

# Oxford EAP

A course in English for Academic Purposes

INTERMEDIATE / B1+

Edward de Chazal & Louis Rogers

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## LISTENING

## SPEAKING

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# Introduction

Welcome to *Oxford English for Academic Purposes* – a complete course for anyone preparing to study in English at university level.

## What is Oxford EAP?

*Oxford EAP* is designed to improve your ability to study effectively in English, whether you are planning to study on an undergraduate or postgraduate programme. Whatever your academic background, and whatever your chosen subject, *Oxford EAP* will help you develop your knowledge and skills in all of the following areas:

- reading and understanding authentic academic texts
- listening to lectures and presentations
- writing sentences, paragraphs, and different essay types
- participating in seminar and group discussions
- preparing and giving simple presentations
- improving your study skills such as note-taking, critical thinking, and working independently
- recognizing and using academic grammar and vocabulary.

## What is in a unit?

*Oxford EAP* has twelve units. Each unit starts with a preview page which shows the learning objectives for that unit, plus a short discussion task to get you thinking about the unit theme.

The **academic focus** of each unit covers an important aspect of academic study relevant to all subject areas – for example, definition and explanation, description, using sources, comparison and contrast, argument and evidence, and cause and effect. This focus is maintained throughout the unit.

The units are divided into four main modules – Listening, Speaking, Reading, and Writing – plus a one-page Vocabulary module. Each module starts with a rationale (a short text explaining what happens in the module), and includes a number of carefully sequenced tasks which help you to meet the learning objectives for that module.

**Listening** focuses mainly on listening to lectures and presentations. It uses short video extracts from lectures to help you understand key information and language, as well as how the lecturer's material is organized. Note-taking is a key part of most modules, and the module usually ends with a critical thinking task which asks you to respond to some questions about the content of the lecture or presentation.

**Speaking** includes participating in seminars and discussions, and giving presentations. It covers communication strategies for these situations, and presents and practises useful language. Usually you

will do a short listening or reading task to introduce the context and present examples of useful language. At the end of the module there is normally an opportunity to think about and evaluate your own performance in the discussion or presentation task.

**Reading** uses extracts from authentic academic textbooks. It usually starts with a short task to get you thinking about the topic, or to predict the content of the text. Further tasks will help you to identify important features of the text, such as the main ideas or specific language, and demonstrate how you can read and understand an academic text even if you don't understand every word. This module often ends with a task where you respond critically to what you have read.

**Writing** focuses on some of the most important aspects of academic writing in the first four units, such as writing sentences, descriptions and simple paragraphs. Later in the book you move on to analyse paragraph structure, learn how to write summaries and citations, and introductions and conclusions to essays. In the last four units, you will look at different types of essay (e.g. argument, problem-solution, cause and effect), looking at key aspects of organization, style, and use of language. You will also be helped to check and evaluate your writing.

**Vocabulary** looks at key aspects of academic vocabulary using the content of each unit, and covers useful vocabulary-learning strategies.

## What else is included?

Each unit includes:

- **Academic language** (grammar, vocabulary, and useful phrases) related to the academic focus of the unit, with examples taken from the texts or video / audio transcripts. Where necessary, there is a cross-reference to the Language reference at the back of the book.
- **Critical thinking** tasks encourage you to think about the content of each module, and about your own performance in writing and speaking tasks.
- Independent study tips suggesting how to transfer the skills from the course to your own studies.

At the back of the book there is:

- **Glossary** of grammatical and academic terms used in this book
- **Language reference** with more detailed information on the language covered in the units
- **Additional reference material** with information of plagiarism, citation, and proofreading and self-editing
- **Sample essays** and examples of academic writing
- **Video and audio transcripts.**



# UNIT 1 Knowledge

## ACADEMIC FOCUS: UNDERSTANDING AND PRESENTING INFORMATION



### LEARNING OBJECTIVES

This unit covers:

#### Listening

- Understanding main ideas in a presentation
- Identifying word class to assist note-taking
- Recognizing signposting in a presentation

#### Speaking

- Talking about experiences using the past simple and present perfect
- Structuring and signposting a short presentation
- Presenting information about your academic experience and aims

#### Reading

- Gaining an overview of an academic text
- Identifying topics and main ideas
- Building word families

#### Writing

- Expanding notes into sentences
- Correcting and evaluating sentences
- Writing simple and compound sentences

#### Vocabulary

- Identifying and using general, academic, and technical vocabulary

### Discussion

- 1 Think about how knowledge is transferred and how you learn things. Put the following sources in order from 1 (most important) to 5 (least important).

the internet in lectures textbooks  
the media (e.g. television, newspapers) other students

- 2 Work in groups and explain why you chose your particular order.

**Example:** *The internet is very important because you can search for a wide variety of information, but you can't believe everything you read ...*

- 3 Discuss how you use the sources in 1 in your own area of study. Which are the most useful? Give reasons.

**Example:** *I read the relevant part of the textbook, and make brief notes on the most important points. I revise from these notes later, which helps me to remember the information in the longer term.*

- 4 Briefly present your group's ideas to the whole class. Use the following phrases to help you.

*We discussed ...*

*Our group think that ...*

# 1A Listening Short presentations

During your course, you may have to listen to presentations by other students, by professional people, or by experts from your area of study. Presentations usually contain language that tells you how the information in the talk is organized - in other words, it signposts the structure of the talk. You can use this **signposting language** to help you follow a presentation and to take notes.

## This module covers:

- Understanding main ideas in a presentation
- Identifying word class to assist note-taking
- Recognizing signposting in a presentation

## TASK 1 Thinking about listening

1 Read questions 1–4 and think about your own answers. Give reasons and examples.

- 1 What do you listen to in English?
- 2 How often do you do this in a typical week?
- 3 What do you find most difficult about listening to English?
- 4 How can you improve your listening skills?

2 Discuss your answers with a partner.



## TASK 2 Previewing the topic

1 You are going to watch three people presenting their experiences of educational courses. Work in pairs and discuss the main differences between courses 1–3.

- 1 A pre-session course (a language course before university study)
- 2 A Bachelor's degree (an undergraduate course)
- 3 A Master's degree (a postgraduate course)

2 What are some of the reasons for taking each of these courses?

## TASK 3 Understanding the introduction to a presentation

1 1.1 Watch Extract 1 and complete the table.

Student	Course	Topic 1	Topic 2	Topic 3
1 Mohammed	<sup>1</sup> _____	My experience	<sup>3</sup> _____	
	<sup>2</sup> Academic _____			
2 Julia	Bachelor's degree (BSc) in Business Studies	<sup>4</sup> _____	Work experience	<sup>5</sup> _____
3 Luke	<sup>6</sup> _____	Academic and professional skills	<sup>7</sup> _____	

2 1.1 Watch Extract 1 again and complete sentences 1–5.

- 1 OK. My name's Mohammed. I'm \_\_\_\_\_
- 2 So, firstly, \_\_\_\_\_ my experience of the course itself and then \_\_\_\_\_ how the course ...
- 3 I'm here today \_\_\_\_\_
- 4 I've \_\_\_\_\_ three main parts ...
- 5 Just to \_\_\_\_\_ overview ...



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

- 1 1.2 Watch Extract 2 and take notes on topics 1 and 2.

### Presentation 1 (Mohammed)

- 1 Academic reading – differences      2 Useful things learnt

- 2 Which words helped you to identify the presenter's main ideas?

### ACADEMIC LANGUAGE

► Language reference page 185 45

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

When you are listening or reading it is important to identify the main ideas. This helps you to take notes on the most important information. The words that carry most of this information are often nouns, verbs, and adjectives. For example:

To give you an idea of what I mean, in academic situations you are always reading for a reason, for example, to write an essay, to give a presentation, to prepare for a test.

You also need to understand the writer's opinion, so you can use it to support your argument.

## TASK 5 Identifying word class

- 1 Underline the words in sentences 1–4 that express the main idea.

**Example:** In academic situations you are always reading for a reason, for example, to write an essay, give a presentation or prepare for a test.

- 1 It can be difficult to decide what you need to read and what makes a good source.
- 2 So you have to learn to challenge ideas and not just accept everything 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.

- 2 Look back at the words you underlined. Identify the word class for each word.

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

- 1 1.3, 1.4 Watch Extracts 3 and 4 and take notes on topics 3–7 for both presentations.

- |                                |   |
|--------------------------------|---|
| 3 Getting good marks           | 6 Professional and academic skills – importance |
| 4 Work experience – importance | 7 Students' backgrounds                         |
| 5 Dissertation                 |   |

- 2 What actual words did you note down? Which word class are they?

## TASK 7 Recognizing phrases for signposting a presentation

- 1 Match each phrase 1–5 to functions a–e.

- |   |  |
|---|--|
| 1 To give you an idea of what I mean      | a to return to an important point      |
| 2 To go back to what I was saying earlier | b to summarize the main idea           |
| 3 OK, let's move on and talk about        | c to change the subject                |
| 4 As you all know                         | d to give an example                   |
| 5 So, to sum up                           | e to refer to the audience's knowledge |

- 2 1.5 Watch the five short clips and check your answers to 1.

## TASK 8 Responding to a presentation

- 1 Look back at your notes from Tasks 4 and 6. Work in pairs and discuss these questions.

- 1 Is getting work experience important to your future success? Why / Why not?
- 2 What skills can your area of study give you that will help in your future career?

### INDEPENDENT STUDY

The classroom provides only some of your opportunities for learning. You need to practise listening outside the classroom too – for example, by watching online lectures or presentations.

► Next time you have the chance to listen to English outside the classroom, note down what, and how much, you understood.

# 1B Speaking Short presentations

Presentation skills are important in many academic contexts. You may have to give a short presentation in a seminar, or a more formal presentation to a particular audience. You need to think about what to say, and what language to use. This module helps you to prepare a short presentation about yourself, your experiences, and your aims or ambitions. It also reviews language for talking about past and recent experiences.

## This module covers:

- Talking about experiences using the past simple and present perfect
- Structuring and signposting a short presentation
- Presenting information about your academic experience and aims

## TASK 1 Preparing personal information

1 Make brief notes on the following points. Then answer questions 1 and 2 for each point.

- Your education experience in the last 1–2 years: for example, where you studied, the main subjects you studied, any inspiring teachers.
- Your recent experience: for example, work experience, places you have travelled to, new skills you have learnt.

1 What did you learn from the experience?

2 What difficulties did you have? How did you overcome these difficulties?

### ACADEMIC LANGUAGE

► Language reference page 184 41

#### Tense and aspect Talking about experiences

##### Past simple

Use the past simple to talk about what you did in the past, especially with a time reference (e.g. *last year / in 2012 / when I was at school*):

*Last year I **studied** English and Business.*

Also use the past simple to talk about a sequence of events:

*On the course I **learnt** how to give a presentation; then I **focused on** research skills.*

##### Present perfect

Use the present perfect to talk about things that were completed in the past but are also relevant now, especially experiences and achievements:

*The course **has helped** me to develop core academic skills. I **'ve researched** and **written** three long essays. It **has also given** me greater confidence.*

##### Questions

In a conversation, follow-up questions are often in the past simple:

***Did** you **learn** anything new?      How **did** it **help** you do this?*

## TASK 2 Using questions to discuss experiences

1 Complete questions 1–5 below using question words (*how, what, when, why*) and/or *did*.

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

2 Discuss your own experiences with another student. Ask and answer follow-up questions.

**Example:** *So you've been to Russia. Why did you decide to go there?*



### TASK 3 Understanding a short presentation

- 1 1.6 Watch a short presentation by a Japanese student and complete the notes.

