academic texts. The information on academic language given in the modules is designed to be brief and useful, with further, more detailed description in the Language Reference at the back of the book.

Independent study tips, insights, and ideas are presented in the margin alongside related tasks. These aim to put into practice an aspect of the learning in the module. They give a brief rationale for a particular study strategy or practice, leading to a short task which students can do outside the classroom, on their own or with a peer. Often the tasks require access to an external resource such as a library or the internet.

Critical thinking is a defining characteristic of EAP, and students need to engage critically with the texts they read, the lectures they listen to, and the material in discussions they participate in. What this means in practice is that students need to question what they read, look for assumptions and weaknesses, make connections, respond, and evaluate. Tasks which foreground critical thinking in *Oxford EAP* indicate this in the task heading. A characteristic of these tasks is that the answers are ‘unkeyable’, i.e. the responses are open to interpretation and cannot always be predicted in advance. In many critical thinking and other tasks, checklists or lists of criteria are given as guidelines to help students complete the task. A major aim of critical thinking tasks is to promote student autonomy.

UNIT 1 Learning

ACADEMIC FOCUS: PRESENTING FACTUAL INFORMATION

INTRODUCTION

Unit 1 aims to develop students' ability to deal with information within the theme of learning. This theme offers a broad context in which to engage in a wide range of tasks, while providing a link to the processes of learning that are essential to EAP. The focus is on understanding, processing, and presenting factual information in key academic areas. The goal of the unit is for students to be able to discuss learning environments and the processes of learning, while introducing key academic skills such as processing information and critical thinking.

1A Listening & Speaking exposes students to short presentation extracts. This develops students' ability to understand the main ideas in a presentation by looking at different ways to note down key information. By highlighting simple note-taking strategies, students will be better prepared to identify key words that express main ideas. The speaking focus of the module practises identifying questions used for asking additional information, then moves towards a spoken outcome that mirrors the question and answer stage modelled in the listening focus. Students at this point are encouraged to work on peer evaluation. In academic situations, students are often required to critically comment on their own, and others', work. The useful language of question forms is integrated into the task sequence. These tasks and activities provide essential practice in understanding and presenting information, and develop key critical thinking skills.

1B Reading presents a text heavily based on authentic materials and gives students carefully-staged practice in extracting the key information from a textbook extract. By identifying the topic, then the purpose, and finally the main idea of a paragraph, students can efficiently gain an overview of a text. This is a key academic skill, and staged approach, which can be applied to all texts that students come across. The module also practises identifying and using present, past simple, and progressive forms for expressing factual information.

1C Writing focuses on developing students' sentence-level writing. Simple and compound sentences are the building blocks of good academic writing. The module also looks at expanding notes into sentences - a useful skill as a follow-up to reading or listening to a lecture. Finally, the module helps students to develop simple and compound sentences as a way of varying sentence structure.

1D Vocabulary introduces the notion of academic vocabulary, utilizing words from the texts in Unit 1. There is also a focus on vocabulary building, a key area of language development that encourages students to actively build their lexical range.

1E Academic Language Check provides additional practice of the Academic Language raised within the unit. The focus here is on understanding and accuracy of form, and developing an academic style at sentence level.

DISCUSSION

1 Ask students to work individually to complete the flow chart. Set a short time limit, and then ask students to check their answers in pairs. Explain that what they have just practised is a key skill in academic studies called *information transfer*, where students transfer meaning from one form to another, such as selecting meaning from a reading or listening text and reproducing it in a different form, e.g. a table, diagram, or chart.

Answers

- | | |
|----------|------------|
| 1 apply | 4 attend |
| 2 accept | 5 complete |
| 3 enrol | 6 graduate |

2 This stage allows students in their groups to communicate personalized content and discuss the relevance of learning in their lives. Explain that the steps in the flow chart provide prompts for a response, but that students can use their own words to express their ideas.

3 This activity encourages students to give their opinions on factual statements. Explain that within academic study, students will often be asked to respond to an idea and evaluate it in terms of its accuracy. Draw attention to the requirement for students to provide reasons to substantiate their ideas. Encourage critical thinking by writing 1–4 *Why?* on the board and, if required, note down some key concepts which may assist with evaluation, e.g. *level of challenge, employment after graduating, motivation*.

Sample answers

- This is a fact. HESA Higher Education statistics for 2014 show that over 200,000 UK students study business and administration as a first degree. 13.2% of undergraduate degrees and 29% of taught higher degrees are business-related. The next most popular course is biological sciences, which attracts around 155,000 UK students. Future employment opportunities are often cited as reasons for this choice.
- This is a fact. University World Rankings 2013–2014 shows seven of the top ten universities are in the USA. For more current results, refer to <http://www.timeshighereducation.co.uk/world-university-rankings/>. This may be because US universities are well-funded and highly competitive institutions.
- This is an opinion. There is some evidence in sociological studies that this is true. However, evidence is limited. One key finding is that university students who pay for their education tend to have fewer distractions - they are either working or studying.
- This is a fact. Most recent data from the OECD suggests that the dropout rate in China is 3%, compared to 54% in the USA and 32% in the UK. Factors influencing this could be the level of challenge at US universities and the cost of education.

4 For this more detailed evaluative stage, ask students to work with a new partner. This stage allows students in their pairs to communicate reasons and examples to

support their evaluation. Answers will vary, depending on students' personal profiles, e.g. age and educational background. Look at reasons 1–3 as a whole class, and encourage as much detail as possible plus appropriate evaluation. Ask questions like *How important is this reason?* and *Does this match your understanding of university education? Why?* Ask students to justify their answers, e.g. by drawing on previous experiences.

As with many activities in *Oxford EAP*, this task is 'unkeyable', i.e. an answer key cannot be prepared in advance as students may legitimately come up with original and personal responses.

5 This activity encourages students to consider their reasons for involvement in academic life while giving them practice in reprocessing information. Ask students to briefly prepare what they are going to say. Then select students to provide their answer to the class as a whole. Give the rest of the class a simple listening task, such as noting down the main points. This can be done visually, e.g. on the whiteboard for the whole class to have a record of. Also, encourage students to ask questions, e.g. *Why do you think [...]?* *Have you thought about [...]?* Consider writing these questions for the whole class to see.

1A Listening & Speaking Presentations (1)

TASK 1 Understanding the main idea

1 Ask students to work on their own and note down what they know about university orientation days, with reference to the focus in questions 1–3, before checking their answer in pairs or groups. Keep any discussion focused by giving students a time limit of 3 minutes and monitoring the groups. Time permitting, you could then ask a spokesperson from each group to present the group's main points. As a follow-up, ask students if they have attended any orientation days and if their experiences were similar.

Answers

- prospective students and parents
- tours around the campus, introductions to the facilities, overviews of different courses, etc.
- important dates, course syllabuses, accommodation details, etc.

2 and 3  **1.1–1.3** The three short presentations focus on different aspects of education many international students encounter. You may need to pre-teach or check the meaning of terms such as *Student Affairs* and *Programme Coordinator*. The aim of this task is to raise awareness of the context and ensure that students are cognitively 'tuned in' to the presentations before listening.

Answers

- Speaker 1 b Speaker 2 c Speaker 3 a

TASK 2 Understanding key information

1 **1.1** The aim of this task is to highlight key information given in an introductory presentation. Introductions are fairly formulaic and often provide clear examples of signposting. Explain that the students need to note down each function that the speaker provides. Show the extract once and check the answers with the class on the board.

Answers

- 1 Welcomes the students
- 3 Explains what her department does
- 5 Explains where students can find her

2 **1.2** The purpose of this task is to get students to recognize key information given during the presentation. The task provides brief practice in taking notes when listening. As it is the students' first attempt at note-taking in this course, you could use the notes as a guide to see how good the students are at this skill. When you come to teach some of the skills in later units, you can then use these as a reference point to show how they are improving. Explain that you are going to show the second extract of the presentation again and that they will need to complete the notes with the key words the speaker uses. Ask students to read notes 1–3 first in preparation. As an alternative with stronger students, ask them to complete the notes before listening. Once they have listened again, check the answers together as a class.

Answers

- 1 make the transition to university easier
- 2 people coming from a big city and professional backgrounds; finding people with the same interests
- 3 a community and a place to call home

TASK 3 Critical thinking - responding to the content of a talk

1 In their studies, students will normally be expected to respond to either presentations or lectures. This task mimics that approach and also personalizes the ideas for students. An element of evaluation is essential in developing the critical thinking skills required for EAP. Remind students that, where possible, they should give reasons and examples to strengthen their evaluation.

ACADEMIC LANGUAGE

Note-taking (1) Noting key information

Introduce the content by referring students to Task 2.2. Explain that certain words contain the more important information - typically nouns, verbs, and adjectives. Ask students to provide a simple definition of each of these terms. Give the students a few minutes to read the information and check if they have any questions.

TASK 4 Noting key information

1 **1.3** Show Extract 3 and ask students to amend the notes. Remind students that the focus is predominantly on recognizing facts and figures, so they should be aware of the content words that are liable to change.

Ask students to compare their notes. Note any amendments students suggest on the board.

Answers

Life in the UK 3 p.m. Room 8A 7A
Work and Visas 4 p.m. Lecture Hall 2 1
Walking Tour 4.45 p.m. 4.30 p.m. meet in main reception
Library information centre
Monday-Friday 9 a.m. to 9 p.m. Monday-Thursday 9 a.m. to 9 p.m.; Friday 9 a.m. to 8 p.m.

2 Ask students to read through sentences 1–4 and underline examples of content words. Explain that these cannot be omitted from the notes, but can be abbreviated. Ask students to first think about how they would rewrite notes 1–4 in their own words. Then ask students to read options a–d and match the notes, checking against their own ideas.

Answers

1 c 2 d 3 a 4 b

3 Ask students to work in pairs and compare their answers in 2. Once they have done this, students should note abbreviations, symbols, key content words, and any words which have been omitted. As a follow-up, ask students to suggest additional symbols that they might use in note-taking.

TASK 5 Taking notes on factual information

1 **1.4** This note-taking stage practises key ideas from Academic Language. Students focus on the noun phrases as headings to take notes under. Before listening, it may be useful for students to predict content using the noun phrases as prompts. Play Extract 4; for weaker classes you may want to play this twice.

Answers

- 1 Level 2, 8.30–5.30, Mon–Fri
- 2 Closed til Thurs at 9
- 3 20% off fares, from Student's Union
- 4 Taylor Building, opposite Student's Union, reg by 28 Sept.

2 Ask students to work in pairs and compare their notes, focusing on the word class they used. This should highlight the role of content words suggested in Academic Language.

TASK 6 Identifying questions asking for information

1 **1.5** Explain that on this occasion students will be listening to dialogues, rather than a monologue as in

the earlier presentations. Elicit some of the additional challenges that are caused by listening to a conversation, e.g. varying speed of speakers, different accents, content regarding main ideas split between speakers. Again, ask students to focus on the noun phrases as headings to take notes under. Before listening to Extract 5, it may be useful for students to work in pairs, predicting content using the noun phrases as prompts. Play Extract 5.

2 Ask students to read through questions 1–6. To consolidate Academic Language, ask students to underline the content words in each sentence. Read through questions 1–6 as a whole class and elicit any differences between them. Ask the students *What information are the questions asking for? What answer would you expect for each question?*

3  **1.5** Play Extract 5 again, and ask students to check their answers in pairs.

Answers

- | | |
|------------|---------------|
| 1 Is there | 4 What time's |
| 2 can I | 5 happens if |
| 3 do I | 6 do you |

ACADEMIC LANGUAGE

Questions (1) Asking for further information

Ask students to read through the box, noting the different question forms. Select various students to read aloud both the sentence stem and complete sentence to practise accurate pronunciation and intonation. If necessary, model these forms and drill individually and as a whole class.

After students have read the box, you could set a simple task that encourages controlled and focused practice of these expressions. For example, put the expressions onto pieces of card and give a set of cards to each group of four. Ask the group to take turns selecting a card and generating a question which uses the prompt. Encourage the other students in the group to provide answers to these questions.

TASK 7 Asking questions to get further information

1 This task encourages students to think about the structure and meaning of questions used to ask for further information. The structures used here can be readily transferred into students' own production – to help them better discuss their current learning environment. The controlled focus on accuracy of form (provided by sentence stems and answer prompts) ensures that students are given the opportunity to use relevant language with a reduced cognitive load. However, by encouraging the use of student-generated follow-up questions, there is an opportunity for personalized responses.

Direct students to the relevant pages at the back of the book and ask them to read through instructions 1–4. Explain that this task is an information gap, modelling a potential interaction within a learning environment.

Explain that, as such, students should not show each other their tables, and should orally practise the task. Set a time limit of 5 minutes, allowing students to note down their questions and practise accurate pronunciation and intonation. Once the time limit is up, ask students to work in pairs, noting down the answers they are given. Students could then check their answers in pairs, justifying their selection, or as a whole class.

TASK 8 Critical thinking - evaluating information questions

1 This task develops the essential skill of critically evaluating the performance of another student, leading to more effective self-evaluation. Stress that evaluation is an important stage of academic English, allowing for the ongoing development of ideas.

Set a time limit of 3 minutes. Refer students to the evaluative criteria in Task 8. Emphasize that students should accompany each piece of critical feedback with a suggestion for something better. Finally, stress that this task is a process of learning, and making mistakes or wanting to do something differently can be viewed as an opportunity to learn rather than a negative.

INDEPENDENT STUDY

Independent study tasks are integrated throughout the book, with one in every skills module. They normally take the form of a statement, followed by a short task which students can carry out on their own or with a peer. These tasks are not normally keyable.

Direct students to sites such as www.TED.com or www.academicearth.org where they will find a range of short lectures and presentations. Remind them that as well as being stressed, content words are usually preceded and followed by a pause.

1B Reading Textbooks (1)

TASK 1 Discussing the topic of a text

1 The previewing stage here allows students to bring their own ideas to the material and draw on content from the preceding module and discussion. This kind of reflection on existing knowledge of a subject or text type is referred to as *schemata* in learning theories. By raising schemata before the reading, students are already considering key issues involved and processing these ideas in a critical manner. As an alternative in questions 2 and 3, or if students are struggling for ideas, you could give them a list of ideas to rank in order of importance. Try to ensure students give reasons and examples for their opinions and not simple, short answers. To change the dynamic of this task and add a stage of presentation and note-taking, you could divide the class into groups, and allocate one question per group. Groups could then feed back their ideas to the whole class as an informal presentation.

2 This task requires students to predict the content of a text, which is a key skill enabling more efficient

reading. Explain that as readers we naturally use clues such as headings, images, fonts, particular words, etc. to keep predicting how the text may develop; and we then confirm (or otherwise) these predictions.

Draw attention to the text title and the visuals which support the text. Remind students that though they may not be familiar with all the terms in a text title, they may be able to work them out using their knowledge of vocabulary. For example, most students at B1 will be familiar with the adjective *international*, but may not be aware of the verb form *internationalize*, or the noun derived from this, *internationalization*.

TASK 2 Understanding topic, purpose, and main idea

1 Explain that the three key terms in this task refer to essential parts of any text, and that when approaching a new text, students need to quickly identify these. Doing so will help students to activate their knowledge of the text, make predictions, and read more efficiently. The following activities and tasks in this module aim to facilitate this process.

Answers

1 a 2 b 3 a

2 Set a time limit of 5 minutes to read the text. Ask students to focus on the task, and not spend time finding out meanings of unknown words at this stage. Check the answers, and elicit which clues students used to decide this.

Repeat the procedure to establish the purpose of the text.

Answers

- a the international nature of higher education
- b to describe a changing situation in higher education

3 The final activity in this sequence focuses on the main idea. Where necessary, explain the difference between the three statements. Ask students to briefly discuss why they have selected a particular option and why the other two are wrong.

Answer

Statement 3 contains the main idea. While 1 may be true, there is no reference to the subjects taught at universities. 2 may be true as well, but there is historical reference to university cooperation without comparison to today. Paragraph 1 outlines the growth and increased mix of the international student body.

ACADEMIC LANGUAGE

Data (1) Identifying factual information

To further practise and consolidate this skill, note down a range of sentences on the board, and ask students to define examples of statistics and time references included within them.

TASK 3 Identifying factual information in a text

1 and 2 Before students begin reading the text, draw attention to the glossary in the margin next to it. As with academic textbooks, the glossary defines technical concepts; it also includes more challenging words which are important for the understanding of the text. It may be useful to have guidelines for dealing with further unknown vocabulary. As a guideline, avoid the need for students to understand every word. Point out that regardless of language level, there will always be unknown words in academic texts.

Explain that 3.2 is a useful information transfer task, which reflects the reading process: students need to read in order to identify, note down, and reuse the main points in later discussions. Make sure students actually note down the information, using notes rather than sentences, and do not simply underline text on the page. Mention that students will often not be able to write on textbooks, as they are likely to be borrowed from the library, a more permanent record is needed.

Explain that the answers required here all pertain to factual information indicated by the use of statistics and time references. Set a time limit of 15 minutes, depending on students' level. When checking the answers, present them visually to save time. Also stress that making notes on a text, as in 2, can be a very useful reading process: the notes provide a permanent record of the main points, which students can then use in their own writing and speaking.

Answers

- 1 Recent research suggests that in the region of four million tertiary-level students enrol each year in universities outside their native country; 900 years ago; Over the centuries; In the early part of the 20th century; Today; Towards the end of the 20th century; Today; around 20% of the students at universities in the UK; come from over 140 countries; make up one-third of the student body; over 40% of the university's academic staff; over 20% of the world's international students; less than 5%; By the 1990s; today
- 2
 - 1 students from around Europe travelled to the first universities in Bologna, Paris, and Oxford
 - 2 the United States started to attract students and professors from around the world
 - 3 universities in a number of other countries started to encourage more students from overseas
 - 4 popular Western universities were becoming more like businesses
 - 5 overseas branch campuses are a big part of the growing internationalization of higher education

3 Explain that within this task students should identify information from within the text, and not be too greatly influenced by their own ideas. Draw attention to the fact that often academic texts will present an idea that readers are familiar with, but the factual information may not match expectation. This highlights the importance of closely reading a text rather than making assumptions about content.

As a follow-up, ask students if they agree or disagree with the answers in 3.3. Ask them to provide any examples or evidence to support their answer.

Answers

- a share of the global education market which is tertiary
- b number of students who enrol in foreign universities annually
- c proportion of students in UK universities who are foreign
- d different nationalities represented at the University of Oxford
- e University of Oxford academic staff from outside UK
- f percentage of global international students in the US
- g the proportion of foreign students within the total number of US students

4 Task 3.4 should be quite straightforward as the items students need to identify are presented in the same form within the text. Mention that textbooks typically present key information quite clearly.

Answers

- a Today, many universities around the world have a large proportion of foreign students. For example, around 20% of the students at universities in the UK are now from another country ... Other countries which have a high proportion of foreign students include Australia, New Zealand, Japan, and some European countries such as Luxembourg and Switzerland. The United States has over 20% of the world's international students ...
- b The largest numbers of international students are from China, the USA, and Western Europe.

TASK 4 Critical thinking - extending the ideas in a text

1 This task allows for students to react to the topics covered in the text. It is particularly important that students learn to react to a text, and not simply understand it passively. Academic reading frequently requires a response. Students will often have to read a number of texts and to use these to form their own opinion.

Ask students to work in small groups to discuss the benefits of the internationalization of higher education. Before the groups begin sharing ideas, go through the list of themes to consider. As a whole class, elicit one benefit for each group, or provide an example of your own to begin the discussion.

As an alternative, divide the class into three groups, and allocate one area (individuals, institutions, countries) to each group. Set a time limit as students discuss their ideas, then report back to the whole class.

If you wish to ensure focus on language accuracy in the discussion, go through Academic Language before students exchange ideas.

ACADEMIC LANGUAGE

Factual information Present and past simple and progressive

Note that one key difference between EAP and EFL grammar is that less time is spent on verb form grammar in EAP – forms are not all covered in the traditional sequence, or in as much depth.

Go through the content with students. It assumes an understanding of the past simple, present simple, and past and present progressive for describing situations, and contrasts their use in communicative contexts:

- talking about situations which are generally true (present simple)
- talking about past events (past simple)
- talking about situations in progress now (present progressive)
- talking about situations incomplete at a time in the past (past progressive).

Elicit / Check that students know the form of the structures, and their uses presented here. Refer students to the Language Reference on page 150.

TASK 5 Using present and past simple and progressive forms

1 The focus of this task is on practising the forms highlighted in Academic Language. Explain to students that accuracy of form is an important aspect of academic English as errors can impede understanding or detract from the quality of views expressed in an essay, etc. Draw attention to the role of reading into writing, where students can use strong models of academic English which they read in their own written work.

Ask students to complete the paragraphs individually, using the surrounding context to assist with choice of form. Check answers as a whole class.

Answers

- | | |
|--------------------|-----------------|
| 1 increased | 10 is becoming |
| 2 doubled | 11 was studying |
| 3 doubled | 12 started |
| 4 is increasing | 13 left |
| 5 are experiencing | 14 finished |
| 6 vary | 15 became |
| 7 is | 16 is |
| 8 put | 17 left |
| 9 are changing | 18 works |

2 and 3 This stage of the task ensures that students activate the Academic Language by generating personalized content. Set a time limit of between 4 and 6 minutes before asking students to work in pairs evaluating each other's sentences in terms of accuracy of form. Remind students that a vital part of the evaluation process is providing supportive and constructive feedback. Where possible, students should try to provide alternatives to any material that they consider wrong.

TASK 6 Critical thinking - responding to the content of a text

1 This task aims to round off the module by allowing discussion time for the issues raised in the text. Depending on how much time you have, you could set up a more formal seminar-style discussion or simply put students into small groups to discuss the claims raised. Point out that students are responding to specific extracts from the texts, and they might like to reflect on the place of claims such as these in academic textbooks: *Do the writers believe these claims? Are they widely felt to be true? Are they included within a wider context, e.g. as part of an argument for a school of thought?*

The aim of this exercise is to consolidate understanding of the text by having students think about whether each claim is a good thing or a bad thing. An alternative version of this task would be to divide the class into three groups, and allocate a claim to each group. Students could quickly share ideas, then report back to the whole class.

2 Explain that this discussion stage requires an amount of evaluation – the strongest or most appropriate arguments will be those that can be illustrated with examples or evidence. Explain that this process of providing additional support to an argument is an important aspect of academic study, as unsupported arguments are often considered weak or lacking in sophistication.

3 Ask students to work in pairs, or small groups, evaluating the conclusion of the text. Explain that responding to the main idea of a text is a common academic task and, as previously, any evaluation or critique should provide reasons, examples, or evidence to give substance to the argument.

INDEPENDENT STUDY

This task encourages students to be active readers and focus on content which often presents the key facts within a text. Remind students that using statistics to create a summary of a text or paragraph is a useful way of focusing on the facts presented, rather than the author's stance or viewpoint.

1C Writing (1) Simple sentences

TASK 1 Understanding simple sentence structure

1 The aim here is to get students thinking about what they know about the structure of English sentences. It deals with the basic concepts of *subject*, *verb*, and *object*. Depending on your students' backgrounds, they may have varying degrees of formal grammar knowledge. Explain that having a basic understanding of sentence structure can greatly benefit students' accuracy when writing. Ultimately you can judge the degree to which

your class can analyse sentences in this way; there is further information in the Language Reference section entries on simple, compound, and complex sentences.

Depending on the background of the learners, they may or may not be used to analysing language in this way, so you might want to approach the first activity as a teacher-led task by exemplifying with a sentence on the board. Model sentence one from Paragraph 1 on the board and then ask students to complete the task individually. Get feedback for the rest of the answers.

Answers

Sentence	Subject	Verb	Object
1	China	has	over 4,000 universities and colleges
2	More than fifteen million students	attend	higher education institutions
3	Chinese universities	have	varied teaching and research programmes
4	Chinese higher education	is expanding	–

2 Ask students to read through questions 1 and 2, sharing their ideas. If you are teaching a class of various nationalities, elicit from students the basic word order of their languages. Elicit any difficulties, or interesting points of contrast, that result from these variations in syntax.

Answer

1 Sentence 4.

ACADEMIC LANGUAGE

Sentences (1) Subject + verb + object; Subject + verb + complement

Ask students to read carefully, assisting with any questions about metalanguage. Refer students to the Language Reference on page 150 for further information. Explain that by using a variety of sentence structures, students will be able to ensure written work is more interesting for the reader as more context is given to the information they express. To further consolidate the focus of Academic Language, select four or five short sentences from the Student's Book and write them on the board. Elicit from students what each syntactic unit of the sentences is, e.g. *Subject, Verb, Complement*, etc.

TASK 2 Identifying parts of a simple sentence (1)

1 This task further focuses on students' understanding of the structure of simple sentences. Ask students to individually work through sentences 1–5, then work in pairs comparing answers.

Answers

	Subject	Verb	Object	Complement
1	400 students	studied	law	–
2	King Saud University	has	about 40,000 students	–
3	Harvard and Yale	are	–	Ivy League universities
4	Most universities	offer	a range of qualifications	–
5	The University of Bologna	was	–	the world's first university

ACADEMIC LANGUAGE

Sentences (2) Subject + verb + adverbial

Ask students to read carefully, assisting with any questions about metalanguage. Refer students to the Language Reference on page 150 for further information. Explain that simple sentences in English are defined as having one main clause with any number of adverbials to add extra information. Explain that the most common pattern in simple sentences is SVA, but that adverbials are sometimes moved to the beginning of sentences for effect, e.g. *In 2004, the European Union expanded.* (ASV)

Point out that there is no limit as such on the length of a sentence, but obviously adding too much extra information (in the form of adverbials) at the end can make a sentence more difficult to process.

TASK 3 Identifying parts of a simple sentence (2)

1 Explain that this task focuses on recognition of adverbials, following up Academic Language. Ask students to read through sentences 1–4, underlining the adverbials used.

Answers

- 1 at Oxbridge
- 2 in 1982
- 3 in China; every year
- 4 in Cambridge, Massachusetts

As a follow-up task, ask students to read through the sentences in pairs, deciding which of the adverbials given could be moved within the sentences without affecting meaning. Select students to read the sentences which can be revised or note the rewritten forms on the board as a whole class, e.g. *In 1982, Riyadh University became King Saud University.*

TASK 4 Writing simple sentences

1 Expanding notes into full sentences is a common post-reading or listening task within academic studies. Explain that this kind of task usually follows revision of

lecture notes or converting reading notes for use in an essay. Highlight that, as the focus here is on reprocessing content for accuracy, these notes include grammatical information which would usually be omitted, e.g. articles. Set a time limit of 3 minutes to complete the task and ask students to expand the notes into sentences using the given words. Students could initially work in pairs when comparing sentences, to allow for more discussion or negotiation of meaning.

Sample answers

- 1 MIT has 32 academic departments.
- 2 Many international students study at UK universities.
- 3 The US academic year starts in September.
- 4 The most popular degree course at UK universities is business and management studies.
- 5 Princess Nora bint Abdulrahman University is the largest women-only university in the world.
- 6 The Imperial University of Peking changed its name to Peking University in 1912.

2 Here students have freer practice to create their own simple sentences based on a model. Explain that the model can serve as a useful example to assist in structuring their text, but that they do not need to imitate it too much. Elicit similar phrases or sentences that could be used as alternatives to the example, and encourage students to bring their own ideas to their written work.

1C Writing (2) Compound sentences

TASK 1 Recognizing compound sentences

1 Explain that the context of this module is UK educational environments. To summon schema, ask students what they already know about how university is paid for in the UK. Note down class ideas on the board, then read to confirm or disconfirm hypotheses.

Ask students to note down answers to questions 1–3. Draw attention to the way in which information was given, e.g. by key content words.

Answers

- 1 students and the government
- 2 up to £9,000 for EU students; higher for non-EU students
- 3 parents, sponsors, or loans

2 Explain that the focus in this module is compound sentences. Elicit from the students the differences between the simple sentences in Writing (1) and the sentences given in Paragraph 2. Note that compound sentences have two or more independent clauses joined by a coordinator. At this point, refer students to Academic Language.

ACADEMIC LANGUAGE

Sentences (3) Writing compound sentences using coordinators

Ask students to read carefully, assisting with any questions. Refer students to the Language Reference on page 150 for further information. Note that the three coordinators used here (*and*, *but*, and *or*) are three of the most common coordinators used in the English language.

TASK 2 Writing compound sentences

1 After reading through Academic Language, this task checks students' understanding of the meaning and use of the three coordinators. The task could be done orally as a group.

Answers

1 b 2 c 3 a

2 This is a meaning-focused task that further checks students' understanding of the three coordinators. Draw students' attention to the use of coordinators by writing *and*, *but*, and *or* on the board and asking students how they could use them to connect these sentences.

Answers

1 and 2 or 3 but

3 In this task, students practise forming compound sentences from two simple ones. Ask the students to read each pair of simple sentences and to decide whether to use *and*, *but*, or *or* to join them. Check the answers orally as a whole class. Draw attention to any changes in focus created by the addition of a coordinator.

Answers

- 1 In the late 19th century, more and more adults wanted to continue their education but (they) didn't have the opportunity.
- 2 A new University Extension programme offered courses to the general public, and people from many different backgrounds attended.
- 3 People could attend courses in Oxford or (they could) arrange for courses in their own towns.
- 4 The programme had several name changes but (it) became the Department for Continuing Education in 1990.
- 5 Today, the department runs over 800 courses, and over 15,000 students from 18 to 80 enrol on courses each year.
- 6 Students can take full-time courses or (they can) study part-time.

ACADEMIC LANGUAGE

Sentences (4) Using compound sentences

Ask students to read through the example sentences, noting down the differences between simple and compound forms. Refer students to the Language Reference on page 150 for further information.

TASK 3 Developing writing - from notes to compound sentences

1-3 These tasks give students free practice of using *and*, *but*, and *or* and provide an opportunity to personalize the content. This is a useful process as it ensures that any forms generated are relevant, memorable, and transferable for the student. Monitor as students are completing the task and provide any support needed. If you have the resources available, it may be useful for students to research for this content on the internet. This models a common task in academic studies, where students are directed to reputable external sources to gather information which they then present in their own spoken or written form. As an alternative, you could set the research element of the task to be completed outside of the classroom and spend classroom time checking notes and building these into sentences. You could ask some of the stronger students to write their examples on the board as a model and example.

TASK 4 Critical thinking - evaluating your writing

1 Stress again the importance of self-evaluation in terms of developing a better understanding of range and accuracy of vocabulary and grammar. As an extension, ask students to highlight the coordinators used in their partner's text and to notice any useful phrases that could be transferred into their own writing.

INDEPENDENT STUDY

Learning to take responsibility for written work is an important part of the academic process. Explain to students that evaluating their writing - by proofreading and self-editing - helps to put them in the position of people who will eventually read their writing. This helps them to understand the effect of their writing on the reader and better understand the need for written accuracy and fluency in expressing ideas.

1D Vocabulary

TASK 1 Identifying academic vocabulary

1 Academic texts in English typically contain 80% general vocabulary. The remaining 20% comprises academic and technical vocabulary as well as proper nouns. While technical vocabulary is mostly subject specific, academic vocabulary can be found in texts across a range of subjects. Being able to identify academic vocabulary items is a useful skill as it helps students transfer them into their own written work and use terms in an appropriate context. This task involves familiarizing students with a range of typical academic words. Remind students that the words have already appeared in the context of the preceding modules. Select a student to define one of the more commonly used words, e.g. *trend*, or elicit a definition from the class as a whole. Remind students that while it is challenging,

being able to define a word is a useful test of whether you know it or not. Ask students to work in pairs defining the remainder of the words, deciding on their word class. If preferred, you could use this stage as an opportunity to explore the use of monolingual dictionaries.

Encourage students to skim read the text initially, focusing on the correct word class required in the context. Once they have agreed on the word class, ask them to complete the text.

Answers

- | | |
|----------------|-------------|
| 1 proportion | 6 fund |
| 2 trend | 7 achieve |
| 3 phenomenon | 8 goal |
| 4 institutions | 9 available |
| 5 expand | |

2 and 3 These tasks enable students to more freely present personalized factual information, while using the transferable academic vocabulary highlighted in 1. Monitor, assisting with ideas where necessary.

TASK 2 Vocabulary-building: identifying verbs and nouns

1 Some students may be unfamiliar with the concept of word families, so this task provides a useful lead-in to the process of vocabulary-building, highlighting only two word classes. Emphasize that the examples give a useful communicative context. Use this idea to encourage students to learn words in an authentic context rather than as decontextualized lists of words.

Answers

- | | |
|--------------------|--------------------|
| 1 A: verb; B: noun | 5 A: verb; B: noun |
| 2 A: verb; B: noun | 6 A: noun; B: verb |
| 3 A: noun; B: verb | 7 A: noun; B: verb |
| 4 A: verb; B: noun | |

2 This task enables students to more freely present personalized factual information. Monitor, assisting with ideas where necessary.

INDEPENDENT STUDY

Draw attention to the Independent Study box, encouraging students to note down word class and their own contextualizing sentences when recording new lexis.

1E Academic Language Check

TASK 1 Present and past simple and progressive forms

1 The aim of this task, and all other tasks within the Academic Language Check modules, is to consolidate

the Academic Language raised within the preceding modules. You may wish to cover this material as you progress through the unit, using the exercises as further practice material. Alternatively, you may wish to set the Academic Language Check as work to be completed out of the class, with answers discussed in the next lesson.

After students have completed the exercise, refer them to the Language Reference on page 150.

Answers

- | | |
|---------------|-----------------|
| 1 is | 9 are |
| 2 goes | 10 is |
| 3 was trying | 11 attracts |
| 4 didn't have | 12 is |
| 5 established | 13 received |
| 6 became | 14 are |
| 7 changed | 15 is expanding |
| 8 is entering | |

TASK 2 Writing simple sentences

1 After students have completed the exercise, refer them to the Language Reference on page 150.

Answers

- S = King Saud University; V = is; C = the premier university; A = in the Kingdom of Saudi Arabia
- S = It; V = is; C = the oldest university; A = in Saudi Arabia
- S = The university; V = has; O = about 40,000 students
- S = It; V = has; O = students; A = from a number of different countries
- S = Tuition; V = is; C = free; A = at the university

TASK 3 Writing compound sentences

1 After students have completed the exercise, refer them to the Language Reference on page 150.

Answers

- The department has fifteen teaching staff and there are three research fellows.
- Steve Jobs studied at Reed College, Oregon, but he dropped out after six months.
- You can study on campus or (you can study) online.
- I needed a score of 6.5 at IELTS but I only got 6.0.
- Students can do a research project or (they can do) a literature review.
- There are two semesters and each semester is fourteen weeks long.
- We can eat in the refectory or (we can eat in) the café.
- Internet access is free but you need a password from the office.

UNIT 2 Symbols

ACADEMIC FOCUS: DEFINING AND EXPLAINING

INTRODUCTION

Unit 2 investigates different types and structures of definitions across various contexts, such as definitions of a concept in a university textbook or spoken definitions within a presentation. Students learn to differentiate definitions from explanations. The unit theme of symbols runs through all the modules, building on the work done on factual information in Unit 1, with topics such as code-making and the concept of numbers. By the end of the unit, students should be familiar with recognizing and using definitions and explanations in written and spoken texts in order to support main points.

2A Listening & Speaking gives students practise in identifying the main ideas and supporting details in a lecture. This is done through developing students' ability to organize their notes and recognize when the lecturer is giving the definition of a key term which supports a main point. The sequence of tasks highlights a typical lecture structure and the main forms of signposting language students may hear when definitions and explanations are given. Being able to recognize these features provides the basic skills needed to understand academic lectures. The speaking focus of the module develops the key academic principle of preparing to speak in seminars. Unlike more general English contexts, in academic contexts EAP students often need to prepare content to use in their discussion. This is done through reading a short factual text which students work with before moving on to the discussion phase. Such an approach aims to help equip students with key discussion skills including both preparation and delivery stages.

2B Reading looks at definitions of key terms in an academic context, together with explanations. Such features are extremely common in academic texts, so it is vital for students to recognize and distinguish between them. Students do further useful work on accessing authentic texts using techniques such as prediction and understanding the main ideas in a text. By the end of the module, students should be able to transfer these skills to new texts at a similar level.

2C Writing focuses on sentence-level definitions with two of the most common structures used to write definitions. Firstly, students are taught to write definitions using relative clauses, then with prepositional phrases. These are common structures students may be exposed to – especially in the glossaries of many course books. It is important students have the knowledge and flexibility to write definitions in a variety of ways, as much academic writing requires students to provide definitions of the key terms discussed. The module builds towards writing extended definitions at sentence level, which is particularly useful when defining key or difficult terms in an essay.

2D Vocabulary examines academic verbs and key verb and noun collocations. Students are helped to deal with meaning, collocation, word grammar, and use. They can then apply this competence to other new lexical items.

2E Academic Language Check provides additional practice of the Academic Language raised within the unit. The focus here is on further consolidating the language of definitions and explanations.

DISCUSSION

1 This discussion contextualizes the academic focus by looking at a monolingual dictionary definition of *concept*, a key term within the unit as a whole. Explain to students that the definition is derived from the *Oxford Advanced Learner's Dictionary*. The task highlights the extra information which is given in a good monolingual dictionary and draws attention to the difference between a definition and an example. To consolidate this distinction, give a familiar example to illustrate, e.g. *bean* is an example of 'vegetable', while a definition of *vegetable* is *part of a plant that is eaten as food*.

Answers

- 1 a noun
- 2 /'kɒnsɛpt/
- 3 an idea or a principle that is connected with something abstract
- 4 He can't understand the basic concepts of mathematics.

2 and 3 These tasks familiarize students with the process of referring to a dictionary when looking up new vocabulary. As well as concentrating on the denoted word in the definition, students should consider the example which is given when defining the word to their partner. Explain that examples are useful tools for contextualizing a new piece of vocabulary. Students should be encouraged to think of a range of example sentences which draw on their own area of study or interest. It may be useful to note a selection of these on the board, to discuss in terms of relevance and value. As content of these examples is personalized, it should ensure that key vocabulary is better recalled.

4 This section provides the opportunity for students to discuss learning strategies and work collaboratively by exchanging ideas on ways to build a lexical resource. Students will most likely state that they look in a dictionary, but encourage them to think of additional ways of working out meaning, e.g. from context or from similar words. After a few minutes' discussion, tell students you will be asking them to report back. Give students a few more minutes to collate their ideas and then choose pairs to report back.

2A Listening & Speaking

Lectures (1)

TASK 1 Preparing for a lecture

1 This task helps to highlight the importance of engaging students with content prior to listening to a lecture. Even simply raising their schemata by thinking about the topic before a lecture can enhance students' comprehension. Give students a couple of minutes to work together to decode the message, then elicit answers.

Answers

- a Dear David, I hope you are well.
- b each letter is substituted with the following letter in the alphabet

2 The purpose of this section is to introduce, define, and contextualize two pieces of key vocabulary used in the Listening and Speaking module. It also serves as a diagnostic stage prior to more guided practice of the language of definitions, by providing students with the opportunity to give both simple definitions and explanations. As students exchange ideas, note down examples of structures used to assess their current level of understanding and where further attention is required.

3 This section allows for prediction of content, again an important part of summoning schema prior to a lecture. Remind students that within most academic contexts lecture titles are available in advance (for example, on a university LMS – learning management system), providing the opportunity for students to, to an extent, predict the focus, content, and structure of a lecture. Explain that by considering these elements, students will reduce some of the challenges of processing new information in a live listening environment. Give students a couple of minutes to read through options 1–3 and exchange ideas before eliciting answers as a whole class.

TASK 2 Understanding the main ideas in a lecture

1 and 2  **2.1** Tell students to refer to the idea notes in 1.3 as they watch and check their prediction.

Answers

As you give feedback, note that option 1 provides a key term and 2, a topic area which helps to define it. While it would provide an interesting socio-cultural connection, option 3 is less likely to be covered in an academic lecture focusing on the history of cryptography.

3  **2.2** Before showing Extract 2, inform students that during lectures they have to take notes rather than trying to remember all the information given. Explain that this is because lectures are long and information-rich, and the information in lectures is quickly forgotten without notes. Notes are also vital for the teacher to check understanding visually. Show the extract and look at students' answers after the first listening. If necessary, show the extract again.

Answers

- 1 replacing each original letter in a text with a different character
- 2 replaced each letter with the letter three places further down the alphabet, e.g. A → D
- 3 cryptographers started to use many different keys in a message
- 4 guess the meaning of the rest of the ciphertext

For weaker classes, you may want to provide model notes on the board for comparison.

TASK 3 Understanding definitions of technical terms

1 and 2 2.2 This task precedes the Academic Language focus on spoken definitions and ensures that students are familiar with key technical terms to assist them in understanding the further lecture content. This supportive approach to identifying and understanding technical language should reduce the amount of cognitive demand placed on students as they listen. Draw attention to this approach, and highlight how students can transfer the strategy to lectures in their own areas of study. Note that if students are given a lecture title in advance, they can use it to compile a list of key technical terms which may be presented. Using a good dictionary to define these terms can assist in reducing the challenge of new vocabulary.

Answers

1 1 b 2 c 3 e 4 a 5 d

2 is another word for; is when; is a XXX which; is a type of; means

3 and 4 2.3 This task moves on from the initial, more guided, note-taking tasks of Unit 1 to allow students to focus on more detailed content – the explanations and examples which often follow definitions. Show the extract, and then give the students a couple of minutes to discuss their notes and add any missing information. Remind students that comparing notes post-lecture with a peer is a useful way of checking comprehension and ensuring that you are focusing on key content.

Sample answers

Al-Kindi – Arab philosopher; focus on complex ciphers
Frequency analysis – 13% of all letters; X, Y, and Z rare
The ‘personality’ of Q – followed by ‘U’; often at beginning of word

ACADEMIC LANGUAGE

Defining (1) Giving spoken definitions

Explain that this language point illustrates some of the functional language students have just listened to. Stress that it is usual for lecturers to provide definitions and explanations, for example when a particular term might have more than one meaning or is technical. As this language is predominantly associated with speech, give students practice in pronouncing the functions, modelling them as necessary. Refer students to the Language Reference on page 151 for further information.

TASK 4 Practising spoken definitions

1 This section consolidates students’ understanding of spoken definitions with a controlled practice task which reviews and recycles the forms used in Academic Language.

Answers

1 b 2 d 3 a 4 c 5 e

2 Set a short time limit and ask students to generate their own definitions. Once the time limit is up, you may wish to select students to read out their completed definitions to the class as a whole. Alternatively, to further build on peer evaluation and generate a greater sense of learner autonomy among the class, ask students to evaluate one another’s definitions. Prior to doing this you may wish to discuss suitable evaluative criteria, e.g. *is the definition clear, does it use the functional language accurately, is an example provided if necessary?*

Sample answers

- 1 Taking notes is when you write down the key points and supporting ideas a person says or writes.
- 2 A lecturer is another word for a university teacher.
- 3 A seminar is a type of class for discussing ideas.
- 4 History is a subject which involves the study of past events.
- 5 Self-study means being responsible for your own learning.

ACADEMIC LANGUAGE

Defining (2) Asking for definitions and explanations

The focus here is on the questions that a student can ask in seminars or tutorials to clarify key terms. Again, this language is predominantly associated with speech, so it is useful to give students practice in pronouncing the functions, modelling them as necessary. Refer students to the Language Reference on page 151 for further information.

