

# Oxford EAP

A course in English for Academic Purposes

INTERMEDIATE / B1+

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Teacher's Handbook

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# COURSE INTRODUCTION

## WHAT IS EAP AND OXFORD EAP?

English for Academic Purposes (EAP) is a fast-developing area of English language teaching. Increasingly it is being taught at lower levels, such as B1+ / Intermediate. 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, legal, social, business), and to write and speak about these in relation to what they know and – to some extent – 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 reading module in a unit, for example, does not require students to have studied the preceding speaking, or listening 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 and more extensive writing tasks.

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?

The organization of the B1+ course is based on three broad divisions. Units 1 – 4 start by focusing on shorter texts, particularly sentences and paragraphs in the writing modules. The central section of the book, Units 5 – 8, are based on core academic skills such as selecting sources, citation, and referencing. The final third of the book, Units 9 – 12, brings together the preceding material with more ambitious learning objectives based on writing longer texts, i.e. essays.

Each of the twelve units in the Student's Book is based around a particular theme. For example, Unit 3 is organized around the theme of *Motivation*, which leads to more specific topics for each skills module: motivation in work and business (Listening); motivation in education and learning (Speaking); motivation in sport (Reading); and defining motivation in different contexts (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 into the orthographic skills of reading and writing. Every unit ends with a one-page Vocabulary module, which looks at key aspects of academic vocabulary based on content from the unit, and at the most useful vocabulary-learning strategies.

The academic focus underpins all the skills work within each unit, and relates closely to the learning objectives of each module. For example, Unit 3 deals with *Definition and Explanation*. In Unit 3A Listening, students learn to listen for the main points in a lecture, and take detailed notes on explanations and examples. Unit 3B Speaking gives students practice in asking for and giving definitions and short explanations. Unit 3C Reading continues the academic focus with a range of tasks including recognizing definitions, explanations, and examples in textbook extracts. Next, Unit 3D Writing focuses on defining key terms using appropriate language such as a noun + defining relative clause structure. The final module in the unit, 3E Vocabulary, looks at evaluative and classifying adjectives, which students can use in definitions and explanations. By the end of this unit, students should be familiar with what definitions and explanations are, why they are important, understand the language related to these concepts, and how to recognize and use definitions and explanations 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 informing a short discussion task on these pages. In Unit 2, for example, the photo shows a large meeting in an international forum such as the United Nations. This leads into the unit theme of organization and the academic focus of stance and perspective. 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 *Knowledge*, moving through to the theme of Progress in Unit 12. This final unit offers students opportunities to reflect on their learning and consider what their next steps are in their academic journey.

At the back of the book, there are over thirty 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.

- **Additional reference material** with information on plagiarism, citation, and proofreading and self-editing. These are key areas which students must engage with to support their study in English at university level.
- **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.

The **Rationale** at the head of each module explains what the academic focus is, why it is important, how it relates to the particular module skill, and what students need to do in order to apply it. It is always worth spending time going through the rationale before starting work on the module, so that everyone in the classroom knows what they are aiming to do, and why.

**Learning objectives** for each module are presented as bullet points, below the Rationale. 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 to a clear outcome or outcomes, and in doing so allow Ss 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 7 Writing a paragraph with a definition*. 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 separate modules of Listening, Speaking, Reading, and Writing. Each module has learning objectives relating to one particular skill, and to realize these objectives, more limited instances of other skills are needed. For example, a speaking module 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 carefully 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 lecture extracts. There are DVD and audio recordings, plus transcripts at the back of the book for each unit.

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

Reading texts are all 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 third of the course (Units 1–4) take students through the writing process from building sentences into writing carefully-structured paragraphs. The second third of the book (Units 5–8) covers the core academic skills and conventions, with Units 9–12 dealing with typical essay types such as argument essays and problem-solution essays. 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 contains 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** on pages 176–185 of the Student's 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. An example of critical thinking in an early module (Unit 2A) is for students to evaluate the content of a lecture. In the reading task sequence of Unit 12C, which has the academic focus of *Cause and effect*, students preview the topic of a text and gain an overview of a longer text before identifying the main ideas in the text; they go on to identify the cause and effect relationships in the text, and identify the stance in these relationships. The module ends with a task to evaluate the relevance of the text as a source. A major aim of critical thinking tasks is to promote student autonomy.

# UNIT 1 Knowledge

## ACADEMIC FOCUS: UNDERSTANDING AND PRESENTING INFORMATION

### INTRODUCTION

**Unit 1** aims to develop students' abilities in dealing with information within the theme of knowledge. 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 information in key academic areas. The goal of the unit is for students to be able to discuss learning experiences, and the learning experience, while introducing key academic skills such as processing information and critical thinking.

**1A Listening** exposes students to short presentation extracts. This develops students' ability to understand the main ideas in a presentation by looking at using word classes to assist with note-taking and recognizing signposting language. By focusing on word class, students will be able to identify key words that express main ideas. Being able to identify and use signposting language enables students to follow transitions between points in presentations or lectures. This aids taking notes, and predicting the structure and development of spoken English.

**1B Speaking** gives students an opportunity to give a short presentation based on familiar information, i.e. their own experiences. In doing so it introduces the key academic skill of evaluation. The module practises evaluating the content and delivery of a presentation then moves towards students working on peer and self-evaluation. In academic situations students are often required to critically comment on their own and others' work with balance. Useful language is integrated into the task sequence, i.e. question forms and statements using the past simple and present perfect. These tasks and activities provide essential practice in understanding and presenting information, and develop key critical thinking skills.

**1C Reading** presents two authentic OUP texts and gives students carefully-staged practice in extracting key information from a textbook. By identifying the topic, then the purpose, and finally the main idea of a paragraph, students can efficiently gain an overview of a textbook extract. They can apply a similar process to new texts. This is a key academic skill, and the staged approach provided here can be applied to all texts that students come across. The module also practises building word families, which can be very beneficial in expanding students' receptive and productive vocabulary.

**1D 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. The focus on correcting and evaluating sentences as part of the writing process helps students develop their written accuracy. Finally, the module helps students to develop simple and compound sentences as a way of varying sentence structure.

**1E Vocabulary** introduces the notion of academic vocabulary (e.g. words such as *process*, *research*, and *analysis*), and contrasts this with general vocabulary and technical, or subject-specific vocabulary. This module takes a broader definition of academic vocabulary than some academic wordlists to include more words, e.g. academic subjects such as *psychology*.

## DISCUSSION

**1** This task introduces the unit and the course, and encourages students to consider the role of knowledge in academic life. Ask students to work individually and relate the sources of knowledge to their own learning, and evaluate their effectiveness in delivering knowledge. Ask them 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.

**2** This stage allows students in their groups to communicate reasons and examples to support their ranking in 1. The example illustrates a critical, questioning response, which challenges the credibility of the internet. Encourage further critical thinking such as this, by writing 1-5 *Why?* on the board.

**3** For the more detailed discussion keep the same group format as 2. Answers will vary, depending on students' personal profile, e.g. age and educational background. Look at the example as a whole class, and encourage as much detail as possible on the learning process, plus appropriate evaluation. Ask questions like *How effective is this process?* and *Does this work for you? Why?*

**4** This final round-up stage gives students practice in reprocessing information. Ask students in their groups to briefly prepare what they are going to say, and who is going to say it. Give the other groups 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. *What do you mean by [...]?* *Why was [...] successful for you?* *Have you thought about [...]?* Consider writing these questions for the whole class to see.

## 1A Listening Short presentations

### TASK 1 Thinking about listening

**1** Students should do this task individually. The task focuses on students' own personal context. Set a time limit of about 5 minutes for this task before moving on to the pairwork discussion. If necessary, provide some examples of material that students may listen to in English, e.g. podcasts.


As students discuss their answer spend some time with each group. After a few minutes select some students to feed back their ideas to the whole class.

### TASK 2 Previewing the topic

**1 and 2** The three short presentations focus on different stages of education many international students encounter. You may need to pre-teach or


check the meaning of words such as *bachelors*, *masters*, *undergraduate*, and *postgraduate*. 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. It also draws on personal experience to highlight the relevance to their own situations. Ask the students to work in groups to discuss the questions and then feed back as a whole class.

### TASK 3 Understanding the introduction to a presentation

**1**  **1.1** The aim of this task is to highlight the importance of the introduction. Introductions are important because they are fairly formulaic, and are therefore easily transferable. Remind students that introductions often provide signposting, by indicating how many sections will be in each presentation, and where transitions may occur. This informs later note-taking stages. Explain that the students need to complete the table with information about each student's course and the topics that they will discuss. Show the extract once and check the answers with the class on the board.

#### Answers


- 1 pre-sessional
- 2 Reading and Writing
- 3 how the course helped me
- 4 Getting good marks
- 5 Dissertation
- 6 Master's, Food Science
- 7 How to get the best support

**2**  **1.1** The purpose of this task is to get students to recognize key language that signals the structure of a presentation. Explain that you are going to show the same presentation again and that they will need to complete the gaps with the words the speakers use. Ask students to read the sentences first in preparation. As an alternative with stronger students ask them to complete the gaps before listening. Once they have listened again, check the answers together as a class.

#### Answers

- 1 going to tell you about
- 2 I'm going to talk about; tell you something about
- 3 to tell you about
- 4 divided my presentation into
- 5 give you a brief

### TASK 4 Understanding the main ideas in a presentation (1)

**1**  **1.2** This task is a brief practice on 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. Show Extract 2 and ask students to take notes on the topics.

**2** Ask students to compare their notes. Note any words students suggest on the board. This is a lead-in to the academic language focus that highlights key words that carry most of the meaning.

#### ACADEMIC LANGUAGE

**Word class** Using word class to identify main ideas

Introduce the content by referring to the task students have just completed. 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. Refer them to Language reference page 185.


### TASK 5 Identifying word class

**1 and 2** Write the first sentence on the board and elicit which words students think express the main idea of the sentence. Next elicit whether the words are verbs, nouns, or adjectives. Now ask students to complete 2–4 on their own and then check their answer with a partner. Feed back as a class onto the board, checking word class.

#### Answers


- 1 It can be difficult to decide what you need to read and what makes a good source.
- 2 You have to learn to challenge ideas and to not just accept everything that you read.
- 3 Your dissertation is a real test of your academic abilities and it will probably decide the degree classification you get.
- 4 Another 30% of you probably come from different education systems.

### TASK 6 Understanding the main ideas in a presentation (2)

**1**  **1.3, 1.4** This note-taking task practises key ideas from Academic Language. Students focus on the noun phrases as headings to take notes under. Before watching extracts 3 and 4 it may be useful for students to predict content using the noun phrases as prompts. Show Extracts 3 and 4; for weaker classes you may want to show these twice.

**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 7 Recognizing phrases for signposting a presentation

**1–2**  **1.5** This task encourages students to think about the meaning and function of expressions used to structure a presentation. Noticing such phrases helps students to follow transitions between points and to focus their attention on the new ideas. The key phrases used here can be transferred into students' own presentations. This focus ensures that students are aware of the patterns of organization that underlie many presentations. Set a time limit of 5 minute before moving on and showing Extracts 1–5. Students could check their answers in pairs, justifying their choices, or as a whole class.

#### Answers

a 2 b 5 c 3 d 1 e 4

### TASK 8 Responding to a presentation

**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.

#### INDEPENDENT STUDY

Elicit some of the ways that students currently build on their listening skills. Point out some of the resources that are available on the net for lectures and presentations – e.g. ted.com, or Oxford iTunes (itunes.ox.ac.uk). Set the students the task of finding a listening on the web related to their future area of study, and ask them to take notes. If you have time, you could review these as a short discussion in a future class.

## 1B Speaking Short presentations

### TASK 1 Preparing personal information

**1** Set a time limit of a few minutes for students to prepare their points. Check that all students make notes rather than memorizing content. Emphasize that they should focus on education and specific experiences and skills.

Ask students to systematically evaluate each point they have noted down, following the two questions given. You could offer something from your own educational experience to illustrate how challenges can be overcome. Encourage critical thinking, such as evaluating the effectiveness of the method of overcoming a particular difficulty, using questions like *Was your solution easy to do?* *Did it work?*, and *How did your solution work?*. Go through Academic Language before the discussion stage in Task 2, to ensure focus on language accuracy.

## ACADEMIC LANGUAGE

### Tense and aspect Talking about experiences

Explain that 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 and present perfect for experiences, and contrasts their use in communicative contexts

- talking about past events (past tense)
- talking about experiences and achievements to emphasize their current relevance (present perfect).

Elicit / check that students know the form of the two structures, and their uses presented here. Refer students to the Language reference entries for **Tense and aspect** on page 184.

## TASK 2 Using questions to discuss experiences


**1** This task provides a brief check that students can use the correct question words and auxiliary verbs in questions. As an extension, ask students to write further questions, then check these for accuracy. Students can also peer-check first by exchanging their questions.

### Answers

- 1 What is the most useful thing you learnt? How did you learn it?
- 2 Why did you decide to go to there?
- 3 How did you spend most of your free time when you were studying?
- 4 Did you ever think about studying something different?
- 5 How has this experience helped you?

**2** This task enables students to compare and discuss their experiences, using their notes from Task 1 as prompts. Ask students to ask at least one follow-up question. This reflects typical communicative practice and enables students to use different question and verb forms. As in Task 1, offer an example first, either teacher-student or student-student.

## TASK 3 Understanding a short presentation

**1**  **1.6** The aim of this task is for students to watch or listen to, and understand a student presentation. Explain that it is an example or sample rather than a model, and that students can respond critically to it. Show the first part of Extract 6 for students to become accustomed to the accent and hear how the information in the first two points is given. Show the whole of Extract 6 once, then check how many of the items have been completed. Repeat if necessary. You could check the answers visually, e.g. on the whiteboard.

### Answers


- 1 Aim of presentation: to say how this has benefited Ryo
- 2 Ryo's first main aim: to get into a very good university in Japan
- 3 Ryo's university: Keio University, Tokyo
- 4 Ryo's chosen department: Department of Economics
- 5 Ryo's second main aim: to reach his TOEFL score
- 6 Ryo's main message: Work hard and you can achieve success

**2 and 3** Ask students to focus on the language Ryo uses to organize his ideas. Students can then categorize this language using the functional headings given in 3. At the end of the whole task, you could ask what specific difficulties students had in listening. Mention that much English is spoken as a second or foreign language, so it is necessary to understand a range of different accents.

### Answers

- 2 **A:** (language used is in bold)
  - **Today I'd like to talk to you about ...**
  - *What I want to talk about today is ...*
  - *The focus of this presentation is ...***B:**
  - **OK, so first let me tell you about ...**
  - *The next stage of my presentation is ...*
  - **And this brings me on to ...**
  - **I'd like to finish my presentation by ...****C:**
  - *I plan to ... / I hope to ... / I aim to ... / I want to ...*
  - **What I would really like to do / be is ...**
  - *My (main) aim / ambition is to ...*
- 3 1 C 2 A 3 B

## TASK 4 Evaluating a presentation

**1**  **1.6** 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. Go through the items in the checklist at the back of the book on page 195, emphasizing that a presentation needs to have a clear aim, which should be achieved, etc. Students will then apply these principles to their own presentations in Task 5. When answering number 7 on the checklist, students should provide very specific points. These can relate to any of the items in 1–6, or something new.

**2** During this comparison stage, ask students to offer evidence for their evaluation, such as specific language used by the presenter. Where there are differences, encourage discussion in the class.

### INDEPENDENT STUDY

Participating in peer-evaluation is a crucial stage of the EAP process. The more familiar and comfortable that students are in evaluating one another's presentations, the better equipped they will be when it comes to transferring this skill, and evaluating all lectures and presentations. If appropriate, encourage students to pair up for the duration of the course and in these pairs evaluate any presentations given by their partner using the criteria on page 195. Students could meet each other outside class to discuss how they presented.

## TASK 5 Preparing and giving a personal presentation

**1** 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. Point out that two minutes is quite a short time while noting the challenges over delivering a concise, and focused presentation. Presenters can often spend the first two minutes of a longer presentation in setting the scene without actually saying very much. Stress that in a two-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 back to the expressions in Task 3 as necessary.

**2** Set a time limit of 5 minutes. Refer students back to the evaluative criteria in Task 4 which they can use while listening to their partner's presentation. Emphasize that students should accompany each piece of critical feedback with a suggestion for something better. Finally, stress that this series of tasks 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.

**3** The final task in this sequence offers students the chance to deliver their presentations. Time each presentation, and explain that you will stop any presentation that overruns by more than a minute. Manage the question and answer phase by cutting off repeatedly lengthy contributions, and bringing in quieter students. Depending on resources available, you could video the contributions and use this footage for later analysis.

**4** Explain that self-evaluation is a key critical skill, and should lead to improvement. Read each student's evaluation, and try to lessen extremes, e.g. suggest areas of improvement for a confident but inaccurate student who thinks they are performing excellently. However, limit your input as the aim of the activity is for students to begin their own process of self-evaluation.

## 1C Reading Textbooks (1)

### TASK 1 Thinking about reading

**1 and 2** This task offers students the opportunity to reflect on the place of reading, particularly reading in English. Where students identify difficulties, encourage specific suggestions to overcome these, e.g. for difficulties in understanding technical vocabulary use a subject-specific dictionary. Conclude the task by preparing a written record of all the suggestions for improvement, which can be referred to later in the course. As an extension, ask students to compare their reading in their first language (if not English) to that in English.

Difficulties in reading English could include: technical vocabulary, difficult concepts, complicated grammar, too many unknown words, academic style, a slow reading speed.

### TASK 2 Preparing to read

**1 and 2** These two tasks give students the opportunity to explain familiar non-personal information to a peer. The process of doing this should reveal any difficulties 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.

**3** The final task aims to activate students' knowledge of and interest in the topic. In activities such as this one where there can be a genuine information gap, encourage students with particular specialist knowledge to present this to the rest of the class; similarly, encourage the rest of the class to see such information

exchanges as a valuable language and content learning opportunities. Ask for ways in which psychology can relate to students' other disciplines, e.g. in engineering and architecture, the design of structures and buildings needs to take account of how people behave in different conditions, which psychology can provide.

### TASK 3 Understanding a text: 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 b 2 c 3 a

**2** A choice of two possible topics is given to help students identify the topic of Text 1. 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 answer, and elicit why the other choice is wrong: in this case it is part of the contextualization of the text but not the main topic. The text develops the explanation of cognitive processing and psychology, rather than discussing people's experiences.

#### Answer

1 2

#### INDEPENDENT STUDY

Allow students, ideally those in broadly related subject groups, a few minutes of class time to discuss where they will find suitable texts. Where students do not have an obvious area of study yet, suggest that they focus on a previous area of study that they are familiar with, perhaps from high school. Encourage each group of students to locate a text and work through the material together as highlighted in the Student's Book. If appropriate, encourage students to meet each other outside class time on this task.

**3** Repeat the procedure to establish the purpose of the text. Check that students understand the difference between an explanation of an academic concept (choice 1) versus an explanation of an aspect of human behaviour (choice 2): the text repeatedly goes back to concepts related to cognitive processes, and uses bold type to draw attention to these.

#### Answer

2 1

**4 and 5** The final task in this sequence focuses on the main idea. Where necessary, explain the two choices. Following the three activities, ask students to briefly discuss why they have selected a particular option, and

why the other one is wrong. For example, the incorrect option for *What is the main idea?*, the second one, could be the main point of a different text with a different focus, but not this text.

#### Answer

3 1

### TASK 4 Reading in detail to understand key information

**1** 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.

#### Answers

- 1 Cognitive processing: involves problem-solving, remembering something, thinking
- 2 Cognitive psychology: is concerned with 'the structure and functions of the mind'
- 3 Cognitive psychologists: are interested in finding out how people learn things and use knowledge
- 4 Cognitive neuroscience: concerns knowledge of the brain + knowledge about cognitive processes
- 5 Cognitive processes: include perception, thinking, problem-solving, memory, language, and attention
- 6 Cognition: i.e. cognitive processes - based on how the human mind represents the world (e.g. images, words, concepts)

### TASK 5 Explaining key terms

**1** This task enables the academic process of explaining technical terms to be applied to students' specific disciplines, where possible. The examples in bold are of generic language which applies to any discipline. Ask students to start with fairly broad explanations, as in the examples. Optionally, they can add more detail later. Finally, invite students to think of ways in which the discipline in the text, psychology, can be applied to their own discipline.

## TASK 6 Predicting the content of a text

**1 and 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. The choices given are all plausible, although option *e* appears to be the 'widest', leading to a possible later stage in the text where different concepts are compared and evaluated.

### Answers

2 Items a-d are in the text; e is not.

**3** The prediction task in 1-2 leads to this more detailed reading of Text 2. As with the Text 1 tasks, stress that students should aim to complete the task, not get distracted by unknown language. In other words a useful message is to focus on and use the *known* rather than spend time unnecessarily on the *unknown*. Students should realize that item *e* is not needed. In doing the task, students will gain a very useful overview of both the main points in the text and the overall logical structure of the text: example → definition → explanation → application. This structure is a text which offers an example first to gain the reader's interest, with further contextualization and illustration, before leading to a definition and finally application; other texts may offer variations on this text order.

### Answers

Paragraph 1: An example to illustrate what schema theory is

Paragraph 2: How cognitive psychologists define schema theory

Paragraph 3: An explanation of what schemas are

Paragraph 4: Information about how schema theory is used

## TASK 7 Identifying the topic and main idea in a paragraph

**1 and 2** This task builds on the process of Task 3, using a different text and slightly less support. Remind students of the previous task in order to bring up what helped them with that process. Paragraph 3 of Text 2 has the four items a-d, which students should identify using language clues (e.g. the word *example* in part 3) and meaning (e.g. the framing language ... *can describe how* ... in part 2).

### Answers

1 a 3 b 1 c 4 d 2

2 part 4

**3** This task develops the key reading skills of identifying paragraph topics and main ideas. At this stage in the book, students have to recognize the topic and main idea of the three remaining paragraphs, as given in the table. This is a useful skill because paragraphs typically contain one topic and a main idea, and identifying these will help students understand a paragraph efficiently. It will also help them write a more effective paragraph. Optionally, explain that as the text is from a university textbook it is written quite carefully and clearly; students may encounter texts which are less clear-cut in their paragraph organization.

### Answers

Paragraph	Topic	Main idea
3	Schemas	Schemas help us understand and discuss knowledge
2	Schema theory	In cognitive psychology, schema theory explains how we do things
1	'How-to' knowledge	Experts and specialists use their experience, 'how-to' knowledge, and analysis to do difficult things
4	Human information processing	How schema theory explains the way humans process information using experience and knowledge

## ACADEMIC LANGUAGE

### Academic vocabulary (1) Building word families

This section illustrates the vocabulary phenomenon of building word families, using a word from the texts which uses typical suffixes to change word class. Explain that it is usually suffixes, rather than prefixes, which are used to change a word's class, and point out the further frequent suffixes listed. Invite students to add to these, and refer them to the Language reference on pages 177 and 185 for further information.

## TASK 8 Choosing the right word form

**1** This task illustrates the word families of a representative selection of mainly academic vocabulary from the two texts. Ask students first to predict the form, then confirm using their dictionary. Sometimes more than one form may be possible; also, with some words such as *basic* the related words have somewhat distinct meanings. Use this as an example to show that students need to look at meaning as well as form. Where possible, check the task visually to save time writing out / listening to all the different forms. Work on pronunciation as appropriate for the class, in particular word stress.

## Answers

Noun	Adjective	Adverb	Verb
theory	theoretical	theoretically	theorize
basis	(basic)	(basically)	base
cognition	cognitive	cognitively	-
information	informative	informatively	inform
involvement	involved	-	involve
knowledge	knowledgeable	knowledgeably	know
memory	memorable	memorably	memorize
possibility	possible	possibly	-
process	-	-	process
representation	representative	representatively	represent

**2** This task offers practice in selecting the correct form of the words given, as well as helping students understand sentence structure. For example sentence 2 requires a verb to fill the gap, following the frequent SVO sentence pattern. Refer students to the Language reference entry on **Simple sentences** on page 183.

## Answers

1 basic 2 represents 3 possibility 4 knowledgeably  
5 memorize / memorise 6 involvement

**3** This final task requires students to use the target words in original sentences. Encourage students to write about concepts in their own area of study where possible. Check the sentences for accuracy, focusing particularly on the form of the target words. Set up some peer-checking, time permitting, to encourage student autonomy.

## TASK 9 Reflecting on your learning

**1** Like many module final tasks, this task invites a degree of criticality and reflection. Encourage positive outcomes, particularly ways of overcoming challenges, and allow students to share these with the whole group.

**2** The final task encourages students to take responsibility for their own learning by formulating concrete learning aims for their reading. Explain the difference between *aims* and *strategies*: an aim is something you hope to achieve (like a target or an objective); a strategy is a workable way of achieving this aim. These refer to the 'what' and the 'how' respectively.

# 1D Writing Simple & compound sentences

## TASK 1 Thinking about your writing

**1 and 2** This task personalizes the issue of writing and gets students to reflect on some of their language skills. Ask students to read the four statements and to rate their ability in each one. Once they have rated themselves, ask students to compare their answers and to discuss the reasons for these strengths and weaknesses. As an extension students could find someone in the class with similar weaknesses to themselves and brainstorm ways to improve these skills.

## TASK 2 Understanding simple sentence structure

**1 and 2** The aim here is to get students thinking about what they know about the structure of English sentences. The task deals with the basic concepts of *subject*, *verb*, and *object*. 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 do this as a teacher-led task by exemplifying with a sentence on the board. Activity 2 gives students practice in identifying the subject, verb, and object in sentences. Model the first sentence on the board and then ask students to complete the task individually. Feed back on the board with the rest of the answers.

## Answers

- 1 Researchers use a variety of methods.  
S V O
- 2 The human mind understands many different ideas.  
S V O
- 3 A specialist has expert knowledge in a particular field.  
S V O
- 4 Different kinds of motivation affect people's performance.  
S V O
- 5 A Master's degree improves your career prospects.  
S V O

## TASK 3 Expanding notes into complete sentences

**1** In this task students continue to analyse sentences in terms of subject, verb, and object; however, the focus here is on how some of these are eliminated when notes are written. This gives students practice in thinking about the key words to note, and looks at expanding these back into full sentences for use in written work.

### Answers

- 1 verb / object
- 2 subject / object
- 3 verb / object
- 4 subject
- 5 verb / object

**2** Students are required to expand the notes into full sentences – a common post-reading or listening task in academic settings. This benefits students as a follow-up revision of lectures or as a way of converting reading notes for use in an essay. Ask students to expand the notes into sentences using the given words and then feed back onto the board.

### Answers

- 1 People have different experiences of education.
- 2 Some students are not motivated by languages.
- 3 International students contribute billions of dollars to the global economy.
- 4 Dubai is an example of a knowledge economy.
- 5 The university awards degrees in four classifications.

**3** This task highlights typical words that are missed out when taking notes. The rationale for this task is to help students gradually move away from writing down everything they read, and focusing on key content. Model the first sentence as an example on the board.

### Answers

- 1 follows a
- 2 for many
- 3 helps, to
- 4 is, for, a
- 5 In
- 6 The, has an

**4** Here students have freer practice of expanding notes into complete sentences. More than one answer is possible for many sentences so allow any that make sense and are grammatically correct. Set a time limit of 3 minutes to complete the task and then feed back on the board. Students could initially work in pairs when comparing sentences, to allow for more discussion or negotiation of meaning.

### Sample answers

- 1 The office opens from 9.00 to 5.00.
- 2 In the UK international students pay higher fees.
- 3 At university tests are the main method of assessment.
- 4 Students take a maximum of six modules.
- 5 Good presentation skills are very important in the workplace.
- 6 The dissertation is 30% of the final mark for this degree programme.

## TASK 4 Correcting run-on sentences

**1 and 2** This task helps students to identify these errors so that they are more aware of them when assessing or self-editing their own writing. Ask students to read sentences 1–4 and in each case to identify the two simple sentences. Once they have identified the two sentences, ask students to correct each one with the right punctuation. This focus on accuracy should help students critically approach their written work.

### Answers

- 1 The long-term memory is like a big store of information. This store has no size limit.
- 2 There are many different ways of doing market research. Using questionnaires and holding focus groups are two examples.
- 3 The world's oceans contain hundreds of thousands of life forms and many of these are undiscovered. According to scientists there could be millions of similar life forms.
- 4 There are two main types of exercise. Many people prefer aerobic exercise to anaerobic exercise.

### INDEPENDENT STUDY

How you set up and use this independent study box will to some extent depend on how you like to provide feedback. Some ideas you could try include getting students to keep learner diaries reflecting on their main weaknesses. This could consist of a simple log of the types of mistakes they make. Encourage on-going reference to this, and regular redrafting of any work they submit. It may also be useful to schedule a more periodic reflection on their earlier work and their progress as the course continues.

### ACADEMIC LANGUAGE

**Sentence structure (2)** Writing compound sentences using coordinators

Ask students to read carefully, assisting with any questions about metalanguage. Refer students to the Language reference on pages 177 and 178 for further information on clauses and coordinators. Tell students that using a variety of sentence types helps to make written work more interesting for the reader. The three coordinators used here (*and*, *but*, and *or*) are three of the most common coordinators used in the English language.

## TASK 5 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. Ask students to match 1–6 to the correct second half in a–f. Check the answers orally as a whole class.

### Answers

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

**3** Here 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 *or*, *and*, or *but* 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 and 2 but 3 or 4 but 5 and 6 but

**4–6** These tasks give students free practice of using *and*, *but*, and *or* and personalize the content. This is a useful process as it ensures that any forms generated are relevant, memorable, and transferable for the student. Monitor the students as they are completing the task and provide any support needed. Ask some of the stronger students to write their examples on the board as a model and example.

## 1€ Vocabulary Academic vocabulary

### TASK 1 Identifying general, academic, and technical vocabulary

**1** Task 1.1 clarifies the distinction between the three classes of vocabulary using types of word with examples. Most of the examples are actually general, i.e. in the most frequent 2,000 or so words. Check understanding by asking questions like: *What kind of words make up most of a text?* (general vocabulary); *Which words are found only in certain academic subjects?* (technical, or subject-specific, vocabulary); *Which words are the most frequent?* (general); *Which words can describe cognitive concepts such as 'analyse'?* (academic words); *Which words apply across all subject areas?* (academic words). You could point out that the three categories are generalizations, and many words could arguably appear in different lists.

### Answers

a general b academic c general d general  
e technical f general

**2** Help students with meaning as necessary, but do not explain every unknown word as the purpose is to see words from the three different categories in context. Students should see that most of the words are general (about 80%).

### Sample answers

a grammatical words: *one, of, by*  
b adjectives and nouns relating to subjects: *psychologists*  
c adjectives expressing familiar qualities / characteristics / time: *behavioural* (*behaviour* given in text)  
d names of familiar concepts: *form, machine*  
e descriptions of specific concepts: *bottom-up, software*  
f adverbs used to show sequence: *finally*

**3** Encourage students to look at the words in context, i.e. in the text in 2. As elsewhere in *Oxford EAP*, the definitions are taken from the *Oxford Advanced Learner's Dictionary 8e*.

### Answers

1 d 2 a 3 b 4 c 5 e

### TASK 2 Selecting and using academic vocabulary

**1** Ask students to notice different aspects of words in order to complete the gap-fill: the word class (or part of speech) of the word; the meaning; the other words in the text. For example, explain that gap 2 follows the word *Cognitive*, so it could be any of the nouns given. Students should recognize words that go with – collocate with – the word *cognitive*. A useful check for students is to work in pairs and take turns to read sentences from the text aloud, while the other student listens. Doing this should help students 'hear' whether a word sounds correct or not.

### Answers

1 complexity 2 theories 3 models 4 demonstrated  
5 deal with 6 challenges

# UNIT 2 Organization

## ACADEMIC FOCUS: PERSPECTIVE AND STANCE

### INTRODUCTION

**Unit 2** aims to develop students' abilities to identify and understand stance and perspective within the theme of *organization*. This theme spans many disciplines, so encompasses many perspectives for students to consider. The focus is on identifying and understanding perspectives in order to see how a writer forms their stance. The unit highlights the importance of considering a range of perspectives when students come to form their own stance. The goal of the unit is for students to be able to discuss stance and perspective critically whilst considering the organization and development of their own ideas.

**2A Listening** gives students the first opportunity of many in the book to watch lecture extracts. Students practise guided note-taking, to give them greater access to the context – here the UN. Key language relating to perspectives is introduced and practised through the building of word families, e.g. *economic, economically, economy*. This language occurs frequently across all types of academic texts.

**2B Speaking** gives students an opportunity to take part in a seminar discussion while considering a range of perspectives. 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, and then carefully considering, numerous perspectives. Students are given a model, framework, and the relevant language to allow them to develop, express, and respond to stance in a discussion.

**2C Reading** presents two authentic texts 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 stance and perspective 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 texts as sources in their own writing.

**2D Writing** guides students through paragraphs: their topic, structure, and cohesion. Through analysis of clear and less clear example paragraphs, students learn the key features of a paragraph. These skills are then applied so the 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.

**2E Vocabulary** looks at using a number of key nouns describing a range of academic concepts, e.g. *theory* and *approach*. The module then consolidates the academic focus, by giving students practice in using adjective-noun collocations that highlight stance. Students of this level greatly benefit from being able to identify the strength of stance, often indicated by modifying adjectives. By accurately identifying these, students are better prepared for evaluating, or contesting an author's stance.

## DISCUSSION

**1** Ask students to read the two definitions. Brainstorm onto the board different perspectives using those in the Student's Book as a starting point. Ask students why stance is considered stronger than personal opinion.

**2** Write the situation on the board and ask students what things a company might want to consider before making the move. 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 feed back onto the board.

### Answers

1 b 2 a 3 d 4 c

**3** Write the first statement on the board and ask students which word indicates stance, e.g. *unlikely*. Ask students to do the same with the other statements.

### Answers

1 unlikely 2 might 3 might need to 4 could be a good idea


**4** You may want to model one of the perspectives to the class on the board before setting up this task. Ensure that students consider the perspectives from different positions, e.g. *economic* could refer to the cost of tuition fees, daily living expenses, but also the amount of money a degree from a particular country might confer in the future. Once students have completed the task in pairs, ask pairs to form groups and discuss their ideas. As an extension, elicit other perspectives that could inform students' choice of study destination.

**5** 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 to form their stance.

## 2A Listening Lectures (1)

### TASK 1 Understanding the introduction to a lecture

**1** Ask students to work on their own and note down what they know about the UN, with reference to the focus given, 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.

**2**  **2.1** Before showing Extract 1, tell students that they have to take notes rather than trying to remember the information. Explain that this is because lectures are


long, 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

- a To give an understanding of the UN from a number of perspectives
- b An overview of the structure of the UN, the purpose of the UN, the history of the UN

### TASK 2 Taking notes on key information

**1** Set a time limit of about 3 minutes for students to come up with ideas on the function of each UN organ, using their own knowledge and the name of the organ. As a whole-class example, explain that the Security Council is likely to be involved with security / safety / military and peacekeeping efforts.

**2**  **2.2** Before showing Extract 2, explain that the aim of this task is to develop note-taking skills, begun in Task 1, in two longer extracts. As a key tip, ask students to keep on listening and writing notes even if they miss something, rather than giving up halfway through. Point out that it is not a test, and any gaps and incorrect information are actually useful in showing students the areas they need to work on. Show Extract 2; then introduce students to the lecture transcripts on page 207. They can either read these quietly in class, or listen and read independently as a regular homework task, using the DVD in their Student's Books.

### Answers

- 1 The Security Council: *five permanent members, main responsibility to focus on security & maintain international peace and security*
- 2 The General Assembly: *the UN 'parliament' / all UN member states represented - one vote each, on international issues*
- 3 The Secretariat: *essentially administrative / led by Secretary-General / does research / bureaucratic, lacks political power*
- 4 The Economic and Social Council: *oversees other UN institutions, e.g. WHO / coordinates economic and social work of UN*

**3** Encourage students to work with their peers to ensure they have completed all the information. Working with your peers to check facts following lectures, etc. is a valuable part of the academic process. Set a time limit of 3 minutes; then check answers visually.

### TASK 3 Understanding the language of perspective

**1 and 2** The idea of perspective runs through the *Oxford EAP* series. Remind students that perspective refers to mainly objective ways of looking at something (a topic,

idea, or aspect of the world), and examples include geographical, political, and economic perspectives. The table of language presents 10 frequently used perspectives, and enables students significantly to build their word power. Ask students for generalizations on the word forms or provide the following ideas:


- adjectives mostly end in *-al*, ( typical of classifying adjectives given here)
- classifying adjectives are often ungradable, e.g. **very legal**
- most adverbs from classifying adjectives end in the 'default' *-ly*.

For further information, refer students to Language reference page 176. Ask students to work first individually, then check in pairs or groups. Check the dictionaries they are using: whether electronic or paper-based, they should use monolingual (English–English) dictionaries so as to develop their English more effectively.

### Answers

Adjective	Adverb	Noun	Collocation
1 historical	historically	history	a historical institution
2 geographical	geographically	geography	-
3 international	internationally	-	an international court
4 military	militarily	(the) military	military power, military law
5 political	politically	politics	political power
6 legal	legally	law	legal power
7 economic	economically	economics	economic power, an economic institution
8 social	socially	society	social work
9 ethical	ethically	ethics	an ethical society
10 financial	financially	finance	a financial institution

## TASK 4 Identifying perspectives in a lecture extract (1)

**1 and 2**  **2.1** Ask students to refer back to their notes from Extract 1, and their memory, and note on the board the perspectives they give. Ask students to provide examples of language that could be used to indicate the perspectives given. Show Extract 1 again, and check. If necessary, refer students to the transcript on page 207.

### Answers

Perspectives mentioned (words from lecture in brackets): international (international, global), political / geographical (country), historical (history)

## ACADEMIC LANGUAGE

**Talking about perspectives:** using contextualizing language

The three examples show each key word class from the table in Task 3 used in a longer phrase. You could explain that each of these three phrases is an adverbial, which 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. Model the sentences by reading them aloud. Often the content word, e.g. *political* is stressed in order to emphasize the particular perspective.

### INDEPENDENT STUDY

Explain that this task encourages students to notice how perspectives are expressed in spoken texts such as lectures. Elicit examples to check comprehension, e.g. 'politically'. Check that students understand 'implicitly' by giving further examples, e.g. 'the government has announced' → a political perspective.


## TASK 5 Using language to talk about perspectives

**1** Ask students to work individually, then in pairs / groups to compare and discuss their answers, which are likely to be different. Ask students to read their sentences aloud, pausing briefly after commas and emphasizing the particular perspectives. As an extension ask students to rewrite the sentences with the adverbials in different sentence positions, to change the emphasis.

### Sample answers

- 1 *from a financial perspective / financially speaking / financially*
- 2 *In military terms / From a military perspective.*
- 3 *Geographically speaking / As far as geography is concerned / From a geographical perspective.*
- 4 *as far as ethics are concerned / ethically speaking / ethically*
- 5 *Politically speaking / As far as politics is concerned,*

## TASK 6 Identifying perspectives in a lecture extract (2)

**1 and 2**  **2.3** Explain that Extract 3 develops the information on the UN by bringing in a range of perspectives, and that this is typical of lectures – i.e. examining and analysing a topic from various perspectives. Explain that this is often used as a way of organizing content, and providing a lecture's structure. Note that the second viewing allows students to link the language they hear with the content, e.g. dates such as 1945 suggest a historical perspective.

## Answers

Perspective	Language
✓ historical	24th October 1945 / historically / originally started out / [general use of past tense]
✓ military	Second World War / future wars / peace / from a legal and military perspective / military power
✓ political	nations / power / legitimacy / countries / state / Council / the USA, Britain, France, Russia
ethical	-
✓ legal	the legitimacy to do so / as the legal authority / enshrined in law / from a legal and military perspective
financial	-
✓ geographical	nations / countries / state / the USA, Britain, France, Russia / As far as geography is concerned

**3** This task gives students freer practice in writing sentences, using perspective structures such as those in Academic Language. Students should work individually. Check their writing, focusing particularly on accuracy of form (e.g. *economic* versus *economically*). Optionally, put students in pairs for them to peer-correct their sentences.

## TASK 7 Evaluating the content of a lecture

**1** This task allows students to reflect on their learning, with a focus on content. Refer students back to their lecture notes for evidence of new content learnt. Set a time limit of about 5 minutes for the discussion. Optionally at the end, ask the class for any particularly interesting points to share.

## TASK 8 Evaluating listening strategies

**1** This task allows students to reflect on their learning, with a focus on strategy and approaches to processing listening texts. Set a time limit for students to first complete the checklist on their own; then allow time for discussion in pairs or small groups. Optionally, you could discuss this as a whole class. During the discussion stage monitor to ensure students are giving reasons for their choices, and providing examples to illustrate where possible.

# 2B Speaking Seminar discussions (1)

## TASK 1 Preparing for a discussion

**1** Set a time limit of 3 or 4 minutes for this task, and then ask groups to share their ideas with the class. Students that have completed the previous module should be starting to consider a topic like this from a range of perspectives.

**2** 2.4 This is a simple seminar extract that encourages students to identify opinions and reasons. After playing the recording check answers as a class.

## Answers

- 1 Male student (Dan) agrees with the statement.
- 2 Female student (Lucy) states individuals and companies should take responsibility for their actions; Dan's opinion is unsupported.

## TASK 2 Identifying different perspectives in a discussion

**1** Tell students to look back at the statement in Task 1 and identify the perspectives they think will be discussed. You could do this by highlighting which words indicate which perspective, for example, *government* = political.

**2** Highlight the example in the Student's Book. For some groups this might need further modelling on the board; in such cases you could use the following example:

*Commercial – companies pay taxes for the government to manage such things.*

Set a time limit of 3 or 4 minutes for students to discuss further details in groups. Feed back the other details on each perspective onto the board.

**3** 2.5 Leave the details on each perspective on the board. Play the recording, then discuss and compare the similarities and differences between students' ideas and those in the recording.

## TASK 3 Listening for more detail

**1 and 2** 2.5 Play the extract again and ask students to take further notes on each perspective and then compare their notes with a partner. Encourage students to discuss their answers, and question each other if there are points they are unsure of.

## Answers

Perspective 1: Political – laws would be needed to make individuals and companies responsible.

Perspective 2: Social – largely the government's responsibility because they are elected by society, but individuals and companies might also take some.

Perspective 3: Commercial – it is the responsibility of the government because there is no profit in it for businesses.

**3** After the discussion you could ask students to turn to the transcript on page 207 and underline the sections they think make the second discussion stronger. You could focus on some of the key language of stance and perspective used in each discussion. This task should begin to raise students' awareness of how considering perspectives makes an argument stronger.

## TASK 4 Discussing different perspectives

**1 and 2** Set a time limit of 5 minutes for this discussion. With some groups a more controlled feedback session may work better. In this case write the perspectives at the top of the board and ask individual students in turn to come and add notes to each one then discuss as a whole class.

**3** To encourage students to use the phrases given, allocate each one to a different student to use as they feed back.


## TASK 5 Using perspectives to inform your stance

**1 and 2** As students are completing these tasks, monitor and help with language where necessary. As you monitor, make a note of any interesting stances the students are taking which could be opened up as a whole-class discussion. Select three or four interesting stances and invite students to write them on the board and then discuss as a whole class.

### INDEPENDENT STUDY

Ask students to think about how many different perspectives they have used to form their stance in Task 5. Tell students that wherever possible they should always be open to different perspectives as it will strengthen their opinion. Tell students they are going to listen to two students in a seminar and that they should think about how their stance has been informed by different perspectives.

## TASK 6 Identifying stance in a discussion

**1**  **2.6** Once students have listened to the recording, ask them to compare the stances held by the students with their own and with a partner decide who they most agree with, and why.

### Answers

Lucy's stance - against. Doesn't believe it should be free as it is too expensive. Not everyone goes to university just to earn more money.