**Example:** Focus of presentation: *educational experience and aims*

- |                               |                                  |
|-------------------------------|----------------------------------|
| 1 Aim of presentation: .....  | 4 Ryo's chosen department: ..... |
| 2 Ryo's first main aim: ..... | 5 Ryo's second main aim: .....   |
| 3 Ryo's university: .....     | 6 Ryo's main message: .....      |

- 2 1.6 Watch the presentation again and notice the language Ryo uses to organize his ideas. Tick the phrases in each column (A, B, or C) that you hear.

A	B	C
Today I'd like to talk to you about ...	OK, so first let me tell you about ...	My first main aim was to ...
What I want to talk about today is ...	The next stage of my presentation is ...	I plan / hope / aim / want to...
The focus of this presentation is ...	And this brings me on to my second main point.	What I would really like to do is ...
	I'd like to finish my presentation by ...	My main aim / ambition is to ...

- 3 Match headings 1–3 with the appropriate column A–C in 2.

- 1 Talking about plans, aims, and ambitions
- 2 Introducing the topic of your presentation
- 3 Moving on to the next point

### TASK 4 Evaluating a presentation

- 1 1.6 Watch the presentation again, and evaluate it using the checklist on page 195.
- 2 Compare your evaluation with another student.

### TASK 5 Preparing and giving a personal presentation

- 1 Prepare a short presentation of about two minutes, talking about your own experience of education or work. Use guidelines 1–4 to plan your ideas.

- 1 Decide on a maximum of three points that you want to make. Note them down in order. For example: your recent experience; your present situation; your future plans, aims, and ambitions (academic / other).
- 2 Think of a way of introducing yourself and your presentation.  
*Today I want to talk about ...*  
*In this presentation I'd like to tell you about ...*
- 3 Think about the language you will use to:
  - talk about your experiences in the past
  - move from one point to the next
  - talk about your future plans, aims, and ambitions.
- 4 Think of a phrase to end your presentation. For example:  
*I'd like to finish my presentation by saying ...*  
*The main thing I learnt from this experience was ...*

- 2 Work in pairs and practise your presentation. Aim to speak clearly and not too fast. Give each other feedback and suggest improvements.

- 3 Work in groups and take turns to give your presentations.

- 1 Aim to speak for about two minutes, and respond to any questions at the end.
- 2 While you listen, note down any main points and key information, as in Task 3.1.
- 3 Think of a question to ask after each presentation.
- 4 Give feedback to the other presenters in your group using the checklist on page 195.

- 4 Evaluate your own presentation, using the checklist on page 195. Note down two things you would like to improve.

#### INDEPENDENT STUDY

Other students' input can be very useful in developing your presentation style.

► Next time you give a presentation, ask other students to evaluate it, then agree at least two things you could improve on.



# 1C Reading Textbooks (1)

Understanding textbooks can be difficult, because they often express complex concepts or ideas, and use specialized vocabulary. This module shows that by developing some simple reading strategies, you can get the information you need even from a difficult text. When you read academic texts, you will need to skim, scan, or close read. **Skimming** means reading quickly for the general meaning, or gist. This is useful when you have large amounts of text. **Scanning** is reading for specific information or details. **Close reading** is when you read line by line, and every word. This is useful when concentrating on a short, specific piece of text.

## This module covers:

- Gaining an overview of an academic text
- Identifying topics and main ideas
- Building word families

## TASK 1 Thinking about reading

1 Note down short answers to questions 1–4 about your own reading.

- 1 Do you enjoy reading texts in English?
- 2 What sorts of texts have you read in English recently?
- 3 Where do you find the texts that you read?
- 4 What do you find difficult about reading texts in English?

2 Compare your answers. Discuss what you can do to be a better reader in English.

## TASK 2 Preparing to read

1 Work in pairs. Explain an idea related to your area of study to your partner.

**Example:** *Aerobic exercise is moderate exercise which you do over a long period of time, like jogging or swimming. It increases the amount of oxygen your body takes in.*

2 How easy or difficult was it to (a) give your explanation, and (b) understand your partner's explanation?

3 Read the two definitions from the *Oxford Advanced Learner's Dictionary*.

**psychology** /saɪ'kɒlədʒi/ *noun* <sup>1</sup>[U] the scientific study of the mind and how it influences behaviour  
**cognitive** /'kɒgnətɪv/ *adj* connected with mental processes of understanding

- 1 What do you know about psychology? Have you ever studied it?
- 2 What do you think cognitive psychology is?

## TASK 3 Understanding a text: topic, purpose, and main idea

1 When you read part of a textbook, you need to understand the *topic*, the *purpose* of the text, and the *main idea or ideas*. Match terms 1–3 with the best description a–c.

- |             |   |
|-------------|---|
| 1 topic     | a the most important thing that the author wants to communicate |
| 2 purpose   | b what the text is about  |
| 3 main idea | c the reason for writing  |

2 Look at Text 1 from a psychology textbook, paying attention to the title and any words that are highlighted in bold. Select the best answer to Question 1.

Question 1: *What is the text about?*

- 1 people's experiences
- 2 cognitive processing and psychology

### INDEPENDENT STUDY

When approaching a new academic text, it is useful to gain an overview by quickly looking at key parts of the text, starting with the title and any headings and words highlighted in bold or italics.

► Find a textbook extract from your own area of study and look at it in this way.

- 3 Read Text 1 quickly and select the best answer to Question 2. Use the glossary to help you.

Question 2: *What is the purpose of the text?*

- 1 To introduce the concept of cognition and some of the ideas related to it.
- 2 To explain how and why people behave as they do.

- 4 Read Text 1 again and decide which of the following two statements best expresses the main idea.

Question 3: *What is the main idea?*

- 1 People process information about the world in different ways, and this has an effect on how they think about things.
- 2 People need to understand cognitive psychology in order to understand the world.

- 5 Compare your answers to Questions 1–3 with another student.

## Principles that define the cognitive level of analysis

TEXT 1

- 1 When people are thinking about how best to solve a mathematical problem, trying to remember the title of a book, observing a beautiful sunset, telling a joke they have heard, or thinking about what to do tomorrow, they are involved in cognitive processing. **Cognitive psychology** is concerned with the structure and functions of the mind. Cognitive psychologists are involved in finding out how the human mind comes to know things about the world and how it uses this knowledge. **Cognitive neuroscience** combines knowledge about the brain with knowledge about cognitive processes.
- 2 The mind can be seen as a set of mental processes that are carried out by the brain. Cognitive processes include perception, thinking, problem-solving, memory, language, and attention. The concept of **cognition** refers to such processes. Cognition is based on a person's **mental representations** of the world, such as images, words, and concepts. People have different experiences and therefore they have different mental representations – for example, of what is right or wrong, or about what boys and girls can or cannot do. This will influence the way they think about the world.



SOURCE: Crane, J. & Hannibal, J. (2009). p.67. *IB Psychology: Course Companion*. Oxford: Oxford University Press.

### GLOSSARY

**analysis** (n) the detailed study or examination of sth in order to understand more about it

**cognition** (n) the process by which knowledge and understanding is developed in the mind

**influence** (v) to have an effect on the way that sb behaves or thinks

**mental representation** (n) an image or idea in the memory

## TASK 4 Reading in detail to understand key information

- 1 Read Text 1 carefully and find the key terms or concepts 1–6 related to the word **cognitive**. Complete the notes for items 2–5.

1 Cognitive processing: *involves* problem-solving, remembering something, thinking

2 Cognitive psychology: *is concerned with* .....

3 Cognitive psychologists: *are interested in* finding out .....

4 Cognitive neuroscience: *concerns* knowledge of .....

5 Cognitive processes: *include* .....

6 Cognition, i.e. cognitive processes: *are based on* how the human mind represents the world (e.g. images, words, concepts)

## TASK 5 Explaining key terms

- 1 Work in pairs. Use the words / phrases below to explain or give more information about key terms or concepts from your own area of study.

are based on involves is concerned with

**Examples:** *Civil engineering involves building bridges, roads, canals, and other structures.*  
*Plate tectonics is concerned with the movement of the earth's surface.*

- 2 How might cognitive psychology be useful in your area of study? Give examples.

## TASK 6 Predicting the content of a text

- 1 You are going to read another extract from the same textbook. Read the title and decide which **four** of items **a–e** you would expect the text to include.

- a An explanation of what *schemas* are.
- b An example to show what *schema theory* is.
- c Information about how *schema theory* is used.
- d Information about how psychologists define *schema theory*.
- e A comparison of *schema theory* and other academic theories.

- 2 Read Text 2 quickly and check which of your predictions in 1 were correct.

- 3 Match one item from 1 to each paragraph of Text 2. There is one item you do not need to use.

### A theory of cognitive process: schema theory

TEXT 2

- 1 When an expert football player kicks the ball directly into the goal for a penalty, it may look like any other goal. However, this particular kick is the result of many hours of practice, combined with an adjustment to the challenges of the particular situation. The player needs to think about the position of the goalkeeper and predict the goalkeeper's possible reactions, as well as determining how he should kick the ball. This is done based on his previous experience, which is stored in his memory as knowledge – but there is more to it than this. The most successful players have learnt this behaviour to perfection, but they need to modify it to fit the particular situation. The player must respond to visual information about the goalkeeper's position and movement, and its possible consequences. This is based on the recognition of patterns. This 'how-to-score knowledge' will help a player decide what aspects of the situation he needs to pay attention to in order to place the ball accurately between the goalposts. Specialists in a certain field have expert knowledge that comes from hours of practice. This means that to some extent they can do the right things at the right time more or less automatically, but they always need to be able to analyse each individual situation.
- 2 Cognitive psychologists would call this 'how-to-score knowledge' a **schema**, and **schema theory** is a cognitive theory about information processing. A **cognitive schema** can be defined as networks of knowledge, beliefs, and expectations about particular aspects of the world.
- 3 Schemas can describe how specific knowledge is organized and stored in a person's memory so that it can be accessed and used when it is needed – as in the example of the expert footballer. It is not possible to see a schema inside someone's head, but using concepts like schemas help psychologists – and all of us – to understand, and discuss, what it would otherwise not be possible to do.
- 4 Schema theory suggests that what we already know will influence the outcome of information processing. This idea is based on the belief that *humans are active processors of information*. People do not passively respond to information. They interpret and integrate it to make sense of their experiences, but they are not always aware of it. If information is missing, the brain fills in the blanks based on existing schemas, or it simply invents something that seems to fit in. Obviously this can result in mistakes – called **distortions**.

SOURCE: Crane, J. & Hannibal, J. (2009). pp.70-1. *IB Psychology: Course Companion*. Oxford: Oxford University Press.