TASK 5 Understanding spoken definitions and explanations

1 2.4 In academic environments speakers usually support a definition with explanations, examples, or further details. This provides useful context and gives the definition greater relevance to prompt understanding. It is worth noting that without explanations or examples, a technical definition can often remain hard to decode. Explain that this task will give students practice in taking more detailed notes on these features and help them to think about how they can use explanations to assist them in defining their own key terms. Once students have noted down their answers, check as a class. Optionally, you could drill sentences 1–6 so students have additional practice in using the functional language orally.

Answers

- | | |
|-----------------------|----------------|
| 1 is another word for | 4 is; which |
| 2 is when you | 5 is a type of |
| 3 explain; is | 6 means |

TASK 6 Explaining new terms and concepts

1 The purpose of this task is to help students utilize the functional language needed for defining and presenting explanations. As a freer practice stage, there is scaffolded input material at the back of the book which provides detail about the technical terms to be defined. As in Unit 1, explain that as an information gap, modelling a common academic interaction, students should practise the material orally, and not read each other's prompts. Direct students to the relevant pages at the back of the book and set a time limit of 5 minutes, allowing students to note down the key content and consider which words / phrases for defining they will use. Remind students that being familiar with such words and phrases is useful as noticing them within a lecture or discussion can help in identifying key terms to be noted.

2 Again, this task develops the essential skill of critically evaluating the performance of another student. Emphasize that as students work together evaluating the brief explanation they should consider the reasons behind their choice of criteria, e.g. *if the explanation was very clear, why was it clear? Which phrases were used to help understanding? Was an example given which clarified the definition and explanation?*

TASK 7 Defining and explaining in an informal discussion

1 The final task in this module allows students to put into practice the skills and language they have been developing in a freer, less supported discussion. To ensure that the discussion stays on task and that students are given relevant and useful evaluation, you may wish to allocate roles, e.g. one student in each group could be a discussion leader; one could be appointed note-taker. Give guidelines such as those below for students to follow when preparing for their seminar.

- The leader should make sure everyone has a chance to speak.
- The note-taker should make brief notes on the main points.
- All participants should
 - ask for and give definitions based on their chosen topic
 - listen actively to what other students say
 - respond to what other students say and ask for more information if necessary.

During the discussion, monitor discreetly but avoid interrupting or giving your own contributions where possible. If students are stuck for ideas, point out that this is part of developing seminar skills and that preparation is always useful. If one student is dominating, try giving them the responsibility of

bringing in other quieter students and listening to their contributions, perhaps by noting them down.

2 After the discussion, ask students to evaluate their partner's performance using the guidelines given. Optionally, ask each student to also evaluate their own contribution, and then share this evaluation to see how close the two evaluations are.

INDEPENDENT STUDY

Remind students that definitions are an essential element of many academic texts (both spoken and written). Explain that speakers will usually define new, technical, or unfamiliar terms but they make (often incorrect) assumptions about how much an audience understands. By defining terms, and checking understanding, students will become more familiar with the processes of defining and paraphrasing. This should also give them the confidence to offer their own definitions in seminars when checking understanding.

2B Reading Textbooks (2)

TASK 1 Previewing the topic of a text

1 The first task activates students' interest in the topic of the reading text and unit: symbols. Ensure students keep to the point by asking one person in each group to take notes and later present their ideas to the whole class. Encourage specific examples and reasons where these are required. Highlight that this preview stage requires students to consider the topic from an intercultural perspective – drawing from their own backgrounds and comparing with other cultural norms. Explain that this process is common in the academic learning experience as students will often be required to consider cultural difference and the impact it has on understanding.

Answers

- 1 Student's own answers.
- 2 Note that Roman numerals are often used to suggest importance (in recurring grand events like the Olympic Games) or timelessness.
Photograph 1: 23. (The image is taken from the Los Angeles Memorial Coliseum, home of the 1984 Olympic Games.)
Photograph 2: five minutes to three. (The image is of a traditional clock face.)
Photograph 3: 45. (The image is taken from the 2011 American Football Super Bowl, where Pittsburgh Steelers played the Green Bay Packers.)
- 3 Student's own answers.

TASK 2 Reading for detail

1 This task requires reading for specific information to extract the main points. Ask students to complete the notes in note form, not using full sentences.

Draw attention to the glossary in the margin next to the text. As with academic textbooks, the glossary defines technical concepts; it also includes more challenging

words which are important for the understanding of the text. It may be useful to have guidelines for dealing with further unknown vocabulary. As a guideline, avoid the need for students to understand every word. Point out that regardless of language level, there will always be unknown words in academic texts.

Draw attention to the reference at the end of the text. Point out that all the authentic texts in *Oxford EAP* are sourced in this way, and that knowing the title of the publication can greatly assist in understanding the meaning and context of specific extracts.

Set a time limit of 15 minutes, depending on students' level. When checking the answers, present them visually to save time. Also stress that making notes on a text like this can be a very useful reading process: the notes provide a permanent record of the main points, which students can then use in their own writing and speaking.

As a follow-up activity, you could ask students to work in pairs taking turns to provide a short summary of the content of the text, e.g. either *Numbers 1–3* or *Modern Arabic*, in their own words. Highlight that reprocessing a reading text as a spoken summary (a) aids comprehension, (b) makes it easy for the teacher to assess understanding, and (c) provides further opportunity to use functional language for defining and explaining. As they do this, remind students that they need to add grammatical information to their notes to make full sentences.

Answers

- 1 symbol for 'one' written repeatedly
- 2 Roman, Mesopotamian, Ancient Indian
- 3 modern Chinese
- 4 horizontal bars
- 5 handwritten
- 6 three
- 7 new numerals made it easier to tell difference between numbers

TASK 3 Identifying definitions and explanations

1 Explain that focusing on definitions and explanations is used here as a way of further checking understanding of the reading text. Ask students to quickly find the two items given. Ask students to actually write down the answers rather than simply highlighting them in the text; this will help develop their independent note-taking skills. Remind students that it is necessary to take notes from texts as well as lectures.

Answers

- 1 a sign or symbol that represents a number
- 2 the ability to determine the number of something without counting

2 and 3 Focus students' attention on options *a* and *b* and explain that it is necessary to be able to differentiate

between a definition of something and an explanation. Highlight that a definition provides the answer to *what something is*, and an explanation provides the additional information to make this easier to understand. When checking the answers, ask students to say what language helped them. This question leads into the third activity. Encourage students to keep a note of this useful generic language for use in their reading and their own writing.

Answers

- 2 **a** using the same number of bars as units when counting
b people are unable to distinguish between numbers when there are more than four bars together.
- 3 Definitions: ... is a XXX that represents; ... is defined as XXX
Explanations: This means that ...; In other words ...

ACADEMIC LANGUAGE

Defining (3) Identifying definitions and explanations in a text

This section confirms the language from the previous task. Go through it with the students, pointing out that some language has more than one part and can be separated, e.g. *an example of XXX is ...* You could ask students to identify the differences between written and spoken definitions (see page 024). Also stress that such language alone may not be sufficient when looking for definitions: for example, the verb *is* can have many meanings including definitions.

TASK 4 Writing definitions and explanations

1 These tasks move from reading into writing. Explain to students that this is a common academic process, as academic texts are not solely a source for information but provide a useful model for transferable language which can be used in their own writing.

The first activity provides controlled practice of a range of functions for both defining and explaining. To ensure that students don't randomly place the words and phrases in sentences 1–5, ask them to first read through all the sentences, then work in pairs discussing whether a definition or explanation is required. Highlight the grammatical cues which suggest either a definition or explanation.

Answers

- 1 define; as
- 2 In other words
- 3 is defined as
- 4 This means that
- 5 is another term for

2 The second activity gives students more freedom in terms of language selection. Draw students' attention to the example given, and with stronger groups ask the class to provide any variations on this form, using the words and phrases provided in 1, e.g. *An acrostic is defined as a poem where the first word of each line gives a message.*

As an additional, optional, stage ask students to select perhaps three key terms in a subject they are familiar with. If they have limited subject knowledge, elicit or suggest more general terms, e.g. *behaviour*, *public profile*, *extrovert*. Encourage students to critically read each other's definitions and explanations referring to the following points:

- accuracy of the language of definitions and explanations (refer students to Academic Language)
- clarity of the definition (a good test is to cover up the word and see if it is possible to work it out from the definition)
- usefulness and interest of any examples provided.

Sample answers

- 1 A few people are tri-lingual. In other words, they can speak three languages.
- 2 Deciduous trees are defined as trees which lose their leaves in autumn.
- 3 Many people suffer from dyscalculia. This means that they have difficulty with numbers and mathematics.
- 4 Prime numbers are defined as numbers that can only be divided by 1 and themselves.

TASK 5 Understanding meaning from context

1 This activity focuses on a second text derived from the same source as Text 1. This extract has significantly more technical language and this time no glossary to define these concepts. As such, students are required to utilize the strategies of identifying definitions and explanations in a less supportive, and therefore more authentic, reading process. To lessen the cognitive load, students are encouraged to initially skim read the text to match the researcher and research process. Remind students that we don't usually skim academic texts, but when we do it is to get a broad overview of the main material.

Answers

- 1 b 2 a

2 This task requires reading for specific information to extract a series of main points and generate definitions of key technical terms. Ask students to complete definitions individually before checking with a partner.

Sample answers

- 2 a A dot is another term for a small round mark.
- 3 c Enumeration means identifying the number of something.
- 4 d A chronoscope is defined as a device for measuring small amounts of time.
- 5 b Replication is another term for copying something exactly.

3 This task requires students to reprocess the definitions which they have learnt from the text and use them to further extract factual information. Ask students to complete 1-5 in note form, again explaining that having a clear set of notes taken from a text provides a useful

summary of main points, and assists when using reading material as a source for more substantial written work.

Once the students have completed the task, you may wish to draw attention to the use of visuals within Text 2. Explain that it is very common for academic texts to include graphs or diagrams which visually support, explain, or illustrate key content. Note that this aspect will be considered in greater detail in later units.

Answers

- 1 more than a century ago
- 2 enumerating dots on cards
- 3 less than half a second on average
- 4 one second
- 5 over a second

TASK 6 Critical thinking - evaluating ideas in a text

1 This activity revisits the main ideas in the texts and provides an opportunity for spoken summaries to be given. If necessary, provide a short model of your own overview of the initial bullet point. Give a time limit for the pair discussion, and optionally conduct whole-class feedback to share any particularly interesting points.

INDEPENDENT STUDY

To give students an example of this, you could select a text within the Student's Book or from a quality newspaper or other textual source. You may wish to highlight words within the text that you feel can be readily understood from context and present these as a glossary to be completed by students. Students could be encouraged to compare their definitions with a peer as well as with the dictionary definition.

2C Writing (1) Simple definitions

TASK 1 Completing simple definitions

1 This task encourages students to think about key concepts from within their own discipline that may require further defining to anyone unfamiliar with the subject area. By limiting the focus to symbols, the discussion allows for personalization of input while maintaining a fairly narrow, and achievable, spoken outcome. Draw attention to the example as a source of useful discussion language. Remind students that asking follow-up questions is a useful skill to develop as it assists in building confidence when faced with extended interactions such as seminars and tutorials. If students have already studied earlier modules, encourage them to use examples of functional language for defining. If they have not, refer them to the Language Reference on page 151.

Monitor and assist as students discuss their ideas. As an extension activity, and to vary the dynamic of the discussion, you may wish to ask each group to feed back their chosen symbols to the class. Alternatively, you could ask groups to write their list of symbols on the board and ask the rest of the class to attempt to define them. These definitions could then be compared for accuracy.

2 and 3 Refer students to symbols 1–6. Once students have completed their answers, check to see if there are any disagreements. If there are, open the discussion up to the whole class. It is important for students in EAP to be able to justify choices, and provide an argument to substantiate this, where possible.

Answers

Symbol 1 means 'at'. You can find symbol 1 in email addresses.

Symbol 2 means 'no entry'. It's found on road signs.

Symbol 3 means 'female and male'. They are often used in a scientific context.

Symbol 4 means 'No telephones'. You can find it on the doors of banks or cinemas.

Symbol 5 means 'restaurant' or 'place to eat'. It is often found in public places like stations.

Symbol 6 means 'Thumbs up' or 'like'. You can find it on many social media websites.

TASK 2 Understanding simple definitions (1)

1 This task provides students with some model definitions extracted from a text before they practise writing simple definitions themselves. In this way the functional language of written definitions is introduced alongside a relevant context which can stand as a transferable model for students' own writing. To pre-check students' ability, you could ask them to write a definition of the symbol '&' before completing the task, and ask them to compare their definition with the one in the book.

Answers

1 symbol; represents

2 which; horse

3 is; which

ACADEMIC LANGUAGE

Defining (4) Relative clauses

Give students a few minutes to read the information, and answer any questions. To help check students' understanding, ask them to look back at the paragraph they have just read and underline any relative clauses. Ask students to identify whether each sentence is defining a person, thing, or idea.

TASK 3 Writing simple definitions using relative clauses

1 These tasks check the students' understanding of the basic structure of definitions. They help students to understand which relative pronoun to use and the position of the clause. If students seem to have a confident grasp on the structure of such definitions, set this as individual work. For less confident groups, it might be a good idea to work through these together as a whole class.

Answers

1 A degree is a qualification which / that you get from a university.

2 A carnivore is an animal which / that eats only meat.

3 A hierarchy is a system which / that organizes people or things into levels of importance.

4 A vegan is a person who / that doesn't eat animal products.

5 A logo is a symbol which / that a company uses as its special sign.

6 A thermometer is a device which / that measures temperature.

7 A settlement is a place where people live.

2 This activity further practises the use of relative pronouns in definitions. Set as individual work, giving a time limit of around 8 minutes. Monitor and assist students as they complete their definitions. Make a note of some examples students produce. Write these on the board and ask students to identify any errors and to then make any necessary corrections.

As an extension, to further consolidate understanding of relative clauses within definitions, you could provide some sentences omitting the noun being defined, and ask students to guess what is being defined.

2C Writing (2) Extended definitions

TASK 1 Understanding simple definitions (2)

1 Again, this task provides students with a range of contextualized definitions. In this way, the functional language of written definitions is introduced alongside a relevant context which can stand as a transferable model for students' own writing. Although the initial focus remains on a sentence level, the tasks within the module go on to develop written definition and explanation as part of a paragraph, to reflect the need to generate more extensive written output.

Before reading the text, draw attention to Figures 1 and 2, and elicit definitions from the class. Note these down, and highlight the functional language used in each definition. As an extension, if you have already worked through preceding modules, you could ask students to revise the definitions given using other functional language.

Answers

- 1 A pictogram represents an idea or concept visually. An ideogram replaces a word.
- 2 Symbols 4-6 are pictograms.

2 This stage offers the opportunity to consolidate the Academic Language focus in Writing (1) before moving on to look at prepositional phrases in more detail.

Answers

which represents an idea or concept; which is used in place of a word

ACADEMIC LANGUAGE

Defining (5) Prepositional phrases

Explain that when students write extended definitions, they will be required to use relative clauses and prepositional phrases. Give students a few minutes to read the text, then write another example on the board, e.g. *A seismograph is a device for measuring the movement of the earth.* Divide the sentence into parts in the same way as in Academic Language and ask students to label each part. Ask students to then identify any additional sentences in Paragraph 2 which use prepositional phrases to define terms, e.g. *Figure 2 is a pictogram showing a warning sign for motorists.*

If necessary, refer students to the glossary on page 007 or Language Reference on page 151, for definitions of the terms used here.

TASK 2 Writing simple definitions using prepositional phrases

1 This task starts to move towards students structuring their own definitions, using the focus of Academic Language. Elicit from the class a definition for the first word. For weaker classes, you may want to give more of the sentence to help them start. Give students 8 minutes to write their definitions. Monitor and check that prepositional phrases are being used. Some students may write their definitions using a relative clause, too. If this is the case, you can use this as a springboard into the next section, which focuses on defining with relative clauses and prepositional phrases.

Sample answers

- 1 Ecology is the study of the natural world.
- 2 A cellar is an underground room for storing food and drink.
- 3 A memory stick is a device for storing data.
- 4 A bus is a mode of transport with lots of seats for transporting passengers.
- 5 A drill is a tool for making holes in wood, brick, or metal.

2 Depending on the students' stage of education, you may want to provide some words to define. Select these from a range of disciplines to best cover your students' academic interests.

ACADEMIC LANGUAGE

Defining (6) Extended definitions

Explain that extended definitions often use a number of relative clauses and prepositional phrases combined. Give students a few minutes to read the text, then write another example on the board, e.g. *A cellar is a room for storing food and drink which is underground.* Divide the sentence into parts in the same way as in Academic Language and ask students to label each part. Ask students to then look at their sentences in Task 2, noting down prepositional phrases and any relative clauses they could add to their definitions.

If necessary, refer students to the glossary, or the Language Reference, for definitions of the terms used here.

TASK 3 Identifying extended definitions

1 The purpose of this task is to help students increase their awareness of the key structures used in extended definitions. On completion, to further consolidate understanding of extended definitions, you could ask students to rewrite or orally define items 1-4 using their own definitions. As they do this, ask other students to note whether relative clauses or prepositional phrases have been used and whether they judge the definitions to be clear and accurate.

Answers

- 1 Sign language is a system of communication that is used by deaf people.
- 2 A postcode is a group of letters and numbers which indicates an address.
- 3 A lynx is a species of wild cat with black spots and long pointed ears.
- 4 A bibliography is a list of sources which you put at the end of an essay.

TASK 4 Writing extended definitions

1 This task provides the opportunity for students to develop their own extended definitions using a range of given terms as input. In order to encourage individuality and creativity, ask students to work on their own. Monitor, assisting as required, and refer students to Academic Language if they are having any difficulties. Where possible, encourage students to write two or more alternatives and then state which they prefer and why. Once the task has been completed, ask students to compare their definitions with a partner.

Sample answers

- 1 Greenhouses are buildings with glass roofs and walls that people use to grow plants.
- 2 Shorthand is a method of quick writing that uses symbols and abbreviations.
- 3 Uranium is a chemical element that can produce large amounts of energy.
- 4 A stenographer is an employee of a court of law who writes what is said in court.
- 5 A Dalmatian is a breed of dog with a black spotted coat which is often kept as a pet.

TASK 5 Writing sentences with a definition and/or explanation

1 and 2 Explain to students that this task gives them an example of how to integrate a definition into a paragraph. Allow a few minutes for this task and then check together. Highlight the importance of providing a cohesive structure to a paragraph, by giving the features in a logical order. Most often a key term will be defined before examples are provided to illustrate. Explanations then reinforce the importance of the key term, and contextualize.

Answers

- 1 2 of origin
3 for the area
4 that the car is from
5 of manufacture
6 which give the car its unique identity
- 2 ^aA car number plate is ^ba sign ^cwhich distinguishes it from other cars. It is attached to the front and back of a car. ^aThe letters on the far left (e.g. GB) show ^bthe country ^cof origin. ^aThe first two letters of the number (e.g. FE) are ^ba code ^cfor the area ^cthat the car is from. ^aThe two numbers (e.g. 07) indicate ^bthe year ^cof manufacture. ^aThe three letters at the end (e.g. GVX) are ^brandom letters ^cwhich give the car its unique identity.

3 Allow around 10 minutes for this task and monitor to provide assistance where necessary. Encourage students to think about the function of each sentence as they write, drawing attention to the language that they should be trying to include to convey this.

TASK 6 Evaluating your writing

1 Stress again the importance of self- and peer-evaluation. Ask students to highlight the function of each sentence in their text and to notice the structure used in their definition sentence.

Go through the sample answer on page 159 either before or after students have finished their paragraphs. The sample answer can serve as a useful example to help students structure their text, but stress that it is not a 'model' answer to imitate. Draw attention to the Key Features in Academic Writing, and ask students where possible to provide similar phrases or sentences that could be used as alternatives.

INDEPENDENT STUDY

Remind students that written definitions are frequently used in academic writing to define new, technical, or unfamiliar terms. However, by practising defining familiar terms with both simple and extended definitions, students will become better able to select appropriate functional language. This should help them define and paraphrase more accurately in their own writing.

2D Vocabulary

TASK 1 Academic verbs

1 This task involves familiarizing students with a range of typical academic verbs. Remind students that these verbs have already appeared in the context of the preceding modules. To consolidate the academic focus of the unit, work as a whole class defining the terms given, e.g. *'distinguish between' is another term for the expression 'tell the difference between.'* Once each term has been defined, ask students to read through the text as a whole, noting where their definitions would fit for sense. When students have completed the text, check as a whole class, discussing any differences of opinion.

Answers

- | | |
|-----------------------|-------------|
| 1 distinguish between | 4 shown |
| 2 increased | 5 determine |
| 3 derive from | 6 occur |

2 and 3 This activity assists in vocabulary development by allowing students to generate personalized example questions using the academic verbs. Remind students that actively noting new vocabulary – either by recording their own definitions or writing sample sentences contextualizing the lexis – can assist with remembering the words. Monitor as students write their sentences, assisting with vocabulary and form where required. As students ask and answer the questions, note down any interesting examples to share with the class as a whole.

TASK 2 Collocations (1): Verbs and nouns

1 Collocation is a crucial area of language use and is particularly relevant to vocabulary development. This task focuses on the important pattern of verb + noun. Explain that many verb + noun collocations may also contain a determiner (e.g. an article) before the noun, and that in some cases they might require a particular preposition following the noun to complete the pattern. The text illustrates some of the combinations in a semi-authentic context. Various combinations of verbs and nouns may be possible, but the focus is on the most natural sounding or frequent. The answers reflect this.

As a follow-up activity, ask students to scan through texts in the Reading modules, noting down any similar verb + noun collocations.

Answers

- | | |
|----------|---------------|
| 1 follow | 5 carried out |
| 2 make | 6 reached |
| 3 gave | 7 calculate |
| 4 set | 8 used |

2 This activity provides students with free practice to use collocations. Monitor while they write. During the process, encourage peer interaction, e.g. checking each other's sentences.

3 As students discuss their ideas, monitor to ensure that explanations are being requested, definitions given, and that the functional language used to do this is accurate. Note down any interesting examples to share with the class. If you choose to focus on accuracy rather than fluency at this stage, note any persistent errors, and then write these anonymously on the board when students have completed their discussion. Allow students to check, discuss, and amend these sentences in a delayed error-correction stage.

2E Academic Language Check

TASK 1 Definitions and explanations

1 You may wish to cover this material as you progress through the unit, using the exercises as further practice material. Alternatively, you may wish to set the Academic Language Check as work to be completed out of the class, with answers discussed in the next lesson.

After students have completed the exercise, refer them to the Language Reference on page 151.

Answers

- 1 means 2 which 3 term 4 type 5 when

2 After students have completed the exercise, refer them to the Language Reference on page 151.

Answers

- 1** A: What is cryptography?
B: It's the study of making and breaking codes.
2 A: What does auditorium mean?
B: It's the place where a theatre audience sits.
3 A: Can you explain what a first draft is?
B: It's the first version of something that you write, such as an essay.
4 A: What does orca mean?
B: It's another name for a killer whale.

TASK 2 Definitions using defining words and phrases

1 After students have completed the exercise, refer them to the Language Reference on page 151.

Answers

- 1 b 2 d 3 c 4 a 5 f 6 e

2 This section provides the opportunity for students to apply their understanding of a range of defining functions to the words in 3. Encourage students to vary their definitions as much as possible, to ensure that they have a broad language resource when defining terms in their own written work.

Answers

- 1** Intelligence is defined as the ability to understand, learn, and think.
2 A metre is defined as the distance travelled by light in 0.00000003335 of a second.
3 A phoneme is a symbol that represents one of the sounds of a language.
4 Obesity is defined as having excessive body fat that may damage health.
5 Basic is one of the earliest computer languages.
6 Ageing can be defined as the process of physical deterioration of the body.

3 Remind students that evaluating your own, or a peer's work, is a useful process in developing critical thinking. Reflecting on form and content in this manner should improve students' self-editing before they submit written work.

UNIT 3 Ethics

ACADEMIC FOCUS: DESCRIBING AND EXPLAINING

INTRODUCTION

Unit 3 aims to develop students' ability to understand and write descriptive texts. The theme of ethics is considered from a variety of angles and topics which are found in numerous disciplines. The focus is on descriptions of behaviour and data – which are concepts transferable to other subject areas. The goal of the unit is for students to be able to identify and accurately use a range of language for description and to describe key terms using noun phrases.

3A Listening & Speaking introduces seminar presentations to students. By listening to other students presenting and interacting in a seminar, students develop their understanding of how seminars work and how to contribute to seminars through prepared presentations. The focus is on listening for the purpose of identifying key contextualizing details and on the language used to express such details in examples. Students are encouraged to take away what they have learnt and apply it to their own presentations. The speaking focus of the module gives students further practice at delivering a short presentation. Rather than focusing on larger, more formal presentations, this module looks at delivering the presentation informally in small seminar groups. There is also a focus on the functional language of asking for repetition and clarification, to assist students, improve the fluency of interactions, and better manage spoken exchanges. To achieve these aims, students are given a model presentation followed by a scaffolded approach to a short seminar presentation.

3B Reading presents an authentic text that describes the concept of business ethics. Students further practise the skills of identifying the main and supporting idea. Additionally, students are encouraged to use their notes to build their own original responses to the content of the text. This practice helps to develop a critical thinking faculty, which is an essential part of academic study. The module also looks at using aspects of the text to develop their own lexical resource – in the form of noun phrases.

3C Writing develops students' skills in constructing detailed descriptions by focusing first on the analysis of noun phrases and using these to generate new ideas. Students also work on analysing sentences so that they can write their own sentences with cohesion.

3D Vocabulary gives students practice in using a range of academic verbs to provide descriptive detail. It looks in particular at items which explain and exemplify. There is also a focus on dependent prepositions in common academic expressions.

3E Academic Language Check provides additional practice of the Academic Language raised within the unit. The focus here is on further consolidating the use of noun phrases within descriptions. There is also a focus on the role of noun phrases in paragraph cohesion.

DISCUSSION

1 The Discussion section starts with two dictionary definitions of concepts which are returned to throughout the unit. Where possible, encourage students to provide examples for each definition to ensure that the distinction is clear.

Answers

1 legal 2 ethical

2 and 3 Introduce the statements, which provide input on the unit theme from a range of perspectives. Remind students that most academic questions can be analysed in many different ways and from many different angles. Note that 'perspective' will be the academic focus in Unit 6. Monitor to make sure students stay on task, and note down any interesting examples for later discussion. Explain that being able to provide reasons to support your ideas is a key requirement in any academic study.

Answers

2 1 rules 2 gifts 3 agreement 4 respect

4 This task allows for more personalized input from students, ensuring that they have the opportunity to express their own stance on the unit theme. As students note down their ideas, ask them to consider examples to support their position and provide greater context.

5 When all students in the group have presented their ideas, ask them to identify frequent themes, e.g. honesty, considering the opinions of others. These themes can then be compared with other groups to identify if there is a class consensus on the topics or any marked differences. If there are notable differences of opinion, ask students to justify their selection.

3A Listening & Speaking Presentations (2)

TASK 1 Preparing to listen to a presentation

1 This task aims to activate students' knowledge of and interest in the topic. Allow students to work individually at first, and give prompts as necessary, e.g. notable examples which have been well-publicized in recent years - Luis Suarez during the 2014 football World Cup, Lance Armstrong's doping offences. You could broaden the discussion into how these incidents have positively or negatively affected the particular athlete or sport. (Note: the effect of sport on society is covered in Task 5's critical thinking focus).

TASK 2 Understanding the main idea

1 **3.1** This initial listening activity provides students with the opportunity to tune in to the content of the

presentation and familiarize themselves with the speaker's speed of delivery and accent.

Answer

1 Sportsmanship

2 **3.1** Show Extract 1 again and do a quick visual check to see how much students have written and how accurate it is. Optionally, ask what difficulties they had, e.g. speed of delivery, unclear / unknown words, challenge of writing notes while listening. Explain that repeated practice will assist in all these difficulties, and students can always practise individually using the Student's Book DVD. Show the extract one more time if necessary, asking students to complete the information transfer. Explain or elicit that the gaps concern contextualizing information. All are fairly generic features in presentations, so they can be usefully applied to other contexts.

Answers

	Gamesmanship	Sportsmanship
Definition	the principle that winning is everything	the principle that the goal is not just to win, but to win with honour
What sport it relates to	any sport	amateur sport
Why it happens	some people believe it is the responsibility of the referee to enforce the rules / they are not breaking a rule if the referee does not catch them	some people believe competition is important, but that sport must be practised in an environment of honesty and respect

3 Monitor as students exchange their ideas. Remind them that they can use the functional language of defining covered in Unit 2, and draw on their own examples from the discussion in Task 1. Explain that being able to reprocess the content of a presentation into a short spoken summary is a useful way of checking comprehension and ensuring that you have identified the main idea.

TASK 3 Understanding supporting details

1 **3.2** Explain that students are going to watch another extract of the presentation by the same student - this time with a focus on the supporting detail given as explanations for some of the key terms raised in Extract 1. Quickly check that students are initially only listening for the four principles mentioned. On first viewing, ask students to focus on the content and meaning, and not to write down specific language.

Answers

fairness; integrity; respect; responsibility

2  **3.2** Show the extract again. Check that students write exact words or paraphrases rather than notes here, as the focus is on using definitions to assist understanding. If necessary, pause the extract after the first example and work as a whole class to define the term given. Remind students that as they listen to presentations and lectures they don't often have to note down information word for word – the most important focus is on understanding the key term. Therefore students can use other functional language for definitions if they prefer.

When checking answers, note that all of the six principles are closely related in meaning. If necessary, refer students to a monolingual dictionary to discuss the difference between definitions.

As a follow-up activity, you could ask students to provide their own definitions for the remaining options and give examples related to sport which could contextualize this.

Answers

- 1 Fairness is defined as following the rules.
- 2 Integrity means playing the sport in the correct spirit.
- 3 Respect is polite behaviour towards someone or something you think is important.

3  **3.2** The task here looks at the supporting detail which pertains to the principle of responsibility mentioned by the presenter. Draw attention to the question words used in items 1 and 2, asking students to identify what the purpose of each is. Elicit that *why* is asking for reasons, and *how* is asking *in what manner*. Remind students that by focusing on the answer to key question words during presentations or lectures, they can quickly build up an overview of main points and supporting details which will better assist them in comprehending longer texts.

Answers

- 1 their behaviour has an effect on others who may copy it
- 2 the agreed ethics of a society affect how a sportsperson behaves

4 The purpose of this task is to encourage students to evaluate the main ideas and supporting details which have arisen during the presentation. Draw attention to the fact that in most academic environments students will be required to respond to content in this way. Most presentations are followed by question and answer sessions which require evaluation, and most lectures are followed by tutorials where the lecture content will be discussed in more detail alongside student responses to reading texts.

Monitor as students discuss the questions, making sure that they provide sufficient detail or explanation to support their main idea.

ACADEMIC LANGUAGE

Note-taking (2) Noting examples

Read through the material in the box and draw attention to the importance of making notes while listening:

- they aid memory
- they provide a permanent record of the lecture or presentation for later study
- they encourage active listening which helps in terms of following the lecture and noting main ideas.

Remind students that noting examples in this manner helps to focus the listener on key terms and provides additional context.

TASK 4 Noting examples

1–3  **3.3** Explain that Task 4 repeats a similar listening and note-taking process with extracts taken from both parts of the earlier student presentation. In this section, the focus is again on the main idea and several more detailed examples to support its importance. There is quite a lot of information to note down, but as students will by now be familiar with the speaker and much of the content, there should be limited need for repeated viewings. Once students have watched the extract, provide the opportunity for them to exchange information in the form of spoken examples. To assist with this, draw attention to the functions covered in Academic Language.

Answers

- 1 for example
- 2 **1** faking an injury; using performance-enhancing drugs; unfair play like time-wasting
- 2 teams playing for a draw
- 3 children and young people

TASK 5 Critical thinking – responding to a presentation

1 and 2 This task gives students the opportunity to respond to the content of the presentation using their own examples and explanations to support their stance. Again, highlight that seminar presentations often provide the opportunity for personalized responses. Encourage students to use key words and phrases from Academic Language to assist with both fluency and accuracy.

TASK 6 Identifying requests for repetition and clarification

1  **3.4** This task focuses on the question and answer stage which follows most academic presentations. As presentations often contain large amounts of technical vocabulary, and related examples and explanations, it is important that students have the confidence to interact with speakers to ensure that they are familiar with these terms. Remind students that academic learning

is an active process, and they need to be able to engage with the speaker if there is anything which affects their understanding. Before listening to the extract, you could check students' knowledge by asking them to work in pairs or groups generating example phrases for each function.

Answers

a 1, 4 b 2, 3 c 5

2  **3.5** After students have watched Extract 5, as an extension you could ask why they think the speaker used these particular phrases rather than other possibilities. Focus here on whether some are more polite than others, etc.

ACADEMIC LANGUAGE

Repeating and clarifying information

Read through the functional exponents with the students, drilling where necessary for accurate pronunciation and intonation. Ask students to provide additional examples of similar phrases, and use this opportunity to check their appropriacy for use in seminars. Encourage students to make their own master list of phrases which they can regularly update as they learn new useful terms.

TASK 7 Practising asking for repetition and clarification

1 The purpose of this task is to help students utilize the functional language needed for clarification and repetition. As a freer practice stage, there is scaffolded input material at the back of the book which provides detail about a concept to be explained. As with earlier pairwork tasks, remind students to practise the material orally and not read each other's prompts. Direct students to the relevant pages at the back of the book and set a time limit for the interaction.

2 This stage allows for students to reprocess the information they heard within the presentation. Doing this should reveal any difficulties which occurred in delivering the information and understanding it. Ask students to evaluate these difficulties for themselves and their partner. Examples of difficulties in presenting information could include: finding appropriate language to express specific concepts; maintaining fluency; organizing the information to present. Examples of difficulties in listening to the presentations could include: understanding pronunciation; decoding vocabulary; dealing with an unfamiliar concept; not having sufficient knowledge to understand fully. Explain that these are common challenges in academic environments. By further practising delivering presentations, and actively using functional language asking for clarification and repetition, students should begin to overcome these difficulties.

TASK 8 Describing a concept

1  **3.6** This activity provides a model before students deliver their own presentation. Draw attention to the key terms already given and ask students what they expect to hear in the presentation to complete the information. Explain that predicting presentation content can help in better following the structure. Also note that it is common in longer presentations for speakers to provide a short introduction which gives an overview of the points to be covered. Remind students that they do not need to write down full sentences. Play the extract, allowing students time to complete the notes. Once they have completed their notes, ask them to compare answers in pairs.

Answers

- 1 today and tomorrow
- 2 plant another for future use
- 3 economics
- 4 resources limited + population growing

2 Go through the guidelines and check understanding. Emphasize the importance of making notes while planning a presentation. This will help students focus their aims and streamline their content. Allocate a time limit of 2 minutes per presentation for each student. Point out that this is quite a short time while noting the challenges of delivering a concise and focused presentation. Presenters can often spend the first 2 minutes of a longer presentation in setting the scene without actually saying very much. Stress that in a 2-minute presentation every moment is important, and students should be strict in including only relevant information while avoiding lengthy introductions. Check students' notes during the planning process. Look out for clarity of aims and relevance of each point; suggest that students cut material that is not directly relevant, or too long. Also ask for examples of specific language they plan to use. Refer students to the expressions in italics taken from Extract 6, and where necessary, drill models so students are familiar with the pronunciation of the key signposting phrases before they deliver their own presentations.

3 During the presentation stage, make sure all students are listening actively to ensure their time is not wasted. If necessary, give all students a simple task to focus them, perhaps dividing the following tasks among the class:

- note down key terms and the example or explanation which follows it
- write down questions to ask as follow-up points
- suggest ways of expanding on the topic
- listen for language errors and note these down for later correction
- write down good uses of language.

TASK 9 Critical thinking - evaluating a description of a concept

1 Tell students that when they are watching rather than presenting, they should use the criteria on the page to evaluate each other's presentations. Explain that timing is also important and that you will be stopping each presenter after 2 minutes. You may want to provide some sentence stems on the board to ensure that the feedback is constructive rather than critical, e.g. *Have you thought about ...? It might help to ...*

INDEPENDENT STUDY

Direct students to sites such as www.TED.com or www.academicearth.org as sources of short lectures and presentations. As well as focusing on examples and evidence, ask students to note any use of language requesting repetition and clarification. Remind students that online presentations often have transcripts available, and these can be used in conjunction with listening to help create a reference list of useful functional language.

3B Reading Textbooks (3)

TASK 1 Preparing to read a text

1 This type of predicting task helps to raise the students' schemata before undertaking more detailed reading. Thinking about the genre of a text as well as its topic can aid comprehension. Read through items a-d and discuss with students which features they are likely to find in each text type. If necessary, provide prompts and ask students to match them accordingly, e.g:

- a report on a piece of research – factual information in the form of statistics and time references
- an explanation of a subject – detailed definitions, followed by explanations and examples to give context
- an argument and the author's evaluation – language showing argument and opinion
- a review of an article – references to other texts.

Answer

b

2 Explain that the vocabulary in italics in items 1–4 is a lexical set reflecting the unit theme which will assist in understanding the reading text. Highlight the importance of using reading texts as a source of vocabulary as these provide an authentic context. Note that it is a useful strategy to group new vocabulary in lexical sets where meanings may be interrelated. Ask students to focus on each word and decide its connotation (positive, negative, or neutral), word class, and think of other words with similar meanings. As an extension, you could ask students to provide their alternative definitions of the words and phrases, using the functional language covered in Unit 2.

Answers

- 1 rules; behave
- 2 beliefs
- 3 feel
- 4 law

TASK 2 Understanding ideas in a text

1 This activity highlights the main idea of the text and allows students to generate their own definition of the key term *ethics*. Note that prediction can aid reading and often reflects how we approach a text. As we read, we can confirm our predictions and expectations for the text.

2 and 3 Again, the purpose of this task is to highlight the importance of making hypotheses about the ideas an author will cover in an academic text. Before students read the text, draw attention to the fact that the statements here are paraphrases. To this extent, students are required to read the text first for meaning, then scan to match ideas. As they will be looking for synonyms, ask students to underline the key terms and verbs in items 1–5 and think of different ways of expressing the same ideas.

As an extension, ask students to decide whether they feel ideas 1–5 are true. As they do this, ask them to give examples and to support their opinions.

Answer

- 3 Items 1–4 are covered in the text. While the author draws attention to the ethical issues which concern big business, there is no reference to or evaluation of how unethical business activities should be dealt with.

TASK 3 Understanding the role of supporting detail

1 Explain that academic texts will usually support an idea with some form of evidence. Explain that this is an important approach to maintain in students' own writing, as unsupported texts are rarely seen as having much substance. Highlight that while each of the statements supports the main ideas, they have different functions within the text. Note that 1 and 4 provide an explanation; 2 is a claim made by the authors and given here as a belief; and 3 is a rhetorical question to manage and clarify preceding information in the text.

Answers

- Statement 1 matches main idea 3.
- Statement 2 matches main idea 4.
- Statement 3 matches main idea 1.
- Statement 4 matches main idea 2.

2 and 3 In this task, students are required to use the text as a resource, making inferences from the material and drawing on their own knowledge to generate supporting detail for each statement. As this may prove to be quite

challenging, draw attention to the example given and, as a whole class, work on building further supporting details. Once you have generated further ideas, ask students to work together to develop a selection of these into full sentences, using the functional language for describing, explaining, and providing examples covered in earlier modules. When you are satisfied that students are clear on the task requirements, ask them to take similar notes for statements 5–7 before generating full sentences. As students write their supporting details, monitor and assist with vocabulary and form.

Sample answers

- 5 People sometimes stop buying products or using services of companies who are known to be unethical; unethical companies are sometimes fined or punished in some other way.
- 6 Ethical practices can be used as part of a company's marketing; ethical products are popular with young people who might become long-term brand users.
- 7 Most companies are concerned about the amount of energy they use as this is expensive and potentially damaging to their reputation.

4 The aim of this task is to allow students to evaluate the supporting detail generated by their partners in terms of relevance and effectiveness. Encourage students to be positive and supportive in their feedback, but to come to an agreement on which sentence works best. As they do this, they should be prepared to provide a reason for their selection. As an extension, note on the board the most effective sentence from each pair and then ask the class to select from these the three sentences which best support the statements in the text.

ACADEMIC LANGUAGE

Noun phrases (1) Using adjectives and nouns to modify nouns

Go through this section, which builds up very familiar adjective + noun patterns into more information-rich structures. Ask for similar examples following both patterns. Students might ask about the order of adjectives: briefly say that evaluative adjectives tend to come first, following the order: evaluation → description → classification. Refer students to the fuller Language Reference entry on page 151.

TASK 4 Recognizing noun phrases using adjectives and nouns

1 and 2 Following on from Academic Language, these tasks aim to give students further practice in identifying common noun phrases.

Answers

- 1 moral values (adjective + noun)
- 2 basic principles (adjective + noun)
- 3 legal obligations (adjective + noun)
- 4 child labour (noun + noun)
- 5 overseas factories (adjective + noun)
- 6 offshore companies (adjective + noun)
- 7 clear statements (adjective + noun)
- 8 corporate culture (adjective + noun)

3 Draw attention to the fact that there are so many noun phrases used in the text. Explain that as noun phrases express ideas concisely, they are used to make definitions and descriptions more direct and impactful. You can further illustrate this by noting a definition of one of the terms as a relative clause on the board, e.g. *business strategies* → *strategies which a business uses*. Once students have identified the noun phrases, ask them to record these as a lexical set with a definition and example sentence to contextualize.

Answers

- a aspect, practice, code, issues, policy, standards
- b conduct, strategy, activities, ethics, organizations

TASK 5 Using noun phrases in descriptions

1 This task enables students to place noun phrases into authentic texts which describe and contextualize an area of business ethics. Ask students to read through the texts and decide which word class is required to complete each gap. When students have reached a decision, ask them to look at the available options and decide which collocation is most appropriate to complete the noun phrase.

Answers

- | | |
|-----------------|-------------|
| 1 public | 6 ethical |
| 2 international | 7 corporate |
| 3 business | 8 staff |
| 4 high | 9 business |
| 5 business | |

2 The aim of this task is to encourage students to consider the simple and extended definitions which they may use in descriptions, and think about how they can be expressed more effectively with the use of noun phrases. Once students have rewritten the phrases, ask them to work in pairs, providing examples for each item where possible. As they generate examples, monitor and assist with ideas. Note down any interesting ideas for a whole-class discussion.

Answers

- | | |
|------------------------|----------------------------|
| 1 business partners | 6 modern art |
| 2 staff training | 7 repetitive work |
| 3 a difficult decision | 8 gender issues |
| 4 a skilled workforce | 9 a detailed business plan |
| 5 international law | 10 eco-friendly products |

3 Explain that this task gives students very useful practice in writing noun phrases, which are where most information in academic texts is expressed. Go through the example, pointing out that it is much shorter than the original noun phrase using a relative clause. Both structures are very frequently used, but the reprocessed version, being shorter, is particularly suited to summaries. As an extension, ask students to find further examples in texts from the Student's Book.