Dan's stance - for. Believes it should be free as it is beneficial to the whole of society. People already pay through taxes and it raises earnings across the country.

**2** Once students have completed the gaps, feed back onto the board.

### Answers

- 1 What are your views on this issue?
- 2 From my point of view
- 3 What do you think?
- 4 In my view, no
- 5 I can see what you're saying
- 6 I see what you mean, but
- 7 But surely

## ACADEMIC LANGUAGE

### Expressing stance (1) Useful phrases

After students have read the box you could set a simple task that encourages controlled and focused practice of these expressions. For example, as an extension to Task 6 and Academic Language you could 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. Once students have used all the phrases, the person who has used the most phrases is the winner.

## TASK 7 Taking part in a discussion

**1** Set a time limit of 5 minutes for students to answer questions 1–3 individually. You may want to elicit one or two answers to each question; however, do not go into too much detail otherwise students will discuss too much of the seminar content prior to 7.2.

**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 have them feed back on the group as a whole.

**3** Once students have completed this task ask students / observers to provide feedback to the others. 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.

## 2C Reading Textbooks (2)

### TASK 1 Preparing to read

**1 and 2** The aim of this task is to summon schema, by having students think about planned and free market economies and the possible advantages and disadvantages of each. Before students begin, you might want to explain the meaning of the word *infrastructure*. You may also want to give an example of an advantage and disadvantage for one of the items given to help students form their own ideas. An alternative version of this task would be to divide the class into five groups, and allocate an item to each group. Students could quickly share ideas, then report back to the whole class.

### TASK 2 Understanding the main idea in a paragraph

**1** Explain that later students are going to read a longer text on the advantages and disadvantages of different economic systems, and that these initial two paragraphs define two types of economy found around the world. After students have read the text you could ask students to discuss which system is most similar to their own country's system.

### Answers

Planned economies – 1, 3  
Free market economies – 2, 4

**2 and 3** Explain to the class that a key aim of this module is to identify perspective and stance in a text. Note that the focus here is on stance, so students should be reading to assess how the author's position is informed by evidence. Add that it is important that students learn to do this, as many tasks at university will require students to form a stance on a topic. Set the task and check as a class.

### Answer

2 2

### Answer

3 2

**4** This task gets student to think about the language used to form stance in writing. It is a short version of what they will do later, so you may want to do this one together on the board.

### Answers

in theory, should

**5** Tell students to discuss this question in pairs for 2 minutes and then hold a whole-class discussion. Explain that it is important that they try to understand the author's overall stance and that this can be more challenging in longer texts.

### Answers

The author shows that both have weaknesses but does not say one is better than the other.

## TASK 3 Understanding the main ideas in a longer text

**1** Set a time limit of 5 minutes to discuss these questions and then open it up as a whole-class discussion.

**2** The aim of 3.2 and 3.3 is simply to make sure that students understand the main ideas before going on to analyse the perspectives and stance in more detail. Highlight the glossary at the end of the text that will help students with some of the technical language.

Set a time limit of 2 minutes to read the first paragraph, and then check against main ideas a and b. Instruct students to look at key terms in both sentences.

### Answer

b

**3** Set a time limit of 15 minutes to read the remainder of the text and then check the answers as a group.

### Answers

a 2 b 5 c 6 d 8 e 3 f 7 g 4

**4** 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.

### Suggested answers

- a government to help / areas such as transportation, energy supply, and healthcare → government intervention / infrastructure
- b causes problems for the poorest → hits the poorest sector more than anyone else
- c problems / cities / rural areas → poverty in rural areas / migration from rural to urban areas / slums
- d combination → combination
- e difficult to compete → difficult ... to compete
- f Invest / political reasons → attract investment / political stability
- g Government intervention → the governments were interventionist

## TASK 4 Identifying perspective and stance in a text (1)

**1 and 2** These questions and tasks start to focus the students' attention on the language of stance and perspective and are a scaffolded approach to the later freer task. Check students are clear about the main topic of paragraph 2 and then draw their attention to the underlined and circled words. Ask students if they think the word *unlikely* refers to stance or perspective. If students are unsure of the distinction at this point, continue looking at each underlined or circled example as a whole class.

### Answers

- 1 Developing countries' infrastructure
- 2 1 perspective – market-based approach, free market approach, government  
2 stance – unlikely, simply do not have, sufficient, requires

**3** Once you have checked which words are associated with stance and which with perspective, ask students to think about which perspectives are being discussed.

### Answers

political and economic

**4** For stronger groups, ask students to complete the sentences on their own. For weaker groups, write the following on the board first: *need, don't need, will, won't*.

### Answers

need, won't

## ACADEMIC LANGUAGE

### Expressing stance (2) Adverbials and verbs

The examples show adverbials that are used to convey stance in varying strengths. As with previous examples of adverbials, note that these may be moved around in the sentence while expressing the same ideas. Provide examples of the sentences with the adverbial in initial, middle, or end position, and show how this is dependent on emphasis. Model the sentences by reading them aloud. Encourage students to think of other adverbials that have a similar function to those presented here. Refer students to Language reference page 183.

## TASK 5 Using adverbials to express stance

**1 and 2** This task requires students to put into practice their understanding of stance adverbials from 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 adverbials. These could be gapped for students to exchange and practise further.

### Answers

- 1 clearly
- 2 apparently
- 3 without doubt
- 4 generally
- 5 in theory

## TASK 6 Identifying perspective and stance in a text (2)

**1** The aim of this task is for students to have freer practice at identifying the language of stance and perspective in a longer text. If necessary you could divide the text between groups of students, for example, Group A to look at paragraphs 2–4 and Group B to look at 5–8. There is a chance that students might overlook a number of phrases for expressing stance, as they probably will not have read in this manner before. Once students have finished, tell them how many words / phrases there are in each part and give them a few more minutes to try to fill in any gaps they have.

### Answers

Paragraph	Main perspective	Vocabulary related to perspective	Phrases for expressing stance
2	political, economic	market-based approach, free market approach, government intervention	unlikely, simply do not have, sufficient, requires
3	economic	trade liberalization, liberalize trade, protectionism, trade negotiations	although, very difficult, fair
4	economic	export, government, interventionist, product market, education, health	success, did not happen without, very interventionist, able to place greater emphasis
5	education	free market, long term, short-term costs, poorest, unemployment, essential products, public services, poorest sector, income inequality	although, may, without doubt, hit, more than
6	health	urban, rural, poverty, migration, slum, city	tends to, divide, increasing, leading to
7	economic	government, capital, political, foreign investment, growth	may, lack of, not in a position
8	political	solutions, approaches, policy	will lie, will need to be, will not be effective

**2** In this task students are looking at a more summative understanding of the main arguments the author had. It is also a step towards reading into writing – that is, when reading texts are used as a source of content, and structure for a piece of students' own writing. Give students a few minutes to complete this task.

### Answers

- 1 do not, difficult
- 2 can, good
- 3 difficult

**3** Explain to students that in this task they are practising expressing and summarizing the author's stance in their own words. This is an important step in reading into writing. Monitor as students complete the task and then select some of the stronger examples to write onto the board.

#### Sample answers

Paragraph 4: Government intervention can be helpful in helping developing economies grow.

Paragraph 6: Free market economies can lead to rural migration, which often causes poverty in city slums.

Paragraph 8: Each country needs to be considered individually to ensure effective development occurs.

**4** 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. Set a time limit of 1 or 2 minutes for students to decide, and then check with the class.

#### Answers

3

#### 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 in a similar process to the one in Task 6. In the following class, students can summarize the main stance and perspective to a partner.

### TASK 7 Critical thinking – responding to the content of 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 with differing stances and perspectives, 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.

## 2D Writing Paragraphs (1)

### TASK 1 Understanding and analysing a paragraph

**1 and 2** These tasks give students practice in reading a short paragraph and understanding the topic of the paragraph. When checking the answers, elicit or explain that the topic – research – (i) is mentioned several times in the paragraph, and (ii) is the focus of each sentence in the paragraph. The sentences variously explain,

exemplify, and evaluate research in different contexts including universities and companies.

#### Answers

1 research

2 2

**3** This task goes into more detail by analysing the 'research' paragraph. Use the first sentence as an example, students having identified it in 1.2. Logically, a rationale follows. Explain that a rationale answers the question 'why?', and that each module in *Oxford EAP* begins with a rationale which does this. The core of the paragraph, sentences 3 and 4, develop the topic. Elicit what sort of material these sentences include: an example in sentence 3, and further evidence / support for the importance of universities in sentence 4. Finally, as expected, the paragraph ends with a concluding sentence.

#### Answers

1 d 2 a 3 and 4 c 5 b

### TASK 2 Writing a topic sentence

**1–3** Students now put into practice the skill of identifying the paragraph topic, again with the topic sentence missing. Point out the pronoun *it* in sentence 2, which must refer back to something mentioned in the first sentence. By the end of the paragraph, students should be clear that *it* refers to *observation*. Point out that, as with the paragraph in Task 1, this topic is repeated several times, and the content of each sentence is about observation. Set students a time limit of just 1 or 2 minutes for 2.2, as the paragraph follows a similar development to that in Task 1. These two activities logically lead in to 2.3. Set this up by asking students what they must include in the topic sentence: in this case the topic of observation, plus some of the features given in the rubric.

#### Answers

2 2 rationale

3 development

4 perspectives

5 concluding sentence

**4** This task 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 sentences and redistribute randomly, so that students can more objectively focus on the sentence they have, and note down their evaluation rather than give it face-to-face. Ask students to focus their evaluation on the three points given, rather than, say, handwriting.

### TASK 3 Recognizing cohesion in a paragraph

**1 and 2** Now that the topic and paragraph structure has been understood, explain that the next stage is for students to understand cohesion in a paragraph. After they have tried to identify the words in bold, ask students for feedback. Use any disagreement or lack of clarity over the answers to show that the paragraph is not sufficiently clear, and its cohesion needs tightening up.

#### Answers

It - research; it - [unclear - research]; they - [unclear - ? people]; them - [unclear - people]; This - [unclear]

**3** Ask students to do the task individually, and check the answers as a whole class. Discuss any disagreements; the references should be clear. Ask students to say which paragraph (that in 1 or 3) is more effective in terms of cohesion (the one in 3). Suggest that students try this with their peers as a simple test of the effectiveness of the cohesion in their own paragraphs. A particularly vague word is *This* when used at the beginning of a sentence – it needs to be completely clear what it refers to, unlike the example given in the first paragraph.

#### Answers

Universities do research in all academic subject areas such as medicine, and companies carry out research into a wide range of products and services, from new models of cars to what people buy in supermarkets. For example, research can lead to the development of new medicines, and agricultural companies also research new varieties of vegetables and grains to provide better quality foods for people to eat. This type of research is very important.

### ACADEMIC LANGUAGE

#### Cohesion (1) Pronouns and determiners

Point out that these grammatical words are essential in making a text cohesive. Again, emphasize that their referents (i.e. what they refer to) must be clear and unambiguous.

### TASK 4 Cohesion – using pronouns and determiners

**1** This task requires students to revisit a paragraph they are familiar with. Ask them to complete it quickly, which should be possible as the paragraph is clearly written.

#### Answers

Sentence 2 *It observation*; they *employees*

Sentence 4 *it observation*

Sentence 5 *these* (the points in the previous sentence – *psychologically less threatening, cheaper*)

**2** 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.

#### Answers

1 who 2 they 3 some 4 their 5 them 6 they  
7 their 8 their 9 their 10 it

### TASK 5 Linking topic sentences and concluding sentences

**1 and 2** Explain that this task looks at the whole paragraph and how the key parts of it, the first and last sentences, relate to each other. Go through the example as a whole class so that students can see how the concluding sentence (a) is clearly more appropriate for the reasons given in the italicized commentary. Monitor to check individual comprehension, and discuss any incorrect answers with students to see where they went wrong. Check the answers as a whole class after a brief pairwork check (one or two minutes).

#### Answers

1 1 a 2 b 3 a

**3** State that a significant amount (around 20%) of English in academic texts is formulaic, in other words not newly created, but re-used phrases and sequences of language. As this language is generic, it can support students in any discipline. Go through the answers carefully, asking students to identify the parts they can use, versus the specific parts, given in square brackets below.

#### Answers

- 1 (b) [topic] vary greatly across [place]
- 2 Recent research suggests that [topic] are being used [people] even at [place]  
(a) This research shows that [topic] has been developing rapidly for several years, and has greatly [verb + object].  
(b) The increasing use of [topic] among [people] is [adjective] and can lead to [result].
- 3 Another cause of [topic] is [cause].  
(a) This discussion shows the importance of [topic] in [context].  
(b) Therefore, [topic] has at least three main causes, including [cause 1], [cause 2], and [cause 3].

### 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, e.g. 20 paragraphs. They can work individually or collectively, as preferred.

## TASK 6 Analysing concluding sentences

**1 and 2** This time students revisit familiar paragraphs to evaluate the concluding sentence, in order to see how such sentences work in context. If necessary, go through the guidelines to check comprehension: *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 concluding sentences, optionally working in pairs. They can then move on to 6.2. Ask students to give reasons why they think each sentence is effective or ineffective.

### Answers

- 1 Yes, all three criteria are basically met.
- 2 1 No. This sentence offers a new perspective (financial) and is therefore more like sentence 3 in the paragraph.  
2 Yes. This sentence works well as a possible concluding sentence to replace sentence 5 in the paragraph. It sums up the main ideas in a similar way to the existing sentence 5.  
3 No. This sentence develops a point related to universities, which is not the main topic of the paragraph.

## TASK 7 Writing a concluding sentence

**1 and 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 Task 2. 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 and then compare these with the original versions and evaluate them.

## 2E Vocabulary Expressing stance

### TASK 1 Identifying common academic nouns

**1** This task checks that students understand some key general academic nouns. Set a time limit of 5 minutes to complete the activity individually before checking together. Alternatively you could put the nouns and definitions onto cards for a more interactive matching exercise, or use interactive whiteboard technology to do the same.

### Answers

1 c 2 e 3 a 4 g 5 b 6 h 7 d 8 f

## TASK 2 Understanding stance

**1** This task further practises students' understanding of stance in adjective noun collocations. Set a time limit of 5 minutes for students to complete the task individually before checking together.

### Answers

1 a 2 b 3 a 4 a 5 a 6 a 7 b 8 b

**2** Before students complete the text, ask them to read it through once and to summarize orally what the main idea is.

### Answers

- 1 central strategy
- 2 influential position
- 3 suitable direction
- 4 basic concept
- 5 practical solutions
- 6 unlikely approach
- 7 transparent policies

**3** As an alternative to doing this task in class, you could set it for homework and ask students to write sentences or a passage using the expressions.

# UNIT 3 Motivation

## ACADEMIC FOCUS: DEFINITION AND EXPLANATION

### INTRODUCTION

**Unit 3** investigates different types and structures of definitions across various contexts, such as definitions of an abstract concept in a university textbook. Students learn to differentiate definitions from examples and explanations. The unit theme of motivation runs through all the modules, with topics such as motivation in sport and psychology, building on work done on perspectives in Unit 2. 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 and examples.

**3A Listening** gives students practice 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 an example or explanation of a main point. The sequence of tasks highlights typical lecture structure and the main forms of signposting language students may hear. This language can indicate to a student what type of information is being given and when the topic is moving on. Recognizing these features provides the basic skills required in being able to understand academic lectures.

**3B Speaking** 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 an authentic 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.

**3C Reading** looks at definitions of key terms in an academic context, together with explanations and examples. 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.

**3D Writing** focuses on sentence-level definitions with two of the most common structures used to write definitions. Firstly, students are taught to write definitions with prepositional phrases. This is a common structure students may be exposed to – especially in the glossaries of many course books. The second structure is using relative clauses to build definitions. 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 key terms discussed. The module builds towards writing extended definitions at paragraph level, which is particularly useful when defining difficult or key terms in an essay.

**3E Vocabulary** examines classifying adjectives (e.g. *theoretical*) and evaluative adjectives (e.g. *significant*), helping students deal with meaning, collocation, word grammar, and use. They can then apply this competence to other adjectives and words.

## DISCUSSION

**1** This discussion contextualizes the broad theme of the unit by looking at motivation in a range of professions. To help students, write one of the groups of people onto the board and collectively brainstorm what motivates them.

**2 and 3** This section looks at the relationship between success and motivation, a key theme of the reading module. It also personalizes the topic for students to consider what motivates them. If students struggle for ideas, you could give them some 'What if ...' situations, such as *What if you made \$100,000 a year but had no power, would that motivate you?* 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 groups to report back.

## 3A Listening Lectures (2)

### TASK 1 Using your knowledge to prepare for a lecture


**1 and 2** The tasks help to highlight the importance of prior knowledge when listening to a lecture. Even simply raising their schemata by thinking about the topic before a lecture can enhance students' comprehension. As an alternative, each group of students could write their ranking on the board and then discuss any differences as a whole class.

### TASK 2 Understanding the main points of a lecture

**1** Give students a couple of minutes to read the slides and then elicit answers. Ask students to explain and justify their choice. Note that C provides a lecture title, A provides a key term, with topic areas that help to define it, and B goes on to exemplify theories in a sequence.

#### Answers

C, A, B

**2**  **3.1** Tell students to take notes as they watch and check their prediction from 2.1. Ask them to compare their notes with a partner.

#### Answers

Theories of motivation:

Taylor's theory (money is the key motivator)


Maslow's theory (hierarchy of needs)

McGregor (and Maslow's influence on his ideas)

McClelland and Burnham (all about power)

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

### TASK 3 Understanding the organization of a lecture

**1**  **3.1** This task precedes the Academic Language focus of signposting language. Before completing it you could ask students for any strategies of their own which they use to follow a lecture.

#### Answers


- 1 In today's lecture
- 2 First ... / in more detail
- 3 move on to
- 4 After that ... / going to see
- 5 then finally ... / take a look at

#### ACADEMIC LANGUAGE

**Signposting language (1)** Giving an overview, sequencing


Give students a few moments to read the information. Check understanding by asking them to close their books. Write the two functions on the board and tell students you are going to read aloud some of the phrases. They should tell you what the function of each phrase is.

### TASK 4 Taking notes on key information

**1**  **3.2** Tell students they are going to hear about four academics and their theories of motivation. As a pre-listening task you could ask students to close their books and ask them to write down the names of the academics you read aloud. It is important for students to practise their spelling, as it will help future research after lectures.

#### Answers


Taylor	Early 20th century
Maslow	1940s / 50s
McGregor	1960s
McClelland and Burnham	1970s

**2**  **3.2** The second time they watch, students will be focusing on understanding details. Before showing the extract, ask students what they can tell you about each theory based on the first time they listened.

#### Answers


- 1 money
- 2 5
- 3 2 / Theory x and Theory y
- 4 managers / power

## TASK 5 Taking detailed notes on explanations and examples

**1**  **3.3** Lecturers usually support a main idea with explanations, examples or further details. This provides useful context, and strengthens the particular position the lecturer takes. As in Unit 2, it is worth noting that without explanations or examples from differing perspectives, an academic stance is not as strong. 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 and examples to support their own ideas.

### Answers

- 1 basic salary
- 2 Need for stability
- 3 pension plan
- 4 feeling part of a group
- 5 friends at work
- 6 job title
- 7 sense of achievement
- 8 job that is challenging

**2**  **3.3** Before showing the extract again give students a few moments to read the questions and discuss them with other students. This is important in that it highlights the benefit of peer to peer exchange of ideas, understanding, and information – again, all key areas in academic development.

### Answers


- 1 Physiological
- 2 no
- 3 there is a desire to meet the next need
- 4 no

**3** Providing a more detailed comparison with a written model here may help weaker students. You could give students a strong and a weak model for comparison purposes. However, try not to make the strong model too strong as this can be demotivating for some groups.

### INDEPENDENT STUDY

Ask students what type of diagrams they think are likely to be common in their area of study. Ask the students to find an example of a diagram from their studies and to bring it to class. Students could then work in groups to describe the main information in the diagram – either in an informal presentation, or as a seminar role play.

## TASK 6 Recognizing phrases for signposting a lecture

**1 and 2**  **3.3** The purpose of this task is to highlight to students that it is possible to notice signposting language for examples, explanations, and for referring back to an earlier point. Noticing these phrases helps students to identify key points at which they should take notes. Set task 1 and then show the extract again. Students can be encouraged to check answers together afterwards.

### Answers

- a *So, for example ... , An obvious example of this is ...*
- b *this can be understood as ... , How that works is ...*
- c *As I said ... , As we've already seen ... , In other words ...*

## TASK 7 Critical thinking – responding to the content of a lecture

**1** This task works on developing students' ability to see connections between research and to not see an idea in isolation. It also encourages students to think about challenging research methods in the development of an idea with personal experiences.

## 3B Speaking Seminar discussions (2)

### TASK 1 Reading to prepare for a discussion

**1 and 2** Explain that this task aims to help students prepare to participate in a seminar discussion. As with many EAP reading texts, students can bring their own knowledge to help them understand. You could start by asking who has heard of intrinsic and extrinsic motivation. If students have never heard of these concepts, it may be worth having them look at the prefixes *in-* and *ex-* to help them deduce the direction of the motivation. The four items following the text serve to clarify that students have understood the text. When students are explaining their decision in the second task, ask for reasons and examples, e.g. *A bonus is an example of extrinsic motivation because it comes from another person, who offers it hoping to get something in return.*

### Answers

- 1 and 2 are examples of extrinsic motivation;
- 3 and 4 are examples of intrinsic motivation

### TASK 2 Thinking about learning

**1 and 2** Start the task off with students working individually, and make sure all students rank the items and write down their choices. Monitor while they are working, and ask questions such as *Why do you think [good organizational skills] are more important?* This

stage should lead into the second activity; stress that students need to justify their choices, giving reasons and examples where appropriate, e.g. *[A strong interest in learning languages] is most important because without it you will not be motivated to keep learning.* You could collate the rankings in a whole-class list, adding any further qualities which students suggest, e.g. the ability to learn using different learning styles such as visual and kinaesthetic (movement-based).

### TASK 3 Listening to a seminar discussion

**1** ▶▶▶3.4 Explain that students are going to listen to a number of students taking part in a discussion, and that they can see this as an example or model. Play the recording once. Give students time to write their responses, and ask a quick question to check global understanding, e.g. *How many speakers are there?* (Three). Check understanding of the four questions by showing the answers visually.

#### Answers

- 1 what makes a good language learner
- 2 *focus and motivation (intrinsic and extrinsic)*
- 3 When you have a clear idea of what you want to achieve, and why.
- 4 Intrinsic motivation (from within); Extrinsic motivation (from outside)

**2** ▶▶▶3.4 The second playing is for language rather than meaning. This activity helps students focus on the language which expresses important discussion functions. As an extension, ask students what these are (suggested answers are given in brackets below).

#### Answers

- 1 Well, yes. I think, as far as I'm concerned, it's about focus. (*offering an opinion*)
- 2 Focus is when you have a clear idea of what you want to achieve, and why. (*explaining / defining*)
- 3 I see. And so you're saying that focus is the most important thing? (*clarifying*)
- 4 And what about you, Carina? What do you think makes a good language learner? (*asking for an opinion*)
- 5 Well, I would say motivation. (*offering an opinion*)
- 6 Can you explain what you mean by intrinsic and extrinsic motivation? (*asking for clarification*)
- 7 OK ... what I mean by intrinsic motivation is motivation that comes from inside you. (*explaining / defining*)
- 8 Look, to put it another way, if you're intrinsically motivated, then you'll do it because you really want to do it. (*rephrasing / reformulating / explaining something in a different way*)

## ACADEMIC LANGUAGE

### Spoken definitions

Explain that this language point illustrates some of the functional language students have just listened to. Stress that it is usual to ask for definitions and explanations, for example when a particular term might have more than one meaning. As some of this language is associated with speech, give students practice in pronouncing the functions, modelling them as necessary.

### TASK 4 Preparing and presenting definitions

**1 and 2** The suggested nouns should be familiar to students, but perhaps less easy to define than to recognize. Check the relative clause language; perhaps surprisingly, both defining and non-defining relative clauses are used for definitions. Do not allow dictionaries during this task, so that students are not influenced by published definitions. Stress the importance of originality, and if students require further examples, simply refer them back to Academic Language. During the group work stage, encourage students to identify whether their peers' sentence is a definition or an explanation.

#### INDEPENDENT STUDY

If you think it appropriate, ask for examples of when a student was in such a position. If you are familiar with their subject(s), suggest possible textbooks or articles that would be appropriate. Ask students to report back following the independent study task.

### TASK 5 Taking part in a seminar discussion

**1** The final task in this module allows students to put into practice the skills and language they have been developing. To ensure that the seminar 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 seminar leader; one could be appointed note-taker. Give guidelines such as those below for students to follow when preparing for their seminar.

- The seminar 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 the topic
  - listen actively to what other students say
  - respond to what other students say and ask for more information if necessary.

During the seminar, 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 and 3** After the seminar, ask students to evaluate their own performance using the guidelines given. Optionally, ask each student to evaluate another student, and then share this evaluation with them and see how close the two evaluations are.

## 3C Reading Textbooks (3)

### TASK 1 Discussing the theme of a text

**1–3** The first task activates students' interest in the topic of the reading text and unit: motivation. Ensure students remain specific, rather than talking in general terms, by asking one person in each group to take notes and later present their ideas to the whole class. Encourage specific examples of successful and less successful experiences of motivation relating to the scenarios given. If necessary, present a scenario of your own, perhaps related to an educational experience. Let the discussion continue with setting specific goals. Again students should take notes so that they can present these to the whole class.

### TASK 2 Predicting the main purpose of a text

**1 and 2** Explain that prediction is a key skill, as we tend to approach texts with some idea of what they are going to be about. Make sure students look at the text for only a very short time, e.g. 20 seconds, and do not start reading it in detail yet. In 2.2, all answers are acceptable, but students should give reasons for their choices.

#### Answers

2 to explain how setting goals can help motivation

#### INDEPENDENT STUDY

This task emphasizes the importance of prediction when reading. If possible, present an example from a textbook extract and point out the different clues which can contribute to successful prediction, and therefore enhanced understanding of the text: title, headings and sub-headings, items in different font sizes / colours, graphics, and images.

### TASK 3 Understanding the main ideas in a text

**1 and 2** Give students a time limit of about 2 minutes to check their predictions. Then move to the more detailed reading activity, which is an information transfer task. Point out the glossary to assist their comprehension, and elicit or give the meanings of a small number of additional words as necessary, e.g. *influence*. The division of information in the text to *main focus* and *example* reflects the way efficient readers understand a text. Later, when students are summarizing a text, they will include the main focus but not details such as examples.

#### Answers

Type of goal	Main focus	Example
Outcome goal	<i>the competitive results of the game</i>	<i>winning a bowling tournament</i>
Performance goal	<i>achieving individual objectives</i>	<i>setting a better time for a 10 km run</i>
Process goal	<i>the actions taken to be successful</i>	<i>basketball player releasing the ball at the peak of the jump</i>

**3** Explain that this task gives important practice in working out meaning at a close level of detail. Go through the example as a whole class. Elicit or state the difficulties in understanding the original sentence: to understand the phrase *the same can be said*, students need to refer back to a previous idea already mentioned in the text, i.e. that most runners in the London Marathon do not expect to win. The example sentence simply makes the point that this principle applies to any race, as explained in the italicized commentary on the example. Students should work individually on the three sentences given. Ask them to keep a record of their answers.

#### Answers

1 a 2 a 3 b

**4** As the rubric states, the examples in 3 are all main ideas within their paragraphs, which means that it is particularly important to understand them. As you go through the three questions and answers, say that they illustrate the most important information about such sentences.

#### Answers

- the last / concluding sentence
- Following the evidence and examples, they sum up and perhaps offer evaluation.
- (b) They refer back to the rest of the paragraph

#### ACADEMIC LANGUAGE

##### Cohesion (2) Introducing key information

Following on from Unit 2D Academic Language, this draws students' attention to the useful cohesive language in the text, which helps the reader process the information presented in the text. Depending on your class, you could analyse the language further, e.g. by asking about the tenses used (all in the present, which is typical when reporting ideas and research); the voice (with abstract subjects such as *goal-setting*, the passive is likely to be used); and further expressions, e.g. *is based on* / *is related to*; *they argue* / *state* / *report* / *point out ... that*.

## TASK 4 Identifying and using cohesive language in sentences

**1 and 2** This task puts into practice the cohesive language presented above, firstly with a noticing activity, then with a short text completion which checks that students can correctly understand the word grammar and meaning of the items. As an extension, ask students to write sentences of their own using the target language.

### Answers

- 1 1 are based on, argued that,  
2 focuses on, studies show that
- 2 1 focuses on, 2 focuses on, 3 is based on,  
4 They argue that

## TASK 5 Identifying definitions, explanations, and examples

**1** Explain that definitions are used as a way into reading the second text of the module. Ask students to quickly find the three items given, not focusing specifically on the rest of the text or the underlined material. 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 Motivation is the direction and intensity of one's effort.
- 2 the fun of being with a team, satisfaction of improving results, enjoying competition, a sense of improved well-being
- 3 praise, the chance to be with friends, a contract, status from being famous

**2 and 3** Focus students' attention now on the underlined sentences, and explain that it is necessary to be able to differentiate between a definition of something and an example. Give a familiar example to illustrate this, e.g. *apple* is an example of 'fruit', while a definition of fruit is *the part of a plant that contains the seed*. 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 1 definition, 2 example / explanation,  
3 definition, 4 example / explanation, 5 definition,  
6 example / explanation
- 3 1 XXX is defined as DEFINITION  
2 XXX is not enough, one actually has to EXAMPLE / EXPLANATION  
3 XXX are those that DEFINITION  
4 This means that ... can be EXAMPLE / EXPLANATION  
5 XXX are DEFINITION  
6 This could be ... EXAMPLE / EXPLANATION

## ACADEMIC LANGUAGE

### Definitions

Definitions, explanations, and examples  
This section extends 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 039), i.e. *is defined as* and *what I mean by X is* respectively. Also stress that such language alone may not be sufficient when looking for definitions, for example the verb *is* can be used for many meanings including definitions.

## TASK 6 Writing definitions

**1–3** This task moves to writing, first using the given terms which are partially completed. Point out that many concepts comprise two or more words, which are used together to express the concept, e.g. *team cohesion*. The second activity gives students more freedom, particularly in the explanations and examples they think of. Finally, ask students to select perhaps three (or more) 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 / examples, referring to the following points:

- accuracy of the language of definitions and examples (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.

### Answers

- 1 1 Exercise psychology is the study of psychological theories related to exercise.  
2 Goal setting can be defined as the process of planning ways to achieve better results.  
3 Team cohesion refers to the way a group sticks together while working towards its objectives.
- 2 Sample answer: *Praise means the nice words that someone gives you if you do well. It could be a remark like 'Well done', or 'That's excellent.'*

## INDEPENDENT STUDY

Give students some guidance in doing this task, as appropriate: in textbooks, definitions are often found at the start of chapters and sections; key terms are sometimes presented in bold or italics the first time they appear; some textbook styles have key terms in the margins. Time permitting, ask students to present their definitions the following lesson.

## TASK 7 Critical thinking – responding to the ideas in a text

**1** This activity revisits two of the ideas in the texts. If necessary, give a sample response relating to your own experience with a clear reason and examples. Give a time limit for the group discussion, and optionally conduct whole-class feedback to share any particularly interesting points.

**2 and 3** The final activities allow freer opportunities for personalization, related to the unit theme of motivation. If some students are reluctant to talk about their life events, suggest specific events which are not too personal, e.g. taking an examination, choosing a new location, or buying a house. As with other activities of this type, stress that students should provide reasons and examples, so that the ideas are not simply lacking context, but clearly rationalized. Allow time for whole-class feedback. You could ask for a note-taker to collate all the ideas suggested, and post this on the virtual learning environment, or keep a record for future reference.

## 3D Writing Definitions

### TASK 1 Defining key terms

**1** This task encourages students to think about key concepts in essay questions that will require further research and defining. Explain that when reading essay titles it is important to ensure that key terms are defined before the writing stage to ensure that the focus of the written work matches the expectations of the tutor who sets the written task. With stronger groups you could encourage brainstorming of synonyms and explain how this can be helpful in researching an essay question.

#### Answers

- 1 motivation
- 2 performance
- 3 instrumental motivation, integrative motivation

**2** Once students have compared 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.

**3** This task provides students with some model definitions before they practise writing a definition themselves. To pre-check students' ability to do this you could ask them to write a definition of the word *performance* before doing the matching task, and ask them to compare their definition with the one in the book.

#### Answers

- 1 integrative motivation
- 2 performance
- 3 motivation

#### ACADEMIC LANGUAGE

**The structure of definitions (1)** Noun + prepositional phrase

Explain that there are two common ways to write a definition, both of which will be covered in this module. Give students a few minutes to read the text, then write another example on the board. You could use number 1 in Task 2.1 or one of your own. Divide the sentence into parts in the same way as in Academic Language and ask students to label each part. If necessary, refer students to the Glossary, or Language reference, for definitions of the terms used here.

### TASK 2 Recognizing the structure of definitions

**1** If students seem to have a confident grasp of 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 wrench is **a metal tool** for holding and turning objects.
- 2 Persistence is **the state** of continuing to try to do something despite difficulties.
- 3 A pension is **a financial product** for saving and investing money for old age.
- 4 Physiology is **the scientific study** of the normal function of living things.
- 5 Efficiency is **the quality of doing something well** with no waste of time or money.

#### INDEPENDENT STUDY

To give students an example of this you could set an essay question that contains a word with a much-debated definition. For example, the word *culture* has numerous definitions. Outside class, ask students to find the definition they think is the best, and in a follow-up class ask students to compare the definitions they have found.

### TASK 3 Writing definitions with a prepositional phrase

**1** This task starts to move towards students structuring their own definitions. Set a time limit of 2 or 3 minutes to complete the task and then check together.

#### Answers

1 e 2 a 3 c 4 b 5 d

**2** 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 5 minutes to write their definitions. Monitor and check that prepositional phrases are being used. Some students may write their definitions using a relative clause. If this is the case, you can use this as a springboard into the next section; which focuses on defining relative clauses.

**3** Depending on the students' stage of education, you may want to provide some words to define.

### TASK 4 Identifying definitions using relative clauses

**1 and 2** Explain to students that you are now going to start looking at writing definitions using relative clauses. Give students a few minutes to read the text and answer the questions. Then discuss their answers as a whole class.

#### Answers

- 1 a companies with managers who understand what motivates their employees  
b companies whose managers are not aware of employees' motivation / companies that use money as a sole means of motivation
- 2 teams which use a sports psychologist
- 3 people who are motivated to learn

#### ACADEMIC LANGUAGE

**The structure of definitions (2)** Noun + relative clause

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 5 Writing definitions using relative clauses

**1** This task checks the students' understanding of the basic structure of definitions. Focus on sentence structure helps students to understand which relative pronoun to use, and the position of the clause. For weaker groups, model the first item on the board.

#### Answers

- 1 **1** A psychologist is a scientist who studies and is trained in psychology.
- 2 A hierarchy is a system which organizes people into different levels of importance from highest to lowest.
- 3 Management that is effective includes everyone in the decision-making process.
- 4 Learners who are not motivated are likely to progress more slowly.
- 5 An opponent that is weaker than you is unlikely to motivate you to win.
- 6 A goal is something which you hope to achieve.

**2** This task starts to practise the use of relative pronouns. Set as individual work, giving a time limit of around 3 minutes and then check as a class. As an extension, to build towards the next task you could provide some sentences omitting the noun being defined, and ask students to guess what is being defined.

#### Answers

1 d 2 e 3 a 4 c 5 b

**4** Monitor and help students as they complete their sentences. Make a note of some correct and incorrect examples students produce. Write these on the board and ask students to identify the correct and incorrect sentences and to then make any necessary corrections.

### TASK 6 Recognizing definitions in paragraphs

**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 a 2 b 1 c 3  
2 a 3 b 4 c 2 d 1

## TASK 7 Writing a paragraph with a definition

**1** The most likely term to define is the chosen theory of motivation. If you have been working through the whole unit, you could spend a minute or two brainstorming the different theories the unit has looked at. If not, give students a few minutes to look back at the other modules.

**2** 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, highlighting the ones that they should be trying to include. Also draw attention to the usual order of these features within a paragraph.

**3** Stress again the importance of peer and self-evaluation. Ask students to highlight in their partner's text the function of each sentence and to notice the structure the student has used in their definition sentence.

Go through the sample answer on page 189 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.

## 3E Vocabulary Adjectives

### TASK 1 Understanding and using evaluative adjectives

**1** Explain that this module builds on the vocabulary work done in Unit 2A, where students worked with classifying adjectives such as *political*. In 1.1 students have to identify the adjective with a different, or the least similar, meaning to the other three. Point out that the three remaining adjectives are not necessarily exact synonyms, but do have broadly similar meanings.

#### Answers

- 1 intense
- 2 unbelievable
- 3 specific
- 4 original

**2** This task focuses on the key vocabulary area of collocation. Various combinations may be possible, but ask for the most natural sounding or frequent. The answers reflect these.

#### Answers

rewarding / satisfying experience; achievable goal;  
influential / major theory

**3** This task requires students to work back from the example phrase or sentence to the target word, i.e. meaning to form. Stress that students should look carefully at the example to reach their answers. If necessary, go through item 1 as an example: the definition could be 'major', but only 'significant' collocates with the example phrase: *highly significant*, not *highly major*. Mention that as with other definitions in Oxford EAP, these are taken from the *Oxford Advanced Learner's Dictionary 8e*.

#### Answers

- 1 significant
- 2 positive
- 3 feasible
- 4 accurate

### TASK 2 Understanding and using classifying adjectives

**1** Explain that many academic words can be paired as opposites or distinctions / polarities. As an extension, ask for further examples, e.g. *global* / *local*. Students select from these word pairs to complete the statements. This will help consolidate their vocabulary learning from the unit.

#### Answers

- 1 Learning outcomes and objectives can be expressed in either behavioural or cognitive terms, i.e. what a student needs to do, or think.
- 2 When formulating a personal action plan, goals should be as specific as possible. Goals that are too general are harder to define or achieve.
- 3 Examples of extrinsic motivation include praise from tutors and coaches, and rewards for success. Intrinsic motivation includes the 'love of learning'.
- 4 Theoretical approaches are best understood by stating practical examples.

**2** This task gives students practice in using the words in a longer, more authentic context. Ask for students' reactions when completing the text: they may find it more challenging. The lesson learnt is that students need to work with the wider context to successfully complete the gaps.

#### Answers

- 1 individual
- 2 unrealistic
- 3 attainable
- 4 personal

**3** Monitor while they write. When making any corrections, focus on the accurate and appropriate use of the target words rather than unrelated language mistakes. During the process, encourage peer interaction, e.g. checking each other's sentences, taking turns to present their sentences, working in groups with students of the same discipline to see how many different aspects are covered.

# UNIT 4 Nature

## ACADEMIC FOCUS: DESCRIPTION

### INTRODUCTION

**Unit 4** aims to develop students' abilities to understand and write descriptive texts. The theme of nature is considered from a range of angles and key topics, such as urbanization, which has relevance in numerous disciplines. The focus is on descriptions of places, of change, and of data – all of which are key transferable concepts to other subject areas. The goal of the unit is for students to be able to identify and use various language of description – to describe statistics, and to describe the process of change.

**4A Listening** 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 to extract key contextualizing detail, plus the language used to express this. Students are encouraged to take away what they have learnt and apply it to their own presentations.

**4B Speaking** gives students further practice at delivering a presentation. Rather than focusing on larger more formal presentations this module looks at delivering the presentation informally in small groups in a seminar. The module encourages students to think about how perspective can influence the organization of a presentation. It also helps students to develop their ability to describe and present various numeric data. Students are given a model presentation before a scaffolded approach to a short seminar presentation.

**4C Reading** presents an authentic text that describes the process of desertification. Students practise further the skills of identifying the main and supporting idea before looking at using the text in writing. Students are encouraged to use their notes to build their own original paragraphs. At this early stage of paragraph development, the concept of referencing is not yet covered; this comes later in the syllabus. However, students are given practice of the skill of putting the ideas from a text into their own words. The module also looks at using progressive forms as part of writing a descriptive text.

**4D Writing** develops students' skills in constructing logical paragraphs by focusing first on the analysis of paragraphs, and then generating new ideas related to a topic. The material in the module illustrates how students can develop ideas by bringing in multiple perspectives on a topic. Students also work on analysing sentences so that they can write their own sentences more confidently and accurately.

**4E Vocabulary** gives students practice in using a range of adverbials to organize and structure their work so that it is more cohesive and easier for the reader to follow. It particularly looks at adverbials to compare, explain, exemplify, show stance, signal main points, and to conclude.

## DISCUSSION

**1** The Discussion section starts with simple descriptions of natural areas. This enables students to activate a wide range of language: descriptive language (especially adjectives); language expressing location, such as prepositions; language giving reasons and explanations. Such language is built on through the unit. Draw students' attention to the four given questions, and monitor to make sure students stay on task.

**2 and 3** Introduce the perspectives, which form useful analysis tools. If necessary, give an example from your own country. Time permitting, you could ask students to analyse their area using all the perspectives given; this makes the point that most things can be analysed in many different ways and from many different angles. When all students in the group have presented their analysis, ask them to identify frequent themes, e.g. new roads being built / aircraft noise.

**4** During the whole-class 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 themes
- plot the different places on a world map
- keep a tally of all the different perspectives mentioned
- give a personal reaction to points of interest / less interesting points
- write down questions to ask as follow-up points
- suggest ways of improving on or expanding on the topic
- listen for language errors and note these down for later correction
- write down good uses of language.

## 4A Listening Seminars (1)

### TASK 1 Preparing to listen to a seminar presentation

**1 and 2** 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. *Does the definition actually define the term, or simply give characteristics?* (definition 'c' does the latter). You could broaden the discussion into how far a city can be an 'eco' city, e.g. by asking if it can be self-sufficient in food and energy production (very unlikely). List the perspectives on the board; answers may include: *environmental, political, economic, financial, ethical, geographical, historical, cultural, technological, etc.* Do not give the answer to the definition at this point, as students can get this through their first listening in Task 2.

## TASK 2 Understanding the context


**1 and 2**  **4.1** Show Extract 1 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 speaking. 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 or two more times as necessary, asking students to write all the *wh*-questions. Explain or elicit that the first four questions (a–d) are contextualizing questions, question 'e' refers to the process of development, and the 'f' questions are evaluative. All are fairly generic, so they can be usefully applied to other contexts.

### Answers

**Definition:** an eco-city is a city which is planned to have low energy use and emissions.


**Contextualising questions:** a What is an eco-city?  
b Where is it? c When did the project start? / When did key decisions get made? d Why did it happen? / Why was it planned in that way? e How does it work? / How did it come about? f Will it be effective? / How significant is it?

## TASK 3 Identifying context and description

**1–3**  **4.2** Explain that students are going to watch two longer extracts, which are presentations by two different students. Quickly check that students are listening out for answers to the questions in 1. On first viewing, ask students to focus on the content and meaning, and not write down specific language. Check that they write notes rather than complete sentences, as in the example in the 'What' row of the table. Show the extract again as necessary for students to complete most of column A. Then switch the focus to language for column B. Model and drill these signalling phrases as necessary.