### GLOSSARY

**determine** (v) to calculate sth exactly

**integrate** (v) to combine two or more things so that they work together

**interpret** (v) to explain the meaning of sth; to decide that sth has a particular meaning and to understand it in this way

**modify** (v) to change sth slightly

**outcome** (n) the result or effect of an action or event

**recognition** (n) the act of remembering or identifying what sth is





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

1 Each paragraph of an academic text typically has a topic and a main idea. Look at paragraph 3 of Text 2 below and match items a–d to parts 1–4.

- a an example ..... c information about schemas and how they are used .....  
b the topic ..... 1 ..... d an explanation of what schemas do .....

<sup>1</sup>Schemas <sup>2</sup>can describe how specific knowledge is organized and stored in a person's memory so that it can be accessed and used when it is needed - <sup>3</sup>as in the example of the expert footballer. <sup>4</sup>It is not possible to see a schema inside someone's head, but using concepts like schemas help psychologists - and all of us - to understand, and discuss, what it would otherwise not be possible to do.

2 Which part of paragraph 3 includes the main idea?

3 Read paragraphs 1, 2, and 4 of Text 2 again and identify the topics and the main ideas. Write the number of each paragraph next to the notes in the table.

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

### ACADEMIC LANGUAGE

► Language reference page 185 45 / page 177 4

#### Academic vocabulary (1) Building word families

By learning word families, you will greatly increase your vocabulary. Word families are groups of words based on the same root word, but with different forms, for example:

Noun	Adjective	Adverb	Verb
theory	theoretical	theoretically	theorize

Some words within a word family may be more common than others - for example, the noun *theory* is more frequent and more useful than the verb *theorize*. Not all forms of the word are found in all word families.

#### Suffixes

Suffixes are a group of letters added to the end of a word to change the form of that word. For example:

Noun suffixes include: -tion, -ity, -ism, -ness (*cognition, reality, criticism, happiness*)

Adjective suffixes include: -al, -able, -ive, -ful (*critical, memorable, informative, successful*)

Adverbs typically take the suffix -ly: (*critically, successfully*)

The verb suffix -ize is very frequent: (*criticize, theorize*)

## TASK 8 Choosing the right word form

- 1 Complete the table with the correct forms of the words from Texts 1 and 2. Use your dictionary to help you.

Noun	Adjective	Adverb	Verb
theory	theoretical	theoretically	theorize
			base (on)
	cognitive		—
information			
		—	involve
knowledge			
memory			
	possible		—
	—	—	process
representation			

- 2 Complete the sentences with the correct form of the word in brackets.

- The ..... theory is that people choose how they behave. (base)
  - This latest piece of research ..... a significant achievement. (representation)
  - There seems to be no ..... that the research can be successfully completed. (possible)
  - In a presentation it's important to speak ..... about your subject. (knowledge)
  - In order to learn new information, try representing it as a picture, and then ..... it. (memory)
  - It's difficult to complete a group assignment without the ..... of the whole team. (involve)
- 3 Look at how words from the table in 1 are used in Texts 1 and 2 on pages 013 and 014. Select three or more words from the table and use them to write your own sentences.

## TASK 9 Reflecting on your learning

- 1 Look back at Task 1.1, question 4 on what you find difficult about reading in English. Think of at least one way that this module has helped you.

**Example:** *The technical terms in the texts looked difficult, but I now realize that they are explained in the text with examples. In this kind of text, if I focus on the explanations, I should be able to understand the concepts.*

- 2 Note down two or three aims for improving your reading. Think of strategies for achieving these aims.

**Example:** **Aim:** *By the end of the academic year I want to be able to read textbooks in my subject and understand the main points.*

**Strategies:** *I can do this by setting myself short tasks, such as reading two pages from a textbook, with deadlines. Then I can increase the difficulty by adding another page, and taking less time.*

# 1D Writing Simple & compound sentences

From a simple summary to a dissertation, your academic writing needs to express your ideas clearly. It is important be able to write **simple sentences** in English, containing a single idea. From simple sentences you can build longer, **compound sentences** that contain more than one closely related idea. This module gives you practice in writing and evaluating simple and compound sentences.

## This module covers:

- Expanding notes into sentences
- Correcting and evaluating sentences
- Writing simple and compound sentences

## TASK 1 Thinking about your writing

- 1 Look at the statements about writing. Rate your ability for each aspect of writing.

	Very strong	Strong	OK	Weak	Very weak
1 I can use a wide range of vocabulary.					
2 I can use a variety of grammatical structures accurately.					
3 I can structure a paragraph and an essay well.					
4 I can understand and answer a variety of essay questions.					

- 2 Compare your answers with a partner. Discuss why you think you have these strengths and weaknesses.

## TASK 2 Understanding simple sentence structure

- 1 Work in pairs and discuss questions 1–3.

- 1 What do you know about how sentences are structured in English?
- 2 Do you know what a *subject*, *verb*, and *object* are in a sentence?
- 3 Identify the subject, verb, and object of the sentence below.  
*Motivated learners make fast progress.*

### ACADEMIC LANGUAGE

► Language reference page 183 35

#### Sentence structure (1) Writing simple sentences

Simple sentences in English must have a **subject (s)** and a **verb (v)**. Most sentences also include an **object (o)**. The subject is a noun or noun phrase, and tells you what or who the sentence is about. The verb tells you what the subject is or does. The object is also a noun or noun phrase, and is affected by the action of the verb.

*Psychologists study human behaviour.*

s v o

*People have different experiences of studying.*

s v o

*Cognitive processes include thinking and problem-solving.*

s v o

- 2 Identify the subject, verb, and object in sentences 1–5.

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



### TASK 3 Expanding notes into complete sentences

- 1 Notes often include key words instead of complete sentences. Look at notes 1–5 and decide which of the following they include: a subject, a verb, and an object.

- 1 have different experiences of education
- 2 some students not motivated by languages
- 3 contribute billions of dollars to the global economy
- 4 Dubai an example of a knowledge economy
- 5 awards degrees in four classifications

- 2 Expand the notes in 1 into sentences by using subjects and verbs from the list. Compare your answers with a partner.

People The university is International students are

**Example:** *People have different experiences of education.*

- 3 Notes often miss out other 'non-essential' words such as determiners (*the, a/an, many*), prepositions (*for, in*), and adverbs (*very*). Compare notes and sentences 1–6. Which words are missing from the notes in each case?

**Example:** Notes: Psychologists – see mind as complex machine.

Sentence: Psychologists see **the** mind as **a** complex machine.

- |  |  |
|--|--|
| 1 English: subject-verb-object sentence structure<br>English follows a subject, verb, object sentence structure. | 4 Work experience important getting job<br>Work experience is important for getting a job.   |
| 2 People study – different reasons<br>People study for many different reasons.                                   | 5 Korea: students study hard<br>In Korea students study hard.                                |
| 3 Feedback students learn<br>Feedback helps students to learn.   | 6 university – excellent business school<br>The university has an excellent Business School. |
- 4 Expand notes 1–6 into complete sentences.
- |  |   |
|--|---|
| 1 office open 9.00 to 5.00                   | 4 students take maximum six modules                     |
| 2 UK: international students pay higher fees | 5 good presentation skills – important (!) in workplace |
| 3 tests main method of assessment            | 6 dissertation – 30% final mark – this degree programme |

### TASK 4 Correcting run-on sentences

- 1 Run-on sentences are a common mistake in writing. They happen when two simple sentences are joined together without the correct punctuation. Read run-on sentences 1–4 and identify the two simple sentences.

**Example:** *People do not passively respond to information, they interpret and integrate it to make sense of their experiences.*

- 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, the use of questionnaires and holding focus groups are two examples.
- 3 The world's oceans contain hundreds of thousands of life forms with many not yet discovered, there could be millions of life forms according to scientists.
- 4 There are two main types of exercise, many people prefer aerobic exercise (e.g. jogging, swimming) to anaerobic exercise (e.g. lifting weights, running fast over short distances).

- 2 Rewrite the run-on sentences in 1 as two simple sentences.

**Example:** *People do not passively respond to information. They interpret and integrate it to make sense of their experiences.*

#### INDEPENDENT STUDY

Checking your work for mistakes is an important part of the writing process. Run-on sentences are a common error, but each student makes different kinds of mistakes, so it is important to pay attention to teacher feedback.

► Next time you receive teacher feedback on your writing, look for the language errors they highlight and try to correct them.

## ACADEMIC LANGUAGE

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

Two closely related simple sentences can be joined together to make a compound sentence. Three of the most common words (or *coordinators*) for joining simple sentences together are *and*, *but*, and *or*. Each simple sentence then becomes an independent part (or *clause*) of a compound sentence. For example:

*Cognitive psychologists call 'how-to-score knowledge' a schema, **and** schema theory is a theory about how we process information.*

*Science is continually exploring how memory is organized in the human brain, **but** it is still not possible to say how memory works.*

*Research findings can change original models, **or** a model can be rejected because of the evidence.*

Run-on sentences can also be corrected by adding a coordinator such as *and*, *but*, and *or*.

**TASK 5** Writing compound sentences**1** Match each coordinator 1–3 to its function a–c.

- |       |   |
|-------|---|
| 1 and | a to introduce a contrast or different idea         |
| 2 or  | b to add information                                |
| 3 but | c to connect different possibilities / alternatives |

**2** Match the beginning of sentences 1–6 with the correct ending a–f.

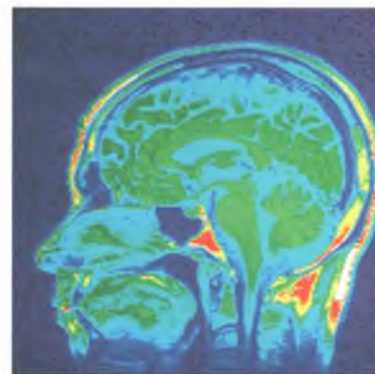
- |  |   |
|--|---|
| 1 It is not possible to see a schema inside someone's head,        | a but they are not always aware they are doing it.                                  |
| 2 People interpret information to make sense of their experiences, | b or create situations similar to real life in a laboratory.                        |
| 3 This model is based on the idea of information processing,       | c but using concepts like schemas helps psychologists.                              |
| 4 Psychologists observe real life,                                 | d and only a very small part of this information will stay in the long-term memory. |
| 5 The short-term memory is limited to around seven items,          | e or it may create new models.  |
| 6 Research data supports existing theories and models,             | f and it is one of the most important models in use.                                |

**3** Join the two simple sentences together with the correct coordinator, *and*, *but*, or *or*.

- 1 The human mind contains many ideas which are stored in the memory. These ideas are organized in categories.
- 2 Science explores the way the human brain organizes memory. There are still many questions to answer about the biological origins of memory.
- 3 People can choose to remember information. They can choose to forget it.
- 4 Some people use automatic processing to help them remember things. Some use different techniques.
- 5 Pickering and Gathercole (2001) used the Test for Children. They found an improvement in the working memory of the children they tested.
- 6 The material is not an exact copy of events or facts. It is stored in outline form.

**4** Write at least two simple sentences for each of the following topics.

- 1 Previous courses you have studied
- 2 Your strengths and weaknesses in English
- 3 Some interesting things you know about your school/college/university
- 4 Information connected to your area of study

**5** Connect your simple sentences from 4 to make compound sentences.**6** Compare your sentences with another student and ask follow-up questions.