Answers

- 1 Some restaurants use out-of-date food ingredients.
- 2 Unskilled workers are usually cheaper to employ.
- 3 It is a good business strategy to take care of the local environment.
- 4 In most countries, the use of child labour is an illegal practice.
- 5 UK law doesn't allow cigarette advertising.
- 6 Many clothing factories are located where there is cheap labour.
- 7 Many company directors have to make difficult decisions.
- 8 Big international organizations usually have clear values and ethical codes of conduct.

4 This activity further practises the use of noun phrases in short descriptions. Set a time limit of around 8 minutes. In order to encourage individuality and creativity, ask students to work on their own. Monitor, assisting as required, and refer students to Academic Language if they are having any difficulties. Where possible, encourage students to write two or more alternatives and then state which they prefer and why. Once the task has been completed, ask students to compare their definitions with a partner. Make a note of some examples students produce. Write these on the board and ask students to identify any errors and to then make any necessary corrections.

TASK 6 Critical thinking - reflecting on a text

1 In this section, students critically respond to the ideas described in the text. To start off the discussion you could write ethical question 1 on the board and note down answers for and against, e.g. *It is ethical to use cheaper resources in less economically developed countries as this gives the poor some job opportunities they may not have otherwise had* vs *It isn't ethical because companies are taking advantage of low wages. They should pay more*. Invite students to provide further examples, and as a class decide if these are for or against the views expressed in the text.

Ensure students remain on task by asking one person in each pair to take notes and later present their ideas to the whole class. Encourage specific examples and explanations of ideas where these are required. Remind students to use examples of language to ask for clarification or repetition when necessary.

As an alternative task, to change the classroom dynamic and offer additional support where students may feel less comfortable in expressing their views to a partner, divide the class into two groups, one for and one against. Set a time limit of around 10 minutes for each group to generate as many ideas as possible answering the ethical questions. Once the time limit is up, ask students to give feedback to the class as a whole. Encourage students to provide examples and explanations to support their ideas.

INDEPENDENT STUDY

Encourage students to note down examples of noun phrases or simple and extended definitions which occur in these texts. Ask them to then reprocess these, reducing any definitions and expanding any noun phrases. Explain that practising this transformation of form helps students build up their lexical and grammatical range when it comes to producing their own writing.

3C Writing (1) Sentences using articles

TASK 1 Previewing the theme of a writing task

1 As this is the first instance of an essay title being used in the Student's Book, take this opportunity to address useful strategies for understanding essay focus.

Ask students to:

- read through the essay title, related to the unit theme of 'ethics', and note down any key terms which require definition
- paraphrase the statement in their own words to ensure accurate understanding
- decide what the essay requires in terms of organization, i.e. one side of the argument, both sides of the argument
- decide on their stance related to the statement.

Explain that approaching an essay title in this way helps to quickly determine what is being asked and how it should be answered. Remind students that these are fundamental questions that have to be addressed to ensure an essay task is completed accurately. Note that in answering these questions, students should have a simple essay plan available to add ideas and examples supporting their opinion.

2 Ask students to quickly read through the essay extract and provide an answer.

Answer

The writer agrees. Their view is expressed in sentence 1, the topic sentence of the paragraph.

3 This task requires students to identify ideas and examples used as supporting detail. Ask students to underline these and, working with a partner, decide the function of each, e.g. a definition of a key term, an explanation.

Answers

Sentence 2 - defines a key term which supports the writer's view.

Sentence 3 - explains the relevance of the key term.

Sentence 4 - offers evaluation.

ACADEMIC LANGUAGE

Noun phrases (2) Articles

Read the examples and the notes provided, checking that students understand the differences in usage. Remind students that while inaccurate use of articles won't have too great an effect on meaning, good use can assist their writing by helping texts to better cohere. Note that the use of indefinite and definite articles across sentences assists the reader with understanding, e.g. highlighting use of synonyms by signalling that a term has already been referred to: *Most research projects will usually have a clear goal. The objective ...*

Refer students to the Language Reference on page 152 for further information.

TASK 2 Using articles

1 Depending on your students' backgrounds, they may well have varying degrees of formal grammar knowledge. Explain that having a basic understanding of these structures can greatly benefit students' accuracy when writing. Ultimately you can judge the degree to which you analyse sentences in this way. Note that there is further information in the Language Reference section on page 152.

Answers

Sentence 1:

researchers - zero article, general sense

a code of ethics - indefinite article, countable

Sentence 2:

research ethics - zero article, general, uncountable

Sentence 4:

a clear set of rules - indefinite article, countable

Sentence 5:

the people - definite article, plural

2 This activity further practises the Academic Language as students are required to select appropriate articles to complete two short descriptive paragraphs. Once students

have completed the texts, go through the answers, checking the reasons for each selection as a class.

Answers

1 the	5 Ø	9 Ø	13 the
2 Ø	6 a; the	10 a	14 a
3 Ø	7 a	11 the	15 the
4 the	8 Ø	12 the	16 the

3 The aim of this task is to build students' competence in writing accurate, information-rich sentences from notes. Explain that this is a common academic task as notes derived from lectures or reading texts are reprocessed as content in students' own writing. Go through the first sentence as an example. Note that as the sentences are interconnected, there are examples of articles which operate as references across items.

Answers

- 1 In the UK, medical ethics committees protect the rights of people in medical research trials.
- 2 Most hospitals have a medical ethics committee.
- 3 Before starting a medical trial, a research team must submit a detailed plan of the research.
- 4 The research team must also prepare an information leaflet for potential participants.
- 5 The leaflet needs to include information about the possible risks involved.
- 6 Medical ethics committees are independent of both the research team and the organization which is funding the research.

TASK 3 Writing sentences using articles

1 Monitor students while they work, and encourage a focus on accuracy. Depending on the particular mistakes which emerge, try putting questions or prompts on the board, e.g. *verb; subject-verb agreement; articles*. When students have finished writing, ask them to work in pairs, reading their sentences aloud. Explain that reading their sentences aloud to each other should help students hear how natural they sound. Ask the student listening to identify the stressed parts. These typically indicate that something is important. This can also be contrastive stress, i.e. where something is stressed to differentiate it from an alternative item. Remind students that if there is a key term which they do not understand, they should ask for repetition or clarification, as covered in the Listening and Speaking module.

TASK 4 Critical thinking - responding to ideas

1 This activity highlights issues which are raised in earlier tasks within the module and draws on students' own knowledge and understanding to further the discussion. Where possible, encourage students to provide reasons, examples, and explanations to support their ideas. Note that there may be considerable differences in opinion within the class depending

upon gender, age, and cultural background. If you feel comfortable discussing these differences with your class, this may be a useful stage to illustrate how socio-cultural perspectives can influence our stance.

3C Writing (2) Sentences using noun phrases

TASK 1 Previewing the theme of a writing task

1 and 2 As with the essay title in Writing (1), take this opportunity to address useful strategies for understanding essay focus.

Ask students to:

- read through the essay title and note down any key terms which require definition
- paraphrase the statement in their own words to ensure accurate understanding
- decide what the essay requires in terms of organization.

Note that the essay title here explicitly requires students to define the key term before going on to evaluate the concept in terms of ethics.

Highlight the importance of plagiarism, and remind students that handing in work which is someone else's may result in losing grades or failing. Note on the board a typical example of plagiarism, e.g. copying an essay from the internet without referencing it. Elicit from students other examples, e.g. handing in work that another person has written for you, presenting an idea as yours when it comes from a textbook, handing in work for assessment that has already been assessed elsewhere. As many of these ideas could be seen as 'grey areas' depending on students' cultural background, it is also worth noting how plagiarism has a negative effect on learning. You could note that copying someone else's work doesn't help you build your knowledge, skills, or develop an academic voice of your own.

Once students have discussed their ideas, direct them to the student essay extract to compare their definitions. Highlight that the student extract is only a description, including a definition at this point and does not contain any evaluation.

3 This task focuses on the student's essay extract and the features used in the definition. Once students have completed the notes, draw attention to the transferable language used in the extract. Explain that a large percentage of academic language comprises fixed expressions and phrases which can be used as the basis for students' original content. Note down or elicit the functional language given in items 1–3, e.g. *is the act of...; ... is covered under this definition; The term ... comes from ...*

Ask students to think of a key term in their own area of study and generate a similar definition using the functional language. If necessary, provide an example on the board, e.g. *Speculation is the act of buying and selling*

goods or shares in a company in the hope of making money, but with the risk of losing it. Business activity within stock exchanges is covered by this definition. The term comes from the Latin word *speculates*, meaning 'to observe.' As students are unlikely to know the origin of their key term, you could omit this stage, or refer students to a reputable etymological dictionary, e.g. www.etymonline.com.

Answers

- 1 the act of copying other people's work or ideas without acknowledgement
- 2 all published and unpublished material
- 3 Latin *plagiarius*, meaning 'kidnapper'

ACADEMIC LANGUAGE

Noun phrases (3) Determiners

Read the examples and point out that these grammatical words are essential in making a text cohesive - they ensure meaning is clear by connecting ideas. Emphasize that when students use determiners for cohesion, the referents (i.e. what the demonstratives and possessive adjectives refer to) must be clear and unambiguous. Remind students that they must be careful when using *This* at the beginning of a sentence - it must be completely clear what it refers to, as meaning crosses between sentences.

TASK 2 Using determiners

1 This task further practises the Academic Language, providing a descriptive context and extending the ideas raised in Text 1. Ask students to read the context before and after each gap, and to check carefully that the chosen word is correct grammatically (e.g. singular - plural) and in terms of meaning. Optionally, ask students to read their texts aloud while their partner listens - this should help in identifying any errors. Once students have completed the task, ask them to underline the referent for each determiner they have used.

Answers

- 1 This
- 2 their
- 3 a writer's / another person's
- 4 a writer's / another person's
- 5 these
- 6 their

2 This activity highlights a key use of determiners in reducing instances of repetition and ensuring that written texts remain cohesive. Draw attention to sentence pair 1 and select a student to read it aloud. Elicit from the class the effect of the sentences on the listener. Students should point out that the repetition suggests a lack of vocabulary range and makes the text uninteresting. Remind students that by using determiners in place of repeated noun phrases,

writers can make a text more fluent and highlight their grammatical range and accuracy. As a whole class, rephrase sentence pair 1. Note that in the second sentence *The study of ethics* could be replaced by the determiner *This*. However, remind students that using *This* on its own can lack clarity as the referent could be viewed as both '*The study of ethics*' and '*moral standards*'. In this circumstance adding a noun, e.g. *subject*, could make the text more cohesive.

Ask students to rewrite the remaining sentences, then compare their new sentences with a partner. As they do this, encourage them to evaluate the new sentences in terms of accuracy and style.

Answers

- 1 The study of ethics concerns moral standards and how we apply these standards. This (subject) is common in most university philosophy departments.
- 2 Edward Jones (2014) claims that plagiarism has become more common. His findings were based on a study of over 100 institutions.
- 3 The law in most countries allows research that uses animals. However, this is only allowed when there isn't an alternative research technique.
- 4 'Declaration of Authorship' forms should be completed by all students. These should be attached to all essays or assignments.
- 5 Doctors sign an oath to declare that they will not discuss their patients.
- 6 Students must not plagiarize other people's work. Those who do plagiarize may be expelled from their university.

ACADEMIC LANGUAGE

Noun phrases (4) Using determiners, adjectives, and nouns

Read the examples and draw attention to the fact that determiners, adjectives, and nouns can 'premodify' noun phrases. This means that head nouns are described by adding to, specifying, or limited in meaning by the structures. To further raise awareness, note some examples of noun phrases on the board and ask students to annotate them using the colour coding used here. If you need to clarify any terms in more detail, refer students to the Language Reference on page 152 or the Glossary on page 007.

TASK 3 Writing descriptive sentences

1 and 2 This activity consolidates the Academic Language, and gives students the opportunity to generate a paragraph with noun phrases using scaffolded input. The initial focus is on building noun phrases from note form, to generate more information-rich examples.

Answers

- 1 A recent study has revealed that UK-based foreign diplomats owe the British government over £500,000 in unpaid parking fines.
- 2 Nigerian, Turkish, and Afghan diplomats owe the largest proportion of these unpaid fines.
- 3 Foreign Office staff are trying to persuade the guilty diplomats to pay their debts.
- 4 However, many of those diplomats who were fined are no longer in the country, which makes the task almost impossible.
- 5 Also, diplomatic immunity means that no serving diplomat can face criminal prosecution.
- 6 However, all diplomatic staff are expected to obey the laws of the country they are in.

2 Once students have rewritten sentences 1–6, ask them to link them logically in a paragraph using examples of cohesion. Monitor, assisting where necessary, and refer students to the Academic Language boxes for additional support.

Sample answer

A recent study has revealed that UK-based foreign diplomats owe the British government over £500,000 in unpaid parking fines. Nigerian, Turkish, and Afghan diplomats owe the largest proportion of these fines. Foreign Office staff are trying to persuade them to pay their debts. However, many are no longer in the country, which makes this almost impossible. Also, diplomatic immunity means that no serving diplomat can face criminal prosecution. However, all of them are expected to obey the laws of their host country.

3 Go through the sample answer on page 159 either before or after students have finished their paragraphs. The sample answer can serve as a useful example to help students structure their text, but again stress that it is not a 'model' answer solely to imitate. Draw attention to the Key Features in Academic Writing that are highlighted, and ask students to consider where they will use similar features in their own writing, and why.

TASK 4 Evaluating your writing

1 Emphasize to students that getting their paragraph structure right at this stage will be extremely useful in their future writing. This checklist covers important points which are easy to identify and also has an evaluative focus regarding the quality and effectiveness of the written work.

If you feel that your students will be receptive to peer evaluation, ask them to exchange paragraphs and read through using the same criteria. Explain that it is useful to have another student's opinion as their input will help in any necessary revision. Highlight that the self-editing and revising process is an integral stage in academic writing and that having an objective 'second eye' greatly improves the quality of work.

To focus on the Academic Language of the module, suggest that students read through their partner's paragraph and note down where cohesive features are used and what their referent is. Encourage students to continue the collaborative process in their future writing.

INDEPENDENT STUDY

To further consolidate understanding of the role of determiners in paragraph cohesion, ask students to select a text they are interested in from either a textbook or a newspaper. Draw attention to the noun phrases which are used, and ask students to highlight them in the text. Following this they should circle any determiners and pronouns and link these to the relevant noun phrase with an arrow. This should help students to understand how texts use cohesive devices to make connections through meaning and form.

3D Vocabulary

TASK 1 Style: Academic vs informal vocabulary

1 and 2 This task focuses on formality – a key aspect of synonyms. Note that there are different degrees of formality, e.g. the spoken language used in seminars differs from written academic work. The distinction between academic and informal vocabulary is slightly over-simplistic, as many informal terms may arise in academic contexts. However, it is useful for students to note the varied connotations of verbs.

Answers

- 1 1 is concerned with
- 2 examines
- 3 consider
- 4 covers
- 5 participate in
- 6 outlines
- 7 summarizes
- 8 state
- 2 1 summarize
- 2 examine
- 3 outline
- 4 participate in
- 5 consider
- 6 state
- 7 be concerned with

TASK 2 Collocations (2): Prepositions

1 As in Unit 2, remind students that collocation is particularly relevant to vocabulary development. Note that the text illustrates combinations of verbs with their dependent prepositions in semi-authentic context. Highlight that the items 1, 2, 5, and 8 are prepositional verbs, whereas the other items are prepositions in fixed multi-word expressions where the verb doesn't determine the choice of preposition, but this is required by the inclusion of a noun and its meaning, e.g. *distinction between = choice between*.

As a follow-up activity, ask students to scan through texts in the Reading modules, noting down any similar verb + preposition collocations.

Answers

- | | |
|--------|-----------|
| 1 with | 5 for |
| 2 on | 6 about |
| 3 to | 7 between |
| 4 on | 8 in |

2 This activity provides students with free practice to use collocations. Monitor while they write. During the process, encourage peer interaction, e.g. checking each other's sentences. Monitor as students discuss their ideas, noting down any interesting examples to share with the class. If you choose to focus on accuracy rather than fluency at this stage, note any persistent errors and then write these anonymously on the board when students have completed their discussion. Allow students to check, discuss, and amend these sentences in a delayed error-correction stage.

3E Academic Language Check

TASK 1 Noun phrases (1): Adjectives and nouns

1 You may wish to cover this material as you progress through the unit, using the exercises as further practice material. Alternatively, you may wish to set the Academic Language Check as work to be completed out of the class, with answers discussed in the next lesson. After students have completed the exercise, refer them to the Language Reference on page 151.

Answers

- 1 WikiLeaks is an international, non-profit media organization which publishes secret information.
- 2 The WikiLeaks website was launched in 2006 by the Australian internet activist Julian Assange.
- 3 WikiLeaks publishes sensitive, publicly unavailable information from anonymous sources.
- 4 The organization has released a number of significant documents which have become front-page news items.
- 5 It always publishes original, unedited documents to support any new information it releases.

TASK 2 Noun phrases (2): Articles

1 After students have completed the exercise, refer them to the Language Reference on page 152.

Answers

1 A	7 the	13 The	19 an
2 a	8 The	14 the	20 Ø
3 a	9 the	15 the	21 Ø
4 the	10 Ø	16 a	22 Ø
5 Ø	11 a	17 a	23 Ø
6 The	12 Ø	18 an	

TASK 3 Noun phrases (3): Cohesive determiners

1 After students have completed the exercise, refer them to the Language Reference on page 152.

Answers

1 The	5 the other team's
2 their	6 their
3 This	7 These
4 the	8 The

2 After students have completed the exercise, refer them to the Language Reference on page 152.

Answers

undergraduate students
preliminary tournaments
the national finals
an ethical problem
the other team's answers
the winning team
the next round
These knock-out stages
an overall winner
the annual meeting of the Association for Practical and Professional Ethics

UNIT 4 Facts

ACADEMIC FOCUS: COMPARING AND CONTRASTING

INTRODUCTION

Unit 4 This unit addresses the key academic focus of comparison and contrast. Students practise comparing and contrasting different things, such as factual information (in the form of visuals), theories, and models, across spoken and written texts. Students learn that comparison naturally leads to evaluation, and so they practise evaluating the material. Throughout the module, increasingly more complex comparison and contrast language is introduced in context, which students incorporate into their spoken and written work.

4A Listening & Speaking helps students to develop note-taking strategies particularly useful for lectures based around comparison and contrast. Students learn to use a range of forms for information transfer and to analyse descriptions of similarity and difference. It also looks at basic comparative adjectives and the structures they are used in. The main aim is to identify comparison and contrast language, patterns, and note-taking skills. The speaking element of the module provides a model of a student presentation on visual information – highlighting some of the functional language required to present, compare, and contrast data sets. Students also learn the importance of extracting key information from visual input to prepare for a presentation, and practise live listening and note-taking skills.

4B Reading investigates more complex texts which discuss a comparative study with reference to cultural difference. Students learn to identify the main points of comparison raised in a text and are encouraged to give their own responses to the material. The tasks demonstrate the importance of comparison and evaluation in academic texts, and more complex examples of comparative language are presented in context.

4C Writing begins by looking at the comparison and contrast of factual information (often statistically-based) on a sentence level before moving on to consider written descriptions of visual information. This is a genre which is common to many academic disciplines, and support is offered through analysis of detailed models and discussion of essential features such as approximation.

4D Vocabulary continues the theme of comparing and contrasting with high-frequency phrases related to the description of changing trends and focus on the accurate use of prepositions with statistical phrases. These are useful for students when navigating a text, following a lecture, writing an essay, or taking part in seminars.

4E Academic Language Check provides additional practice of the Academic Language raised within the unit. The focus here is on further consolidating descriptions of similarity and difference. There is also an additional focus on comparative adjectives.

DISCUSSION

1 and 2 These tasks personalize the unit theme for students, and immediately provide a diagnostic stage where you can determine the level of competence regarding comparison and contrast language. Give students a few minutes to read the tabulated information and help with any comprehension issues or vocabulary to facilitate a fluent discussion. After students have discussed the questions in pairs, select a pair to give feedback for each option.

3 Draw attention to the example given, and elicit other areas which might be compared within economics, e.g. growth rates, employment information. Ask students to think about specific examples where possible, as this will assist in contextualizing their discussion.

4 This final stage gives students practice in reprocessing information – from initial pairwork to a broader group discussion. Tell students that they will have to summarize their group's views to the whole class and that they should prepare notes in order to help them do this. Give other groups a simple listening task such as noting main points and examples. Also encourage students to ask questions for clarification and repetition of any unknown key terms.

4A Listening & Speaking Lectures (2)

TASK 1 Predicting the content of a lecture

1 and 2 Draw attention to the lecture title, and note that this kind of outline is often posted on institutions' learning management systems to notify students of forthcoming areas of focus. Remind students that activating prior knowledge before lectures is a useful stage in preparing oneself for processing information and thinking about the way a lecture may be organized. The on-page visuals provide a source for supporting detail raised by the lecturer and can be used by students to check their hypotheses. Note that in many academic situations, lecturers will often supply visuals either digitally or as handouts to students following lectures. These can then be used as prompts for further reading into the subject or input for students' own writing. Make sure each student notes down their predictions so that they can be referred to in the next task.

3 **4.1** Ask a selection of students to provide their predictions in 2. Encourage them to say why they have chosen particular areas, and ask the class whether they agree. Show Extract 1 and check the predictions.

Answers

Western countries, e.g. USA, Canada, and Australia, have more food than population needs.

Developing world, e.g. Bangladesh, Sudan, and Ethiopia, don't have enough to feed the population. Hunger, malnutrition, and starvation can occur.

TASK 2 Noting down key facts and figures

1 **4.2** This task focuses on the main idea given in Extract 1. Remind students to concentrate on this idea, rather than detail. Specifically, remind them not to listen to every word, asking which key terms they should be focusing on. Students may wish to underline these terms in the notes to assist in focusing on task outcomes.

Answer

b

2 **4.2** This task provides a summary of the key facts and figures raised by the lecturer. Before watching Extract 2 again, ask students to predict the content for each gap based on their answer in 1. As an extension, ask students to provide a response to the summary, e.g. *Do you find the information surprising? Why / Why not? Which changes in technology / farming methods might have helped? How?* As students do this, encourage them to provide reasons and explanations, and give examples supporting their ideas.

Answers

1 faster than

3 better

2 greater than

4 more efficient than

TASK 3 Identifying comparison in visuals

1 **4.3** This task practises the skills of note-taking around a visual aid. Explain that the line graph in Slide 2 provides an overview of food production trends over time. Explain to students that visuals play a large part in providing examples and explanations in many lectures. Show Extract 3 and then check notes as a class.

Answers

Asian food production higher than Latin America

Latin American food production similar to North America

African food production not as high as other parts of the world

2 **4.3** Explain to students that it is very common for lectures to contain evaluative elements which require the listener to notice and process causes and effects (or reasons and consequences) for described situations. Show the extract again, and allow time for students to compare and complete notes. As this extract is information-rich, it may be necessary to show it twice or pause the extract between the reasons and consequences.

Answers

a droughts, poor food supply management and distribution

b needed to import food from abroad

3  **4.4** This activity allows students to transfer notes into a tabulated form. Explain that as well as using visuals to assist with comprehension of content, students can use visual prompts to better organize their notes when listening or reading. Simple tables, diagrams, and flow charts all help when summarizing key facts and figures which come in quick succession. Note that in later units there will be further opportunities to practise this note-taking skill.

Answers

USA 3,830
Eritrea 1,530

TASK 4 Critical thinking - responding to the content of a lecture

1 These tasks get students to reflect on the ideas presented in the lecture. The focus here is on synthesizing ideas from the lecture extracts with students' own knowledge and experiences to ensure that the concept and content of the lectures has been understood. An additional focus is on having students use the lecture as a source text for further discussion – mirroring a common academic approach. The particular focus in this pair of discussion questions is asking students to think about reasons and solutions for a particular situation which has been outlined. Highlight that this is a key academic skill. Set a time limit for the discussion, explaining that you would like each pair to think of at least three differences and solutions. Monitor the discussion, noting any interesting points to share with the whole class. Once the time limit is up, ask students to share their best ideas and note these on the board. As an extension, you could ask the class to vote on the best solutions, giving reasons for their selection.

ACADEMIC LANGUAGE

Comparison and contrast (1) Adjectives

This section covers some common comparative structures. Students may be familiar with some of these already, so as an alternative you could write the sentences on the left of the board and the structure patterns on the right, then ask students to match the pattern to the structure. Even if students are familiar with these structures, it is important to review and consolidate, as comparison and contrast can appear in many academic essay genres including problem / solution, cause / effect, and argument.

TASK 5 Using the language of comparison

1 This task puts into practice the content of Academic Language. Remind students to look at surrounding context to help them work out answers. To extend this activity, ask students to provide reasons, explanations, or examples for each of the sentences.

Answers

- | | |
|---------------|-----------------------|
| 1 advanced | 4 better |
| 2 as cheap as | 5 more intensive than |
| 3 higher than | |

2 This task allows for freer practice of the Academic Language, using topic-relevant notes as an input. Remind students that reprocessing notes into accurate sentences which reflect a range of functions is a key skill in academic English. Note that this process mirrors using lecture content as a source for students' own writing. Highlight that students can select their own noun phrases when redrafting. Once students have written their sentences, encourage them to work with a partner, evaluating each sentence in terms of accuracy, vocabulary range, and interest.

Sample answers

- 1 Ways of storing food today are better than in the past, when there was a lot of waste.
- 2 Fuel prices now are higher, making the transport of food more expensive.
- 3 Calorie consumption in the 20th century was not as big as it is in the 21st century.

TASK 6 Presenting information - referring to visuals

1  **4.5** The aim of this sequence of tasks is to help students recognize language for referring to visuals and to assist them in structuring short presentations with a visual element. Tell students they are going to listen to an extract from a student presentation and ask them to think of the purpose of each stage as they listen.

Answers

a 1 b 4 c 2 d 3

2 and 3  **4.5** These activities provide the opportunity for students to note down the exact language used in structuring and organizing a short presentation with visuals. Highlight that it is extremely useful to be able to accurately identify signposting language which shows when a speaker is moving from one focus to another. Explain that most lecturers and presenters use signposting language to help their listeners better navigate the information they are giving. Explain that the structure here can be transferred into the students' own work.

Answers

- 2 a today I'm going to talk about
b As you can see from the graph
c This chart compares
d You will notice that
- 3 1 c 2 d 3 a 4 b

ACADEMIC LANGUAGE

Data (2) Referring to visuals

This section covers three key areas used when describing visual information. Students may be familiar with some of these already, so as an alternative to reading through the exponents, write the headings on the board and ask the class to brainstorm as many useful phrases as they can for each section. Once they have generated a list, note this on the board, and ask students to check their categorization, correcting any errors as they do so. As a follow-up stage, drill the phrases for accuracy of pronunciation and intonation.

TASK 7 Comparing data in a short presentation

1 The purpose of this task is to put into practice examples of signposting language and language for referring to visuals. Give students some time to look at their visuals and make notes. Once they have done this, you may wish to divide the class into two groups, so both Students A and B can discuss their interpretations of the data while retaining an information gap prior to the speaking task. After students have agreed on the key trends and features, allocate time for students to prepare individually. Monitor during this stage, assisting where required. As the students give their presentations, you could ask their partner to record them (using their mobiles) to assist in the follow-up evaluation stage. Note that students could initially self-evaluate by listening to the recording. This process helps with recognition of areas that need to be further developed, e.g. speed of delivery, pronunciation, use of functional language.

TASK 8 Evaluating a presentation

1 Emphasize the value of peer-evaluation – it can lead to significant improvements in performance in subsequent discussions. Allow time for students individually to evaluate performance based on the criteria.

INDEPENDENT STUDY

Most online newspapers use examples of graphs and charts to illustrate articles. Finding a visual with an accompanying text can be particularly useful as it can offer a model, or text for comparison, when students begin generating their own descriptions. Sites like www.dailyinfographic.com can also offer engaging examples of visual information containing trends.

4B Reading Textbooks (4)

TASK 1 Discussing the topic of a text

1–3 The purpose of these tasks is to encourage students to (a) think about the topic of the reading text and (b) to introduce them to an essential element in academic texts: classification. Explain to students that this means putting ideas or information into categories, classes, or groups. Using classification can assist students in better organizing notes and understanding the organizational patterns within many texts. Ranking in terms of popularity and grading reasons are quite simple forms of classification, but sufficient at this level to help build awareness of an important academic strategy.

Answers

- | | | | |
|---|------------|---|------------|
| 1 | 1 Swimming | 4 | Cycling |
| | 2 Football | 5 | Basketball |
| | 3 Running | | |

4 This task draws on the schema that has been raised in the earlier stages and moves towards a prediction of the content of the reading text while valuing students' own stance. Highlight the intercultural element of the discussion, noting that in many academic situations, students will be required to consider an issue from a range of perspectives.

Set a time limit suitable to your students' level of ability and monitor the discussion, noting any interesting points to share with the whole class. Once the time limit is up, ask students to share their best ideas and note these on the board.

TASK 2 Understanding main points of comparison

1 Point out that, as with many academic texts, there are instances of comparison within the reading text presented here. Note that this initial section provides the opportunity for students to consider the main points of the text as an abstract. Explain that in many academic situations, texts will be presented with a brief overview which summarizes referencing information like the author and date of publication alongside short summarizing statements which condense the text. Explain that these are an extremely useful way of assessing whether a text is a suitable source for writing tasks and establishing relevance of key findings. Note that in this situation the author of the study is not the same as the author of the textbook which presents the study's findings. This activity requires intensive reading, so allow students sufficient time to complete their answers.

Answers

Author of the study:	Guest
Date of publication:	2007
Focus of the study:	(members of) two men's college soccer teams
Results of the study:	In the USA, sport is seen as an opportunity to test self and develop abilities. In Malawi, sport is seen as a chance to display abilities.
Method of collecting data:	observing and interviewing the participants

2 As this text is quite extensive, you may wish to go through the options as a whole class and elicit the main idea. As you do this, ask students to provide reasons for their selection and reasons why the two other options, while appearing in the text, are not the main idea.

Answer

Statement 3 contains the main idea. 1 may be true, but isn't mentioned here - the focus is on sport participation in general and not specific sports. Again, 2 may be true, but this information isn't presented here. Note that students may infer this from the fact that sport is formalized in the US education system.

3 This task provides students with the opportunity to identify the specific part of the text where the main idea is expressed and the details which support it. This is a helpful process as it develops students' understanding of topic sentences which will be useful in their own writing. It also raises awareness of the importance of clear supporting detail, covered in Unit 3.

Answers

- a It showed that the reasons for doing sport are not the same in the USA and in Malawi.
- b Competition was the main motivation for 70% of US respondents, whereas no Malawian players mentioned it.

TASK 3 Reading for specific details

1 and 2 Explain that reading for specific information requires more careful reading to extract main points and examples, and the ability to disregard information which is interesting but ultimately unimportant for understanding the text. Note that by using understanding of classification as part of their reading strategy, students should initially be able to focus on content which relates to the two kinds of athletes only.

Answers

- 1 a to show ability; for health; to unite the nation; a good way to avoid trouble
b competition; to test self; to develop abilities; to stay away from crime; to improve self; to be creative
- 2 to solve social problems

TASK 4 Critical thinking - responding to a text

1 This task gives students the opportunity to present their own view based on key statements in the texts. As with other discussions, encourage specific examples and reasons to justify their opinion. Note that by asking students to offer two responses to the statements - a more specific personal view and one more general response for the country they are currently studying in and/or come from - contrasts may arise. If necessary, model an example of a critical response to generate some initial discussion, e.g. *In my country most people view sport as an extension of national identity. If the country is successful in a sporting event, they think the country is strong, but I personally feel that sport should be about participation and not politics.* As an extension, ask pairs to report back to the whole class, summarizing their view and providing examples to support their ideas.

TASK 5 Identifying similarities and differences in a text

1 This task requires students to read the whole text again in a reasonable amount of detail. Remind students that most frequently in academic situations we read for a purpose, e.g. to extract particular information. In order to help focus their reading, you could try the following approaches: set a time limit to encourage students to read at a reasonable pace; do not answer questions on language and meaning unless they are directly relevant to the task. Stress that at this point, students should only be concerned with matching categories to paragraphs.

Answers

- a Paragraph 2
- b Paragraph 4
- c Paragraph 1
- d Paragraph 3

2 The purpose of this task is to highlight the authentic use of the functional language of comparison and contrast. Note that many statements comparing and contrasting often make generalizations which should be further questioned rather than accepted as fact.

Answers

- 1 unlike
- 2 like
- 3 not the same
- 4 similar to
- 5 different from

ACADEMIC LANGUAGE

Comparison and contrast (2) Using different word classes

This language builds on the comparative structures presented in 4A Listening and Speaking. As with most other Academic Language examples, it is taken from the texts in the module. Further information is given in the Language Reference on page 153.

TASK 6 Expressing similarities and differences

1 This task tests students' understanding and use of comparison and contrast language. Remind students to use context and the wider grammatical patterns within each sentence to select the most appropriate term for each gap. As a tip, suggest that students read the sentences aloud as this may assist them in their selection. Note that students can refer to Academic Language or the Language Reference to assist them.

Answers

- | | |
|------------------|----------|
| 1 different from | 4 differ |
| 2 similar to | 5 Unlike |
| 3 not the same | 6 like |

2 This second controlled practice task focuses on reprocessing meaning through paraphrasing. Explain that this is a particularly useful academic skill, as being able to rewrite source material in your own words is a useful stage in the development of academic writing.

Answers

- 1 Unlike the USA, Japan is a collectivist culture.
- 2 Football today is different from the football played 100 years ago.
- 3 Sport and business are similar to each other.
- 4 Sporting ethical codes differ around the world.
- 5 Malawi is similar to its neighbour, Zambia.
- 6 American football and soccer are not the same.
- 7 Professional sport is not the same as amateur sport.

3 This final task in the sequence provides the opportunity for personalized content, using the text as a source for generating ideas.

TASK 7 Critical thinking - responding to the content of a text

1 The final task of the module gives students the opportunity to present their own view based on key ideas in the text. As with other discussions, encourage students to consider specific examples and reasons to justify their position. If feasible, set the task as homework, allocating a specific timescale for research and presentation of ideas.

INDEPENDENT STUDY

Reputable online newspapers like the *Guardian* or *Independent* often contain articles comparing ideas, arguments, or factual information sets (data) in their Business or Environment sections. When students locate a suitable text, encourage them to print out the article and use different coloured highlighters for the material they are comparing. This will encourage them to begin classifying texts and noting patterns of textual organization. Remind them to also circle examples of comparison and contrast language to check for use and, if appropriate, add to their lexical resource.

4C Writing (1) Writing connected sentences

TASK 1 Identifying comparison and contrast

1 This task acts as a way of raising schema and ensuring that students have the language of comparison and contrast prominent in their minds prior to generating their own written examples.

If your students all come from the same geographical background, or you would like to extend the opportunity for spoken interaction, you may wish to adapt this task to be more like a presentation and discussion stage. The task could be adapted and extended to change the classroom dynamic and allow for an additional stage of research to ensure that students have sufficient background information to conduct a meaningful discussion with ideas which are supported through example, evidence, and data. Separate the class into four groups, allocating one area of focus to each group. Set a time limit and allow students free access to research their topic either online or using any available print resources. Allow time for students to collate information, decide upon relevant main ideas, and plan their presentation. As students present their ideas, those listening should note main ideas, supporting evidence, examples of comparison and contrast language, and, if possible, some follow-up questions to ask. Once each presentation is complete, you may wish to hold a question and answer session where students consider and evaluate the reasons for change.

2 This task precedes the Academic Language focus and looks at some of the structures commonly used in academic writing to demonstrate similarities and differences. Remind students that noticing patterns of comparison and contrast, or other common structures, in academic writing will help them when they come to write their own work.

Answers

- 1 the most popular; also
- 2 Both; In contrast
- 3 highest; lowest; This is also the case
- 4 By comparison

ACADEMIC LANGUAGE

Comparison and contrast (3) Showing similarities and differences

These linking words (adverbials) are some of the more common ways to exemplify comparison and contrast in academic writing. Note that they can often move position in a text - to be placed at the beginning or end of sentences or between clauses which are contrasted. Other high-frequency adverbials for comparison and contrast found in academic texts include *likewise* and *in the same way*. Highlight the importance of comparison across numerous disciplines and genres and then give students a few minutes to read through the information. To further consolidate this area, you could write the two categories 'similarities' and 'differences' on the board and ask students to classify other examples you provide.

TASK 2 Using language to show similarity and difference

1 This task puts into practice the content of Academic Language. Before setting the task, check that students are clear which words in the list compare and which contrast, then set the task for individual work. Check answers on the board.

Answers

- | | |
|---------------|-------------------|
| 1 However | 3 By comparison |
| 2 In contrast | 4 Similarly; also |

2 and 3 These tasks provide freer practice in using this language with a focus on reprocessing content across sentences. Remind students that they should be looking for examples of lexical cohesion (words which are similar or near synonyms) to determine which sentence halves match. Give students a few minutes to complete the initial task, then check as a class. Once the students have agreed upon which sentences are connected, move on to 3. The principle focus here is on reprocessing information using the functional language of comparison and contrast. However, it is worthwhile reminding students that they can rewrite each sentence using a range of determiners to improve the cohesion of each sentence pair and reduce the amount of repetition. Remind them of the focus in the Unit 3 Writing module, and if necessary refer them back to page 46. Set a time limit for the task and then ask students to write some of their examples on the board. Following this, ask the whole class to evaluate these in terms of accuracy and cohesion.

Answers

2 1 b 2 d 3 a 4 c

- 3 1** Research has shown that about one-third of the male adult global population smokes. In contrast, only about a quarter of women do.
- 2** According to United Nations statistics, the worldwide average life expectancy for males is 65.7 years. However, it is 70.1 years for females.
- 3** There are about 6.5 million land species. By comparison, approximately 2.2 million species live in the seas and oceans.
- 4** Poland ended its communist rule in 1989. Similarly, communism was abandoned in a number of European countries in the early 1990s.

TASK 3 Writing comparison and contrast sentences

1 The focus of this task is on freer practice of the language of comparison and contrast, with students generating their own content following prompts from notes. Explain that this is a common academic task, as students will often be required to take notes from lectures and presentations or their reading, and then use these as the basis of their written work. Again, draw attention to the fact that as students are connecting ideas across sentences, they should carefully consider cohesion as they write, and then evaluate their sentences. Encourage students to get into the habit of reading their written work aloud as this will often draw attention to any errors in accuracy or to phrases which could be rewritten to improve overall cohesion and fluency of a text. Monitor as students write their answers, assisting with language where necessary, or refer them to the Language Reference on page 153.

Sample answers

- 1** There are 8,400 universities in India. By comparison, China has 1,050.
- 2** 22% of females in the UK work in administrative jobs. In contrast, only 5% of males do similar work.
- 3** The optimum temperature for growth for bacteria A is 20°C. However, for bacteria B it is 35°C.
- 4** The population of Australia is 23.2 million. This is also the population of the Ivory Coast.

2 This final task requires students to generate their own written content using the language of comparison and contrast. As previous sections have provided a guided and scaffolded approach to writing similar connected sentences, students should feel comfortable using the Academic Language and examples of cohesion. Monitor as students write, assisting with any questions relating to vocabulary. For all language-based questions, encourage students to look at the Academic Language of the unit as a whole, and the Language Reference on pages 152–4 for additional support. Explain that learner autonomy, that is, taking responsibility for one's own learning goals and strategies to achieve these, is an important

aspect of the academic process. Remind students that they should also use their peers as a learning resource – collaborative learning is now commonplace in many academic environments. After students have completed their sentences, ask them to discuss them in pairs. If necessary, write a checklist on the board, e.g. *Do the sentences compare and contrast data? Use appropriate linking adverbials? Cohere?*

4C Writing (2) Describing visual data

TASK 1 Using visual information in writing

1 The tasks within this module all focus on the description of visual information in terms of graphs, bar charts, and tables. Explain that these types of visual information are frequently found in academic writing – often to support a text and summarize key findings. Note that many students at this level will be familiar with the processes of describing visual data due to exams such as IELTS. To summon schema, it may be useful to write on the board different types of visuals and check that students understand the different purposes and uses of visuals, e.g. pie chart – to present a limited number of items in terms of proportion; graph – to show changing values over time; table – to show large amounts of raw data; bar chart – for comparison of similar features.

Direct students to Figure 1 and draw attention to the descriptions on the x and y axes. Ask them to select an appropriate summary, giving reasons for their selection.

Answer

b

2 and 3 These tasks give students the opportunity to read through and analyse a student's model answer on the visual. Explain that as this is a student's answer, there may be words and phrases or a particular focus that they disagree with. Encourage students to evaluate the model and decide whether or not they feel it adequately describes the given visual. As they do this, encourage them to give reasons. By focusing on the functional stages of the written description, students will develop an awareness of organizational structure. Point out that the sample description is essentially structured like a mini essay or report: contextualization (including reference to a source) followed by main points (detail). Explain that in this circumstance, when data sets are described, no evaluation is required. However, often when students work with graphs, they will be asked for some evaluation – usually to suggest reasons which may have caused changing trends.

Answers

2 a 3 b 5 c 1 d 4 e 2

3 higher; compared to; While; in contrast; also

ACADEMIC LANGUAGE

Data (3) Approximation

This section covers key areas used when describing visual information. Students may be familiar with some of these words and phrases already. To further practise approximation and accurate recording of numeric data, read out a list of numbers and statistics, e.g. *19% of GDP comes from oil revenue*. Ask students to note these down then rephrase them using approximation, e.g. *almost 20% / a fifth of GDP comes from oil revenue*. As a follow-up stage, drill the phrases for accuracy of pronunciation and intonation.

TASK 2 Presenting numbers

1 and 2 These tasks further consolidate the Academic Language as students use the sample description to generate their own sentences using approximation. Encourage students to familiarize themselves with this process by noting data in any reading texts and writing sentences which describe the factual information in their own words.

TASK 3 Completing a description of visual information

1 Explain that this activity provides a staged approach to writing a description of visual material by focusing on the language of comparison and a verb used to refer to the diagram. Direct students to Figure 2, without looking at the example paragraph. Ask students to work in pairs, generating an overview of the bar chart, using points 1–4 to plan their description. Once students have noted down their answers, ask them to compare ideas as a whole class.

As an extension, and to increase the level of cognitive challenge, you could ask students to work together to write their own description of Figure 2 before they have seen the example in the book. Project the figure onto the board or provide in a separate hand-out. Encourage students to first analyse, then describe, the visual data using items 1–4 as guidelines.

Answers

- 1 Participation in a range of leisure activities by age
- 2 Overall both age groups had high participation rates in most leisure activities, with some notable exceptions.
- 3 Watching TV
- 4 Gardening, Going to the cinema

2 Ask students to read through the description for understanding, then complete the text. Where students have written their own versions in 1, you could ask them to compare versions, noting features which are similar or different. As you go through the answers, ask students to provide alternative words and phrases for the descriptive verb *shows*, e.g. *illustrates, demonstrates, indicates, reflects, represents*. Ask them to provide examples of

sentence 2 with these new words or phrases, stressing that by changing synonyms you often have to rework on a sentence level, too.