## Answers

Contextualizing questions	A Presentation 1: main points	B Presentation 1: signalling phrases	C Presentation 2: main points
What	<i>a modern, environmentally friendly city</i>	<i>So, what is Tianjin eco-city?</i>	<i>new environmental development for new and environmentally based companies, an 'emerging cleantech cluster'</i>
Where	<i>situated in north-east China outside Tianjin</i>	<i>Tianjin eco-city is situated a little bit outside the main city</i>	<i>located in the Middle East, in Abu Dhabi, which is the capital of the United Arab Emirates. It's near Abu Dhabi international airport, about 17 kilometres south-east of the main city of Abu Dhabi.</i>
When	<i>project started in 2007</i>	<i>It started out in 2007</i>	<i>It was established in 2006.</i>
Why	<i>pressures on environment and resources, e.g. food, energy, pollution</i>	<i>This was needed because</i>	<i>Oil is going to run out one day; continued use of oil and other fuels is having a negative effect on the environment.</i>
How	<i>clean up the land, planned and built the eco-city project</i>	<i>The way they did this was</i>	<i>uses solar energy from the sun, and other renewable energy sources. It aims for zero emissions, and zero waste. They're managing the water supply, there are no cars, only public transport. And the city will be home to businesses that specialize in environmentally friendly products</i>
Evaluation	<i>too early to say, but generally positive: high-level political support, clear aims</i>	<i>Has all this been effective? Does it work?</i>	<i>early days, but it's attracted a lot of interest and investment.</i>

**4 and 5**  **4.3** 4 repeats a similar listening and note-taking process with the second student presentation. There is quite a lot of information to note down, so again show the presentation twice or more, and give students the opportunity to exchange information. If necessary, show the extract a further time for students to complete the descriptive phrases in 4.

## Answers

- (see column C in Answers for Task 3)
- 1 Basically, Masdar is a completely new, planned city.
- 2 It's been described as an emerging cleantech cluster.
- 3 They're based around clean technology like carbon-neutral energy systems.
- 4 So, as I said, Masdar is this new development for new and environmentally-based companies.
- 5 It uses solar energy, and other renewable energy sources.

## ACADEMIC LANGUAGE

**Noun phrases (1)** Adjective + noun, adverb + adjective + noun

Go through this section, which builds up very familiar adjective + noun patterns (e.g. *an old city*) into more complex, information-rich structures (e.g. *an increasingly important and fast-growing city*). Ask for similar examples following the adverb + adjective pattern, e.g. *really important / very interesting / rather dangerous* + noun, e.g. *development*. 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 181.

## TASK 4 Using noun phrases in descriptions

**1** 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 (in this case half the length) of 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. Optionally, explain that the relative clause *which is significant in political terms* in the original noun phrase allows a time reference which can be varied, e.g. *which was / used to be / might have been*. This is not possible in the reprocessed version. In sentence 5, point out that *environment* can be left out, as it is difficult to include in the structure. As an extension, ask students to find further examples in texts from the Student's Book.

## Answers

- an increasingly important country (adv + adj)
- a rapidly expanding company (adv + adj)
- a little-known international organization (adj + adj) OR an international but little-known organization (adj + adj + conj)
- a modern environmentally friendly building (adj + adj)
- a practical, low-impact solution (adj + adj)
- a rapidly developing and increasingly influential city (adv + adj + and + adv + adj)

## TASK 5 Critical thinking – evaluating presentations


**1** This task gives students the opportunity to respond to the content in the two presentations. Give prompts as appropriate, e.g. *Can eco-cities limit economic development, such as airports and motorways? Are there any 'losers' in eco-cities? How can small traditional businesses survive in eco-cities? Why are there so few eco-cities in the world? Is it too late to develop eco-cities, as the world is already full of 'normal' cities?*

## 4B Speaking Presentations

### TASK 1 Previewing the topic of a presentation

**1 and 2** Before setting the questions, explain that students are going to watch a presentation on urbanization. Write the word on the board and ask a student to explain the word, or if necessary explain it to the class. After setting these activities work with the whole class to brainstorm question 4 on the board. Ask students to categorize their ideas in terms of the perspectives they have considered, e.g. *economic, environmental, social, etc.*


### TASK 2 Taking notes on the main points of a presentation

**1 and 2**  **4.4** Write the headings on the board and once students have watched the presentation, elicit their answers and write them up. The questions in 2.2 could be done in pairs or as whole class stage after 2.1.

#### Answers

- 1** **1 Urbanization since 1900:** Urban population in 1900 = 220 million = 13% global population  
1950 → 732 million = 29% global population  
2005 → 3.2 billion = 49% global population  
UN predicts 4.9 billion (60%) by 2030
  - 2 Urbanization in newly industrialized countries:** Much faster today. The size of the population also means more people are moving in real terms.
  - 3 Economic impacts:** Main driver of growth, e.g. next 20 years, 50,000 skyscrapers, 200 million new jobs  
Urban consumption higher than rural, e.g. meat consumption 60% higher, 25% more likely to own a fridge = all positive for economic development
  - 4 Environmental impact:** Possible negatives = overcrowding in cities, pollution, increased consumption of resources  
Positive for the environment = lower birth rate than rural areas, fewer people using land for farming
- 2**
- 1 Economic and environmental
  - 2 Mainly positive – thinks it's a good thing.

## TASK 3 Taking notes on numerical information

**1 and 2**  **4.5** Taking notes on a lecture that includes a range of numbers can be challenging, and it is important that any number is noted accurately. As a warmer to 1.1 you could give students practice by reading aloud a selection of numbers for them to note down. Show the extract once, and give students time to complete the information. If necessary, show it again while going over the answers.

#### Answers

<b>World's urban population</b>	1900: 220 million 13 per cent	1950: 732 million 29 per cent	2005: 3.2 billion 49 per cent
<b>Urbanization in China and the US</b>	1978: 1/5 urban population China 3/4 urban population USA	2011: 1/2 urban population China 4/5 urban population USA	2030: an extra 350 million urban residents in China.

#### ACADEMIC LANGUAGE

**Numbers** Large numbers, percentages, fractions, decimals

After students have read the information, check understanding by asking students individually to read the numbers from the box aloud. Then tell them to write down a further example of each type of number. Put students into pairs and ask them to read their list of numbers to each other and write down what their partner said. As an extension, have students work together to generate further examples of language used to express approximation. Working as a class, check pronunciation and discourse type (e.g. *just about* is less formal than *approximately*, and would usually be used in spoken form only.)

## TASK 4 Presenting numbers

**1 and 2** Refer students to Academic Language, and Language reference page 181 if they require more comprehensive coverage of saying numbers, etc.


When students present the numerical data, encourage them to use phrases that show comparison and contrast. Also encourage them to use a range of expressions that convey stance.

## TASK 5 Recognizing and using signposting language

**1** If you have been following the course from the start, students will be familiar with some of this language. The purpose here is to revisit the language and to give students a reference for their presentation later.

## Answers

- 1 In my presentation today I'm going to look at ... ; I'll then move on to look at firstly ...
- 2 OK, that was ...
- 3 As you can see ... ; So if we look at the slide
- 4 So moving on to look at ... ; Next I'd like to look at ...
- 5 For instance ... ; For example ...

**2 and 3**  **4.6** These tasks provide a model and controlled practice before students deliver their own presentation. Show the extract, and where necessary drill models so students are familiar with the pronunciation of the key signposting phrases before they deliver their own presentations.

### INDEPENDENT STUDY

Set this task for homework. You could formalize the task more by asking students to actually do a presentation of the data they find in a future class.

## TASK 6 Preparing a short presentation describing change

**1 and 2** These tasks can be done in class or would work well as homework for a future class. If you want to do this work in class, you may need to give students access to the internet or provide some data for them to use in a hand-out. Tell students that you will be looking particularly at their structure, their use of data, and the examples they give. As well as providing feedback, this will help to focus their work.

## TASK 7 Giving and evaluating a presentation

**1 and 2** Tell students that when they are watching rather than presenting, they should use the criteria on page 196 to evaluate each other's presentations. Explain that timing is also important and that you will be stopping each presenter after 3 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 ...*

## 4C Reading Textbooks (4)

### TASK 1 Predicting the content of a text

- 1 Draw attention to the images that accompany the article and ask students what they think has happened. Ask two questions in 1.1 to the class as a whole.
- 2 These types of predicting tasks help to raise the students' schemata before undertaking more detailed reading. Thinking about a topic before reading can aid comprehension. As in Unit 3, looking at visuals and section headings helps students to get an overview of the text and context, and be able to process more detailed

content. If necessary, students should underline and define any key language in the questions to assist them in highlighting the focus.

**3** Once students have checked their prediction, tell them not to worry about whether they were right or wrong. Reiterate that the act of thinking about a topic prior to reading can help them to understand a text – by activating topic-related vocabulary, and allowing students to bring their own knowledge to the act of reading. In this way, prediction helps 'decode' a text, and reduce the level of challenge it may pose.

### TASK 2 Identifying the main ideas in a text

**1 and 2** These activities are simply to check that students have understood the main ideas. Such tasks also practise students' ability to recognize synonyms, which is a useful research skill. You could further explore this by asking students what the key words were that helped them make their decision.

## Answers

- 1 Figure 4.32 shows the location of land vulnerable to desertification across the world. The most vulnerable areas tend to be located on the margins of the hot deserts.
- 2 Climate worldwide is still changing today, but now there is serious international concern that human actions are worsening natural global warming and climate change. For example, serious droughts have become more common in many parts of Africa over the last few decades.
- 3 Only time will tell how much of this is a direct cause of current and future desertification.
- 4 People are not likely to deliberately damage the land on which they depend on for their survival. However, circumstances can lead to people's actions tipping the delicate balance and inadvertently contributing towards the process of desertification.
- 5 Intensive farming on marginal land can reduce soil fertility and damage its structure... Marginal grassland has a sustainable carrying capacity - the number of animals that can be supported without causing long-term damage.
- 6 If plants are appropriately irrigated, little water should be wasted. However, if land is over-irrigated, salinization can occur.

### TASK 3 Identifying and evaluating supporting evidence

**1** This task shows that in an academic situation reading largely occurs for a purpose, in this case for the purpose of writing an essay. Give students a few minutes to discuss the questions. Then ask them to explain to the whole class the reason for their answers.

### Answers

- 1 c
- 2 The authors would probably argue that human intervention is a main contributory factor but that also the process is natural.

**2** Explain that academic texts will usually support an opinion 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. Ask students to find the two examples from the table in the text and then to try to find further evidence.

### Answers

**For:** This evidence includes large aquifers (groundwater reserves) lying beneath desert countries like Egypt and Jordan, as well as fossil plant remains and archaeological evidence (such as ancient rock art).

**Against:** Over-grazing can destroy vegetation and soil. If land is over-irrigated, salinization can occur. This creates an impermeable and infertile salty crust on the surface, which (according to UNESCO) is a key feature of desertification.

**3** This task requires students to start questioning readings rather than simply accepting an opinion because it is in a credible academic source, something many students find hard to do. You could help students by explaining why you think some of the evidence is strong or weak.

### Suggested Answers

The authors provide concrete examples *for*, e.g. aquifers and fossil plant remains. Examples *against* seem more tentative – as they use the modal *can* suggesting hedging. However, the citing of data from a credible source (UNESCO) strengthens the argument considerably.

**4** Here students are essentially thinking of what further research they would need to be able to do to answer the essay question. You could make this more explicit by asking if they think they would now have enough information to answer the question.

## TASK 4 Using evidence from the text in writing

**1** The extract provides a model for how evidence can be used in writing. Providing such authentic models can help students develop their own writing, as they become more aware of consistent features and structures.

### Answers

- 1 c 2 b 3 a

**2** This task requires students to synthesize ideas found in a source text with their own ideas and understanding, to create detailed notes that summarize main ideas. These main ideas can then be used when students come

to write their own material. The process of reading into writing is a key feature of Academic English, as students will often be guided towards responding to source material in written tasks.

### Answers

- 1 The main human cause is connected to farming, which can change the natural balance and contribute to the process of desertification.
- 2 For instance, there is evidence that over-cultivation, over-grazing, and over-irrigation can cause damage to both the vegetation and the soil in land close to the desert.
- 3 This evidence includes poor quality soil, a lack of vegetation, and the creation of a salty crust on the soil surface.

### INDEPENDENT STUDY

To exemplify this you could give students your opinion on a topic – either one of your own choice, or the essay question from Task 3. Then tell them to try to persuade you to change your opinion. Despite their arguments, keep refusing to change, and argue back no matter what evidence the students offer. Afterwards ask them what was weak about the way you approached the topic. Then tell students to read the box. Afterwards remind them that they should always be open to changing their mind depending on what they have read during their research.

### ACADEMIC LANGUAGE

**Progressive forms** Referring to change in progress

Begin by asking students what they know about the progressive forms. Write examples of the present progressive, past progressive, and present perfect progressive on the board. Ask students which ones are complete and which are still happening. Add a word such as *still* to the present progressive and ask students how it changes the meaning slightly. Ask students to read through the information, and then refer them to Language reference page 183 for more information.

## TASK 5 Identifying and using progressive forms

**1** This task gives the students controlled practice in using progressive forms – these are useful for describing change, a process that frequently occurs in academic writing. Give students a few minutes to complete the task; then check as a whole class.

### Answers

- 1 has been changing
- 2 is actually happening
- 3 are getting
- 4 are melting
- 5 haven't been shrinking
- 6 are rising
- 7 is changing
- 8 is causing

**2** After a few minutes invite some students to write their examples on the board. Check that the forms are being used correctly and provide any further explanation needed. After checking the sentences for accuracy, open up the content for class discussion. This will allow students to evaluate their peers' ideas, and provide their own stance. If appropriate, ask students to consider their statements from a number of varying perspectives.

### TASK 6 Critical thinking – reflecting on ideas for writing

**1** It is important that students start to think about an author's overall purpose for writing because it will help them to read the text more critically. This is especially important if the text is trying to argue a point, as students need to question arguments critically.

### Answers

1, 2, 4

**2** Remind students that most reading in an academic situation is for a purpose, and that they will be presented with a wide range of texts on a topic. This task helps them to think about what each essay question is asking for, and to assess how useful a text is for each topic.

### Answers

Most likely 2, followed by 3, and then 1

**3** Once students have completed the task in pairs, ask them to form groups of four and to compare the parts they have selected. Monitor as students do this and if there are any big differences of opinion, open it up as a whole-class discussion. It is important that students start to think about the key useful section for use in writing.

### Sample answers

The first section could be used in essay 1, but only in a very limited fashion (e.g. providing definition of terms). The text has little value for this question. For essay 2 a number of points could be selected from the main body. For essay 3 there are some elements in the final section that could be used.

## 4D Writing Paragraphs (2)

### TASK 1 Analysing the structure of a paragraph

**1–3** Having gone through the rationale, start by eliciting what students expect to include in a paragraph. The following are all good answers: a topic; a main point; some supporting information such as evidence (cited from other sources) and examples, which develop the topic. Optional items can include definitions, narratives to illustrate a point, analysis, and references to other information such as tables. The purpose of different types of paragraph can be to present an argument and to describe a process. More abstract features of paragraphs are that they are coherent and cohesive, i.e. they are logical and the language and meaning hold together clearly. Ask students to collaborate and go through the activity briefly to check understanding. Point out that language can often signal particular functions, e.g. in sentence 6 the phrase *increasingly important* signals evaluation. Explain that the language in 1.3 is generic, i.e. it applies across disciplines, and students can use it straight away in their own writing.

### Answers

- 1 a 1 b 6 c 5 d 3 e 4 f 2
- 2 Sentence 6, the concluding sentence, contains the main point and evaluation.
- 3 1 introduces a definition  
2 introduces an example  
3 introduces a similar or comparable thing (in this case an example)  
4 introduces an example  
5 introduces an explanation  
6 introduces some evaluation and/or the conclusion

### ACADEMIC LANGUAGE

**Cohesion (3)** Using adverbials to introduce supporting information

Explain that students can use these examples of language to help their audience navigate and understand their texts. Adverbials are normally grammatically optional, and can go in different positions, though the examples here tend to come first in the sentence as they are used to signal how the following information relates to what has just been mentioned. They are very frequent in academic texts.

### TASK 2 Using adverbials to make a paragraph cohesive

**1 and 2** Draw students' attention to the prompts in brackets. Point out that in order to practise the target language in a concise paragraph, there are a large number of items; advise students to use far fewer adverbials such as these in their own writing, perhaps one or two per paragraph. Do the first as an example to set the task up, and explain that in order to complete the text, students need to understand the relations between the sentences in the text.

## Answers

- 1 In other words 2 For example 3 Interestingly  
4 Similarly 5 such as 6 Essentially

## TASK 3 Expanding notes into sentences

1 This task gives practice in separating out details from the main point, and in identifying what connects the material, i.e. the topic of driving. Set a time limit of 2 or 3 minutes, depending on your class.

## Answers

Topic: driving

Main idea: driving causes serious environmental damage

2 The aim of this task is to build students' competence in writing information-rich sentences from notes. Go through the first sentence as an example. The following table illustrates one way of doing this:

1	Add a verb ( <i>is</i> )	Environmental damage – serious	→ <i>Environmental damage <b>is</b> serious</i>
2	Join two adjectives with <i>but</i>	serious / overlooked effect	→ <i>serious <b>but</b> overlooked effect</i>
3	Select one alternative	of motoring / driving	→ <i>of driving</i>
4	Add a determiner ( <i>a</i> ) to complete the noun phrase	<i>Environmental damage is <b>a</b> serious but overlooked effect of driving ...</i>	
5	Change abbreviations or symbols to words	&	→ and
6	Add <i>both</i>	locally and globally	→ <i><b>both</b> locally and globally</i>
7	Join all the parts together to complete the sentence	<i>Environmental damage is a serious but overlooked effect of driving, both locally and globally.</i>	

3 and 4 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 – right verb?*; *Subject-verb agreement*; *Articles*. Give students sufficient time to compare their sentences before checking with the class.

## Sample answers

- b Driving releases different pollutants **into the** air, **for example** greenhouse gases **such as** CO<sub>2</sub>.  
c Oil production, **in other words** drilling, **is** harmful **to the** local environment, **as it** pollutes deserts **and** oceans.  
d **The** use **and** sourcing of fuels **such as** petrol and diesel affects air quality, damaging **both** human health **and** **the** surrounding ecosystem.  
e **There is a** need **to** look for different **and** more sustainable kinds of fuel.

## TASK 4 Connecting sentences to form a paragraph

1 Task 3 leads directly into this task. Refer students back to Task 1 to remind them of how to structure a paragraph. Students should work individually, and can compare and check afterwards. Monitor as necessary. Present the sample answer below as an example of what students can achieve at this level.

## Sample answer

Environmental damage is a serious but overlooked effect of driving, both locally and globally. Significantly, driving releases different pollutants into the air, for example greenhouse gases such as CO<sub>2</sub>. Similarly, the use and sourcing of fuels such as petrol and diesel affects air quality, damaging both human health and the surrounding ecosystem. In the same way, oil production, in other words drilling, is harmful to the local environment, and pollutes deserts and oceans. To summarize, there is a need to look for different and more sustainable kinds of fuel.

## ACADEMIC LANGUAGE

**Sentence structure (3)** Adding further information using adverbials

This section continues with adverbials, presenting them as a way of adding extra information while keeping the same basic sentence pattern (e.g. subject-verb-object). Point out that there is no limit as such on the length of a sentence, but obviously adding too much extra information at the end can make a sentence unwieldy. Refer students to the further information on adverbials in Language Reference page 176.

## TASK 5 Adding detail to sentences

1–3 Depending on your students' backgrounds, they may well have varying degrees of formal grammar knowledge. Ultimately you can judge the degree to which you analyse sentences in this way – there is further information in the Language Reference section entries on simple, compound, and complex sentences. Explain that having a basic understanding of sentence structure can greatly benefit students' accuracy when writing. When students have finished, 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. Note that this can also be contrastive stress, i.e. where something is stressed to differentiate it from an alternative item.

### Answers

- 1 1 Subject: *Manufacturing companies*; Verb: *should be regulated*
- 2 Subject: *Pollutants*; Verb: *damage*; Object: *the natural environment*
- 3 Subject: *These examples*; Verb: *suggest*; Object: *that damage is considerable*
- 4 Subject: *Businesses*; Verb: *need*; Object: *more research on their environmental impact*
- 5 Subject: *Researchers*; Verb: *are focusing on*; Object: *extinction*
- 6 Subject: *We*; Verb: *need*; Object: *solutions to the destruction of natural habitats*

### Answers

- 2 1 Manufacturing companies should be regulated more strongly.
- 2 Pollutants seriously damage the natural environment in almost every country.
- 3 These examples strongly suggest the damage to our environment is considerable.
- 4 In simple terms, businesses need more research on their environmental impact.
- 5 Increasingly, researchers are focusing on extinction. / Researchers are increasingly focusing on extinction.
- 6 We urgently need solutions to the destruction of natural habitats from politicians and business leaders.

## TASK 6 Planning and writing a paragraph

**1 and 2** The aim of this task is for students to collate ideas before writing. Doing this collaboratively can lead to a more rigorous selection of ideas, as students have a chance to discuss and evaluate potential ideas, which form the material for their writing. Introduce pictures to stimulate the generation of ideas, particularly for visual learners. A further aim is to develop students' competence in relating topics and concepts to several different disciplines using multiple perspectives.

**3** You could start by reading out the sample paragraph in Task 1 with books closed, while students note down the function of each sentence in the paragraph. While they are writing, monitor and feed in helpful language as appropriate.

Go through the sample answer on page 189 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.

## Task 7 Critical thinking - evaluating your writing

**1 and 2** Emphasize to students that getting their paragraph structure right at this stage will be extremely useful in their future writing. This checklist covers

the most important points, which are easy to identify rather than evaluative (*does the paragraph have a topic sentence – yes / no*). A later stage is to evaluate the quality and effectiveness of each component. Encourage students to continue the collaborative process in their future writing.

## 4E Vocabulary Adverbials

### TASK 1 Identifying adverbial meanings

**1** This task focuses on the meaning of a range of adverbials – reinforcing the importance of these as ways of structuring and sequencing written work. Set this as individual or pair work and give students a few minutes to complete. Write the headings on the board and elicit answers from the class.

#### Answers

- 1 in the same way; likewise
- 2 in other words
- 3 for example; for instance
- 4 basically; essentially; interestingly; surprisingly
- 5 in brief; in conclusion; in short; to conclude

### TASK 2 Using adverbials for cohesion

**1–3** These tasks provide controlled practice of a range of adverbials used for cohesive purposes. Task 2.3 again draws attention to the meaning of the cohesive devices, and how they signal structure, checking the concept with students using examples in a broader context. Ask students to complete the tasks individually before checking in pairs, and then feed back to the board.

#### Answers

- 1 1 for instance 2 Surprisingly 3 In conclusion 4 in other words 5 likewise
- 2 1 Essentially, 2 Significantly, 3 In other words, 4 Similarly, 5 For instance, 6 To conclude,
- 3 1 Essentially – showing stance (with confidence) 2 Significantly – showing stance 3 In other words – offering an explanation 4 Similarly – comparing 5 For instance – introducing an example 6 To conclude – signalling the conclusion

**4** This task looks at turning recognition into production, and can be set for homework or done in class. When correcting the students' work try to focus solely on their use of cohesive devices. This will draw their attention to the importance of such words and how to use them accurately. Remind students that while adverbials are important as cohesive devices, they need not be used too frequently at paragraph level.

# UNIT 5 Power

## ACADEMIC FOCUS: REPORTING AND SUMMARIZING

### INTRODUCTION

**Unit 5** is the first unit in the middle third of the book, which introduces academic conventions. Students learn to refer to material in spoken and 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 of the text which contains an appropriate reference to the source. These key academic skills are developed further through Units 6–8.

**5A Listening** encourages students to understand and consider different positions in a lecture. This skill is important as lectures may present opposing theories or positions on a topic. It looks at how students can note and analyse the different support given in favour of or against a particular position. This module also looks at how varying tenses are often used to present findings and which one to select depending on the relevance of the findings today.

**5B Speaking** introduces short presentations within a seminar setting. The module moves from understanding and noting down the main content of a presentation, to reporting this using appropriate verb forms. This leads to students participating in their own seminar using the content of the presentation as their material. Students learn to prepare effectively for the seminar by drawing on the input from the presentation. This scaffolded and supported process should lead to more realistic and confident student performances in seminars.

**5C 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 more and less effective summaries, students identify weaknesses and can work out how to improve on these. 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.

**5D Writing** looks at two key writing skills that are connected strongly to reading academic texts. It teaches students how to be active in their note-taking and to avoid passive note-taking skills. This is important, as active note-taking skills help with comprehension of a text, encourage engagement with the theme for future research, and improve understanding if a student wishes to integrate the source into later writing. The module then moves on to look at summary writing, which along with note-taking is key for understanding a source. This assists with the competences that enable the integration of source ideas into students' own writing.

**5E Vocabulary** deals with affixes (prefixes and suffixes), and aims to develop students' competence in word building. Using a number of words taken from the unit, students learn to identify the word class and build longer, more complex words. The activities show that there are a number of key affixes and word patterns, which students can use to generate a large amount of vocabulary.

## DISCUSSION

**1** This task draws on students' knowledge of power relationships, and encourages critical thinking in that it highlights relationships and influences working in both directions. Draw students' attention to the example for the first pair and collectively brainstorm more ideas as a class onto the board. In groups, students should then work on the other three for a few minutes. As an extension, have students 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.

**2** 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.

## 5A Listening Lectures (3)


### TASK 1 Thinking about note-taking styles

**1** This task encourages students to think about how appropriate each style of note-taking is for different lectures. Inform students that lecture titles are often given in advance, so by assessing these, they can be ready to take notes using a particular style before a lecture begins. This preparation stage is useful in that it removes one of the affective filters when listening to a lecture. It is worth reminding students that notes that are organized clearly are more useful when it comes to writing, as material is arranged in an accessible fashion. Give students a few minutes to finish the task and then discuss as a group.

#### Answers

- 1 b two-page split
- 2 c grid page / Page split into four notes
- 3 d linear / Page split into four notes
- 4 a mind map

**2** Here students are reflecting on their own note-taking style. Ask the students to justify their choice, and when they last tried a different method.

**3**  **5.1** This task ties together a predictive task and relates it to students connecting it with note-taking. Show the lecture extract and then ask which style students would use. If there are any different answers, ask students to justify their choice.

#### Answers

- 2 grid


### INDEPENDENT STUDY

Refer students to a website such as TED.com, and explain the type of material that can be found on it - lectures and presentations by experts in different fields. Ask students to find a lecture on a topic from their (intended) degree and to decide which note-taking style they would like to use and why.

### TASK 2 Thinking about stance to prepare for a lecture

**1 and 2** In lectures that present a stance or position it can help students to follow the lecture if they first think about various possible stances that could be held. Set these as pairwork tasks then open them out for class discussion. Copy the table from Task 3 onto the board and complete it with ideas from the students.

### TASK 3 Identifying positions within a debate


**1 and 2**  **5.2-5.5** Tell students that when they first watch they only have to worry about the group and their main position. As there is a lot of information given, this task is approached in staged sequence - the next task looks at column three. However, with stronger groups you may wish to complete column three in the initial stage, watching again to check answers.

After students have compared their information, you could prepare them for the next listening task by asking what support they might want to hear in order to be persuaded by that point of view.

#### Answers

Group	Position	Supporting argument
2 Advertisers	Against - Doesn't agree that regulation is required, no evidence linking advertising to obesity, it has the right to free speech, children's TV would fall in standard	Claim there is no link. Standards of TV would fall due to loss of income
3 Health sector	TV advertising a probable cause but not only cause of obesity	WHO judged it to be a probable cause of obesity, but admit it is difficult to prove
4 Parents	For - feel pressure to buy products based on pressure from children, would like more government regulation	CHOICE - 89% feel it impacts on children's food demands. 86% want greater regulation
5 Governments	A number of countries have banned advertising but the impact not yet known	WHO reported a number of European countries have banned advertising to children under 12

## TASK 4 Identifying supporting arguments

**1 and 2**  5.2–5.5 Show the lecture extract and give students a few minutes to check and compare their notes. Once students have discussed the questions, open it up for class discussion. As an extension you could open this task into a seminar debate. You can split the class into groups and give each person a role in the debate and a position that they must defend. As a revision task you could precede this with a brainstorm of the Academic Language from Unit 2B.

### Answers

See Task 3 Answers

### ACADEMIC LANGUAGE

**Present and past tenses** Referring to research findings

This presents three tenses that are commonly used to present research findings. Before reading this section, brainstorm with the class the main uses of these different tenses and then ask how these tenses might be used when discussing research findings. Give students a few minutes to read the information and to compare it with their own ideas.

## TASK 5 Using past tenses to refer to research findings

**1** This task gives students practice in using the past simple and present perfect. If there is any confusion, highlight the key part of each sentence that indicates which tense should be used.

### Answers

- 1 estimated
- 2 have put
- 3 increased
- 4 has judged

**2** Encourage students to look at the table in Task 3.1 and build sentences which give a brief summary of the key information, using the verbs highlighted in Academic Language to illustrate the supporting argument. Note that this is a verbal summary, and that the most important stage here is the students' response to the text – when they consider the similarity of ideas. Ask students to justify their choices.

## TASK 6 Critical thinking – responding to a lecture

**1** This task provides another opportunity for a seminar-style discussion. Encourage students to think of the lecture content as source material, but to draw on ideas of their own, or ideas they are familiar with from other sources. If you have already followed the seminar debate extension in Task 4, then questions 1–3 could be used as follow-up questions to discuss as a whole class.

**2** Depending on the stage of education of your class, you may need to help students more by giving them a topic to discuss. Those that are less familiar with their future area of study may need to be given a topic related to their discipline. Again, depending on time, there is the potential to open this up to be a seminar role-play and to revise language from previous modules.

## 5B Speaking Seminar discussions (3)


### TASK 1 Discussing a topic to prepare for a presentation

**1 and 2** The starting point for this module is a student focus on media power using information they already know. Remind students that they can bring in various perspectives to help them analyse the power of different media. If necessary, offer an example to start them off, e.g. *From a sporting perspective, television is very powerful because it can monopolize live sports events such as football matches. In terms of news, television is less powerful as there are many other instant news outlets, such as the internet and smart phones.* Emphasize that students should give reasons and examples where possible.

### TASK 2 Predicting the content of a presentation

**1 and 2** Give students sufficient time to study the slides, and encourage them to explain any unknown words or concepts to each other. If necessary, explain idiomatic language such as *safety in numbers*. Point out that studying the content of a presentation in this way should greatly help students access the information when it is delivered. They should be able to predict some points for slides 2–4; ask them to write them down.

### TASK 3 Taking notes on key information

**1**  **5.6** This task enables students to tune in to the presentation and gain some contextualizing information. (Note: the presentation was based on information from 2012.) Check answers visually, and practise the pronunciation of the numbers used, as necessary.


#### Answers

Facebook:

- launch date - 2004
- who it was launched for and why - *to help university students looking for jobs*
- number of users - *about one billion (1,000 million)*

Twitter:

- launch date - 2006
- who it was launched for and why - *small group communication*
- number of users - *over 200 million*

**2**  **5.7** Give students a few moments to quickly look again at slides 2–3 if necessary. State that there is more information in this extract, and that students should use notes and abbreviations rather than trying to write down everything the presenter says.

#### Answers

Slide 2:

- enables individuals to make contact with former classmates and friends
- bypasses traditional media
- unpredicted outcomes include playing a crucial role in political activism and demonstrations

Slide 3:

- easy to access - almost anyone can get their message out
- equality - everyone can 'have their say', not just politicians and famous and well-connected people; social media cannot reach the very poor without internet / mobile access
- minimal cost - unlike a traditional letter or poster, no fee for each posting
- bypassing governments - almost impossible to regulate; users can be convicted of crimes, e.g. libel, inciting riots
- 'safety in numbers' - thousands of users can post restricted information; difficult to prosecute
- social media vs real-life chatting - limitations in the 'real world': you still need real people and real places to do things; what happened to real-life chatting; unreliable, untrustworthy, unbelievable

**3** Give students a few minutes to compare in pairs. By helping each other complete missing information, they practise their skills in information transfer, clear pronunciation, and question forms. Lastly, share any interesting feedback on 'correct' predictions, adding that of course any reasonable prediction is valid whether or not it is mentioned.

### ACADEMIC LANGUAGE

**Reporting verbs** Referring to points in a presentation

Explain that reporting verbs are very frequent in academic discourse as it is concerned with reporting the ideas of others. Give a simple example to illustrate how the choice of reporting verb can affect emphasis, e.g. *Professor Lewis **demonstrated** / **argued** / **stated** / **suggested** that ...*, and ask which verb(s) are stronger / weaker. Elicit the most frequent structure following reporting verbs (a *that* clause).

### TASK 4 Using reporting verbs

**1** This task encourages students to select an appropriate reporting verb for each statement. It might be worth mentioning that in academic contexts, when reporting the present tense is typically used. Some students may have learnt that they should go 'back' a tense when reporting, but this does not particularly apply to academic texts. Monitor while students are doing the task, and allow a short time for a comparison stage, where students can compare and discuss their choices.

#### Sample answers

- 1 The speaker believes that there have been unexpected outcomes of using social media.
- 2 The speaker argues that social media are easy to access and use, and almost anyone can put out a message.
- 3 The speaker suggests that governments find them almost impossible to regulate due to their global nature.
- 4 The speaker shows that there are cases where users can be convicted of crimes, as has been demonstrated by the case of a young man who was jailed for Tweeting racist comments.
- 5 The speaker suggests that not everybody can access social media.

### INDEPENDENT STUDY

Refer students to an online source of lectures, e.g. TED.com or Oxford iTunes. Draw attention to 'show transcript' features. Choose a relevant lecture, and if appropriate project or print out the beginning of the transcript. As a class note down the range of reporting verbs given.

### TASK 5 Preparing for a seminar discussion

**1 and 2** Explain the task: students should respond to the specific points made by the presenter in Task 3, and put forward their own viewpoints, giving reasons and examples where possible. Allow sufficient time for students to prepare, but set a time limit so that they keep focused. Students should start individually, then present and explain their ideas to one or two other students, seeking and offering clarification where necessary. Look at students' language notes, especially reporting verbs. Check that students feel confident before starting the final task.

## TASK 6 Taking part in a seminar discussion

**1** Go through the guidelines and emphasize that all students should have the opportunity to present their points. Also encourage students to respond to each other's points: this is very important and reflects what happens in a typical seminar. Set up the physical space for the discussion by allocating students into groups in different parts of the room. Where possible, include a mix of quieter and more confident students in each group. Other possible mixes can be around nationality, area of study, and graduate status. Move around the different groups during the seminar, but try not to intrude too much. You could select one student in each group to note down the main points of the discussion, for reference afterwards.

**2** Allow a short time for this evaluation stage, or alternatively ask students to complete the questions for homework. They can then give you their evaluation directly, which might better suit those students who are less willing to share their self-evaluation. Ask students to make a short checklist of things to work on / do differently next time. You could collate all the evaluation, and summarize it anonymously for the whole class to consider.

## 5C Reading Textbooks (5)

### TASK 1 Discussing reading to prepare for writing

**1** This task encourages students to consider the place of reading in their writing. Depending on their background and education, the amount of reading may vary considerably. If possible, put students from different backgrounds together for the pairwork stage. Following this, ask a student who has done a lot of reading to briefly present their experience to the whole class. You could also present an example from your own experience, for example the process of reading for a longer piece of writing such as a dissertation.

**2 and 3** Ask students to work individually, setting a time limit of 2 or 3 minutes. During the pairwork stage, encourage students to add further stages, and collate these on the board for the whole class.

#### Sample answers

2 a 4 b 1 c 5 d 7 e 2 f 6 g 3

3 discuss the essay with other students; read other essays, go and visit a relevant site, e.g. a seat of power (government office, company), browse the internet

## TASK 2 Identifying the main ideas in a text

**1** This short text could yield lengthy responses, depending on the students' interests. Put students into pairs or small groups, if possible mixing up different backgrounds and nationalities. Monitor the discussion and feed any ideas in as necessary to groups or the whole class, e.g. *Do you think this is a generalization? Is it possible for people to change their social class? If so, how?* After the discussion, conduct whole-class feedback and put up key ideas, issues, and language on the board, e.g. *stereotype, inequality, divisions, privilege, benefit, deserving, wealth*. You can then refer to this language through the class.

**2 and 3** Tell students that Text 2 is more challenging, as it is an extract from a textbook widely used at undergraduate level. Task 2.2 should be quite straightforward as the items are presented in bullet points in the textbook; mention that textbooks typically present key information quite clearly, e.g. using bullet points or bold type. Explain that 2.3 is a useful information transfer task, which reflects the reading process: students need to read in order to identify, note down, and re-use 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

2 Economic, communal, authoritarian

3 Weber's theories:

1 social stratification

- central to social life
- only discussed briefly, but discussions enormously influential

2 class, status, and party

- these distinctions common in sociology
- Weber's Theory of authority also common in sociology

Weber identified: three distinct aspects of power in societies

- economic power - class relations
- communal power - status relations
- authoritarian power - authority relations

### TASK 3 Identifying the key features of a summary

**1 and 2** Task 3.1 enables students to examine a sample summary closely and evaluate it against four key criteria. Go through the criteria first: these are organized around different notions beginning with 'C' in order to help students understand and remember them. Suggest that students keep a record of these important criteria, for example on a sticky note at their desk / in their book / on their phone. Criterion 1 is necessary so that the summary is independent of its text and the source text can be correctly located by the audience. Ask students to

work independently, and follow directly into 3.2 so that they can see how the summary has been constructed from the notes in Task 2.3.

### Answers

- 1 The summary is carefully written to be a good example, and should tick the 4C boxes.
- 2 Included: main points; technical terms and definitions  
Excluded: contextualizing information which is specific to the source text; details; examples  
A summary conventionally includes and excludes those points above.

### ACADEMIC LANGUAGE

#### Noun phrases (2) Summarizing ideas

This section continues with noun phrases, briefly reviewing adjective + noun patterns, and focusing on noun + prepositional phrase and noun + relative clause. Remind students that noun phrases are where most information in texts is found, and account for the bulk of texts – around two-thirds of the words. Point out that the examples give the preceding part of the sentence so that they can be seen in their grammatical context. Students should see how information can be presented in different noun phrase structures.

## TASK 4 Writing noun phrases from notes

**1 and 2** This task gives students useful practice in writing their own noun phrases from given notes, as they need to do when writing a summary, for example. Discuss any possible alternatives for each case. Following 4.2, ask which noun phrase pattern appears to be most frequently used (noun + prepositional phrase).

### Answers

- 1 1 Leaders are people with a high status in their community. OR People who have a high status in their community are leaders.  
2 Durkheim's study of social roles is very important.  
3 'The masses' are people who have low economic status. OR 'The masses' are people with low economic status.  
4 This is an important sociological and political concept.
- 2 1 noun + relative clause / noun + prepositional phrase  
2 noun + prepositional phrase  
3 noun + relative clause / noun + prepositional phrase  
4 adjective + noun

## TASK 5 Identifying key information in a text

**1 and 2** Set up the discussion phase of the task so that there is an outcome; ask each pair (or small group) to note down their three choices plus brief reasons why. Suggest that students come up with a brief definition of 'power' to help their discussion. Broaden the discussion out to include the whole class. This is likely to illustrate different factors influencing power, notably a person's cultural background or nationality. For example, some countries may consider people with qualifications more 'powerful' than do other countries. Write up the main points of the discussion on the board so that these can be referred to throughout the lesson. Set a time limit for 5.2. In the feedback stage, elicit or explain that some characteristics are mentioned by name, e.g. *qualifications*, while others are referred to using related synonyms and related words, e.g. *money* (*resources*, *capital*, *economic resources*, *income*).

### Answers

All are mentioned implicitly or explicitly.

**3** Stress the importance of noticing how writers vary the language to refer to a similar thing. Even a short text such as this yields many examples. Encourage students to try this in their own writing. Note that not all the examples are exact synonyms, e.g. *income* is not the same as *capital*, but both refer to a person's money or wealth.

### Answers

**money:** economic basis / assets / economic resources / income / capital / company shares / investment / profit / stock market / wages / property

**qualifications:** educational qualifications / skills

**status / official position in society:** class relations / class situation / position in ... markets / life chances / class interests

**job:** labour markets / marketable resources / carpenter and electrician / unskilled labourer

## TASK 6 Evaluating summaries of a text

**1–3** In Task 3 students identified the features in a summary, while this task extends this by asking students to compare and evaluate two summaries, and go through the weaker one in detail in order to suggest improvements. Make sure that students work through all four evaluation criteria from Task 3, rather than giving a simplistic global assessment. After checking the answer to 6.1, ask students to either note down or circle the weaknesses in the second summary. They can then collaborate to suggest improvements. Stress that the use of pronouns is very important: as summary 2 shows, unclear pronoun references mean that the reader cannot be sure what the writer intended to say. Remind students that this use of pronouns constitutes part of the cohesion of a text.

## Answers

- 1 Summary 1
- 2 Summary 1: generally meets the '4Cs' criteria in Task 3  
Summary 2: not very accurate, and vague (e.g. *in different ways*); contains additions, e.g. *interesting* (line 4); not complete (only includes information from the first half of the text); reasonably concise (although incomplete); not clear, due to vague in-text referencing, e.g. *This / This / These*.

4 This task ensures that students go through the more effective summary alongside the source text. This process will help students develop a deeper understanding of the content and structure of a summary. They can do this task either independently or in small groups. In 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.

### INDEPENDENT STUDY

Emphasize that the skills in this module should enable students to work with summaries more confidently. If possible, ask students to share their summaries with their peers, if possible via a learning management system such as Moodle.

## TASK 7 Critical thinking - responding to ideas in a text

1 This task aims to round off the module by allowing discussion time for the issues raised in the texts. 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 notion of *power*. 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?

## 5D Writing Note-taking & summarizing

### TASK 1 Critical thinking - discussing the features of a summary

1 Explain that students are going to practise note-taking and summary-writing skills. Before setting the task in the book elicit from students what they think a summary is and why we write them.

#### Answers

2, 5, 6

### TASK 2 Analysing note-taking strategies

1 Ask students why it can help to write summaries from their own notes rather than directly from the text (the potential for plagiarism is reduced). If appropriate you could develop the idea of plagiarism more and the rules and regulations regarding this in place in your institution. You could also then explain that the next four modules will help students develop the skills required to avoid plagiarizing. As an extension, you could refer students to the section on plagiarism in the Additional reference material on page 186.

2 This task foregrounds the writing task as being reading into writing. The aim is to help students plan their research questions before starting their reading. It is worth highlighting that planning research questions will help students to make their research more focused. Explain that the questions are related to the essay topic they are going to research, before giving students a few minutes to discuss the questions.

3 and 4 Explain the concept of active note-taking and its advantages over passive note-taking. Then ask students to match the note-taking strategy to the example sentences, before deciding if the strategies are passive or active.

#### Answers

3 Strategies 3, 5, 7, 8

4 Active: 3, 5, 7, 8; Passive: 1, 2, 4, 6

5 Explain that looking for, or noticing, groups of words with a connected theme can give students a good starting point for writing a summary, as they capture what the text is mostly about. Also note that being able to identify synonyms assists when summarizing, as students will already be thinking about different ways of expressing the same idea. Give students a few minutes to find the relevant words and then brainstorm back to the board.

### Answers

consultation, obeyed, structured environment, leadership style, subordinate, not trusted, not valued, results, decisions, depend on manager, detailed instructions, close supervision

**6** This task helps students think about how a text can be actively used rather than simply being a vehicle for comprehension. In EAP, texts (whether lectures or reading texts) are source material, and should be used to mine for information, language, and argument that can be used to support or contend. As an extension ask students how else the text in 2.3 might be used in a seminar.

### Answer

To argue that one leadership style is not suitable for all situations, with autocratic leadership an example of one that would work in manufacturing but perhaps not in a creative industry.

## TASK 3 Using active note-taking strategies

**1 and 2** This task encourages students to put the strategies into practice, and to think about the topic of the seminar. Give students a few minutes and then ask them to read each other's notes and to identify the strategy their partner has used. Elicit from the class at least one example of each active note-taking strategy.

**3** Give students a few minutes to complete this task, then write three or four students' summaries on the board. Ask students which one(s) they think is stronger and why.