# 1E Vocabulary Academic vocabulary

Academic texts in English use a large number of words to present information and express meaning. Such texts typically contain about 80% *general* vocabulary. The remaining 20% is divided into *academic* and *technical* vocabulary, less frequent words, and proper nouns (e.g. *Oxford*). Academic vocabulary items can be found in texts from all subjects: *result in*, *concept*, and *significantly*. Technical vocabulary is specific to one or more disciplines, e.g. *schema* in Psychology. It is useful to be able to identify whether a word is general, academic, or technical, in order to use it in the appropriate context.

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

- 1 Read the descriptions of types of words a–f. Decide if they are examples of *general*, *academic*, or *technical* vocabulary.
  - a grammatical words: determiners (e.g. *the*), pronouns (e.g. *it*) and prepositions (e.g. *as*)
  - b adjectives and nouns relating to subjects and perspectives, e.g. *psychology*
  - c adjectives expressing familiar qualities / characteristics / time, e.g. *possible*
  - d names of familiar concepts, e.g. *information*
  - e descriptions of specific concepts, e.g. *top-down*, *cognitive*
  - f adverbs used to show sequence, e.g. *finally*
- 2 Read the text, which illustrates the use of *general*, *academic*, and *technical* vocabulary. Check your answers to 1 and find one further example for categories a–f in 1.

One of the most fundamental principles of cognitive psychology is that human beings are information processors and that mental processes guide behaviour. One goal of cognitive research is to discover possible principles underlying cognitive processes. Psychologists see the mind as a complex machine – rather like an intelligent, information-processing machine using hardware (the brain) and software (mental images or representations). According to this line of thinking, information input to the mind comes via bottom-up processing – that is from the sensory system. This information is processed in the mind by top-down processing via pre-stored information in the memory. Finally, there is some output in the form of behaviour.

source: Crane, J. & Hannibal, J. (2009). pp.67–8. *IB Psychology: Course Companion*. Oxford: Oxford University Press.

- 3 Decide on the word class (e.g. noun, verb) for each academic word 1–5. Then match the words with definitions a–e.
 

1 fundamental	a series of things that are done in order to achieve a particular result
2 process	b a law, a rule, or a theory that sth is based on
3 principle	c a careful study of a subject, especially in order to discover new facts or information about it
4 research	d serious; affecting the most central and important parts of sth
5 complex	e difficult to understand

## TASK 2 Selecting and using academic vocabulary

- 1 Complete the text with the most appropriate words / phrases from the list.  
models   demonstrated   deal with   challenges   complexity   theories

Psychologists recognize the importance of cognition in understanding the <sup>1</sup> \_\_\_\_\_ of human behaviour. Cognitive <sup>2</sup> \_\_\_\_\_ and <sup>3</sup> \_\_\_\_\_ are applied to real-world scenarios. Health and sports psychologists have <sup>4</sup> \_\_\_\_\_ that there is a subtle relationship between how people *think* about themselves and how they *behave* – for example, how they manage to <sup>5</sup> \_\_\_\_\_ <sup>6</sup> \_\_\_\_\_.

SOURCE: Crane, J. & Hannibal, J. (2009). p.68. *IB Psychology: Course Companion*. Oxford: Oxford University Press.

- 2 Select at least five of the academic words from the texts in this module, and write sentences containing the words. If possible, relate the sentences to your own area of study.

**Example:** The *theory* that supply affects prices is a *fundamental principle* of economics.



# UNIT 2 Organization

## ACADEMIC FOCUS: PERSPECTIVE AND STANCE



### LEARNING OBJECTIVES

This unit covers:

#### Listening

- Understanding and taking notes on key information
- Understanding the language of perspective
- Identifying perspectives in a lecture

#### Speaking

- Identifying perspective and stance in a discussion
- Using perspective to inform stance
- Expressing and responding to stance in a discussion

#### Reading

- Understanding main ideas in paragraphs and longer texts
- Identifying perspective and stance in a text
- Responding critically to stance in a text

#### Writing

- Analysing paragraph structure
- Recognizing cohesion in a paragraph
- Writing topic sentences and concluding sentences

#### Vocabulary

- Identifying common academic nouns
- Understanding stance

### Discussion

#### 1 Read the definitions.

A *perspective* is a way of looking at or thinking about an idea, fact, or situation. You can look at the same thing from different perspectives – for example, political, economic, ethical.

Your *stance* is the position you take on an idea, issue, or situation. It is essentially a more personal view which is influenced by different information and evidence.

#### 2 Read the situation below and match statements 1–4 to perspectives a–d.

Situation: A company is deciding whether to move its manufacturing base from the UK to India.

- 1 'We are unlikely to locate to India as it's too far away from our main markets.'
- 2 'We might move to India because the labour costs are lower.'
- 3 'We might need to work in a different way to be successful in India.'
- 4 'It could be a good idea because manufacturing methods are very advanced in India.'

a economic   b geographical   c technological   d cultural

#### 3 Underline the words in each statement that show the speaker's stance.

#### 4 Work in pairs. Discuss the issue of deciding where to study abroad from each of perspectives a–d in 2.

#### 5 Using the perspectives you discussed in 4, discuss your stance on studying in an English-speaking country like the UK.


## 2 Listening Lectures (1)

Lectures are an important part of many academic courses. They provide an opportunity to gain a large amount of key information for your own area of study. Sometimes the transcript of a lecture will be made available online to help you understand the content. The lecturer may give information on a topic from different **perspectives**. This module helps you to focus on key information about the topic, and to understand the language for referring to different perspectives.

### This module covers:

- Understanding and taking notes on key information
- Understanding the language of perspective
- Identifying perspectives in a lecture


### TASK 1 Understanding the introduction to a lecture

- 1 You are going to watch the introduction to a lecture about the United Nations. Discuss what you know about the United Nations – for example, its purpose and its activities around the world.
- 2  2.1 Watch Extract 1 and note down (a) the aim of the lecture, and (b) the three things the lecturer will talk about.



### TASK 2 Taking notes on key information

- 1 Work in groups. Look at these four main organs of the UN and discuss what you think is the role of each one.
 

1 the Security Council	3 the Secretariat
2 the General Assembly	4 the Economic and Social Council
- 2  2.2 Watch Extract 2 and note down two pieces of information for each of the four UN organs in 1.  
**Example:** *Security Council: five permanent members; main responsibility – to maintain international peace & security*
- 3 Compare your notes with another student, and check your predictions in 1. Help each other complete any missing information.

### TASK 3 Understanding the language of perspective


- 1 Use a dictionary to find the noun and adverb forms of the adjectives in column 1 and add them to the table.

1 Adjective	2 Adverb	3 Noun	4 Collocation
historical			
geographical			—
international		—	
military			military power, military law
political			
legal			
economic			economic power, economic institution
social			
ethical			
financial			

- 2 Match the nouns below to an adjective in column 1 to make collocations like those in column 4. Some words can be used more than once.  
 court institution law power society work
- 3 Check your answers against the transcript on page 207.



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

- 1 Which perspectives in Task 3 were discussed in the introduction to the lecture?
- 2  2.1 Watch Extract 1 again. Listen for any words from the table in Task 3.1 and note down the perspectives that the lecturer mentions.

### ACADEMIC LANGUAGE

#### Talking about perspectives: using contextualizing language

To talk about perspectives, you can use phrases based on an adjective, adverb, or noun. For example:

**From a political perspective**, the UN is arguably not very powerful. (adjective)

**Politically speaking**, these institutions are independent. (adverb)

**As far as geography is concerned**, the UN Security Council appears to cover a lot of the globe. (noun)

## TASK 5 Using language to talk about perspectives

- 1 Complete sentences 1–5 using phrases from Academic Language, and the perspective in brackets.



- 1 The proposal is a good one, but \_\_\_\_\_, it's not affordable. (financial)
- 2 \_\_\_\_\_, this sum is equivalent to ten new fighter planes. (military)
- 3 \_\_\_\_\_, the UN has more influence in the northern hemisphere. (geographical)
- 4 Military action is permitted, but \_\_\_\_\_, it's not advisable. (ethical)
- 5 \_\_\_\_\_, the council needs the support of all members before acting. (political)

### INDEPENDENT STUDY

Speakers can introduce perspectives explicitly by using the word itself e.g. *financially*, or implicitly, e.g. by using a phrase like *What will this cost us?*

► When you listen to presentations, note down the perspectives mentioned explicitly and implicitly, and the language used to express them.

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

- 1  2.3 Watch Extract 3. Tick the perspectives that are mentioned.  
historical military political ethical legal financial geographical
- 2  2.3 Watch Extract 3 again and note down any information about the UN that you used to identify the perspectives in 1.  
**Example:** *Historical perspective: UN established 24 Oct 1945 / historically – replaced League of Nations / aim – ensure future wars impossible*
- 3 Use the information you noted in 2 to write one sentence on each perspective mentioned. Refer to the transcript on page 207 if necessary.  
**Example:** *The UN was established on 24 October 1945 to replace the League of Nations – its aim was to ensure that future wars were impossible.*

## TASK 7 Critical thinking – evaluating the content of a lecture

- 1 Work in groups. Discuss questions 1–3.
  - 1 What did you learn about the UN from the lecture?
  - 2 What was the most interesting thing you heard?
  - 3 What are the most positive things about the UN? What are the negative things?

## TASK 8 Evaluating listening strategies

- 1 Evaluate the strategies for listening to a lecture, using the checklist on page 195.





## 2B

## Speaking Seminar discussions (1)

In seminars, you will have the opportunity to discuss a variety of theories and ideas. You may be asked to give examples using real-life events and scenarios. When you make or support a point during a discussion, you may need to consider different perspectives on the topic you are discussing. Thinking about different perspectives can also help to make your own **stance**, or supported opinion, more academic.

**This module covers:**

- Identifying perspective and stance in a discussion
- Using perspective to inform stance
- Expressing and responding to stance in a discussion

### TASK 1 Preparing for a discussion

- 1 Discuss the following statement. Do you agree or disagree? Give reasons.

*'It is the government's job to manage pollution, not the job of individuals or companies.'*

- 2 **2.4** You are going to listen to two students discussing the statement in 1. Listen to Extract 1 and decide:

- 1 who agrees with the statement
- 2 what reason(s) each person has for their opinion.



### TASK 2 Identifying different perspectives in a discussion

- 1 You are going to listen to two other students discussing different perspectives on the statement in Task 1.1. Predict which perspectives below they might discuss.

commercial environmental geographical historical political social

- 2 Select two perspectives and add more details.

**Example:** *Environmental – people who cause pollution should have to manage their impact*

- 3 **2.5** Listen to Extract 2 and check your predictions in 1.

### TASK 3 Listening for more detail

- 1 **2.5** Listen to Extract 2 again and make notes on the different perspectives.
- 2 Compare your notes with another student and help each other complete any missing information.
- 3 How is this discussion better than the one you listened to in Task 1? Give examples.

### TASK 4 Discussing different perspectives

- 1 You are going to discuss the following statement. Think about the different perspectives that could be used and add one more perspective of your own to the table.

*'University education should be provided for free by governments.'*

Moral	Economic	Political
All people are equal and this is a policy of equality.		