Answers

- | | |
|------------|---------------|
| 1 compares | 4 In contrast |
| 2 shows | 5 compared to |
| 3 also | |

TASK 4 Writing a description of visually-presented information

1 Go through the visual in Figure 3 with the students to ensure comprehension. Students' descriptions should demonstrate that they can identify key similarities and differences and note any key themes. Direct students to points 1–4 and explain that if they follow these guidelines, they should have a logical structure to their description. Go through the sample answer on page 159 either before or after students have finished their paragraphs. The sample answer can serve as a useful example to help students structure their text, but again stress that it is not a 'model' answer solely to imitate. Draw attention to the Key Features in Academic Writing that are highlighted, and ask students to consider where they will use similar features in their own writing, and why.

TASK 5 Evaluating writing

1 Emphasize that a critical approach to students' own writing will assist in improving their overall performance. Ensure that students follow the evaluative criteria and also note examples of language which could be varied to improve the overall fluency and cohesion of the description. Using a range of sentence openings can have a positive effect on the reader. Highlight that many students use a formula, e.g. *Figure 2 shows*, *Figure 3 also shows*, *Figure 3 illustrates* when beginning sentences in descriptions of visuals. Note that this becomes very repetitive, and can be easily addressed by the use of determiners. Remind students that as well as describing the content using suitable language, they must check the accuracy of their descriptions, particularly regarding dates and numbers. Even if there are no errors in the language, a description which misrepresents the data will be deemed inaccurate.

INDEPENDENT STUDY

To build on their research skills, you could direct students to information-rich websites such as the *The World Factbook* www.cia.gov/library/publications/the-world-factbook/ or the United Nations Statistics Division <http://unstats.un.org/> and ask them to locate specific information to compare and contrast, e.g. birth rates, levels of literacy, life expectancy. Encourage students to categorize and classify information by grouping it in terms of timescales or countries. Remind them to think about examples of comparison and contrast language which accurately express their findings, then suggest that they work in groups reporting their findings to one another.

4D Vocabulary

TASK 1 Vocabulary related to trends

1 Explain that this task will help students correctly recognize a number of frequently-used comparison and contrast language items. Emphasize that although these should now be familiar, students can often make mistakes when using them and accuracy is vital for the reader / listener. Set the task as in the book.

Answers

- | | |
|---------------|------------|
| 1 significant | 4 increase |
| 2 growth | 5 rate |
| 3 varied | 6 dramatic |

2 The focus of this task is on using new vocabulary as a prompt for personalized input. Monitor the discussions, noting any interesting examples to discuss with the whole class.

TASK 2 Prepositions in statistics

1 Set the task as in the book and then check as a whole class. Remind students of the need for both grammatical and factual accuracy. You could put students into pairs to peer-check their sentences.

Answers

- | | |
|----------|------|
| 1 to | 4 At |
| 2 of; in | 5 of |
| 3 Over | |

TASK 3 Vocabulary-building: Antonyms

1 Prefixes (added to the beginning of a word) can be essentially *grammatical*, e.g. they change a noun to a verb or make a negative form, or *meaning-carrying*, e.g. *inter* which means *between*. Recognizing the connotation of a prefix can help comprehension and provide a useful way of building lexical sets. When students first read a new adjective, ask them to note it down and check in a dictionary which prefix is used to create the opposite meaning. As they do this, suggest that students provide contextualizing sentences to aid memorization and focus on the role of vocabulary within a broader written structure.

Answers

- | |
|----------------------------------------------------------------------------------|
| 1 uncompetitive; unproductive; uncreative; unpopular; uninterested; unsuccessful |
| 2 inefficient; informal |
| 3 high (low); different (same) |

2 This task requires students to build from a word-to sentence-level understanding of adjectives with antonyms. The adjectives are derived from the list in 4.

Answers

- | | |
|----------------------------|----------------|
| 1 unpopular | 5 low |
| 2 uninterested | 6 unsuccessful |
| 3 unproductive; uncreative | 7 same |
| 4 informal | |

3 The focus of this task is on using new vocabulary focus as a prompt for personalized input. By immediately using the vocabulary in an authentic exchange, students are more likely to recall meaning and be better able to use similar words and phrases in other communicative situations. Monitor the discussions, noting any interesting examples to discuss with the whole class.

4E Academic Language Check

TASK 1 Describing similarity and difference

1 You may wish to cover this material as you progress through the unit, using the exercises as further practice material. Alternatively, you may wish to set the Academic Language Check as work to be completed out of the class, with answers discussed in the next lesson.

After students have completed the exercise, refer them to the Language Reference on pages 152–3.

Answers

- | | |
|------------------------------|-------------|
| 2 similarities / differences | 6 different |
| 3 differences / similarities | 7 same |
| 4 unlike | 8 similar |
| 5 both | |

TASK 2 Comparative adjectives

1 After students have completed the exercise, refer them to the Language Reference on pages 152–3.

Answers

- 1 more popular than; as popular as
- 2 more dangerous than / as dangerous as
- 3 heavier than
- 4 more valuable than; as valuable as
- 5 as successful as
- 6 faster than; as fast as / faster than

UNIT 5 Environment

ACADEMIC FOCUS: EXPRESSING STANCE

INTRODUCTION

Unit 5 aims to develop students' abilities to identify and understand stance within the theme of environment. Within the unit, this theme spans many disciplines, providing a range of contexts for students to consider. The focus is on identifying and understanding how a writer presents and supports their stance in different academic texts. The unit highlights the importance of providing clear and logical supporting evidence when students come to form their own stance. The goal of the unit is for students to be able to discuss stance critically while considering the organization and development of their own ideas.

5A Listening & Speaking gives students further opportunities to watch extensive lecture extracts. Students practise guided note-taking to give them greater access to the context – here, changing civilizations and the theories used to explain them. Key language relating to how a speaker refers to others' stances is covered. This language occurs frequently across all types of academic texts. The speaking element of the module gives students an opportunity to take part in a seminar discussion while considering how they support a stance with evidence. The module encourages students to think about a topic not only from their own position but to consider how other individuals, groups, or organizations may view the issue under discussion. In academic situations, students are often required to think beyond their own point of view and to form their stance based on reading or listening. Students are given a model, framework, and the relevant language to allow them to develop, express, and respond to stance in a discussion.

5B Reading presents an authentic text derived from an academic journal and moves students from understanding main ideas to being able to identify a variety of stances. Identifying different stances, and how the writer has used these to inform their main points, is a key skill in EAP. Students are encouraged to identify language related to reporting stance so that this skill can be transferred to other settings. The module finishes by asking students to respond critically to the stance the author has formed, which is key when students come to move to the stage of using reading in writing.

5C Writing guides students through sentences and short paragraphs expressing stance. Further text analysis work focuses on the certainty of authors' ideas. This involves looking at how the author's stance is presented and how they use hedging language to soften the statements they make. Familiarity with this skill should greatly assist students in identifying hedging in reading texts and producing it in their own writing.

5D Vocabulary looks at noun suffixes, a key element of vocabulary-building in academic English. Using a number of words taken from the unit, students identify correct suffixes and learn to build longer, more complex, words. The module then consolidates the academic focus by giving students practice in using noun suffixes within sentences that highlight stance.

5E Academic Language Check provides additional practice of the Academic Language raised within the unit. The focus here is on further consolidating language for expressing stance. There is also additional focus on hedging language.

DISCUSSION

1 Ask students to read the definition. Then ask why *stance* is considered stronger than personal opinion. Note that *stance* requires evidence, whereas *opinion* may often be based on a belief that something is the case.

2 Before asking students to identify which statements a–e are positive or negative, write the phrase ‘Environmental change’ on the board. Ask students what their stance is on this issue, e.g. do they feel that the environment is changing for the better or for worse? Remind students that in an academic environment, they will be required to provide evidence which supports their stance. Ask them what this evidence could be, e.g. examples, factual information such as statistics. Note any answers on the board and, where possible, ask students to add any further evidence. Explain that building up a bigger picture of an issue helps in processing content and supporting stance as the more informed you are, the more certain you can be of your view. Direct students to statements a–e, and ask them to underline any key terms or areas that need further definition. Ask them to check these with their partner or in a monolingual dictionary. Once you are satisfied that students understand each statement, ask them to classify them.

Answers

- | | |
|------------|------------|
| a positive | d positive |
| b positive | e negative |
| c negative | |

3 Explain to students that there are often a number of different stances expressed in academic texts – some of these may belong to the author or be quoted by the author to support their argument. Identifying the source of a stance is a useful strategy as it helps students to determine and evaluate the relevance and relative importance of each stance. Stances which come from a source that is supported by a body of evidence, e.g. detailed research, is more likely to be valid than less-supported opinions.

Answers

- 1 c 2 a, d 3 b, e

4 This task exemplifies how students should be trying to use others’ stances to form their stance, rather than simply arguing from their own personal position. While their own opinions are valuable, it is important to emphasize the need for these to be informed opinions. Again, highlight the importance of providing reasons to substantiate selections.

5A Listening & Speaking

Lectures (3)

TASK 1 Previewing vocabulary in a lecture

1 Ask students to work on their own and note down what they know about the three civilizations, with reference to the visuals, before checking their answer in pairs or groups. Keep the discussion focused by giving students a time limit of 5 minutes and monitoring the groups. Time permitting, you could then ask a spokesperson from each group to present the group’s main points following the discussion.

As an extension, or alternative to the current dynamic, you could allocate one civilization per group and set a time limit for classroom-based research. Direct students to reputable websites such as www.encyclopedia.com and ask them to note down key factual information to present to the whole class. Elicit from students some of the key features which will help them present their findings, e.g. time references, statistics, brief descriptions. Explain that the purpose of this stage is to increase awareness and understanding of the lecture topic, to ensure that the main points are better understood. The more that students know about a topic in advance, the less the cognitive load when processing large amounts of material in a live listening context. Highlight that this approach can be mirrored in their own studies when they are given advance notice of lecture titles and focus.

Sample answers

Easter Island, Pacific Ocean – also known as ‘Rapa Nui’ by Polynesians, this was discovered by Europeans on Easter Sunday 1722. Linguistic and archaeological evidence suggests that people lived on the island from CE 400. It is still unclear if these people came from South America or other Polynesian islands. The civilization is famous for examples of stone work – carved statues and stone heads, which are most likely representations of ancestors. At its height the population was around 9,000. By 1887 it had fallen to slightly over 100.

Mayan civilization, Mexico – established in 1800 BCE, the Mayans lived in Mesoamerica (nowadays Mexico and Guatemala). During the Classic Period, CE 250–900, Mayans lived in large-scale urban environments. During this period the population was several million. The Mayans had a sophisticated writing system to transmit cultural understanding.

Norse settlement, Greenland – discovered and colonized by Eric the Red in CE 985. It was named Greenland in order to make it attractive to potential settlers. Norse people stayed there for around 500 years. This was used as a base for further exploration westwards to Newfoundland and, probably, North America.

2 The purpose of this activity is to provide contextual support for key vocabulary within the lecture. To consolidate earlier work on defining and explaining, ask students to read sentences 1–3 with the definitions covered. Ask students to work in groups of three, each

taking turns to define the word, providing any additional examples or explanations as required. Remind students that when they are in lectures, they should make a note of any key terms and check definitions in a good quality dictionary to aid understanding.

Answers

- 1 collapse (*n*) a sudden or complete failure of something
- 2 shortage (*n*) a situation when there is not enough of something
- 3 resources (*n*) the things people have or can use

3 This stage allows students to predict content based on the schema they have raised earlier and the vocabulary input stage. Monitor this discussion, noting any interesting predictions for a later whole-class discussion. As an extension, you could note these predictions anonymously on the board and ask students to evaluate them in terms of relevance, giving reasons for their selection.

TASK 2 Identifying a main argument

1 **5.1** Before showing Extract 1, remind students that when they are in a lecture, they should take notes rather than trying to remember the information. Explain or elicit that this is because lectures are long, information-rich, and the information in lectures is quickly forgotten without notes. Notes are also vital to check understanding visually. Show the extract and look at students' answers after the first listening.

Answers

- 1 its environment
- 2 species of animals
- 3 overfishing

2 **5.1** The aim of this task is to encourage students to make inferences about the main argument or stance of a lecturer based on the evidence supplied through examples and explanations. Remind students that a lecturer's stance will not always be made explicit – very often they will have to listen to a number of different arguments and decide which has the most supporting evidence.

Answer

b

3 and 4 **5.2** This task consolidates the work covered in Unit 4 and illustrates the importance of interpreting visual data alongside extensive listening material. This task encourages students to focus on visuals, which often accompany a lecture. Explain that, depending on the lecturer / institution, slides may be given as handouts, put up online / on the learning management system (e.g. Moodle), or simply shown in the lecture for students to take notes from. Visual support greatly assists students in the task of processing a lecture, and helps to draw attention to the main points / supporting evidence of a

lecturer's particular stance. Refer students to the visuals, and set a brief time limit for initial discussion. Then show the extract again so students can watch and add any additional notes / confirm hypotheses.

Answers

Main argument – more than one factor caused collapse of Easter Island civilization.

Evidence – trees were cleared for agriculture, affecting the local environment; rats were introduced by settlers and these ate palm nuts, rapidly destroying the remaining palm tree population.

5 This task illustrates the point that lectures often contain several stances, with the lecturer themselves putting forward their own opinion informed by these, and the additional evidence which they offer.

Answers

- a Early researchers
- b Modern archaeologists

ACADEMIC LANGUAGE

Stance (1) Referring to someone else's views

Read through the example sentences with the students, drilling the bold words and phrases where necessary for accurate pronunciation and intonation. Ask students to provide additional examples of similar phrases, and use this opportunity to categorize and classify the phrases, e.g. formal / more commonly written *According to ...* vs informal / more commonly spoken *Some people reckon ...*

TASK 3 Understanding different stances

1 **5.3** This task focuses on listening for detail to identify stances referred to by the lecturer. As with Task 2.5, the focus is on identifying the source of this stance before there is more analysis of the Academic Language used to express stances. In this section of the lecture, the focus is on two key stances which inform the discussion surrounding human impact on environments and civilizations. To clarify these key terms and provide evidence for each stance, more detailed examples and explanations are presented.

Answers

- a Technocentric thinkers
- b Ecocentric thinkers

2 **5.3** Explain that this task is a familiar listening and note completion activity. The focus is on identifying the Academic Language within the context of the lecture.

Answers

- | | |
|--------------------|-----------------|
| 1 view | 4 view |
| 2 According to | 5 believe that |
| 3 In their opinion | 6 In their view |

3 This task provides students with additional controlled practice of the Academic Language, this time with a focus on reprocessing notes into their own sentences. Explain that this is an extremely useful academic skill in that it ensures students are paraphrasing lecture content for their own use in spoken or written texts. Paraphrasing source material is beneficial in that it should facilitate greater comprehension and assist in avoiding unintentional plagiarism. Encourage students to use the words in brackets and make any additional changes to the vocabulary or structure of sentences 1–4 that they feel offer improvement. Explain that by using synonyms, e.g. *positive* for *good*, they can extend their lexical range. As students write their sentences, monitor and assist with vocabulary and form. As an extension, to encourage increased spoken interaction and further develop learner-autonomy, you may wish to ask students to work in pairs evaluating their partner’s ideas. Remind students to be positive and supportive in feedback, and be prepared to offer alternative suggestions.

Sample answers

- 1 The ecocentric view is that only resources that can be replaced / renewables should be used.
- 2 Technocentrics believe that economic growth is positive.
- 3 In the opinion of ecocentric theorists, the Earth is a resource for every species.
- 4 According to technocentric thinkers, shortages in resources will be solved by technology.

4 This task gives students the opportunity to respond to the content of the lecture using their own examples and explanations to support their stance. Again, highlight that seminars following lectures often provide the opportunity for personalized responses. Encourage students to use key words and phrases from Academic Language to assist with both fluency and accuracy. Remind them of the importance of providing evidence to support their stance and their evaluation of the key stances given.

TASK 4 Identifying stance and supporting evidence

1 and 2 **5.4** The focus of this sequence of tasks is to provide a model for the students’ own discussion stage and an authentic context for the Academic Language. Note that as the audio model is a student seminar with three participants and a tutor, there will be additional processing challenges. If necessary, to assist students in tuning in to the speakers, play the extract through once before focusing on content. As students listen to the extract for content, remind them that the focus is both stance and the language used to express it.

Answers

	The technocentric view	The ecocentric view	Language used
1 Sarah	✓		It seems to me that ... ; No, I don't agree.
2 Joel	✓		Yeah, I agree with that. I think that ...
3 Hasan		✓	Yes, but ...; I would argue that ...

3 **5.4** Remind students that in academic environments speakers usually support their stance with explanations, examples, or further details. Explain that this task will give students practice in taking more detailed notes on these features and help them to think about how they can use explanations or examples to support their own stance. Once students have noted down their answers, check as a class.

Answers

Sarah: not enough food; increased food production
 Joel: deep-water drilling, etc.; oil from places like Arctic
 Hasan: can't continue using limited resources, not sustainable

ACADEMIC LANGUAGE

Stance (2) Giving an opinion, agreeing, and disagreeing

After students have read the box and drilled the words and phrases chorally and individually for accurate pronunciation / intonation, you could set a simple task that encourages controlled and focused practice of these expressions. Put the expressions onto pieces of card and give a set of cards to each group of four. Give the groups a topic to discuss and tell them the aim is to 'win' cards by using the phrases in a natural context. Once students have used all the phrases, the person who has used the most phrases is the winner.

TASK 5 Expressing stance with supporting evidence

1 The purpose of this task is for students to practise putting forward their stance by generating supporting evidence for a number of opinions. As the initial stances are expressed on-page, the focus is primarily on discussing examples and explanations which offer supporting evidence. Set a time limit of 5 minutes for students to read through statements 1–4 individually. To provide additional support for less confident or able students, you may want to elicit one or two pieces of evidence for each statement as a whole class; however, do not go into too much detail, otherwise students will

discuss too much of the seminar content prior to 5.2. Once your initial time limit is up, ask students to work in pairs noting down evidence and evaluating it in terms of relevance and importance, e.g. *which offer the best support? Which have factual information to strengthen the stance? Which have evidence from a reputable source?*

2 Organize students into groups for the discussion stage. As they talk, monitor contributions and note any good ideas or common errors. You may wish to appoint a student as an observer during the discussion stage, and ask them to give feedback on the group as a whole.

3 Once students have completed this task, ask students / observers to provide feedback on the discussion. If students do not know each other well, you might want to encourage private written feedback until they are comfortable with this process and each other.

INDEPENDENT STUDY

Direct students to websites such as www.TED.com or www.academicearth.org. Ask them to listen to their chosen talk or lecture and first note down the main idea. Draw attention to the fact that this may be given at the lecture opening, during the overview, and then again near the end when the speaker sums up. Once students have noted the main idea, they should be better able to identify the various stances referred to. Remind students that many online resources provide transcripts, which can offer a useful resource of words and phrases for expressing stance.

5B Reading Journals

TASK 1 Preparing to read about a new topic

1 By way of introduction, elicit (a) the type of language students should expect in a journal (formal) and (b) whether they expect the extract to be more complex than a textbook (likely, due to the target reader's being a professional or academic rather than a general student). The aim of this task is to summon schema by having students think about the topic of the text and potential stances associated with this. Before students note down ideas, you may want to give an example of a potential stance for one of the options given to help students form their own ideas. An alternative version of this task would be to divide the class into three groups, and allocate one option to each group. Students could quickly share ideas, then report back to the whole class.

2 Draw students' attention to the title of the text and remind them to make predictions about the content before skimming. While students may not be familiar with journal articles, they will by now have some awareness of patterns of textual organization. To assist students in their predictions, you could note that the journal article has the following structure: overview of the issue to be assessed; description of situation and definition of key terms; overview of stances (minority view); overview of stances (majority view); suggested solutions based on findings. Once students have skim read the text, ask them to identify its purpose. Explain

that being able to identify the purpose of a text, the reason why it was written, and what effect its author hopes it has is a key academic strategy. Highlight that identifying the source of a text often assists in understanding its purpose.

Answer

3 a social study

TASK 2 Identifying the main arguments in a text

1 and 2 Explain students are going to read the text in order to note the various stances reported by the author later. The purpose of reading at this stage is to establish the main arguments before making a more detailed analysis of supporting evidence. Read through the three findings as a whole class, and encourage students to underline content words and key terms. Remind students that the findings may not be in the text, and that if they are, the wording may be substantially different. Note that by practising paraphrasing the findings, students may find it easier to locate the required content. Explain that this stage of paraphrasing will help develop students' lexical resource and grammatical range.

Answers

- ✓ Paragraph 2 states 'Research data showed that the problem of smoke pollution was moved to the entrances and exits of university buildings.'
- ✗ Paragraph 4 states 'Staff member Z expressed the view that it was wrong to force people to smoke outside in very cold weather.'
- ✗ Paragraph 5 states 'the most obvious solution is to provide designated area within buildings ... over half of all respondents favoured this solution.'

3 Note that the focus here is on the supporting evidence which informs stance. Add that it is important that students learn some of the processes of presenting supporting evidence in a reading text, as many tasks in academic environments will require students to form a stance on a topic. Draw attention to the pattern of textual organization which you discussed in Task 1.2. Highlight where there is a match between this and the note headings given in the table. Suggest that students underline the key terms in each set of notes to assist them in better navigating the text as a whole. Remind students that processing texts into table form through information transfer is an extremely useful way of organizing notes and quickly establishing the structure of a piece of academic writing. These notes also provide a detailed overview if the material is to be used in students' written work.

Answers

- 1 stopped smoking
- 2 pollution
- 3 visual
- 4 ban
- 5 in a special pen in the car park
- 6 stop smoking
- 7 support to stop
- 8 inside

TASK 3 Recognizing stance in a text

1 This task helps students to identify the various stances within the text which inform the overall author's stance and provide detailed supporting evidence. Remind students that the wording of the stances in the notes may not match that given in the options a–e, as these are notes using paraphrase. Remind students that synonymy is a key area of paraphrase, and that increasing awareness of it is a useful skill to develop. Explain that the idea of looking for synonyms is a good research skill. This skill can be transferred into other areas of academic study, for example when a student is looking in an index or contents page to try to find information to answer an essay question.

Answers

d, e, b, a, c

2 This task provides more detailed focus on the language required to present stance. Highlight that the key opinion holders are noted here, and so students should be readily able to identify the parts of the text where their stance will be located. Remind students that listing all the different stance holders mentioned within a reading text can be a useful way of organizing notes and quickly establishing the scale and relevance of the stance supporting a position, e.g. for or against. Once students have noted answers for items 1–5, you may wish to look at the phrases expressing author stance in more detail. Explain that very often an author's stance uses impersonal evaluative language, and that this is very often 'hedged' to soften claims. Explain that hedging will be looked at in more detail in the Writing module.

Answers

- 1 staff member X who commented ...
- 2 According to staff member Y, ...
- 3 The majority view, however, was that ...
- 4 Staff member Z expressed the view that ...
- 5 ... is clearly not a satisfactory solution; Perhaps then the most obvious solution is ...

ACADEMIC LANGUAGE

Stance (3) Author's stance; other people's stance

Model the sentences by reading them aloud. One useful way to build students' language resource is to note frames on the board, e.g. *A ... view was that ...*, and select individual students to generate sentences using them. As they do this, ask the rest of the class to evaluate the sentences for lexical / grammatical accuracy and range. Refer students to the Language Reference on page 154 for further information on structures used by authors when expressing stance.

TASK 4 Expressing stance

1 This task requires students to put into practice their understanding of the Academic Language. Set a time limit of 5 minutes, then ask students to check their answers with a partner. Ensure that students justify their choices. As a final stage, write the complete sentences on the board, and discuss any difference of opinion. As an extension, ask students to generate their own sentences using similar words. These could be gapped for students to exchange and practise further.

Answers

- | | |
|---------------------|---------------------|
| 1 view | 4 commented |
| 2 notes | 5 clearly / perhaps |
| 3 perhaps / clearly | |

2 This task provides students with additional controlled practice of the Academic Language with a focus on reprocessing notes into their own sentences.

Answers

- 1 Harper noted that the results of the experiment were inconclusive.
- 2 According to Mathau, there is clearly insufficient evidence that ETS is harmful.
- 3 The majority view was that there wasn't enough evidence to change the policy.
- 4 One view is that the opinions of non-smokers are given too much weight.
- 5 Another view is that their opinions aren't considered enough.
- 6 The change in the attitude of the smokers themselves is perhaps the most significant fact. / Perhaps the most significant fact is the change in the attitude of the smokers themselves.

TASK 5 Discussing stances expressed in a text

1 In this task, students are looking at a more summative understanding of the author's main arguments. This is aiming to get students to think about the final stance the writer is taking. Explain that this may or may not be written in the conclusion in an academic text. Often the reader is required to make the judgement based on

the strength or amount of argument for one stance or another.

2 This task allows for students to react to the topic covered in the text. It is particularly important that students learn to react to a text and not simply understand it passively. Academic reading frequently requires a response. Students will often have to read a number of texts with differing stances and to use these to form their own stance. Allow a few minutes for small group discussion before opening it up to the whole class. Note any interesting reasons given by the students and any good examples of evidence given to support their stance.

3 Here students have freer practice to create their own sentences expressing stance based on a model. Explain that the model can serve as a useful example to assist in structuring their text, but that they do not need to imitate it too much. Elicit similar phrases or sentences that could be used as alternatives to the example, and encourage students to bring their own ideas to their written work.

4 This stage of evaluation should further ensure that students are aware of the importance of providing supporting evidence for their stance. Ask students to comment on stances which they agree or disagree with, giving reasons. Also encourage them to use their peers as a learning resource by noting any useful phrases that could be transferred into their own writing.

INDEPENDENT STUDY

Ask students to locate a text which interests them, and read through it noting the author's stance, alongside any additional stances given to support this. Suggest that students note these down in a table format. Students could then exchange texts with a partner and follow the same procedure. Once both texts have been assessed, students should compare tables and compare their understanding, noting any reasons for difference of opinion.

5C Writing (1) Sentences expressing stance

TASK 1 Previewing a writing task

1 and 2 These tasks focus on the content of the model text – a description of a recent archaeological discovery – and provide a reminder about the importance of including supporting evidence to clarify a position or stance. Before reading the paragraph, you may wish to elicit what the class knows about early humans, where they lived, and how they lived. Ask students to provide supporting evidence for their statements, where possible. Set the task, and get feedback answers as a whole class.

Answers

- trees were cleared to create grazing land
- It has been changed by human activity as well as climate change.
 - Early humans lived in a wider range of environments than previous research suggested.

ACADEMIC LANGUAGE

Hedging (1)

Hedging is used by writers and lecturers in academic contexts because it is hard to be absolutely certain of some things. To clearly demonstrate the difference between a hedged and non-hedged statement, write the following on the board:

Statement 1: *The archaeologists found Stone Age camps.*

Statement 2: *The archaeologists found what are thought to be Stone Age camps.*

Ask students to think about critical questions in response to statement 1, e.g. *How do you know this? How can you be sure? Where is the evidence? Has research been conducted on the site?* Then ask them to study statement 2, which is hedged. Students should see this statement allows the author some room to change stance if new evidence arises, and is easier to defend.

Note that hedging is sometimes referred to as softening or minimizing. Refer students to the Language Reference on page 154 for further information.

TASK 2 Using hedging language

1 This task focuses on recognition of the Academic Language within an authentic context. As students note the language which is a claim or opinion, ask them to also note any supporting evidence given which strengthens the claim. Explain that recognizing evidence can help a reader determine which stances are strongest. This approach can be readily transferred into students' own writing.

Answers

It is likely that; The discovery indicates that;
This also suggests that

2 This task focuses on further recognition and controlled practice of the Academic Language. Ask students to read through the text once for meaning, then again more closely before selecting an appropriate word or phrase to hedge the ideas.

Answers

- 1 indicate
- 2 were always thought to be
- 3 suggests
- 4 It is possible that
- 5 indicates
- 6 it is likely that
- 7 indicates

3 This task allows students to select appropriate hedging language using context on a sentence level. Encourage students to use a range of words and phrases and give reasons for their selection. Note that word choice often depends upon the certainty and willingness of the writer to align themselves with a stance, e.g. *it is thought that ...* vs *it is likely that ...*

Sample answers

- 1 thought / probable / likely
- 2 suggests / indicates
- 3 thought
- 4 thought / probable / likely
- 5 suggests / indicates

4 Inform students that, generally speaking, hedging language can be omitted, but then sentences become more strongly expressed. Remind students that a statement or stance which is not hedged in some way can often be harder to defend when additional evidence is provided which calls the stance into question. Explain that the purpose of this task is to reprocess stances into statements which are hedged and therefore easier to defend. As with previous reprocessing tasks, remind students of the importance of paraphrasing in academic situations. As students write their sentences, monitor and assist with vocabulary and form.

Sample answers

- 1 It is probable that the universe began to exist about 15 billion years ago.
- 2 There are thought to be around a million insect species on Earth.
- 3 A recent discovery suggests that many dinosaurs had feathers.
- 4 Recent research indicates that genetic factors influence human personality more than environmental factors.
- 5 It is likely that by the end of the century many homes will produce their own electricity. / By the end of the century, it is likely that many homes will produce their own electricity.
- 6 The Japanese giant spider crab is thought to live for up to 100 years.

5 This task enables students to practise the academic skill of hedging with more personalized input. Note that the task will be easier for students to complete if they focus on facts which are open to further discussion, rather than absolute, e.g. there needs to be some room

for doubt. To clarify this point, note on the board: *The global economy is slowly improving* and *Water boils at 100°C*. Illustrate that the first sentence can be meaningfully hedged, e.g. *The global economy is thought to be slowly improving*, whereas the second cannot. As an extension, add supporting evidence to sentence 1, e.g. *because productivity is increasing in all major markets*. Explain that when hedged stances provide supporting evidence, they become more difficult to argue against. As students write their sentences, monitor and assist with vocabulary and form. As a follow-up task, to encourage increased spoken interaction and further develop learner-autonomy, you may wish to ask students to work in pairs evaluating their partner's ideas. Remind students to be positive and supportive in feedback and to be prepared to offer alternative suggestions.

5C Writing (2) Writing a stance paragraph

TASK 1 Identifying stance

1 Elicit from students the strategies required for understanding an essay focus, e.g. note down any terms which require definition, paraphrase in their own words to ensure understanding, decide on how the essay will be organized. Remind them that answering these questions helps in creating their own essay plans, and also when evaluating the writing of others, to ensure those writers have fulfilled the task. Once students have followed this procedure, ask them to read Paragraph 2, noting the writer's stance.

Answer

The writer agrees with the statement.

2 Following on from their initial assessment in 1, students should be able to better evaluate whether the writer has clearly expressed stance and supported it with examples. Explain that taking this evaluative approach to the writing of others helps students to reflect on their own written work as they are made more aware of the underlying processes involved in providing a convincing argument.

Answers

- 1 The stance is clear - expressed in the opening sentence of the paragraph.
- 2 The supporting examples draw on knowledge of an environment beyond Earth, so are appropriate to the task.

TASK 2 Identifying hedging language

1 and 2 These tasks focus on the distinction between fact and opinion and provide students with a further opportunity to identify the function of hedging language

within a text. Remind students that the focus here is on what has been written, rather than what they may know about Mars. Encourage students to evaluate stance and supporting evidence and not be overly influenced by their own understanding of a topic. Highlight that assessing texts in a more objective manner helps in analysing their relative strengths and weaknesses.

Answers

- 1 fact
- 2 fact
- 3 claim - the two polar ice caps appear to be made ...
- 4 claim - there may also be a very small amount of water ...
- 5 claim - It appears that about 2% ...
- 6 claim - It seems that this is the same ...
- 7 claim - This could mean that ...

ACADEMIC LANGUAGE

Hedging (2) *appear* and *seem*; modal verbs

Appear and *seem* are two commonly used verbs for hedging statements. Read through the examples, noting the two main structures used with these verbs, e.g. ... [verb] to be ...

It [verb] +s that.

Note that modal verbs are often used in more impersonal verb phrases such as *It could be argued that* ... This kind of phrase not only hedges a statement but also distances the speaker or writer from the content, creating an even more cautious stance. Refer students to the Language Reference on page 154 for further information.

TASK 3 Using hedging verbs and modal verbs

1 This task provides students with controlled practice of the Academic Language, with a focus on reprocessing notes into their own sentences. Explain that this is an extremely useful academic skill in that it ensures students are paraphrasing lecture content for their own use in spoken or written texts. Encourage students to use the words in brackets and make any additional changes to the vocabulary or structure of sentences 1–7 that they feel offer improvement. Monitor as students write their sentences, and assist with vocabulary and form. As an extension, to encourage increased spoken interaction and further develop learner-autonomy, you may wish to ask students to work in pairs evaluating their partner's ideas.

Answers

- 1 A volcanic eruption in the Antarctic could cause sea levels to rise considerably.
- 2 Drought seems to be the major problem in parts of sub-Saharan Africa.
- 3 The surface of the planet Mercury appears to be covered in craters.
- 4 The first tools used by humans may be over 2.5 million years old.
- 5 The brain can use up to about a fifth of the body's total energy consumption.
- 6 It appears that university applications are increasing.
- 7 It seems that population growth in China is slowing down.

TASK 4 Writing a paragraph expressing stance

1 and 2 The purpose of these tasks is for students to build on their ability to quickly recognize the stance a writer takes and to highlight examples of language used which could be contested. Note that as Paragraph 3 is taken from an essay, students should read through the title, noting and defining key terms to determine what the task requires. This will help them process the information in Paragraph 3 and help them identify stance and any useful examples of supporting evidence.

Answers

- 1 the writer agrees
- 2 shows, will be a consequence, are at risk, will have to build, will only be possible, have completely failed

3 This stage provides students with less-controlled practice of the Academic Language through the opportunity to utilize hedging in a paragraph. Note that students may wish to rewrite the paragraph with their own changes to vocabulary and sentence structure as well as hedging language. Encourage this process by monitoring and assisting where necessary.

Sample answer

New research suggests that widespread flooding could be a consequence of global warming in Europe by as soon as 2050. It appears that tens of millions of people are at risk, and dozens of cities across Europe may have to build defences to protect against rising sea levels. This kind of construction may only be possible if we use new technologies to our advantage. During previous floods, traditional methods of dealing with the problem seem to have failed.

4 This stage offers students the opportunity to consider their stance more closely and generate examples which support either side of the argument. Explain that this is a useful process in planning to write, as students will often find that they can generate more arguments and supporting examples or evidence for one side than another. This initial brainstorming better prepares

students for selecting which stance to take when completing a writing task.

5 Direct students to points 1–3 and explain that if they follow these guidelines, and Paragraph 3 as a model, they should have a logical structure to their description. Go through the sample answer on page 160 either before or after students have finished their paragraphs. The sample answer can serve as a useful example to help students structure their text, but again stress that it is not a ‘model’ answer solely to imitate. Draw attention to the Key Features in Academic Writing that are annotated, and ask students to consider where they will use similar features in their own writing, and why.

TASK 5 Evaluating writing

1 This stage enables students to read their peers’ work. Emphasize that giving feedback to other students is a very useful skill and reflects reality: illustrate this by asking students if anyone gives a trusted friend / colleague / peer a job application or report to look at critically before submitting it. One variation for this stage is to take in and mix up the paragraphs and redistribute randomly, so that students can more objectively focus on the texts and note down their evaluation rather than give it face-to-face. Ask students to focus their evaluation on the points given, rather than, say, handwriting or spelling at this point.

INDEPENDENT STUDY

As an alternative to this task, to consolidate recognition and comprehension of stance language further, you could provide a number of brief news articles for the class to respond to. Articles could be allocated to a student who would then note their stance on an attached piece of paper. This could then be passed on to another student who would note their stance or response to the first student’s stance. Once the articles have been circulated around the whole class, you could select one to discuss in greater detail, eliciting supporting evidence.

5D Vocabulary

TASK 1 Vocabulary related to research

1 Explain that this task will help students correctly recognize a number of terms frequently used when referring to research. Remind students that these terms have already appeared in the context of the preceding modules. Ask students to read through the given words and define them. Once each term has been defined, ask students to read through the text as a whole, noting where their definitions would fit for sense. When students have completed the text, check as a whole class, discussing any differences of opinion. As you do this, draw attention to the instances of collocation throughout the text, e.g. *examine effects, conduct experiments*. Remind students of the importance of noting these down, within contextualizing sentences, for future use in their own writing.

Answers

- | | |
|------------|---------------|
| 1 effects | 5 measure |
| 2 existing | 6 factor |
| 3 conduct | 7 contributed |
| 4 range | 8 conditions |

TASK 2 Vocabulary-building: Noun suffixes

1 Note that like many prefixes, suffixes are essentially *grammatical*, e.g. they change an adjective to a noun. Remind students that suffixes help readers to recognize word class, which in turn can help with understanding wider meaning and context. Optionally, start by asking students to think of as many noun suffixes as they can, with their books closed. Refer students to the language box, and read through the examples together, discussing each example, and eliciting words with similar suffixes. Check the pronunciation by modelling and drilling the words as appropriate. Once you are satisfied that students have no further questions, set the task.

Answers

relocation, majority, agreement, activity, suggestion, statement

2 This task gives a further opportunity for students to come up with the correct suffix and also to recognize different word classes.

Answers

- | | |
|---------------------------|--------------|
| 1 minority | 4 ability |
| 2 contribution; education | 5 management |
| 3 improvement | |

TASK 3 Nouns and verbs with the same form

1 The purpose of this exercise is to consolidate earlier vocabulary-building tasks which looked at word families. The level of cognitive challenge is higher here, as students cannot use suffixes to decode word class. Ask students to read through each sentence pair for meaning, and then select which instance is a noun or verb.

Answers

- | |
|------------------|
| 1 a noun; b verb |
| 2 a verb; b noun |
| 3 a noun; b verb |

5E Academic Language Check

TASK 1 Expressing stance

1 You may wish to cover this material as you progress through the unit, using the exercises as further practice material. Alternatively, you may wish to set the Academic Language Check as work to be completed out of the class, with answers discussed in the next lesson. After students have completed the exercise, refer them to the Language Reference on page 154.

Answers

- 1 Greenpeace says that there may be just 10,000 blue whales worldwide.
- 2 Most experts' view is that deforestation must slow down.
- 3 Evans (2014) believes that many species may soon become extinct.
- 4 According to Peterson, humans must one day colonize another planet.
- 5 Smith (2012) notes that the research findings are inconsistent.
- 6 Harris and Jones claim that the survey findings are not reliable.
- 7 The most important research was perhaps that of Roberts and Hick.
- 8 A number of species clearly risk losing their habitats.

TASK 2 Agreeing and disagreeing

1 After students have completed the exercise, refer them to the Language Reference on page 154.

Answers

- | | |
|---------------|----------|
| 1 think | 7 right |
| 2 don't agree | 8 but |
| 3 seems | 9 agree |
| 4 don't think | 10 think |
| 5 to me | 11 and |
| 6 think | |

TASK 3 Hedging

1 After students have completed the exercise, refer them to the Language Reference on page 154.

Answers

- 1 Average life expectancy could soon be over 100.
- 2 It seems that the number of different natural habitats is decreasing.
- 3 The results of the study appear to be inconclusive.
- 4 Many of the world's rainforests may one day disappear completely.
- 5 It appears that the physical workplace greatly affects a worker's performance.
- 6 Humans seem to be destroying much of the planet.
- 7 It is likely that there will be a manned trip to Mars before 2050.
- 8 Global temperatures are thought to be rising faster than ever.

UNIT 6 Science

ACADEMIC FOCUS: PERSPECTIVE

INTRODUCTION

Unit 6 aims to develop students' abilities to identify and understand perspective within the broad theme of science. As science is considered within its social and commercial application, there are many varied perspectives for students to consider. The focus is on identifying and understanding perspectives in order to see how writers use them to form their stance. The goal of the unit is for students to be able to discuss both stance and perspective critically while considering the development of their own ideas.

6A Listening & Speaking provides students with the opportunity to watch an extensive, detailed lecture accompanied by visual support. Students practise guided note-taking to access content and provide a visual summary of main ideas. Key language relating to perspectives is introduced and practised with a focus on adverbs and adverbial phrases. The speaking element of the module gives students the opportunity to give a brief presentation on their own choice of topic, informed by a range of perspectives. Students are provided with a model presentation, giving them the opportunity to analyse further the language of perspectives and mirror it in terms of organization. By focusing on a range of perspectives, students learn that their stance is better supported using evidence from a number of different contexts.

6B Reading presents a textbook extract and moves students from understanding main ideas to being able to identify perspective and stance. Identifying the different perspectives used, and how the writer has used these to inform their stance, is a key skill in EAP. Students are encouraged to identify language related to perspective so that this skill can be readily transferred to their own studies. The module finishes by asking students to respond critically to texts using perspectives to support stance.

6C Writing guides students through a more detailed understanding of paragraphs: their topic, structure, and cohesion. Through analysis of example paragraphs, students learn the key features of a paragraph. Considerable focus is given to topic and concluding sentences. These skills are then applied so that students can write their own paragraph effectively. Since paragraphs are the building blocks of most texts, including essays and reports, the students' work in this module will benefit them throughout their future writing.

6D Vocabulary looks at adjective and adverb formation, a key element of vocabulary-building in academic English and one which assists in expressing perspective. Using a number of words taken from the unit, students identify and build word families. The module then further develops students' lexical resource by focusing on multi-part verbs and their usage.

6E Academic Language Check provides additional practice of the Academic Language raised within the unit. The focus here is on abbreviations in note-taking and phrases for expressing perspective. There is also an additional focus on identifying topic and concluding sentences.

DISCUSSION

1 Ask students to read the definition. Brainstorm different perspectives onto the board, using those in the Student's Book as a starting point. Ask students why considering an issue from a range of perspectives could strengthen their stance.

2 Write the first statement on the board and ask students which words helped them identify the perspective. Ask students to do the same with the other statements and then get feedback, writing answers on the board.

Answers

- | | |
|-----------------|--------------|
| 1 economic | 4 industrial |
| 2 medical | 5 social |
| 3 environmental | |

3 Ask students to discuss the statements critically, evaluating them in terms of content and supporting evidence. Where possible, ask students to think of additional examples or explanations which could further support the statement they most agree with. Once students have completed the task in pairs, ask pairs to form groups and discuss their ideas. As an extension, elicit other perspectives that can be used to discuss the importance of science.

4 This task exemplifies how students should be trying to use different perspectives to form their stance, rather than simply arguing from their own personal position. While their own opinions are valuable, it is important to emphasize the need for these to be informed opinions. Try to encourage students to discuss which perspectives helped them most in forming their stance.

6A Listening & Speaking

Lectures (4)

TASK 1 Preparing for a lecture

1 To summon schema, write the word *material* on the board. Encourage students to brainstorm as many associated words as possible in an allotted time. Once the time limit is up, ask students to look at their lists in pairs, or small groups, and begin to categorize their vocabulary. Elicit or suggest useful groupings, e.g. by word class; by use, i.e. 'materials for building', 'materials for clothing'. Highlight that generating lexical sets in advance of academic input is useful for vocabulary-building and also ensures that students have considered the lexical load which may be present in a particular lecture or reading text. Explain to the students that, as the content in the listening section of the module is derived from a lecture on materials science, there is a considerable amount of technical language which could pose challenges to the general listener. Elicit from the students which strategies lecturers tend to use to address

this issue, e.g. through providing spoken definitions, explanation, and provision of examples. Draw attention to sentences 1–4 and ask students to initially use context to help them define the words in bold, before reading and matching to the definitions given.