**4** Explain to the class that it is important to see connections between theories and ideas in a field and how they are related to or influenced by each other.

### Answers

They could be linked in that they are both useful for opposing environments, e.g. laissez-faire could be useful for creative environments, autocratic would perhaps not work with better educated people who might question the rules.

### INDEPENDENT STUDY

It is important that students start to transfer skills outside the classroom. Tell students that once they have completed the class, you will look at their notes and together evaluate the strategies they have used.

## ACADEMIC LANGUAGE

**Noun phrases (3)** Summarizing ideas using key nouns and determiners

Nouns and determiners can be used to summarize ideas in a text. The idea of referring to or summarizing something from outside the text might be quite new to students so you may need to write a further example on the board, underline the noun, and ask them to decide what the underlined noun could refer to. Give students a few minutes to read the information and answer any questions they have before moving on to Task 4.

## TASK 4 Identifying and using summarizing words and phrases

**1** Give students a few minutes to complete the task before checking with the class.

### Answers

the structured environment - The environment provided in an autocratic leadership environment - inside text  
the rewards - Salary, holidays, pensions, bonuses - outside text

this style - The traits of autocratic leadership such as control and command - inside text

their own goals - targets they want to achieve such as promotion, meeting deadlines, a standard of work - outside text

their own decisions - deciding what to do, when and how - outside text

**2** This task highlights 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. Again, give students a few minutes, then check with the class.

### Answers

- 1 the personal characteristics
- 2 the structured environment
- 3 the relationships
- 4 the rewards
- 5 the working process

## ACADEMIC LANGUAGE

**Noun phrases (4)** Paraphrasing longer structures

In this fourth Academic Language focus on noun phrases, the examples illustrate how noun phrases are used to reprocess material that has already been mentioned. Point out that the second mention does not have to express all the information of the first, and that changes in word class are driven by the new structure.

## TASK 5 Paraphrasing longer structures using noun phrases

**1** Students now have the chance to build their own noun phrases by transforming given material. Point out that there are several possibilities for each one. Ask students to check that their structures fit into the wider context, i.e. the sentence.

### Answers

- 1 The following chapter examines the adoption of a *laissez-faire* business style.
- 2 The arguments for a *laissez-faire* business style lack sufficient supporting evidence.
- 3 An important aim of a successful business is the building of employee trust.
- 4 This discussion in this essay is limited to the cause of this worrying situation.

Note: sentence 2 has a zero determiner, rather than a determiner similar to the ones given in the AL box.

## TASK 6 Writing a summary of a paragraph

**1** Before approaching this task, you may want to check students' comprehension of the text. If so, tell students to read the text and write these questions on the board for them to answer: *When would democratic leadership work? If positive chemistry is absent, what problem will this cause?* Set the task once you have checked understanding and answered any vocabulary questions.

**2 and 3** Set 6.2 to the whole class and monitor and check. As each student completes each activity; move them on to the next question.

Go through the sample answer on page 189 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.

**4** Point out that the 4Cs checklist is transferable to any summary and that these are the questions students should keep in mind when writing summaries at a later date. Monitor as students complete this and select one or two summaries to present as a model to the class.

## 5E Vocabulary Affixes

### TASK 1 Using suffixes to recognize word families

**1** Go through the rationale and explain the importance of understanding the typical meanings of affixes: they can help students work out the word class (part of speech) and therefore help in seeing how the sentence is constructed. Ask students to work individually. Optionally, start by asking students to think of as many affixes as they can, with their books closed. Some affixes may appear on words with different word classes, e.g. the noun *individual* also ends with frequent adjective suffix *-al*.

### Answers

- 1 Nouns: *-tion, sion, -ity, -ment, -ism, -ness*
- 2 Adverbs: *-ly, -ily*
- 3 Verbs: *-ify, -ize, -ate*
- 4 Adjectives: *-al, -ous, -ent, -ive*

**2** Suggest that students look at any text in the book to scan for examples with particular suffixes. Another way of generating such words is to develop broad sets, e.g. *information, communication, legislation*. As an extension, ask students to spell their words, and write them on the board.

**3** This task allows students to focus on building vocabulary in relation to their own area of study.

### TASK 2 Building word families using affixes

**1** Explain that the words in the left-hand column are taken from this unit, and can be considered as academic words. Check that students have the correct word class before completing the table. Check visually to save time and enable students to see the spelling of the words. Point out variations in spelling, e.g. the verb suffix *-ize* is always used in the USA, while some other countries, including the UK, use both *-ize* and *-ise*.

### Answers

	<b>noun</b>	<b>verb</b>	<b>adjective</b>	<b>adverb</b>
1 centre	centre	centralize	central	centrally
2 divide	division	divide	divided	-
3 discuss	discussion	discuss	discursive	discursively
4 category	category	categorize	categorical	categorically
5 theoretical	theory	theorize	theoretical	theoretically
6 similar	similarity	-	similar	similarly
7 differentiate	difference	differentiate	different	differently
8 collectively	collection	collect	collective	collectively

**2** This task gives a further opportunity for students to come up with the correct suffix, and also to recognize different word classes. Check the pronunciation by modelling and drilling the words as appropriate.

### Answers

1 involve (v)	involvement (n)
2 similar (adj)	similarity (n)
3 market (v)	marketable (adj)
4 intense (adj)	intensely (adv)
5 summary (n)	summarize (v)
6 division (n)	divisive (adj)
7 equal (adj)	equality (n)
8 resource (n)	resourceful (adj)

**3** The aim of this task is to develop students' competence through controlled practice.

### Answers

- 1 involvement
- 2 theoretically
- 3 divide
- 4 similarity
- 5 categorize

**4** This task allows students to transfer word-building strategies to their own area of study.

# UNIT 6 Growth

## ACADEMIC FOCUS: USING SOURCES

### INTRODUCTION

**Unit 6** aims to develop students' abilities to use sources in a variety of academic settings. The theme of growth looks at a variety of topics including business, the environment, and technology. The focus is on how sources are used, in particular to inform stance, and how students can use sources themselves to inform their participation in seminars and their academic writing. The unit helps students to select appropriate academic sources and how to integrate and synthesize them.

**6A Listening** looks at how a lecturer can use sources to inform their lecture. Students listen and complete notes from the lecture in a guided context, which will help them develop their note-taking skills. The module gives important practice in working out whose stance a particular statement is: the lecturer's or a specific source. Students also see how a lecturer can refer to different sources. Students can use the language focus in the unit, noun phrases, in their own note-taking and summaries.

**6B Speaking** integrates both reading and speaking skills. Students are first presented with a model of how the use of sources can strengthen their stance. Students then transfer this skill to understand the main points of a text and to use these to inform their own stance in a seminar role-play. Integrated into this is language for offering and responding to opinions.

**6C Reading** helps students to understand an author's stance and to think how this could support an argument in a piece of writing. Students analyse a text in terms of evidence and examples given to support stance, then go on to consider the value of the text as a source. Once students have selected a source, it is important that they can start to think about how and where they can use this in their essay.

**6D Writing** gives carefully staged practice on how to cite from sources. This crucial academic skill is developed using a number of text extracts and tasks which lead to the writing of a paragraph containing citations and in-text references. Students learn useful reporting structures, and why they are used. Also, several source texts are presented for students to process and select from. The work in this module supports students' writing in the second half of the course book.

**6E Vocabulary** offers further practice in using a range of reporting structures. Students analyse the form of these structures, with particular focus on the use of dependent prepositions in collocations. The module ends with work on using reporting structures to assist in expressing the strength of stance used in source materials.

## DISCUSSION

**1** Start off the discussion by writing 'growth' on the board and eliciting what can make a country grow. Students may propose other areas, such as a country's openness, the mindset of its people, or historical factors; however, limit the discussion to the four areas given. Conduct feedback by coming up with a whole-class decision, or perhaps invite students to rank all four items and mathematically calculate the most favoured.

**2** This task previews the cause and effect connection, which is covered in more detail in Unit 12. As such, any of these could be either a cause or an effect, so it is up to the students to explain what they think and why, for example: a higher standard of living is likely to be an important result (effect) of economic growth, but it could also be a cause of growth because a country with a higher standard of living has more money to invest in future growth. If necessary, present an example such as this to get students started.

**3** Depending on your students, this task could continue for some time, so set a time limit. Encourage students with a particular interest in growth, e.g. students of economics, to contribute their ideas. If possible, divide such students up among different groups. Allow time for a whole-class forum to listen to the short presentations. Give the rest of the students a simple task (see the notes for Unit 4 Discussion activity 4 for suggestions on this).

## 6A Listening Lectures (4)

### TASK 1 Discussing a topic to prepare for a lecture

**1** This task activates students' knowledge of and interest in the topic of the Industrial Revolution. Encourage students to share their knowledge, and present any particular areas of knowledge, such as the development of the cotton industry, to the group or whole class. If necessary, write key areas on the board to prompt students, e.g. agriculture, transportation, housing, trade, industrial production, manufacturing of products such as machines and textiles; plus more abstract areas such as the development of knowledge, invention, and universal education.


**2** This task moves into the more abstract areas given. Put students in groups and encourage them to think beyond the superficial level of, say, globalization as the development of large multinational companies. You could elect a spokesperson for each group to note down points for and against each key term, or points relating to different perspectives for each one. Optionally, ask each group to summarize their main ideas and present these to the rest of the class.

**3** In this task students refer briefly to one of the sources of the lecture, by looking at the contents page on page 196. This helps students to predict content as well as to develop the transferable skill of working out which parts of a book to use in their own work.

#### Answers

1 Chapters 2, 3, 12

### TASK 2 Completing notes on the main points of a lecture


**1 and 2**  **6.1** Show Extract 1 once and do a quick visual check of students' answers. It should not be necessary to show the extract again. Conduct a quick whole-class check of the notes and the language. Students can see this language in context in the lecture transcript on page 211, but do not let them read the transcript until they have watched all the extracts.

#### Answers

Main topic: The growth of the world economy


Focus: The growth of technology and capitalism, and how their development might be linked

Key question: What are the main causes of technological growth and growth of capitalism as an economic system?

**3**  **6.2** Explain that this is a guided listening and note-taking activity which will support students' listening development. Aim to show Extract 2 once only, as about half the information is already completed; if necessary, show it once more for a final check. Show the answers visually so that students can be sure about the numbers and spelling.

#### Answers

- 1 advances in technology and inventions
- 2 about 200 years ago / late 18th and 19th centuries
- 3 growth in the world economy
- 4 the industrial revolution is permanent
- 5 agriculture
- 6 manufacturing
- 7 transport network
- 8 transport (highways /cars and trucks)
- 9 medicine
- 10 healthcare
- 11 communications
- 12 urbanization

**4**  **6.3** This task provides practice in listening and identifying content, and taking brief notes. As headings only are given here, the task is quite challenging, so you may have to play the extract twice.

### Answers

- 1 Examples of 21st century technological growth: computing; digital technology; communications (e.g. smart phones)
- 2 The impact of 20th century technological growth: significant increases in people's consumption standards
- 3 The buying power of Americans: in 2002 – 32 times higher than in 1789 (3200% increase)
- 4 The cause of this increase in buying power: the growth of capitalism

5 Check that students understand that the lecturer is reporting the stance of the source text authors, expressed in the language: Bowles, Edwards, and Roosevelt stress the improvements, what they describe as 'the significant increases in people's consumption standards.' To contrast with this, refer students back to gap 4 in 2.3 where the lecturer's evaluation is presented.

Following the listening tasks, ask students to read the lecture transcript on page 212, either silently or while listening to the recording again. Suggest that they also do this for homework, as it will develop their skills in listening to fairly dense spoken text, and matching sounds to printed words.

### Answers

- 2 Bowles, Edwards, and Roosevelt (i.e. the stance is that of the source; it is reported by the lecturer)

6 This final task in the sequence aims to bring the content of the lecture into a broader context. Explain that students should base their responses on the information in the lecture, rather than their general knowledge, as they did in Task 1.

## TASK 3 Critical thinking – offering an opposing stance

1 6.4 This task continues the skill, started in Task 2.5, of identifying whose stance is being expressed. Explain that, isolated on the page, these statements could come from anywhere. Students need to learn to identify them as the lecturer's or those of the source text authors. The statements can be used in other contexts, such as seminars or written texts, with a reference to the source.

### Answers

- 1 b 2 a 3 b

2 and 3 These tasks develop students' skills in working out opposing stances. Go through the example, and invite further evidence to support this stance from different perspectives, e.g. the development of envy of other people's material wealth, or the distraction of children.

### INDEPENDENT STUDY

(Task 3) Explain that in many types of text more than one stance is presented, for example in discursive and argumentative texts. Also explain that lecturers usually evaluate the material they present, rather than simply giving lots of facts. Elicit further evaluative words and their context, e.g. *likely*, *probable* (concerned with predicting possibility); *successful*, *achievable* (concerned with evaluating the success of something). The next step is to think of critical questions, e.g. *How successful? Successful in what terms? Does everyone agree it's successful? successful, achievable* (concerned with evaluating the success of something). The next step is to think of critical questions, e.g. *How successful? Successful in what terms? Does everyone agree it's successful?*

## TASK 4 Listening for stance and perspective

1 and 2 6.5 The final video extract offers students the chance to see how the lecturer refers to a second source. It gives useful practice in distinguishing different perspectives and stances, including those of the lecturer. Mention that any existing knowledge that students may have can help them.

### Answers

- 1 the lecturer
- 2 the authors

3 Remind students of the work they did on summaries in Unit 5. Students' knowledge can certainly help them identify the appropriate summary; this is a process that reflects the academic environment. At this stage, students can read the transcript on page 212; a short task could be to find information in the transcript which supports the two summaries.

### Answers

Summary 1 = Marx; Summary 2 = Smith

## TASK 5 Critical thinking – responding to the content of a lecture

1 This task enables students to reflect on and respond to the content of the lecture. Stress that the starting point should be students' notes on the lecture extracts. You could start by asking students if they think there is a clear answer to these questions (people would disagree depending on their perspective, e.g. the possible tension between economic growth and environmental damage). The question of equality / inequality again depends on various factors such as political intervention. Manage the discussion so that there is an outcome, e.g. some notes that can be presented to the whole class.

2 Put students into small groups to collaborate on their summaries. Draw attention to the transcripts on page 212 as a useful source. Highlight the importance of generating varied noun phrases to express the perspectives students choose.

## 6B Speaking Seminar discussions (4)

### TASK 1 Previewing the topic

**1 and 2** These questions personalize the topic before moving onto the texts. They can be set as simple discussion questions, or if you have time they could be set as mini-presentations followed by a discussion as a way of reviewing the speaking section of the last unit.

### TASK 2 Referring to the main ideas in a text


**1** This section provides a short example of how students might use sources to inform their opinions in a seminar. Give students a few minutes to read the text and then check the answers together.

#### Answers

Can the planet sustain two billion cars? Not as we know them - pollution, traffic jams, greatest man-made threat to society

Yet cars aren't going to go away. The desire for personal vehicles is powerful and pervasive - transform modern life

What then should be done about the soaring vehicle population? Radical changes are called for - vehicles, energy, transportation systems - serious economic and climate change


**2**  **6.6** Before playing the extract you could brainstorm language for agreeing and disagreeing to help contextualize the discussion. Once you have played the extract check the answers as a whole class.

#### Answers

the problem comes from the fact that cars improve lives - **both agree**

people find it difficult to admit that cars are bad for the environment so I won't have one

**countered with** - don't think it's as simple as have a car or don't have a car - change vehicles, energy, transport system - **countered with** - these are solutions for the developed world, the developing world governments would not have the money - **countered with** - changes are necessary to protect the environment

**3**  **6.6** Before playing the extract again ask each student to write down a phrase they could use for each function. Play the extract and check students' answers, at the same time comparing the phrases used with the ones noted by students themselves.

#### Answers


- 1 *It says in the text; as the text says ...; the text talks about ...; according to the text ...; but the authors also suggest ...*
- 2 *yes but ...; I would argue ...*
- 3 *I understand what you're saying, but ...; I suppose so, but ... I see your point*

## ACADEMIC LANGUAGE

### Referring and responding to points of view

Give students a few minutes to read the information. Check understanding by asking which phrases are used for agreement and which for disagreement. Ask students to work together to add any further examples they can think of.

### TASK 3 Using phrases to refer to points in a source

**1 and 2**  **6.7** The aim here is for controlled practice of the phrases from Academic Language. Give students a few moments to complete the extract and then play the recording. For further controlled practice you could ask students to role-play a mini-seminar using the phrases and reading text from Task 2.

#### Answers

- 1 Well, if you look at the first paragraph, I think it's difficult to argue with the points.
- 2 I mean, according to the text the number of cars is increasing, which means the problem will only get worse.
- 3 I suppose so, but it seems to me that there are more serious threats to society than cars. I mean, over-population, water supply ... There are other things to worry about.
- 4 I understand what you're saying, but isn't it all connected?
- 5 I mean, the authors also suggest that there's a connection with climate change.
- 6 But ... well, yes, I have to agree with that.
- 7 But the text also says that we need a radical solution, we need to make big changes in the technology and the infrastructure.
- 8 I don't necessarily agree with that point.

### TASK 4 Reading to prepare for a seminar

**1 and 2** The aim of the first task is to get students to think about their opinion on a seminar topic before then moving on to use a reading text to inform their opinion. Depending on the group you could set the first activity as a simple open discussion. Other classes may need more support by giving them some possible groups of people who could have an opinion on the topic. Refer students to Text 2 on page 197 and emphasize the benefit of using source material to support stance.

#### Answers

Paragraph 1 - current global transportation trends aren't sustainable

Paragraph 2 - The desire for cars is profound; while it can be slowed it probably can't be stopped

Paragraph 3 - car growth likely to continue; many countries don't have oil and this could lead to conflict.

**3** Actively encourage students to think about how they could use the phrases from the Academic Language section to discuss the points from the reading text.

### INDEPENDENT STUDY

Explain that students need to think about their reaction to and opinion on the topics they read in their studies. Elicit questions that encourage students to think of their opinions in general on a text, e.g. *To what extent do I agree with this? How does this relate to other ideas I have read in the field? What are the weaknesses in any claims being made?* After brainstorming some more examples, tell students that they can use these types of questions to help them be more critical of the ideas they read.

## TASK 5 Taking part in a seminar discussion

**1** As with most seminar tasks in the course, you may need to nominate an observer in each group. Try to make sure you vary who takes the role of the observer. Give all of the participants a few minutes to read about the points to cover and prepare their role. As students role-play the seminar, monitor and help where appropriate. If there is time, you could choose a strong group to present their role-play again to the whole class.

**2** Allow students a few minutes to reflect on their own performance. As an alternative students could discuss these questions in pairs. If you chose an observer, remind them about being constructive and diplomatic in evaluating contributions. If need be, provide a few sentence stems on the board for them to use as they give their feedback.

## 6C Reading Textbooks (6)

### TASK 1 Previewing the topic of a text

**1 and 2** The previewing stage here allows students to bring their own ideas to the material, and draw on content from earlier modules and units. By raising schemata before the reading, students are already considering key issues involved, and processing these ideas in a critical manner. As an alternative, or for when students are struggling for ideas, you could give students a list of ideas to rank in order of importance. Try to ensure students 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.

### TASK 2 Analysing essay titles

**1** It is important that students start to think about research questions when they are given an essay title as this is a natural step in the research process. Research questions are fundamental to the academic experience

as they give readings a purpose, and help to draw attention to key ideas that could be used in writing. This task presents some possible research questions rather than asking students to generate their own, but with more experienced students such as postgraduates you could first approach the task as an open brainstorm activity.

### Answers

1, 4, 5

**2** This more open task requires students to generate their own research questions prior to reading the text. Explain that it is important that they start to generate their own research questions as this keeps their reading more focused.

## TASK 3 Understanding a longer source text

**1** Once students have read the text ask them to explain to a partner how they might use the text and which parts are particularly useful.

**2 and 3** These two tasks act as a comprehension exercise and as a model of reading into writing (summarizing) for 3.4. Task 3.3 also emphasizes the importance of students using the lexical knowledge of synonyms to aid comprehension. Set a time limit of 5 to 10 minutes for students to complete both before checking as a whole class.

### Answers

2 a 2 b 6 c 1 d 7 e 8 f 4 g 3 h 5

3 Paragraph 1: last half-century - fifty years; multiplied - grown rapidly  
Paragraph 2: tripled, sevenfold - risen dramatically  
Paragraph 3: land that was too dry or too steeply sloping to sustain cultivation - land that is not sustainable  
Paragraph 4: demand for water tripled, water tables falling, rivers drained dry - using more water than being replaced by natural environment  
Paragraph 5: fossil fuel use, carbon emissions - CO<sub>2</sub> emissions  
Paragraph 6: unravel first - to suffer first; world's harvest fell short - grain stocks fell  
Paragraph 7: in the past farmers responded to short supplies - farmers responded to shortage of food  
Paragraph 8: reduce hunger levels by half - halve levels of world hunger

**4** Monitor and help students with any language needed. Choose one or two summaries from students to write on the board and ask other students to assess the strength of each summary.

### Answers

Paragraph 9: Food security is becoming a greater issue with many people still undernourished  
Paragraph 10: life expectancy is falling in parts of the world whilst population continues to increase

## TASK 4 Identifying author stance on the main ideas

**1 and 2** It is important for students to see a connection between stance and the evidence used to support that stance. Stance without support is weak, and fails to stand up to scrutiny. It is important for students to start thinking about how stance is supported, with examples and explanations, and how this strengthens a text. Unsupported stance should be questioned. Ask students *What are the reasons for including it? Does the inclusion of stance without support affect the text as a whole? How?* Allow students a few minutes to complete the task and complete the table collectively on the board.

**3** This task looks at students putting the ideas from the text into their own words. As students complete the task, check that what they are writing is not too similar to the original source. To ensure students understand the importance of this, write one sentence on the board that is very close to the source and one completely in your own words, and ask students which one is better and why.

### Answers

	Author's stance	Evidence used to support the stance	How would you explain or summarize the stance
1 The part of the economy most under pressure	<i>The sector of the economy that seems likely to unravel first is food.</i>	<i>shortage of grain in 2002 and third consecutive fall</i>	<i>Food supplies are the area most likely to collapse first because of our overuse of resources.</i>
2 The ability of farmers to increase food production	<i>It is doubtful - that farmers can fill this gap without further depleting aquifers and jeopardizing future harvests</i>	-	<i>We are likely to need an alternative solution as this is not possible.</i>
3 Reducing world hunger by 50%	<i>It was an exciting and worthy goal</i>	<i>explanation of the targets</i>	<i>It was a good target but hasn't really been achieved.</i>
4 The success of the World Food Summit's goal	<i>discouraging report</i>	<i>figures showing world food hunger barely decreased between 1990 and 1998</i>	<i>The report shows that little has changed.</i>
5 The standard of living for humans	<i>widespread deterioration in the human condition</i>	<i>grain production falling, sub-Saharan life expectancy falling, hunger increasing</i>	<i>This will get worse particularly in certain areas where food will continue to be a shortage.</i>

## TASK 5 Identifying details in a text to support an argument

**1** Once students have spent a few minutes discussing the essay question, you may want to check their understanding by asking questions such as: *what are the key question words? What exactly does the question expect you to do? How might you expect the answer to be structured?*

**2** This task helps students to think about how their own position on the essay topic might inform the structure they use. You could exemplify this by highlighting how the structure might change if the author took an alternative position.

### Answers

Agree - we are using resources at such a rate that they cannot be naturally replaced.

**3** This starts to introduce the concept of a thesis statement that students approach in Unit 7D Writing. Explain that it is important that the main idea is clear in an introduction and that all ideas refer back to this in the main body.

### Answers

a Human impact on resources has meant that growth is unsustainable.

**4 and 5** This task looks more specifically at which parts a student can use. It is important that once a student has selected a text, they can choose the most relevant and pertinent parts to support an argument.

### INDEPENDENT STUDY

Remind students that although they may want to find information to support their stance, it is important that they remain open to changing their stance based on their research. In some cases they may find a lot of information to support their stance but sometimes the majority of the evidence will point students in the other direction. They also need to assess the relative strength of the evidence used to support an author's stance.

### ACADEMIC LANGUAGE

#### Prepositions (1) Referring to time and quantity

The reading text contains a number of prepositions of time. This section highlights to students the various functions and use of the different prepositions. Before reading you may want to brainstorm prepositions of time and quantity on the board to check students' current knowledge. You could write the category headings, and have students provide examples of prepositions in context to check their understanding of the lexis in a sentence form. After this, ask students to read the information, and answer any questions they have. Refer them to the Language reference on page 182.

## TASK 6 Using prepositions to refer to time and quantity

- 1 Ask students to underline or highlight other time prepositions in the reading text and to compare what they find with a partner.
- 2 Give students a few minutes to answer these before checking collectively on the board.

### Answers

- 1 The grain harvest will have fallen by 10% in 2050.
- 2 The Californian population will have increased from 26 million today to 40 million in 2030.
- 3 During the last 50 years the Gobi desert has expanded by 52,400 square kilometres.
- 4 Global temperatures got higher during the last century.
- 5 In 1972 wheat prices went up from \$70 to \$181 per tonne.

## TASK 7 Reflecting on reading for a purpose

**1 and 2** These tasks highlight the key area this unit has practised of reading for a purpose, in other words, reading to inform research, writing, exams, or a seminar. They build on earlier units which focused on understanding the text to look more at using the text in writing. Highlight to students that this is something that differentiates academic reading from reading in many general English settings.

## 6D Writing Using sources

### TASK 1 Analysing the use of sources in an essay extract

- 1 This task activates students' responses to a topic, in this case possible challenges (or problems) arising from economic growth. Conduct whole-class feedback, and you could bring in a simple new task such as categorizing the challenges: which are mainstream and conventional versus unusual and surprising? What are the perspectives most associated with the challenges, e.g. political, environmental?
- 2 Ask students to read the paragraph 'cold', i.e. before you say anything about it. They can then attempt the first stage in the analysis, the four questions given. Spend time on the fourth question, which is the most difficult: explain that students need to connect different parts of the paragraph, as in the suggested answer below.

### Answers

- 1 middle
- 2 two
- 3 first: in capitalist countries people's incomes have risen steadily; second: income inequality has increased
- 4 rising inequality within a country is one of the main challenges facing many countries today

**3** This second analytical stage requires students to look at the paragraph structure sentence by sentence, as they have done in previous units. Point out that not every paragraph has to follow this exact structure; students can analyse further paragraphs to establish differences. As an extension, ask what the remaining sentences are (1 a transition sentence linking back to the previous paragraph; 5 introduction to an opposing stance; 7 a statement of a new perspective).

### Answers

- Sentence 2: d - the topic sentence  
Sentences 3 and 8: a - a citation  
Sentences 4 and 6: b - an explanation  
Sentence 9: c - the concluding sentence, including evaluation

**4 and 5** In the final part of this extended analysis, students have to work out how the different citations are presented. If necessary, start by briefly recapping the three types of citation: direct quotation, paraphrase, and summary; the first two of these are given in the Student's Book explanation. Lastly, students identify the language used to frame the citations: encourage students to use these in their own writing.

### Answers

- 4 1 Sentence 8 2 Sentence 4 3 Sentence 3  
4 Sentence 8
- 5 One view is that ... / As reported by ...

## ACADEMIC LANGUAGE

### Referring to sources (1) Using reporting verbs and verb structures

Go through the material and ask a few questions to check, e.g. *Which style emphasizes the contribution of the author?* (2); *Which style is suitable for introducing contrasting views, i.e. multiple perspectives from different sources?* (2); *Which style fronts the main point, or content?* (1); *Which style enables the authors' names to be put in brackets?* (1).

## TASK 2 Using reporting verbs and verb structures

**1** Draw students' attention to the source of the text and elicit the type of text (academic textbook). Explain that this task enables students to work out the link between the material in a source text and the citations taken from it. Students will probably rely heavily on the grammatical pattern of the items to complete the sentences, so in order to look more closely at meaning, ask for variations to the items given. For example, *What else could fill gap 2? (assess / refer to, but not state / believe).*

### Answers

- 1 as reported by / according to
- 2 describe
- 3 state that
- 4 According to / As reported by

## TASK 3 Understanding references

**1 and 2** Explain that this task aims to give an introduction to referencing using the example of a book. A book is appropriate for this level; journal articles are more frequently cited in certain academic texts, but these are too challenging at B1. Ask students to work individually to complete the table; they can collaborate on the second activity. Mention that putting the page numbers in the in-text reference is optional and depends on the referencing style. APA (the American Psychology Association) referencing system is widely used, and includes page numbers. Point out that students will soon need to incorporate referencing in their own writing. Accurate referencing is very important and helps avoid plagiarism.

### Answers

1	1	Publisher	Year of publication	Place of publication	Authors' surnames
	In-text		✓		✓
	Reference section	✓	✓	✓	✓

	Authors' initials	Title of the book	Page number(s)
In-text			✓*
Reference section	✓	✓	✓*

\* (optional, depending on referencing style)

- 2 so that the reader can locate the exact material of the original / follow up the reference
- 3 In-text reference: author surname(s), year of publication, page number (optional, depending on referencing style)  
Entry in References section: author surname(s), initials, year of publication, title of work, place of publication, publisher
- 2 One view is that in capitalist countries people's incomes have risen steadily (Bowles, Edwards, and Roosevelt, 2005, p.8).
  - 1 statement, and reference
  - 2 the statement
  - 3 no
  - 4 (b) the view of the authors named in the reference

## INDEPENDENT STUDY

Ask students to locate and share one or more referencing guides, e.g. Curtin University has various guides available at [libguides.library.curtin.edu.au/referencing](http://libguides.library.curtin.edu.au/referencing). Also, students can find different examples of in-text referencing in texts and compare these.

## TASK 4 Using summary in citations

**1 and 2** Task 4 gives students practice in writing citations. Do 4.1 quickly, to check students' familiarity with the different parts of a citation. In 4.2 students are required to rework the material to complete variations on including a citation, including its reference.

### Answers

- 1 1 b 2 c 3 a
- 2 1 Bowles, Edwards, and Roosevelt (2005, p.8)  
state that people have become richer as technology has grown.
- 2 People have become richer as technology has grown (Bowles, Edwards, and Roosevelt, 2005, p.8).
- 3 As stated by Bowles, Edwards, and Roosevelt (2005, p.8), people have become richer as technology has grown.
- 4 People have become richer as technology has grown, according to Bowles, Edwards, and Roosevelt (2005, p.8).
- 5 As Bowles, Edwards, and Roosevelt (2005, p.8) argue, people have become richer as technology has grown.

## TASK 5 Using direct quotations

**1 and 2** In Task 5, students manipulate the information from a source into different citation patterns. The first activity serves as a quick check. In the second, emphasize that students need to work out exactly what to include; if necessary go through the first sentence as an example. Check students' answers carefully, especially punctuation and accuracy of the information selected.

### Answers

- 1 The quotation 'the social system of capitalism is very unequal'.  
The reporting verb structure As reported by  
The author(s) of the quotation Wetherly and Otter  
Who the quotation concerns Marx  
The reference Wetherly and Otter (2011, p.341)

- 2 1 Marx believed that 'the social system of capitalism is very unequal' (Wetherly and Otter 2011, p.341).
- 2 The Marxist view is that 'capitalism is very unequal' (Wetherly and Otter 2008, p.341).
- 3 According to Wetherly and Otter (2011, p.341), Marx thought that 'capitalism is very unequal'.
- 4 Wetherly and Otter (2011, p.341) describe Marx's view on the capitalism as 'very unequal'.
- 5 Capitalism is seen by Marx as 'very unequal', according to Wetherly and Otter (2011, p.341).

## TASK 6 Analysing sources to use in citations

**1** Depending on time available, check basic comprehension of the two texts on page 198 after allowing students to read them using the glossaries, e.g. *What are the main perspectives of each text?* (Text 1: technological, economic, political; Text 2: political, economic, social). Remind students of the importance of identifying the authors' stance: the Text 1 authors appear to be sympathetic to capitalism, and in this extract they do not question it; also the title of the text suggests a pro-capitalist argument. The most challenging part of the table is expressing the main point of the text in one sentence. Check students' responses to this carefully, making sure that they do not simply copy out a sentence in the text. Say that the main point requires bringing together information in different parts of the text.

### Answers

	Text 1	Text 2
1 In-text reference (following the statement)	(Bowles, Edwards, and Roosevelt, 2005, p.8)	(Wetherly and Otter, 2011, p.341)
2 In-text reference (author-focus style)	Bowles, Edwards, and Roosevelt (2005, p.8)	Wetherly and Otter (2011, p.341)
3 Stance of authors	Pro-capitalism	Neutral
4 Main point	Technological growth and capitalism are associated with increased incomes and living standards.	The Marxist view is that the growth of capitalism and wealth leads to income inequality.
5 Useful quotation (suggested answers)	'Wherever and whenever capitalism took hold, people's incomes and consumption levels began to rise in a sustained way'	'growth, rather than benefitting everyone, can lead to inequality'

**2 and 3** These activities give students the opportunity to check their responses and share their summaries of the main point of each text (item 4 of the table) and choice of quotation (item 5). Ask students to use the information from their tables to write their citations of the texts, encouraging them to use language from the module.

## TASK 7 Selecting sources to use in a paragraph

**1 and 2** Quickly check the answer to 7.1, and ask how students arrived at the answer (the key word 'Discuss' in the essay rubric). Discussion does include some comparison, but the main purpose of the essay is not to compare. Task 7.2 prepares students to write their paragraph for the essay. Explain that students should select their material from Texts 1–3 on page 198. You could mention that later they will have to find their own sources to a great extent, and draw from a larger number of sources. Make sure that students follow a similar framework to the table in Task 6, so that they learn, for example, to correctly work out the main idea of a text and keep a record of potentially useful quotations. By presenting the information in table form, you are able to check their reading into writing process.

### Answer

1 b

## TASK 8 Writing a paragraph incorporating citations

**1** Allow students sufficient time to plan and write their paragraph, and announce at the start how long this is, e.g. 30 minutes. Students can complete their paragraphs for homework, if necessary.

While this whole task could alternatively be done for homework, there are several reasons to do it in class: just as with other skills, it is important to do some writing in a writing class, rather than only prepare for writing and then end the lesson; some students may not actually do the writing if it is set for homework, and these are probably the very students who most need the practice; writing in class allows for an extended period when you can step back from the input stages and monitor, advise, give feedback, target help for specific students, and serve as a resource for all the unpredictable questions that students may ask.

Go through the sample answer on page 190 either before or after students have finished their paragraphs. The sample answer can serve as a useful example to help students structure their texts, 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.

**2** Emphasize that the evaluation stage is very important. Go through the checklist on page 199 and allow students time to rewrite any weaknesses, as necessary; for example, if a student has only used one reporting structure, they can have the opportunity to introduce some variation. As a useful extension task, ask students to peer-evaluate their work, using the same criteria. To round off the lesson, you could ask how the citations can develop students' understanding of the topic. Any of the following answers are possible, although the first is rather superficial:

- They make the essay look more 'academic'.
- They show you which texts to read if you want to learn more about the topic.
- They add support to the statement made in the previous sentence.
- They indicate that the student has read a number of texts related to the topic.

## 6E Vocabulary Reporting structures

### TASK 1 Identifying form in reported structures

**1 and 2** Explain that these tasks will help students correctly recognize a number of frequently used reporting structures. Emphasize that although these should now be familiar, students need to retain focus when using the forms to ensure that they are accurately expressing their ideas. Focus students' attention on the dependent prepositions a number of reporting verbs typically collocate with. Note that *According to ...* is a preposition usually followed by the name of a source, e.g. *According to Weber*. As an alternative these could be made into cards to match or done collectively on the board.

#### Answers

Followed with *as*: is defined, describe sth

Followed with *by*: as stated, as reported

Followed with *that*: asserts, contends, disputes, maintains

Followed with *to*: according

**3** When reporting the ideas of others it is important that students use a variety of structures and that they use one appropriate in meaning to the point being made. This is particularly important when looking at a number of theories or points of view. Highlight that a neutral verb can be made positive or negative depending on the language that follows.

#### Answers

For: maintains, asserts

Neutral: defines, describes, as stated by, as reported by, according to

Against: contends, disputes

### TASK 2 Using reporting structures

**1** Encourage students to focus on meaning, rather than collocation in this task. Students should be at the point that they are analysing context, connotation, and use of synonyms to identify author intention.

#### Answers

1 maintains

2 stated

3 disputes

4 contends

**2** This task gives student practice in selecting the correct collocation based on meaning and use. As an extension, ask students which other collocations could be substituted into the paragraph.

#### Answers

1 According to

2 As reported by

3 described as

4 maintains that

**3** This final task is more extensive, and as such could be set for homework. Follow up the various stages in a future class with pair, and whole-class, analysis of the content, and reporting structures used to convey it.

As an alternative you could give students two short texts and ask them to decide whether they support or argue with each other and to summarize them with appropriate reporting structures.

# UNIT 7 Networks

## ACADEMIC FOCUS: CONTEXTUALIZING

### INTRODUCTION

**Unit 7** aims to build students' familiarity with contextualizing written and spoken texts, particularly through referring to sources. Students learn to identify and process the main information in a range of spoken and written texts using a number of guided note-taking tasks.

**7A Listening** helps students to develop note-taking strategies that will enable them to write more quickly. This skill is important as lectures are usually long and with few pauses, so students need to be able to note information down whilst not losing track of the lecture. The module looks at how students can use abbreviations and symbols to note information down more efficiently. It also looks at how supporting explanations and examples are used and how students can evaluate these to assess the strength of an argument.

**7B Speaking** introduces informal student discussions in which the participants plan their future studies using study networks. Students listen to a recording of such a discussion. By interpreting and evaluating this model, students can then apply the principles to their own discussions. Students also learn how to explain and rephrase the information they present, and in a freer practice stage they come up with a study plan, and explain this to other groups of students.

**7C Reading** introduces the important distinction between types of sources which students may use in their written work. Students are encouraged to critically review the suitability of such sources. Through their work with textbook extracts on the topic of blogging, students practise note-taking using written texts and using these notes as a basis for writing a summary of parts of the texts.

**7D Writing** looks at a key section of academic writing – how to structure an effective introduction. It teaches students how to analyse an essay title so that they can be confident they are approaching the question in the way the tutor intended. It also looks at developing effective thesis statements, which are especially important in essays that require evaluation as they hold the main line of argument the essay will take. Along with other features such as giving background information, and outlining the essay structure, the thesis is key to maintaining an organized essay.

**7E Vocabulary** offers further practice in using a range of common essay verbs. Students consolidate their skills in analysing essay titles, and the language used to express varied written tasks. The module ends with work on using essay verbs to assist in drafting a statement of purpose, and planning an essay.

## DISCUSSION

- 1 Start off the discussion by writing 'interconnected' on the board and eliciting first what students feel it means, and whether they agree with the initial statement. Where possible, ask students to justify their reasons for agreeing, or disagreeing. Students may propose other areas, such as the mobility of populations; however, limit the discussion to the five areas given. Invite students to rank all five items and mathematically calculate the most favoured.
- 2 As students compare their ideas, in small groups, monitor to ensure reasons and examples are being given.
- 3 Depending on your students, this activity could continue for some time, so set a time limit. Allow time for a whole-class forum to listen to the short presentations. Give the rest of the students a simple task (see the notes on Unit 4 Discussion, activity 4 for suggestions on this).

## 7A Listening Lectures (5)

### TASK 1 Using background knowledge to prepare for a lecture

- 1 Give students a few minutes to discuss these questions before feeding back orally as a whole class. When discussing how the internet has affected the way companies work, it would be useful to have students note the range of perspectives that is suggested by such a discussion, e.g. technological, financial, social, geographic, etc.
- 2 It is important that students try to identify the type of lecture they will hear, as it may help them organize their notes. Allow any answers that the students can justify, but explain that with lectures that follow a two-sided approach (e.g. for / against, advantages / disadvantages, strengths / weaknesses) it can be useful to take a two column approach.

### TASK 2 Using symbols and abbreviations to take notes

- 1 You could precede this task by writing a short text-style message on the board such as *c u @ 8* and asking students to explain what it means (*see you at eight*). Then brainstorm any other short forms or abbreviations students know and use. Explain that using such forms can be useful when taking notes in a lecture as it will help them to write quicker and stay focused on the lecture.

#### Answers

Symbols: 1, 2, 4, 5, 9, 10

Abbreviations: 3, 6, 7, 8, 11, 12

- 2 Give students a few minutes to complete the task and then feed back onto the board. As an extension, you could write on the board a number of words students will hear in the lecture, for example *internet*, *technology*,

*computer*, *cloud* and ask them to think of abbreviations together. Emphasize that there is no right or wrong version of these, but that students must be confident it will make sense to them when they come to refer to their notes after some time.


#### Answers

a 6 b 12 c 9 d 7 e 10 f 3 g 4 h 11 i 1  
j 5 k 8 l 2

- 3 This task gives students scaffolded practice in using symbols and abbreviations when reading before trying to use them when listening – which is more challenging due to the input not being present on the page. Allow a few minutes and then check together on the board.

#### Answers

- 1 i.e. can lawfully / unlawfully access confidential info → do what they wish with the data
- 2 Berners-Lee writes 'collaborators welcome' → 2009 #websites (230m) + 6m ↗ monthly

- 4  7.1 Show Extract 1 and then ask students to check their answers with each other. If necessary, show the extract again so students can double check their answers.


#### Answers

- 1 Cloud computing = biggest creation of wealth in history
- 2 Berners-Lee & Robert Cailliau document → growth of the web
- 3 User ↗ → Internet = size of 'cloud'

### INDEPENDENT STUDY

This task can be used to highlight the importance of developing a range of subject-related vocabulary. You could ask students to find a lecture related to their area of study on a site such as TED.com and, before they listen, write down around 10 words they think they will hear and how they will abbreviate these. Students could then listen and evaluate how useful this was as a pre-listening task.

### TASK 3 Taking notes on advantages and disadvantages

- 1 and 2  7.2 Either use the table on the page or encourage students to divide a piece of paper into two for 3.1. Show Extract 2 to the students and then set 3.2 before checking both as a whole class.

#### Answers


##### Advantages

- 1 ↑ capacity & sophisticated IT infrastructure with min. invest.
- 2 ↑ efficient use of resources

##### Disadvantages

- 1 security & dependency
- 2 risk of bankruptcy & lack of tech. support
- 3 costs likely to ↑

## TASK 4 Recognizing support for a position

**1**  **7.3** Lecturers will usually offer support for a position in their talk. For purposes of objectivity these will often be taken from another source. You may want to check that students know the pronunciation of the two names before listening, otherwise they may not recognize the cue during the lecture. Show the extract and then check the answers together orally.

### Answers

- 1 William Gibson has argued that its 'main usefulness lies in its vagueness'. In other words, the term 'cloud' is useful precisely because it's not exactly clear what the cloud is... and to try to define it too exactly would be impossible.
- 2 Larry Ellison has argued that cloud computing is simply a term that was used to describe 'everything we already do'.

**2** This could be simply used for open-class discussion or, for weaker groups, give students a few minutes to discuss in pairs.

### Answer

The lecturer wants to show that cloud computing hasn't been clearly defined, even by people who have a very clear interest in the concept.

## TASK 5 Identifying supporting points

**1 and 2** These tasks raise student awareness of how support can be given to a stance in a lecture, by highlighting which phrases are used for giving an example, and which for giving an explanation. Set 5.1 for individual work and after checking, set the question in 5.2 to the whole class. Ask students to underline the phrases that helped them answer the question.

### Answers

- 1 2
- 2 1 an example 2 an explanation 3 an example


## TASK 6 Recognizing examples and explanations

**1** This activity further builds the student's knowledge of phrases used to explain and exemplify. Give students a few minutes to complete the activity individually and then check together on the board. As this is key language both in terms of processing and production, it may be worthwhile as an extension looking at the pronunciation of these items. The phrases are all useful chunks of language that can easily be transferred into students' own presentations.