- 2 Work in groups. Discuss the statement and make notes on the different perspectives.
- 3 Report your discussion to the class. Use some of the phrases below.

*From an economic perspective, ...*

*If we look at this from a social perspective, ...*

*Politically speaking, ...*

*As far as politics are concerned, ...*

## TASK 5 Using perspectives to inform your stance

- 1 Use your notes from Task 4.1 to write a sentence showing your own stance on the statement about university education.

**Example:** *I think university education should be free because an educated workforce benefits the whole of society, and that's good from an economic perspective.*

- 2 Explain your stance to other students in the group.

## TASK 6 Identifying stance in a discussion

- 1 **2.6** Listen to two students in a seminar discussing the statement in Task 4.1. Are they *for* or *against* the statement? Note down each student's stance.

- 2 **2.6** Listen again and complete extracts 1–7.

- 1 So come on, then, Dan. ....? I mean, should university education be provided for free by the government?
- 2 Er ... well, yeah. ...., it should be.
- 3 I mean ... ?
- 4 ... it shouldn't be free ... if you want to go to university you should be, well, you know, ... prepared to pay for it.
- 5 OK, ..., but in most countries people pay their taxes ...
- 6 Mm ... I don't know, I'm not sure that's the case.
- 7 ... if they have to pay, that means only people with money will get to go to university.

### ACADEMIC LANGUAGE

#### Expressing stance (1) Useful phrases

To take part in a seminar effectively, you need to be able to say what you think, ask other people what they think, and respond appropriately.

##### Giving an opinion

*I think (that)*

*In my view*

*From my point of view*

##### Asking for an opinion

*What do you think?*

*What are your views on ...?*

##### Responding

*I can see what you're saying*

*I see what you mean*

*But surely ...*

## TASK 7 Taking part in a discussion

- 1 You are going to take part in a discussion on the following statement. Think about questions 1–3 to prepare for the discussion.

*'School should not be compulsory because not everyone needs an education.'*

- 1 What different perspectives can you think of on this statement?
  - 2 What is your own stance on the statement?
  - 3 What different stances might people take and how could you respond to them?
- 2 Work in groups and discuss the statement in 1. Make sure you give your opinion, and listen and respond to other people.
- 3 Evaluate your contribution to the discussion. Think about how well you did the following things.
- Give your opinion
  - Use different perspectives to inform your opinion
  - Listen and respond to other people
- 4 Select one thing to improve next time you take part in a discussion.

### INDEPENDENT STUDY

It is important that your stance is informed by a number of perspectives as this will make your thinking more academic.

► Next time you take part in a seminar or discussion, try to consider different perspectives on the issue before you give your opinion.

Academic texts usually consist of paragraphs containing one or more **main ideas**. As shown in Unit 1, when you read a text it is important to focus on the main idea or ideas before you look at the detail. It is also useful to try to identify the writer's stance, which is usually informed by different perspectives - for example, political, economic, or cultural perspectives.

**This module covers:**

- Understanding main ideas in paragraphs and longer texts
- Identifying perspective and stance in a text
- Responding critically to stance in a text

## TASK 1 Preparing to read

- 1 Discuss who controls each of these things in your country. Is it the government, private business, or both?
 

1 Education (schools, universities)	4 The supply of goods (food, consumer products, etc.)
2 Health care (hospitals)	5 Transportation (roads, railways, etc.)
3 Energy supplies (electricity, gas, oil)	
- 2 The items in 1 are part of a country's *infrastructure*. What are the advantages and disadvantages of government or private business controlling the infrastructure?

## TASK 2 Understanding the main idea in a paragraph

- 1 You are going to read an extract from an economics textbook. Read Text 1 and match statements 1–4 to each type of economy – a *planned economy* and a *free market economy*.
  - 1 All decisions are made by one organization.
  - 2 There is a lot of competition between organizations.
  - 3 Prices and wages tend to be fixed.
  - 4 Prices vary depending on how much people need or want a product.

### TEXT 1

**Planned economies** In a planned economy, sometimes called a centrally planned economy or a command economy, decisions about what to produce, how to produce, and who to produce for, are made by a central body, the government. All resources are collectively owned. Government bodies arrange all production, set wages and set prices through central planning. Decisions are made by the government on behalf of the people and, in theory, in their best interests.

**Free market economies** In a free market economy, sometimes called a private enterprise economy or capitalism, prices are used to ration goods or services. All production is in private hands and demand and supply are allowed to set wages and prices in the economy. The economy should work relatively efficiently and there should be few cases of surplus and shortages.

SOURCE: Blink, J. & Dorton, I. (2006). pp.9–10. *IB Economics companion*. Oxford: Oxford University Press.

- 2 Which of these statements best describes the author's stance on planned economies?
  - 1 In a planned economy, government decisions are always for the benefit of people.
  - 2 In a planned economy, government decisions may be for the benefit of the government.
- 3 Which of these statements best describes the author's stance on free market economies?
  - 1 Free market economies always have a steady supply of goods.
  - 2 Free market economies normally have a steady supply of goods, but not always.
- 4 Which words or phrases in each paragraph helped you answer 2 and 3?
- 5 Do you think the author believes one system is better than the other? Give reasons.





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

- 1 You are going to read a longer text about the free market approach. Discuss the following questions.
  - 1 The USA and the UK are examples of *developed* countries. Think of some examples of *developing* countries.
  - 2 What are some of the advantages and disadvantages of a free market economy for developing countries?
- 2 Read the first paragraph of Text 2 and identify the main idea, a or b.
  - a A free-market economy is best for both developed and developing countries.
  - b Ideas about the best ways to achieve economic growth have changed over time.
- 3 Read the rest of Text 2 and match paragraphs 2–8 to ideas a–g.
  - a Developing countries need governments to help in areas such as transportation, energy supply, and health care. ....
  - b A free market economy can cause problems for the poorest people. ....
  - c A free market economy can cause different problems in cities than in rural areas. ....
  - d A combination of planned and free market policies is the most effective approach. ....
  - e It is difficult for developing countries to compete with developed countries. ....
  - f Other countries may not invest in a developing country for political reasons. ....
  - g Government intervention has helped some countries to be successful. ....
- 4 Identify the key words that helped you match each idea to a paragraph.

### TEXT 2

- 1 In the 1980s, there was a movement towards more free market, supply-side-oriented governments in developed countries such as the USA and the UK, which saw a shift of emphasis in government policy. This resulted in a change in direction in thinking on the best way to achieve growth and development in developing countries. However, as we have moved into the new century, a number of concerns have been raised about the value of adopting a pure market-led approach.
- 2 Infrastructure is unlikely to be created through a market-based approach and developing countries simply do not have sufficient infrastructure to adopt a free market approach. Thus, this requires planning for the future and government intervention.
- 3 Although the more developed countries promote trade liberalization, they themselves do not liberalize all their trade. Protectionism in developed countries makes it very difficult for the developing countries to compete on a fair basis. In recent years, led by the larger developing countries such as Brazil and India, developing countries have been cooperating with each other to have more influence in trade negotiations.
- 4 The success of the export-led Asian Tigers did not happen without government intervention. The governments in question were very interventionist in specific areas, especially in product markets that needed help and protection before they were able to export. They also were able to place great emphasis upon education and healthcare.
- 5 Although a more free market approach may lead to economic growth in the long term, there are without doubt short-term costs to the poorest people. In the short term, unemployment rises, as do the prices of essential products, and the provision of public services also falls. This will hit the poorest sector of the population more than anyone else, causing greater income inequality.
- 6 The adoption of free market strategies tends to concentrate attention and activities on the urban sectors of an economy. This tends to increase the divide between rural and urban areas, increasing the levels of poverty in rural areas and also leading to migration from rural to urban areas. This has created large areas of slums on the edge of many major cities in developing countries.
- 7 Governments may adopt the concept of liberalized flows of capital, but a lack of political stability means that many countries are not in a position to attract the foreign investment necessary to achieve growth.
- 8 In the end, it is clear that solutions will lie in a combination of the different approaches and that the combination will need to be tailored to suit the needs of each individual country. Adopting a 'one size fits all' policy will not be effective, as the IMF discovered in the 1980s.

SOURCE: Blink, J. & Dorton, I. (2006). pp.401–4. *IB Economics companion*. Oxford: Oxford University Press.



### GLOSSARY

**IMF** (*n*) the International Monetary Fund

**interventionism** (*n*) a policy where the government influences the economy

**protectionism** (*n*) protecting your country's businesses and economy

**slums** (*n*) areas where poor people live

**supply-side oriented policy** (*n*) policies that try to increase efficiency and competition

**trade liberalization** (*n*) buying and selling with very few rules

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

- 1 Read paragraph 2 of Text 2 again. What is the topic of the paragraph?
- 2 Look at the words or phrases that are circled and underlined in paragraph 2 below.
  - 1 Which words / phrases are related to a perspective?
  - 2 Which words / phrases indicate the author's stance, or opinion?

Infrastructure is unlikely to be created through a market-based approach and developing countries simply do not have sufficient infrastructure to adopt a free market approach. Thus, this requires planning for the future and government intervention.

- 3 Which of the following perspectives are referred to by the author in Text 2?  
political   environmental   social   economic
- 4 Complete the sentence to summarize the author's stance on the topic.  
Developing countries ..... governments to develop an infrastructure – a free market approach ..... work.

### ACADEMIC LANGUAGE

► Language Reference page 183 36

#### Expressing stance (2) Adverbials and verbs

Stance is the personal position that an author takes on a particular topic. It is often based on a number of perspectives. Authors use a variety of language to show what they think about an issue, rather than just presenting the facts.

To express certainty or add emphasis:

*Developing countries **simply** do not have sufficient infrastructure to adopt a free market approach.*

(the author is emphasizing a statement)

*There are **without doubt** short-term costs to the poorest people.*

(the author is expressing certainty about this)

To express uncertainty or reduce emphasis:

*Decisions are made, **in theory**, in the people's best interests.*

(the author is not sure that this really happens)

*Infrastructure **is unlikely to be** created through a market-based approach.*

(the author does not think this will work)

## TASK 5 Using adverbials to express stance

- 1 Complete the sentences using an appropriate adverbial from the list.  
apparently   clearly   generally   in theory   without doubt
  - 1 ..... the company is in a difficult situation – the share price has dropped by 50% in the last month.
  - 2 ..... the country is in recession, but a large number of people feel positive about their financial situation.
  - 3 There are ..... signs of improvement in the labour market, as unemployment figures decline.
  - 4 While it may be ..... true that urbanization brings problems, it is not always the case.
  - 5 The policies were made, ....., to support greater economic growth.
- 2 Compare your ideas with a partner.

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

1 Read paragraphs 3–8 of Text 2 again and complete the table.

	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			
4			
5			
6			
7			
8			

2 Complete the sentences to summarize the author's stance in paragraphs 3, 5, and 7.

- 1 Developed countries create rules that they ..... follow, making it ..... for developing countries. (paragraph 3)
- 2 Free markets ..... create social and economic divides, and are not always ..... for the poorest sector of a society. (paragraph 5)
- 3 Without political stability, it is more ..... for governments to attract investment. (paragraph 7)

3 Write three sentences to summarize the author's stance in paragraphs 4, 6, and 8.

4 Read statements 1–3. Which one best summarizes the author's overall stance in Text 2?

- 1 Free market economies are superior.
- 2 Planned economies are superior.
- 3 Economies need to adapt to their own needs.