Answers

- 1 conductive (*adj*) able to conduct electricity, heat, etc.
- 2 stable (*adj*) steady, firm, and unlikely to change
- 3 flexible (*adj*) able to bend easily without breaking
- 4 isolate (*v*) separate sth physically from other things

2 Draw attention to the fact that materials science, also known as materials science and engineering, is an interdisciplinary subject dealing with the discovery, design, and uses of new materials. Explain that as these new materials are developed, they have a wide range of applications, from construction of electronics to delivery of medical treatment. Highlight that whatever subject your students study, or plan to study, many of the new materials being developed today will impact on understanding in their field in the future. Ask students to compare their answers, giving reasons for their selection.

Answers

- a Gecko tape
- b Aerogel
- c Graphene

3 The aim of this task is to raise awareness of the use of perspectives when discussing, assessing, or evaluating an issue. Draw attention to the fact that these perspectives are wide-ranging, but each can be used to evaluate the materials defined in 2. Explain that examining and analysing a topic from various perspectives is often used as a way of organizing content and providing a lecture's structure. To change the classroom dynamic, or allow for an additional research stage, you could allocate one material per group. Set a time limit for research. Remind students that they should focus on the perspectives given and provide examples to support their ideas. Once the time limit is up, ask students to report their findings to the rest of the class.

Sample answers

Aerogel

- a improves insulation - could be used in extreme cold / heat, e.g. oil and gas exploration
- b improves insulation - could be used to make thermal clothing
- c improves insulation - reduced risk of burns from metals
- d light and strong - could be used in developing car / plane parts

Graphene

- a high strength-to-weight ratio - could be used in manufacture of windmill blades or aircraft components
- b thin, lightweight, and flexible - could be used to create 'smart' clothing which incorporates technology
- c flexible - screens on mobile devices would be unbreakable
- d lightweight - cheaper to transport than more traditional materials

Gecko tape

- a flexible - could be used to join mechanical parts
- b sticks to surfaces - could be used on sports shoes to improve grip
- c sticks to surfaces - could be used by rescue workers to climb
- d sticks to surfaces - could improve tyres

TASK 2 Noting down the main ideas in a lecture

1  **6.1** This task requires students to listen for the definition of a key technical term. Encourage students to listen initially for the information required to complete the definition, then show the extract again so they can check answers and note the language which is used to frame the definition, e.g. ... *is the name given to ...*; ... *was discovered by ... in ...*. These are useful frames which can be transferred into students' own spoken presentations.

Answers

- | | |
|-----------------|---------------|
| 1 atom | 5 1961 |
| 2 very flexible | 6 2000-2004 |
| 3 strong | 7 computers |
| 4 conductive | 8 smartphones |

2 The purpose of this task is for students to offer their response to lecture content, with their stance supported by a perspective. Set the discussion as a group task, and monitor, assisting with vocabulary and ideas. If you feel that your students require additional input, again set this as a research task. Set a time limit for students to research content online. Once this time limit is up, allow students time to collate their information, selecting the most appropriate examples. Highlight that this process is a useful stage in the development of ideas as it allows students to draw from a range of sources, but stress that it is equally important to evaluate the source of the information. To do this, students should ask themselves

a number of questions as they use the internet as a resource, e.g. *Is the website commercial or educational? Who is the information aimed at? What is the author's purpose in writing?* Note that sites such as www.phys.org provide a useful overview of accessible scientific content.

Sample answer

Graphene could be used instead of silicon in computer chips as it conducts energy and information faster. This would speed up business. Graphene can be used in 3D printing, helping businesses demonstrate their product designs. Graphene is strong, lightweight, and flexible, so storing products should be easier and cheaper.

3  **6.2** The purpose of this task is to illustrate the important role that visual summaries can play in noting main ideas. Remind students that by transferring information into diagrams or tables, they can clearly access content and get an overview of main ideas highlighted in descriptions. Note that in this situation students are required to focus on a process. Explain that there will be further work on describing processes in Unit 8.

In advance of more detailed discussion on perspective, elicit from students which perspectives were mentioned in Extract 2 - historical, business - and any information about graphene which these perspectives expressed.

Answers

- 1 thinner
- 2 one layer

TASK 3 Recognizing different perspectives in a lecture

1 and 2  **6.3** Explain that Extract 3 develops the information on the production of graphene by bringing in a range of perspectives, and that this is typical of lectures, i.e. examining and analysing a topic from various perspectives. Draw attention to the fact that perspectives are not always as explicitly stated as those in Extract 2, e.g. using adverbs like *Historically ...*. Note that students should also listen for adjective use and adverbial phrases such as *From a ... perspective*. Also explain that key content words, usually nouns such as *business* or *the government*, help orientate the listener or reader as they can be used to indicate a commercial or political perspective. Ask students to work first individually, then check in pairs or groups.

Answers

- industrial - using a more industrial process, so that it can be used to create new products
- chemical - breaking graphite down chemically in a liquid solution
- commercial - from a commercial perspective, this represents a much better solution

ACADEMIC LANGUAGE

Perspective (1) Expressing spoken perspective

Read through the examples, drilling for accurate pronunciation and intonation. Explain that the adverbial phrases can be moved around the sentence. Provide examples of the sentences with the adverbial in initial, middle, or end position, and show how this is dependent on emphasis. Note that an initial position is most common as this helps to provide immediate context for content. Encourage students to read the Language Reference on page 155 for independent study.

TASK 4 Expressing perspectives

1 The purpose of this task is to practise the Academic Language using a supportive context. Ask students to read statements 1–4 and underline any key content words which could help them identify the relevant perspective. As an extension, ask students to rewrite the sentences with the adverbials in different sentence positions, to change the emphasis. Ask students to read their sentences aloud, pausing briefly after commas and emphasizing the particular perspectives.

Answers

- | | |
|----------------------|-------------------|
| 1 industrially | 3 Environmentally |
| 2 in political terms | 4 Militarily |

ACADEMIC LANGUAGE

Note-taking (3) Abbreviations and symbols

Before going through the examples, elicit or present a set of useful guidelines for taking effective notes. Explain that when taking notes students should:

- 1 listen for and write down main points, e.g. dates, events, reasons
- 2 listen for and write down key words, e.g. names, concepts
- 3 write mostly noun phrases and verbs – leave out determiners, etc.
- 4 use abbreviations and symbols where possible.

Elicit from students situations where they currently use abbreviations and symbols, e.g. texting or social media, and the reason for this – to quickly express ideas. Highlight that abbreviations and symbols are useful when taking notes in a lecture as they help students write quicker and stay focused on content.

TASK 5 Using abbreviations

1 The focus of this task is on putting into practice the strategies highlighted in Academic Language. Ask students to rewrite sentences 1–5, then compare notes with their partner.

Sample answers

- 1 Research led by Ige team @ Durham Uni.
- 2 approx 300 interviewed
- 3 3 US W. Coast states, i.e. Washington, Oregon, California
- 4 Seattle study tested 20 diff metals
- 5 Roman alphabet not used in Arabic, Russian, Japanese, etc.

2 **6.4** This stage follows on from Academic Language, providing a scaffolded approach to note-taking from a spoken source. Before students take notes, it may be useful to brainstorm as a whole class a list of common symbols and abbreviations. Group students and set a time limit. When the time limit is up, ask students to compare their lists, explaining what each abbreviation or symbol means. Alternatively, provide the following examples, and ask students to match with their meaning (given here in brackets):

e.g. (for example), i.e. (that is), etc. (and so on), no. (number), imp (important), w/ (with), w/o (without), sth (something), sb (somebody), approx (approximately), info (information), incl (including), excl (excluding), max (maximum), min (minimum), poss (possibly), re (in reference to), = (equal to, the same as), ≠ (not equal to / not the same as), + (and), / (or), → (leads to)

Set the task, reminding students that they should be listening for key words. Encourage students to use notes only at this point.

Sample answers

- 1 examine diff precious metals, e.g. silver + gold
- 2 Ph.D Material Science UCLA
- 3 4 yrs science, i.e Physics / Chemistry

TASK 6 Taking notes on key perspectives

1 **6.3** This task moves from the sentence-level note-taking in 5.2 to a more extensive listening. Note that as students should be familiar with the content, the lecturer's accent, and the speed of delivery, there should be a limit to the factors which sometimes affect comprehension. Highlight that the importance here is on generating a summary of a key stage in the development of graphene using abbreviations accurately.

Answers

- | | |
|--------|---------------|
| 1 Uni | 4 etc. |
| 2 diff | 5 e.g. / incl |
| 3 i.e. | |

TASK 7 Recognizing perspectives in a presentation

1 and 2 **6.5** Draw students' attention to the presentation topic, and elicit or provide a definition of *concrete*. Ask students to work in pairs and predict the listed perspectives they think will be discussed. Once

students have decided on their list of perspectives, ask them to generate three different ways of expressing perspective for each of their selections, e.g. *Historically speaking*, *Throughout history*, *From a historical perspective*. Once students have watched the extract, ask them to report as a class on which perspectives were positive.

Answers

historical (positive), commercial (positive), practical (positive), environmental (negative), visual (negative)

3 **6.5** The purpose of this task is for students to identify examples of perspective language used within a model presentation. Note that the script here can be used as a transferable model by students when they come to make their own presentations. Highlight the fact that much academic English is reprocessed in this way – original content can be placed in existing language frames to create new ideas.

Answers

- | | |
|----------------|-----------------|
| 1 Historically | 4 environmental |
| 2 commercially | 5 visually |
| 3 practical | |

4 The purpose of this task is to help students utilize the functional language needed for expressing perspective. As a freer practice stage, there is scaffolded input material in the back of the book which provides detail about the key terms to be discussed. As in earlier units, explain that as an information gap, modelling a common academic interaction, students should practise the material orally, and not read each other's prompts. Direct students to the relevant pages in the endmatter and set a time limit of 5 minutes, allowing students to note down the key content and consider which words / phrases for expressing perspective they will use.

TASK 8 Presenting using perspectives

1 The purpose of this task is for students to present personalized content using the language of perspective. Set a time limit for the planning stage, and use this to assist students with ideas, vocabulary, and language. Refer them to Academic Language or the Language Reference on page 155 for further information on words and phrases for expressing perspective. Encourage students to be prepared to define any key terms and provide examples and explanations to illustrate each perspective. Remind students that if they need to, they should ask questions for clarification and repetition. As students talk, monitor contributions and note any interesting points or common errors for a delayed error correction stage.

2 Once students have completed this task, ask their partner to provide feedback using the criteria given. If students do not know each other well, you might want to encourage private written feedback until they are comfortable with this process and each other.

INDEPENDENT STUDY

Ask students to think about how many different perspectives they have used to form their stance. Tell students that wherever possible they should always be open to different perspectives as it will strengthen their opinion and provide them with more evidence. Evaluating perspectives in terms of negative or positive helps in shaping argument and can be usefully transferred into spoken or written texts.

6B Reading Textbooks (5)

TASK 1 Previewing the theme of a text

1 The aim of this task is to summon schema by having students think about scientific study and its wider impact on learning. By personalizing content, the focus of the text should become more relevant to learners, and some key vocabulary should be raised early in the discussion. Ask students to describe their learning experiences in detail, and where possible to explain how images A–C are important in scientific study.

Answers

- A Biology
- B Chemistry
- C Physics

TASK 2 Understanding the main ideas of a text

1–3 Explain that students are going to read the introduction to a textbook later, and as such they will be given an overview of a subject, drawing on a range of perspectives. Highlight the importance of predicting the content of a text as the more often this is done correctly, the better students become at identifying patterns of textual organization and navigating longer reading texts.

Answers

- 2 a, b, d, f, g
- 3 Paragraph 1 b
Paragraph 2 a
Paragraph 3 d
Paragraph 4 f
Paragraph 5 g

TASK 3 Identifying perspective language

1 and 2 Both tasks again highlight the importance of being able to identify examples of perspective within an academic text. Remind students that as they scan the text for particular perspectives, and synonymous words and phrases, they are developing a strategy which will help them better navigate the structure of reading material. Also note that as they identify and understand a range of

perspectives, they will increase their understanding of the author's main stance.

Answers

- 1 historical (paragraph 3) - historically
- 2 health (paragraph 4) - as far as our health is concerned
- 3 environmental (paragraph 4) - in terms of the environment
- 4 global (paragraph 4) - from a more global point of view
- 5 ethical (paragraph 5) - from an ethical perspective

TASK 4 Using perspectives to understand the content of a text

1 and 2 Remind students that one of the key aims of the unit is to develop their ability to identify and understand perspectives in order to see how writers use them to form their stance. Explain that while perspectives provide different ways of addressing an issue, the evidence, examples, and ideas which are used to support them often provide evaluative clues which reveal the writer's stance. As students read academic texts, encourage them to note down whether the ideas associated with a particular perspective are positive, negative, or neutral.

Answers

Paragraph	Perspective	Positive / Negative / Neutral	Supporting idea / Example
3	Historical	Positive	one of oldest disciplines, some elements (e.g. gold + copper) known + analysed for centuries, others (e.g. copernicum) discovered very recently
4	Social (health, environment, etc.)	Neutral	health: greater life expectancy, safe water, medicines, fertilizers environment: pollution, esp. in less developed countries. globally: increased CO ₂ leads to global warming
5	Ethical	Negative	pharmaceutical companies charging high prices; weapons

ACADEMIC LANGUAGE

Perspective (2) Expressing perspective in a text

Read through the examples, drilling chorally and individually for accurate pronunciation and intonation. If necessary, refer students to the Language Reference on page 155. Point out that both the adverbial clauses and prepositional phrases provide useful frames for discussing a range of perspectives. To consolidate this, and build further on students' lexical resource, provide a list of either adjectives or nouns and encourage students to transform word class and generate new example sentences, e.g. *politics* → *political*; *From a political perspective, scientific success is important.*

TASK 5 Using perspective language

1 This task requires students to put into practice their understanding of stance adverbials and prepositional phrases from Academic Language. Remind students that reprocessing content in this way is a useful exercise in building up paraphrase as an academic strategy. Once students have rewritten the sentences, ask them to establish whether the perspectives have a positive, negative, or neutral connotation.

Answers

- | | |
|---------------------|-----------------------|
| 1 From a historical | 4 Technically |
| 2 As far as safety | 5 factually |
| 3 terms of value | 6 From an educational |

2 The purpose of this task is to encourage students to identify perspectives using lexical sets within a broader context. Explain that perspectives won't always be clearly flagged in academic writing, so students should become familiar with analysing texts closely to work out any consistent theme or idea expressed by author word choice. Read through paragraph 1, drawing attention to the use of time phrases, and elicit from students the most appropriate perspective. Set the task, then ask students to compare their ideas.

Answers

- | | |
|---------------------------|-----------------------------|
| 1 Historically | 4 Environmentally |
| 2 Physically | 5 From a social perspective |
| 3 in terms of engineering | 6 Ethically |

3 and 4 As with the previous text, encourage students to evaluate the perspectives given by the author. Draw attention to the fact that in this instance there is a clear shift from a positive to a negative connotation, reflecting the way in which the student's text has been organized. Highlight that as well as using perspectives to organize a text, grouping them can assist in giving a text cohesion. By having cohesive views one way or the other, a writer can clearly signal the weight of the argument and which stance they feel is most relevant.

Answers

Positive

Historical: most significant element; used for trade, decoration, etc; helped economies measure strength

Engineering: many uses; protects from radiation

Environmental: reflects heat radiation; reduces energy costs and carbon emissions

Negative

Ethical: miners affected by chemicals and pollutants; poor working conditions

TASK 6 Critical thinking - reflecting on perspectives in a text

1 and 2 This task encourages students to utilize notes and respond to their content critically. Explain that this mirrors a common academic process where students would have generated their own notes from a reading text. Here the input content is provided to offer greater scaffolding and support so students can focus on generating a stance supported by a range of perspectives. Monitor the discussion, noting any interesting examples for a whole-class discussion.

3 This task allows for students to react to topics raised by a key perspective in the text. Remind students that it is particularly important they learn to react to a text and not simply understand it passively. Academic reading frequently requires a response. Students will often have to read a number of texts with differing stances and perspectives, and to use these to form their own stance.

Depending on how much time you have, you could set up a more formal seminar-style discussion or simply put students into small groups to discuss the statements. Point out that students are responding to specific quotations from the texts, and they might like to reflect on the place of claims such as these in academic textbooks: *Do the writers believe these claims? Are they widely felt to be true? Are they included within a wider context, e.g. as part of an argument for a school of thought?*

To ensure that students are prepared to have an extensive discussion of the statements, allocate some time for them to note key perspectives they wish to raise and any supporting ideas. To prompt this, ask students to underline key terms in each statement and note down an associated perspective. Monitor as they do this, assisting with any additional perspectives where necessary.

INDEPENDENT STUDY

This can be used as an extension task for homework. Ask students to find a text from their area of study and analyse it as described. In the following class, students can summarize the main stance and perspective to a partner.

6C Writing (1) Topic sentences

TASK 1 Identifying topic sentences

1 This activity gives students practice in reading a short paragraph and understanding the topic of the paragraph. When checking the answers, elicit or explain that the topic - chemical reactions - (i) is mentioned several times in the paragraph and (ii) is the focus of each sentence in the paragraph. The sentences variously explain and exemplify chemical reactions in different contexts.

Answer

Chemical reactions and processes occur at different speeds.

2 This activity goes into more detail by analysing the paragraph. The core of the paragraph, sentences 2 and 3, develop the topic. Elicit what sort of material these sentences include: an example in sentence 2 and further evidence / support offering an explanation of this process in sentence 3. Sentences 4 and 5 offer an example which illustrates the contrast highlighted in the topic sentence.

Answers

- 1 fast - sodium azide and potassium nitrate reacting to create nitrogen gas; slow - reaction to produce ethyl ethanoate
- 2 An example of ... is ...; For instance

3 Draw attention to the fact that most paragraphs have a topic sentence. Note that it is often the first sentence in a paragraph in order to help orientate the reader and provide a summary of what to expect within the paragraph. However, highlight that the sentence can come later in the paragraph, too. Explain that writers often use this approach if, as in Paragraph 2, the main topic contrasts with what has come before it. In these instances, the first sentence of the paragraph will often relate to what has gone before, instead of what follows. Ask students to read through sentences 3-5 and note down any key words which are repeated. They should then use these to assist them in selecting an appropriate topic sentence.

Answer

b

4 This task provides additional focus on the structure of a paragraph, encouraging students to analyse the development of an idea. As they do this, encourage students to focus on cohesion within and across sentences as this provides clues on how a paragraph is built up. Remind students that this approach can provide a useful transferable model when it comes to writing their own paragraphs.

Answers

Sentence 3 b
Sentence 4 c
Sentence 5 a

5 The purpose of this task is to further consolidate the idea of paragraph development. Again, draw attention to the role which cohesion – both grammatical and lexical – plays in organizing ideas across sentences in a paragraph.

Answer

c, d, a, b (c is the topic sentence)

TASK 2 Writing topic sentences

1 This task helps students to build a topic sentence using supportive prompts. Once students have noted their topic sentences, ask them to analyse the development of Paragraph 3, deciding upon the function of each sentence.

Answer

One common example of a chemical reaction is oxidation.

2 Students now put into practice the skill of identifying the paragraph topic, again with the topic sentence missing. Point out the noun phrase 'household cleaning products' in sentence 2, which must refer back to something mentioned in the first sentence. Point out that, as with the paragraph in Task 1, this topic is repeated several times, as are examples of vocabulary relating to safety or danger. Encourage students to use this information to decode the topic.

Sample answer

It is important to take care with the chemicals at home in case they produce strong reactions.

3 This stage enables students to read their peers' work. In addition to comparing and contrasting ideas, ask students to decide whether their partner's topic sentence is clear and expresses the topic concisely. Remind students that giving feedback to other students is a very useful skill, as they develop evaluative principles which can be applied to their own work.

6C Writing (2) Topic and concluding sentences

TASK 1 Recognizing topic and concluding sentences

1–3 Remind students that most paragraphs have a topic sentence and that this is often the first sentence

in a paragraph in order to help orientate the reader and provide a summary of what to expect within the paragraph. Point out that reducing a text to just topic sentences can provide an overview which helps the reader navigate content and comprehend the organization of ideas. However, remind students that in only focusing on topic sentences, they will often miss supporting detail (examples and evidence), the development of an argument, and evaluation. Explain that these tasks look at the whole paragraph and how the key different parts of it, the first and last sentences, relate to each other. Once students have determined the most appropriate function for Sentence 4, ask them to read other paragraphs within the Writing module and Reading modules, and note whether concluding sentences have a similar function. As students note their answers, explain that as well as summarizing, or restating and developing a main idea, concluding sentences often provide some evaluation of that idea.

Answers

- c
- There seem to be significant individual differences in people's awareness of the smells around them.
- b

TASK 2 Understanding paragraph structure

1 This task follows on from Task 1.3, and requires students to identify the structure of a paragraph. Explain that being able to analyse paragraph structure in this way will assist students in planning their own writing. As students become more familiar with the processes involved in developing an idea in a paragraph, they will start to recognize transferable models. Remind students that stance, expressed here in the topic sentence, is frequently supported with examples, explanations, and reference to a perspective in academic writing.

Answers

a 2 b 1 c 3 d 4

2 Explain that with body paragraphs – that is, paragraphs from the middle of a piece of writing – concluding sentences often have a cohesive function, as well as summarizing or restating the main idea. The reason for this is that the text will go on to discuss a new area in more detail in the following paragraph, and the writer connects ideas at this point to ensure there is a flow in the paragraph sequence.

Answers

Main idea: useful to measure odour awareness
Extra information: a team at Utrecht developed a questionnaire to measure odour awareness

TASK 3 Writing concluding sentences

1 This time students analyse a paragraph on a familiar topic to evaluate possible concluding sentences, in order to see how such sentences work in context. If necessary, remind students of some of the key functions of a concluding paragraph, e.g. *restate* means to repeat or state again; *summarize* means to give in short form / in brief; *evaluate* means to comment on the significance or effectiveness of something. Ask students to apply these principles to the selection of possible concluding sentences. Ask students to give reasons why they think each sentence is effective or ineffective.

Answer

c

2 This freer task enables students to come up with a concluding sentence using a similar process to their writing of a topic sentence in Writing 1. Elicit and clarify the stages: identifying the topic of the paragraph and working out the main point of the paragraph. Students then have some freedom in coming up with their own evaluation to add. As a whole-class round-up activity, you could use a clear (and a less clear) example from students to show how a main idea can be effectively summarized and interesting evaluation added. As an extension, you could give out one or more examples of paragraphs from textbooks without the concluding sentence, and ask students to write their own, then compare these with the original versions and evaluate them.

Sample answer

From such analysis, it seems that people with a high level of odour awareness experience more health problems if they are surrounded by negative smells.

TASK 4 Writing a paragraph using topic and concluding sentences

1 Before students write their own paragraphs, using personalized content and building on the ideas developed through both Writing modules, this section reiterates the importance of lexical cohesion. Remind students that in drafting a clear paragraph, they will be required to link ideas between sentences to give the paragraph as a whole a sense of cohesion or 'connectedness'. Ask students to read through sentences a–d and then place them in a logical order. Once students have ordered the paragraph, as an extension, you could ask them to underline any key terms which they think could be defined or further explained to make the paragraph even clearer, e.g. *the writer here assumes that we know what 'a good questionnaire' means: this could be perhaps further developed as an additional sentence 'A good questionnaire is one where ..., etc.'* Remind students that this process of evaluating, redrafting, and improving paragraphs is a useful transferable skill. Encourage students to look at different

examples of paragraphs within their own writing, or textbooks, and consider how they could be improved for greater clarity.

Answers

a 1 b 4 c 3 d 2

2 Direct students to points 1–4 and explain that if they follow these guidelines and previous example paragraphs as a model, they should have a logical structure. Allow planning time and monitor at this stage to assist with vocabulary and any language issues. If necessary, note a range of perspectives on the board and elicit useful language to express these. Go through the sample answer on page 160, which answers option a, either before or after students have finished their paragraphs. The sample answer can serve as a useful example to help students structure their text, but again stress that it is not a 'model' answer solely to imitate. Draw attention to the Key Features in Academic Writing that are annotated, and ask students to consider where they will use similar features in their own writing, and why.

TASK 5 Evaluating your writing

1 Emphasize to students that getting their paragraph structure right at this stage will be extremely useful in their future writing. This checklist covers important points which are easy to identify. If you feel that students will respond well to peer evaluation, suggest that they exchange paragraphs with a partner to assess using the same criteria. When doing this, draw in an additional evaluative focus to look at the effectiveness of the written work, e.g. *Is the paragraph clear? Is the paragraph logical?*

INDEPENDENT STUDY

Suggest that students use any textbooks they have, or if possible go to the library to find one in their area of study. Published materials vary, but students should see that frequently the topic is, as the Independent Study tip states, clearly stated. Students could take this project further by finding and analysing a larger number of paragraphs. e.g. ten. They can work individually or collectively, as preferred.

6D Vocabulary

TASK 1 Vocabulary-building: Adjective and adverb formation

1 As a follow-up activity, suggest that students look at any text in the book to scan for particular examples of adjective and adverb affixes. Once they have located and defined a selection of these, ask them to build their word family, using a good dictionary as support.

Answers

Noun	Adjective	Adverb
commerce	commercial	commercially
emotion	emotional	emotionally
politics	political	politically
history	historical	historically
industry	industrial	industrially
psychology	psychological	psychologically
technology	technological	technologically
chemistry	chemical	chemically
machine	mechanical	mechanically

2 Remind students that perspectives can be expressed using varying word classes. Ask students to complete the task as in the book, and then consider ways in which they could rewrite the sentences using other examples of perspective language. Explain that being able to paraphrase content in this way promotes lexical and grammatical range, which is useful in developing writing skills.

Answers

- | | |
|-------------------|-------------------|
| 1 commercial | 5 industry |
| 2 Psychologically | 6 Historically |
| 3 chemistry | 7 Technologically |
| 4 political | 8 mechanical |

3 This activity provides students with free practice to use perspective language. Monitor while they write. During the process, encourage peer interaction, e.g. checking each other's sentences. As students discuss their ideas, monitor, noting down any interesting examples to share with the class. If you choose to focus on accuracy rather than fluency at this stage, note any persistent errors, and then write these anonymously on the board when students have completed their discussion. Allow students to check, discuss, and amend these sentences in a delayed error-correction stage.

TASK 2 Vocabulary-building: Multi-part verbs

1 Read through the language box as a class, discussing any difference in the forms given. Elicit from, or explain to, the students that multi-part verbs are considered less formal by many commentators. Note that this attitude is, however, changing and multi-part verbs can now be found in many academic texts. Remind students that many multi-part verbs have a literal and figurative meaning, e.g. *look up*, so when reading they need to be aware of surrounding context to support understanding. As a follow-up activity, ask students to scan through texts in the Reading modules, noting down any similar multi-part verbs.

Answers

- | | |
|----------------|--------------|
| 1 find out | 4 break down |
| 2 make up | 5 set up |
| 3 looking into | 6 looking at |

6E Academic Language Check

TASK 1 Abbreviations in note-taking

1 You may wish to cover this material as you progress through the unit, using the exercises as further practice material. Alternatively, you may wish to set the Academic Language Check as work to be completed out of the class, with answers discussed in the next lesson.

Answers

Study at Heidelberg Uni on lucid dreaming, i.e. dreams which dreamer is aware of. Approx 300 participants questioned; used LD for diff reasons, e.g. solving problems, getting new ideas, increasing performance. Also LD v useful in sports training: learning new techniques, making sm improvements in performance.

TASK 2 Expressing perspective

1 After students have completed the exercise, refer them to the Language Reference on page 155.

Answers

- 1 From a physics perspective, 'light' is a series of particles moving through air.
- 2 *Pong* was the world's first commercially successful video game.
- 3 In terms of safety, *Finnair* is the number one airline.
- 4 Scientifically speaking, the experiment was a great success.
- 5 As far as cost is concerned, solar energy is the most economical method.

TASK 3 Topic and concluding sentences

1 After students have completed the exercise, refer them back to Writing (1) and (2) to look at how concluding sentences are used.

Answers

- 1 d 2 b 3 c 4 f 5 a 6 e

UNIT 7 Language

ACADEMIC FOCUS: SUMMARIZING AND PARAPHRASING

INTRODUCTION

Unit 7 introduces a number of new academic conventions as well as further extending the skills and strategies of the preceding units. Students learn to refer to material in written texts and are exposed to in-text referencing. They also practise identifying and noting down the main ideas in a text in order to write a summary which contains an appropriate reference to the source text. These key academic skills are developed further throughout the remainder of the Student's Book.

7A Listening & Speaking helps students to develop note-taking strategies that will enable them to better organize notes and summarize main ideas concisely. There is also a focus on the role that signposting plays within lectures and presentations, and how understanding this can better prepare students to anticipate the development of the lecture. This skill is important as lectures are usually long, and with few pauses, so students need to be able to predict when key information is about to be given. The speaking element of the module introduces short presentations within a seminar setting. The focus of the presentation is on summarizing information from source material. This is a particularly important task type as students are often required to summarize and report back on lectures or reading texts in seminars and tutorials. The module moves from understanding and noting down the main content of a presentation to analysing the presentation structure and associated signalling language. This analysis of a model provides a scaffolded and supported process which should lead to more confident student presentations.

7B Reading works with summaries of different texts, which enable students to become familiar with the components and structure of a summary. Through critical analysis of effective summaries, students identify the features required when summarizing texts and learn how to mirror these processes in their own writing. Students engage with the different stages of summary writing, initially reading and understanding the source text, then making notes on the main ideas in the text, and finally incorporating these into a summary. The focus is on reading and understanding, which prepares students for the writing module in which they actually write a summary.

7C Writing looks at paraphrase, which is key for assisting with the competences that enable the integration of source ideas into students' own writing. The module then goes on to develop students' skills in referencing. Students work with short extracts from source texts and student essays, identifying different types of citation – quotation and paraphrase – and working out which type is most appropriate for a given purpose.

7D Vocabulary deals with more verb and noun collocations to focus on developing lexical range. Using a number of collocations taken from the unit, students learn to identify verb and noun patterns, which students can use to generate a large amount of vocabulary. There is also a focus on the use of synonyms in paraphrasing, to illustrate how key collocations can be replaced without unduly affecting meaning or style.

7E Academic Language Check provides additional practice of the Academic Language raised within the unit. The focus here is on signposting language and paraphrasing. There is also an additional focus on citation.

DISCUSSION

1 and 2 These tasks draw on students' knowledge of the important role that language plays in society and encourages critical thinking by highlighting notions which can be evaluated with reference to perspective, etc. Draw students' attention to statement 1 and, if necessary, collectively brainstorm ideas, examples, and supporting evidence as a class onto the board. In pairs, students should then work on the other two statements for a few minutes. As an alternative, ask students to consider the relationships from a number of given perspectives, e.g. commercial, political, social. This will help them focus their ideas and think about the language required to convey a particular stance using a given perspective – consolidating work from earlier units.

3 and 4 Ask students to evaluate the stance given in the statement and think of supporting ideas and evidence both for and against. Note that the rubric asks 'to what extent you agree'. Explain that this is a common essay task and elicit, or explain, that students can draw on both sides, for and against, as they discuss, to show that their viewpoint may differ depending upon perspective and context. Tell students that they will have to summarize their group's views to the rest of the class and that they should take notes of their discussion in order to help them do this.

7A Listening & Speaking Lectures (5)

TASK 1 Previewing the topic of a lecture

1 The purpose of this task is to summon schema and encourage students to draw on any understanding of intercultural factors which will inform understanding of the lecture. Explain that by focusing on these questions, and discussing with a partner, students will begin to explore content and raise many of the questions which should be answered by the lecturer. Highlight the importance of generating and noting down questions on lecture topics in advance of listening. Doing this provides a framework which can be used for more detailed note-taking, and enables students to see areas where there are gaps which need to be filled by further reading.

2 Explain to the students that as the content in the listening section of the module is derived from a sociology lecture, there is a considerable amount of technical language which could pose challenges. Elicit from the students which strategies lecturers tend to use to address this issue, e.g. through providing spoken definitions, explanation, and provision of examples. Draw attention to sentences 1–4 and ask students to initially use context to help them define the words in bold, before reading and matching to the definitions given.

Answers

- | | |
|-----------|-------------|
| a denote | c prospects |
| b ancient | d trait |

3 This task allows students to activate new vocabulary using their own personalized content. Explain that having an active approach to developing vocabulary – that is, immediately using new words in spoken or written contexts – can be an extremely useful strategy. When students generate their own content, new words become part of an active lexical resource, so are more likely to be accurately recalled at a later date.

TASK 2 Understanding the main idea of a lecture

1 and 2  7.1 These tasks again illustrate the important role that visual summaries can play in noting main ideas. Remind students that by transferring information into tables, they can clearly get an overview of main ideas and access content when using notes for written production. Highlight that the lecture is clearly divided into parts, and these are flagged by the lecturer as he introduces the subject. Explain that this is a common practice with more extensive lectures and helps listeners better navigate content.

Answers

- 1 personal names in different cultures
- 2 defining terms
- 3 Native Americans in the United States
- 4 Han Chinese in China
- 5 examples relate to significance of names in society
- 6 given names

TASK 3 Understanding signposting in a lecture

1 and 2  7.1 These tasks require students to listen both for signposting language and the topics introduced. Explain that many lecturers use overt signposting language to help listeners. However, it is also worth mentioning that some lecturers do not always indicate the organization and direction of lectures at the start – in these circumstances, the listener has to work harder to establish the main focus and purpose of the lecture. Once students have completed the lecturer's phrases, and before looking at Academic Language, it may be useful to encourage students to think about the different types of signposting language which are frequently used. Note the headings *content* and *sequence* on the board. Ask students to decide which category each of the phrases goes under. As an extension, elicit additional examples for each category.

Answers

- | | |
|----------------------|--------------|
| 1 In today's lecture | 4 Finally |
| 2 First | 5 main focus |
| 3 After that | 6 first |

ACADEMIC LANGUAGE

Signposting language

Explain that signposting language can vary depending upon the speaker. Encourage students to listen out for simple adverbials such as *first (of all)*, *then*, *next*. Explain that often more complex structures are used to help organize and present information, e.g. *wh-* clauses like *What I'd like to focus on is ...* Highlight that these help the listener by preparing the context before presenting key new information. To ensure that students will feel comfortable using the expressions in their own presentations, drill chorally and individually.

TASK 4 Using notes to complete a summary

1 and 2  7.2 Explain that the purpose of these tasks is to illustrate one of the key reasons behind taking notes in an academic context. Students attend lectures and presentations in order to extend their knowledge on a particular subject, and need to be able to reprocess this in written or spoken form. Explain that this synthesis of ideas into a concise and easily understood form is the goal of much academic study. Show the lecture extract and give students a few minutes to check and compare their notes.

Once students have discussed their notes, direct them to the summary completion task. Explain that this task requires them to extract key information from the lecture and place it in a paragraph which defines and explains the overall main idea of the lecture.

Answers

- | | |
|---------------------|-------------------------|
| 1 1 family / tribal | 4 patronymic |
| 2 geographical | 5 Netherlands and Japan |
| 3 occupational | |

Sample answers

- | | |
|------------------------|------------------|
| 2 1 a particular group | 5 father |
| 2 family / tribal | 6 administrative |
| 3 geographical | 7 recent |
| 4 patronymic | 8 Japan |

TASK 5 Organizing notes into summaries

1  7.3 This task gives students practice in taking their own notes on specified topics to complete a summary. Highlight that students are less supported here but should note information which is relevant to each of ideas a–c and anything which is signposted as having significance by the lecturer. Students may find this cognitively challenging, so to ensure that they have sufficient information to complete the summary in 2, you may wish to pause the extract after each idea is

covered, or show the extract twice. Allow students time to compare notes before moving on to the summary completion activity.

Answers

- what influences parents' choice of name + how name influences character or prospects
- these have particular significance / meaning
- men named after character trait or thing they had done; names could change during lifetime due to development of character / significant life events

2 Allow students time to compare notes before moving on to the summary completion activity. Explain that the purpose of this stage is for students to assess and evaluate their notes in terms of relevance and 'completeness' before using them in a piece of writing. As students have the gap-filled paragraph as a supportive framework, they should readily be able to identify which of their notes are pertinent and which are too detailed or irrelevant. Explain at this point that summaries often avoid the use of detailed examples in preference for clear and concise restating of main points. Knowing this should assist students when they later take notes to build summaries without having on-page support. Highlight that in reprocessing their notes, students will have to consider word class and sentence structure to meaningfully complete the gaps. This encourages students to think about accuracy when summarizing spoken content.

Sample answers

- to choose their children's names
- the child's character or prospects
- particular significance and meaning
- their character developing or significant life events

3 Explain to students that when writing a summary, it is useful to keep the three 'C's (complete, concise, clear) in mind – these should be the evaluative questions that a student asks before re-reading a summary and, where necessary, revising. This stage provides an opportunity for reflection on content and encourages students to consider how their written work impacts on a reader.

4  7.4 This stage offers students the opportunity to take notes from a lecture extract with less on-page support. Direct students to the main ideas from the extract presented here as bullet points. Ask them to underline any key terms which they need to focus on during the lecture. Remind students that lecturers will use definition, explanation, and examples to make their content clear to listeners. Elicit from the class examples of functional language which they may hear to signal these. As this task is cognitively challenging, show the extract once for meaning, then again for the note-taking activity. This will enable students to tune in to key areas and positively reinforce note-taking as a listening strategy.

Sample answers

- Naming Apache women named after character trait or significant action; often named after things in nature / familiar to tribe
- Differences between Apache men's and women's names different roles in society; women more domestic, with fewer significant life events than men.

5 Ask students to work in small groups, comparing their notes and evaluating them in terms of relevance and accuracy. Encourage them to work together to draft two sentences which reflect the main areas covered in the lecture extract. Explain that as they do this, they need to look back at the three 'C's criteria and decide if their work is complete, concise, and clear. Once students have drafted their sentences, ask them to compare with another group. Encourage students at this point to evaluate one another's summaries using the three 'C's criteria and noting cohesion.

Sample answer

Apache women were also named after character traits or significant actions, as well as sometimes being named after familiar natural objects. As women had domestic roles in society, their names usually reflected this.

TASK 6 Understanding a short spoken summary

1  7.5 The focus here is on a summary which provides a model for the student's spoken task at the end of this module. Note that the student here is summarizing the content of an earlier lecture and drawing on further reading on the topic. Explain that this kind of presentation is fairly common in academic environments – students are often required to make presentations in seminars to inform their peers about a particular area of study which they have independently researched.

Answers

- 1 personal names, surnames, by-names
- 2 historical, legal, cultural
- 3 meaning of names is less culturally important

2  7.5 The purpose of this task is to highlight useful signposting language which could be transferred into students' own presentations. Once students have completed the phrases, ask them the function of each phrase, e.g. introducing an idea, sequencing, providing an overview of content.

As an extension, and to consolidate the focus on summaries within this task sequence, you could ask students to work in groups or pairs to generate a summary of Extract 5. Encourage students to use their notes from 1 and the signposting from 2 to build an overview of the presentation. Again, ask them to evaluate their notes in terms of relevance and accuracy, and discuss any key terms which need to be defined. To

provide additional support, you could play the extract again before directing students to the transcript on page 173.

Answers

- 1 I'd like to talk about
- 2 Then
- 3 Finally, in my conclusion

TASK 7 Giving a short spoken summary

1 Go through steps 1–4 and check understanding. Emphasize the importance of making notes while planning a presentation. This will help students focus their aims and streamline their content. Allocate a time limit of 3 minutes per presentation for each student. Point out that this is quite a short time and remind students of the challenges of delivering a concise and focused presentation. Stress that students should include only relevant information.

Check students' notes during the planning process. Look out for clarity of aims and relevance of each point; suggest that students cut material that is not directly relevant or too long. Also ask for examples of specific language signposting and perspective language they plan to use. Where necessary, elicit examples of these and note them on the board. You may also wish to drill these models so students are familiar with the pronunciation of the key signposting phrases before they deliver their presentations.

During the presentation stage, to make sure students are listening actively, draw attention to steps 1 and 2. These should be used to take notes so that peer evaluation is meaningful. Ask students to listen and:

- note down main ideas with the examples or explanations which follow them
- note down the perspectives mentioned
- think of questions to ask as follow-up points.

As the students give their presentations, you could ask their partner to record them (using their mobiles) to assist in the follow-up evaluation stage.

TASK 8 Evaluating a spoken summary

1 Remind students of the importance of positive and supportive peer feedback, and that they are working together to build on academic skills and strategies. If necessary, provide some sentence stems on the board to ensure that the feedback is constructive rather than critical, e.g. *Have you thought about ...? You could have said ...*

As an extension, ask students to read through each other's texts at the back of the book, noting main ideas and perspectives mentioned. Once they have done this, encourage them to generate a short written summary which they can then compare with their partner's recorded spoken summary. Encourage students to discuss any differences in the material which they chose to summarize, giving reasons for their selection.

INDEPENDENT STUDY

As in earlier listening activities, encourage students to categorize the signposting phrases which they hear in their chosen talks under headings such as *content* and *sequence*. Remind students that speakers often include fillers like *so, well, OK*. Explain that these carry little meaning but can help the listener as they slow down the flow of main content.

7B Reading Textbooks (6)

TASK 1 Previewing the topic of a text

1 The purpose of this task is to encourage students to think about the topic of the reading text, and further practise the academic skill of classification. Remind students that putting ideas or information into categories, classes, or groups can assist with organizing notes and understanding the organizational patterns within many texts. Begin this stage as a whole class by brainstorming ways in which people get knowledge of the world, e.g. external sources such as books, newspapers, radio; or internal sources such as senses (touch, smell). Once you have an extensive list on the board, ask students to begin placing each item in the categories given. As students do this, there may be some differences of opinion. Where possible, encourage students to give reasons for their selection.

TASK 2 Understanding the main idea in a text

1 The focus of this task is on establishing the main idea of a text through initial reading. This kind of activity draws on students' ability to recognize synonyms, which is a useful research skill. Before they read the text, ask students to underline the key terms in items 1–3 and think of different ways of expressing the same ideas. This will help them identify a matching main idea and provides an opportunity to assess their ability to paraphrase. Highlight that while this text may be cognitively challenging due to its theme, it has features in common with many academic texts to ensure that readers can navigate content easily. Draw attention to the use of bullet points and mention that textbooks often present key information in bullets or bold type to emphasize their importance.

Answer

Statement 1, given by the topic sentence in Paragraph 3

TASK 3 Identifying key facts in a chapter summary

The following tasks provide a detailed analysis of Text 1, the chapter summary, and use a series of comprehension questions to explore some of the features which this text type often includes to make meaning clearer to the general reader. Remind students

that when they first come across an academic text, it is useful to quickly make predictions about content by reading any titles, headings, bullet points, and topic sentences. Remind them that identifying the topic sentences for each paragraph in a more extensive text can provide a useful outline or summary of the main ideas. Elicit or explain that these won't include detailed examples or explanations, so students should remember to note any good examples of these if they want to use the reading text as a source for an essay. Remind students that this is because stance is best supported with examples and evidence.