### Answers

**Examples:** for example; for instance; such as; If we take X as an example; By way of illustration; Let's look at a couple of examples; One scenario is; Think of it like say

**Explanations:** what I mean by this is; to put it another way; let me clarify; in other words; let me explain what I mean by that

**2**  **7.4** Explain that recognizing these phrases can highlight when it might be important to take additional notes on the further details given by the lecturer. The phrases act as signposts for key content. Show the extract and ask students to take notes. Alternatively you could play the whole of Extract 2 again twice, the first time asking students to tick the phrases they hear.

**3** Allow students a few minutes to discuss the questions in pairs before opening it up to a whole-class discussion.

## TASK 7 Critical thinking - responding to the content of a lecture

**1** Give students a few minutes to discuss the questions in small groups before discussing as a whole class. As well as reflecting on the content of a lecture it is important for students to see connections with other theories or developments. As an extension you could look at some further technological developments, and their advantages and disadvantages for companies.

## 7B Speaking Seminar discussions (5)

### TASK 1 Evaluating learning and assessment methods

**1 and 2** These tasks activate students' interest in the seminar discussion topic of study networks. Start by asking students to explain each teaching, learning, and assessment method in 1.1; do this either as a whole class or with students in small groups / pairs. Check by asking questions, e.g. *What method are we following now?* (face-to-face, presumably); *Which method can accommodate large numbers of students?* (lectures, e-learning); *Which method involves a mixture of learning methods?* (blended learning). Following this, ask students to apply all four characteristics in 1.2 to each of the nine methods. If necessary, do the first as a whole-class example, e.g. *face-to-face learning is typically a whole class, but can be an individual student in a one-to-one setting; obviously it's face to face; it's typically interactive, with some teachers favouring teacher - student interactions, and others allowing more student - student interactive time; finally, it isn't virtual but may have a separate, non-face-to-face, virtual component.*

## Answers

- 2 a individual: blended learning; e-learning; self-study quizzes  
 b face-to-face: face to face learning; blended learning; group presentations; lectures; seminar discussions; role plays  
 c interactive (state who with): face to face learning; group presentations; seminar discussions; e-learning; online discussion groups; role plays  
 d virtual: blended learning; lectures; e-learning; online discussion groups; self-study quizzes

## TASK 2 Listening for context

**1** 7.5 This short task sets the context of the listening. Play the recording once and check students' notes. Play it again if necessary. Ask students to identify the language which indicated the answers, e.g. *What I found interesting was what he said about working together* is one of the students referring to the seminar leader (Professor Chapman).

## Answers

- who the speakers are - *three university students (early on in their course of study)*
- where they are - *outside a lecture / seminar room*
- what they have been doing - *listening to a presentation by Professor Chapman*
- what they decide to do next - *take a half-hour coffee break and discuss how to set up their own study network*

## TASK 3 Listening for and comparing specific content

**1 and 2** 7.6 By giving the students in each pair different while-listening tasks to complete, students are encouraged to communicate in this information-gap activity. Check that each pair has divided up the tasks and students understand that the 'Task A' student has to work out what Professor Chapman must have said, while the 'Task B' student focuses on the student questions in the recording.

## Answers

### Task A

He was talking about study networks / study groups; students get regular study quizzes; students have to take responsibility for own studies; resources are essential, but you should make sure they help you, and not be a servant to them.

### Task B

What's our aim? What's the point of having a study network? What about resources? What do we need? Who's going to join the network? How big will it be? What are the responsibilities? How will the network be managed? How does it all fit in with what we already do? How does a study network add to all that? What's the extra value? Is it all just a waste of time? Regarding resources - What approach should we take? Should we look for some kind of study network system that's already out there somewhere? Or should we try to work with what we've got?

**3 and 4** Explain that in this activity students have to come up with their own evaluation. By evaluating the discussion of another group of students (on the recording), students can transfer this skill to their own discussion later in the module. Encourage reasons and examples rather than just short responses.

## Answers

- 4 group presentations, online discussion groups, study quizzes, face-to-face learning, seminar discussions  
 Other: pop quizzes, weekly progress tests

## TASK 4 Identifying language for explaining and rephrasing

**1 and 2** 7.7 This task enables students to recognize language used by the speakers to signal explanations. Point out that students can also use this language to 'buy' themselves time to plan what to say next. Such expressions normally come at the start of a sentence to help the listener navigate what is coming next. Elicit the difference between the two functions in the task heading: explanations add something new to clarify and extend what has been said, while rephrasing puts something another way.

## Answers


- 1 a You know what I mean. What I meant was ... ✓  
 b Well, basically what it means is ... ✓  
 c ~~My point is ...~~  
 d What I'm trying to say is ... ✓  
 e So that means ... ✓  
 f ~~Let me rephrase that ...~~  
 g What I'm saying is ... ✓  
 2 a, b, f

## ACADEMIC LANGUAGE

### Explaining and rephrasing

Following Task 4, this language should be clear to students. Go through the three examples given for each function and give students practice in saying them with the appropriate word stress. You could also elicit further examples for each function, e.g. *Let me (just) explain this a little more ...* (explaining); *In other words ...* (rephrasing).

## TASK 5 Using explaining and rephrasing language

**1**  **7.7** In this task students have to listen for the words stressed by the speakers. Ask students to predict these first, following on from the Academic Language work. Play the recording once; then do a visual check to see which words students have written. Alternatively, students can highlight the stressed words on the transcript on page 214 of the Student's Book.

### Answers

The main content words.

**2** Task 5.2 gives students freer practice to use the explaining and rephrasing language. Make sure all students have managed to think of a concept to explain. Give some examples if necessary, e.g. an aspect of a legal system, an engineering process, a management structure, a specific scientific method. Monitor while students are undertaking the activity and listen out for their use of the target language. Optionally, record students and play back, asking other students to note down the functions they have used.

### INDEPENDENT STUDY

Elicit suggestions for where to find discussions and debates. A starting point is to search for these terms in a search engine, or browse media websites or university resources. Ask students to bring their examples of the language to a specific lesson after, say, a week.

## TASK 6 Preparing for and taking part in a seminar discussion

**1 and 2** This is the main task in which students participate in a seminar discussion. Explain that it follows the same theme as the recording, but students should think of their own points. These points should relate to study networks and how these can help students effectively. As students are negotiating aims for each group's study network, there are no 'right' answers so you can encourage students to be creative in their ideas. Also encourage critical thinking: for example when a new suggestion is made, other students should critique it. Possible questions to prompt this are: *Is this suggestion workable? Is it efficient? How will it accommodate different learning styles?* Give a time limit for the discussion; depending on your class this could be 15 minutes or perhaps longer. Ask each group to assign

roles to group members: noting down the main ideas (as given in rubric 1.1); ensuring all points given in 1.2 are covered; and optionally ensuring all students make a minimum number of contributions. Monitor during the discussion without being intrusive. Note down specific points such as students' use of explaining and rephrasing language, particularly interesting contributions, or language errors.

## TASK 7 Critical thinking - evaluating the discussion

**1** Explain that the final task of the lesson offers students an opportunity to reflect on and evaluate their performance in the discussion. The questions in the table ask for Yes / No responses, but encourage deeper discussion prompted by the simple question *Why / Why not?*, with examples where appropriate.

**2** The task ends with a focus on the content of the discussion: study networks. This can be done either in pairs or small groups. Collate specific points on the board during a brief feedback stage. Students can refer back to these points later on. Again, ask other students to critically evaluate the points made.

## 7C Reading Textbooks (7) & other sources

### TASK 1 Critical thinking - evaluating different sources

**1 and 2** Critically analysing sources is a key academic skill. Explain that, in general, we do not simply believe what we read and hear without questioning the content: we do so naturally, and our educational / cultural / family background is likely to affect how we do it. Check understanding / clarify the six types of source given by asking concept-check questions such as: *What kind of information is typically given on a company website?* (information on the company, its products, and services); *Is such information presented with its positive, negative points, or both?* (positive only); *Where can you find an academic journal article?* (university library, online through Google Scholar or a subscription-based publishers / university website). Elicit further sources by asking students to work first individually (one minute), then in pairs (one minute), then as a whole class. Write down all suggestions, and ask the whole class to comment on any unlikely or inappropriate ones, saying why, e.g. personal conversation (unreliable), student essay (inappropriate).

## Answers

- 2 Possible further sources: edited book; original manuscript from a museum / library / government; legal document; report; e-book; brochure or prospectus; page from a government website; conference paper; published image (e.g. graph, drawing); press release; podcast; lecture.

3 The previous tasks are likely to have raised the issue of reliability in sources, which is developed in 1.3. Go through the four questions to check understanding of the key words and concepts: these are given in *italics* and are explained directly afterwards. Ask which can be most easily checked (e.g. the publication date indicates how *current* a text is). Go through the answers and invite further discussion. An interesting point to discuss is the balance of objective (factual) versus subjective material. While many texts are considered to be more objective, they can contain a considerable amount of subjective material, e.g. textbooks may offer interpretation of a theory (perhaps balanced by other interpretations), which is essentially non-factual and not objective.

## Answers

- 1 most likely to be *accurate* and *reliable*: an article from an academic journal; a textbook for university students; an encyclopaedia entry
- 2 the most *current*: a page of a company website; an article from a well-known national newspaper; a comment or thread on a media blog
- 3 the most *depth* and *coverage*: an article from an academic journal; a textbook for university students
- 4 the most *factual*: an article from an academic journal; a textbook for university students; an encyclopaedia entry

4 This task applies the principle of text selection to a specific essay. As the topic of the essay is on sources, any source can legitimately be cited with appropriate critical comment, e.g. a discussion of its appropriateness and reliability. The specific example of a blog may be an appropriate source in a social science essay about youth culture, though citations from blogs would not be presented as sources of objective information but as examples of, say, particular social attitudes. Choose your preferred format for this activity: individuals, pairs, groups, followed by whole-class feedback.

## TASK 2 Reading to build context

1 Task 2.1 activates students' knowledge of the topic (blogs). Set a time limit of about 4 minutes for students to note down their answers to the four questions. Do a visual check to make sure all students have noted down relevant information to all points, however brief.

2 and 3 Give students a longer time limit, e.g. 10 minutes, to read Text 1 and make their notes using the same headings as in 2.1. Check students' progress after this time and allow extra time as necessary. Then ask students to refer back to their notes in 2.1 to compare: what is new / different in each set of notes?

Some students may have written fuller notes than the information in the text. Point out that the text contains evaluation (e.g. *The boom year for blogging was 2002*) as well as more objective information (e.g. *the term 'weblog' was first used by Robot Wisdom in December 1997*).

4 This is a simple but useful question. Encourage students to ask this whenever they come across a text. Elicit how they arrived at their response, e.g. the information given in the source at the bottom of the text; content about blogging (useful for students) rather than advice on how to blog (useful for bloggers).

## Answers

a

## ACADEMIC LANGUAGE

**Noun phrases (5)** Expressing key information using complex noun phrases

Point out that this is the fifth Academic Language section on noun phrases, and that fuller information is given on noun phrases on page 180 of the Language reference. The colour-coding in the noun phrase structure is designed to help students understand the structure and 'decode' the meaning.

## TASK 3 Analysing complex noun phrases

1 This task puts the Academic Language information into practice. Ask students to use coloured highlighting pens, or written annotations, to identify the various parts. Extend the activity by asking what type of structure follows each highlighted head noun: 1 defining relative clause; 2 prepositional phrase; 3 defining relative clause; 4 defining relative clause. The defining relative clause structure adds information which limits the type of head noun.

## Answers

- 1 individuals who listed, or logged what they found interesting
- 2 their own comments or reviews of the sites
- 3 any and all subject areas that took the interest of the bloggers
- 4 a web page that serves as a publicly accessible personal journal for an individual

2 This task focuses on short noun phrases used to help make a text more cohesive.

## Sample answers

- 1 These individuals
- 2 Such comments / This evaluation / These reviews
- 3 These / Such areas
- 4 This type of document / Such webpages / These webpages

## TASK 4 Taking notes on detailed information

1 The first activity in this task starts with a broad understanding of the text. Encourage students to briefly

note down the main items discussed in the text, and then match these to the five items given. When checking the answers, draw attention to the items *not* discussed: item 2 is not discussed because the purpose of the text is not to give advice on blogging for would-be bloggers (see Task 2.4 above, which asks students to determine the audience of the text); for similar reasons the text does not present technical information (item 5).

### Answers

- 1 the content of blogs    3 costs relating to blogs
- 4 advantages and disadvantages of commercial blogs

**2** This task gives students practice in the important skill of note-taking from a written text. Explain that although students may associate note-taking with listening, it is also important when reading, in order to build a record of material to use later in other texts. Explain also the benefits of note-taking from written texts: it helps with understanding the text; it serves as a record of the text; and it aids memory of the material in the text.

### Answers

Sentence	Main point	Type of information
1	The content of a blog can be a problem	topic sentence
2-4	Blogs - easy to start / hard to maintain Writing is difficult and time-consuming Writing passionately is difficult; blogs need 'attitude'	problems
5	Blogging is expensive	explanation
6	Blogs need to be permanent - a full-time job	explanation
7	Outsource the blog	solution
8-10	Marketing budget covers the cost Part of management process, with editorial control The blog = the organization	explanation
11	Don't make unskilled staff responsible for an organization's reputation	evaluation

## TASK 5 Using notes to write a summary

**1** Explain that this task builds on Task 4 by asking students to use their notes for the purpose of writing a summary. By writing the notes students have already selected the main points and type of information, and they can select from these notes to construct their summary. Go through the sample summary and check that students understand the function of each sentence. Stress that a summary, even though it is a short text, needs to 'stand alone', so needs a reference to the source text (otherwise the readers of the summary will not know what it refers to).

**2** The next stage in the summary-writing process is to complete the summary given in 5.1. Encourage students

to redraft their summaries and check them. Suggest that they refer back to the '4Cs' evaluative criteria on page 069. Stress the importance of accuracy in a summary: an accurate reference to the source text (checked carefully for spelling to avoid plagiarism); accurate reporting of the main points in the source text; accurate language.

### Sample answer

*One solution is to outsource the blog, with the cost covered by the Marketing budget, allowing editorial control but avoiding the risk of unskilled staff being responsible for an organization's reputation.*

**3 and 4** These tasks repeat the process for the second, shorter, paragraph. Refer students back to their notes in Task 4.2 to illustrate the amount of detail required per sentence. Again emphasize the importance of accuracy. Set up pairs to enable peer-editing and critiquing of each other's work. Present one or two good summaries to the whole class and/or work to improve less successful summaries (with writer's name removed).

### Sample answer

*In their text on blogging, Gay, Charlesworth, and Esen (2007, p.429) explain that blogs can be used as sources of information in marketing. They point out that blogs are also used by market researchers to work out what attracts early adopters to a new product.*

## TASK 6 Identifying and referencing source material

**1** This task revisits the types of sources presented in Task 1. Give a short time limit. Use any incorrect responses to illustrate the difference between a type of source and a specific source, e.g. by asking questions: *What is the BBC website?* (a specific source); *What is a newspaper article?* (a type of source).

### Answers

#### Text 1

All types of sources: blog / weblog, online personal journal, websites, reviews

All specific sources: Webopedia ([www.webopedia.com](http://www.webopedia.com)); [www.blogger.com](http://www.blogger.com)

#### Text 2

All types of sources: newsletters, blog / commercial blog, press releases, websites, chat rooms, bulletin boards,

All specific sources: none

**2** The essay title should appear familiar as it was presented in Task 1.4, where students discussed which type of source might be appropriate for the essay; in this activity students select specific pieces of information to cite in the essay. The activity could be done first individually; if done in groups, students should be encouraged to question and defend their choices of information. Such an approach is useful in that it should support a more rigorous approach to sourcing.

**3** Remind students of their work in Tasks 4 and 5, again stressing the need for accuracy. Consider collaborative writing, pairing up students who you feel would both benefit from working together, e.g. a student with more ideas paired with a student more confident in the language.

**4** This is a more critical question, and encourages students to evaluate their use of sources in their essay. Following smaller group discussion, conduct brief whole-class feedback to emphasize the importance of *how* sources are used (see sample answer below).

#### Sample answer

Any of the sources discussed in Task 1 (see also the further examples given in the Teacher's notes for that task) could be used, but need to be used very carefully - e.g. in the context of an argument or a description.

### TASK 7 Critical thinking - reviewing learning and planning

**1** These four questions invite students to engage with the content of the texts (question 1), the process of writing collaboratively (2), and looking ahead (3 and 4). Encourage students to note down useful pieces of advice which emerge in their groups, for future use, e.g. on how to record sources. Optionally, carry out a whole-class feedback stage to pool and share ideas for best practice.

## 7D Writing Introductions

### TASK 1 Analysing essay titles

**1** A common mistake made by many students is that they write on the main topic of a question too generally and do not do exactly what the question asked. In particular there can be a tendency for students' work to be too descriptive, and not evaluative enough, when the question requires an evaluative focus. Explain the function of each part of an essay question using the model from the book on the board. If necessary, provide a further model from the three given. Then set the task as individual work before collectively checking.

#### Answers

- 1 evaluate - instruction  
the effects of - focus  
telecommuting - main topic  
family life - limitation
- 2 to what extent - instruction  
enhanced - focus  
telecommunications - main topic  
company productivity - limitation
- 3 discuss - instruction  
effective communication method - focus  
face to face communication - main topic

**2** Essay questions can roughly be grouped into two categories - evaluative and descriptive. If an essay question requires evaluation, it is vital students make sure their essay includes this.

#### Answers

The instruction word changes the focus from evaluate to describe. Describing requires the essay to outline the situation, whereas evaluating requires some focus on the benefits and drawbacks of telecommuting.

**3** Give students a few minutes to complete the task. As an alternative you could transfer these to cards as a matching activity. To follow up, ask students which ones they think would contain an element of evaluation.

#### Answers

1 d 2 a 3 b 4 g 5 f 6 c 7 e

#### INDEPENDENT STUDY

If you have completed the follow-up task in 1.3, you could then draw students' attention to this study box. If you have access to marking criteria used in their other modules, you could use these to highlight the importance of evaluation when required.

### TASK 2 Identifying the features of an introduction

**1** This task provides a model introduction and a set of criteria students can use to apply to their own writing of an introduction. Before setting the activity you could brainstorm together ideas of what makes a good introduction.

#### Answers

- 1 A statement to get the reader's interest.
  - 2 Background information
  - 3 A clear thesis statement
  - 4 An outline of the essay structure
- It may also include:
- 5 A definition
  - 6 A citation

**2** This task provides further practice of the ideas covered in Task 1 before moving on to analyse a related introduction. Discuss the questions collectively as a class and analyse it together. Again draw attention to the importance of being able to analyse an essay question quickly in terms of structure and focus. These skills are highly transferable to student's own areas of study.

#### Answers

- 1 Globalization
- 2 development of the internet and telecommunications
- 3 Yes

**3** Explain that a number of features can be used to get the reader's interest including a quotation, statistical

information, or a rhetorical question. Point out that rhetorical questions should be used with caution as some tutors do not consider them very academic in style. Check students' answers as a whole class and answer any questions.

#### Answers

1 c 2 d 3 a 4 b

4 This task gets students focusing on the concept of moving from general to specific ideas. Explain that essays tend to do this as the general contextualizes the ideas in the wider background for the reader. More specific content often provides the statement of purpose, and highlights any limitation.

#### Answers

a 4 b 1 c 3 d 2

### TASK 3 Critical thinking – evaluating an introduction

1 Ask students to remind you of the main criteria to use when checking an introduction. In this initial stage don't allow them to refer to Task 2.1 as the purpose here is to check how much information has been retained. When students evaluate the content, ask them to justify their choices, wherever possible.

#### Sample answer

The main argument is vague. It would be better to have a clear stance on the issue. There is no indication of the essay structure.

2 Monitor and check as students rewrite the introduction. Write any good examples of thesis statements on the board for use in the next task.

### TASK 4 Evaluating thesis statements

1 If you have written student examples on the board, then you can use these as examples when explaining the criteria. The thesis here refers back to the essay question in Task 3.

#### Answer

The writer's position is on the positive side. Their main argument is that telecommunications reduce the impact and change previous trends.

2 It is a challenging task for students to show their position in one or two sentences. Use thesis statements a and b to exemplify good and bad examples of a thesis, placing particular emphasis on the importance of a clear stance relating specifically to the topic.

#### Answer

- 1 a This doesn't clearly show their position; it is just a definition.  
b This refers clearly to the topic and shows their position well.
- 2 a This is more like background information and it doesn't clearly address the question.  
b This addresses the topic clearly and shows a clear position.

### TASK 5 Writing a thesis statement

1 and 2 Allow students a few minutes to discuss the question in pairs before discussing it as a class. Then ask students to identify which points in 5.2 are advantages and which are disadvantages. Feed back onto the board any additional advantages and disadvantages each group think of.

#### Answers

Advantages: 3, 4; Disadvantages: 1, 2, 5

3 Set a time limit of several minutes for students to write their thesis statements. Monitor as students write, and provide any assistance to ensure that each position is clear. As an extension, write student examples onto the board and ask others to evaluate which ones they think are strong. A further stage of peer-evaluation will ensure that students have the criteria for a good thesis statement firmly in mind when they go on to draft an introduction.

#### ACADEMIC LANGUAGE

##### Stating aims and purpose

Emphasize that an impersonal style is important across many academic subjects and that few genres of writing require a personal tone. Note that reflective writing is occasionally used in academic settings, so some students may have to produce slightly more personal styles. Give students a few minutes to read the information and then ask if there are any particular language features they notice. The main one in these types of statement is the removal of personal pronouns, and the use of the passive voice. Ask students why they think this is the case. Both these features give a sense of distance from the material, and the objectivity that this brings often makes a stance more compelling as it seems part of a broader academic context, rather than the idea of just one person.

### TASK 6 Stating aims using an impersonal style

1 This task puts the Academic Language information into practice by getting students to focus on writing a statement of purpose in an impersonal style. Set the activity as individual work and then check as a whole class.

### Suggested answers

- 1 It could be argued that telecommuting has a negative effect on work life balance.
- 2 This essay focuses on the positive and negative effects of the internet on the developing world.
- 3 It could be said that blogging is an essential marketing tool in any modern marketing communications package.
- 4 The history of blogging will be examined, followed by analysis of its effectiveness in business-to-business communication.
- 5 This essay will argue that globalization would not have been possible were it not for the development of the internet.

**2** This gives students freer practice to write their own statement of purpose. After a few minutes, select a few statements to feed back to the board as further models. If necessary, have students revise any 'personal' versions into a more impersonal style, to emphasize the mechanics of this shift in style.

## TASK 7 Writing an introduction

**1** This task provides a staged approach to drafting an introduction to an essay. The essay plan is presented to give students a platform on which to base their own introduction. If students have different ideas and opinions, then they do not need to use this plan – highlight that it is merely there for support, and not as a sole source of ideas. However, all students need to use the criteria in 1.2 to evaluate the introduction they write. Prior to the feedback stage, you may want to take in the introductions students produce and check they have fully grasped all features. If there is a common weakness, then go over the area again in a later class. Go through the sample answer on page 190 either before or after students have finished their essays. The sample answer can serve as a useful example to help students structure their essay, but stress that it is not a 'model' answer to imitate.

## TASK 8 Evaluating peers' introductions

**1** As an alternative to discussing the questions you could ask students to number each sentence with its corresponding function. This will focus students in on exactly what each sentence is doing.

# 7E Vocabulary Essay verbs

## TASK 1 Identifying essay focus

**1** Explain that this task will help students correctly recognize a number of frequently used essay verbs. Emphasize that although these should now be familiar, students can often make mistakes when processing them, meaning that they approach a written task with the wrong focus. Remind students that as well as each verb having a specific meaning, they can indicate if the

essay question that they feature in requires description, or evaluation. If a student does not notice that evaluation is required, then it can have a significant impact on their mark. Highlight that some question words (e.g. *compare* and *contrast*) may fall into both areas, depending on the extent of the limitation in the essay title.

### Answers

Essays with an element of description: describe, analyse, illustrate

Essays with an element of evaluation: discuss, evaluate, justify, compare, contrast

**2** Explain that students can, to a certain extent, use the essay question to help build the introduction. This exercise helps highlight how the essay verb can be used in a thesis statement. As an extension, encourage students to consider synonyms for the common essay verbs, to broaden their lexical range when writing essay introductions.

### Answers

- 1 compare 2 demonstrate 3 examine 4 discuss  
5 describe 6 evaluate

**3** Note that essay questions can also help to build a very basic outline for an essay. Remind students that this can be particularly useful when writing shorter essays in exam conditions. Having a quick reference pattern of organization in mind can reduce planning time, and allow more time to develop content.

### Answers

- Plan 1 - Discuss  
Plan 2 - Contrast

## TASK 2 Using essay verbs

**1** This task gives students a brief look at register when interpreting and using essay verbs to create thesis statements. Encourage students to use a good range of language, focusing on the accuracy of their choice. You could put students into pairs to peer-check their sentences.

### Sample answers

- 2 This essay evaluates the relative success and impact of each theory.
- 3 This essay describes the main points of Macro-economic theory.
- 4 This essay justifies the reasons why further research is needed in the field.

**2** This final task is more extensive, and as such could be set for homework. Follow up the various stages in a future class with pair, and whole-class, analysis of the steps outlined.

# UNIT 8 Innovation

## ACADEMIC FOCUS: REFERENCING

### INTRODUCTION

**Unit 8** aims to develop students' abilities to identify, understand, and use references in an academic context. Innovations are looked at from a number of perspectives including technological, medical, and transportation, and the various consequences and impacts of these innovations are analysed. The focus is on how to use sources to inform discussions and academic writing. The unit is the last unit in the middle third of the book, bringing to an end the focus on core academic skills.

**8A Listening** offers students practice in working with information presented visually, using techniques such as prediction and note-taking. Varying amounts of information can be presented visually in lectures, and by the end of the module students should have a good understanding of how visuals can aid comprehension. The language of location and direction is also covered in this module.

**8B Speaking** integrates both reading and speaking skills. Students look at how texts can be used to inform and support an opinion and how to refer to other people's ideas orally. The skill of checking and clarifying understanding is also practised. Students then practise these skills via a seminar on the topic of companies that fail to innovate.

**8C Reading** encourages students to notice how the text uses sources to strengthen the opinion the author wants to make in order to help them use sources more effectively in their own writing. The module also looks at how the use of multiple sources can enhance an argument and maintain objectivity. The concept of objectivity, a key academic concept, is further explored with a focus on the use of the passive voice.

**8D Writing** develops students' skills in referencing. Students work with source texts and student essays, identifying different types of citation – quotation, paraphrase, and summary – and working out which type is most appropriate for a given purpose.

**8E Vocabulary** looks at a range of cohesive language students can use to show relationships between ideas within a paragraph or longer piece of writing. The cohesive words or phrases help show connections between the ideas to demonstrate comparison, contrast, time order, cause and effect, concluding ideas, and giving additional information.

## DISCUSSION

- 1 Start the discussion by examining the word *innovation*, which is the unit theme. Optionally point out that at the heart of the word is the Latin root *nova* (novus), meaning 'new'. Step 1 asks for personal responses, e.g. *To me, innovation suggests something vital and attractive*. In step 2, ask students to provide specific examples, e.g. innovation in engine design, with the internal combustion engine, led to the massive growth of private transport and the decline of steam transport.
- 2 This activity continues with the theme and personalizes it in more detail. Again ask students to provide specific examples and explanations, e.g. *For me, innovative technology is most important because it enables me to solve my own problems, like communication and personal organization*.
- 3 If necessary, elicit or provide one example of an innovative practice in a particular area, e.g. distance learning in education, and invite comments as to why it is innovative (or, critically, not innovative), e.g. it enables students from remote areas far away from universities to study and get interactive feedback from tutors, but it hasn't replaced face-to-face learning.

## 8A Listening Lectures (6)


### TASK 1 Predicting content using visual information

- 1 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 learner management system (e.g. Moodle), or simply shown in the lecture for students to take notes from. Check understanding of the task rubric, and give a time limit for students to note down their responses; they can work individually or collaboratively. Optionally, elicit the type of slide, e.g. a map, a plan, the title slide, a text slide, references, a graph, contents of the lecture.

#### Answers

- Slide 1** Title slide giving contents of lecture  
**Slide 2** A diagram (map) providing context  
**Slide 3** A diagram providing detail  
**Slide 4** A diagram (map) providing context  
**Slide 5** A diagram providing detail and orientation  
**Slide 6** Reporting research (by Flyvbjerg) on the lecture topic (infrastructure projects)

### TASK 2 Using visuals to assist with note-taking

- 1  8.1 Explain that students should base their notes on the four points of slide 1. Show Extract 1 once, and do a visual check to see that students have written at least one piece of information per point. Show the extract again as necessary, and ask students to compare their notes.


#### Sample answers

Introduction and overview: *innovation is vital to move forward*

Chek Lap Kok (Hong Kong International Airport) and London Heathrow Terminal 5: *innovation is the driving force behind such projects & benefits staff and passengers*

Analysis of risk: *good management and software technology are necessary for success*

Evaluating the projects: *cost caused by serious over-runs*

- 2  8.2 Explain that the notes are an example of possible student notes on Extract 2, but contain a number of factual errors related to location and time. By listening and correcting them, students are naturally processing the language of location and time, which is picked up in the Academic Language section following Task 2. Check that students have noted down the corrections in writing before checking.

#### Answers


Hong Kong

- old airport Kai Tak NE of city / HK island
  - risky location
  - limited space for development
- new airport site Chek Lap Kok (NE N of Lantau) & W of city / HK
  - engineering challenge
  - one of largest construction projects of C20th
  - architects: Foster + Partners
  - completed in 6 years
  - opened in 1998, a year later after handover to China

- 3 Ask students to complete this evaluation activity individually or collaboratively. Point out that they can use the straightforward generic criteria 1–3 for any note-taking activity.

#### Sample answers

- 1 The notes are fairly complete, with room to add a little more detail; the last line is incomplete, i.e. 'a year later' than what?
- 2 They are not as accurate as they should be – locations are not correct
- 3 The notes are clear and easy to read, with some good use of abbreviations

**4**  **8.3** Explain that Extract 3 repeats the listening process with less guidance and more slides. This time, students have the opportunity to evaluate their notes using the same criteria as in 2.3. After a visual check of students' notes, show the extract a second time for students to add further detail to their notes.

### Sample answers

Slide 3: two runways, each side of Chek Lap Kok island; E – passenger terminal; S – cargo area; busiest cargo airport in world (taking over from Memphis, USA); central area undeveloped, for future expansion; cf LHR T5

Slide 4: LHR – W of London near M25 motorway; largest London airport; new terminal needed from early 1980s – 4th opened 1986, 5th designed by Richard Rogers & Arup


Slide 5: T5 – W part of LHR, long planning, construction 2002, opened 2008; largest covered construction in UK; innovative construction techniques, e.g. smaller cranes

### ACADEMIC LANGUAGE

**Referring to visual information** Using prepositions and directions

Explain that students have already been listening to this notional language. Draw attention to the examples in bold, and emphasize that accuracy is vital when recognizing and using such language. The small grammatical words (prepositions, determiners, etc.) which make up the longer chunks of language need to be correct, so it is worth studying the Language reference material on page 182.

### TASK 3 Using references to visual information

**1**  **8.2** Having watched Extract 2 for content and meaning, students now watch for specific language items related to those in Academic Language.

#### Answers

- on the left-hand side of the slide
- on the left of the slide
- on the east side
- in the centre of the slide

**2** In contrast to 3.1 with its language focus and listening input, 3.2 focuses on comprehension of visual input. Emphasize the need for accuracy when completing the text in terms of both factual accuracy (based on the visual input in the slide) and language accuracy: the items in the gaps have to fit in the context.

#### Answers

- 1 at the top of the slide
- 2 in the top right hand corner
- 3 on the opposite side
- 4 to the south
- 5 on the east side
- 6 in the centre of the slide

**3** This activity gives students freer practice to use the items in this Task and the Academic Language section, as well as further language they currently know. Again emphasize accuracy. Ask the student who is listening to identify any errors while following the description visually. Monitor and note down any good examples of language and/or examples with errors for student correction. Optionally, collate these in whole-class feedback.


### INDEPENDENT STUDY

If possible, choose a current lecture and watch an extract from it in class, with and without the transcript. Ask if students prefer following the transcript while listening for the first time, or subsequently; the latter might be more advisable in the longer term as students need to get used to listening unaided. Ask students to report back in a specific subsequent lesson, describing their experience.

### TASK 4 Using notes to write a summary

**1 and 2** This task requires students to process their notes from the lecture together with the information in the slides into a summary. Point out that some EAP exams, e.g. Pearson Test of Academic English, have a similar lecture notes into summary task. Go through the summary in 4.1 and ask students to notice what has been added to the notes to construct the summary: in general, grammatical words rather than content words (i.e. lexical words: nouns, verbs, adjectives, adverbs). Make sure that students check their summaries using the '4Cs' criteria on page 069.

### TASK 5 Understanding referencing on visuals

**1 and 2**  **8.4** Explain that the final extract takes a more critical approach, rather than the more descriptive approach of Extracts 1–3. Point out that critical response and evaluation are a feature of lectures, particularly following descriptions; also, such responses typically refer to other sources as well as the lecturer's own response. Remind students that they have already read slide 6, and say that these points should form the basis of their notes. As this extract is more dense than previous extracts, students are likely to want to listen twice. After listening, ask students to discuss what helped them write the notes, and collate their responses: e.g. the information in the slide, the signposting language, the information in the previous extracts. Similarly, elicit difficulties, e.g. the density of information, unknown words, the fact that several new ideas are presented in a short space of time. Finally, encourage students by saying that extensive practice in listening to lectures will result in significant improvements in these areas.

**3** The last task focuses on the language used by the lecturer to cite the source material. Check student responses using the transcript on page 215. Ask which phrases can also be used in writing, e.g. to refer to sources in an essay.

## Answers

First, Flyvbjerg argues that  
Flyvbjerg's third point is that  
Fourth, there is what Flyvbjerg calls  
Flyvbjerg also refers to  
So, all those factors that  
Flyvbjerg talks about  
Flyvbjerg's points about risk apply to

## TASK 6 Critical thinking - responding to visual information

**1 and 2** This task asks students for a more personal response to the use of visuals. Possible responses: the lecturer follows the description into evaluation pattern; there is a mixture of language and visuals on the slides to support the type of information being presented. You could broaden the discussion by asking students to work out if they prefer visual rather than auditory or kinaesthetic learning styles, i.e. respectively seeing / reading, listening, doing.

## 8B Speaking Seminar discussions (6)

### TASK 1 Previewing the topic of a seminar

**1 and 2** To lead into this discussion write the name of a well-known innovative company, such as Apple, onto the board. Ask students what they think makes this company so successful. If this doesn't elicit the concept of innovation then write the word on the board and ask the students to name companies they think are innovative. Allow a few minutes for the discussion of the questions in the book and then feed back onto the board.

#### Sample answers

- a being aware of innovation gives companies a better idea of potential revenue streams, ensures that they are prepared for changes in areas as diverse as delivery, sales, and use. Awareness of innovation also ensures companies can keep abreast, or ahead, of competitors.
- b opportunities - easy to become global, reduce costs, increase productivity, exclusive control of technology, small firms can compete with big firms  
threats - new and non-traditional competition, R & D does not guarantee success, new innovations fail

### TASK 2 Using a text to support an opinion

**1** Before setting the reading task ask students to look at the three opinions and ask them how these could best be supported. Set the reading task and allow a few minutes. After checking the answers ask students how the support

improves each opinion. It is important students learn to support opinions based on their research.

## Answers

- 1 Firms can create new and improved goods and services, revive tired products and consequently penetrate new markets, and, as a result, can end up with powerful market shares and controlling valuable processes, products, designs, and brand names.
- 2 Technology makes it increasingly easy to extend globally and to integrate economic activity in many widely separated locations.
- 3 Technology can make it easier for small firms to compete with large. The internet, for example, enables all firms to communicate with customers both at a national and at international level and to sell goods and services at relatively low cost.

**2** **8.5** Allow students to read the text again and to underline the main ideas. Ask students to close their books and play Extract 1. With weaker groups you may want to allow them to have the book open, but ideally students should be practising following the discussion.

## Answers

Ksenia - the size of firms and competition, multiple locations, selling niche products  
Ahmed - innovations like the internet can help sales

**3** **8.5** This will be potentially challenging as a listening task so unless your group is strong it is better to refer students to the transcript on page 215.

## Answers

- a So what you're saying; do you mean; do you see what I mean?; so what you're saying is; you mean; does that make sense?; if I understand you correctly
- b as you said; following on from that point

## ACADEMIC LANGUAGE

### Managing a discussion

These phrases are all useful for students to help them manage interactions in a seminar. They help the student to maintain some control and coherence over their interactions. As a mini-practice you could copy these phrases onto cards and after Task 4 ask students to role-play the seminar topic listed there.

### TASK 3 Using language for checking understanding

**1 and 2** **8.6** This task provides a model of how the phrases are used. Allow students a few minutes to complete the phrases and then play Extract 2 to check their answers.

### Answers

- 1 Do you mean
- 2 Do you follow what I'm saying
- 3 if I understand you correctly
- 4 As you said

### INDEPENDENT STUDY

Ask students to discuss in groups what they do when they do not understand a lecture or a seminar. After a few minutes elicit ideas from the students onto the board, and then highlight the tip and the importance of asking questions. It may be useful to have students categorize the types of questions that they need to ask, e.g. those that relate to the delivery of material, and those that relate to content. Focus attention where necessary on questions asking for clarification, e.g. *Sorry, could you repeat / recap that main idea?*

## TASK 4 Referring to other people's ideas

**1** **8.7, 8.8** Referring to other people's ideas is another important conversational strategy. It helps give a sense of building on ideas rather than mentioning ideas simply in isolation. By this point in the course, students should be monitoring each other's spoken contributions, and evaluating and adding to these as they discuss or debate topics. Play the extracts and then collectively discuss which one was better, eliciting why from students.

### Answers

- 1 Extract 4
- 2 There is a lack of cohesion; discussion isn't built up; point aren't developed, supported, or contested

**2** **8.7, 8.8** This activity will be challenging as a listening, so only play it with strong groups. For most groups it will be easier to refer to the transcript on page 216. Encourage students to add the phrases to their own note book or to the Academic Language box.

## TASK 5 Preparing for and taking part in a seminar discussion

**1** This is the main task, in which students participate in a seminar discussion. Explain that it follows the same theme as the recording, but that students should think of their own points. These points should relate to innovation, and how this can benefit companies. A further focus should be on the dangers of not innovating quickly enough in a dynamic marketplace. Encourage students to be creative in their ideas, as there are no right or wrong answers. Also encourage critical thinking: for example, when students note down an idea they should consider how it may be critiqued.

**2 and 3** Direct students to the texts as useful sources for providing support to the ideas they have generated individually. Encourage students to highlight or underline key content that supports their ideas, and evaluate the strength of the stance given. Monitor closely to ensure that students are reading the texts to support their own ideas, and not just taking ideas solely from the text. This can be done by having students write out their ideas from 1 on a sheet of paper, leaving several lines between ideas. A timed reading with a short limit should encourage students to read the texts quickly.

**4** Encourage students to think about how they will cite references orally during the seminar. If necessary, refer students to the transcript on page 215.

**5** Give a time limit for the discussion; depending on your class this could be 15 minutes or longer. If appropriate, assign the role of observer to one student per group. An observer should actively take notes, check that all points are covered, and assess whether students are using their own ideas. Monitor the discussion without being too intrusive. Note down any specific points such as students' use of referring to sources, particularly interesting contributions, or language errors.

## TASK 6 Reflecting on performance in a discussion

**1 and 2** Reflecting on past performance is an important part of the learning process and should feed forward into students' future work. As this course is heading into its final third it might be an interesting idea to explore using reflective diaries with students. You could encourage students to keep a physical diary recording their response to these tasks. This will provide you with more written work to comment on and feed back to students, as well as creating a sense of learner autonomy.

## 8C Reading Textbooks (8)

### TASK 1 Previewing a topic

**1** Students should work in pairs to answer questions 1–3, drawing on their own general knowledge, and providing examples where possible. As an alternative you could give students a role to debate question 2. Set students in groups of four and give each pair a role on either side of the argument. Give each pair a few minutes to prepare their arguments and then debate the topic with the other pair.

### TASK 2 Identifying the main ideas in a longer text

**1** Set a strict time limit that encourages students to quickly navigate through the text for the answers – no more than 3 or 4 minutes.

#### Answers

a paragraphs 1 and 2   b paragraph 3   c paragraph 5  
d paragraph 1   e paragraph 4

**2** Set a longer time limit, e.g. 10 minutes, to allow more time for careful reading and detailed note-taking. Then ask students to compare their notes with a partner. Encourage students to think about what they have noted down and how detailed it is. At this point it is worthwhile considering the longer term transferability of written notes from reading texts. Ask students to reflect on whose notes might be better if they were needed in a month's time for an essay.

#### Answers

##### Positive aspects of competition

Businesses forced to try to do better  
New products created  
Costs cut  
Greater consumer choice

##### Negative aspects of competition

Businesses required to invest heavily to do better  
Companies, products, and processes decline – perhaps not always bad ones  
'Strongest' survive – but are they the best?

**3** This task encourages students to think of specific uses of the text for an essay question. It is important that students read selectively and think about the use and relevance of a source. Discuss the students' ideas as a whole class.

#### Answers

##### Advantages

Could provide renewable clean energy  
Could supply clean water globally  
Could improve health and longevity  
Could clean up the environment  
Could make information technology available to all  
Could enable space development

##### Disadvantages

Such technology, once released, may be uncontrollable

### TASK 3 Recognizing objectivity in a text

**1** It is important for students to notice purpose and style of writing and in particular to notice objectivity. This task helps students to notice when, and how, sources are used. Set the task as individual work and then check collectively.

#### Answers

1, 4, 5

**2 and 3** This task raises students' awareness of another language feature related to objectivity – the use of the passive. Ask students why they think the passive is often considered a more objective structure.

#### ACADEMIC LANGUAGE

##### The passive (1) Understanding the use of active and passive forms

Students will have discussed the idea of objectivity and the passive in the previous task. The Academic Language section continues with the idea of the importance and use of the passive voice in academic writing for focusing on the action, idea, or event rather than the person. Refer students to the relevant Language reference section on page 182 for further information.

### TASK 4 Using active and passive forms

**1 and 2** You may want to model this first by providing the first sentence on the board, and underlining the verb form, asking students to correct the mistake. Then ask students whether it is in the passive or active form. Set the rest as individual work and check collectively.

#### Answers

1 have protected   2 have been accused  
3 it is expected   4 have been spent   5 argued  
6 were constantly forced

## TASK 5 Identifying and understanding references in a text

**1** This task highlights some of the various ways texts may incorporate references. Prior to setting this task you could ask students whether they know about the different referencing systems and conventions – the text itself uses different methods.

### Answers

www.nano.gov; www.nanotech-now.com;  
www.worldchanging.com; Marx; Schumpeter

**2** This task moves on from simply identifying sources to understanding the use of these sources. It could be done orally as a whole-class activity by nominating students to identify each use.

### Answers

- a www.nano.gov; www.nanotech-now.com;  
www.worldchanging.com.
- b Marx, Schumpeter

**3** This task looks at how sources can also be used to convey a stance on a topic. Allow a few minutes for students to complete the work alone before checking as a class. Ask students to highlight the particular phrases in paragraphs 2 and 3 that helped them to answer these questions.

### Answers

b and c

**4 and 5** This question can just be discussed orally as a teacher-led activity before setting 5.5 as an individual task. Ask a couple of students to write their summary on the board and discuss the strengths of each one as a whole class.

### Answers

- 4 to support
- 5 According to Marx and Schumpeter, competition is actually likely to lead to a decrease in choice as one firm comes to dominate the market.