### INDEPENDENT STUDY

Being able to identify a writer's stance will help you to understand a text more easily.

► Find a text or texts related to your area of study and, as you read, try to identify the writer's stance.

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

1 Work in groups and discuss the following questions. Give reasons or examples where possible.

- 1 Do you think governments should be responsible for developing a country's infrastructure?
- 2 Is inequality between individuals normal in any society? Is it a cause for concern?
- 3 Do you think the benefits of economic growth outweigh the negatives (e.g. poverty, poor health conditions, pollution)?



A paragraph is a key part of most academic essays. Each paragraph in an essay normally develops a single topic, or idea. Usually, you start a paragraph with a **topic sentence** which states the topic or main point. You can end your paragraph with a **concluding sentence**, which refers back to the topic and states the main point again. You also need to make sure your paragraph has **cohesion** – in other words, that all the parts are connected and fit together well.

### This module covers:

- Analysing paragraph structure
- Recognizing cohesion in a paragraph
- Writing topic sentences and concluding sentences

## TASK 1 Understanding and analysing a paragraph

- 1 Read the paragraph from an essay – the first sentence is missing. Decide which of the following items is the topic of the paragraph.

universities   pharmaceutical and agricultural companies   research

1 \_\_\_\_\_, 2 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. 3 For example, research by pharmaceutical companies leads to the development of new medicines, and agricultural companies research new varieties of vegetables and grains to provide better quality food for our tables. 4 However, universities are essential for research, because they are where students learn research methods. 5 These examples show that research is a widespread and essential activity in universities and in the business world.

- 2 Read the paragraph again and select the best topic sentence from 1–3. Say why you selected this sentence.

- 1 Fast-changing markets mean that companies have to respond to new demand.
- 2 Research today is carried out by both universities and companies.
- 3 Today's companies are heavily involved in research.

- 3 Match features a–d to sentences 1–5 in the paragraph.

- a rationale: to explain why the topic is important
- b concluding sentence: to restate the main point and evaluate briefly
- c development: to develop the main point with examples and explanation
- d topic sentence: to introduce the topic of the paragraph

Sentences: 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 and 4 \_\_\_\_\_ 5 \_\_\_\_\_

## TASK 2 Writing a topic sentence

- 1 Read the paragraph and identify the topic. Sentence 1, the topic sentence, is missing.

1 \_\_\_\_\_, 2 It is important because it allows the assessor to see the employee working and interacting with other employees, and to decide how effective they are at carrying out their duties and responsibilities. 3 Unlike other methods of assessment, such as psychometric tests and interviews, observation is simple and direct. 4 Psychologically, observation is less threatening, and in terms of cost, it is also likely to be cheaper than other methods. 5 For these reasons, observation is a very practical and effective assessment method for people at work.

- 2 Match sentences 2–5 to features a–d.

- a development   b rationale   c concluding sentence   d perspectives

- 3 Write a topic sentence to start the paragraph in 1. Include the topic and a related idea, for example, where the topic takes place or why it is important.

**Example:** *Research today is carried out by both universities and companies.*  
(topic) (related idea)

- 4 Work in pairs. Compare and evaluate your topic sentences using questions 1–3.

- 1 Does the sentence introduce the topic of the paragraph?
- 2 Does it also mention a related idea?
- 3 Is the language in the sentence accurate?

### TASK 3 Recognizing cohesion in a paragraph

- 1 Read the paragraph below and work out what the words in bold refer to.

**Example:** *Universities do research in all academic subject areas such as medicine, and companies carry **it** out – ‘it’ refers back to ‘research’.*

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

- 2 Work in pairs. For each word in bold, decide if the word it refers to (its *referent*) is clear and certain.
- 3 Read the paragraph below. Underline the words and phrases which match the words in bold in the paragraph in 1. The first is done as an example.

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

► Language Reference page 180 24.1

#### Cohesion (1) Pronouns and determiners

Cohesion is how parts of a text are connected through meaning and language. One way you can make your writing cohesive is by using pronouns (*it, they*) and determiners (**this** problem, **the** research). For example:

*However, **universities** are essential for research, because **they** are where students learn research methods.* (the pronoun *they* refers back to universities)

***These examples** show that research is a widespread and essential activity.* (these examples refers back to information in earlier sentences)

You need to make the referent of a pronoun clear to your readers. For example, if you write *This is important*, your readers will ask the question ‘What is important?’, so they need to know exactly what *this* refers to.



## TASK 4 Cohesion - using pronouns and determiners

- 1 Look again at the paragraph from Task 2.1. Decide what each word in bold refers to.

<sup>1</sup>Observation is an important way for employers to assess their workforce. <sup>2</sup>**It** is important because it allows the assessor to see the employee working and interacting with other employees, and to decide how effective **they** are at carrying out their duties and responsibilities. <sup>3</sup>Unlike other methods of assessment, such as psychometric tests and interviews, observation is simple and direct. <sup>4</sup>Psychologically, observation is less threatening, and in terms of cost, **it** is also likely to be cheaper than other methods. <sup>5</sup>For **these** reasons, observation is a very practical and effective assessment method for people at work.

- 2 Complete the paragraph using the words in the list. You need to use some words more than once.

they their them this some it who

One of the major health challenges facing developed countries today is that increasing numbers of people are doing little or no exercise. Recent research indicates a growth in the number of people <sup>1</sup>..... appear to spend most of their day sitting down. As a result, <sup>2</sup>..... are becoming more at risk of serious illness, including heart disease. <sup>3</sup>..... people report that <sup>4</sup>..... long working hours do not allow <sup>5</sup>..... enough time for exercise, while others admit that <sup>6</sup>..... prefer to do sedentary activities like watching television. The problem is serious from a number of perspectives. It has been estimated that national health services up to 10% of <sup>7</sup>..... entire budgets in related treatment. For the people concerned, <sup>8</sup>..... lack of exercise is likely to have a negative effect on <sup>9</sup>..... overall quality of life. Exercise is also a social activity, so a lack of <sup>10</sup>..... can result in fewer opportunities for social interaction. The lack of exercise among certain groups of people is a very serious problem today with significant health, financial, and social impacts.

## TASK 5 Linking topic sentences and concluding sentences

- 1 Read topic sentences 1–3. Decide which concluding sentence, a or b, is more likely to end the paragraph.

**Example:** Organized tourism is becoming more personalized with the growth of individual trip advisers.

- a In short, the development of trip advisers meets the needs of individual tourists who want a specific holiday which can only be delivered on an individual basis.

- b Mass-market tourism has developed rapidly since the 1960s.

*Sentence a refers back to the paragraph topic of individual trip advisers, and seems to state the main point. Sentence b does not seem relevant to the topic.*

- 1 Continuing professional development, or CPD, is becoming more important in the workplace.
- a These examples show that CPD is increasing in importance in both public and private companies.
- b Workplace environments vary greatly across different cultures and countries.
- 2 Recent research suggests that smart phones are being used by children at younger ages, even at pre-primary school age.
- a This research shows that smart phone technology has been developing rapidly for several years, and has greatly helped people of all ages.
- b The increasing use of smart phones among very young children is not risk-free, and can lead to children using dangerous websites.
- 3 Another cause of unemployment is poor personal organization.
- a This discussion shows the importance of personal organization in finding a job.
- b Therefore, unemployment has at least three main causes, including poor government planning, economic uncertainty, and poor organization by individual people.



- 2 Work in pairs. Discuss your answers and give reasons.
- 3 Look again at the topic sentences and concluding sentences in 1. Note down words and phrases from each sentence that you can use in your own writing on any topic.

**Examples:** 1 [topic] is becoming more important in [place].

a These examples show that [topic] is developing in importance in [place].

## TASK 6 Analysing concluding sentences

- 1 Read the guidelines below. Evaluate the concluding sentences from the paragraphs in Tasks 1.1 and 4.1. using guidelines 1–3.

**Guidelines – a concluding sentence should:**

- 1 restate the topic and main point of the paragraph
- 2 summarize the information in the body of the paragraph
- 3 give a brief evaluation of the main point.

These examples show that research is a widespread and essential activity in universities and in the business world. (Task 1.1)

For these reasons, observation is a very practical and effective assessment method for people at work. (Task 4.1)

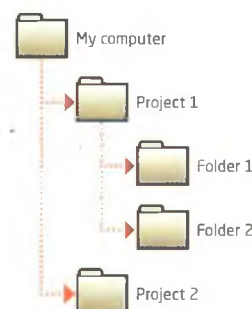
- 2 Read the paragraph in Task 1.1 again. Decide if each sentence 1–3 below could replace the concluding sentence in the paragraph. Use the guidelines in 1.

- 1 A further key point about research is that it can be extremely expensive.
- 2 These examples show that research takes place in a range of educational and commercial settings.
- 3 Universities, however, focus not only on research but also teaching.

## TASK 7 Writing a concluding sentence

- 1 Read the paragraph below from another essay and write a concluding sentence.

<sup>1</sup>Computer files can be organized in a number of different ways. <sup>2</sup>The first choice for the user is to decide how many folders to have. <sup>3</sup>Most users choose between organizing data into either a very small number of folders, each containing a large number of files, or a very large number of folders, each containing very few files. <sup>4</sup>Other choices include how many folders to present at the highest level of the 'tree', and the number of levels. <sup>5</sup>This means that the user either has to navigate a large number of folders at the start, or work their way down through a 'deep' number of levels. <sup>6</sup>



- 2 Evaluate your concluding sentence using the guidelines in Task 6.1. Compare your sentence with a partner, and evaluate each other's sentences.

### INDEPENDENT STUDY

Good writers clearly signal the start of each paragraph by stating the topic, and end the paragraph with a brief conclusion of the main point.

► Find at least three paragraphs in different textbooks related to your area of study. Identify and evaluate the topic sentences and concluding sentences.

In Academic English texts there are a number of key nouns that can be used to describe a range of academic concepts, e.g. *theory* and *approach*. These often appear in frequent word combinations known as collocations. Authors often indicate their stance on concepts by collocating them with a modifying adjective. The adjective-noun collocations highlight stance by showing the position authors take, and the strength of their opinion.