1 Ask students to read options a–c and underline the key terms. As they do this, encourage them to think about synonyms which could be used for each of the key terms. Remind students that identifying synonyms is a useful research skill and that by becoming more familiar with the processes of paraphrasing they will be better able to put it into practice in their own writing.

Answer

Paragraph 1 includes information a and b. The summary is indicated by the phrase 'At the beginning of this chapter ...' Different functions of language are then listed.

Information c is not included in Paragraph 1. 'Positive opportunities' suggests a focus on benefits, but these are only referred to, and not summarized.

2 Before completing this task, ask students where, when, and why authors might use bullet points. Elicit or explain that bullet points are often used in textbooks, typically to present key information clearly. The bullet points draw attention to key information which is then explored in greater detail at a later point. Note that they are commonly used at the beginning of academic journals to outline key content before this is explored with reference to supporting evidence (examples, data, questionnaire responses, etc.). Remind students that it is beneficial for them to use bullet points when taking notes on main points from a text or when planning an essay. Highlight that students should not use bullet points in their own essays at this point, though. As they develop academic skills and strategies, it is preferable for students to show a reader that they can develop an argument or idea with supporting evidence, examples, and explanation, rather than presenting an unsupported argument.

As with 1, ask students to read options a–c and underline the key terms. Again, encourage them to think about synonyms which could be used for each of the key terms.

Answer

The bulleted statements in Paragraph 2 fulfil function a. Some students may select option c, but this is included as a limitation, rather than being the focus of all the bullet points.

3 This task requires students to closely read a paragraph to decode meaning, and builds on earlier work on identifying topic sentences. Remind students that the main idea in a paragraph doesn't always come at the

beginning and that the cohesion of a text means authors will often refer to ideas in earlier paragraphs as the text develops.

Answer

Main idea c is present in Paragraph 3, given in sentence 2. The limitations of language were highlighted in the previous paragraph and are referred to here to ensure the text flows. The connection between language and thought is provided as an example, to support the main idea.

4 The purpose of this task is to identify sentence summaries – where main ideas are reprocessed using different wording. Explain that in the Writing module there will be more focus on generating paraphrases in summaries, but at this point students should be considering how to reword main ideas in note form. Encourage students to look for synonyms, noun phrases, or changes in word class which provide a match between the notes and text.

Answers

1 b 2 a 3 c

TASK 4 Understanding cohesion within a text

1 and 2 Remind students that cohesion plays an important role in writing as it connects ideas and assists readers in navigating content more easily. Explain that in textbooks authors often use references to ideas which they have previously explored to ensure readers are aware of the development of their argument. Cohesion is also used to show how the writer understands main ideas to be connected. Sometimes authors will make specific reference to a page number if they feel that it is important to establish an idea of where the connection occurs. Using specific reference to a previous idea can also signpost the text, showing the reader that they are moving on to consider a new point. Where ideas are referred to without a specific reference point being given, the effect is to show that this is a main idea with ongoing relevance.

Answers

- 1 a looked
b have seen
2 a past simple
b present perfect

ACADEMIC LANGUAGE

Cohesion Referring back in texts

Read through the section with the class, and draw attention to the two categories. Ask students to think of additional examples which could fit each category, and write these on the board, e.g. *As noted in chapter one*; *As we've established ...* Ask students to then scan through other reading texts in the Student's Book, noting any similar examples.

TASK 5 Identifying key features of a summary

1 This task enables students to examine a sample summary closely and evaluate it in terms of key features. Before looking at the features in detail, ask students to consider whether the summary fulfils the three 'C's criteria which were covered in the Listening and Speaking module, e.g. *Is it complete – are all main ideas covered? Is it concise? Is it clear – would someone reading the summary be able to understand the whole of Text 1?*

Answers

- 1 Language is an essential tool for gaining knowledge.
- 2 The concluding sentence provides an element of hedging, by drawing attention to factors which could affect this 'essential tool', e.g. the user's perspective.
- 3 By referring to the author, 'Dombrowski (2013) states', and using a direct quotation, 'a bridge between personal knowledge and shared knowledge'.

2 and 3 Draw attention to features 1–5 and read through these as a class, checking for meaning and understanding. As you read through each feature, elicit from the students why these are so important in summary writing. Remind students that each feature also has importance in other types of academic writing.

- 1 Give the name of the author and/or the title of the source material.
 - reflects the focus of attention in summary writing
 - ensures that there is less chance of plagiarism occurring
 - reflects the breadth of background reading in essay writing.
- 2 Give only the main ideas in the text. Leave out the less important details.
 - ensures that the summary is 'complete' and 'concise'
 - ensures that essays express key information, focus on the question, and assist the reader in navigating the text.
- 3 Use your own language, or quotation marks if you quote from the source.
 - ensures that there is less chance of plagiarism occurring
 - shows understanding of important academic conventions.
- 4 Be objective. Do not give your personal view or reactions.
 - reflects that a summary should summarize someone else's stance; it doesn't require evaluation.
- 5 Refer to the author: use phrases like 'According to ...' or 'As ... notes ...'.
 - highlights that these are other people's ideas
 - allows students to use a variety of functional language which reflects a good level of lexical range.

Answers

Paragraph 1 uses all the key features.

- 1 Dombrowski (2013)
- 2 Less important details, such as what makes language so human and different (Paragraph 4), are omitted here.
- 3 'a bridge between personal knowledge and shared knowledge'
- 4 Opinions are attributed to the author.
- 5 Dombrowski states; Dombrowski says.

TASK 6 Summarizing information in a text

Explain that the following tasks are useful examples of information transfer, which reflect the reading process: students need to read in order to identify, note down, and reuse the main points. Make sure students actually note down the information, using notes rather than sentences, and do not simply underline text on the page. Mention that students will often not be able to write on textbooks, as they are likely to be borrowed from the library; a more permanent record is needed.

1 As with Task 5, the approach here reflects and consolidates strategies students will need to use when reading for the purposes of writing. Explain that while academic reading helps students to broaden their knowledge of a particular subject area or idea, very often their reading will be directed by writing outcomes. In most academic situations, students are given lists of specific materials which they should evaluate or reference in their written work, as well as drawing on relevant material which they have researched independently. Identifying topic sentences, any development of these, and additional sources is a useful way of building an overview of a subject.

Answers

- 1 In recent years emotions have become the subject of study for scientists researching the brain and how we learn.
- 2 Defines key terms included in the study of emotions, e.g. emotional intelligence, refers to theories exploring the study of emotional intelligence, and provides examples of the role emotional intelligence plays in interacting with others.
- 3 The author refers to Howard Gardner's book and paraphrases his ideas.

2 and 3 The purpose of these tasks is for students to begin considering how they would reprocess the main idea using paraphrase. As they have identified the topic sentence, encourage students to think about how they can reword this with reference to a source to ensure they are appropriately summarizing content using academic conventions. Once students have drafted their sentences, ask them to work together to evaluate their ideas in terms of relevance and accuracy. If students have different ideas, encourage them to explain their choice, giving reasons to support this.

Sample answer

Dombrowski (2013) suggests that the scientific study of emotion is important for research into both the brain and learning.

4 Remind students that when they summarize content, they don't need to include all the information presented. It's important within academic reading and writing to be able to filter out information which, while interesting, may not assist in providing a concise and clear summary. Remind students that this is equally important in other forms of academic writing where maintaining focus is important for clearly expressing stance.

Answers

- a the definition of emotional intelligence, the further explanation of how emotional intelligence operates
- b the list of seven different intelligences

TASK 7 Summarizing a reading text

1 Draw attention to guidelines 1–5 and, where necessary, elicit from the students examples for each, and write them on the board. This could be done by noting a series of questions for students to answer, e.g. *What is / are the name(s) of the author(s) / title(s)? What are the main ideas? Which quotes are useful, if any? How can you be objective? Which phrases could you use to refer to the author?* Allow students time to take notes and plan their summaries. Monitor at this point, assisting with vocabulary and language.

Sample answer

Dombrowski (2013) suggests that the scientific study of emotion is important for research into both the brain and learning. As Dombrowski notes, Gardner (1984) highlighted the importance of emotional intelligence in understanding how people develop and interact. This theory can also be used to define and explain a number of social relationships which affect our understanding of ourselves.

2 Prior to the feedback stage, ask students to say why something is omitted from the source text: usually it is because it is considered to be a detail or example rather than a main point. As with other evaluation stages, ask students to read through the on-page criteria and also to offer constructive, positive feedback.

TASK 8 Critical thinking - evaluating the content of a text

1 In this section, students critically respond to some of the ideas described in the text. To start off the discussion, you could write the two headings on the board and invite students to provide examples from the text. Once you have a list of text-based positive and negative ideas, ask students to work together to summarize them in written form. Remind students that they should follow

the three 'C's criteria, and the key features of a summary outlined in Task 5. Once each group has noted, planned, and drafted their summary, ask them to exchange with another group, and evaluate their summary based on the criteria in Task 7.

As an extension, to change the classroom dynamic, you could ask students to first generate a list of positives and negatives from the text, and then add any of their own, offering additional supporting detail. Set a time limit of around 10 minutes for each group to generate, discuss, and evaluate as many ideas as possible. Once the time limit is up, ask students to form new groups – comprising one student from each of the original groups – and summarize their initial discussion.

2 This task gives students the opportunity to present their own stance based on key statements in the texts. As with other discussions, encourage specific examples and reasons to justify their stance. As an extension, ask groups to report back to the whole class, summarizing their stance and providing examples to support their ideas.

INDEPENDENT STUDY

As an alternative to the approach in the Student's Book, ask students to read through a short chapter or several paragraphs of a textbook, noting the main points. They should then exchange this list with another student who reads the same text and creates their own list. Both lists can then be compared and any differences discussed.

7C Writing (1) Paraphrasing

TASK 1 Previewing a writing task

1 and 2 This section provides the opportunity for students to offer their own ideas on the overall theme of the unit and connect them to a short text which is used as a model to demonstrate aspects of paraphrase. Allow a few minutes for pair discussion before opening it up to the whole class. Note any interesting reasons given by the students and any good examples of evidence given to support their stance.

3 This task highlights the process of note-taking from short texts in order to create summaries. Remind students that summaries should be based on main ideas and contain original examples of technical language rather than paraphrases. Highlight that in note-taking students should actively write down these ideas and key terms.

Answers

- a differences between spoken and written code; extensive grammatical system affected by sociolinguistics
- b Chinese on Old Japanese; English on technical vocabulary since 1945

TASK 2 Noticing paraphrasing

1 and 2 Ask students to read through the summary, identifying the changes which have been made. Draw attention to words and phrases which have remained the same, and elicit the reasons for this. As an extension, ask students to provide their own paraphrase of sentences 1 and 2.

Answers

- 1 1 Japanese so difficult to learn → hardest languages to learn; One major reason → This is primarily because
- 2 considerable differences → very different
- 3 sentence 2
- 2 'politeness and formality', as these represent 'technical' aspects of the language because they refer to sociolinguistic markers

3 This stage requires students to notice the use of paraphrase features ahead of a more detailed analysis. Encourage students to note down the differences and discuss any effect the change might have on a reader. As an extension, ask students to provide their own paraphrase of sentences 3 and 4.

Answers

Synonymous words and phrases

considerable / great(ly)
since 1945 / more recently
a large number of / many

Changes in word form

influence / influenced
relating / -related

Changes in structure

Japanese has borrowed / have entered the Japanese language
Words from English / English words

ACADEMIC LANGUAGE

Paraphrasing

Note that a paraphrase should predominantly focus on the idea or information in the original text, rather than on particular language. However, as a student must use mostly their own language in a paraphrase, they will have to make amends to sentence structure, phrases, and general and academic words. Stress that it is important to retain technical terms in the words given in the source text.

TASK 3 Paraphrasing sentences

1 and 2 These tasks provide controlled practice of the Academic Language and highlight the role of synonyms and noun phrases in both varying and summarizing content. Highlight the need to think about different ways of expressing the same ideas or content, as this lexical range is an important element in developing a more rigorous academic writing style. Give students a few minutes, then check as a whole class.

Answers

- 1 The study observed (synonym) the behaviour (change to word form) of older brothers or sisters (synonym) when they interacted (synonym) with a baby sibling (synonym).
- 2 When they start (change to word form) school, the majority (synonym) of children have the linguistic (change to word form) ability (synonym) to be successful.
- 3 The study investigated (synonym) how planning (change to word form) affected the performance (change to word form) of a second language speaking task.

TASK 4 Paraphrasing a paragraph

1 This task focuses on the importance of using notes from source material. Ask students why it can help to write summaries from their own notes rather than directly from the source text (taking notes on a text should mean that the main ideas are clear; the potential for plagiarism is reduced). If appropriate, you could talk about the rules and regulations regarding this in place in your institution.

Answers

- | | |
|--------------|--------------|
| a sentence 1 | c sentence 3 |
| b sentence 4 | d sentence 2 |

2 and 3 Once students have written their paraphrase, ask them to compare their versions to Paragraph 3.

Sample answer

The Sumerian language, which originated around 4000 BC and was used across most of the Middle East, is thought to be the world's first written language. It stopped being spoken in 2000 BC, but the written form was used for a further 2,000 years.

4 Explain to students that if they follow guidelines 1–3 and previous example paragraphs as a model, they should have a logical structure. Allow planning time, and monitor to assist with vocabulary and any language issues. Go through the sample answer on page 160 after students have finished their paragraphs. Draw attention to the Key Features in Academic Writing that are annotated, and ask students to consider where they will use similar features in their own writing, and why.

Once students have written their paraphrase, ask them to exchange with a partner. Remind students that peer evaluation is a very useful process as it better prepares writers to assess written work critically and transfer this approach into revising and redrafting their own written work. Ask students to focus on evaluating the paraphrase using the following criteria. Is the summary:

- complete – containing all the main ideas?
- concise – shorter than the original text?
- clear – easy to understand?
- creative – using key terms from the text, but with mainly the writer's own language?

TASK 1 Analysing sources

Citation refers to the use of material from another source in writing in order to add support and examples. Highlight that the main forms of citation are summary (covered in the Reading module), paraphrase, and quotation. Remind students that with all of these they need to reference material correctly to demonstrate their work has not been plagiarized.

1 This task highlights the different features of source references (found in *Oxford EAP* at the end of authentic texts) and how they can be used to illustrate that a piece of student's writing has drawn examples and evidence from an authoritative source to support stance. Once students have completed this task, you could set a quick quiz by giving page references to several reading texts in the Student's Book and asking teams of students to complete features a–e as quickly and accurately as possible.

Answers

- a 1 b 4 c 5 d 2 e 3

2 Ask students to read both citations, noting down which features are used. Once they have accurately identified the features, elicit the differences between each citation, e.g. citation 1 includes a direct quotation whereas citation 2 offers paraphrase. Ask students to reflect on why the writer might have chosen each approach and what difference, if any, they think this would make to the reader.

Answers

- 1 author, year of publication, page number
- 2 author, year of publication

TASK 2 Referring to sources

1 and 2 Before approaching these tasks, you may want to check students' comprehension of the text. If so, tell students to read the text and note down any key terms to be defined. Write this question on the board for them to answer: *What model does Scovel propose for speech production?* As an extension, ask students to look up each of the key terms (either in a dictionary or online) and note down definitions. As a whole class, compare definitions and think about any examples which could clarify them. Once you have checked understanding and answered any vocabulary questions, set the task as in the book.

Answers

- 1 1 c 2 a and b
- 2 b argues, c states

Citation

Read through the explanation and the examples given. Highlight that a paraphrase is usually similar in length to the source text - a phrase, a whole sentence, or perhaps a few sentences. Quotations are usually used instead of a paraphrase if the original words are clear and especially significant. Note that in a lot of academic writing quotation is used for definitions. Finally, draw attention to the role that reporting verbs play in quotation and paraphrase.

TASK 3 Practising reporting verbs

1 Ask students to work in groups generating lists of as many reporting verbs as they can within a given time limit. Once they have an extensive list, ask students to think about which are formal or more academic. Collate lists and write these on the board. Once you have an agreed list, ask students to think about what each of their items means, and how they differ, e.g. *argue* may suggest a supported argument with evidence, *claim* may suggest an unsupported assumption.

Answers

1 c 2 d 3 f 4 a 5 b 6 e

TASK 4 Writing citations

1 Go through the sample answer on page 160 after students have finished their citations. The sample answer can serve as a useful example to help students structure their text, but stress that it is not a 'model' answer to imitate.

Sample answers

- 1 a Dombrowski (2013) states that understanding of the emotions of others and ourselves is now known as emotional intelligence.
- b Dombrowski (2013) says emotional intelligence is 'our ability to understand our own emotions and the emotions of others.'
- 2 See Student's Book page 160.

2 As in earlier writing modules, emphasize that encouraging a critical approach will assist in improving students' overall performance as they will better establish the effect their writing has on a reader. Ensure that students follow the evaluative criteria and also note examples of language which could be varied to improve the overall fluency and accuracy of the citation.

INDEPENDENT STUDY

As a follow-up to the suggestion in the Student's Book, encourage students to note down three or four main ideas from their chosen text and then rewrite them as examples of citation - using direct quotation and paraphrase to generate alternative versions.

7D Vocabulary**TASK 1 Collocations (3): More verb and noun collocations**

1 Collocation is a crucial area of language use and is particularly relevant to vocabulary development. This task focuses on the important pattern of verb + noun. Explain that many verb + noun collocations may also contain a determiner (e.g. an article) before the noun, and that in some cases they might require a particular preposition following the noun to complete the pattern. When students have matched the verbs and nouns, ask them to provide definitions of the collocations and contextualizing sentences of their own. As a follow-up, to build on the Academic Focus, ask students to exchange their sentences and take turns paraphrasing them.

Answers

1 d 2 c 3 b 4 a 5 f 6 e 7 h 8 g

2 The sentences illustrate some of the combinations in a semi-authentic context. Various combinations of verbs and nouns may be possible, but the focus is on the most natural sounding or frequent. The answers reflect this.

As a follow-up, ask students to scan through texts in the Reading modules, noting down any similar verb + noun collocations. Remind students of the importance of noting these down, within contextualizing sentences, for future use in their own writing.

Answers

- | | |
|-------------|---------------|
| 1 expressed | 5 put forward |
| 2 follows | 6 perform |
| 3 displays | 7 define |
| 4 fall into | |

3 This stage allows students to provide personalized content. Encourage students to use a range of grammar, vocabulary, and contexts. To further develop students' evaluative skills you could ask them to exchange sentences and check for both meaning and accuracy. Where possible students should offer supportive feedback and suggestions on how to improve the sentences.

TASK 2 Using synonyms in paraphrasing

1 Ask students to complete the task as in the book. Once they have selected phrases, ask them to discuss any difference in formality and decide which phrase they feel is most appropriate in academic writing. Encourage them to give reasons for their selection.

Answers

1 b 2 e 3 f 4 a 5 c 6 d

2 This task gives a further opportunity for students to paraphrase on a sentence level. Remind students that synonymous phrases must fit grammatically and make sense. Highlight the importance of checking collocations in a good collocations dictionary to ensure they are both high frequency and meaningful.

Sample answers

- 1 special meaning
- 2 strong connection
- 3 a difficult job

7E Academic Language Check

TASK 1 Signposting language

1 You may wish to cover this material as you progress through the unit, using the exercises as further practice material. Alternatively, you may wish to set the Academic Language Check as work to be completed out of the class, with answers discussed in the next lesson.

Answers

1 b 2 d 3 a 4 c 5 h 6 g 7 e 8 f

TASK 2 Referring back in a text

1 For additional support, refer students to Academic Language on page 097.

Answers

- 1 We have already seen that
- 2 As we have seen
- 3 You will recall that
- 4 We saw in Chapter 2 that
- 5 At the beginning of this chapter we looked

TASK 3 Paraphrasing

1 After students have completed the exercise, refer them to the Language Reference on page 155.

Sample answer

Economies such as the United States are changing from industrial to knowledge- and service-based economies. At the same time, manufacturing is moving to low-wage countries.

TASK 4 Citation

1 After students have completed the exercise, refer them to the Language Reference on page 155.

Answers

- 1 Foster (1996) has shown that learners who plan tasks generally attempt more complex language.
- 2 Mitchell (2009) concludes that 'over 50 species in the region are at risk of extinction.'
- 3 Dictionaries which contain grammatical information are generally more popular with learners of English than dictionaries with no grammar content (Jones, 2008).
- 4 Gerrard (2014) points out that the internet is a useful research tool.
- 5 Sangarun (2014) argues that 'the economy needs to return to innovation and production'.

UNIT 8 Formation

ACADEMIC FOCUS: DESCRIBING SEQUENCE AND PROCESS

INTRODUCTION

Unit 8 takes formation as its theme and as such focuses on describing developing or changing situations. Change is a notion central to academic study as the more that is learnt about a subject, the more the limits of understanding are revised. Processes are essential elements of change and in analysing them, students are better equipped to reflect on how their own understanding changes as they learn.

8A Listening & Speaking helps students to develop additional note-taking strategies that will enable them to better transfer key information into written or spoken descriptions. Students are encouraged to use visual input to note information down more efficiently and support their understanding of a lecture. It also looks at how information is sequenced within supporting examples and explanations. The Speaking element of the module involves describing a significant event in an informal seminar presentation. Students listen to a recording of such a presentation before preparing their own version. By analysing and evaluating this model, students can then apply the principles to their own spoken material. As in Unit 7, this analysis of a model provides a scaffolded and supported process which should lead to more confident student presentations.

8B Reading looks at the description of a process here, how stars are formed. An awareness of the language and organization required to describe processes can help students to recognize and navigate texts in their academic studies and then reproduce similar texts as part of writing tasks. Particular focus is given to using information transfer as a means of recording notes so that students can see the relationships between ideas or stages in a process.

8C Writing requires students to analyse a number of different natural and man-made processes, focusing on the use of passive voice and sequencing language. In studying language related to describing process, students are encouraged to reflect on the selection of active or passive voice and its effect on the reader. Students also work with visual representations of a process, expanding notes into a detailed description.

8D Vocabulary builds on students' lexical resources by presenting and practising prepositions of place which commonly occur in descriptions of processes. The module also offers further practice in using a range of common verbs describing processes. Students consolidate their understanding and lexical range by identifying examples of synonyms and using these to reprocess content.

8E Academic Language Check provides additional practice of the Academic Language raised within the unit. The focus here is on past narrative tenses and the passive voice. There is also an additional focus on sequencing words.

DISCUSSION

1 Ask students to read the definition, and elicit from the class examples of different types of process that they have been involved in as students, e.g. applying for a grant / study visa, compiling a questionnaire, writing up a report. Explain that a key element of understanding any process is identifying the stages involved and how these work in a sequence. Select one of the processes provided by the class and elicit from the students various stages in this process. Once you have elicited a number of stages, ask students to discuss whether these are in the correct order. If not, ask them to place the stages in a logical order, giving reasons for their selection. At this point it would be worth highlighting that in many processes certain stages occur at the same time.

Explain that students will now focus on a process which they may well have to be involved in shortly. Direct students to steps a–f and check them for understanding and vocabulary. As students discuss the order of stages, encourage them to provide evidence or examples which support their selection.

Answer

c, a, b, e, d, f

2 This stage allows students to personalize content and discuss previous learning experiences in detail. This allows a diagnostic stage for the Listening and Speaking module, where students use a range of tenses to describe past events. As students discuss, go around monitoring and noting down any interesting examples or persistent errors to address at a later stage.

3 and 4 As with 2, students should provide their own ideas in this discussion and be able to give supporting evidence and examples to strengthen their position. Remind students that as part of their discussion they should evaluate their partner's ideas, expressing agreement and disagreement with relevant functional language. If necessary, note examples of useful functions on the board for reference. Once the pair and group discussion has come to an end, you could collate student ideas on the board and prepare an agreed whole-class approach.

8A Listening & Speaking Presentations (3)

TASK 1 Predicting the content of a presentation

1 and 2 By way of introduction, refer students to diagrams 1 and 2 and ask them what they already know about geological formations below the ocean's surface and how these are normally explored. Direct students to the diagrams and encourage them to match the definitions, where possible adding their own examples

to the definitions to provide further clarity and build their lexical resource. Remind students that presenters and lecturers often supply visuals to assist with comprehension of technical terms and processes.

Elicit from the class any reasons why scientists might want to explore these regions and what effect our understanding of this environment might have on academic studies. Remind students that in raising awareness of a topic, and predicting content of a lecture or presentation with a focus on the wider effects of a process, they will be better equipped to follow the lecture. This also assists in helping them to evaluate it in terms of relevance to their own areas of study. To ensure that students become familiar with academic best practice, ask them to note down their predictions, so they can later check these against lecture presentation content.

Answers

a 1 b 2 c 4 d 3 e 6 f 5

TASK 2 Noting down key facts

1  **8.1** The purpose of this activity is to allow students to check their hypotheses and predictions. Build on students' confidence by reminding them that predictions don't always have to be correct. Highlight that any prediction activity necessarily involves critical thinking, as predicting requires reasoning based on prior knowledge.

2  **8.1** This activity allows students to transfer notes into a tabulated form. Explain that as well as using visuals to assist with comprehension of content, students can use visual prompts to better organize their notes when listening or reading. Simple tables, diagrams, and flow charts all help when summarizing key facts and figures which come in quick succession. This data can then be readily accessed for use in speaking or writing tasks.

Answers

- 2,500 km
- 11 km below surface
- Pacific
- twenty
- when two plates of Earth's crust meet
- 1875
- a rope
- 1951

3 The purpose of this task is to illustrate the importance of information transfer in academic study. When detailed notes are taken in a tabular form from presentations or lectures, there is often an associated writing task. Remind students that listening in academic situations always has a purpose. Information which they note down will be useful when generating their own content either in an essay or a seminar discussion. This

task also consolidates the earlier focus on summary writing. Highlight that as they reprocess the notes, students should use their own words where possible.

Answers

- 1 11 km under the Pacific, near Guam
- 2 one tectonic plate was forced under another
- 3 earthquakes and tsunamis occur
- 4 new forms of life
- 5 the depth of the trench

TASK 3 Identifying the sequence of events in a narrative

1  **8.2** Explain that students are going to watch another extract of the presentation by the same student – this time with a focus on stages in the process of exploration and supporting detail given as explanations to further illustrate some of the key terms raised in Extract 1.

Once students have watched the extract, you could ask them to work in pairs comparing notes and completing any gaps in information. Explain that being able to reprocess the content of a presentation into a short spoken summary is a useful way of checking comprehension and ensuring that you have identified key points accurately.

Answers

- 1 gasoline
- 2 sea water
- 3 make vessel lighter
- 4 five hours
- 5 twenty minutes
- 6 seabed soft and featureless; reported seeing a flat fish (disputed)

2 The purpose of this task is to raise awareness of the use of narrative tenses in presenting events within a narrative sequence. Many students may have a background where they have covered a good deal of grammar, so it may be worthwhile reviewing their understanding of key terms and eliciting examples of tense usage, form, and function prior to exploring the examples drawn from the extracts. Remind students that we can talk about the present and past using two aspects (perfect and progressive). In most written academic texts, most verbs are in the present or past simple, although the present perfect is also used, often for reporting research. The past progressive is rarely used in written academic texts, but may feature quite prominently in spoken texts.

Answers

- 1 i b
ii a
- 2 a = past simple for main event, *up to then* + past perfect for earlier event
b = *while* + past continuous for background event, past simple for main event

ACADEMIC LANGUAGE

Past tenses

One key difference between EAP and EFL grammar is that less time is spent on verb tense grammar in EAP – tenses are not all covered in the traditional sequence, or in as much depth. Go through the content with students. It assumes an understanding of the past simple, past progressive, and past perfect for expressing narrative events and contrasts their use:

- talking about past events in chronological order (past simple)
- talking about events or situations in progress at the same time as a main event (past progressive)
- talking about events or situations that occurred before a whole event or one of the main events, connecting them to highlight relevance (past perfect).

Elicit / Check that students know the form of the three structures, and their uses presented here.

Note that time adverbials are also used in conjunction with different tenses to help clarify the sense of sequence in events. Draw attention to the examples presented here, e.g. *while*, *when*, *up to then*, and elicit from the students any difference in meaning between the items.

TASK 4 Using past narrative tenses

1 and 2  **8.3** These tasks put into practice the focus on form covered in Academic Language. Remind students to look at surrounding context to help them work out answers. Once students have completed the text on their own, ask them to compare with a partner. As students check the accuracy of their language, encourage them to read the text aloud. Highlight that this is a useful strategy when assessing the accuracy of any written work as it may help them to notice mistakes more quickly. Once students have had the opportunity to exchange their ideas, show the extract so they can check. If students have made any mistakes, encourage them to discuss these with their partner. Explain that errors with tense are often a result of first language influence. To consolidate understanding, ask students to read through the relevant Language Reference section on page 156.

Answers

- | | |
|------------------|--------------------------|
| 1 reached | 7 were concerned |
| 2 after | 8 reduced |
| 3 had begun | 9 had originally planned |
| 4 while | 10 When |
| 5 was descending | 11 had completed |
| 6 cracked | 12 returned |

TASK 5 Describing past events

1  **8.4** This activity provides a model of a description before students deliver their own presentation in Task 6. Draw attention to the key areas outlined and ask students what they expect to hear in the presentation to complete the information. Explain that predicting presentation content can help in better following the structure. Remind students that they do not need to write down full sentences – they will be using these notes later to complete a brief summary about the expedition – so the focus here is on noting detail for later information transfer. Show the extract, allowing students time to complete the notes. Once they have completed their notes, ask them to compare answers in pairs.

Answers

- 1 to confirm the Trieste's findings; to find out more about deep-sea environments
- 2 two and a half hours on the seabed
- 3 terrain was soft and flat; saw no fish, only small crustaceans

2 This activity again provides controlled practice of the Academic Language and allows students to contextualize their notes from the earlier listening task.

Answers

- | | |
|---------------|---------------|
| 2 (had) made | 6 was able |
| 3 piloted | 7 was driving |
| 4 took | 8 observed |
| 5 had reached | 9 saw |

TASK 6 Explaining past events

1 The purpose of this task is to help students utilize the language needed for explaining past events. As a freer practice stage there is scaffolded input material in the back of the book which provides detail about a geographical exploration to be described. As in similar activities, explain that as an information gap, modelling a common academic interaction, students should practise the material orally and not read each other's prompts. Direct students to the relevant pages and set a time limit of 5 minutes, allowing students to note down the key content and consider which words / phrases for sequencing they will use. Remind students that being familiar with such words and phrases is useful as noticing them within a lecture or presentation can

help in identifying sequences of events and stages in processes.

To further develop the essential skill of critical evaluation, encourage students to assess the performance of their partner after this stage. Emphasize that as students work together evaluating the description, they should consider the reasons behind their choice of criteria, e.g. *If the description was very clear, why was it clear? Which phrases were used to help understanding? Were sequencing words used accurately?*

2 The purpose of this task is for students to present and describe personalized content using narrative tenses. Set a time limit for the planning stage, and use this to assist students with ideas, vocabulary, and language. Refer them to Academic Language or the Language Reference on page 156 for further information on useful words and phrases. Encourage students to be prepared to define any key terms and provide examples and explanations to illustrate their description. Remind students who are listening that if they need to, they should ask questions for clarification and repetition. As students talk, monitor and note any interesting points or common errors for a delayed error correction stage.

3 Again, emphasize the value of peer-evaluation – noting that it can lead to significant improvements in performance in subsequent discussions. Allow time for students individually to evaluate performance based on the criteria.

INDEPENDENT STUDY

An alternative version of this task would be for students to note down the sequence of events in a common phenomenon which they are already familiar with, either as a summary or a flow chart. Once students have noted down their ideas, they can check them against an encyclopedia or online resource for accuracy, noting any variations in sequencing language used.

8B Reading Textbooks (7)

TASK 1 Predicting the content of a text

1 As with other previewing and predicting tasks in the Student's Book, the focus here is foregrounding students' critical thinking. In raising schemata, students consider key issues surrounding context and begin to process these using useful academic strategies such as sequencing.

To change the classroom dynamic, and to further build on students' research skills, you could set this task up in groups. Allocate each group a discussion question and then set a time limit for additional research. This may be on- or offline, as suits your learning environment. Once the time limit is up, ask students to form new groups of three, comprising students who looked at different discussion questions. Allow time for students to feed back ideas and ask relevant follow-up questions.

2 This task requires students to use their own knowledge and understanding to engage with the content of a text, enabling more efficient reading. Remind students that as readers we naturally use what we already know about a subject to predict how a text may develop. Alongside this we use clues such as headings, images, and glossaries.

Draw attention to the text title and the visuals which support the text. Remind students that though they may not be familiar with all the terms in a text title, they may be able to work them out using their knowledge of vocabulary. Ask students to then skim the text to locate any information matching their earlier answers.

TASK 2 Understanding key information in a text

1 This task requires students to complete a sample summary following close analysis of the reading text. Remind students that in academic situations, reading will often be directed by written outcomes. Explain that the activity here is another example of information transfer, reflecting the reading process: students read a longer text in order to identify, note down, and reuse the main points. As students complete this task, they will have to bear in mind the use of paraphrase and changes to vocabulary and word class which occur in summary writing.

Once students have completed the summary, ask them to work in pairs evaluating it in terms of the criteria raised in Unit 7, e.g. *Is it complete – are all main ideas covered? Is it concise? Is it clear?* Note that while the summary has all these qualities, it lacks citation. As an extension, ask students to work together redrafting the summary with one example of accurate citation.

Answers

- 1 it is much closer to us
- 2 large nuclear reactors
- 3 the temperature is very high
- 4 the material in the star is very dense
- 5 Atoms in the gas
- 6 radiated out into space
- 7 gravitational energy
- 8 too much hydrogen has been burnt

TASK 3 Understanding a description of a process

1 The purpose of this task is for students to orientate themselves to different parts of a text which have specific functions – namely, describing processes. Remind students that by identifying the content which contains the main ideas, and any processes, they can efficiently note these down for reuse in written work. Remind students that with technical processes, or processes which require a good deal of specialized lexis, it is worthwhile creating flow charts which note the key terms in sequence. These flow charts can be referred

to at a later point when building the notes into more extensive paraphrases or summaries. Set the task as in the book, then go through the answers as a whole class. To highlight how students can use textual clues to quickly access content and establish patterns of textual organization, draw attention to the high frequency of time adverbials in Paragraph 3. Note that when this kind of language appears in lexical chains throughout a paragraph, a process is often being described. Elicit from students other textual features which helped them identify the correct paragraph, e.g. Paragraph 2 features a definition, and refers to a number of elements; Paragraph 4 describes a stable star, but ends with a sentence using the time adverbial ‘when,’ which indicates a change of situation.

Answers

- 1 Paragraph 3
- 2 Paragraph 2
- 3 Paragraph 4

2 and 3 These tasks focus on the specific stages of an event outlined in the text, and as such assist students in noticing a range of linguistic features used in process writing. Direct students to the relevant paragraphs and ask them to carefully read through the text to identify the seven stages of stellar evolution. If you feel students are able to cope with additional cognitive challenge and less on-page support, this task could be carried out with reference to the text only, without the notes on page 111. Once students have identified the seven stages, ask them to complete the notes. When students have completed the notes, refer them to Task 3.3, which prefigures Academic Language.

As an extension to the note completion task, you could ask students to work in a group, building notes on stages 1–7 as a summary using their own words. Remind students that in paraphrasing content, they will be required to use technical terms as in the source text, but can vary other language accordingly. Set a time limit, and assist with any vocabulary or language issues. Once the time limit is up, and the group has prepared a summary – with or without citation – ask students to exchange summaries. These should then be evaluated using the three ‘C’s criteria. Allow a stage for feedback, where students can offer verbal evaluation of one another’s summaries, and discuss which best reflects the source text, and why.

Answers

- | | |
|-----------------------|-------------------------|
| 2 1 gas | 9 radiates |
| 2 collapses | 10 heat |
| 3 gravity | 11 light |
| 4 into kinetic energy | 12 stable |
| 5 increases | 13 gravitational energy |
| 6 Nuclear fusion | 14 hydrogen |
| 7 fuse together | 15 core of star |
| 8 heats up | 16 changes |
- 3 1 begins, are attracted, begins to collapse, accelerates, is converted, increases, has reached, fuse together, releases, causes, is generated, is radiated
- 2 present simple (active and passive); present perfect simple
- 3 Time adverbials: As, Once, in turn, etc.

ACADEMIC LANGUAGE

Describing a process (1) Sequencing in a process

Give students a few minutes to read through the examples of tense use, then ask them to identify any additional examples within the reading text. To consolidate the focus on time adverbials, note an accessible, commonplace process on the board, e.g. replacing ink in a printer. Ask students to consider the different steps in the process, then work as a class to describe these using relevant adverbials. Refer students to the Language Reference on page 156 for further information.

TASK 4 Identifying key language for sequencing steps

1 The purpose of this task is to further consolidate understanding of the Academic Language and ensure that students actively engage with understanding patterns of textual organization within processes. Note that close analysis of notes and summarizing sentences, with reference to the text, is a useful academic strategy as it encourages students to re-read and check any notes they have taken for accuracy prior to information transfer. Remind students that in most academic situations they will be note-taking for the purpose of writing, so it is essential that any notes are accurate and complete.

Answers

- 1 A happens first
- 2 A and B happen at approximately the same time
- 3 B happens first
- 4 A happens first
- 5 A happens first

2 This activity provides supportive contextualizing sentences as students again practise the Academic Language. Note that once students have completed the stages, they will have a concise summary of the whole process.

Answers

- | | |
|--------|-----------|
| 1 As | 4 Once |
| 2 When | 5 in turn |
| 3 then | |

TASK 5 Putting stages in a process in sequence

1 The focus of this task is to use notes to generate a description of a process which follows on from the one described in the reading text. Remind students that reprocessing notes into accurate connected sentences reflecting a range of functions is a key skill in academic English. Note that this process mirrors using a reading text as a source for students' own writing. Highlight that students can select their vocabulary when redrafting, but should include technical terms from the notes without change. Once students have written their sentences, encourage them to evaluate each in terms of accuracy, vocabulary range, and interest. When they are satisfied with each sentence, ask students to build these into a paragraph. Remind them to consider both sequencing and cohesion to assist readers in navigating their text.

2 Encourage students to carefully read through their partner's description, evaluating it in terms of how complete, clear, and concise it is, while also noting whether the use of sequencing language appropriately conveys the steps of stellar evolution. Highlight that students may have selected varying language to express the sequence, and this may be discussed or contested. Allow students the opportunity to provide reasons for their selection, and remind them that as they reprocess notes into their own paraphrases, there will be differences due to choice of word class, word order, and synonymy. At this point, you could suggest that pairs take the opportunity to redraft one another's descriptions and to improve them where possible. Highlight that this close focus on editing and reviewing is a useful transferable process which students can use when assessing their own written work.

Sample answer

When hydrogen atoms in a star fuse together, they produce helium. As the amount of hydrogen in the star reduces, the amount of helium increases. The helium atoms sink to the centre of the star and the hydrogen atoms remain in a shell around it. The temperature in the core of the star rises and when it has reached a certain temperature, the helium atoms fuse together. The energy radiated by the helium burning causes the star to expand and to change colour from yellow to red. In this phase of a star's life, which lasts only a few million years, the star is called a 'red giant'. When all the hydrogen has been used up, the core of the star collapses and it becomes a 'white dwarf'.

TASK 6 Critical thinking - analysing a text

1 and 2 This stage provides students with the opportunity to reflect on a range of stylistic features that authors use in academic writing. As the focus is on critical response, allow students to express their own views, giving reasons and examples where possible. As an extension, you could direct students to other reading texts within the Student's Book and ask them to note which features are most commonly used.

Answers

- 1 Comparisons with other processes (Stars are essentially like large nuclear fusion reactors); sequencing words (as, once, this in turn); the passive voice (is made up of, are converted into, are attracted to, is converted into, is generated, is radiated away, be pulled into, must be balanced, has been burnt)

INDEPENDENT STUDY

As an extension to this task, ask students to use their list of sequencing words to create brief notes or flow charts outlining the process they have read about.

8C Writing (1) Sentences using passives

TASK 1 Previewing a writing task

1 This task focuses on the content of the model text – a description of black holes and the process by which they are formed. Before reading the definition you may wish to summon student schema by eliciting from the class what they know about black holes, e.g. where they are found, how they are formed, what interest they have to the scientific community, etc.

Answers

- 1 space
- 2 light
- 3 gravity

2 Explain that in identifying key information in note form students are putting into practice a strategy which is a useful initial stage when writing their own description of a process.

Answers

- 1 dying stars
- 2 gravity (pulling in)
- 3 nuclear reactions (at the core of the star)
- 4 becomes the stronger force
- 5 collapses completely
- 6 in 1964

ACADEMIC LANGUAGE

Describing a process (2) The passive voice

Explain to students that the reason the passive is often used in academic texts about processes is because they focus on inanimate things. These naturally become the grammatical subject of the sentence. As inanimate things often have something done to them, the passive is used, keeping the focus on what is described. Refer students to Language Reference on page 157 for further information.

TASK 2 Recognizing the passive voice

1 and 2 These tasks provide detailed analysis of the source text in conjunction with the Academic Language. Note that the agent is named in the two instances to provide greater clarity. Remind students to ask 'Who by?' when they read a passive form as the answer to this should make it clear whether or not to include a reference to an agent. If an agent is obvious, then including it can affect the cohesion of a text.

Answers

- 1 was first used, are formed, is maintained, is produced, is compressed
- 2 Black holes are formed by dying stars.
This outward pressure is produced by nuclear reactions in the core of the star.
In both sentences the agent is required to make it clear who, or what, causes the stages in the process to occur. Without them the description lacks enough detail to be meaningful.

TASK 3 Using the passive voice

1 This task puts into practice the content of Academic Language. Remind students to look at surrounding context to help them work out answers.

Answers

- | | |
|----------------------|----------------|
| 2 is formed | 9 was invented |
| 3 are released | 10 is made |
| 4 travels | 11 allows |
| 5 is thought | 12 is opened |
| 6 are / were made | 13 is released |
| 7 formed | 14 allows |
| 8 was first produced | |

2 This task allows for freer practice of the Academic Language, using topic-relevant sentences as an input. Remind students that reprocessing content using a range of language is a key skill in academic English. Once students have written their sentences, encourage them to work with a partner evaluating each in terms of accuracy, vocabulary range, and interest.

Answers

- 1 Paper was originally made from a mixture of plant materials.
- 2 Today, most paper is made from wood.
- 3 Worldwide, about 300 million tonnes of paper are produced each year.
- 4 About a third of this is manufactured from recycled paper.
- 5 Around 70% less energy is required to recycle paper compared with making it from raw materials.

3 This task gives students the opportunity to reflect on, and evaluate, language choice. Note that student responses may vary, but encourage them to give reasons for their selection.

Sample answers

- 1 Passive - the subject 'paper' is more important here, and the agent has already been established in the preceding sentence.
- 2 Passive - 'manufacturers make' is obvious, and not a strong collocation.
- 3 Active - the focus on 'paper industry' provides broader lexical range.
- 4 Passive - the focus should be on amount, 'They' is a potentially unclear referent.
- 5 Active - foregrounds the process, which is the focus here, rather than energy consumption, which is a new topic.