## TASK 6 Using source texts in writing

**1** Paragraph 1 models how sources can be integrated into a piece of writing. Point out that this is not the only order but that each feature generally needs to be included. Quite often sources are also used in a topic sentence as well. Give students a few minutes to identify the function of each sentence in paragraph 2.

### Answers

Topic sentence – *Some would argue that competition is largely for the good of the consumer.*

Explanation – *Competition can both drive down prices and increase choices.*

Reference to a source – *However, according to Marx and Schumpeter (cited in Wetherly and Otter, 2011)*

Paraphrase of the information in a source – *competition is actually likely to lead to a decrease in choice as one firm comes to dominate the market.*

Evaluation – *So in the long term competition may neither drive down prices nor increase the product range, but in actual fact have the opposite effect.*

**2** Tasks 6.2–6.6 build incrementally to the point where students are writing two related paragraphs that integrate information from the source text.

Task 6.2 gives students the topic sentences for each paragraph. Give them a few minutes to find the information that supports each topic sentence. Ask students to share the ideas they have selected and check that they are choosing relevant material.

**3** This example simply models a paraphrase from the text. Ask students what the two key features of this are. If students aren't sure, remind them that a paraphrase needs to keep the idea / meaning the same but that it must be expressed in their own words.

**4** This activity practises paraphrasing source information. As an example of a poor paraphrase you may want to write on the board a sentence that is virtually the same but with just one or two words changed and discuss with students why this would not be acceptable.

**5** This activity emphasizes the importance of making sure all ideas are related to the topic sentence and that students comment on the significance and relevance of the quote.

**6** Students will have largely completed all of these at sentence level and will just need to add an explanation and reference to the source.

## TASK 7 Critical thinking – evaluating your writing

**1** Encourage students to actually mark and write on their partner's work so that they have feedback for a later date and not simply a short reflective discussion.

### INDEPENDENT STUDY

This task reiterates the main learning outcomes of the module and encourages students to continue to follow similar steps outside the classroom. As a more concrete task, you could give students another topic sentence on a related topic to practise outside class.

## 8D Writing Referencing

### TASK 1 Gaining an overview of a source text

**1** Briefly explain that it is useful and natural to have a reason for reading and that this task requires students to gain an overview of the text by identifying the main point. As an extension, ask students to identify the function of further sentences in the text, e.g. the first sentence introduces the topic, the second gives definition and explanation.

#### Answer

Main point: If successfully applied, R&D can allow the business to find gaps in the existing markets or of course open up new markets entirely.

**2** This task starts with students recognizing quotation, paraphrase, and summary. Ask why each is used. Explain that a direct quotation, though the easiest form of citation to write, is used much less than summary because there is usually no particular reason to use the exact words of the source text. Normally a writer needs to convey the ideas rather than the exact words of the source text.

#### Answers

- 1: quotation - used because the source text gives a concise definition and difficult to paraphrase.
- 2: paraphrase - used to incorporate the same ideas as the source text (i.e. Text 1), including the main idea and any examples, but providing this in own words.
- 3: summary - used because a longer amount of text (i.e. Text 1) has to be expressed in one sentence.

### TASK 2 Identifying and analysing types of citation in context

**1 and 2** Give students sufficient time to read the essay extract on page 115, perhaps 4 minutes. Ask students to complete column A, then B and C, individually. Check the answers to column A first. Ask which sentences include citation: 2, 3, and 5. Explain that the other sentences must be the student's own work. Emphasize that the reader must be clear about whose ideas are whose (i.e. the writer's or those of source texts), which leads to the column B task. Finally, all the language must be that of the student apart from any direct quotations, i.e. the quotation in sentence 3. Check that students understand the distinction between language and ideas: the completed table shows that when reporting an idea using paraphrase or summary (as in sentences 2 and 5), the idea is clearly someone else's but the language is that of the student.

#### Answers

Sentence	A What the sentence is expressing	B Whose ideas	C Whose language
1	topic sentence	the student	the student
2	paraphrase	Clark <i>et al.</i>	the student
3	definition plus a quotation	the student + Clark <i>et al.</i>	the student + Clark <i>et al.</i>
4	rationale	the student	the student
5	summary	Clark <i>et al.</i>	the student
6	example	the student	the student
7	concluding sentence including evaluation	the student	the student

### TASK 3 Choosing the most appropriate form of citation

**1** This task gives students practice in citation by focusing on which type of citation to use: quotation, paraphrase, or summary. Start with a quick global comprehension check, e.g. *What is the purpose of the text?* (to explain what innovation and creativity are). The first activity develops students' reading and note-taking skills using the two headings given. Check that students know what to focus on (e.g. main points, characteristics, definitions) and what to omit (e.g. supporting information, examples). Monitor and read students' notes during the task before a brief feedback stage to elicit and check the points.

#### Sample answer

- (a) Innovation:
- successful entrepreneurs have
  - definition: 'the production of sth new or original'
  - results from thinking up new ideas
  - essential part of creativity
- (b) Creativity:
- creation of sth new
  - new ideas, & application of new ideas
- Both involve something 'new'.

**2 and 3** Having gained a good overview of the text in 3.1, students are now asked to briefly analyse the text by finding the location of key sentences giving definitions and explanations. After checking the answers, ask students to say what comes before and after these sentences: contextualization referring to the topics of entrepreneurs and innovation (sentence 1); a definition of *innovation* (2); further supporting detail on *entrepreneurs* and *innovation* (3–5); an explanation of *creativity* with examples (6); statement to conclude the paragraph (7). For 3.3, go through the guidelines as a whole class, giving your own local example (e.g. of a well-known quotation from literature or popular culture) as an example.

## Answers

- 2 1 a definition of innovation: 2  
2 an explanation of creativity with examples: 6  
3 how entrepreneurs use innovation and creativity: (8) / 9 – 11, i.e. the final paragraph
- 3 Sentence 2: appropriate for a quotation, as it contains concise language expressing a definition.  
Sentence 6: can be paraphrased as the idea (creativity involves something new) does not need to be expressed using the exact words of the source text; the examples can be cut, or new ones thought of.  
Sentences 8 – 11: best suited to summary, as it is a longer extract and can be cut down while still expressing the main point.

## ACADEMIC LANGUAGE

**The passive (2)** Using active and passive forms to change the focus of a sentence

Explain that this Academic Language section examines the use of the passive to fit the focus of a sentence, i.e. the choice of focus determines the verb form (active or passive). This approach to the passive may not be familiar to students, but it accounts for whether to use the passive or the active in most contexts. Encourage students to look at the subject of the sentence and work out if it is 'doing' something (if so, use the active), or having something 'done' to it (use the passive). It is too simplistic to say that inanimate or abstract things such as innovation tend to take the passive, as they can often 'do' things, e.g. 'Innovation leads to success in business.' Therefore a deeper understanding of who / what is doing what is needed.

## TASK 4 Using active and passive forms

1 Explain that the sentences are basically authentic (from Texts 1 and 2), and so reflect typical usage of the active and passive. This is a recognition activity, which is the first step towards successful production. Ask students to work individually, and if possible check each student's answers to be sure that they all understand the concept before moving on to the second activity.

### Answers

- 1 *Many businesses / spend* - active
- 2 *R&D / is associated with* - passive
- 3 *R&D / can extend* - active
- 4 *Entrepreneurs / adapt* - active
- 5 *R&D / can allow* - active

2 This is a transformation exercise which requires students to successfully change the focus of the five sentences, with the grammatical subject given in each case to support students. Before starting, check the main features of the passive, e.g. *What happens to the tense and aspect when the verb is changed from active to passive?* (it stays the same). A logical extension is to ask which form (active or passive) sounds more appropriate – this involves finding and looking at the sentences in their original context in Texts 1 and 2. The

answers to this are not clear cut and can be the basis of useful discussions relating to style; ultimately it is the writer's purpose which determines which focus to use.

### Answers

- 1 Large amounts of money are spent on R&D by many businesses.
- 2 Researchers associate R&D with the development of existing products or creation of new ones.
- 3 Product life cycles can be extended by developing new ways to use existing products.
- 4 Competitors' innovations are often adapted creatively by entrepreneurs.
- 5 If entrepreneurs successfully apply R&D, it can allow the business to find gaps in the existing markets.
- 5 (alternative) If entrepreneurs successfully apply it, R&D can allow the business to find gaps in the existing markets.

## TASK 5 Paraphrasing a sentence from a source

1 Task 5.1 asks students to evaluate two given paraphrases. Briefly go through the critical questions to check understanding. Ask students to work individually, check answers, and elicit why the other paraphrase is less effective: paraphrase 2 makes the mistake of changing the original text at word level, substituting synonyms for the original words, e.g. *Basically* → *Essentially*. A successful paraphrase needs to convey the meaning through deeper changes.

### Answers

Most effective paraphrase: 1 – clear; contains all points; follows a different sentence pattern; balanced; includes reference

2 and 3 Emphasize that students should focus on the essential meaning of the original sentence. Context-specific words like *however* are unnecessary in a paraphrase and are best omitted. Similarly, remind students not to get too concerned with the original sentence structure. Ask students to work individually. Give further sentences for paraphrase as necessary.

4 and 5 This task ends with students practising incorporating a quotation into a sentence. Remind students to choose a meaningful and clearly written part of the sentence (perhaps up to half of the original sentence). Monitor while students read each other's finished texts, evaluating them using the critical questions in 5.1 and the guidelines given in 5.2.

## TASK 6 Writing an accurately-referenced paragraph

1 and 2 Explain that having done an appropriate amount of practice in writing different forms of citations, students now write a paragraph on a similar topic to the texts used in this module. Go through the stages and elicit examples, e.g. the purpose of their paragraph

might be to present and exemplify an abstract concept, to present an argument, or to offer a case study. Refer students back to the sample paragraphs in this module and previous writing modules. Stress that the planning stages 1–5 and paragraph features 1–5 are very useful at this stage, and that as students become more proficient and independent in their writing, they will not need to follow such guidelines so closely. Monitor during the writing, focusing particularly on the student plans plus the inclusion of the features given. Go through the sample answer on page 190 either before or after students have finished their essays. The sample answer can serve as a useful example to help students structure their essay, but stress that it is not a ‘model’ answer to imitate.

## TASK 7 Critical thinking - evaluating your writing

**1 and 2** Explain that the purpose of the final task is to encourage self- and peer-evaluation of students’ work, which should encourage greater independence and quality in their writing. As with similar tasks in previous modules, ask students to work through the checklist of questions; eventually students should find themselves asking these without the written prompts. Optionally, take in samples of writing and with the students’ agreement present them anonymously for whole-class critical improvement.

# 8E Vocabulary Cohesive language

## TASK 1 Selecting and using linking expressions

**1** Explain that this activity will help students to identify, and use, a number of frequently occurring adverbials that assist in structuring and sequencing texts. Remind students of the need for both grammatical and factual accuracy. Set the activity as in the book or alternatively put the words onto pieces of paper or card to make the categorization more interactive.

### Answers

Time / Sequencing	Comparison	Contrast	Additional information
firstly	likewise similarly	although however	also furthermore
Examples	Cause and effect	Concluding ideas	
in general specifically	as a result thus	in conclusion lastly	

**2** This activity gives the students controlled practice in selecting the correct word. All sentences are examples

taken from *Oxford EAP* texts. Ask students to compare with a partner once they have selected a word.

### Answers

- 1 Furthermore 2 has thus 3 So 4 However  
5 Although 6 Firstly 7 In conclusion

## TASK 2 Using cohesive language in texts

**1** Highlight to students that they are looking for relationships between sentences and a sense of logic. Check as a whole class or in pairs.

### Answers

- 1 Firstly, secondly 2 As a result, For example  
3 Furthermore 4 Thus

# UNIT 9 Consumption

## ACADEMIC FOCUS: COMPARISON AND CONTRAST

### INTRODUCTION

**Unit 9** marks the start of the final third of the course, which focuses on more complex skills such as writing complete essays. This unit addresses the key academic focus of comparison and contrast. Students practise comparing and contrasting different things such as research, 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. Students can incorporate this into their spoken and written work.

**9A Listening** helps students to develop note-taking strategies particularly useful for lectures based around comparison and contrast. Students learn to use Venn diagrams for note-taking purposes 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.

**9B Speaking** allows students to listen to other students reporting their reading in the context of a seminar discussion. Students learn the importance of reading to prepare for a seminar, and practise first their listening and note-taking skills, and then their skills in contributing to a seminar discussion on the same topic. In doing so, students practise referring to sources in their spoken texts.

**9C Reading** investigates more complex texts which discuss a particular theory or model in an historical context. Students learn to identify the authors' stance 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.

**9D Writing** is the first in four modules looking at different genres common to many academic disciplines. It teaches students how to plan and organize a comparative essay in both block style and point-by-point approaches. The module also develops the skill of writing an effective conclusion. Finally the module takes a third look at the language of comparison and contrast, with a focus on particular expressions useful for formal academic writing.

**9E Vocabulary** continues the theme of comparing and contrasting with high-frequency phrases. These are useful for students when navigating a text, following a lecture, writing an essay, or taking part in seminars. They help to demonstrate stance and to synthesize ideas from reading texts.

## DISCUSSION

**1** Give students a few minutes to read the statistical information, and help with any comprehension issues. After students have discussed the questions in pairs select a pair to feed back for each question. As an extension, have students decide which statistic they would consider using as a citation in an essay, e.g. which is the most reputable source? Which is the most objective, or easy to substantiate? It might also be interesting to consider other factors that impact on these statistics, e.g. cost of living. You may also wish to have students list the varying perspectives they could use to analyse the quotations.

**2** This task personalizes the topic for students. As an extension you could give students some groups of people to compare, e.g. old and young, city and urban dwellers, or men and women and ask them to discuss briefly some of the differences in their consumption patterns.


## 9A Listening Lectures (7)

### TASK 1 Predicting the content of a lecture

**1** Students may not recognize all of the brands or products but many will, and should be able to place them in order. You could extend the activity and discuss what students know about each product and why they think it has been a success. 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.

#### Answers

iPod (2001) + Zune (2006)  
iPhone (2007) + Android (2008)  
Kindle (2007) + Nook (2011)

**2 and 3**  **9.1** Ask students to predict the topic of the lecture. Encourage them to give you a reason why they have chosen that option. Show Extract 1 and check the predictions.

#### Answers


2

### TASK 2 Using Venn diagrams to take notes

**1** This task sets up the idea that students are going to listen to a comparative lecture, and that key words or phrases can help them to understand whether similarities or differences are being discussed.

#### Answers


Similarities: both, equally good  
Differences: different, more attractive, superior, bigger, better

**2**  **9.2** Copy the Venn diagram onto the board. Explain the purpose of a Venn diagram highlighting the fact that the overlap in the circles is the place where students should write similarities between the products. Show Extract 2. Give students a few minutes to compare their diagrams and then feed back to the board.

#### Answers

Apple - better sales / more popular / more attractive design  
similar - both have a download store, navigation features  
Zune - larger screen, fewer pixels

### TASK 3 Understanding descriptions of similarity and difference


**1**  **9.3** This task practises the skills of note-taking around a visual aid. Explain that the Rogers' innovation curve shows different groups of consumers and how likely they are to engage with innovative products. Explain to students that as in Unit 8, visuals play a large part in providing examples and explanations in many lectures. Show Extract 3 and then check collectively.

#### Answers

1 b 2 e 3 d 4 a 5 c

**2** Introduce this task by explaining where you are on the graph and what purchases you think reflect this. You could extend the task by writing some recent product names on the board and asking people if / when they have bought them.

### TASK 4 Taking detailed notes from a longer extract

**1**  **9.4** Highlight that these are the main areas the next section will discuss. Remind students that often this structuring of a lecture would be provided on a lecturer's initial slides, to help orientate listeners. As a warmer you could ask questions such as *How many innovative products do you think fail? What do you think innovative products have to do to be successful?*, etc.

## Answers

- 1 Communicating benefits to consumers.  
Revolutionary products - difficult to persuade consumers of the benefits  
Me-too - difficult to persuade customers their product is better
- 2 Taking risks  
Revolutionary products face much greater risks than me-too products
- 3 Pricing  
Revolutionary - Can usually set a higher price when people see the benefit  
Me-too - Difficult to price competitively
- 4 Being successful / Gaining market share  
Between 48% and 99% of innovative products fail.  
Me-too products need to be clearly differentiated to be successful. Can gain 50% market share.

**2 and 3** As an alternative, students could draw a Venn diagram into which they take notes. Remind students of where they place similarities and differences in a Venn diagram.

## 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 and 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 argumentation.

## TASK 5 Using comparative adjectives

**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 write comparative sentences describing the different groups in Rogers' curve.

## Answers

- 1 riskier than    2 as high as    3 less confident
- 4 too expensive    5 rich enough

## TASK 6 Critical thinking - responding to the content of a lecture

**1 and 2** These tasks get students to reflect on the model presented in the lecture.

**1** 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 have been understood. An additional focus is on having students use the lecture as a source text for further discussion - mirroring a common academic approach.

**2** The particular focus in this pair of discussion questions is asking students to think about the strengths and weaknesses of research methods used in creating a theory, which is a key academic skill.

## Sample answer

- 1 A strength is the wide selection of studies gives a much broader picture of the area. However, it is likely there will be many differences in these studies in terms of sample size, research methods, use, and purpose. This could mean that a small selection of these 500 may actually dominate the data set or not be given enough importance depending on how it was analysed.
- 2 The strengths of using broad labels are that they ensure data sets are more manageable as they are easier to categorize. However, it has to be recognized that broad labels conceal a great number of differences. Typical cohorts for analysis are age (e.g. Generation X, Y, Digital Natives) or gender (male, female) but within these there are considerable differences in terms of financial, social, technological, and political factors that can undermine the findings.

## 9B Speaking Seminar discussions (7)

### TASK 1 Predicting the content of a seminar

**1** Remind students that in academic contexts it is important to prepare for a seminar, rather than simply turning up and expecting to contribute. Preparation can involve reading, attending lectures, and discussing the seminar topic with peers. Explain that working in groups can result in several benefits including: coming up with more ideas than individually; contributing to and extending each other's ideas; and enabling students to critically examine their own and others' ideas. Encourage students to offer reasons and examples, e.g. *Employment status is important because people spend most of their time working and it is vital to be happy in your job.* Ask students to note down their main points, as they will need to refer back to these in Task 3.

**2 and 3** Point out that the seminar is one event in a sequence in a particular course or module, and the tutor will expect students to have prepared for it. In 1.2, students simply predict, based on the six items in 1.1. Task 1.3 gives references to three texts cited in the seminar, and it is useful to be able to say in simple language (i.e. items a-c) what the texts (1-3) are mainly about.

## Answers

- 3    1    b    2    c    3    a

## TASK 2 Taking notes on key information

**1 and 2** 9.5, 9.6 This task presents two quite challenging listening texts where students have to extract and note down the key information given in headings 1–9. Clarify that students understand all the points before playing the recording. Remind students that the references are given in Task 1.3, so the full entries (e.g. Ballas and Dorling, etc.) can be completed after listening. Either play the entire recording twice (or more), or break it into shorter chunks by pausing after every three items to allow students time to write their notes; then play the whole recording without pausing. As the answers are quite lengthy, go through them visually (e.g. by putting them on a slide / IWB); this is particularly important for names and numbers. Stress that as the speaking task in this module is dependent upon the content of the recording, the more detailed the notes, the more successful students' seminar discussions will be.

### Answers

- 1 1 Main reference: *Ballas and Dorling (2007). Measuring the impact of major life events upon happiness. International Journal of Epidemiology, 36 pp.1244-52*
- 2 Aim of the research: *to define and measure happiness*
- 3 Main perspective: *economic*
- 4 Context of the research (time period, places): *1990s, Britain*
- 5 Key details of the research (type and size of research): *questionnaires; 10,000*
- 6 Factors identified as influencing happiness: *health-related events, education, employment, leisure, births and deaths, relationships, finance and other*
- 7 Main results: *two-thirds had no life-changing events; Finance 6.49%; Relationships 6%*
- 8 Conclusions: *personal relationships, at home and at work, are the most important factor*
- 9 Any other interesting details / quotations from the research: *Ballas and Dorling looked at similar research which suggested health status has greater impact on happiness than wealth.*
- 2 1 Main reference (see slide): *Rodríguez-Pose, A. & Maslauskaitė, K. (2011). Can policy make us happier? Individual characteristics, socio-economic factors and life satisfaction in Central and Eastern Europe. Cambridge Journal of Regions Economy and Society 4 (4)*
- 2 Aim of the research: (not stated)
- 3 Main perspective: *economic*
- 4 Context of the research (time period, places): *Central and Eastern European countries*
- 5 Key details of the research (type and size of research): *data from EVS Eurostat*
- 6 Factors identified as influencing happiness: *individual income, gender, age, civil status, the number of children, employment conditions, level of education, and where a person lives; plus negative influences: economic, including: high unemployment, inflation, inequality*
- 7 Main results: *400% GDP growth between 1999 and 2008; 15% increase in happiness*

8 Conclusions: *wealthier people are happier*  
9 Any other interesting details / quotations from the research: *Quotation from the conclusion: 'People tend to be happier when they are healthy, earn more, are better educated, married and employed.'*

**3 and 4** To round off this task, put students into pairs or small groups and ask them to take turns to compare and contrast the information from the seminar. Several sample phrases are given, and you can elicit further comparison and contrast language before starting the activity. If students have done the Listening module, ask which structures they can remember from Academic Language. Monitor while they discuss their comparisons, noting down use of the language as appropriate.

## TASK 3 Comparing and contrasting types of research

- 1 Put students in the same groups as for Task 1. Ask them to check their predictions using the notes they made in Task 1. Stress that any predictions not discussed in the recording are not 'wrong', and all sensible predictions should activate interest in the topic.
- 2 This activity builds on Task 2.4 by giving specific points for comparison. Elicit useful examples of the language of comparison and contrast. If necessary, conduct a whole-class demonstration with yourself and a nominated student using one of the points. Encourage a reasonable level of detail in the responses.

### INDEPENDENT STUDY

Explain that this is essentially advice on contributing effectively to future seminar discussions. To focus the project, you could set a topic which is relevant to some extent to the whole class. Ask students to briefly present their source texts on a specific future date.

## TASK 4 Preparing for and taking part in a seminar discussion

- 1 This is the main productive task of the module. Students have by now considered possible factors contributing to happiness, listened to a sample discussion, and compared two pieces of research. These tasks should give them some useful material to work with. Set a time limit for the preparation stage, perhaps 10–15 minutes, with an interim stage to check how they are proceeding. Monitor to check on progress and offer input as necessary.
- 2 For the main activity of the seminar discussion, put students into groups with a reasonable balance of different student levels, fluency, and interest. Before starting, go through the guidelines 1–4 and stress that students should aim to bring in the points they have prepared in 1. While monitoring, avoid contributing to the discussions if possible, and let students find strategies to work through any difficulties.

## TASK 5 Evaluating your performance in a seminar discussion

**1 and 2** Emphasize the value of self-evaluation – it can lead to significant improvements in performance in subsequent discussions. Allow time for students individually to evaluate their performance, and if appropriate encourage peer-evaluation using the same criteria. Make sure students keep a record of their target improvement area in 5.2, so that they can refer back to this later.

## 9C Reading Textbooks (9)

### TASK 1 Previewing text and context

**1** Explain that in this task students will reflect on how and why they engage with the media. Depending on your class, part of the discussion can be done as a whole class activity, and it can be extended by adding further questions and variations, for example: regarding specific media in the country (such as the BBC in the UK) and their influence; ownership of the media; how people prefer to access the media (e.g. via TV or smart phone); how long anyone has gone without accessing the media in any way.

### TASK 2 Analysing models and theories in a text

**1 and 2** As Texts 1 and 2 are short, elicit which types of word students will note down (e.g. nouns expressing key concepts and characteristics). Give students a few minutes to read and note down their answers before checking as a whole class. In the discussion activity, encourage students to relate their points to a specific context, such as a country with which they are familiar.

#### Answers

- 1** Consumerist model – news: profit-driven, business enterprise, commodity  
Consumption and production – market forces determine media content, readers influence content  
Text 1 profit-driven, news as a commodity  
Text 2 content of media determined by market forces, shaped by readers, media serves what consumers want

### TASK 3 Identifying specific ideas in a text

**1 and 2** Set a time limit of just a few minutes for these tasks, and explain that all students have to do in the first one is to find the ideas from Task 2.1 in the text, and in the process gain an overview of the text. Students should be able to answer the question in 3.2, having just read the text.

#### Answers

2 c

**3 and 4** These tasks focus students' attention on the concept of consumers / consumption (the unit theme). Give students a few minutes to identify the relevant sentences in the text, check these, and then ask students to work individually on writing their citations in 3.4. Encourage a variety of citation patterns, building on writing work in previous units. Allow time for students to present their sentences to other students and give brief feedback, e.g. on positive points such as appropriateness of citation type, and on language.

#### Answers

- 3** 3 As Hirst and Patching (2005: 104) claim, media industries today 'treat their audiences as "consumers" of news, entertainment, information, sport, and associated product packaging'.
- 9** The public are becoming increasingly affluent and consumerist, and they demand to be entertained as well as informed.

### TASK 4 Understanding comparison in a text

**1** Point out that, as with many academic texts, there are instances of comparison in Text 3. Check the answers, and clarify that while the text does question the value of a consumerist model, it does not specifically compare this with other models.

#### Answers

times, places

**2 and 3** These activities require intensive reading, so allow students sufficient time to complete their answers. Go through the first sentence as a whole class example, and elicit the amendment required to make the sentence true based on the information in the text. Ask early finishers to start correcting the sentences they have identified as false, and as an extension they could write further examples of their own while other students catch up.

#### Answers

- 2** 1 F 2 T 3 T 4 F 5 F 6 T 7 T 8 F 9 T
- 3** **1** Media owners' views of their audience have shifted / changed.  
**4** The shift (in sentence 1) is not so recent / has happened over many years.  
**5** The journalist Ed Murrow criticized the media for offering too much entertainment rather than information.  
**8** Murrow's criticism of journalists has had 'little influence' on the commercialization of news.

### TASK 5 Identifying and evaluating the authors' stance

**1–3** Explain that this task is probably more challenging, and requires students to work out where the authors' stance appears in Text 3; the authors' stance contrasts with the parts of the text which are essentially factual and descriptive. Optionally, ask students to work

together on some of the activities in order to help each other.

### Answers

- 1 Sentences 1, 4, 6, 8, 9, and 10 (i.e. those given in 5.2).
- 2,3 a Again, this change might not be as recent as we think. (sentence 4) – *comparative and evaluative*  
b Fifty years later, Ed Murrow's revealing words echo in a world unsettled by threats to global peace, and where hard news and investigative reporting are being increasingly replaced by infotainment. (sentence 6) – *'revealing' is evaluative; 'are being increasingly replaced by' is comparative*  
c While often quoted, Murrow's criticism of the lack of endeavour by journalists and news corporations at a time when the USA was swept up in a wave of anticommunist sentiment, had little influence on stopping the commercialization of news. (sentence 8) – *'lack of endeavour' reports the evaluation of Murrow; 'had little influence on' is the authors' evaluation*  
d The public are becoming increasingly affluent and consumerist, and they demand to be entertained as well as informed. This means the role and relevance of the investigative journalist is increasingly being challenged. (sentences 9 and 10) – *'increasingly affluent' is comparative and possibly evaluative; 'increasingly being challenged' is comparative*

### INDEPENDENT STUDY

Set this task over a reasonable period of time, e.g. a week, and ask students to present their findings. Use a simple example to illustrate why we naturally evaluate when comparing, e.g. *Car A is slightly more expensive than Car B but has a larger boot and more comfortable seats* (comparison and contrast). *Because of these things, for our family, Car A is the most suitable* (evaluation).

### ACADEMIC LANGUAGE

**Comparison and contrast (2)** Understanding longer phrases and structures

This language builds on the comparative structures presented in 9A Listening on page 121. As with most other Academic Language examples, it is taken from the texts in the module. The expression *rather than* is particularly widely used in academic texts to show contrast.

## TASK 6 Using comparison and contrast phrases

**1** Explain that this task is quite challenging, but should be achievable if students work through the easiest items first, gradually eliminating more and more language and sentence ending options. As an extension, ask students to write new sentences using the same structures in a similar or more familiar context. This can be done collaboratively.

### Answers

- 1 In this model, listeners and viewers are seen **not** as passive consumers **but** as active analysts of currently available options.
- 2 The consumption of news can be analysed **in the same way** as the consumption of the latest products and services.
- 3 In some contexts, the term *model* can be defined **in a similar way** to the term *theory*.
- 4 One of the most significant aspects of consumer behaviour in economies **as complex as** the European Union is consumer loyalty.
- 5 Television programmes in public service broadcasts are influenced by legal obligations **rather than** by consumer preferences.

## TASK 7 Critical thinking - responding to ideas in a text

**1** The final task of the module 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 a variation, you could ask students to offer two responses to each statement: one more general response for the country they are currently studying in and/or come from; and a more specific personal stance. This may contrast with the more general response, e.g. *In my country most people seem to want entertainment from the media, but I personally prefer to use the media to get the information I want, and I certainly don't believe a lot of what I see in the media*. As an extension, ask students to write a paragraph summarizing their stance, and this can then be shared with other students.

## 9D Writing Comparison essays

### TASK 1 Previewing the topic

**1 and 2** These questions again draw on students' personal experience and attitudes to preview key content of the module. If you have a group of mixed ages and nationalities, encourage comparison and contrast within the class, as well as drawing on examples of parental generations. Attitudes towards debt and savings are worth exploring from an intercultural perspective as this serves to inform students of the varied viewpoints they may have to take into account during their own academic writing. As an alternative you could write a selection of products, services, and brands on the board and show the students pictures of people from three distinct generations. Students then have to match the product to the group and justify their choice.

## TASK 2 Understanding the purpose of an essay

**1** This task reviews the function of thesis statements covered in the previous units. It highlights the fact that it must be clear from the outset what you are trying to achieve in an essay.

### Answers

1 b 2 b

**2** This task encourages students to think of their own stance on the issues described. As an extension you could ask students to write a thesis statement expressing their own stance on each issue.

### INDEPENDENT STUDY

Write an example essay question on the board and ask students to briefly note down what they think the essay is asking them to do. You may wish to provide a model answer by essentially rephrasing the question and broadening it out into a brief outline. Ask students to compare their interpretations and monitor as they do this. If there are any interpretations that are quite different, write these onto the board and discuss them together. Stress that it is important to answer the exact question asked as this affects overall grading.

## TASK 3 Analysing a conclusion to an essay

**1** This task highlights the connection between the conclusion and the introduction of an essay. In much academic writing there is a need to maintain this sense of connection throughout the essay. Clear links between thesis statements, and the ideas that are developed and exemplified, provide a sense of cohesion in written work. You could highlight that these are essentially paraphrases of the thesis statements.

### Answers

a 2 b 1

**2** This task highlights the features that can appear in a conclusion. All apart from 4 could feature, as introducing new information not covered in the main body of the essay breaks with any sense of cohesion, or clear structure. Any new information requires exemplification or explanation, and conclusions offer little room for this kind of input. As an extension ask students when the others might occur.

### Answers

1, 2, 3 are the most likely; 4 should be avoided in a conclusion.

**3** This task reiterates some of the features of a conclusion and acts as a checklist for students to use in the future.

### Answers

- 2 Links back to the main argument by restating the thesis.
- 3 Provides evaluation that is logical, and based on the evidence presented.
- 4 Makes a reference to, or recommendations for, the future

## TASK 4 Identifying ways of organizing a comparison essay

**1** This task looks at two of the main ways of organizing a comparison essay – block and point-by-point. As an extension you could ask students to think about when each structure would be more appropriate.

### Answers

a – point-by-point, b – block

**2 and 3** These activities exemplify the point of appropriateness. If you did the extension in Task 2.2, you could ask students to paraphrase the thesis here.

### Answers

Outline A – block, Outline B – point-by-point

## TASK 5 Identifying the structure of a comparison paragraph

**1** As well as essays, paragraphs can also take a point-by-point or block organization. Ask the students to answer the questions and then check collectively. If possible project the essay, and highlight the organization of the paragraph.

### Answers

- 1 Changing values and attitudes and their effect on consumption.
- 2 gender, globalization, technology
- 3 point-by-point

**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

Similarity – In the same way, Similarly  
Difference – whereas, while, In contrast

## ACADEMIC LANGUAGE

**Comparison and contrast (3)** Referring to similarity and difference

These linking expressions are some of the more common ways to exemplify comparison and contrast in academic writing. Highlight the importance of comparison across numerous disciplines and genres and then give students a few minutes to read through the information.

### TASK 6 Using language to refer to 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 compare and which contrast; then set the task for individual work. Check answers on the board.

#### Answers

1 while 2 unlike 3 in the same way 4 both... and 5 in contrast

**2** This task provides freer practice in using this language in the context of an essay. Give students a few minutes to complete the task and then ask students to write some of their examples on the board.

### TASK 7 Writing an outline for a comparison essay

**1–3** These stages scaffold the task of writing a comparative essay. Set the first task for all students and then move students on when necessary, on an individual basis. Pair students that finish early with another student and ask them to evaluate each other's plans.

### TASK 8 Writing a comparison essay

**1–4** These tasks again scaffold the essay-writing approach. Set the first task to all and then gradually move students on to the next task as you monitor and check their progress. Make sure students are referring to the relevant checklists as they are doing these tasks. Go through the sample answer on page 191 either before or after students have finished their essays. The sample answer can serve as a useful example to help students structure their essay, but stress that it is not a 'model' answer to imitate. Ultimately, tutors will value originality in their students' writing.

### TASK 9 Evaluation of peers' essays

**1 and 2** Using the relevant checklist students should analyse each other's work. When you take in their work to mark try to concentrate your comments solely on the areas you have been focusing on recently – introduction, topic sentences, conclusion, and comparative language.

Try to ignore other issues as this may overload the feedback and make it less transferable to future contexts.

## 9E Vocabulary Comparing and contrasting

### TASK 1 Identifying comparing and contrasting language

**1 and 2** 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 or alternatively place the words onto cards to make the task more interactive.

#### Answers

Comparing: comparable, in common with, resemble, similarity

Contrasting: changing, differ, distinction, difference, distinct from, in contrast to

### TASK 2 Using comparative and contrasting structures

**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. As an extension, you could ask students to produce sentences with the distractors used correctly.

#### Answers

1 differs 2 common 3 similarity 4 similarities 5 in contrast to 6 resembles 7 comparable to 8 distinction / difference

**2** The focus of this task is on meaning within the broader context of a paragraph. Draw attention to grammatical and lexical clues that assist students in selecting the correct option, e.g. synonyms, collocations.

#### Answers

1 differ 2 distinction 3 in common 4 similarities 5 comparable to 6 distinction / difference

**3** The final activity gives students the opportunity to manipulate comparison and contrast language in their own area of study. If students are not too familiar with their area of study, you could give them two other topics from earlier units.

# UNIT 10 Crime

## ACADEMIC FOCUS: ARGUMENT AND EVIDENCE

### 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** introduces students to a debate, where they learn to identify the main argument presented by each speaker – one in favour and one against the motion given. 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. Using an authentic text plus the spoken text of the debate, students notice and use the maximizing (boosting) and minimizing (hedging) language in the texts.

**10B Speaking** looks at case studies as a way of representing a theory or concept in real life. Students look at understanding the case study and identifying the options available to a person or organization. This use of case studies is quite common in a number of academic areas. Students look at how to present their argument, and how to use hedging language to present arguments with caution.

**10C Reading** offers practice in identifying main arguments in a text on crime and understanding how these are structured in terms of premises and conclusions. The module focuses on understanding and using evaluative language when discussing an argument and its evidence. Evaluation and the structure of arguments are key concepts for students to practise in numerous disciplines.

**10D Writing** teaches students how to develop their argument in a 500-word 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 different introductions, and then learn ways of structuring the essay. They select material from given sources to incorporate in their essay. The language focus is on cohesion, which should improve their essay style.

**10E Vocabulary** teaches students how to build an argument using a range of verbs to demonstrate their stance. It also looks at using nouns and adjectives to indicate stance and the use of prefixes to form negatives, all of which helps students to be evaluative in their writing.

## DISCUSSION

**1** This task provides a concise way of addressing the main aim of the unit – using evidence to support an argument. Where required, assist students with any vocabulary. As an alternative you could put a–d and 1–4 onto cards. Give students cards a–d first and ask students to discuss which ones they agree and disagree with, then give them cards 1–4 to match to the opinions.

### Answers

a 3 b 1 c 2 d 4

**2** These questions set up the basic idea of premise and conclusion as the structure of an argument.

## 10A Listening Debate extracts

### TASK 1 Preparing to listen to a debate: examining evidence

**1** Explain that debates can take place in academic and other related contexts such as meetings, special interest groups, conferences, clubs and societies. A debate involves different speakers offering different views on a particular issue or ‘motion’, i.e. a formal proposal for discussion. Ask students to offer points both for and against the issue of playing video games, emphasizing that they do not have to agree with the points they offer. Remind students to work with perspectives to help them come up with points, e.g. financial – computer games manufacturers want to maximize their profits so they do not necessarily develop games which benefit the user.

**2 and 3** Working with the text on page 202, explain that students should first quickly see whether their points are mentioned in the text, and second focus in more detail on the evidence offered in the sources. Use one of the sources as an example to show students how to decide if the effects are positive or negative. Ask students to briefly explain why.

### Answers

**3** Evidence for the effects of video games:

Source	Positive effects	Negative effects	Uncertain / neutral effects
Griffiths (1997)			'inconclusive' effects
Anderson and Dill (2000)		Trait aggression in adults may enhance the negative effects of game play	
Warm (2000)			The above effect not replicated with adolescents
Anderson and Dill (2000)		Increases in short-term hostility	
Sims and Mayer (2002)	Enhanced performance in certain cognitive effects		BUT these are very localized
Bensley and Van Eenwynk (2001), in Pakes and Winstone (2007)		Aggressive video game play was often followed by aggressive play in 4-8-year-olds	BUT this was not found in other age groups → current research evidence is unsupportive
Gentile <i>et al.</i> (2004)		Increased levels of video game playing and anti-social effects in children	


**4** Remind students of the unit theme of crime and set up the activity. After checking the answers, ask students what their reaction to the evidence is using questions such as *Is it surprising that the evidence linking video gaming to crime seems weak? How strong is the evidence?*

### Answers

Arguably none, or possibly: *Has found evidence that trait aggression in adults may enhance the negative effects of game play (Anderson and Dill 2000).*

## TASK 2 Identifying main arguments and supporting evidence


**1** This task gives students the opportunity to predict any points the speakers may make: elicit these and write them up to refer to after Extract 3. Stress that these predictions should arise from the information in the text.

**2**  **10.1** Check students' understanding of *motion*, i.e. a formal proposal for discussion. Show Extract 1 once for students to note down the points in 2; then check answers collectively.

### Answers

First speaker: Suzanna Fiorella, journalist and social commentator, speaking for the motion

Second speaker: Michael Connelly, psychologist and blogger, expert on psychological and social effects of technology.

**3 and 4**  **10.2** Explain that Extract 2 contains quite a lot of detail, and that students should focus on the speaker's main arguments. First, go through points 1–5; then show the extract once. Quickly check to see how much students have written, and show the extract a second time for students to note down the evidence offered. Ask students not to worry about the spelling of the researchers' names while listening, as these can be checked later using the text on page 202 and/or transcript.


### Answers

- 3** **1** 'What are video games for?' 'What effects do they have on people who play them?'  
**2** (Answers to Task 3.1 in column 3)

Point / topic	Suzanna's arguments for	Michael's arguments against
1 video playing as an activity	not a particularly productive activity / not useful / a waste of time	no evidence offered; analogy – if playing video games is a waste of time, so is watching TV, etc.
2 players' cognitive skills	only enhanced in a very localized way, not a broad one	limited evidence
3 effect on society of playing violent video games	can lead to violence in real life	an interesting point; research is 'rather more complicated' than suggested;
4 playing video games	linked to anti-social behaviour in children	her strongest point; plenty of evidence, although not consistent
5 any other effects on the individual of playing video games	it can be addictive / children get moody and unhelpful when asked to stop	not very convincing; a personal anecdote; no evidence offered
<b>4</b> <b>1</b> No supporting evidence offered <b>2</b> Sims and Mayer (2002) <b>3</b> Bensley and Van Eenwyk (2001) <b>4</b> Gentile <i>et al.</i> (2004) <b>5</b> No supporting evidence offered		

**5** Finally, check the answers; do this visually, which is more efficient and accurate than reading out lots of information. Allow students a few minutes to compare their notes, and encourage their own responses. At this point you could go back to the points noted in Task 2.1, as well as the sources from the text used in the debate. Explain that it is useful to try to think of opposing arguments for the debate, as this process can help students in their own production (spoken and written).

## TASK 3 Identifying responses to an argument

**1 and 2**  **10.3** Remind students of the typical structure of a debate: one person starts by presenting views on a main argument, which is followed by a second speaker who offers opposing arguments. In this example, the second speaker responds to the points already made by the first. You could ask students whether they think going second in a debate is an advantage. Explain that students should follow a similar procedure, i.e. listen once to write the points, and again to note down the evidence offered. Allow time for students to compare and respond to the points before checking the answers as a whole class.

### Answers

- 1** See Answers for Task 2.3  
**2** **1** no evidence offered  
**2** other research supports it  
**3** John Vagg's research does not find a conclusive link; *a context must not be mistaken for a cause*  
**4** (agrees) no evidence offered  
**5** no evidence offered

## ACADEMIC LANGUAGE

**Maximizing and minimizing language** Modal verbs, verbs, and adverbs

Explain that while a lot of the time we simply make a point, sometimes we want to either emphasize – or maximize – our point, or the opposite – minimize it. Several alternative expressions are sometimes used for these, but unless they come up it is probably advisable not to mention them: maximizers (boosters, amplifiers, intensifiers); minimizers (hedges, downtoners, diminishers, softeners). Offer a simple example to illustrate the concept, e.g. *How was the film?* – *Oh, it was good* (neutral) / *amazingly good* (maximized) / *fairly good* (minimized). Point out that essentially the same thing is very common in academic discourse (spoken and written). Go through the examples and allow students the opportunity to practise them.

## TASK 4 Analysing maximizing and minimizing language


**1** Explain that this task looks at maximizing and minimizing language across written and spoken contexts. Start by looking at one or two bullet points in the text; then allow students sufficient time to find further examples. Optionally say that there are about a dozen examples. After checking, ask whether there are more examples of maximizing or minimizing language in the text: there are far more minimizers, but more evidence is needed before concluding that these are more common.

### Answers

#### Research on the effects of video games

Giles (2003) reports that the research on the effects of video game play:

- Is even more inconclusive than the literature on media violence in general (Griffiths, 1997).
- Has found evidence that trait aggression in adults may increase the negative effects of game play (Anderson and Dill 2000), although this finding was not repeated with teenagers (Warm, 2000).
- Found general increases in short-term hostility as a result of video game play in general, regardless of violent content (Anderson and Dill, 2000).
- Suggests any cognitive skill resulting from repeated video game play is likely to be very localized. Sims and Mayer (2002) found Tetris players showed increased performance in mental rotation tasks involving shapes similar to the ones used in the game, but performed no differently from the control group on tasks involving other kinds of shapes.
- Pakes and Winstone (2007) cite Bensley and Van Eenwynk's (2001) analysis of 28 research studies which found playing with an aggressive video game was often followed by brief aggressive play straight afterwards in 4- to 8-year-olds. However, this was not consistently found for other age groups (due to the design of the studies), leading the authors to conclude that, although video game realism may change in the future, the 'current research evidence is not supportive of a major concern that violent video games lead to real-life violence'.
- Gentile *et al.* (2004) found increased levels of video game playing and anti-social effects in children, even for non-aggressive children, which could be reduced by parental control and limits.