## TASK 1 Identifying common academic nouns

### 1 Match academic nouns 1–8 to meanings a–h.

- |             |   |
|-------------|---|
| 1 strategy  | a an idea or a principle that is connected with something abstract                  |
| 2 approach  | b an opinion on or an attitude towards a particular subject                         |
| 3 concept   | c a plan that is intended to achieve a particular purpose                           |
| 4 solution  | d the general way in which a person or thing develops                               |
| 5 position  | e a way of solving a problem or dealing with a difficult situation                  |
| 6 policy    | f a formal set of ideas that is intended to explain why something happens or exists |
| 7 direction | g a way of thinking about a problem or task   |
| 8 theory    | h a plan of action agreed or chosen by a political party, a business, etc.          |

## TASK 2 Understanding stance

### 1 Look at the collocations in *italics* and decide what stance the author is taking.

- Reducing interest rates became a *central strategy* in stabilizing the economy.  
a The strategy is important      b The strategy is unimportant
- The government was accused of lacking *transparent policies* on immigration.  
a The policies were easily understood      b The policies were not easily understood
- It is considered one of the *major theories* in the development of the field.  
a The theory is the most important      b The theory is the least important
- The *likely approach* to success is a mixture of both a planned and controlled economy.  
a The approach is probable      b The approach is improbable
- It is a *basic concept*, but plays a key role in the understanding of the subject.  
a It is a simple idea      b It is a complex idea
- Practical solutions* averted catastrophe in the recent recession.  
a The solutions are sensible, and easily manageable  
b The solutions are risky, and hard to implement
- Their *influential position* within the organization gave them significant control.  
a Their position was weak      b Their position was powerful
- The leadership took the organization in an *unsuitable direction* that diminished its power.  
a The direction was right      b The direction was not right

### 2 Complete the paragraph with the collocations in the list.

central strategy   practical solutions   basic concept   influential position  
transparent policies   unlikely approach   suitable direction

While government control is a <sup>1</sup> ..... in stabilizing economics, political parties have to accept that big business now has an <sup>2</sup> ..... when it comes to guiding economic growth in a <sup>3</sup> ..... , <sup>4</sup> ..... , such as the minimum wage, have been supported by companies wanting to give workers a fairer deal. This, and <sup>5</sup> ..... to reducing working hours, have had major impacts on the way we work and spend. However, recent market turmoil has shown that following business completely is an <sup>6</sup> ..... to economic success. Perhaps a better solution is for governments to align the best of business ideas with <sup>7</sup> ..... for growth.

### 3 Use collocations from 2 to write three sentences about key concepts in your own area of study.



# UNIT 3 Motivation

## ACADEMIC FOCUS: DEFINITION AND EXPLANATION



### LEARNING OBJECTIVES

This unit covers:

#### Listening

- Listening for the main points
- Recognizing signposting language
- Taking detailed notes on explanations and examples

#### Speaking

- Understanding written and spoken definitions
- Asking for and giving definitions and short explanations
- Participating in a seminar discussion

#### Reading

- Predicting the purpose of a text
- Understanding main ideas
- Recognizing cohesive language
- Recognizing definitions, explanations, and examples

#### Writing

- Writing definitions using prepositional phrases
- Writing definitions using relative clauses
- Writing a paragraph that includes definition

#### Vocabulary

- Understanding and using evaluative adjectives
- Understanding and using classifying adjectives

### Discussion

- 1 **Work in pairs.** Look at the following careers and discuss questions 1–3. Give reasons and examples where possible.  
teacher or professor   professional footballer  
business person   health worker
  - 1 What motivates people in these careers? Note down at least three different ideas.
  - 2 Which of the following items are the most important motivating factors for each career?  
achieving success in your field   making money  
becoming famous   having power   making changes  
helping people
  - 3 Which of the items above are important motivating factors for other careers? Why?
- 2 **Note down your answers to the following questions.**
  - 1 Are successful people always motivated?
  - 2 How can people motivate themselves to do something they don't want to do?
  - 3 What motivates you personally? Is it an idea not listed in 1.2?
- 3 **Work in groups and discuss your answers in 2. Then present them to the class. Use the following phrases to help you.**  
*We discussed ...*  
*Our group think that ...*  
*We came to the conclusion that ...*



## 3A Listening Lectures (2)

When listening to a lecture, you need to be able to recognize the main points and supporting details. It is also important to understand how information and ideas are organized. Lecturers may use signposting expressions to show how their lecture will be organized - recognizing these expressions will help you understand what you are going to hear and the order in which you will hear it. Lectures also often include **definitions** and **explanations** of key terms and ideas. It is important to recognize these in order to take effective notes.

### This module covers:

- Listening for the main points
- Recognizing signposting language
- Taking detailed notes on explanations and examples


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

- 1 **Work in pairs.** Discuss how the following factors are linked to motivation at work.

praise from your boss	earning a lot of money	your job title
being creative	having power	doing challenging work
respect from colleagues	a good pension	a sense of achievement

- 2 Which factors in 1 do you think are the most motivating?

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

- 1 You are going to listen to extracts from a lecture about motivation at work. Look at slides A-C from the start of the lecture and decide which order they will appear in.
- 2  3.1 Watch Extract 1 and check your prediction in 1. Make brief notes on the main points the lecture will cover.
- 3 **Work in pairs.** Use your notes to tell each other what you understood from Extract 1.



### TASK 3 Understanding the organization of a lecture

- 1  3.1 Watch Extract 1 again and complete the expressions in sentences 1-5 that show how the lecture will be organized.

- 1 \_\_\_\_\_ I'd like to look at a number of theories related to motivation ...
- 2 \_\_\_\_\_, we'll look \_\_\_\_\_ at Taylor's idea that money is the key motivator in the workplace.
- 3 Then, we'll \_\_\_\_\_ look at one of the most famous theories of motivation, which is Maslow's hierarchy of needs.
- 4 \_\_\_\_\_, we're \_\_\_\_\_ how Maslow's ideas influenced the work of Douglas McGregor ...
- 5 And \_\_\_\_\_, I want to \_\_\_\_\_ at a slightly different view of motivation developed by McClelland and Burnham ...

- 1 What motivates people?
- 2 How have theories developed?
- 3 How have they influenced each other?

Slide A

#### Theories of motivation

- Taylor
- Maslow
- McGregor
- McClelland & Burnham

Slide B

#### The history of motivational theories at work

**Dr David Hughes**  
Institute of Psychology

Slide C

### ACADEMIC LANGUAGE

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

Lecturers often use different expressions to show the organization of the lecture. For example:

##### Giving an overview

*As we'll see from today's lecture ...*  
*In today's lecture I'd like to look at ...*  
*In this lecture, I'll be focusing on ...*

##### Sequencing points

*First, we'll look in more detail at ...*  
*Then, we'll move on to look at ...*  
*After that, we're going to see ...*  
*And then finally, I want to take ...*

## TASK 4 Taking notes on key information

- 1 3.2 Watch Extract 2 and label the timeline with the people behind the theories of motivation.

1 McClelland and Burnham    2 Taylor    3 Maslow    4 McGregor



- 2 3.2 Watch Extract 2 again and complete the notes.

- 1 Taylor: \_\_\_\_\_ motivates everyone
- 2 Maslow: motivation = \_\_\_\_\_ main areas
- 3 McGregor: management styles = \_\_\_\_\_ groups: \_\_\_\_\_ and \_\_\_\_\_
- 4 McClelland and Burnham: studied \_\_\_\_\_ main motivator = \_\_\_\_\_

## TASK 5 Taking detailed notes on explanations and examples

- 1 3.3 Watch Extract 3 of the lecture. Complete the notes on each level of Maslow's hierarchy of needs.

	Explanation	Example related to work
Self-actualization	7 _____	8 _____
Esteem	Status - being accepted and respected	6 _____
Belonging	4 _____	5 _____
Security	2 _____	Job security and <sup>3</sup> _____
Physiological	Basic survival needs - food, water, etc.	1 _____

- 2 3.3 Watch the last part of Extract 3 again and answer questions 1-4.

- 1 Which need is fulfilled first?
- 2 Can you move from security needs straight to esteem needs?
- 3 What happens when one need is met?
- 4 Does everyone have to reach the top of the pyramid to be satisfied?

- 3 Compare your answers in 1 and 2 with another student. Help each other to complete any missing information.

## TASK 6 Recognizing phrases for signposting a lecture

- 1 Match the following phrases the lecturer uses with functions a-c.

As I said    So for example    this can be understood as    In other words  
An obvious example of this is    How that works is    As we've already seen

a giving an example    b giving an explanation    c referring to something said earlier

- 2 3.3 Watch Extract 3 again and check your answers.

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

- 1 Look back at your notes from Tasks 4 and 5. Work in groups and discuss questions 1-3. If possible, give reasons for your answers.

- 1 Think of a job you have done, or a job you would like to have. Where on Maslow's hierarchy would you place that job?
- 2 Would you need to reach the level of self-actualization to be satisfied in your work?
- 3 Do you agree that everyone is motivated by money (Taylor), and managers are motivated by power (McClelland and Burnham)?

### INDEPENDENT STUDY

Lecturers often use diagrams or images in their slides, and you can use them as a starting point for further research.

► Next time you are given a handout with diagrams, try to find the original source for the diagram and note down any key information.

## 3B Speaking Seminar discussions (2)

In a seminar, you will often be asked to discuss a particular topic, text, or question. To prepare for the seminar, you will normally have to do some specific reading. You may have to evaluate the material and discuss it with other students. You may also have to give definitions and explanations of key terms and concepts. During the seminar, it is important to contribute your own ideas, to listen to other students, and respond to what they say.

**This module covers:**

- Understanding written and spoken definitions
- Asking for and giving definitions and short explanations
- Participating in a seminar discussion

### TASK 1 Reading to prepare for a discussion

1 Read the text and decide if items 1–4 are examples of *intrinsic* or *extrinsic* motivation.

#### Intrinsic and extrinsic motivation

**Intrinsic** motivation occurs when someone gets satisfaction from an activity itself without threats or rewards from outside. People are more likely to be intrinsically motivated if they:

- can see that their success is a result of something they have done – if they have put in more work they will achieve more positive outcomes
- have some control over their results – they are given a degree of freedom
- are interested in what they are doing.

Rewards are **extrinsic** motivators – motivators that come from outside the individual. In the workplace, pay is an obvious example. Extrinsic motivators provide satisfaction that the job itself may not provide and may compensate workers for the 'pain' or dissatisfaction that they may experience at work.

SOURCE: Clark, P., Golden, P., O'Dea, M., Weiner, J., Woolrich, P. (2009). p.124. *IB Diploma Programme – Business and Management Course Companion*. Oxford: Oxford University Press.

- 1 a bonus (extra money) paid by a company to employees for good performance
- 2 an invitation for the best students to meet senior university professors at a party
- 3 wanting to write a bestselling book
- 4 asking for extra time to study for a qualification in first aid

2 Work in pairs. Compare your answers and explain your decision.

### TASK 2 Thinking about learning

1 What are the most important qualities you need to be a good language learner? Put qualities a–f in order from 1 (most important) to 6 (least important).

- |   |   |
|---|---|
| a enthusiasm, resulting in full attendance in all classes | c an analytical mind                      |
| b being open to new technologies and methodologies        | d a strong interest in learning languages |
|   | e good organizational skills              |
|   | f a clear focus on the learning tasks     |

2 Work in pairs. Compare your answers and explain your selection. Are there any other qualities you would add?

### TASK 3 Listening to a seminar discussion

1  3.4 Listen to an extract from a seminar discussion and complete notes 1–4.

- 1 topic of discussion: .....
- 2 two qualities of a language learner: .....
- 3 definition given for the first quality: .....
- 4 definitions given for the second quality: .....