8C Writing (2) Describing a process

TASK 1 Analysing a written process

1 Elicit or explain useful strategies for understanding essay focus, e.g. read the essay title and note down any terms requiring definition; paraphrase the statement to ensure accurate understanding; note down any functions or features associated with the essay verb (*describe* requires description, which usually means detailed examples, *clearly outline the stages* suggests a linear organization of main ideas). Note that the essay title here also includes limitation. To fulfil the task, the writer must refer specifically to a process which impacts on the surrounding environment. Highlight that many academic essays will feature some form of limitation, e.g. specifying the results or impact of an idea or event on theories, people, and/or situations. When students read essay questions, they should pay attention to any limitation to ensure their answer is focused and relevant.

Answers

- a The writer has not selected a suitable topic, as the essay title asks for 'a process which has changed the surrounding environment' and the final sentence says 'the final product has no risk for the environment'.
- b The essay title has been appropriately addressed, as the stages are clearly outlined. However, it is not immediately clear how the method has changed the surrounding environment.

2 This task requires students to extrapolate the key steps in a process from a detailed text. Once students have noted down the five steps, check answers as a whole class. As an extension, ask them to identify the tense and voice for each step.

Answers

- Step 2: salt water is rapidly heated and while being subjected to high pressure, boils quickly
- Step 3: vapour is collected
- Step 4: process repeated
- Step 5: water vapour cools to form liquid water

3 This task gets students to reflect on the ideas presented in the model text. The focus here is on synthesizing ideas from a textual source with students' own knowledge and experiences to ensure that the concept and content has been understood. An additional focus is on having students use the source text for further discussion requiring additional evaluation - a common academic approach. Monitor the discussion, noting any interesting points to share with the whole class. Once the time limit is up, ask students to share their best ideas and note these on the board.

ACADEMIC LANGUAGE

Describing a process (3) The passive voice, tenses, sequencing words

This section reviews and consolidates Academic Language from the earlier modules. To further practise the features highlighted here, provide students with a similar process which changes the surrounding area, e.g. building a reservoir or cutting down a forest, and ask them to note possible stages. Once they have listed these, ask students to work in groups putting the stages in sequence using tenses and sequencing words. Ask students to highlight which voice, active or passive, would be most suitable for each stage, giving reasons.

TASK 2 Recognizing features of a process description

1 The focus of this task is on identifying examples of the Academic Language within a broader context. Note that analysing texts in this way can help students to recognize the high frequency of academic features in written work and assess their own writing through comparison.

Answers

Passive:	heat is used; it is then rapidly heated; is subjected to high pressure; vapour which has been produced; salt is removed; process is repeated; the salt has been removed; vapour is cooled; softening agents are not usually used
Present simple:	salt water enters; this causes; only water vapour remains
Present perfect:	once the water has boiled, the vapour which has been produced; the salt has been removed
Sequencing words:	first, then, once, after, finally

2 and 3 These tasks provide controlled practice of Academic Language with paragraphs offering context. Highlight some of the useful transferable language here, e.g. *XXX is the name used to describe ...* and remind students that similar texts can offer models for their own writing. Once students have completed the paragraph, ask them to discuss and note down features from the Academic Language.

Answers

2 1 uses	6 This causes
2 First	7 is removed
3 Then	8 Once
4 causes	9 is collected
5 Next	10 Finally

Sample answers

3	
Passive:	holes are drilled; electrical currents are sent; fluid ... is pumped; is removed; is collected; gas is piped
Present simple:	fracking uses water; this causes; gas begins to flow
Sequencing words:	first, then, next, once, finally

TASK 3 Writing a description of a process

1 Direct students to the diagram, and read through notes 1–7 as a whole class to check comprehension. Ask students to underline any key terms which will either require additional definition, or should be included in the description without any paraphrase being made. Remind students that in descriptions and summaries, technical language tends to stay the same as the source material to ensure clarity and

accuracy. Highlight that building sentences from notes, leading towards generating a paragraph, is a scaffolded approach to writing which should help develop learner independence. As students repeatedly follow this process, they should gain confidence in planning, evaluating, and reprocessing information.

2 Go through the sample answer on page 161 after students have finished their paragraphs. The sample answer can serve as a useful example to help students structure their text, but again stress that it is not a 'model' answer solely to imitate. Draw attention to the Key Features in Academic Writing that are annotated, and ask students to consider where they will use similar features in their own writing, and why. Remind students that in drafting a clear paragraph, they will be required to link ideas between sentences to give the paragraph as a whole a sense of cohesion or 'connectedness.'

TASK 4 Evaluating your writing

1 Emphasize the importance of accuracy, both in terms of language and content, in any description of a process. Draw attention to the checklist, also reminding students to check for accurate use of technical terms and any necessary definitions.

2 This stage enables students to read their peers' work. Reiterate that giving feedback to other students is a very useful skill. You may wish to take in and mix up the paragraphs and redistribute randomly, so that students can more objectively focus on the texts, and note down their evaluation rather than give it face-to-face. Ask students to focus their evaluation on the points given.

INDEPENDENT STUDY

Encourage students to build on evaluating their work by exchanging diagrams with a partner who can then write a similar description with focus on sequencing stages. Students should then compare descriptions to note similarity and difference, and discuss their selection of vocabulary and sequencing language.

8D Vocabulary

TASK 1 Prepositions of place

1 Prepositions are the most frequent grammatical words in academic texts, occurring on average every seventh word. Highlight that prepositions are used so frequently because they express a wide range of meanings, e.g. time (*in 2014*); process (*by the brain*); cause (*because of the report*); purpose (*for a number of businesses*); concession (*despite their plans*); and place (*at the UN*). This final example is the focus here. The task requires students to look at surrounding context and select the most appropriate preposition, thereby building on lexical accuracy.

8E Academic Language Check

Answers

- | | |
|----------------------|----------|
| 1 below | 5 on |
| 2 onto | 6 around |
| 3 to | 7 inside |
| 4 away from; towards | 8 to |

2 This requires students to reprocess the vocabulary which they have noted and use it in personalized contexts. Encourage students to exchange sentences for evaluation and follow-up questions, which can extend the opportunity for spoken interaction.

TASK 2 Using verbs to describe a process

1 This task consolidates earlier work on identifying language used in presenting and writing about processes. Remind students of the importance of being able to accurately identify examples of synonyms and assess which are most appropriate in a given context. Highlight that paraphrase provides an opportunity to build on their lexical resource, and note new transferable language within context.

Answers

- | | |
|--------------------|--------------------|
| 1 attracted | 4 reaches; becomes |
| 2 generated | 5 converted |
| 3 stored; released | 6 causes |

TASK 3 Word formation: Describing dimensions

1 and 2 These terms are likely to be known by students at this level, but highlight that the exercise reflects a useful process in note-taking when vocabulary building. Remind students of the value of tabulating and classifying language prior to generating meaningful sentences to provide context.

Answers

1	Adjective	Noun
	deep	depth
	long	length
	high	height
	wide	width
	heavy	weight
	big	size

- | | |
|-----------|--------------|
| 2 1 depth | 3 weight |
| 2 high | 4 size; wide |

TASK 1 Past narrative tenses

1 You may wish to cover this material as you progress through the unit, using the exercises as further practice material. Alternatively, you may wish to set the Academic Language Check as work to be completed out of the class, with answers discussed in the next lesson.

Answers

- | | |
|-----------------|---------------------|
| 1 discovered | 8 invented |
| 2 was growing | 9 had been |
| 3 noticed | 10 realized |
| 4 appeared | 11 had been used |
| 5 had become | 12 was |
| 6 had forgotten | 13 was first turned |
| 7 had developed | 14 was used |

TASK 2 The passive voice

1 After students have completed the exercise, refer them to the Language Reference on page 157.

Answers

- | | |
|--------------------|----------------|
| 2 are manufactured | 5 is grown |
| 3 are emitted | 6 was invented |
| 4 were discovered | |

TASK 3 The passive voice and narrative sequencing words

1 After students have completed the exercise, refer them to the Language Reference on page 157.

Answers

- | | |
|----------------------|---------------------|
| 1 begins | 8 are added |
| 2 First | 9 After |
| 3 When | 10 has been refined |
| 4 has been extracted | 11 then |
| 5 Next | 12 Finally |
| 6 requires | 13 is transported |
| 7 are removed | |

UNIT 9 Health

ACADEMIC FOCUS: CAUSE AND EFFECT

INTRODUCTION

Unit 9 aims to assist students in understanding, discussing, and writing about cause and effect relationships. It looks at the language students need to know in order to identify these relationships and how to make the connections in their own writing. The unit also looks at evaluating and explaining cause and effect connections. This is all dealt with via the topic of health and through the perspectives of medicine, psychology, and environment.

9A Listening & Speaking enables students to understand some of the key language of cause and effect, leading on to identifying causes and effects in a lecture. Students learn the importance of differentiating between causes and effects, noticing how they are connected through language. Students are also encouraged to critically respond to the content of the lecture, evaluating the evidence given to explain causes. The speaking element of the module initially looks at a seminar discussion featuring indirect follow-up questions which are used to gain further information on causes and effects. Students then focus on a presentation which defines a key term and describes effects. They are encouraged to work on further understanding relationships and evaluating cause and effect connections, before presenting on their own topic.

9B Reading looks at a text on an academic study of an allergy. Students are encouraged to identify the cause and effect relationships within it. Students also focus on using common cause and effect verbs, all of which are transferable across numerous disciplines. There is also further practice in examining the author's stance on a topic using a longer authentic text as the source.

9C Writing enables students to write cause and effect paragraphs based on input material. Students learn to analyse and evaluate different paragraphs using specific criteria, and in a staged series of tasks they work towards drafting their own paragraphs. Collaboration such as peer-evaluation is built in so that students are able to redraft and improve their writing. Students can apply these principles to further writing tasks which can be done more independently.

9D Vocabulary offers practice in using collocations associated with the research areas raised in earlier modules. Students consolidate their skills by identifying collocations, then manipulating this lexis in personalized sentences. There is additional focus on homonyms and their role in building lexical range and accuracy.

9E Academic Language Check provides additional practice of the Academic Language raised within the unit. The focus here is on a range of verbs and nouns which express cause and effect.

DISCUSSION

1 Direct students to questions 1–4, and check for comprehension. Encourage students to bring their own knowledge to the discussion, and remind them that in an academic environment they will be required to provide evidence which supports their stance. Elicit what this evidence could be, e.g. examples, or factual information such as statistics. Note a couple of brief examples of supporting evidence for each statement on the board, and ask students to consider any further evidence they will use in their discussion. Remind students that their answers here will be used in a group stage later, so they should make notes of main ideas and examples to use as a summary of their discussion.

An alternative approach to this task, to extend research skills and build on summarizing, would be to ask the class to work in groups of four, with each student allocated a different question. Set a brief time limit and ask students initially to note down their own ideas, then to research their question on- or offline. Set another time limit for the research stage, and then give students a few minutes to organize their research notes before orally summarizing their findings for their group.

2 This part of the discussion shifts implicitly towards the academic focus of cause and effect. Explain that nearly everything could be considered a cause or effect of something else, but the important distinction is that connections have to be made to show that this is the case. Highlight that during this evaluative stage, students are given the opportunity to determine the relative importance of varying factors on health. As they do this, encourage them to think about some of the effects each factor will have on health, e.g. a healthy diet means less fat, salt, and sugar, which could reduce strain on the heart. Draw attention to the fact that in referring to cause and effect in stances, they can often provide strong supporting evidence, but that the connections must be clear.

3 This provides a summative stage for students to present their stance and offer supporting evidence through example and explanation. Encourage students to ask one another questions for further clarification or to show that they agree or disagree using appropriate functional language. Monitor this stage, noting any interesting examples to share with the class.

4 Elicit the inferred meaning of the statement, e.g. people need more than medical science to address healthcare problems. Highlight that often the meaning of statements presented in essay titles and other academic situations will require some decoding as there could be hedging language which makes the statement less direct. Explain that taking time to decode meaning – by thinking about synonyms and identifying content words – helps ensure that students remain focused on task completion. As a whole class, brainstorm different factors which impact on health and some of their effects, e.g. lack of exercise / more sedentary lifestyles leading to increased potential for obesity. Once students have listed a number of factors, set up the discussion. Note any interesting language use and any persistent errors for delayed error correction.

9A Listening & Speaking

Lectures (6)

TASK 1 Preparing for a lecture

1 and 2 These tasks aim to activate students' knowledge of, and interest in, a topic which is relevant to the lecture content. Note that in raising their schemata by thinking about the topic beforehand, students are better prepared to comprehend content. Allow them to work independently at first, and give prompts as necessary.

Answers

1 3 taste 5 smell

Sample answers

2 music (hearing); blue light (sight); salt (taste); a warm surface (touch); flowers (smell)

3 This task provides a bridge from general understanding of a topic to a specific, academic understanding of a similar area. Explain to students that they are going to listen to a lecture with a focus on the psychology of senses and a sensory condition which affects the mind. To ensure that students are more attuned to the focus of the lecture and patterns of organization within academic lectures, they are required to classify, exemplify, and then evaluate sense usage. As students provide this evaluation, ask them to consider any perspectives which could be related to sensory experience, e.g. social, educational.

TASK 2 Understanding key ideas

1 and 2  9.1 Students should by now be familiar with watching lecture extracts and completing guided notes. Show the extract once, do a quick visual check to see what students have written, and, only if required, show it a second time before allowing pairs to check their ideas. Remind students that working together to complete notes is a very useful strategy which can be transferred into other academic situations. Collaboration and cooperative learning are fundamental aspects of learner autonomy and reflect the reality of academic study. Students will often be required to work in autonomous learning groups where they pool their understanding of a lecture or reading and then process this information in response to a set question for follow-up seminars, presentations, or written work. Once they have exchanged ideas, check answers as a whole class.

Answers

- 1 mixed up
- 2 an extrasensory response
- 3 see a colour
- 4 book
- 5 taste something unrelated
- 6 see a certain shape or colour

3 and 4  **9.1** The focus here is on students identifying any evidence given to support a stance within a lecture. Remind students that most lecturers will provide supporting evidence in the form of examples and explanations, and that being able to identify these should assist them in noting key content.

Answers

- 1 true - understanding why it occurs could help us to understand how our brains process sensory stimuli
- 2 false - most synaesthetes find these associations pleasant rather than unpleasant

TASK 3 Recognizing key cause and effect relations

1-3  **9.2** Explain that in many academic contexts the focus can be mainly on: 1 the causes of a given situation; 2 the effects of a given situation; 3 connecting two or more situations to illustrate causes and effects. Also, when effects (and often causes too) are presented, the discussion moves into evaluation, e.g. how serious or significant the situation is.

Highlight that the tasks here look at reprocessing aural information as notes which are then used to generate sentences summarizing a key relation. As an extension, to further consolidate earlier work on paraphrase and summary, refer students to the transcripts on page 173 and ask them to compare the summarizing sentence with the lecturer's words. As they do this, they should note any key terms or technical language which have been retained in the summary and any changes to word class or sentence structure. As a follow-up, ask students to rewrite the summarizing sentence in their own words, then compare with a partner, evaluating in terms of how complete, concise, and clear it is.

Answers

- 1 A: physical; brain structure
B: environmental
- 2 1 from experiences from their childhood
2 more than one part of the brain being activated by a single stimulus

TASK 4 Critical thinking - evaluating evidence

1 In this section students critically respond to the ideas described in the lecture. To start off the discussion, you could write *synaesthesia - possible causes* on the board and elicit *physical differences in the brain* and *environmental factors* from the students. Under these headings write *supporting evidence for / supporting evidence against*. Remind students that setting out processes, descriptions, or even arguments visually, in a tabular way, assists in identifying main ideas, and their development. Invite students to then work in pairs to provide examples of evidence given in the lecture and decide which column they should be allocated under.

Once students have identified the evidence and classified it accordingly, direct them to the third stage, which is evaluative. Explain that evaluating the content of lectures is a valuable academic skill. Highlight that not all the information which is presented by lecturers is of the same value - there may be stances which are unsupported or examples which lack compelling evidence. A key skill in Academic English is being able to assess the evidence that is presented and decide if it is worthwhile.

As an alternative task, to change the classroom dynamic and offer additional peer support, divide the class into two groups, one to discuss or research physical differences and the other to consider environmental factors. Set a time limit of around 10 minutes for each group to research and generate ideas about the evidence given in the lecture. Once the time limit is up, ask each group to summarize their position and feed back to the class as a whole. Encourage students to provide examples and explanations to support their ideas.

Sample answers

- 1 Environmental factors - taste and sound associations from childhood, e.g. pleasant taste of sweets, unpleasant taste of vegetables, songs learnt at school, music they played repeatedly
Physical differences - brains are cross-wired, more than one part of brain activated by sensory signals
- 2 Neuro-imaging tests have been inconclusive; scans sometimes show two areas of brain lighting up, and sometimes only one.

TASK 5 Understanding cause and effect relationships

1 and 2  **9.3** These tasks focus on key language used to express cause and effect, which is covered in greater detail in Academic Language. You may wish to play the audio, for recognition of forms, or ask students to consider appropriate cause and effect language to complete the sentences before playing the audio to confirm hypotheses. If following this procedure, remind students to look at surrounding sentence context to help them work out answers. Once students have completed sentences 1-5 on their own, ask them to compare with a partner. As students check the accuracy of their language, encourage them to read the text aloud. Highlight that this is a useful strategy when assessing the accuracy of any written work as it may help them to notice mistakes more quickly. Once students have had the opportunity to exchange their ideas, play the audio so they can check. Once students have checked their answers, ask them to identify if the language indicates a cause or effect. To consolidate understanding, ask students to read through the relevant Language Reference on page 157.

Answers

- | | |
|----------------------|------------|
| 1 1 because | 4 owing to |
| 2 Therefore | 5 so that |
| 3 due to; because of | |
| 2 1 cause | 4 cause |
| 2 cause | 5 effect |
| 3 cause; cause | |

ACADEMIC LANGUAGE

Cause and effect (1) Relationships

Go through the explanation and examples, and check understanding. Give a simple example which uses a particular word class wrongly, e.g. *She lost weight due to she ate so little*. Elicit and/or explain why it is wrong (*due to* is followed by a noun phrase or noun clause (e.g. *wh-* clause), but not a subject-verb-object type clause). Emphasize that students need to recognize whether it is a cause or an effect which is being introduced first, and how the language expresses the relationship of one to the other.

TASK 6 Using cause and effect language

1 and 2 These tasks provide controlled practice of the Academic Language. Remind students to look at surrounding sentence context to help them work out answers. An additional approach to establishing cause and effect is to note down both clauses and paraphrase them to ensure comprehension before deciding on the order which they come in. Note that while a sentence may be grammatically accurate, it needs to also be accurate in terms of describing an appropriate cause and effect relationship.

Answers

- | | |
|---------------------|---------------------|
| 1 because | 4 due to / owing to |
| 2 so that | 5 so that |
| 3 due to / owing to | |

TASK 7 Using questions to respond to lecture content

1 **9.4** Remind students that in most academic situations, lectures provide the source material for discussion in seminars and tutorials. Highlight that these often provide the opportunity for students to engage with lecturers in further discussion of the main ideas raised and the chance to question any stance presented. Play the recording and ask students to identify the areas discussed.

Answers

positive / negative effects of synaesthesia
the number of senses that can be mixed
the most common types of synaesthesia

2 **9.4** Accurate question formation assists in ensuring that students get the answers they want. Remind students that they should always feel free to ask

questions to get further information, as this dialogue is an essential part of the academic process. The views of tutors and fellow students are a vital part of learning, as these can be evaluated, added to, or contested to build students' own stance. Remind students that there are a number of key question types they can raise in seminars, e.g. asking for definition, repetition, explanation, and clarification. Play the recording, asking students to note down the exact words they hear.

Answers

- | | |
|---------------------|--------------------|
| 1 not sure | 3 Can you tell |
| 2 didn't understand | 4 Does anyone know |

ACADEMIC LANGUAGE

Questions (2) Indirect questions

When asking for further information about content, it is important to use forms which illustrate partial understanding and don't appear too confrontational. Ask students to read through the examples and, if necessary, model the pronunciation in chunks. Drill the sentences chorally and individually for accuracy of pronunciation and intonation. Note that this language is extremely valuable when reprocessed and transferred into students' own production.

TASK 8 Asking questions about a presentation topic

1-3 **9.5, 9.6** These tasks provide students with the opportunity to use source material as scaffolded input to build on the indirect questions highlighted in Academic Language. Draw attention to the fact that the task sequence - noting main ideas; generating questions pertaining to these main ideas to elicit further explanation; asking the questions - closely mirrors what students will be required to do in a number of academic situations. As you play the recording, select specific students to provide the questions for each gap. Note these on the board, then, once the recording is over, elicit from the rest of the class any additional questions which they have noted down. Ask students to read through the questions, and, where possible, answer them based on the content of the presentation. Where an answer hasn't been given in the presentation, e.g. *Could you define what a normal sleep-wake cycle is?* you could open this stage up to further research. Ask students to work in pairs to research each remaining question on- or offline, setting a time limit. When the time limit is up, ask students to report back their findings, offering a summary and paraphrase of what they have found out.

Answers

- 1 a condition which affects the brain's ability to control the normal sleep-wake cycle
- 2 affects one in every 200 people of all ages
- 3 narcoleptics are unable to sleep properly at night and they tend to fall asleep during the day; interrupted sleep causes tiredness; difficulties with concentration; can cause hallucinations

4 Go through the bullet points and check understanding. Emphasize the importance of making notes while planning a presentation. This will help students focus their aims and streamline their content. Allocate a time limit of 3 minutes per presentation for each student. Remind students of the challenges of delivering a concise and focused presentation. Stress that students should only include relevant information required by the bullet points.

Check students' notes during the planning process. Look out for clarity of aims and relevance of each point; suggest that students cut material that is not directly relevant or is too long. Also ask for examples of specific signposting language they plan to use. Where necessary, elicit examples of these and note them on the board. You may also wish to drill these models so students are familiar with the pronunciation of the key signposting phrases before they deliver their presentations.

During the presentation stage, to make sure students are listening actively, draw attention to the bullet points as evaluative criteria. These should be used to take notes so that peer evaluation is meaningful. Ask them to listen and:

- note down the main idea
- note down the definition of any new term
- note down any causes
- note down any effects.

As the students give their presentations, you could ask their partner to record them (using their mobiles) to assist in the follow-up evaluation stage.

5 This activity allows students to further extend spoken interaction and builds on the focus of Academic Language. Remind students to use a range of indirect questions but also to use any functional language asking for clarification or repetition of main ideas. If necessary, note some of these functions on the board for reference.

INDEPENDENT STUDY

Where possible, encourage students to focus on a topic which reflects their own area of study or academic interest: for example, business students could look at currency fluctuation, or economic growth and shrinkage, medical students could look at the spread of a virus like Ebola, etc. Suggest that students note the causes and effects, then create a flow chart or similar visual to summarize the main relationships given.

9B Reading Textbooks (8)

TASK 1 Previewing the theme of a text

1 and 2 The previewing stage here allows students to bring their own ideas to the material. By raising schemata before reading, they are already considering key issues involved and processing these ideas in a critical manner. Draw attention to the definition of *allergy*, and ask students which, if any, of these are common in their country. Once they have initially discussed allergies in a more general way, direct them to questions 1–3. Try to ensure they give reasons and

examples for their opinion and not simple, short answers. To change the dynamic of this task, and add a stage of presentation and note-taking, you could divide the class into groups and allocate one question per group. Groups could then feed back their ideas to the whole class as an informal presentation.

Once students have provided their ideas, direct them to Text 1 to check their predictions.

TASK 2 Understanding the structure of a text

1 and 2 These tasks require students to predict the pattern of organization in a text, which is a key skill enabling more efficient reading. Explain that as readers we naturally use clues such as headings, images, fonts, particular words, etc. to keep predicting how the text may develop; and we then confirm (or otherwise) these predictions. We also use our understanding of a text's genre to make predictions about textual development. Illustrate this by eliciting from students, or reminding them of, the pattern of organization within the academic journal extract in Unit 5 – overview of the issue to be assessed; description of situation and definition of key terms; overview of stances (minority view); overview of stances (majority view); suggested solutions based on findings. Highlight the text type here – an extract from a Biology course discussing the causes of asthma. Ask students to read through a–e and consider the logical order for each feature listed. Once students have made their predictions, direct them to Text 2 to check.

Answers

a 3 b 1 c 2 d 4 e 5

TASK 3 Understanding cause and effect within a longer text

1 The focus of this sequence of tasks is on using the source text as a way of building from simple notes into a more comprehensive summary. This activity looks at an aspect of information transfer which is extremely useful in highlighting simple cause and effect relations. Many textbooks use visuals to display different stages of a cause / effect sequence, concisely illustrating main ideas that are otherwise described in greater textual detail.

Answers

1 swollen lining 2 mucus 3 tight muscles

2 This format gives students another way to note and express cause and effect relationships. It is particularly useful for visual learners. Explain to students the benefits of setting out key information diagrammatically – it helps to highlight the essential information and concisely expresses content that can be used in written models. Using diagrams with reading texts can also help students to visually decode the organizational pattern of a text, which in turn assists in understanding the

development of stance. For example, breaking a text into main ideas and evaluation reveals that it is point-by-point and is building from diverse sources to reach a unified conclusion. Explain that the task is a useful example of information transfer, reflecting the reading process: students need to read in order to identify, note down, and reuse the main points. Make sure students actually note down the information, using notes rather than sentences, and do not simply underline text on the page. Mention that students will often not be able to write on textbooks, as they are likely to be borrowed from the library; a more permanent record is needed.

Answers

Asthma	a condition where lungs become inflamed
Main symptoms (effects)	breathing problems: wheezing, coughing, shortness of breath
Possible causes of asthma attacks	1 living in an industrial area 2 a family history of asthma or other allergies 3 exposure to tobacco smoke when young
Known causes of asthma attacks	Sudden changes in weather
Connection between asthma and pollen count according to research	None

3 and 4 The purpose of these tasks is for students to practise reprocessing main causes and effects using a scaffolded paraphrase. As they have identified the main points in 2, encourage students to think about how they can reword these accurately within the paragraph structure given. Once students have completed the paragraph, ask them to work together to evaluate their ideas in terms of relevance and accuracy. If students have different ideas, encourage them to explain their choice, giving reasons to support this.

Answers

- lungs become inflamed
- shortness of breath / wheezing
- living in an industrial area, a family history of the condition, childhood exposure to tobacco smoke
- sudden changes in weather
- no

TASK 4 Identifying cause and effect relationships in a text

1 and 2 These tasks give students the opportunity to closely analyse a text for causes and effects, then establish the use of verbs to connect these ideas.

Answers

- 1 b 2 c 3 a 4 d
- 2 leads to
- 3 are caused by
- 4 were not a result of

3 The aim of this task is to encourage students to consider the language cues which indicate varying causes and effects within relationships, and use these to establish a clear understanding of sequence of events. Explain that a useful approach to determining which event is a cause, and which is an effect, is to first closely read any given terms, then paraphrase them to check for comprehension. Such paraphrases should help provide a logical order. Provide the following for 1: *More people went to hospital. Asthma attacks increased.* Elicit from students which is the most logical cause in this pair. Once students have agreed, ask them to complete the task before checking as a whole class.

Answers

- Hospital admissions for asthma increased in October. (effect) The number of asthma attacks rose. (cause)
- People think there is more pollen in the air. (cause) People link the amount of pollen to their asthma attacks. (effect)
- Asthma attacks occur in greater numbers during October. (effect) Autumn is the season when people catch colds and flu. (cause)

4 This task gives students practice in expressing a cause and effect relationship by focusing on reprocessing meaning through paraphrase. Explain that this is a particularly useful academic skill as being able to rewrite source material in your own words is a useful stage in the development of academic writing.

Sample answers

- The number of asthma attacks rose. As a result, hospital admissions increased in October.
- People think there is more pollen in the air. Due to this, they link the pollen count to asthma attacks.
- Asthma attacks occur in greater numbers in October because autumn is the season when people catch colds and flu.

ACADEMIC LANGUAGE

Cause and effect (2) Verbs

Read through the examples, noting that both lecturers and authors may focus more on causes than effects or vice versa. As this is the case, it is important for students to be able to identify whether cause or effect is given first. Remind students that forms given here can all be usefully transferred into their own writing.

TASK 5 Using verbs to express cause and effect

1 This task puts into practice the content of Academic Language. Prior to setting the completion task, check students understand which of the listed words indicate cause → effect and which effect → cause. As an extension, you could provide a list of causes and effects for various phenomena, e.g. *changing air pressure*, *heavy rain*, and ask students to link these using suitable cause and effect exponents.

Answers

- | | |
|-------------------|----------|
| 1 causes; results | 3 mean |
| 2 leads | 4 caused |

2 This task requires students to put into practice their understanding of cause and effect verbs from Academic Language. Remind students that reprocessing content in this way is a useful exercise in building up paraphrase as an academic strategy. Once students have rewritten the sentences, you could ask them to establish which part of each sentence describes a cause and which, an effect.

Answers

- 1 One in five car accidents is caused by drivers not paying attention.
- 2 A serious mistake in their calculations resulted in some surprising statistics.
- 3 Ice melting in the mountains led to the large amount of water in the rivers.
- 4 Increased internet access means that more and more people are searching for the causes of illnesses online.
- 5 Exercising gently does not cause stress to the muscles and joints.

3 The purpose of this task is for students to present their own content using the language of cause and effect. Set a time limit for the planning stage, and use this to assist students with ideas, vocabulary, and language. Refer them to Academic Language or the Language Reference on page 157 for further information. Encourage students to be prepared to define any key terms which they use. Once students have written their sentences, ask them to exchange them with a partner for evaluation. As students evaluate this content, they should focus on the clarity and accuracy of cause and effect language used.

TASK 6 Critical thinking – examining the ideas in a text

1 This task allows students to react to key ideas raised by the text. Remind students that it is particularly important they learn to react to a text, and not simply understand it passively. Academic reading frequently requires a response. Students will often have to read a number of texts with differing stances and perspectives and to use these to form their own stance.

Point out that here students have two distinct stages to their discussion: question 1 requires additional close analysis of the text to establish causal connections, while question 2 requires students to evaluate the results of the study and extend their evaluation into a broader context, e.g. why medical study of causes and effects is important. To generate further discussion in this area, you could ask students whether they can think of any other situations where additional study into causes has changed the way in which people are treated for an illness or medical condition.

Answers

- 1 Large numbers of patients reported that their asthma attacks were caused or made worse by pollen in the air.
- 2 It is important to establish causal links (or a lack of them).

2 During this whole feedback stage, note any interesting reasons given by the students and any good examples of evidence given to support their stance.

INDEPENDENT STUDY

To further build on accuracy when explaining cause and effect relationships, you could set one specific topic for a pair of students, e.g. *the long-term effects of not sleeping enough*. Ask the students to independently research their topic, noting causes and effects, and where possible drafting these in note form as a flow chart or diagram. When students have completed their research, ask them to compare findings and note the key causes and effects. These could then be checked against an additional source for accuracy.

9C Writing (1) Cause and effect connections

TASK 1 Analysing cause and effect in a paragraph

1 Introduce the writing module by explaining that discussions related to causes and effects are very widespread in written texts of any discipline. Optionally, explain that in the natural sciences there tends to be a focus on strong relations between causes and effects, which can be demonstrated in research and used to generalize into other contexts.

As with other previewing and predicting tasks, the focus here is foregrounding students' critical thinking. In raising schemata, students consider key issues surrounding context and begin to process these using useful academic strategies such as evaluation and sequencing. Draw students' attention to images 1–3 and elicit brief descriptions, e.g. *bungee jumping*, *diving with sharks*, *a job interview*. Establish if there is a consensus

on which they feel is the most stressful situation, and elicit reasons why. Ask students to work in pairs, noting down the feelings that the situations might generate, and ask them to categorize them accordingly. Remind students that categorizing ideas is a useful academic strategy related to classification – ideas which are grouped together by theme can be used as coherent and supportive points in writing tasks.

2 This activity foregrounds information transfer, encouraging students to draw out the key stages and cause / effect relationships in a text into a readily accessible visual form. Explain that as well as using visuals to assist with comprehension of content, students can use visual prompts to better organize their notes when listening or reading. Simple flow charts help when summarizing key facts and figures which come in quick succession. They can also be used as main ideas in students' own writing, with original content being generated as lexical and grammatical frames around essential technical terms.

Before asking students to complete the diagram, note that the paragraph is essentially descriptive – as with most cause and effect writing.

Answers

- 1 sudden feeling of danger
- 2 chemical signal to adrenal glands
- 3 adrenaline
- 4 a increased heart rate, b faster breathing
- 5 alert

TASK 2 Recognizing cause and effect

1 and 2 This activity follows on from the previous information transfer task to ensure that students have the opportunity to clearly identify and note down the causes and effects in the process outlined in Paragraph 1. Remind students that when a lot of detailed information is provided in sequence, it is important to establish the order which it comes in, and accurately identify cause / effect relationships as these may be required if source material is used in writing. Highlight the importance of identifying language exponents which express cause and effect, as these can be transferred into students' own writing.

Answers

- 1 1 a cause, b effect
- 2 a cause, b effect
- 3 a cause, b effect
- 4 a effect, b cause
- 2 is usually a result of; The reason for this is; in turn; As a consequence; As a result

3 This freer task enables students to generate their own versions of Paragraph 1, using a range of cause and effect language. Remind students that when paraphrasing they should retain any technical vocabulary to ensure that key content remains unchanged. Allow planning

time, and monitor at this stage to assist with vocabulary and any language issues. If necessary, refer students to Academic Language and the Language Reference on page 157. Once students have written their paraphrase, ask them to exchange with a partner. Remind students that peer evaluation is an extremely useful process as it better prepares writers to assess written work critically and transfer this approach into revising and redrafting their own written work. Ask students to focus on evaluating the paraphrase using the following criteria. Is the summary:

- complete – containing all the main ideas?
- concise – shorter than the original text?
- clear – easy to understand?
- creative – using key terms from the text, but with mainly the writer's own language?

Sample answer

An unexpected feeling of fear or danger often causes adrenaline to be released into the body. The hypothalamus sends signals to the adrenal gland and as a result adrenaline is released. As a consequence, both heart rate and breathing increase. Muscles also tighten and eyes become wider. The reason for this is to make the body alert and ready to react.

ACADEMIC LANGUAGE

Cause and effect (3) Noun expressions

Read through the examples and check for comprehension and pronunciation, as many of these expressions can be used in spoken forms. Remind students that when writing about cause and effect, it is important to vary language rather than always using the same words and structures. This can be done by using words with similar meaning, e.g. *consequence / effects / results*.

Refer students to the Language Reference on page 157 for further information.

TASK 3 Varying cause and effect language

1 Ask students to read Paragraph 2 and then invite them to comment on its style. Having identified the cause and effect language, ask students to use the language given to redraft the paragraph. They can do so in pairs, which may enable useful communication on different possible language choices.

Answers

- | | |
|--------------------|--------------|
| 1 consequence | 4 effect |
| 2 consequences for | 5 reason for |
| 3 a result of | |

2 This task allows for freer practice of the Academic Language, using topic-relevant notes as an input. Remind students that reprocessing notes into accurate sentences reflecting a range of functions is a key skill in academic English. Note that this process mirrors using reading content as a source for students' own writing. Highlight that if students don't feel the cause / effect relationship is particularly strong within the sentences, they can use hedging language to soften their stance. Once students have written their sentences, encourage them to work with a partner, evaluating each in terms of accuracy, vocabulary range, and interest.

Sample answers

- 1 Increased global temperatures are possibly a result of global warming.
- 2 Low life-expectancy is an effect of high levels of childhood poverty.
- 3 There are reactions in the nervous system as a result of a drop in blood sugar.
- 4 A lot of healthcare is now delivered outside the hospital and as a result, hospital stays are shorter.
- 5 Reduced energy levels are a consequence of high protein intake.

9C Writing (2) Cause and effect paragraphs

TASK 1 Analysing a cause and effect paragraph

1 and 2 The purpose of these tasks is to encourage students to draw on their own knowledge and apply this to a topic which will be explored throughout the module. Remind students that ranking is a form of categorization which is an important academic strategy to develop. Elicit from students some of the possible effects of health problems a-c, and ask them to build these into a more substantial list ahead of any evaluation. Explain that as students evaluate which health problem is most serious, they should consider supporting evidence in terms of examples – note that this could be given as statistical information. If required, you could open this stage up to further on- or offline research to provide specific detail to the discussion.

Set a time limit suitable to your students' level of ability and monitor the discussion, noting any interesting points to share with the whole class. Once the time limit is up, ask students to share their best ideas and note these on the board.

3 This task requires students to identify the structure of a paragraph, noting down the functions of each sentence in order to identify the development of ideas. Explain that being able to analyse paragraph structure in this way will assist students in planning their own writing.

As students become more familiar with the processes involved in developing an idea in a paragraph, they will start to recognize transferable models. Remind students that within descriptive writing focusing on causes and effects, definitions of key terms are usually given to provide context before causes and effects are explored. Highlight that effects can sometimes be placed before causes, so students need to closely match options.

Answers

- | | |
|--------------|--------------|
| a sentence 3 | d sentence 2 |
| b sentence 1 | e sentence 5 |
| c sentence 4 | |

TASK 2 Recognizing cause and effect language in a paragraph

1 This activity consolidates earlier work on language exponents used to express cause and effect. Highlight the importance of being able to accurately identify the use of cause / effect language to assist with patterns of textual organization and development of ideas within a paragraph, noting that these features can be readily transferred into students' own writing. Ask students to read through Paragraph 3, noting down the cause / effect language. As a follow-up, ask them to categorize the exponents under the headings *cause* or *effect*.

Answers

condition which causes; condition is caused by; as a result of the body; This results in glucose; in turn leads to; cause complications; cause diabetes; due to a combination

2 The purpose of this task is for students to put into practice their understanding of a broad range of cause / effect language. Remind students of the close connection between reprocessing notes and building paraphrase into their own writing. Once students have rewritten the sentences, ask them to exchange them with a partner for evaluation. As students evaluate sentences, remind them to focus on any good examples of lexical range. However, note that the most important evaluative criteria here is accuracy. Students must be clear on the cause / effect relationships, ensuring that they are factually and grammatically accurate.

Sample answers

- 1 Blood sugar levels rise as a result of diabetes.
- 2 The reason glucose builds up is because insulin is not used effectively.
- 3 Nerve damage is caused by high blood glucose. / High blood glucose can be the cause of nerve damage.
- 4 Blindness can be a consequence of damaged nerves.
- 5 Scientists believe diabetes is the result of genetic and environmental factors.

TASK 3 Using cause and effect language in a paragraph

1 The purpose of this task is to further consolidate understanding of cause / effect language while providing a useful model in terms of paragraph development. Ask students to complete the paragraphs, focusing on contextual and grammatical clues to select the most appropriate words or phrases. Once students have completed the task, draw attention to the functions of sentences within the paragraphs, and elicit how they develop the main ideas, e.g. topic sentences providing definitions of a key term; overviews of causes / effects; evaluative concluding sentences. Note that this approach is quite common when outlining cause and effect relationships and is the model used in the final writing outcome of the module.

As an extension, to further develop student understanding of cause and effect writing, alongside paraphrase and paragraph development, you could ask students to work in small groups redrafting the paragraphs. As the text is quite extensive, ask some groups to paraphrase the Type 1 paragraph and others the Type 2 paragraph. Remind students that as they do this they will need to consider any key technical terms that should be retained, and cause and effect relationships which need to be accurately expressed. Set a time limit and monitor, assisting with grammar and vocabulary as required. Once students have completed their paraphrases, they should exchange them with another group for peer evaluation.

Alternatively, you could ask students to work in groups generating a visual, e.g. a flow chart, which illustrates the cause and effect relationships outlined in the text.

Answers

- | | |
|-----------------|--------------|
| 1 a consequence | 4 caused by |
| 2 As a result | 5 results in |
| 3 due to | 6 cause |

TASK 4 Writing a paragraph including cause and effect language

1 Explain that this activity provides a scaffolded approach to the planning stages required when writing a short cause and effect text. The initial focus here is on comprehension. Ask students to read through the notes, then summarize the cause and effect relationship of malaria in one sentence.

Sample answer

Malaria, caused by the Plasmodium parasite, leads to an infection in the liver.

2 This task focuses on information transfer by looking at how notes are developed into more extensive texts. Remind students that when they plan their writing,

they should note any key cause and effect relationships clearly, and consider the language which appropriately connects these ideas.

Once students have generated their sentences, check as a whole class. As an extension, to assist students with building cohesive paragraphs, you could ask them to connect the five sentences as a paragraph. Remind students that as they do this, they should identify opportunities for using cohesive determiners to reduce repetition and noun phrases to provide concise examples.

Sample answers

- 1 Malaria is a mosquito-borne infectious disease which leads to thousands of deaths each year.
- 2 Malaria is caused by the Plasmodium parasite which humans contract as a result of being bitten by an infected female mosquito.
- 3 The parasite enters the bloodstream and travels to the liver, which results in a liver infection.
- 4 The parasite causes red blood cells to burst by growing in them and as a consequence the body becomes more infected.
- 5 The WHO sees malaria as a serious global health risk and as a result publishes a World Malaria Report annually.

3 This task provides students with the opportunity to write their own paragraphs, using personalized content and building on the ideas developed through both Writing modules. Direct students to points 1–4 and explain that if they follow these guidelines and previous example paragraphs as a model, they should have a logical structure. Allow planning time and monitor at this stage to assist with vocabulary and any language issues. Go through the sample answer on page 161 either before or after students have finished their paragraphs. The sample answer can serve as a useful example to help students structure their text, but again stress that it is not a ‘model’ answer solely to imitate.

4 This stage enables students to read their peers’ work and offer meaningful evaluation based on a specific set of criteria. If necessary, emphasize that giving feedback to other students is a very useful skill, as it develops critical thinking skills and promotes better awareness of textual organization. Ask students to focus their evaluation on the points given, rather than, say, handwriting or spelling at this point.

INDEPENDENT STUDY

Sites such as www.nhs.uk provide a useful resource when researching causes, effects, and symptoms of medical conditions. As an extended research project, and to draw in an intercultural perspective to promote further critical thinking, you could direct students to look at how conditions are diagnosed in other parts of the world, using different healthcare treatments, and establish variation in ascribed causes.

9D Vocabulary

TASK 1 Collocations (4): Adjective + noun

1 Remind students that collocation is a crucial area of language use and is particularly relevant to vocabulary development. Set the task, and then check as a whole class. As you do this, note that authors often indicate their stance by presenting ideas with a modifying adjective. These adjective-noun collocations highlight stance by showing the position authors take and the strength of their opinion. Draw students' attention to sentences 1 and 4, which contain examples of this, e.g. *surprising results*, *dramatic changes*.

As a follow-up activity, ask students to scan through texts in the Reading modules, noting down any similar adjective + noun collocations.

Answers

- | | |
|-----------|-----------|
| 1 deep | 5 high |
| 2 harder | 6 certain |
| 3 serious | 7 certain |
| 4 strong | |

2 and 3 This activity provides students with free practice using collocations. Monitor while they write. During the process, encourage peer interaction, e.g. checking each other's sentences.