**2–4**  **10.4** This sequence of tasks focuses on the spoken scripts. Show the extracts, pausing where necessary to allow time for students to write the examples. They can then add to these using the transcript on page 219. Check that students can say whether each item is maximizing or minimizing.

### Answers

#### Maximized

*they certainly take up a great deal of time; game playing is clearly unproductive; you must provide real evidence.*

#### Minimized

*can lead to crime; people may behave in an aggressive way. This suggests... which may include; it would seem... you could also say*

**5** Explain that it is useful to use the target language in a contextualized way, so where possible ask students to relate their statements to their own area of study. If this is difficult, go for a previous area of study, for example at a particular point in high school. Encourage students to read each other's sentences. For more ambitious students, they could write a paragraph, deciding which parts to maximize or minimize, again using the language they have noted in this task.

### INDEPENDENT STUDY

Set up the mini-project and ask students to note down examples of maximizing and minimizing language, and report back to the class.

## TASK 5 Responding to the arguments in a debate

**1 and 2** Explain that the final task focuses on the content of the debate. Encourage students to be critical – they should feel free to say that a particular argument is weak / too personal, or inadequately supported, for example. As with other listening modules, it is worth spending some time on the transcript; allow time for student questions on language. If necessary, watch Extracts 2 and 3 again. In the second activity, students can respond to the main argument of the speakers, i.e. without getting into too much detail about each point (or sub-argument), students can simply say which one they most agree with, and why.

## 10B Speaking Seminar discussions (8)

### TASK 1 Critical thinking – discussing unethical behaviour

**1 and 2** Two of the key concepts in this module are the ideas of *ethics* and *criminality*. The aim here is to get students thinking about the differences between the two and whether the concept of unethical behaviour is ever acceptable. If possible, draw on students' knowledge of particular examples where business may have 'bent the law' to help them stay ahead in business. For example, you could draw attention to tax avoidance measures used by many large companies.

## TASK 2 Evaluating a situation and identifying options

**1** This type of case study where students discuss various options is quite a common seminar task in a number of subjects such as business and law. Direct students to the case study on page 202. With weaker groups you may want to set one or two basic comprehension questions before asking students to discuss the questions in the book with a partner.

### Answers

c

**2** 10.5 This brief listening extract provides a model of interaction and some of the language required to complete such a task. This first task focuses on general meaning before going on to focus on specific details and language in later tasks.

### Answers

leave his job, speak to his boss, do nothing

## TASK 3 Identifying arguments *for* and *against*

**1 and 2** 10.6 This task focuses in on the ideas used to speak for and against each option. As well as comparing with their own ideas the students could compare their notes in pairs.

### Answers

Option 1: for – helps personal situation; against – people lose jobs, company goes bankrupt, not look good on his CV

Option 2: for – might get better resourcing; against – might lose his job

Option 3: for – could lead to promotion; against – doesn't deal with the situation, could lose job

## ACADEMIC LANGUAGE

### Hedging Forms for expressing caution

This section shows students a number of ways in which they can express caution – modal verbs, adverbs, prepositional phrases, and impersonal verb phrases. Highlight the fact that many of these are also transferable to a writing context. Give students a few minutes to read the information and then move on to Task 4. As an extension, you could ask students to provide further examples for each form given.

## TASK 4 Identifying and using hedging language

**1** Tasks 4.1 and 4.2 put into practice the content of Academic Language. For 4.1, direct students to page 219 and instruct them to underline the various forms of hedging language used. At this point it would be worthwhile having students analyse the language

used, categorizing words and phrases using the list of structures indicated in Academic Language.

**2** Remind students that while there is a variety of hedging language, the forms cannot be substituted for one another as the sentence structure doesn't allow for this. Allow students a few minutes to complete these on their own before checking together.

### Answers

- 1 It might be considered 2 Seemingly 3 could  
4 In some respects

**3** This task provides less controlled practice of the Academic Language. As such, answers will vary, so accept any that make sense using the language presented.

### Sample answers

- 1 It could be argued that hard work leads to success.  
2 In some respects it is wrong to involve other people in your problems.  
3 Quitting could be one option, but it might be considered better to consult his line manager.  
4 Arguably, all unethical behaviour is potentially criminal.

## TASK 5 Analysing a case study

**1** The Enron scandal is considered to be one of the most notorious financial scandals in American history. Many social historians and economists consider the scandal as the fundamental case study on white collar crime. Enron were involved in the following key areas:

**Deregulation:** Enron executives applied for – and were granted – government deregulation. This meant they kept control of earnings reports released to investors and employees. To encourage greater investment, many losses were not entirely illustrated.

**Misrepresentation and embezzlement:** A number of Enron executives took company funds that had been invested due to inaccurate earnings reports.

**Fraudulent claims:** Enron executives claimed there was a probable natural gas shortage in California, causing prices to increase rapidly. This wasn't true, but led to state-wide power cuts as the Californian power companies became bankrupt.

Ask students if they know of any other details, and the impact the crisis might have had. To provide further context for those that do not know the case, you could mention it alongside a more recent case from the news.

**2 and 3** Give students a few minutes to read the case study on page 203 and to answer the questions. Monitor as students are reading the text and help with any challenging vocabulary.

## Answers

- 1 The American financial regulator, the SEC (Securities & Exchange Commission) fined the firm \$7 million for overestimating the earnings of Waste Management Corporation by \$1.4 billion.
- 2 Shareholders sued Andersen when Sunbeam admitted inflating its earnings.
- 3 Andersen stopped trading after a federal jury in Houston, USA, convicted the accountancy firm of obstruction of justice in the Enron case. The text suggests Andersen's independence was compromised by its lack of regulation.

4 These statements encourage students to think about ethical and criminal issues and to give greater focus on the ideas of *for* and *against*. The statements could be discussed in pairs or as a whole class. Answers will vary but try to make sure students explain and justify their answers.

## TASK 6 Taking part in a seminar discussion

- 1 The reading texts in this unit are not specifically discussed in the seminar role-play as they are in some other modules. Often background reading will be just to inform a bigger picture discussion on a wider topic. Students can refer to the cases but the idea is to discuss crime and ethics and to practise putting forward an argument with caution.
- 2 As an alternative you could nominate an observer for each group to listen for examples of putting forward and supporting arguments, and the use of cautious language.
- 3 Encourage students at this point to evaluate their contributions honestly, as this is a learning process which can help them improve in future seminars. It can be difficult to monitor yourself in such a way objectively. If you have the time and equipment you could record the students' discussion for them to listen to and evaluate. Alternatively, you could encourage peer-evaluation, by setting up an observer for each participant in small group discussions. The observer could then go on to orally summarize the discussion, a stage that the other students could then evaluate.

### INDEPENDENT STUDY

This task highlights the importance of preparation prior to a seminar. To emphasize the importance you could give half the class a text to read for homework and the other half nothing. Use the text as the basis of a seminar discussion. Afterwards students could reflect on how the pre-reading impacted on their ability to participate in the discussion.

## 10C Reading Textbooks (10)

### TASK 1 Previewing the topic

1 To lead into this task ask students to define the word *intelligence*, providing an example. Allow for a few minutes' discussion before feeding back as a whole class. Add any new ideas students have to the board.

2 and 3 Set 1.2 as individual work and then allow students a few minutes to discuss their choices. Encourage students to provide examples when explaining and justifying their scoring.

### TASK 2 Identifying the main arguments in a longer text

1 Explain to students that reading the first paragraph of a text initially can be helpful in identifying what the text is mostly about. Encourage students to follow up this process with texts from their own areas of study. As extension, you could provide a selection of short texts to groups of students and have them read the first paragraph, summing up the main idea in the text as a whole. They should then go on to read the whole text to confirm their predictions.

#### Answer

2

2 This is a simple comprehension task, orientating students when faced with a more extensive authentic text. To raise the challenge you could ask students to write a one sentence summary of the main idea in each paragraph and then to compare those to the ones given in the book.

#### Answers

a 2 b 5 c 1 d 7 e 4 f 6 g 3

3 It is important that students think about the purpose of a text, especially when much research is done on the web. Journalistic articles can argue / persuade quite strongly but not necessarily with any support or foundation. It is 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.

#### Answer

1

**4** It is important for students to read a text and look at how strong a claim the author is making and on what basis the claim is being made. This often occurs towards the end of chapter, or section, as this is a logical stage to summarize and evaluate preceding content. In paragraph 7, the author summarizes how strong he thinks the connection is, and this paragraph also offers some good examples of cautious language for students to analyse. Ask students to compare their ideas. As an extension, students could look at the text as a whole, and highlight areas that informed their answers to 1. They could then compare different parts they have selected with a partner.

### Answers

- 1 There might be a link but it is unclear.
- 2 If there seems to be a relationship between criminality and intelligence the nature of that relationship is both interesting and unclear. Apparently these individuals have difficulty in dealing with abstract concepts and reasoning. This reduces their ability to foresee the consequences of their actions either to themselves or others. They may thus be less likely to be deterred by the possibility of detection, conviction and punishment.

## ACADEMIC LANGUAGE

### Evaluative language Adjectives

Throughout the text the authors use a number of evaluative adjectives when discussing research or claims made by other people. Understanding these adjectives is key to understanding the author's stance. This can be exemplified by highlighting to students the explanation at the bottom of this section.

## TASK 3 Understanding and using evaluative adjectives

**1** This task puts into practice the content of the Academic Language section. To support students you could highlight the location of the target vocabulary in the text. Analysing the use of vocabulary in context is an important skill, as there are occasionally 'grey' areas where context is required to determine the chosen stance.

### Answers

positive - reputable, more acceptable, objective, foremost  
negative - unscientific, subjective, arbitrary

**2** This task helps students to use the vocabulary but also gives them a simpler way of expressing the same concept. Highlight that in many cases the structure will need to change.

### Answers

- 1 foremost 2 an arbitrary decision 3 reputable
- 4 subjective 5 unscientific 6 more acceptable

## TASK 4 Identifying premise and conclusion in an argument

**1** This task highlights the basic structure for an argument by indicating the difference between a premise and a conclusion. Give students a few minutes and then check the answers together visually, using a similar gloss to the one provided in the example. As an extension, ask students to work in pairs, generating their own sentences with a premise and conclusion. Ask students to exchange their sentences with another pair. Then instruct them to mark up the sentences

### Answers

- 1 premise: His father is a criminal.  
conclusion: He is likely to become one.
- 2 premise: She committed a crime before.  
conclusion: She will commit one again.
- 3 premise: People in poor areas commit more crimes.  
conclusion: He lives in a poor area, so will go on to a life of crime.

**2** Once students understand the structure it is important that they start to analyse the strength and weakness of an argument. Not all arguments are logical and most vary in their strength. To a certain extent the strength is based on the relationship between the premise and conclusion.

**3 and 4** These tasks link the structure of arguments to the analysis of a text. Work through 4.3 together before setting 4.4 as an individual task.

### Answers

- 3 a
- 4 1 low intelligence plays little or no role in delinquency  
2 one of the most important predictors of criminality is IQ level  
3 low intelligence might mean inability to avoid conviction  
4 more likely to lead to juvenile convictions

**5** After finding the related premise this task then looks at the logic in the relationship between each premise and its conclusion.

## TASK 5 Evaluating the strength of premises and conclusions

**1** This task combines the work on evaluative language and the structure of arguments. Often arguments will be analysed in texts and the author's stance is indicated by the evaluative language that accompanies it.

## Answers

- 1 premise: the lower the IQ  
conclusion: the less able to avoid detection
- 2 premise: individuals with higher intelligence  
conclusion: less likely to be discovered
- 3 premise: IQ theory assesses levels of comprehension and vocabulary  
conclusion: scores reflect educational attainment rather than potential evidence
- 4 premise: IQ test skills represent a specific cultural skill  
conclusion: IQ tests measure class bias

**2** The strength of premises and conclusions is usually indicated by author stance, and the choice of maximizing and minimizing language that conveys this. It is also worth drawing attention to the use of reporting structures that indicate strength of stance.

## Answers

- 1 *It is reasonable to accept* - suggests general agreement
- 2 *It is also worth noting* - draws attention to a specific case, but in a way that suggests general agreement
- 3 *far from testing; would therefore reflect* - use of strong maximizers suggests a highly debated topic
- 4 *allege* - use of reporting verb suggests a contended premise and conclusion

## TASK 6 Critical thinking - evaluating the arguments in a text

**1 and 2** This task requires students to think about the overall main themes of the text and to react in an evaluative manner. Not only do they have to evaluate but they also have to find support to back up this evaluation - both key academic skills.

# 10D Writing Argument essays

## TASK 1 Identifying types of argument

**1** Go through the module rationale and aims: students will write an argument essay with appropriate supporting evidence. Sometimes, alternative terms are used for this essay type: argumentative or discursive / discussion essay. 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. Having explained this, check which essay is essentially argument-driven (b). Check the answers, and then ask which introduction is actually more appropriate for the essay title given:

it is Introduction 1, as the essay question asks for an argument for **or** against, not for **and** against. Students should therefore conclude that it is very important to read the question carefully.

## Answers

Introduction 1: b

Introduction 2: a

**2-4** Ask students to work individually for 1.2 and 1.3. Then check the answers as a whole class. For 1.4, give students a few minutes to discuss their responses before checking the answers. Explain that feature b is very important - the audience / reader needs to know what the context is and why the material is important. In most 'Anglo-Saxon' contexts (i.e. the UK, North America, Australasia) a thesis statement is generally expected, rather than the more inductive style of continental Europe where the purpose of writing gradually emerges. Item a is sometimes known as a 'hook', but stress that students should not feel they have to write one for every essay unless they feel confident doing so. Finally, the inclusion of supporting a citation depends on the purpose and length of writing: more formal texts such as journal articles tend to contain a very brief literature review in the introduction, i.e. supporting citations. However, students do not need to put citations in the introductions to the essay in this module.

## Answers

### 2,3 Introduction 1

- Initial statement to gain the reader's attention - *not included (although arguably sentence 1)*
- Background information to contextualize the topic, explain its importance, and provide any definitions and examples - *sentences (1), 2, 3, and 4*
- Supporting citation - *not included*
- Thesis statement - *sentences 5 and 6*

### Introduction 2

- Initial statement to gain the reader's attention - *sentence 1*
- Background information to contextualize the topic, explain its importance, and provide any definitions and examples - *sentences 2, 3, 4, and 5*
- Supporting citation - *not included*
- Thesis statement - *sentence 6*

### 4 Necessary:

- Background information to contextualize the topic, explain its importance, and provide any definitions and examples
  - Thesis statement
- Optional:
- Initial statement to gain the reader's attention
  - Supporting citation

## TASK 2 Analysing and evaluating essay structures

**1 and 2** Students need to refer back to the two introductions in Task 1. There are plenty of clues in these texts to enable students to match them to the essay

structures. Allow students sufficient time, e.g. to discuss the questions following the essay structures. When checking answers, emphasize that the question *Which is a more convincing argument?* is a matter of opinion, while question 2, *Which structure would you select to write the essay in Task 1?* is best answered by Structure B as the essay should be argument-driven.

### Answers

- 1 Essay structure A: introduction 2  
Essay structure B: introduction 1
- 2 1 Structure A is more balanced; Structure B offers a point-by-point argument analysed from different perspectives; the answer to the question *Which is a more convincing argument?* is more subjective – arguably Structure B is more convincing and more authentically academic, with Structure A being more typical of essay questions set for students to practise their essay writing skills.  
2 Structure B is more closely suited to the essay question.

## TASK 3 Evaluating and ordering supporting arguments

**1** Explain that this is an important and challenging task which is essential when writing an academic argument essay. Also, if you do not work out the meaning of the supporting arguments, and evaluate their relevance and significance, you may end up writing either a muddled essay or one which does not draw sufficiently on sources. Go through the essay title carefully and check understanding, asking questions such as *Does the statement say internet crime can affect everyone?* (no, only particular groups); *Do you have to agree with the statement?* (no); *Do you need to offer a balance of views for and against the statement?* (no); *Is the argument 'Recent research shows that internet-related crime becoming increasingly serious' for or against the statement?* (against).

### Answers

Argument	For / against	Evaluation
1 The internet can be the 'means to an end', i.e. criminals can use the internet to commit physical crimes.	against	Anyone can be affected by internet-inspired crime.
2 The internet can be used to steal intellectual property, such as research into a new product done by somebody else, and use this stolen knowledge for financial gain.	against	Internet-related crimes can be serious because you can lose money.
3 The internet helps anonymity – people can 'disguise' their identity easily.	against	If you are anonymous, you can commit serious crimes.
4 A significant proportion of the population does not regularly use the internet.	for	Not directly relevant to the title
5 The internet covers every area of crime – finance, education, intellectual property, sex – leading to many possibilities to commit different crimes.	against	The internet increases opportunities for serious crime.
6 Crimes such as robbing a bank or assaulting a person cause actual harm and injury.	for	As such, you don't physically assault someone over the internet, though you may have cyber-bullying.
7 It is very difficult to 'police' and regulate the internet.	against	Again, not completely relevant

**2 and 3** These tasks lead students through the first part of the essay planning process. Explain that students can select any arguments and put them in any order, but their selection should be principled – i.e. they should make sure they understand the purpose and importance of each supporting argument, as practised in 3.1. Monitor and offer feedback as appropriate, asking questions such as *Why have you selected this argument?*, and *How does this supporting argument support your main argument?*

## TASK 4 Selecting and integrating evidence from a source

**1 and 2** These tasks give students practice in the key skill of finding and using information from a source text. Explain that the main aim is to get information from the text rather than read in great detail and understand every word and point. Allow sufficient time, e.g. 10

minutes, for students to read the text and extract the four categories of information, but do not let the reading activity go on too long. Students then work out what they can use in their own writing, based on the essay question in Task 3. Students may prefer to work collaboratively on this activity. Give prompts where appropriate, for example: *Is this example appropriate for my essay?; How do these statistics support my argument?* These questions should help students personalize the writing process.

### Answers

#### Student notes

- Perspectives: *business, technology, law, commerce, finance*
- Definition of 'cybercrime': *crimes using computers and the internet*
- Examples of threats: *identity theft - to gain money illegally; hacking - to gain confidential business information; creation of viruses and worms; blackmail; illegally downloading films and music*
- Supporting evidence / statistics: *UK - 6 million people illegally download films and music every year, costing £10 billion a year; USA - cybercrime costs £33 billion a year*

**3** Explain that for this task students should work with the information they have selected. Ask students to consider which form of citation is appropriate, i.e. a direct quotation, a paraphrase, or summary. Refer them back to work done on these in Units 7–9. Emphasize that students' citations need to be clear and accurate; they need to be clearly and correctly referenced for the reader in order to avoid plagiarism. Allow time for peer-checking, focusing on accuracy.

### ACADEMIC LANGUAGE

**Cohesion (4)** Using synonyms and other cohesive language in a written text

Remind students of previous work done on cohesion. Go through the examples, and check that students understand how the range of language works, e.g. why some items are replaced with synonyms (to avoid too much repetition of words like *serious*), and how short phrases like *This issue* normally refer back to something, but often this has not been specifically 'labelled' an 'issue' until after it has been mentioned. Encourage students to be creative in their language, for example by using different word classes, as in the example with *serious*. Suggest that it is better for students to use new language and forms – although they may make mistakes – than safely sticking to the structures they know.

## TASK 5 Making a text more cohesive

**1 and 2** Explain that 5.1 is an initial step in working out what cohesive language refers to. Stress that students should identify the whole amount of material. In 5.2, students have to work out what the underlined language refers to, and which of the given items can best replace it. Go through the answers as a whole class, asking students to explain why wrong items do not work in the context.

### Answers

- 1 Identity theft, hate crimes, and cyber-bullying.  
2 That all crimes are significant and should be treated seriously whether online or 'real world.'  
3 The growth of internet-related crime.
- 2 1 These crimes 2 These worrying developments  
3 Such criminal activity 4 challenge 5 significant  
6 These crimes are

## TASK 6 Planning and writing an introduction

**1 and 2** Prior to planning their own introduction it is worthwhile for students to evaluate the features commonly used in introductions, as presented by the models in this module. Initially students should look at Introduction 3 on page 144, evaluating it in light of criteria 1–5. As a second stage they should then compare the features across all three introductions, and offer evaluation. Monitor the discussion noting preferences for certain features, and the reason for these choices.

### Answers

#### Introduction 3

- 1 an interesting contextualizing sentence – sentence 1
- 2 background information – not included
- 3 a definition of key terms – sentence 2
- 4 further information – sentences 3, 4, 5
- 5 a clear thesis statement – sentence 6

**3** Having analysed the three introductions in the module, students now draft their introductions. Explain that introductions can vary considerably in length; for this 500-word essay suggest 100–120 words as a 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.

### INDEPENDENT STUDY

This is quite a wide-ranging project. Explain that the purpose is to build up an individual 'resource bank' of sources within the student's area of study. There are different ways of doing this, and software is available to help organize the source texts; ultimately it is up to each student to work out a way of doing it which suits them.

## TASK 7 Writing the main body paragraphs in 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 do the task at home, but in class you can monitor and encourage them
- 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 feedback to clarify, elicit, share, and discuss key points.

Go through the guidelines and 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 round and look at students' plans, and ask them to explain anything which is unclear.

## TASK 8 Writing a conclusion to an essay

**1** Logically, the conclusion is 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 their introduction. All the main points should be made in the body of the essay, rather than the conclusion. Go through the sample answer on page 192 either before or after students have finished their essays. The sample answer can serve as a useful example to help students structure their essay, but stress that it is not a 'model' answer to imitate. Ultimately, tutors will value originality in their students' writing.

## TASK 9 Critical thinking – self- and peer-evaluation

**1 and 2** 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 examinations, and enhance marks
- peer-evaluation 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.

## 10E Vocabulary Argument

### TASK 1 Presenting and assessing views

**1** Explain that this task focuses in on the meaning of a number of common verbs that are used to express stance in academic writing. Emphasize that although these should now be familiar, students can often make mistakes when using them and accuracy is vital for the reader / listener. The definitions are derived from the *Oxford Advanced Learner's Dictionary 8e*. Point out the importance of dependent prepositions in these phrases, as checking the accuracy of these ensures the correct verb has been used.

#### Answers

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

**2** Remind students that stance is not just conveyed by verbs. If necessary, explain the concept of connotation again, drawing any examples from students. Demonstrate the first sentence on the board and then set for individual work and pair work checking.

#### Answers

1 problem 2 a mistake 3 misinterpretation 4 invalid  
5 questionable 6 wholly unjustified

**3** In this task students are not simply looking for opposites, they need to look at the concept being discussed, and any supportive context.

#### Answers

1 4 2 1 3 3 4 5

**4** The verbs selected strongly influence the evaluative language that follows. It is important that students focus on the contextualizing nouns and adjectives that match in both use and meaning to the verb they have chosen.

#### Answers

1 argued 2 problems 3 invalid 4 questionable  
5 perceive 6 claim

### TASK 2 Noticing and interpreting arguments

**1** This final task would probably be best set as homework and followed up on in a subsequent class. If you want to do it as a class task, it would be a good idea to provide a range of texts for students to use.

# UNIT 11 Energy

## ACADEMIC FOCUS: PROBLEM AND SOLUTION

### INTRODUCTION

**Unit 11** examines problems and solutions in a range of different contexts. Students first learn to recognize and use the language used to express problems, solutions, and evaluation. They go on to analyse and evaluate problems and solutions in spoken and written texts. These concepts and skills are relevant to all academic contexts, as problems are very frequently identified, and solutions offered and evaluated. A key characteristic of the tasks in this unit is that they build on the use of sources to support the student's argument and inform their stance. The source material is at a clearly higher level than that of earlier units in the book, which allows students to reflect on their progress in dealing with authentic texts.

**11A Listening** helps students to identify and use language related to problems and solutions. This is a key area in many academic disciplines and due to the likelihood of numerous solutions being possible, it is important for students to be able to understand the evaluative language that is associated with this genre of lecture. As we near the end of this course there is also a greater emphasis on some independent skills, such as using notes to identify areas for further research.

**11B Speaking** builds on the work done on presentations in Unit 4. The presentations in this module are more ambitious, and students are required to work in groups to research an authentic source text on energy, and deliver a short, but comprehensive, group presentation. In this process, they learn how to select, order, and introduce their material, which closely reflects the academic practice of incorporating researched source material in a presentation.

**11C Reading** examines a specific global problem – the need to find energy sources to meet increasing demand. Students examine a source text in detail, first to establish its main purpose, then the topics and main point of its paragraphs, and finally use information from throughout the text to write a summary. This reading process reflects the type and purpose of student academic reading using a challenging text with appropriate support.

**11D Writing** first looks at a number of techniques to help students evaluate solutions effectively and to choose the most effective solution objectively. It teaches students how to plan and organize problem-solution essays in both block style and integrated approaches. The module also develops the use of *it* and *there* structures as an approach evaluation.

**11E Vocabulary** offers further practice in using a wide range of problem and solution language. Students consolidate their skills in identifying the language used to express both problems and solutions. The module ends with freer practice in evaluating a range of problems highlighted in various academic areas, and providing responses to these problems.

## DISCUSSION

**1** The discussion presents the unit theme of energy, and personalizes it through the two questions given. Through these, students should activate their interest in the theme, and extend their knowledge through specific suggestions. Ask students to come up with original ideas where possible: the examples in question 2 start with more obvious points such as reducing car usage, but suggest at the end the more unusual point of downloading e-books. Further ideas could include: getting supermarkets to deliver food instead of driving to the supermarket; virtual learning instead of physically going to a university or school.

**2** Move on to the second stage by asking students whether these would actually reduce energy consumption, and why; then ask students to go through the three evaluative questions in their groups. Time permitting, conduct whole-class feedback to elicit the most interesting points. Finally, briefly explain that evaluating ideas is an important activity in the academic world, and that this unit focuses on evaluating solutions to problems.

## 11A Listening Lectures (8)

### TASK 1 Using background knowledge to prepare for a lecture


**1 and 2** Give students a few minutes to think about the options and discuss with a partner. When feeding back, give the percentages to students to discuss their reaction. These statistics are taken from [www.iea.org](http://www.iea.org). Note that the figures require students to consider the global situation. As an alternative, you could ask students to focus on specific parts of the world (e.g. BRIC nations, Western Europe), allocating time for research, before feeding back the variations to the whole class.

#### Answers

Industrial: 52%  
Transportation: 27%  
Residential: 14%  
Commercial: 6%

### TASK 2 Understanding the purpose of a lecture

**1** This prediction task along with Task 1 helps to raise the students' schemata before attempting the listening. Students should be aware at this point in the course that in many academic environments, lecture slides, or summaries of content, are often available in advance on VLE, etc. Students should be encouraged to actively use these resources as ways of predicting content, and academic language, therefore easing the level of challenge in a 'live' listening.

**2**  **11.1** This task helps focus students' attention on the introduction. Inform students of the value in carefully assessing the content of an introduction as a predictive tool for understanding the content, and structure, of the following lecture. Show Extract 1; then check the answers as a class.

#### Answers

- 1 The shortage of energy resources, and the limits to future supplies.
- 2 Solutions

#### ACADEMIC LANGUAGE

##### Problems and solutions


Write a selection of the nouns and verbs from the box onto the board and ask students to discuss whether they refer to problems or solutions. Then give students a few moments to read the language box. These nouns and verbs are useful markers to listen for in lectures or notice in reading texts.

### TASK 3 Using language to refer to problems and solutions

**1** This task puts into practice the content of Academic Language. The activity could be expanded by adding a further selection of problem / solution words to cards and asking students to group them.

#### Answers

problem - crisis, dispute, issue, shortage, threat  
solution - address, improve, option, overcome, resolve


**2 and 3**  **11.2** After students have read the text, show the lecture extract for students to check their answers.

#### Answers

- 1 threat 2 crisis 3 issue 4 overcome 5 improve  
6 address 7 option 8 dispute

**4** After identifying the additional nouns and verbs from the transcripts on page 219, you could extend the task into freer practice by asking students to choose three words to write example sentences related to the energy crisis.

### TASK 4 Taking detailed notes on solutions

**1**  **11.3** By this point in the course, students should have a fairly good understanding on the note-taking strategies that would be best used for particular listening tasks. Prior to showing the extract, ask students how they might organize their notes for such a lecture. One method would be to divide the page into eight, with the problems on the left and the solutions on the right.

### Answers

Power plants - close small to medium plants that are more inefficient. Build large power plants such as Beihua plant

Energy cap - reduce growth in energy consumption from 8% pa to 5% pa

Emerging technologies - invest in solar, wave, and wind technologies. Invest in electric cars. Also bio-breeding energy efficient crops.

Local solutions - 5 provinces / 8 cities leading the way in much the same way as the economic zones led economic reforms. Local solutions to local problems targeting industrial parks and residential communities, products, and services.

**2** Set a brief time limit, and give students a few moments to compare their answers. At this point they should be able to assist one-another in building a more complete picture, through peer-evaluation. Where possible, ensure students justify their choice of notes, and work together to correct any errors. You could also ask students to look at the extent of the notes and how useful they think they would be at a later date to inform an essay.

### TASK 5 Reviewing notes to identify further questions


**1** Reviewing notes to generate further research questions is an extremely valuable stage in the academic process. Research questions allow students to identify areas where they need further material to give substance to a lecture or reading before delivering a presentation, or writing an essay. As an evaluative stage it is important in highlighting what *hasn't* been said. This task gets students to think about what else they need to add to the lecture to fully develop their understanding of the topic. Students need to be aware that a lecture is only the starting point and that they will be expected to do much more independent research.

### Answers

1, 3, 4

**2** This task gives valuable practice in writing research questions. This is a useful skill in following up on lecture input, and also a much more active rather than passive note-taking strategy.

### TASK 6 Understanding evaluation in a lecture

**1 and 2**  **11.3** Identifying evaluative language is important in understanding stance and perspective on an issue. It also assists in focusing on the lecturer's beliefs in relation to problems and solutions. Show the extract, then set a time limit of 2 minutes for students to compare answers, before feeding back to the whole class.

### Answers

Power plants - may not address fundamental issue of increased energy consumption, or longer-term environmental impact, but does improve short-term energy production. (mainly positive)

Energy cap - would still make China the largest energy consumer (negative)

Emerging sectors - all fairly small-scale technologies. Concerns about efficiency and cost (neither negative or positive)

Local solutions - innovative. localization of resources worked in past. May lead to too many resources in too few areas. (neither negative or positive)

**3** Refer students to the transcript on page 220 to identify the evaluative language. As an extension you could ask students to write a short paragraph with their own reaction to the lecture that incorporates a variety of this evaluative language.

### TASK 7 Critical thinking - responding to the content of a lecture

**1-3** These critical thinking tasks look at both the evaluative content of the lecture, and students' own understanding of the subject, based on their own ideas or experience. Set the first task to the whole class and monitor the groups. As they complete each exercise move each group on to the next task. Once all students have completed the three exercises, ask each student to write one or two paragraphs summarizing their discussions. This should encourage students to use the evaluative and problem / solution language taught in the module.

#### INDEPENDENT STUDY

This box again starts to encourage great learner autonomy. Highlight the process to students as it will be important in the success of their academic career.

## 11B Speaking Presentations (2)

### TASK 1 Reading to prepare for a presentation

**1** Explain that this short discussion aims to identify the specific major energy-consuming countries. Allow a few minutes for students to reach a consensus in their pairs or groups, and then conduct feedback to reach final agreement, where possible. Finally, give the answers; some of the countries were mentioned in the previous module.

## Answers

- 1 USA, China
- 2 BRIC (Brazil, Russia, India, China) and newly industrialized countries
- 3 Increased demand on diminishing resources

**2 and 3** Explain that this reading stage is essential in preparing for the presentation. Students will need sufficient time to go through the text carefully and complete the notes. Before starting, check that students understand the key technical term given in the glossary: *CMO*. This is a recently proposed unit of measurement. You could ask students to visualize one mile (=1.6 km) cubed, i.e. in three dimensions; it would take a little over an hour of fast walking to 'walk' the square (i.e. four miles) in two dimensions. Encourage students to notice the source of the text, as they should with all texts; the authors are experts in global energy. After their first reading, ask questions to check understanding, e.g. *Is the text mainly about the past, present, or future?* (the future – it is speculating on future world energy use); *Does the text focus mainly on problems or solutions?* (problems). Students can then go on to complete the notes; they should not copy sentences from the text. Explain any difficult language, e.g. *business as usual for the world* (i.e. if the world carries on (growing) as it is now). Point out the use of the passive – the authors use the passive to avoid saying who is going to carry out the work (i.e. solve the problems). Check the answers visually to save time.

## Answers

### Situation

- Current global energy consumption: 3 CMO per year, of which:
  - 1.0 CMO from oil
  - 0.8 from coal
  - 0.6 from natural gas
  - 0.2 from hydropower
  - 0.2 from nuclear
  - 0.2 from biomass
- USA has 1/20th of world's population, but uses 1/5th of the world's energy
- Global energy demand will increase due to the rising living standards of 3 billion people

### Problems

- Expected annual global demand for energy in 2050 is 9 CMO, or 6 CMO with lower growth
- An additional 3 CMO / year needs to be delivered
- In 50 years, the 1 CMO from oil will need to be found from alternative sources
- If coal and gas are reduced, alternative sources need to provide 4-5 CMO / year by 2050

## TASK 2 Analysing the problem and possible solutions

**1** Allow students a few minutes to respond to the text, asking students to offer their own evaluation to the four questions. This can include questioning the text and its contents; stress that they do not have to believe

everything they read in the text. There is no need for whole-class feedback.

## TASK 3 Analysing structure and content in a group presentation

**1** **11.4** Explain that students are going to watch a presentation delivered by a group of students, divided into several extracts. On many academic courses, students may work in groups and deliver their content to the other students on the course via a group presentation.

## Answers

Situation and problem: fossil fuels (coal, oil, gas) are running out & new sources of energy need to be found  
Main energy solutions: solar energy, wind power, marine energy

**2** Play the recording a second time for students to write down the signposting language. Pause after each expression to allow students time to write. Point out that these are useful examples of signposting language, and optionally elicit further examples, e.g. *The main topic / focus of this presentation is ...*

## Answers

- 1 So **this presentation is about** some of the possible solutions to the future of energy supplies.
- 2 Louisa's **going to talk about** solar energy, and the idea that it's too expensive. Then Yakut **is going to look at** wind power, and the concern that it's unreliable. **And finally, I'll talk about** a third possible solution, marine energy, energy from the sea, and the idea that it's too expensive and difficult to produce.
- 3 But I should say that **these are only some of the possible solutions - there isn't time to talk about all of them.**

**3** **11.5–11.7** Play Extracts 2–4 in turn, pausing after each one to allow for writing time. Either check all the answers after the three extracts, or, to offer more support, after each extract. The first point (the solution) is quite straightforward, with increasingly more information given for the second and third points. If necessary, ask students to write what they can on first listening, and add to this on a second listening.

## Answers

### Extract 2

- 1 solar power
- 2 used to be expensive, now more efficient, (used to convert 10%, now 35%) cheaper, & more cost-effective
- 3 solar panels can generate substantially more electricity, people's beliefs are changing

### Extract 3

- 1 wind power
- 2 an old technology (people have been using it for thousands of years); one of the most efficient ways of generating electricity; people believe it is unreliable
- 3 wind energy could make a significant contribution to carbon-free electricity supply

### Extract 4

- 1 wave energy / marine energy
- 2 high initial costs, meaning that running costs need to be low; tough equipment needed; more investment leads to lower costs; costs may reduce by 60% in next 20 years; large potential market
- 3 could become much more competitive in long term; all three solutions will become increasingly important

4 **11.5–11.7** Again, this extract shifts the focus to language. Play the recordings as many times as necessary and pause to allow students time to write. Explain that intensive listening and writing (a bit like dictation) is a useful skill which develops word, phrase, and sentence recognition. Say that students can use this language in their own presentations.

### Answers

#### Extract 2

- 1 The solution I want to talk about is
- 2 What this means is
- 3 Now I'd like to hand over to

#### Extract 3

- 1 What I want to look at is
- 2 So, as... and... say in...
- 3 So, I'll hand over to... for the last part

#### Extract 4

- 1 Lastly, I'm going to look at...
- 2 So, while the costs may be high
- 3 -

## ACADEMIC LANGUAGE

### Signposting and focusing Using *wh*- clauses

Explain that using these *wh*- clauses helps keep the spoken text more interesting by presenting new information at the end. Any other of the *wh*- words can be used in these structures, e.g. *why*, *who*. The first word in the sentence looks like a question word, but check that students understand that the clauses are not questions, but statements. Go through the examples, and give students practice in saying them.

## TASK 4 Using *wh*- clauses

**1 and 2** **11.8** Explain that this exercise should help students make their key points potentially more interesting. The four statements represent things that they might want to say in their presentations, and students can use the rewritten forms to place the more

interesting information at the end of the sentence. Suggest that students do not use such structures too often, but now and then.

### Answers

- 1 **1** What I'm saying is (that) environmental and economic considerations need to be balanced.  
2 What is now possible, but expensive, is to capture and store CO<sub>2</sub>.  
3 What I'd like to emphasize are the difficulties involved in dealing with nuclear waste.  
4 Where 1,200 new wind turbines a week can be situated is hard to see.
- 2 Stressed words are in bold.  
1 **What I'm saying** is (that) **environmental** and **economic** considerations need to be **balanced**.  
2 **What** is now **possible**, but **expensive**, is to **capture** and **store** CO<sub>2</sub>.  
3 **What** I'd like to **emphasize** are the **difficulties** involved in dealing with **nuclear waste**.  
4 **Where 1,200** new **wind turbines** a **week** can be **situated** is **hard** to see.

## TASK 5 Researching information to use in a presentation

**1** Start by checking understanding of the specific problem presented. Allow sufficient time to go through the information in the table on page 205; point out that this is taken from the same source as the text students read in Task 1. Stress that students need to work as a group to reach agreement on how to meet the 6 CMO energy need. Also stress that the evaluation stage is vital; as a simple prompt, write up the question *So what?* on the board and use this with an example, e.g. *Most rivers in the world are already dammed – So what? – There aren't many opportunities for expansion, so this energy source isn't very promising.* Monitor the groups while students are working, and try to ensure that all students are participating.

## TASK 6 Planning and preparing a group presentation

**1 and 2** This task builds on the research process in Task 5. Explain that students now have to focus on the content and structure of their presentation. If necessary, parts of this task – and the previous task – can be given for homework, provided that students are able to work autonomously in groups. Students may prefer this, as it allows extra time for practice. Encourage students to work with their strengths, e.g. one student may be good on visuals, so they can prepare these. All students should contribute to the presentation in some way, and all should have a short speaking slot which should be clearly planned. Emphasize that the presentation must not go on too long, and that it can be harder to limit the length to, say, 5 minutes because you have to be stricter on what you include / exclude, and efficient in how you say it. Use some class time for students to work in their groups and ask you questions as necessary.

## TASK 7 Giving and evaluating group presentations

**1** Set up the presentation space to allow all students to see the presenters and the visuals. Decide on an order, so that each group knows when they are presenting. Ask the audience to note down relevant points with a particular focus, e.g. questions, individual feedback points on delivery, interesting points for discussion. Do not let the presentations overrun by more than, say, a minute; announce at the outset that you will stop presentations after a particular length, e.g. 6 minutes. Even if students only managed to get through half their material in this time, it is a very useful lesson to learn.

**2 and 3** Allow about 10 minutes for the feedback stage. Emphasize that it is very useful, and presenters at all levels appreciate feedback on their performance. It is advisable to write it down, as it is easily forgotten.

### INDEPENDENT STUDY

Explain that this is excellent advice for preparing presentations, and that many presenters (including very experienced ones) use a small group of trusted colleagues to give valuable critical feedback on the content, organization, and delivery of their presentation.

## 11C Reading Textbooks (11)

### TASK 1 Discussing problems from a range of perspectives

**1–3** These tasks activate students' interest in major energy sources, leading students to identify problems related to each one. Allow just a minute or two for 1.1, which can be done quickly depending on students' knowledge, and whether they have done the Listening and Speaking modules in this unit. This leads to 1.2, which gives students the opportunity to pool essential information on each energy source. Check the answers as a whole class, and encourage any students from different countries to report, and be questioned, on the energy sources used in their country. Finally, move into 1.3. If necessary, add to the example by analysing one fuel from several perspectives. Students should see that by working together they can often fill in a lot of gaps in one student's knowledge, and extend their knowledge. Where possible, put students from different disciplines together to encourage this.

### Answers

- 1** A hydroelectric, B biomass energy, C biofuels, D PV (photovoltaic) solar power, E wind, F nuclear power
- 2** 1 Windy areas (mountains or at sea) – wind power  
Areas with rivers (and steep gradients) – hydroelectric power  
Sunny areas – solar power  
The coast – nuclear power (seawater used to cool rods)  
2 Renewable: hydroelectric, biomass, solar, wind.  
Nuclear is not renewable due to limited uranium/plutonium resources needed in the reaction process.

### TASK 2 Gaining an overview of a text

**1–3** Explain that students are firstly going to read a text to gain an overview, i.e. to understand it in general. Set a time limit for the reading in 2.1, e.g. 2 minutes, before checking. Then switch focus to the section heading activity in 2.2. Point out that one heading is essentially discursive and the other more descriptive. Allow a longer time, e.g. 5 or 6 minutes, for students to read the text in more detail to work out which heading is more appropriate.

### Answers

- 1** All of them (including the table in the text)
- 2** 1b, 2a
- 3** 2

### TASK 3 Identifying and reporting essential information

**1 and 2** Now that students have a reasonable understanding of the text, remind them how useful it is to identify the topic of each paragraph: this is part of the process of working out what is the main point, and what is supporting evidence in a text. Go through the first two paragraphs, given in the Student's Book, and explain that this level of detail, in note form, is sufficient. For 3.2, check that students write notes from the text, rather than copying whole sentences. Allow around 15 minutes for students to complete the topic and the main points activities, when all the answers can be checked.

## Answers

- 1 1 The main benefits of renewable-energy  
2 Environmental consequences of renewable-energy sources  
3 Hydroelectricity development in the UK and EU  
4 MSW biomass contribution to renewable-energy  
5 Other examples of biomass  
6 Cultivation of energy crops  
7 Analysing costs, including external costs, of different energy technologies in the EU  
8 Global warming costs of conventional energy sources  
9 Greenhouse gas emissions for coal and gas.
- 2 Paragraph 1: benefits of renewable versus conventional energy  
Paragraph 2: All renewable energy sources have some environmental problems.  
Paragraph 3: Hydroelectricity will not develop much in the UK and EU.  
Paragraph 4: Biomass is a renewable energy source, but may emit dioxins.  
Paragraph 5: examples of biomass, including firewood, which give off air pollution  
Paragraph 6: Energy crops may use fossil fuels for fertilizer and transportation.  
Paragraph 7: cost analysis of energy sources, and introduces the concept of 'external costs'  
Paragraph 8: global warming costs for the main energy sources  
Paragraph 9: Greenhouse gas emissions for coal and gas vary in current technologies.

**3** Explain that this task is based on the information in 3.1 and 3.2, and gives students useful practice in saying what a paragraph or short text is about. Go through the example, and add paragraph 2 if necessary. Collate selected answers for the whole class, and build up a useful list of reporting verbs for students to note down and re-use later. To help students, you could write up a selection of reporting verbs before they do the activity.

## Sample answers

Paragraph 2 states that there are environmental problems with all renewable energy sources.  
Paragraph 3 speculates that hydroelectricity will not develop much in the UK and EU.  
Paragraph 4 explains that biomass is a renewable energy source, but may emit dioxins.  
Paragraph 5 offers further examples of biomass, including firewood, which give off air pollution.  
Paragraph 6 reports that energy crops may use fossil fuels for fertilizer and transportation.  
Paragraph 7 analyses the costs of energy sources, and introduces the concept of 'external costs'.  
Paragraph 8 evaluates the costs in terms of global warming for the main energy sources.  
Paragraph 9 explains the differences in greenhouse gas emissions for coal and gas.

## TASK 4 Identifying problems, solutions, and evaluation in a text

**1–3** These tasks go into a greater level of textual detail. In 4.1, explain that each paragraph has been described in general terms (a–i). Go through the three completed answers, reading aloud the relevant paragraph for each one. This should enable students to link the description with the main points in the paragraphs. The second activity, 4.2, focuses on the language used by the writer to signal and introduce the essential elements of problems, solutions, evaluation, plus contrasts. These are a mixture of general nouns which typically have several synonyms, e.g. problem, challenge, issue; and signposting words such as the adverb 'however'. Ask students to work individually on this task, before collaborating to compare their answers and do 4.3.

## Answers

- 1 a 4 b 8 c 1 d 9 e 3 f 6 g 2 h 5 i 7
- 2 3 It is unlikely that / the problems are sufficient to rule out [i.e. exclude] further expansion [i.e. growth]  
4 Similarly ... yet ...  
5 Other forms of ... also  
6 ... although ...  
7 It is difficult to ... the relative benefits and disadvantages of ... normally ... What is missing ... (see Table 10.3). It has taken into account a wide range of factors, including ... These are, of course, the extra costs in addition to ...  
8 However ... specifically excluded global warming costs ... these costs are small ... it is important to look at the likely carbon dioxide costs ...  
9 there are significant differences in ...
- 3 3 *unlikely, problems*: negative; *sufficient*: positive; *rule out*: neutral  
4 *similarly*: neutral; *yet*: signals contrast  
5 *other forms of, also*: neutral  
6 *although*: contrast / concession - normally the opposite of the material in the main clause, i.e. positive - negative or negative - positive.  
7 *difficult, disadvantages, missing, extra costs*: negative; *benefits*: positive; *normally, take into account, including, in addition to*: neutral  
8 *However*: contrast; see note on *although* above; *costs*: negative; *small*: positive (in this context); *important, likely*: neutral  
9 *significant differences*: neutral, but this depends on the context

## TASK 5 Understanding and summarizing detailed information

**1** Start by pointing out that academic texts are often accompanied by extra material placed in and around the text, such as tables, graphs, pictures, diagrams. Show further examples from available books to illustrate different types of extra material. Ask students the purpose of such material (the extra material in this text adds mainly statistical information to support the information in the text). Set a time limit for this activity, e.g. 3 minutes depending on the class.

## Answers

Geographical / political context: *The European Union*

Year of publication of data: *2001* (the book was published in 2004, and is the second edition)

'External costs' relate to: *the wider costs affecting society, e.g. health risks, environmental damage*

Energy source with highest external cost: *coal*

Approx. external cost of a typical renewable energy source: *0.5 euro cents*

Exchange rate: *1 euro cent = 0.6 pence sterling*

**2** Go through the example of wind energy so that students can compare the notes with the information in the text. Students will see that the information on a given energy source can be integrated in different parts of the text, rather than neatly being presented in a different paragraph. As an extension, invite students to select one or more of the remaining energy sources, and make similar notes on these. They can then compare and present each other's notes.

## Sample answers

### 1 Hydroelectricity

- unlikely to be developed further in UK and EU
- problem of flooding land
- problem of possible methane emissions
- small global warming costs
- external costs = 0.4 euro cents / kWh

### 2 Biomass

- Widely used
- Renewable
- Faces opposition due to dioxin emissions
- Omitted from many promotion schemes
- Need to be burned cleanly, e.g. firewood
- Energy crop cultivation is being encouraged, but requires fossil fuel use
- Small global warming costs
- External costs = 1.6 euro cents / kWh

## Extension: notes on further energy sources

### Nuclear

- Small global warming costs
- External costs = 0.4 euro cents / kWh

### Coal

- Emits greenhouse gases, CO<sub>2</sub>, methane, and nitrous oxide
- External costs = 5.7 euro cents / kWh

### Gas

- Renewable
- Emits greenhouse gases, CO<sub>2</sub>, methane, and nitrous oxide
- External costs = 1.6 euro cents / kWh

### PV solar

- Renewable
- Small global warming costs
- External costs = 0.6 euro cents / kWh

### Wind

- Renewable
- Small global warming costs
- External costs = 0.1 euro cents / kWh

### All renewable energy sources (in paragraph 1)

- cut carbon dioxide emissions
- decrease a country's reliance on imported fuel
- cut acid rain pollutants, sulphur dioxide, and nitrogen oxide

**3** This task draws on the information identified in 5.1 and 5.2, leading to a summary of one energy source. Refer students to the evaluative criteria on page 069. After writing, ask students to work with other students and compare and evaluate each other's summaries. Use the same criteria to assess the summaries: you can use your preferred grading system or adjectives for each criterion, e.g. 'Complete: yes.'

## ACADEMIC LANGUAGE

### **Prepositions (2)** Expressing meaning using complex prepositions

Explain that many prepositions in English are made up of two or more words, and these are typically used to connect two things. Point out that although they may look like separate words, these do function as single units. Around 70 prepositions are made up of three or four words, and all these have a simple preposition as the first and last word, with a more meaningful word in the middle, e.g. *with regard to, in the light of, on account of*. Like other academic texts, the text in this module uses a number of such prepositions, partly because they express abstract and notional meanings rather than the time and space meanings expressed by simple prepositions like *at, on, in*.

## TASK 6 Using complex prepositions

**1 and 2** This task focuses on six of the complex prepositions used in the text, which students use to first complete the sentences (*in terms of* is used twice). The next activity personalizes the language. You could put students from similar subjects to work together. Allow time for students to compare their sentences. Check them for accuracy, particularly the meaning and use of the prepositions.

### Answers

- 1 Using renewable-energy technologies in preference to conventional sources can benefit the environment.
- 2 As with any technology, the benefits of wind power need to be evaluated in relation to other technologies.
- 3 There are other factors which must be taken into consideration when planning a new power station, apart from simply the financial cost.
- 4 Renewable energy sources need to be considered as part of the wider picture, including fossil fuels like coal and gas.
- 5 Because of concerns about safety, many governments are unwilling to commit to nuclear energy programmes.
- 6 To be successful, energy policy has to be thought about not only in terms of a country's geography but also in terms of its political structures.

## TASK 7 Critical thinking - evaluating content arising from a text

**1 and 2** Explain that to end this module students relate the information in the text to the academic focus of problems and solutions. Emphasize that, as in typical academic contexts, students need to support their stance using information from the source text, rather than simply offer an unsupported opinion. The context can be made more specific by focusing on a particular country (probably the one they are studying in, or come from), and a specific discipline. Encourage students to consider how any discipline, not only scientific and technical disciplines, could potentially contribute solutions. Time permitting, let students present their most interesting findings to the whole class for critical reaction.

## 11D Writing Problem-solution essays

### TASK 1 Analysing an essay title

**1** This task revisits the importance of question analysis and the function of different parts of a question. Students who have completed earlier units should be familiar with these concepts. For those that have not, you may need to model this concept with further examples. It is worth drawing attention to the feature of limitation / contextualization. When students write their own

essays, this is a key area to ensure they consider – essay questions with limitation are restricted in their scope, so any content that is not relevant to the area in question will be considered excess, and not assessed.

**2** Once students are clear on the different elements of an essay question, set this task as individual work for them to practise this question analysis.

### Answers

- 1 Describe = instruction  
the main alternative green energy sources = main topic
- 2 Evaluate = instruction  
the alternative renewable energy sources = main topic  
in the UK = limitation  
long-term solutions = focus
- 3 Discuss = instruction  
Biomass fuel is not an effective solution to the energy crisis = main topic  
it leads to additional problems such as increased food shortages = focus
- 4 Analyse = instruction  
renewable energy resources = main topic  
efficiency = focus  
three = limitation

**3** This task requires students to analyse the question to identify the key functions of the questions and tasks in this unit.

### Answers

2 and 3 are problem solution and both require evaluation.

## TASK 2 Identifying and evaluating solutions

**1** This is a mini-brainstorm and question analysis task. As an alternative you could do this collectively as a whole class.

**2** This task is known as a paired comparison analysis. Students think about the advantages and disadvantages in each pair. Once they have discussed and decided between A and B they then write their chosen option in the box. The best solution would be the one to gain the most letters in the table. The idea is that this is a more thorough and detailed analysis and comparison.

**3–6** These tasks are an alternative method to problem-solving, and require students to think about different factors that are important to consider for each solution. In task 5 the notes act as a model for students to consider when dealing with the other questions for each solution. Monitor and check groups as they complete each task and then move them onto the next exercise.

### TASK 3 Identifying organization in a problem-solution essay

**1** This task looks at two models for structuring problem-solution essays. Ask students to look back at the essay question in Task 2.1 and decide which structure is better. Either structure could work but it is likely to be structure A.

#### Answers

Both possible but A more likely as students are required to explore a range of diverse solutions. Evaluation is probably best done problem by problem to ensure it is relevant, and clear to the reader.

**2** This task looks at the structure of a paragraph from an essay with an integrated organization. Highlight to students that when evaluating it is important to look at both positives and negatives.

#### Answers

Topic sentence:

Lower consumption of animal products is one of the most effective solutions to reducing energy consumption.

Evidence:

America is the second largest energy consumer in the world and currently uses one-third of its energy consumption on producing animals for food (UN, 2010). The Food and Agricultural Organization of the UN (2006) also reports that twenty per cent of greenhouse emissions come from the meat industry and that fifty per cent of the world's crops are produced to feed animals.

Positive evaluation:

It could be argued that such a change would not only reduce energy consumption but could also increase health throughout the world. There might be a reduction in the intake of calories in the developed world, which would help to ease the health problems related to obesity. An increase in calorie intake in the developing world would also help combat the issue of malnutrition.

Negative evaluation:

While there are clearly a number of benefits to this change it might be challenging to implement. In many cultures meat is seen as a luxury product and its consumption tends to increase in line with the wealth of a nation. Changing dietary habits ingrained within the history of a culture is likely to be a slow process.

**3** The evaluation tends to occur from the point of 'it could be argued that'. Give students a few minutes to underline phrases and then check collectively.

#### Answers

It could be argued, would not only reduce, but could also increase, might be, would help to reduce, would also help, While there are clearly a number of benefits, it might be challenging, tends to increase, is likely to be a slow process

**4** Discuss this question as a whole class and highlight the importance of balance and objectivity in academic writing.

#### Answers

It is important to present a balanced view in academic writing.

**5** The paragraph is likely to come from an integrated essay. Remind students that a block essay would tend to focus solely on solutions in a few paragraphs before evaluating them all together.

#### Answers

block

### ACADEMIC LANGUAGE

#### Evaluative language *It* and *There* structures

This section focuses on two ideas. Firstly, there is the concept of formality in academic register, and secondly how this can be used in an evaluative way. Give students a few minutes to focus on the information and then move onto Task 4.

### TASK 4 Using evaluative language with *It* and *There*

**1** This task puts into practice the content of Academic Language. Set this as individual work and then feed back to the board. As an extension ask students to write their own sentences using the stems from the box.

#### Answers

- 1 There is some debate about
- 2 It could be argued that
- 3 While it may be true that
- 4 There is little doubt that
- 5 There is little to be said for
- 6 It must also be recognized that

### TASK 5 Writing a paragraph for a problem-solution essay

**1–3** Set the first task for all students and then monitor and check. As each student completes 5.1, move them on to 5.2. Once a pair has completed both tasks, place them together to do 5.3. If you take in the students' work to check, try to focus your feedback solely on the issues taught in this module.

### TASK 6 Planning and writing a problem-solution essay

**1** This task builds on Task 5 and develops the students' work to essay level. Refer students back to the relevant modules for further advice on writing introductions and conclusions. If you are doing this task in class, monitor and check, offering advice where necessary. If you are setting this for work outside the class try to encourage students to bring in a wider range of sources to support

their opinions. Go through the sample answer on page 193 either before or after students have finished their essays. The sample answer can serve as a useful example to help students structure their essay, but stress that it is not a 'model' answer to imitate. Ultimately, tutors will value originality in their students' writing.

## TASK 7 Evaluating your essay

**1 and 2** These questions can be used for a general evaluation or alternatively you could use the essay writing plan as the basis for creating a more detailed evaluation of each other's work.

### INDEPENDENT STUDY

It is important that students use feedback to feed forward into other essays. You may wish to use some of your own feedback to exemplify this.

**3** This task encourages students to utilize the problem and solution language in their own area of study. It could be done orally, as a group discussion, or in written form, as a paragraph. As such, it is probably best set as homework. Agree a feedback stage where you can assess student use of problem and solution language, and offer any further advice on style and content.

# 11E Vocabulary Problems and solutions

## TASK 1 Recognizing problems

**1 and 2** Explain that this task will help students correctly recognize a number of frequently-used problem and solution language items. Point out that in many instances collocations and fixed expressions clearly convey meaning – e.g. *a habitat under threat*. To complete 1.2, students need to notice both the topic / context and the grammar of the sentences / words.

### Answers

- 1 1 problem 2 solution 3 solution 4 problem  
5 problem 6 problem 7 problem 8 problem  
2 1 dilemma 2 adopted 3 responded 4 threat  
5 address 6 setback 7 deal with 8 burden

## TASK 2 Introducing and responding to problems

**1** Remind students that these words are useful in helping students present, and respond to, problems in their own essays. Allow sufficient time for students to work through the sentences before checking the answers.

### Answers

- 1 burden 2 address 3 resolution 4 setback  
5 threat 6 dilemma 7 responded 8 relief

**2** This task gives students the opportunity to manipulate the way problems and solutions are presented. Encourage a good range of language, focusing on accuracy. Remind students of the need for both grammatical and factual accuracy. You could put students into pairs to peer-check their sentences. A more ambitious task extension is to ask students to write a paragraph using the language within the same context.

# UNIT 12 Progress

## ACADEMIC FOCUS: CAUSE AND EFFECT

### INTRODUCTION

**Unit 12** 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 cause and effect connections, and the use of cautious language. This is all dealt with via the topic of progress and through the perspectives of medicine, technology, economics, and agriculture.

**12A Listening** 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. An extended note-taking task encourages the use of symbols to show connections, and students use their notes to write a descriptive paragraph expressing these. Finally, students respond to the content of the lecture, on the effects of progress from various perspectives.

**12B Speaking** looks at discussing student presentations on the relationship between economic growth and progress. Students work on understanding the relationships, and evaluating the cause and effect connection. Connections between theories, ideas, and studies underpin many academic disciplines and it is important students learn to understand these, evaluate them, and express their opinion with caution.

**12C Reading** looks at a text on the changes of age structure in the 20th century. Students are encouraged to identify the cause and effect relationships within it. There is also further practice in identifying the author's stance on a topic using a longer authentic text as the source. Finally, students focus on using common academic prepositional verbs, a number of which express relationships between ideas, and all of which are transferable across numerous disciplines.

**12D Writing** enables students to write a 500-word cause and effect essay based on their own, and researched, 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 essay. 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.

**12E Vocabulary** offers further practice in using a wide range of cause and effect language. Students consolidate their skills in identifying causes, effects, and the language used to express these. The module ends with freer practice in manipulating cause and effect structures in a paragraph.

## DISCUSSION

**1** You could start the discussion by writing up the word *progress* and eliciting collocations and phrases, e.g. economic progress, progress in human rights. This leads in to the first part of the discussion. Students can select any two of the areas provided they give reasons, e.g. medical advances is the most important area of progress because these can extend people's lives and provide pain relief to the unwell.


**2 and 3** This part of the discussion shifts to causes and effects. Explain that it is up to students to make these connections, and as such almost any single thing could be a cause or an effect of something else. However, one thing in isolation is not a cause or an effect until it is related to another thing. Give a simple example to illustrate this, e.g. a headache could be the effect of: not drinking enough liquid; drinking too much alcohol; a brain tumour; a blow to the head, etc. Alternatively, a headache could be the cause of someone's bad mood or behaviour. Encourage students to come up with interesting and unusual causes and effects for the items in 1, e.g. educational progress (cause) results in high levels of literacy in a country (effect). Allow a given amount of time, e.g. two minutes per group, for students to present their most interesting findings.

## 12A Listening Lectures (9)

### TASK 1 Previewing the topic of a lecture

**1 and 2** This task focuses on effects. Explain that in 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 / significant / widespread it is. The given situation in this task is a city / large urban area, and the context is health: students use these to come up with possible effects, and then evaluate these. This task encourages students to think broadly around a situation to come up with interesting effects, and to think critically when evaluating these effects. Write particularly interesting effects on the board.

### TASK 2 Gaining an overview of a lecture

**1**  **12.1** Students should by now be familiar with watching lecture extracts and completing guided notes. Play the extract once, do a quick visual check to see what students have written, and only if they need it, play it a second time before checking the answers visually.

### Answers

Progress – associated with: *economic growth, industrialization, urbanization*

Focus of lecture: *urbanization, in particular the impacts of urban climate on human health*

The two main effects / impacts: *heat stress during summer conditions, and air pollution*

'Urban heat island' – cause / effects:

cause: urban areas retain heat through lack of vegetation; release heat in form of energy from buildings, traffic, etc.


effects: impact on health of city dwellers in resulting heatwaves, and related deaths.

## ACADEMIC LANGUAGE

### Recognizing key cause and effect language

Remind students of the information in the rationale at the beginning of the module, which states the importance of understanding cause and effect language. Go through the explanation and examples, and check basic understanding of the word classes and their examples. Give a simple example which uses a particular word class wrongly, e.g. *He put on weight due to he ate too much*. Elicit and/or explain why it is wrong (*due to* is a preposition, which 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 3 Using cause and effect language

**1**  **12.1** The first task uses the same extract as in Task 2.1 to switch focus to the cause and effect language used by the lecturer. Check the answers before moving on to 3.2, which uses the same items in written sentences.

### Answers

Mentioned: consequences, impacts, effects, influence, due to, since, outcome, because, for these reasons, result(ed) in  
Not mentioned: lead to, therefore, affect, origin


**2** Go through item 1 as an example, checking first which part is the cause and which is the effect, and then the possible language choices. Ask students to actually note down the causes and effects, rather than circling parts of the Student's Book text; it is good practice to isolate these so that they can be reprocessed, e.g. in a citation.

### Answers

- a
- 1 cause: high temperatures; effect: human health
  - 2 cause: heat in urban areas; effect: human health problems (especially older people)
  - 3 cause: traffic emissions; effect: health problems
  - 4 cause: fewer green spaces and more buildings and roads in urban areas; effect: they are hotter
  - 5 cause: unusually high air temperatures; effect: human body temperature
- b
- 1 consequences
  - 2 Therefore / For these reasons
  - 3 lead to / result in / influence / affect
  - 4 because, since
  - 5 impact / effect, due to

**3** Encourage creativity in this freer practice stage. For students who do not have an obvious area of study, ask them to write sentences in a subject area they were / are good at in high school. Ask students to focus on accurate use of the language. Give an example to show that accuracy means not only grammatical accuracy but factual accuracy, e.g. *Environmental air pollution causes road traffic emissions* may be grammatically accurate but it is not factually accurate: the word *causes* needs to be replaced with language expressing the opposite relationship, e.g. *is caused by* or *results from*. Mark the sentences, focusing mainly on the accuracy of the cause and effect language.

### TASK 4 Understanding causes and effects in a lecture

**1 and 2**  **12.2** In this longer extract, students need to listen intensively in order to make the correct cause and effect connections using the items given. Draw students' attention to the symbols in the margin and explain that they should use these to save words and time while watching. Show the extract straight through, pausing at the end for students to complete their notes, and then compare. After this, show the extract again as necessary for students to fill in any gaps and check their notes. Check the answers visually if possible.

### Answers

Bio-climate → important factor for human health  
↓ Meteorological variables → *these variables influence body temperature*

- air temperature
- air humidity
- wind speed
- shortwave solar radiation
- longwave terrestrial emission from the earth

Thermal stress (too much heat) → *negative health effects*  
Global warming → *summer temperatures will increase*  
*Food digestion & a person's activity* → Humans produce energy  
Cool air → humans use more energy to keep warm → *we lose energy*  
Warm air → Humans *gain energy*  
Sweating, breathing deeply → *produces a lot of humidity* → *releases energy / loss of energy*  
Increased air humidity → *the process becomes less effective*  
Two local environmental factors → body temperature ↓  
*The wind & the sun*

**3 and 4** The follow-on tasks aim to enable students to reconstruct their notes into sentences. They should be able to do this using the notes only, although assuming you do these tasks straight away their short-term memory will also help them. As with other language-focused tasks in this unit, focus on accuracy of the cause and effect language, both grammatical and factual (see note on Task 3.3 above). Check students' sentences either directly after 4.3 or after 4.4, in which students expand their sentences into a paragraph. Remind students that a paragraph needs to be both coherent (i.e. the meanings expressed need to be logical) and cohesive (i.e. the language needs to correctly express the meaning relations such as cause / effect / contrast).

### TASK 5 Critical thinking - evaluating the content of a lecture

**1** Task 5 focuses on the content of the lecture and the unit theme of progress. Briefly go through the three questions in 5.1. These questions can be discussed from various perspectives. You could give an extended example to illustrate this, e.g. *Ethically, it is arguably unfair if some regions in the world benefit from great progress and a rising standard of living, while other regions suffer from little progress. In environmental terms, progress is associated with such things as construction on green land and a focus on profit rather than environmental protection.*

**2** This activity revisits the effects from Task 1, which students have to relate to the questions in 5.1, e.g. *A possible positive effect of progress is better access to health care, but people in different parts of a country may not have equal access.* Allow a short time for groups to present their most interesting discussion findings to the whole class.

### INDEPENDENT STUDY

This task encourages students to listen and correctly identify causes and effects in lectures. Students should learn that either causes or effects can be given first, and that the lecturer may focus more on one than the other. Generally, lecturers should clearly state which is which using appropriate cause and effect language.

## 12B Speaking Seminar discussions (9)

### TASK 1 Previewing the task

**1** This exercise brings together the views of a number of different academics on the topic of the seminar – the relationship between economics and progress. It is important for students not only to have a view on a topic but also to think about who they are most aligned with in the literature.


**2** These questions could be discussed as a whole class or in small groups. In addition to these questions you could brainstorm with the class other ways they think progress could be measured.

### TASK 2 Identifying related ideas


**1 and 2** This task gives students the opportunity to analyse related ideas, and work out whether they are cause and effect relationships, or are correlations, indicating a connection to the information but not direct cause. Set a time limit of 3 minutes for students to complete these, but do not reveal the answers until showing the video. As an extension, you could open this up to a wider discussion of all the ideas presented, and draw on student's stance. You could also explore these ideas from a range of perspectives.

#### Answers

a 4 b 1 c 2 d 3

**3**  **12.3** Show the extract and ask students to take notes to check their predictions.

### TASK 3 Evaluating cause and effect relationships

**1 and 2**  **12.4** Show the extract and ask students to answer the question. On the second viewing, students need to listen for the language used for giving reasons. You may want to exemplify this on the board. Alternatively instead of showing it again you might want to set this as a reading task from the transcript on page 222.

#### Answers

- 1** A agrees, B disagrees
- 2** A agrees because it is not an accurate measure and income might not be equally distributed. B disagrees because he feels it measures enough and it's not realistic to measure everything. He also disagrees because richer people will pay more taxes anyway so the unequal distribution doesn't matter. B disagrees with the logic in the argument that high GDP means high unemployment and thinks there would be higher unemployment with low GDP. He feels that predicting the future is challenging, anyway.


**3** This task could also be done as a whole class activity.

#### ACADEMIC LANGUAGE

##### Expressing caution Giving and responding to opinions

When giving and responding to opinions it is important for students to practise doing it with caution. Not using expressions such as those in Academic Language can make people appear confrontational. Ask students to look at the examples and decide which of them they feel are the most cautious forms. If necessary, model the pronunciation in chunks, as this language is extremely valuable when reprocessed, and transferred into students' own production.

### TASK 4 Using cautious language

**1**  **12.4** This task puts into practice the focus of Academic Language. Some groups may find listening to the extract, and identifying the language used, challenging. In such circumstances, it would be better to read the transcript on page 222 while listening, for additional visual support.

#### Answers

##### Giving an opinion

An indication of good performance now **tends not to be** a reliable indicator of future performance.

**I think arguably** there's a lot of economic activity going on that can't be measured.

##### Responding, etc.

**But what about the fact that** it might not be an accurate measure?

**I know what you're saying, but in a sense** we can't expect to measure everything.

**That's true to a certain extent. But then, presumably the argument is that** rich people will be paying higher taxes ...

**OK, it appears that** there might not always be very high employment ... **but surely** unemployment would be higher in an economy that's performing badly?


**2** This task focuses in on the language used to express caution. Notice that adverbs frequently signify caution. These also function to a certain extent as stance markers.

### Answers

- 1 I think that, arguably, wealth contributes towards happiness.
- 2 It's perhaps understandable that countries measure progress in terms of economic growth.
- 3 Admittedly there might be other measures of progress but economic growth is key.
- 4 The argument for better health and education is true to a certain extent but neither are possible without economic growth.

3 This task allows for a freer practice stage in using cautious language. Monitor students, and check for accuracy of forms (e.g. are they grammatically and logically accurate). You may also take this opportunity for further work on drilling the pronunciation of the language chunks.

### TASK 5 Identifying cause and effect relationships

1 and 2  12.5 Show the extract and ask students to note down the cause and effect relationship. Afterwards you could refer the students to the transcript on page 222 and ask them to underline the language that indicates a cause and effect relationship.

### Answers

- 1 Education and economic progress  
Better access to jobs. Education leads to high salaries and control of working environment. Opens minds to wide perspectives that improve quality of life. More creative society.
- 2 Health and economic progress  
People are more able to work.  
Reduces poverty, participate fully in society.
- 3 Education and health  
Make better decisions about health, improve quality of life.  
Better diet and nutrition
- 2 Increased access to education, improvements in healthcare, and healthier lifestyles are better indicators of progress than economic growth.

### TASK 6 Preparing for and taking part in a seminar discussion

- 1 Give students a few minutes to complete this exercise, and monitor as they make notes. As a prelude to the seminar role-play you could write a few of the students' opinions on the board to discuss as a whole class.
- 2 Try to focus students on the cause and effect relationship rather than simply their opinion on the topic.
- 3 This could be done as pair work or group work.

## 12C Reading Textbooks (12)

### TASK 1 Previewing the topic of a text

1 These questions help raise the students' schemata before reading. Where possible, draw on students' own experiences, and backgrounds, to get a broad range of input on the topic. It is worth exploring some of the key intercultural differences regarding family size, and touching on areas where this has been influenced by government policy as well as personal choice. The sociological impacts of such events will be well known to most students, but it is also worth exploring them from other perspectives e.g. *What is the impact on economic output? How has this changed popular culture, or our ways of interacting?* The questions could also be set in small groups or done as a whole class.

### TASK 2 Gaining an overview of a longer text

- 1 This task could alternatively be set up by gradually adding the chapter title, text title, and main ideas to the board and gradually eliciting different predictions.
- 2 and 3 Set a time limit of 2–3 minutes to complete these tasks so that students initially focus in on the main ideas, rather than being drawn towards detailed understanding at this stage.

### Answers

3 b

### TASK 3 Identifying the main ideas in a longer text

1 Explain that with a longer text it is often better to take a more staged approach, as there will be more new vocabulary, potentially more challenging language, and more content to process. However, by breaking down a text in this manner, students are provided with a transferable framework for tackling any longer text in their own area of study. Encourage students to think about summarizing, and drawing out main ideas as they read any text – no matter how challenging it initially appears. As an alternative you could ask students to write a sentence summarizing each paragraph.

### Answers

a 2 b 3 c 1 d 5 e 4

2 This task simulates a reading into writing task by asking students to find support for their opinions. As an extension you could ask students to write a paragraph on the most significant factor and include support from the text.

## TASK 4 Understanding cause and effect relationships in a text

1 You may want to model the first option as an example before setting students the task of reading paragraphs 1 and 2 again.

### Answers

Paragraph	Cause	Effect
1	Changes in cultural habits and biomedical practices	<sup>1</sup> <i>Demographic changes</i>
1	<sup>2</sup> <i>Birth rate, death rate, and net migration</i>	The age structure of the population
1	<sup>3</sup> <i>Health and biomedical interventions</i>	Reductions in early death
1	People living longer and fewer children being born	<sup>4</sup> <i>A higher ratio of older to younger people</i>
1	Several European countries have a stable age structure and a low death rate.	<sup>5</sup> <i>These low birth rate countries are dominated by one-child families</i>
2	<sup>6</sup> <i>Population growth in less developed societies</i>	Projected population growth
2	Half the world's population lives in regions with a fertility rate of less than 2.1.	<sup>7</sup> <i>Less developed regions are changing</i>

2 This task focuses in on the language used to express the cause and effect relationships explored within the text. You could highlight their transferability by asking students to write sentences using three of the linkers.

### Answers

#### Paragraph 1

due almost entirely to, determines, have greatly reduced, leads to, This means that

#### Paragraph 2

must be the result of, for

#### Paragraph 3

Because, force

#### Paragraph 5

driven by, caused by, means that

3 Highlight which sentence is the cause and which is the effect in a, and explain how students can use language cues to identify which is which. Note the use of modal verbs to express caution in many of the statements.

### Answers

a cause, effect b effect, cause c cause, effect d cause, effect

4 This task gives students practice in expressing a cause and effect relationship. Write the first one on the board as a model.

### Sample answers

- a Societies with low birth rates are changing. This means that the ratio of older to younger people is increasing.
- b Changes in a society's age structure can create other changes to people's opportunities and obligations because all societies have age-structured roles and opportunities.
- c The ratio of older to younger people is increasing. As a result, other changes to people's opportunities and obligations can happen.
- d Other changes to people's opportunities and obligations can happen. Consequently, people may work longer and start a family later.

5 Students could work in pairs. Alternatively this could be set as free note-taking practice with students comparing the information they note against the notes in this exercise.

### Sample answers

- 1 maintained higher than replacement birth rates
- 2 get smaller
- 3 fluctuate

6 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. Alternatively this could be set as free note-taking practice with students comparing the information they note against the notes in this exercise.

### Answers

- 1 decreases in fertility 2 socioeconomic considerations
- 3 decreases in adult death 4 cultural and biomedical considerations 5 proportion of old people may continue to increase

## TASK 5 Identifying stance in cause and effect relationships

1 A straight cause and effect relationship is not often expressed as fact, as many actually cross over into the realms of correlation. As a result, writers often express a stance on the relationship as it may not be a direct cause / effect relationship.

### Answers

- a apparently, quite extraordinary
- b not logical
- c important implications, almost certainly, will be needed

2 Ask students where they are likely to find this information before setting the task.

### Answers

Help underdeveloped countries make the transition, work longer, retire later, better understanding of biological aging process

### ACADEMIC LANGUAGE

#### Prepositional verbs

Prepositional verbs can be used to express a number of concepts in academic writing. Many of those in this section express cause and effect, connections, and problem solving.

## TASK 6 Using prepositional verbs

1 This task puts into practice the content of Academic Language. Prior to setting the text completion task, check students understand the meaning of these prepositional verbs by asking different students to explain them. As an extension, you could provide a list of verbs, and their dependent prepositions on separate cards. Students could work together to match these pairs, and give their own sentences using the correct form.

### Answers

- 1 account for 2 contribute to 3 associated with  
4 focus on 5 led to 6 resulted in 7 based on

2 Monitor as students complete this task, and then write one example of each prepositional verb from the students on the board as a model. If any verbs have not been used, provide examples collectively as a whole class.

### INDEPENDENT STUDY

As revision you could brainstorm the language taught for each of the different types of essay.

## TASK 7 Critical thinking – evaluating a text as a source

1 This task relates the reading into writing – a key feature throughout this course. After the paired discussion, feed back as a whole-class session. Note that although there is a suggested answer here, students may provide some compelling reasons why the text works better with other essay titles. Where possible encourage discussion and debate, ensuring students justify their choices.

### Suggested answer

2

2 Remind students that it is important to think not only globally about whether the text is useful, but also specifically which parts they could use in their written work. If you have time you could set the essay as an in-class writing task.

## 12D Writing Cause and effect essays

### TASK 1 Analysing a cause and effect 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. In the social sciences, cause and effect relations can be harder to establish, but are still made. Cautious (hedging) language is frequently used in all contexts, as practised in 12B Speaking. Give students a short time, e.g. 3 minutes, to read Paragraph 1, which could be written by a good B1+ level student. Ask students how they arrived at their answer.

### Answers

b

2 Set the task, and it should emerge that students need to work out if the paragraph is essentially descriptive or discursive. Students may notice the evaluative material in the text, e.g. *particularly serious*. Explain that evaluation is very widespread in academic texts, and is likely to be integrated in most text types; even encyclopaedia texts, which are mainly descriptive, tend to contain evaluation, e.g. on the impact of a person's life and work on their field.

### Answers

2

3–5 These tasks aim to enable students to correctly recognize an item in a text as a cause or an effect. Ask students to work individually. In 1.3 they need to read the text in more detail to establish these cause and effect relations, then in 1.4 to map the whole paragraph using arrows as symbols (as in 12A Listening Task 4). Finally, in 1.5 students should identify the language which expresses these relations. Monitor students while they do this series of tasks before checking all the answers.

### Answers

- 3 Causes: technological progress; urbanization; construction of buildings, roads, and airports  
Effects: damage to animal habitats; loss of agricultural land; decline of animal species such as birds and bats; forest destruction
- 4 Urbanization → loss of agricultural land / forest  
Construction of buildings and roads → declining numbers of animals such as birds, bats, deer, foxes  
Air travel → dangers for birds  
Building & expansion of airports → loss of habitats  
Rapid development of urban areas & increase of air travel → problems are increasingly serious
- 5 can result in, as a result of, resulting in, due to, because of

6 This task looks at evaluation, which may have been raised in 1.2. Remind students that we normally discuss causes and effects in order to evaluate them. Go through the answers as a whole class, and if necessary explain that some language may appear as negative evaluation in this text, e.g. *loss of* ..., but are essentially descriptive (*loss of barriers* might be neutral or positive in another context).

### Answers

Examples of evaluation are given bold.

Technological progress can have **many negative consequences** for wildlife ...

Forest destruction is **particularly serious** in the Amazon region, sub-Saharan Africa, India, and the Himalayas (Beeby and Brennan, 2008, p.347).

Other examples of technological progress include an increase in air travel, resulting in **dangers** for birds ...

Clearly **these problems are becoming more serious** because of the rapid growth of urban areas in many developing countries, and the increase in air travel.

### ACADEMIC LANGUAGE

#### Cause and effect language

Students should now know quite a lot of cause and effect language. Explain that varying the language they use can help students achieve better style. Go through the examples, optionally eliciting further ones, e.g. *impacts*.

### TASK 2 Varying cause and effect language

**1–3** Ask students to read Paragraph 2 fairly quickly and then invite them to comment on its style. There are no language mistakes, but some words are repeated a lot, i.e. *effect*, *serious* (and perhaps *further*). Having identified the cause and effect language, which are actually all effects, ask students to improve the text. They can do so in pairs, which may benefit the quality of their redraft and enable useful communication on different possible language choices. Ask students to present their version to other students / pairs. Optionally conduct a vote on the most effective redrafted version, asking students to give reasons for their choice.

### Answers

- 1 Cause and effect language is underlined.  
Human beings are naturally driven to make progress in many areas, such as technology and medicine.  
There are many possible effects of this progress. One effect is an increasing gap between rich and poor, because keeping up with progress and development is expensive. Another effect is a negative effect on the environment such as destruction of the rainforests, because human progress tends to involve constructing new cities and infrastructure. Also, because populations in most countries are rising, there is increasing pressure on limited land resources to provide food to meet this demand. One further important effect of human progress is the increasing expectation to use the latest medical treatments and drugs. There is also a serious effect in terms of pressure on government budgets because of this. Therefore, there are many serious effects of human progress in many different contexts.

### TASK 3 Evaluating the structure of a cause and effect essay

**1 and 2** Explain that students are going to do a series of tasks leading to a cause and effect essay. Task 3 looks at the planning stage, based on a sample question on education. Give students sufficient time to read and respond to the three parts: evaluation criteria, essay title, and essay plan. Students should first work individually so as to not be influenced by others, before comparing their responses. Invite brief whole-class feedback, which may bring up important points such as: *This is just one way of writing the essay* (yes, you can present quite different points as long as they are relevant to the title); *It is not clear whether the evaluation is integrated or presented only in the conclusion* (each paragraph is likely to express some positive evaluation, but evaluation in the conclusion may work better here).

### Answers

The plan is logical and clear, and each part should lead logically into the next. All the material is relevant to the essay title. There does not appear to be any irrelevant material. The conclusion does restate the main points in the essay, and refers back to the original essay question and thesis statement.

### TASK 4 Writing a paragraph for a cause and effect essay

**1** Ask students to read the new essay title, which is on a similar topic but expresses different perspectives to that in Task 3. Decide whether to ask students to work individually (this can help them in later examinations), or collaboratively (this can help them come up with more ideas, and communicatively evaluate these). The six steps should clearly guide students in their planning stage.

**2** At this point students draft their paragraph, working individually. This gives you a chance to check that they are on track, and you can use the five points as a basis of your own brief feedback on the student drafts.

**3 and 4** Following their own, and possibly your feedback, ask students to continue individually on a redraft before collaborating in order to gain further feedback, i.e. peer feedback. Do not spend too long on these activities as the main writing stage is still to come.

#### INDEPENDENT STUDY

This is a potentially large project as there are effectively unlimited sources available, depending on local library resources. Ask students to set their own target number of new sources, and report back giving the full reference and brief overview of the type of source plus a summary of an extract. Students from similar disciplines can work together on this project.

### TASK 5 Planning and researching a cause and effect essay

**1** Remind students of the unit theme of progress, if necessary, and introduce the five possible essay choices. You could ask students to choose their essay title by the next class (even if this is just an hour away), so that they have more time to consider. It is worth going through one or more essay titles to analyse them, following a similar process to that in Unit 11D Task 1. Emphasize that students need to be comfortable with their choice, and feel that they have something to say about it.

**2 and 3** These tasks aim to enable students to work out and organize their material for their essay. Stress the usefulness of visualizing your audience, using questions such as number 3 in 5.2 *What does your audience need to know ...?* With cause and effect essays, there is usually more than one way of presenting the same material, so students need to learn to evaluate different approaches. The work on essay structure and organization in Units 9–11 should help them. Task 5.3 requires students to identify further material to meet their needs. Explain that this reflects a typical academic writing process: students need to work with given material, and find further material to offer support for their emerging argument.

**4** As this is the final unit in the book, this task encourages students to look back at some of the texts. This is useful in several ways: students can see their progress; be reminded of specific learning points; and use known texts for new work. Any material used needs to be relevant, not just intrinsically interesting, so make sure students follow the three guidelines. This activity would work well as a homework task to save class time.

**5** Finally, students revisit any other material they may have, using the same three questions in 4. The Independent Study task can tie in with this task; like 5.4 above, this task can be done outside class time.

### TASK 6 Organizing your material and structuring your essay

**1 and 2** Explain that these tasks require students to go over all their material and organize it into a coherent essay. Go through the guidelines and check understanding where necessary. Emphasize that their essays should be connected: the causes and effects should be carefully presented; evaluation needs to be connected to these and clearly expressed; and the essay as a whole should be coherent, i.e. moving logically from the chosen essay title, through the thesis statement, into the main points in the body of the essay, and finally into the conclusion. The reader should be able to clearly see the connection between this material. Refer students back to the plan in Task 3 which they have already evaluated; they should not simply copy the same structure, but base their own material on their own needs, informed by their essay title.

**3** This task allows students to benefit from critical feedback from peers. Make sure they do offer something both positive and negative, and that this is noted down. If necessary, use one student's essay plan as a whole-class example, and, with their permission invite feedback on the plan. Stress that it is worth spending some time working on an essay plan before writing it, as this can save a lot of rewriting time later.

### TASK 7 Writing a cause and effect essay

**1** Ask students to recap the carefully staged process they have followed in this module: i.e. analysing other paragraphs, evaluating other plans, and planning, researching, and organizing their own essay. This task requires students to actually write their essays. Go through the six points, and remind students to keep referring to these during the writing process. Ask students to work autonomously, and offer help when asked. You may wish to refer students to the sample answer on page 194.

### TASK 8 Critical thinking – self- and peer-evaluation

**1–3** Depending on class time available, allow students plenty of time to work individually on their essays – first evaluating them (8.1) and then redrafting them following peer feedback (8.3). Alternatively, set one or both of these activities for homework. If students are likely to be reluctant to offer negative feedback on their peers' work, you could take in the essays and remove the students' names. Ask students to keep all the stages in their writing: the plan, the essay (including any first and subsequent drafts), their evaluation, their peers' evaluation, and their redrafted essay. Emphasize that by reading all these, you are able to make a rounded assessment of their essay, particularly focusing on any improvements following the evaluation stages.

## 12E Vocabulary Cause and effect

### TASK 1 Identifying cause and effect language

**1 and 2** Explain that these tasks will help students correctly recognize a number of frequently used cause and effect 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. Point out that in some instances the collocation will help identify the correct word, e.g. *greatest impact* in number 5. To complete task 1.2, students need to notice both the topic / context and the grammar of the sentences / words.

#### Answers

- 1 1 consequence 2 result in, for these reasons  
3 due to 4 cause 5 impact 6 since  
2 1 b 2 d 3 c 4 a

### TASK 2 Identifying causes in a text and revising

**1 and 2** Task 2 has two initial stages to support students. Remind students that noticing the cause and effect language is vital to correctly identify causes and effects. Allow sufficient time for students to work through 2.1 and 2.2 before checking the answers.

#### Answers

Cause / effect language underlined; causes highlighted.

Air pollution in cities is the result of complex interactions between natural and man-made environmental conditions. Poor air quality in cities is a serious environmental problem and a growing one in developing countries. Emissions from motor vehicles are a very important source of air pollution throughout the world. [...] Urban population growth is caused by migration into cities and a surplus of births in the cities themselves, particularly the high birth rates in the developing countries. A deep structural change is mainly responsible for the migration into cities, especially in the non-industrialized countries. [...] Urban population growth has many consequences. One of them is higher emission of air pollutants. [...] A study of air pollution in 20 of the 24 mega-cities of the world shows that ambient air pollution concentrations are at levels where serious health effects are reported.

### 3

The final task gives students the opportunity to manipulate the way causes and effects are presented. Encourage them to use a good range of language, focusing on accuracy. Remind students of the need for both grammatical and factual accuracy. You could put students into pairs to peer-check their sentences. A more ambitious task extension is to ask students to write a paragraph using the language within the same context.

# AUDIO CD TRACK LISTING

TRACK NUMBER	UNIT NUMBER	TRANSCRIPT AND EXTRACT NUMBER
1	2B Speaking	2.4 Extract 1
2	2B Speaking	2.5 Extract 2
3	2B Speaking	2.6 Extract 3
4	3B Speaking	3.4 Extract 1
5	6B Speaking	6.6 Extract 1
6	6B Speaking	6.7 Extract 2
7	7B Speaking	7.5 Extract 1
8	7B Speaking	7.6 Extract 2
9	7B Speaking	7.7 Clips 1-5
10	8B Speaking	8.5 Extract 1
11	8B Speaking	8.6 Extract 2
12	8B Speaking	8.7 Extract 3
13	8B Speaking	8.8 Extract 4
14	9B Speaking	9.5 Extract 1
15	9B Speaking	9.6 Extract 2
16	10B Speaking	10.5 Extract 1
17	10B Speaking	10.6 Extract 2
18	11A Listening	11.2
19	11B Speaking	11.4 Extract 1
20	11B Speaking	11.5 Extract 2
21	11B Speaking	11.6 Extract 3
22	11B Speaking	11.7 Extract 4
23	11B Speaking	11.8 Extract 5
24	12B Speaking	12.4