TASK 2 Recognizing the meaning of homonyms

1 This task consolidates earlier work on lexical range and accuracy and draws on language used in the unit. Note that many words used in academic writing will have two meanings or more, so students should become familiar with working out meaning from surrounding context. Encourage students to assess which examples of homonyms are most appropriate in the given contexts. As an extension, ask students to generate their own sentences with the meaning which has not been presented in sentences 1–8.

Answers

- 1 a 2 b 3 b 4 b 5 a 6 b 7 a 8 b

2 This task provides students with the opportunity to note down their own examples of homonyms in English, exploring their lexical resource. Once students have noted down their homonyms, and their meanings, encourage them to write example sentences to contextualize. As an extension, ask students to write out their sentences, with two definitions a and b below, as in 1. These can then be exchanged in pairs and used to test their partner's understanding.

9E Academic Language Check

TASK 1 Cause and effect language

1 You may wish to cover this material as you progress through the unit, using the exercises as further practice material. Alternatively, you may wish to set the Academic Language Check as work to be completed out of the class, with answers discussed in the next lesson.

Remind students to focus on surrounding context to assist them with accurate selection of the appropriate cause and effect language. Highlight that one useful way of working out the cause and effect sequence of events is to transfer the content of a paragraph into a diagram or flow chart to provide a visual reminder of order.

After students have completed the exercise, refer them to the Language Reference on page 157.

Answers

- | | |
|----------|------------|
| 1 lead | 8 because |
| 2 result | 9 result |
| 3 means | 10 due |
| 4 cause | 11 result |
| 5 caused | 12 lead |
| 6 due | 13 result |
| 7 due | 14 Because |

2 Remind students of the value of reprocessing notes into sentences, highlighting that this use of paraphrase is a transferable skill which can be used with listening into speaking, or reading into writing. Also draw attention to the importance of accuracy in using cause and effect language to link ideas. Sentences can be linked to be grammatically accurate without necessarily being factually accurate. It must be clear to the reader what is a cause and what is an effect. Stress that students should check their written work for both forms of accuracy, especially where causes and effects are outlined.

After students have completed the exercise, refer them to the Language Reference on page 157.

Sample answers

- 1 Shale gas extraction leads to possible chemical and radiological pollution.
- 2 Excessive and prolonged overeating can result in obesity.
- 3 Sales rose by over 200% as a result of a successful advertising campaign.
- 4 There are fewer cases of sun-related medical conditions due to increased public awareness.
- 5 Dementia is caused by damage in the brain.

UNIT 10 Location

ACADEMIC FOCUS: ARGUMENT

INTRODUCTION

Unit 10 aims to develop students' abilities to identify main arguments and supporting evidence. It looks at the basic structure of arguments including the concepts of premise and conclusion. The unit also looks at how arguments are presented and the language used to evaluate them. The main aim is for students to be able to identify and analyse arguments and to present these with relevant supporting evidence in their own writing.

10A Listening & Speaking focuses on a lecture where students identify the main argument presented by the speaker. Students also learn that there are several sub-arguments to support the main argument. They have the opportunity to critically respond to the points made. The speaking element of the module looks at discussing and debating key arguments drawn from the lecture topic. Students look at how to present their argument and how to use language to make concessions when evaluating and responding to another speaker's contribution.

10B Reading offers practice in identifying main arguments in a text on the topic of offshoring and understanding how these are structured in terms of supporting evidence and development. The module focuses on the language used when connecting and contrasting arguments and evidence. There is also an additional focus on evaluating the strength of arguments in relation to their supporting evidence. Evaluation and the structure of arguments are key concepts for students to practise in numerous disciplines.

10C Writing teaches students how to develop their argument with the outcome being a full-length essay. This is a challenging yet achievable outcome, which breaks the process down into a number of clear stages. Students first practise analysing and evaluating main body paragraphs and learn ways of structuring the essay, then focus on introductions and conclusions. They are also encouraged to produce supportive notes, then evaluate and select material to incorporate in their essay.

10D Vocabulary offers practice in using formal language associated with the arguments raised and discussed in earlier modules. Students also consolidate their skills in identifying collocations. There is an additional focus on common prefixes and their role in building lexical range and accuracy.

10E Academic Language Check provides additional practice of the Academic Language raised within the unit. The focus here is on linking words used for adding and contrasting supporting ideas and evidence within arguments.

DISCUSSION

1 This task provides a concise way of addressing one of the main aims of the unit – generating and using evidence to support an argument – while drawing on the unit theme of location. Where required, assist students with any vocabulary. As with previous discussion tasks, encourage students to draw on their own knowledge and remind them that in an academic environment they will be required to provide evidence which supports their stance. Elicit from the whole class what this evidence could be, e.g. examples, statistics. Note a couple of brief examples of arguments for and against each statement on the board, and ask students to consider any further evidence they could provide to support these in their discussion. Remind students that their answers here will be used in a later stage where they choose to support one side of the argument. Due to this they should make notes of main ideas and examples to use both as a summary of their discussion and a way of deciding which side to support. Taking notes will help them to evaluate each side of the argument in terms of strength and relevance.

2 This task provides students with the opportunity to put forward their stance and supporting evidence for each statement. Draw attention to the fact that students are to select one side of the argument. Note that in much argument-driven academic speaking or writing only one side of an argument is put forward, with counter-arguments usually being mentioned to then critique.

3 This activity sets up the basic idea of evaluating the structure of an argument. Encourage students to focus on the quality and amount of supporting evidence given to argue for each point, as well as the language used. Remind students that many speakers and writers, even within academic situations, may present a relatively weak argument. Note that often as readers or listeners we focus on language use, and that we can be convinced by a weak argument if it appears well structured. Highlight the importance of being able to evaluate an argument on the basis of evidence as this is the most objective way of determining a good argument from a weak or unsupported one.

10A Listening & Speaking Lectures (7)

TASK 1 Previewing the topic of a lecture

1 The purpose of this task is to summon schema and encourage students to draw on any understanding of factors which will inform understanding of the lecture. Explain that by focusing on these questions, and discussing with a partner, students will begin to explore content and raise many of the questions which should be answered by the lecturer. Highlight the importance of generating and noting down questions on lecture topics in advance of listening. Doing this provides a framework

which can be used for more detailed note-taking and enables students to see areas where there are gaps which need to be filled by further reading.

Note that question 3 requires students to prepare their own definition for a key term within the lecture. Remind students that predicting definitions should assist in drawing out lexical sets associated with the lecture content and should help to reduce some of the challenges of processing new information in a live listening environment.

2  **10.1** Show the extract and elicit from the class the definition given by the lecturer. Draw attention to the functional language used to express this definition, and elicit from a selection of students their own definitions to check their hypotheses.

Remind students that if they are given a lecture title in advance, or an outline is posted on the institution's Learning Management System (e.g. Moodle), they can use it to compile a list of key technical terms which may be presented. Using a good dictionary to define these terms can assist in reducing the challenge of new vocabulary.

Answer

Responsible tourism can be defined as tourism which minimizes the negative economic, social, and environmental impacts on the host country.

3  **10.1** This note-taking task focuses on additional information which supports the lecturer's key definition. Highlight that the key aims provide an overview of the lecture structure, and that by accurately noting down content here, students will be better equipped for following the organization and development of ideas in the lecture as a whole. Remind students that very often lectures begin with an overview that is clearly signposted as such, and indicates the lecturer's intended direction.

Highlight that the lecture is clearly divided into parts, and these are flagged by the lecturer as she introduces the subject. Explain that this is a common practice with more extensive lectures and helps listeners better navigate content.

Answers

- 1 the amount of energy resources consumed in global travel
- 2 local communities and environments from the negative impact of mass tourism
- 3 the amount of overseas travel

TASK 2 Identifying main arguments and supporting evidence

1  **10.2** This task again illustrates the important role that visual summaries can play in noting down main ideas. Remind students that by transferring information into tables, flow charts, or bulleted or numbered lists, they can clearly get an overview of main ideas and access content when using notes for written or spoken

production. Note that as they listen, students should also make independent notes on the examples which are presented by the lecturer.

Answers

- 1 the place they are visiting
- 2 the local economy
- 3 their impact on the environment

2 The focus here is on students identifying any evidence given to support the stance within the lecture. Remind students that most lecturers will provide supporting evidence in the form of examples and explanations, and that being able to identify these should assist them in noting key content and evaluating the development or relative strength of an argument.

Answers

a 2 b 3 c 1

3 This task requires students to reprocess their independent notes from the initial listening. Remind students that at this point in the course they should be developing greater learner autonomy, and that noting without prompts is a key skill to develop in the move towards learner independence.

Sample answers

- 1 know what to wear at religious sites; how to greet someone politely
- 2 don't stay in a hotel owned by a multi-national; use local guides or services
- 3 rent a bicycle; use a company that doesn't waste resources

4 **10.2** The focus here is on inferring from arguments and identifying what the lecturer feels is most important. Remind students that lecturers will usually provide clear signalling language to indicate points that they feel deserve greater prominence. Once students have noted the lecturer's point, ask them to evaluate it and contrast with their views and the other arguments given. As they do this, it may be useful to have students consider the arguments from a range of perspectives, e.g. economic, social, cultural.

Encourage students to think about other language which can be used to signify evaluation by the lecturer, e.g. *The crucial point is ..., the most significant argument is ..., Crucially* Note down any suggestions on the board, check for comprehension and appropriate use (what language usually follows them), and drill for accuracy of pronunciation and intonation.

Answer

Supporting the local economy

TASK 3 Summarizing main arguments and supporting evidence

1 **10.3** This stage offers students the opportunity to take notes from a lecture extract with less on-page support. Direct students to the main ideas from the extract presented here as numbered points. Ask them to underline any key terms which they need to focus on during the lecture. Remind students that lecturers will use definition, explanation, and examples to make their content clear to listeners. Elicit from the class examples of functional language which they may hear to signal these.

Answers

- 1 benefits economically; makes a positive contribution
- 2 traveller gets closer to culture of their destination

2 **10.3** Remind students that in many academic institutions lecturers provide transcripts to further assist understanding. Highlight the importance of approaching these as a resource to be mined for content – when students refer to transcripts they should always be reading them for a purpose. Note that transcripts can be used to provide additional supporting evidence when notes are reprocessed in seminars or essays. Also remind students that transcripts have an extremely useful role in providing an authentic context for transferable academic language.

Answers

- 1 more tourism brings more money into region; traveller gets that 'feel good' effect
- 2 The more a traveller respects a culture, the more likely it is that they get closer to it, and see parts of it that outsiders don't usually see.

3 Explain that the purpose of this task is to illustrate one of the key reasons behind taking notes in an academic context. Students attend lectures and presentations in order to extend their knowledge on a particular subject and need to be able to reprocess this in written or spoken form. Explain that this synthesis of ideas into a concise and easily understood form is the goal of much academic study.

TASK 4 Identifying structure in an argument

1 and 2 Students by now should have some awareness of patterns of textual organization – both within lectures and reading texts. To assist students in matching, ask them to identify the purpose of an argument (to convince the listener / reader that your stance on a given topic is the right one). Explain that being able to identify the purpose of a text (the reason why it was written and what effect its author hopes it has) is a key academic strategy. Highlight that understanding the purpose of a text should provide clues to a logical structure in the development of an argument – the speaker needs to

establish context before moving on to give stance and supporting detail.

Once students have agreed on the order of stages in the lecture, direct them to the transcript to note the transitions between stages.

Answers

1 a 2 b 4 c 1 d 5 e 3

- 2 1 Air travel is becoming cheaper and easier, the number of people who want to travel is increasing, especially from emerging economies ...
- 2 ...responsible tourism can be defined as tourism which minimizes the negative economic, social, and environmental impacts on the host country.
- 3 It should also make positive contributions to the conservation of the country's natural and cultural heritage. And in addition, responsible tourism should benefit the local people by involving them positively in the tourist industry and ensuring that they're paid fairly.
- 4 So responsible tourism has three main aims. First of all, to reduce the amount of energy resources consumed in global travel. Second, to protect the local communities from the negative impact of mass tourism. And thirdly, to limit the amount of overseas travel.
- 5 Extracts 2 and 3

TASK 5 Identifying language for developing an argument

1 and 2  **10.4** These tasks highlight features which are further explored in Academic Language. Ask students to read through the sentences – which are extracted from the lecture – and use surrounding context to assist them in selecting an appropriate word or phrase. Show the extract to check answers.

Answers

- 1 First of all
- 2 also
- 3 In addition (Furthermore is also correct)
- 4 Furthermore (In addition is also correct)

ACADEMIC LANGUAGE

Linking words (1) Addition

Explain that in developing an argument, it is useful to build on points to ensure that a stance has sufficient strength to convince a listener or reader. Highlight that the adverbials used here are important in terms of structuring and sequencing an argument. Read through the examples, drawing attention to the useful transferable frames, e.g. *xxx also means yyy; In addition, xxx means yyy*. Ask students to think about their own examples associated with the topic, and select individual students to orally present their examples. Refer students to the Language Reference on page 158 for further information.

TASK 6 Critical thinking – examining arguments

1 These tasks get students to reflect on the ideas presented in the lecture. The focus here is on synthesizing ideas from the lecture extracts with students' own knowledge and experiences to ensure that the concept and content of the lectures has been understood. An additional focus is on having students use the lecture as a source text for further discussion – mirroring a common academic approach. The particular focus in this pair of discussion questions is asking students to think about the strength of arguments for the situation which has been outlined. Highlight that this is a key academic skill. Set a time limit for the discussion, explaining that you would like each pair to note down their reasons for their evaluation in 1. Monitor the discussion, noting any interesting points to share with the whole class. Once the time limit is up, ask students to share their best ideas and note these on the board.

As an extension, you could ask the class to vote on whether the lecturer's argument was convincing, giving reasons for their selection. Follow this up by collating student-generated points for and against responsible tourism on the board. These can provide a visual record of the students' discussion and also be utilized for another stage of evaluation. Ask the students to form groups, and read through the examples the class has generated. Explain that they are going to rank these in terms of relevance and strength of argument. Elicit from the students useful evaluative criteria by asking questions: *What should a strong stance contain? (evidence) How can evidence be demonstrated? (with examples, explanations) Where can evidence come from? (source material which can be cited)*. Once the class has agreed on the criteria, ask them to evaluate each argument and decide on their top three. When each group has agreed on their list, open up to a class discussion to ascertain whether a consensus has been reached.

TASK 7 Making concessions within arguments

1  **10.5** The focus here is on looking at communicative strategies for managing a discussion or argument. Remind students that as they exchange ideas they will often disagree with each other's stance and that this disagreement, and any following negotiation towards a common position, is a useful process in developing their speaking skills. Note that in many academic discussions people will disagree but recognize the value of an opposing argument. Explain that the seminar provides a model for this kind of interaction.

Answers

	Speaker's view on travelling	Tutor's response
Elena	People don't travel to learn about other cultures; they travel to sit on beach or relax by pool	Agree
Carsten	Responsible travel means people just stay at home	Disagree

2 This stage allows for personal response to the points raised in the seminar and, as such, consolidates earlier work done on providing arguments with supporting evidence. There is also the opportunity for a diagnostic stage to check how familiar students are with the functional exponents of concession which are highlighted in the following Academic Language section.

Elicit the arguments which were raised by the speakers in the seminar, and note these on the board for reference:

- people travel to get closer to other cultures
- people travel to relax
- people shouldn't travel abroad at all.

Give students some planning time to think of their stance on each issue and supporting ideas. Monitor contributions and note any good ideas or common errors.

3 This task focuses on recognizing use of the Academic Language in context. Once students have noted the examples, drill them chorally and individually for accuracy of pronunciation and intonation.

Answers

Elena: I understand why you say that, but actually I don't agree ...

Carsten: Yes, I see what you're saying. Although I'm not convinced.

Tutor: There is some truth in that, yes, but ...; Well, I realize that it might look like that ...; Although ...

ACADEMIC LANGUAGE

Linking words (2) Conceding

Draw attention to the examples used to make concession, and brainstorm any additional useful verbs or phrases which can be used to express this function, e.g. *That may be true, but ...; I agree up to a point, but ...; I get what you mean about xxx, but ...* Once students have provided examples, ask them to categorize them in terms of formality, and drill for accuracy of pronunciation and intonation. To consolidate use of concession, practise making statements which selected students have to concede, but then disagree on, e.g. *Saturday is the best day of the week ...*

TASK 8 Presenting arguments *for* and *against*

1 The purpose of this task is for students to practise putting forward their stance and generating supporting evidence for a statement informed by the lecture content. Direct students to guidelines 1–4 to assist them in planning their discussion. To provide additional support for less confident or able students, you may want to elicit one or two pieces of evidence for each side of the argument as a whole class.

Remind students that presenting arguments with caution is quite common in academic situations. It is a way of acknowledging that there are a variety of perspectives on an issue that need to be considered and that there is rarely anything absolute. Encourage students to use examples of hedging language to ensure that they present their views with caution. If necessary, note suitable examples on the board for reference.

2 Before beginning the discussion stage, allocate a partner for each student, and remind them to note down key contributions for the follow-up evaluation. Or preferably, ask students to record their discussion (using their mobile phones) to assist in noting main ideas and later evaluation. Note that students could initially self-evaluate by listening to the recording. This process helps with recognition of areas that need to be further developed, e.g. speed of delivery, pronunciation, use of functional language.

Monitor during the discussion, assisting where required.

TASK 9 Evaluating an argument

1 Again, emphasize the value of peer-evaluation. Remind students that it can lead to significant improvements in performance in subsequent discussions. Allow time for students to individually evaluate performance based on the criteria and then feed back to their partner.

INDEPENDENT STUDY

Direct students to websites such as www.TED.com or www.academicearth.org, and remind them that many online resources provide transcripts, which can offer a useful record of the discussion. Ask students to watch at least three short discussions or debates and note any common patterns of organization in each speaker's turn.

10B Reading Textbooks (9)

TASK 1 Previewing the topic of a text

1 As students discuss the questions, encourage them to consider each case from a range of perspectives, e.g. technological, cultural, economic, and geographical. Remind students that considering an issue from a range of perspectives ensures that the overall stance is well-informed. Note that there is no 'correct' answer here, and students may be able to provide a range of

arguments to support different matches. Ensure that where there is a difference of opinion, there are reasons given to justify both sides. Encourage use of examples and explanations to offer supporting evidence.

Answers

1 b 2 a 3 c

2 Explain that focusing on the definition of a key term is a useful way of generating awareness of the lexical sets which may be raised in the text. As an extension, suggest that students use the definition as a source for associated vocabulary development. Explain that by brainstorming lists, or building spidergrams based on terms within the definition, students should be able to predict a good deal of the vocabulary that is used in the text. Predicting language used in reading texts assists with comprehension and ensures that decoding can more easily focus on meaning of arguments rather than operating on a lexical level.

Answers

- 1 company
- 2 operations
- 3 country

3 The purpose of this task is to highlight the importance of making hypotheses about the ideas an author will cover in an academic text. Note that prediction can aid reading and often reflects how we approach a text. As we read, we can confirm our predictions and expectations of the text. Encourage students to draw on their own knowledge base and, where possible, think of specific examples, e.g. *Apple in China*, to illustrate and support their stance.

TASK 2 Understanding an argument text

1 This task allows students to check their hypotheses as they read and note down additional reasons and arguments. By doing so, students will be better equipped to more readily engage with the development of the main argument and any supporting evidence that it offers.

2 This task provides students with the opportunity to identify the specific parts of the text where the main argument and evaluative summation are expressed. This is a helpful process as it further consolidates understanding of the development of an argument, which will be a useful transferable strategy for their own writing.

Answer

Both 1 and 2 are provided in the final paragraph. Preceding paragraphs define, outline, and develop arguments for and against before the author evaluates them in summary.

TASK 3 Identifying arguments in a text

1 It is important that students think about the purpose of a text, especially when much of their research and reading for writing tasks is likely to be done on the web. Note that many text types, e.g. journalistic articles, can argue / persuade quite strongly but not necessarily with any support or foundation. It's important for students to recognize different text types, how well the stance provided is supported, and the importance of the use of sources in giving substance to a stance.

Refer students to the source at the foot of Text 1, and elicit whether they expect the argument to be based in fact or opinion. Highlight that as an academic textbook, the material is most likely fact-based. Draw attention to the use of statistical information to provide supporting detail and the reference to 'studies'. However, it is also worth noting that the author makes a final evaluation which reflects the perspective of big business rather than an employee. Remind students that as they read academic texts it is important for them to look at how strong a claim the author is making and on what basis the claim is being made.

Encourage students to read Text 1 again, noting where the criticisms of arguments against offshoring are located.

Answer

Paragraphs 4 and 5

2 The purpose of this task is for students to consider the organizational pattern of an argument text. As noted in the Listening and Speaking module, many academic texts are argument driven and present one stance, drawing on opposing views to critique them. Set a brief time limit for students to discuss the author's approach, then check the answer as a whole class. As a follow-up, ask students whether they feel that the author's approach is a useful one, and why.

Sample answer

By concisely mentioning opposing arguments, the author can evaluate and address them with more extensive supporting evidence that directly challenges them. Note that the author uses a number of features to reduce the strength of the opposing argument - in paragraph 3, while the extremely small percentage of service sector jobs is mentioned specifically, the more substantial manufacturing job losses are described as a vague 'greater'; in paragraph 5 the concern that offshoring will grow in the future is dismissed as an irrational 'worry', contradicted by a more legitimate 'basic principles of economics'.

3 The focus here is on the specific phrases the author uses when addressing criticisms. Note that many of these provide useful stems which can be transferred into students' own writing. These are provided in the key in italics.

Answers

Subject	Criticism	Author's response
Effect on jobs	loss of domestic jobs	<i>There is evidence to suggest that this is not the case. Although some jobs are lost, studies have shown that numbers aren't great. Types of job lost are low-skilled, leaving more opportunity for high-skilled jobs to grow domestically.</i>
Trend for offshoring	will increase in future and lead to more job losses	<i>But this concern ignores a basic principle of economics - developing countries become richer, workers there demand higher salaries. This leads to less affordable wages and eventual reshoring.</i>

TASK 4 Critical thinking - evaluating arguments

1 and 2 The purpose of these tasks is to encourage students to begin evaluating arguments within an academic text and question them in terms of strength and relevance. Note that students will have further opportunity to respond to the text and topic in a more extensive fashion in later stages of the module.

TASK 5 Identifying connected arguments in a text

1 This task highlights the basic structure of an argument by indicating the connection between points and how a contrasting adverbial can be used to provide additional evidence which critiques the premise. Once students understand the structure, it is important that they start to analyse the strength and weakness of an argument. Remind students that not all arguments are logical and most vary in their strength.

Answers

- | | |
|------------|-----------|
| 1 although | 3 but |
| 2 however | 4 despite |

ACADEMIC LANGUAGE

Linking words (3) Contrast

Read through the section with the class, and draw attention to the two categories. Ask students to think of additional examples which could fit each category, and write these on the board, e.g. *Yet, In spite of ...*. Ask students to then scan through other reading texts in the Student's Book, noting any similar examples. Note the position of the adverbials in each sentence and illustrate how they can be moved for purposes of style, e.g. *The main criticism is the loss of domestic jobs. There is evidence, however, to suggest that this is not the case. The main criticism is the loss of domestic jobs. There is evidence to suggest, however, that this is not the case.*

TASK 6 Using linking words

1 This task puts into practice the content of Academic Language. Remind students to look at surrounding context to help them work out answers.

Answers

- | | |
|-------------------|---------------|
| 1 even though | 4 even though |
| 2 On the one hand | 5 Despite |
| 3 Although | |

2 This task allows for freer practice of the Academic Language, using topic-relevant sentences as an input. Remind students that reprocessing content using a range of language is a key skill in academic English. Once students have written their sentences, encourage them to work with a partner, evaluating each in terms of accuracy, vocabulary range, and interest.

Sample answers

- Although unemployment levels decreased, they were still greater than twelve months previously.
- Air travel is becoming more frequent. However, it is at the same time also becoming more expensive.
- Despite having many benefits, vaccines have many common and serious side effects. Despite having many common and serious side effects, vaccines have many benefits.
- Nuclear energy is very clean. On the other hand, there is always the risk of some form of environmental contamination.
- Even though there is a consistent decline in oil production globally, production (of oil) in some regions is booming. / Even though production of oil in some regions is booming, there is a consistent decline in (oil) production globally.
- Tourism worldwide is having a positive economic impact. However, it is at the same time putting greater stress on local environments.

TASK 7 Evaluating arguments and their evidence

1 and 2 These tasks provide students with the opportunity to analyse an argument text which is more discursive in its approach. Ask students to read through Text 2 and then elicit how it is structurally different from Text 1. Students should note that in this text, arguments for and against are considered with an equal balance.

Answers

- labour costs can be kept low; goods can be produced cheaply
 - a perceived lack of quality in products made overseas; delays to orders; difficulty in protecting intellectual property
- However; On the one hand; Even though

3 and 4 Ask students to evaluate the material and decide which provides the most convincing argument. Emphasize that this is a matter of opinion and therefore can be justified with explanation. Remind students that even an argument that doesn't have factual information to provide evidence can be compelling if it draws on the reader's own understanding of a situation. However, note that where possible students should try to support their own arguments with obvious examples of evidence.

Answers

- labour costs can be kept low - figures given to show contrast; difficulty in protecting intellectual property - example of fake goods given

TASK 8 Critical thinking - responding to ideas in a text

1 This task gives students the opportunity to present their own stance based on key statements in the texts. As with other discussions, encourage specific examples and reasons to justify their stance. If you would like to extend the opportunity for spoken interaction, you may wish to adapt this task to be more like a presentation and discussion stage. The task could be adapted and extended to change the classroom dynamic and allow for an additional stage of research to ensure that students have sufficient background information to conduct a meaningful discussion with arguments which are supported through example and evidence. Separate the class into groups, allocating one area of focus to each group. Set a time limit, and allow students free access to research their topic either online or using any available print resources. Allow time for students to collate information, decide upon relevant main ideas, and plan their presentation to other students. As students present their ideas, those listening should note main ideas, supporting evidence, and if possible some follow-up questions to ask. Once each presentation is complete, you may wish to hold a question and answer session where students consider, evaluate, and present counter-arguments.

2 This task gives students the opportunity to respond to the theme drawn out of the Reading texts using their own examples and explanations to support their stance. Again highlight that seminars often provide the opportunity for personalized responses to texts, and require students to synthesize ideas from a range of sources. Encourage students to use key words and phrases from Academic Language to assist with both fluency and accuracy. Remind them of the importance of providing evidence to support their stance and their evaluation of the key stances given.

INDEPENDENT STUDY

Remind students that often the arguments put forward 'below the line' lack supporting evidence, examples, or explanations. Note that they tend to be more emotive, too. Ask students to draw out any interesting examples of concession or contrast within the comments and categorize these as formal or informal use.

10C Writing (1) Main body paragraphs

TASK 1 Previewing a writing task

1-4 These tasks outline the preparation stages a student should go through before beginning a writing task. As a whole class, go through the essay title, carefully checking understanding of the task focus, whether there is any limitation within the focus of the essay, and whether any key terms need to be defined. This can be done by asking a series of questions such as *Does the statement say where the impacts are felt?* (no, these could be in either country); *Do you have to agree with the statement?* (no); *Do you need to offer a balance of views for and against the statement?* (no).

Once you are satisfied that students are clear on the task focus, set a time limit for students to brainstorm their arguments for and against the statement. If you have already completed the Reading module, allow students to draw on ideas from the texts. Explain that synthesizing ideas from reading texts into writing outcomes is a key strategy in academic situations. Highlight that if students do this and incorporate the ideas in a piece of written work, they must use clear citation.

Ask students to then consider additional arguments from the perspectives given or categorize their brainstormed arguments under a perspective heading. Remind students that using perspectives to organize ideas can help in establishing a clear outline for a piece of writing which is then easier for a reader to navigate.

TASK 2 Identifying arguments and supporting ideas

1 This task requires students to analyse a model essay and draw out features which will be transferable within

their own writing. Encourage students to note the stance, perspectives, and underline any useful language they could utilize in their own work.

Answers

- a The writer agrees with the statement
- b economic, ethical, health and safety, legal, environmental

2 and 3 Explain that these tasks are essential when it comes to writing an academic argument essay. Note that if students do not work out supporting arguments and evaluate their relevance and significance, they may end up writing either a muddled essay or one which does not draw sufficiently on supportive evidence or source material.

Once students have identified the writer's stance and arguments, ask them to evaluate them and compare with their own. Remind students that being able to critically appraise their own ideas in light of a model essay should help them when it comes to selecting useful arguments in later writing tasks.

Answers

Argument	Supporting evidence / example
People often employed under unfair or even illegal working conditions	This may include low pay and long working hours; child labour.
Businesses ignore health and safety standards	There have recently been a number of instances where buildings have collapsed, injuring and killing many people.
Natural resources can be mismanaged	destruction of forests and pollution
Economic benefits not distributed evenly in the country	Landowners and local business people often profit from foreign investment. However, while they become richer, the local workforce is often being exploited and the poor get poorer.

TASK 3 Identifying essay structure

1 Remind students that argument essays can vary in terms of textual organization as these can be argumentative or discursive / discussion essays. Essentially an argument essay is 'driven' by an argument, while a discursive essay can be more 'balanced', i.e. offering a similar amount of material for and against an issue. Explain that in academic contexts an argument-driven text is quite frequent, and there is usually no particular reason to ensure an equal amount of material for and against, unless specifically instructed to do so. Highlight that the distinction between structures is usually made clear by the essay title – *for*

or against rather than *for and against*. Note that this requires students to read essay titles very carefully.

Encourage students to carefully read through each paragraph and decide on an appropriate function. Explain that in analysing an essay in this way, students will gain an understanding of the structure which organizes ideas and aids development of arguments.

Answers

Paragraph	Part of essay	Function
1	Introduction	Introduces the topic and makes a concession to the opposing viewpoint while stating aims
2	Main body	Outlines arguments against offshoring from ethical perspective
3	Main body	Outlines arguments against offshoring from legal perspective
4	Main body	Outlines arguments against offshoring from environmental perspective
5	Main body	Outlines arguments against offshoring from socio-economic perspective
6	Conclusion	Makes a concession to opposing viewpoint and restates stance

2 This task draws attention to features of Academic Language covered in earlier modules. To consolidate understanding of these terms and to further build on paraphrase and summary, ask students to identify the sentences where the adverbials are used, then reprocess them, noting down versions in their own words. Encourage students to then peer-evaluate these sentences in terms of accuracy.

Answers

Additive (e.g. also)	Contrastive (e.g. while)
in addition; furthermore; also; as well as	even though; however; while

TASK 4 Writing main body paragraphs

1 Direct students to read through the essay title carefully, noting the task focus, whether there is any limitation within the focus of the essay, and whether any key terms need to be defined. Remind them of the importance of this approach in terms of deciding on a clear structure to organize their writing and a framework for selecting appropriate arguments for or against.

2 This task focuses on evaluation and information transfer by looking at how notes are developed into more

extensive texts. Remind students that when they plan their writing, they should note any key arguments and supporting evidence clearly and consider the language which appropriately connects these ideas. Ask students to read through the notes and consider which are most relevant to the question and offer the most compelling arguments.

3 This task provides students with the opportunity to write their own paragraphs, using personalized content (or supportive on-page material) and building on the ideas developed through the module. Direct students to points 1–5 and explain that if they follow these guidelines and previous example paragraphs as a model, they should have a logical structure. Allow planning time, and monitor at this stage to assist with vocabulary and any language issues.

4 This stage enables students to read their peers' work and offer meaningful evaluation based on a specific set of criteria. If necessary, emphasize that giving feedback to other students is a very useful skill, as it develops critical thinking skills and promotes better awareness of textual organization.

10C Writing (2) Openings and conclusions

TASK 1 Previewing a writing task

1 This task focuses on the content of the model text – an argument essay looking at the impact of globalization. Before reading the definition you may wish to summon student schema by eliciting from the class what they already know about globalization, e.g. how it affects them. Explain that in outlining key information in note form students are putting into practice a strategy which is a useful initial stage when it comes to planning their own writing.

2 and 3 Direct students to read through the essay title carefully. As before, they should note the task focus, whether there is any limitation within the focus of the essay, and whether any key terms need to be defined. Remind them of the importance of this approach in terms of deciding on a clear structure to organize their writing and framework for selecting appropriate arguments for or against.

Encourage students to draw on their notes from 1 when considering positive and negative consequences. Highlight how a perceived positive, e.g. *the easy availability of the same products in every country*, can also have a negative consequence, e.g. *local products are forced out of the market by bigger foreign companies*. Set a time limit for this brainstorm, noting that when students come to write their own material under exam conditions, they will be limited by time in their ideas generation stage. Once students have generated a list with sufficient examples / evidence, ask them to work in pairs exchanging ideas.

An alternative approach to this task, to increase the opportunity for spoken interaction and incorporate a further stage of evaluation, would be to set both activities in pairs. In this set-up, one student looks at positives and the other looks at negatives only. The discussion stage should therefore be increased as students will have to explain and exemplify the points they have raised, with some recourse to clarification and repetition.

4 This task provides an opportunity to actively engage with a written model and assess and evaluate it. Ask students to determine whether the writer has accurately responded to the statement as they compare their ideas.

5 Again highlight the importance of having clear and concise supporting evidence which logically connects with the argument being put forward by a main idea. Remind students that analysing and evaluating model essays, or any piece of argument-driven writing, in this manner will improve understanding of how arguments are constructed and developed over an extensive piece of text. Once students have noted down the arguments and supporting evidence, ask them to work in pairs stating whether they agree or disagree with each premise. Monitor the discussion, noting any interesting points to share with the whole class.

Answers

	Argument	Supporting evidence / example
1 Wealth	Foreign investment brings wealth and economic growth to poorer countries	SE Asian countries have seen substantial economic growth due to foreign investment and international trade
2 Competition	Keeps consumer prices low and quality high	cheaper clothing manufactured in E Asia more commonplace in west
3 Cultures	More cultural awareness and acceptance	greater interconnectedness means cultural respect and cooperation

TASK 2 Analysing opening paragraphs

1 and 2 Prior to planning their own introduction, it is worthwhile for students to identify and evaluate the features commonly used in introductions, as presented by the models in this module. Note that these are explained further in the Academic Language. Having analysed the introductions to Essay 2, ask students to assess the introduction in Essay 1 (page 142), noting which phrases are used there.

Answers

- 1 c, b, a
- 2 a this essay will argue
b While there are

ACADEMIC LANGUAGE

Essay-writing (1) Stating aim and purpose

Explain that providing sufficient background information to explain the importance of the topic, providing any definitions and giving examples is very important when beginning an essay - the audience / reader needs to know what the context is and why the material is important. Note that in most 'Anglo-Saxon' contexts (i.e. the UK, North America, and Australasia) a 'thesis statement', which generally includes a statement of aims or purpose, is expected. This contrasts with the more inductive style of continental Europe, where the purpose of writing gradually emerges.

TASK 3 Writing an opening paragraph

1 Explain that introductions can vary considerably in length; for a 250-word essay, suggest 60 words as a rough guide. Say that readers, by the end of the introduction, expect to know what the essay is going to be about (its topic and focus), why this is important (the rationale), together with some useful contextualizing information. You could point out that it is sometimes said that you should write your introduction last, but it is good practice to write it first in order to work out what you are going to focus on and why - if necessary you can modify the introduction later.

Direct students to essay titles 3 and 4 and ask them to once again closely read and analyse the essay focus.

2 Once students have discussed each essay title and are clear on the outcome, ask them to draft an introduction using the bullet points as a guideline. When students have completed their paragraphs, ask them to exchange with a partner. Ensure that peer-evaluation is focused by establishing the following criteria for assessment: Is the main idea summarized? Is there a concession to the opposing view? Is there a statement of stance?

TASK 4 Analysing a concluding paragraph

1-3 Logically, the conclusion of an essay tends to be written last, although it is worth pointing out that students should have a good idea of their conclusion before they start writing, i.e. during the planning process. As a guide, the conclusion can be about half the length of the introduction.

Answers

- 1 c, a, b
- 2 All features are in common
- 3 In conclusion; To conclude

ACADEMIC LANGUAGE

Essay-writing (2) Concluding paragraphs

Draw attention to the use of formula in ending essays in English. If possible, elicit from students additional ways of signalling an essay's conclusion, e.g. *To sum up*, *In summary*. Note that ending an essay in this way requires the author to briefly restate important reasons for the conclusion - this can be done instead of acknowledging the opposing viewpoint.

TASK 5 Writing a concluding paragraph

1 Ask students to draft a conclusion using the bullet points as a guideline. When students have completed their paragraphs, ask them to exchange with a partner. Ensure that peer-evaluation is focused by establishing the following criteria for assessment: *Is the opposing view acknowledged? Have the main arguments been briefly summarized? Is there a statement of stance?*

TASK 6 Writing an argument essay

1 This task forms the main writing focus of the module. Part or all of it can be set for homework / independent study. However, there can be good reasons to do writing in class time:

- some students may not read the supportive student notes at home - preferring to write from their own perspective. However, in class you can monitor and encourage them to use the key information to support their own ideas
- as the teacher you are a vital resource and can offer on-the-spot advice in response to student requests
- students can collaborate in class and carry out this potentially beneficial practice outside class later
- you can stop and conduct brief whole-class events to clarify, elicit, share, and discuss key points arising from the writing process.

2 If necessary, refer students to the main body guidelines in Task 4.3 on page 144 - drawing out the key features required in planning an essay. Give students some time to work out their structure, and then get started. Explain that it is not advisable to delay writing for too long - by actually writing, many difficult issues can be addressed, e.g. how to develop the argument. Stress that students do not need to have every detail of the essay finalized before writing, but the plan should offer a clear overall picture. Go around and look at students' plans, and ask them to explain anything which is unclear.

3 and 4 Go through the sample answer on page 161 either before or after students have finished their paragraphs. The sample answer can serve as a useful example to help students structure their text, but again stress that it is not a 'model' answer solely to imitate. Draw attention to the Key Features in Academic Writing that are annotated, and ask students to consider where they will use similar features in their own writing, and

why. Remind students that in drafting a clear paragraph they will be required to link ideas between sentences to give the paragraph as a whole a sense of cohesion or 'connectedness.' This cohesion should then work between paragraphs to ensure that arguments developed in the essay as a whole are clearly connected and run in from one another.

TASK 7 Evaluating your writing

- 1 Explain that this task is very useful, because:
- it encourages students to go back to their writing rather than handing it in straight away
 - self-evaluation can often reveal weaknesses and mistakes which can be addressed fairly easily, e.g. spelling, punctuation
 - these techniques can be applied to examination, and enhance marks.

As a follow-up, ask students to exchange their essay with a partner. Encourage students to again evaluate the essay using the checklist given. Remind the class that peer evaluation can greatly benefit all the students involved and makes good use of other students as resources, while a tutor is a comparatively 'scarce' resource.

Allow several minutes for each student's feedback, and check that students have briefly noted down their feedback, especially points for improvement.

INDEPENDENT STUDY

Ask students to read several essays and compare the range of features that are used in each. Remind them that depending upon the background of the author, or the proposed reader, there will be stylistic differences, e.g. a statement of aims may be missing.

10D Vocabulary

TASK 1 Formal and informal vocabulary

- 1 Explain that this task focuses on formality – a key aspect of synonyms, alongside meaning and collocation. Ask students to initially define the more formal words and decide on their word class, before reading through sentences 1–6 for meaning. Sentence-level context should assist in selection.

Answers

- | | |
|------------|-----------|
| 1 negative | 4 briefly |
| 2 wider | 5 various |
| 3 address | 6 concern |

- 2 This task allows students to reprocess ideas using prompts. Remind students that reprocessing content using a range of language is a key skill in academic English. Once students have written their sentences, encourage them to work with a partner, evaluating each in terms of accuracy, vocabulary range, and interest.

Answers

- 1 There have been a number of cases where buildings have collapsed.
- 2 Globalization is likely to increase even more.
- 3 By showing respect, both the traveller and the host can benefit from tourism.
- 4 Critics of offshoring say that it damages the economy of the company's native country.
- 5 So, in summary, the benefits of offshoring are generally greater than its disadvantages.

TASK 2 Using common prefixes

- 1 Remind students that prefixes can be essentially *grammatical*, e.g. they change a noun to a verb or make a negative form, or *meaning-carrying*, e.g. *hyper-*, which means *more than normal*. Explain that meaning-carrying prefixes are useful in helping readers to recognize the deeper meaning of the words they are part of. Identifying grammatical prefixes can be useful in terms of developing a broader lexical resource through building lists of antonyms, and contextualizing sentences.

Answers

- 1 a 2 f 3 d 4 e 5 b, c

- 2 Draw students' attention to the surrounding context in sentence 1, and show how noting connotation and decoding deeper meaning can be used to select the correct option, e.g. *Sales were low, why? Prices were too high*. Therefore products were overpriced. Encourage students to follow this process when selecting prefixes for sentences 2–6.

Answers

- | | |
|--------------------------|----------------|
| 1 mispriced / overpriced | 4 recreated |
| 2 overpopulated | 5 interrelated |
| 3 multi-skilled | 6 misspelled |

- 3 This task focuses on using prefixes to build lexical range. Encourage students to note down words under their associated prefix with a sentence which offers additional context. This should ensure that the meaning is clearer on later revision of vocabulary.

10E Academic Language Check

TASK 1 Linking words (1): Addition

- 1 You may wish to cover this material as you progress through the unit, using the exercises as further practice material. Alternatively, you may wish to set the

Academic Language Check as work to be completed out of the class, with answers discussed in the next lesson.

Remind students to focus on surrounding context to assist them with accurate selection of the appropriate words and phrases.

After students have completed the exercise, refer them to the Language Reference on page 158.

Answers

- | | |
|----------------|----------------|
| 1 and | 6 In addition |
| 2 Furthermore | 7 and |
| 3 First of all | 8 As well as |
| 4 Also | 9 also |
| 5 First of all | 10 Furthermore |

TASK 2 Linking words (2): Contrast

1 Remind students of the value of self-editing once they have completed the paragraph. Stress that students should check their written work for both forms of accuracy, especially where contrasting arguments are outlined.

After students have completed the exercise, refer them to the Language Reference on page 158.

Answers

- | | |
|---------------------|---------------|
| 1 But | 5 However |
| 2 On the one hand | 6 Even though |
| 3 On the other hand | 7 even if |
| 4 even though | 8 despite |

AUDIO CD TRACK LISTING

TRACK NUMBER	UNIT NUMBER	TRANSCRIPT AND EXTRACT NUMBER
1	1A Listening & Speaking	1.4 Extract 4
2	1A Listening & Speaking	1.5 Extract 5
3	2A Listening & Speaking	2.4 Extract 4
4	3A Listening & Speaking	3.4 Extract 4
5	3A Listening & Speaking	3.6 Extract 6
6	4A Listening & Speaking	4.5 Extract 5
7	5A Listening & Speaking	5.4 Extract 4
8	6A Listening & Speaking	6.4 Extract 4
9	7A Listening & Speaking	7.5 Extract 5
10	9A Listening & Speaking	9.3 Extract 3
11	9A Listening & Speaking	9.4 Extract 4
12	9A Listening & Speaking	9.5 Extract 5
13	9A Listening & Speaking	9.6 Extract 6
14	10A Listening & Speaking	10.5 Extract 5