## 2 ■ 3.4 Listen again and complete sentences 1–8.

- 1 Well, yes. I think ..... I'm concerned, it's about focus.
- 2 Focus ..... have a clear idea what you want to achieve, and why.
- 3 I see. And so ..... that focus is the most important thing?
- 4 And what about you, Carina? What ..... makes a good language learner?
- 5 Well, ..... motivation.
- 6 Can you explain ..... by intrinsic and extrinsic motivation?
- 7 ..... intrinsic motivation is motivation that comes from inside you.
- 8 Look, to put it ....., if you're intrinsically motivated, then you'll do it because you really want to do it.

## ACADEMIC LANGUAGE

## Spoken definitions

Taking part in a seminar discussion may involve asking for and giving definitions of key terms. You may need to give more explanation if people don't understand your first definition.

## Asking for a definition / explanation

*Can you explain what you mean by intrinsic and extrinsic motivation?*

## Introducing a definition / explanation

*Focus is when you have a clear idea what you want to achieve.*

*What I mean by intrinsic motivation is ...*

Defining a term using a relative clause with **that** or **which**

*Intrinsic motivation is motivation **that** comes from inside you.*

*Motivation can also be extrinsic, **which** means it comes from outside.*

## TASK 4 Preparing and presenting definitions

- 1 Select at least two of the following nouns. For each noun, write a definition and a short explanation using a relative clause.

achievement focus goals motivation results success

**Example:** *Motivation is the reason why someone does something. (definition)*

*It can involve hard work, and may be **extrinsic**, which means coming from outside, or **intrinsic**, which means coming from inside. (explanation)*

- 2 Work in groups. Take turns to ask for and give your definitions and explanations.

## TASK 5 Taking part in a seminar discussion

- 1 Work in groups. You are going to take part in a seminar discussion on what makes a good language learner. Make sure you:
  - 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.
- 2 Evaluate your contribution to the discussion. Think about how well you did the following things.
  - asked for definitions or explanations
  - defined or explained your key terms
  - listened and responded to other people
- 3 Select one thing to improve next time you take part in a discussion.

## INDEPENDENT STUDY

The topic of a seminar is normally given in advance.

► Ask your tutor for a list of useful texts on the topic before your seminar. Read some of these and note down ideas to contribute.

# 3C Reading Textbooks (3)

Reading an academic text involves understanding different kinds of information, including the main ideas, definitions of key terms, explanations, and examples. Taking notes on this information will help you to remember it and to use it later, in discussions or in your writing. Recognizing how key information and ideas are introduced and organized will help you to understand. You also need to be able to recognize language in texts for defining, explaining, and giving examples of key terms and ideas.

## This module covers:

- Predicting the purpose of a text
- Understanding main ideas
- Recognizing cohesive language
- Recognizing definitions, explanations, and examples

## TASK 1 Discussing the theme of a text

1 **Work in groups. Select three scenarios from 1–5 and discuss how you motivate yourself.**

**Example:** *When I take part in a sporting event, I imagine myself at the end with everyone cheering. This helps me to get up early to go training.*

- |  |   |
|--|---|
| 1 Training for a sporting event          | 4 Giving a presentation                         |
| 2 Preparing for an important examination | 5 Writing a long essay (e.g. 1,000–2,000 words) |
| 3 Practising for a musical performance   |   |

2 **Discuss some possible goals you can set yourself, which can help with motivation for the scenarios in 1. For example:**

- to improve your time for a 10-kilometre run
- to get a better grade in your next essay.

3 **Present your ideas to the class. Use the phrases below to help you.**

<i>Our group discussed ...</i>	<i>An example of a goal you can set yourself</i>
<i>One way of motivating yourself is to ...</i>	<i>is ...</i>

## TASK 2 Predicting the main purpose of a text

1 **You are going to read an extract about motivation from a psychology textbook. Look at Text 1 on page 041, paying attention to the title, the photo, and the words highlighted in bold. Is the writer's purpose:**

- 1 to discuss how motivation varies across different cultures?
- 2 to explain how setting goals can help motivation?
- 3 to argue that some people are more motivated than others?

2 **Work in pairs. Compare your predictions. How did you decide on your answer?**

## TASK 3 Understanding the main ideas in a text

1 **Read Text 1 and check your prediction in Task 2.1.**

2 **Use information from the text to complete the table.**

Type of goal	Main focus	Example
Outcome goal	<i>the competitive results of the game</i>	
Performance goal		<i>setting a better time for a 10km run</i>
Process goal		

### INDEPENDENT STUDY

You can improve the effectiveness of your reading if you try to predict the content of the text.

► **Next time you are given a reading text, use the title, headings, and any visuals such as pictures and diagrams to help you predict the content.**

## Goal setting

### TEXT 1

- 1 Every year, more than 50,000 people run in the London Marathon. Most of them have no expectation of winning the race. The same can be said for any marathon. It is clear that the runners must have different goals for the same event, although this does not seem to influence their motivation to participate.
- 2 Psychologists identify three types of goals. **Outcome goals** focus on the competitive results of the game. If your goal is to win the bowling tournament, you may bowl your best night ever, and still not win – and thus not reach your goal. As it is competitive, you do not have total control, since your success is based on your opponent's ability. **Performance goals** focus on achieving objectives independent of other competitors. Setting a better time for a 10km run, or improving the percentage of successful tennis serves from 50 per cent to 70 per cent are performance goals. **Process goals** focus on the actions one must take to be successful in a sport and improve performance – for example, a basketball player releasing the ball at the peak of his or her jump. Studies have shown that using a combination of these three types of goals produces better performance than focusing on just one.
- 3 Much of today's research on goal setting is based on the original theory of goal setting established by Locke and Latham (1981). They argue that performance is regulated by the conscious goals that individuals attempt to achieve on a task.
- 4 To be effective, goals should be specific, measurable, and related to behaviour. An ineffective goal is 'to improve my golf game'. An effective (and achievable) goal is 'to lower my golf handicap from 14 to 11 by improving the accuracy of my approach shots to the green'.

SOURCE: Crane, J. & Hannibal, J. (2009). pp.302-3. *IB Psychology: Course Companion*. Oxford: Oxford University Press.



### GLOSSARY

**expectation** (n) a belief that sth will happen because it is likely

**handicap** (n) (in golf) an advantage given to a weaker player so that competition is more equal when they play against a stronger player

**regulate** (v) to control sth by means of rules or laws

- 3 Read sentences 1–3 from the text. Select the option, **a** or **b**, which is most similar in meaning to each sentence.

**Example:** The same can be said for any marathon. (paragraph 1)

- a All marathons have runners who have different goals for the same event.
- b In other marathons most people have no expectation of winning the race.

*Option b is most similar in meaning, because the expression 'the same can be said' refers back to the sentence before. The authors are saying that in any marathon most people know they won't win the race, but they still take part.*

- 1 It is clear that the runners must have different goals for the same event, although this does not seem to influence their motivation to participate. (paragraph 1)
    - a Competitors take part in a race for different reasons, but this does not affect their motivation.
    - b Different levels of motivation mean that competitors in an event have different goals.
  - 2 Studies have shown that using a combination of these three types of goals produces better performance than focusing on just one. (paragraph 2)
    - a Research shows that people achieve better results when they follow outcome, performance, and process goals.
    - b It is not clear which type of goal – outcome, performance, or process – is the most effective for competitors.
  - 3 They argue that performance is regulated by the conscious goals that individuals attempt to achieve on a task. (paragraph 3)
    - a Locke and Latham (1981) say that successful performance is achieved by strong individuals.
    - b The research by Locke and Latham (1981) shows that there is a link between performance and setting goals.
- 4 The sentences in 3 all express main ideas. Answer questions 1–3.
- 1 What is the position of the sentences in each paragraph?
  - 2 Why are the sentences in this position?
  - 3 How do the sentences relate to the rest of the paragraph? Select one option.
    - a they introduce the topic of the paragraph
    - b they refer back to the rest of the paragraph
    - c they express the writers' stance



## ACADEMIC LANGUAGE

**Cohesion (2) Introducing key information**

Authors use cohesive language to show how information in a text is connected, and introduce key information. In the examples, the phrase *focus on* tells the reader that key information about outcome goals comes next. The phrase is repeated for other types of goal.

*Outcome goals **focus on** the competitive results of the game.*

To report key information about other people's research, the writers use the following phrases:

*Studies **have shown that** using a combination of these three types of goals produces ...*

*Much of today's research on goal setting **is based on** the original theory of goal setting established by Locke and Latham (1981). **They argue that** performance is regulated by ...*

TASK 4 **Identifying and using cohesive language in sentences****1 Identify the phrases for introducing key information in 1 and 2.**

- 1 Many of today's ideas about sports psychology are based on the work of Rainer Martens (1979). Martens argued that researchers needed to study sports people in the field, rather than the laboratory.
- 2 The practice of visualization focuses on the idea that athletes and sports people can improve their performance by imagining themselves achieving their goals. Studies show that visualization can improve performance in many different sporting situations.

**2 Complete the text with the phrases in the list.**

They argue that focuses on (x2) is based on

Motivation can be divided into two types. **Extrinsic motivation**<sup>1</sup> outside factors such as rewards. **Intrinsic motivation**<sup>2</sup> internal factors which come from inside the individual, such as the enjoyment of doing something. Recent research on motivation<sup>3</sup> the important work done by Taylor et al. (1979).<sup>4</sup> a combination of both types of motivation is likely to work most effectively.

TASK 5 **Identifying definitions, explanations, and examples**

## TEXT 2

<sup>1</sup>**Motivation** is defined as the direction and intensity of one's effort (Sage 1977). The direction of one's effort refers to whether an individual seeks out or is attracted to certain activities. The intensity of one's effort refers to how much effort a person puts into a task or situation. <sup>2</sup>Going to the gym three times a week is not enough: one actually has to put in some effort to undertake a regime of exercise. Do you seek the lowest amount of exercise so that you can simply say, 'I go to the gym'? Or do you work with a trainer and then follow the regime closely? Or do you push yourself too hard, often resulting in fatigue and personal injury? Intensity also includes one's persistence in the face of failure or adversity.

One way of looking at motivation is to discuss intrinsic versus extrinsic motives. <sup>3</sup>**Intrinsic motives** are those that come from within the individual. This could be the fun of being with the team, the satisfaction of a faster finishing time in a 100m race, enjoying the competition, or improved well-being after an hour in the gym. Intrinsic motivation depends on the individual's own attitudes and perceptions, and it involves thinking carefully about situations. Intrinsic motivation does not have to be provided by others, and serves as a continuous drive towards satisfying individual needs.

<sup>4</sup>This means that intrinsic motivation can be very persistent.

<sup>5</sup>**Extrinsic motives** are the external rewards that we can gain from taking part in sport or exercise.

<sup>6</sup>This could be praise from your coach, the chance to be with your friends, a major contract with a professional sports team, or the status that follows from being famous.

Both intrinsic and extrinsic motives are important in sport and exercise. Psychologists can target both intrinsic and extrinsic motives to improve the performance of the individual.

SOURCE: Crane, J. & Hannibal, J. (2009). pp.304-5. *IB Psychology: Course Companion*. Oxford: Oxford University Press.

## GLOSSARY

**adversity** (n) a difficult or unpleasant situation

**intense** (adj) very strong

**intensity** (n) the state or quality of being intense

**persistence** (n) the fact of continuing to try to do sth despite difficulties, especially when other people are against you

**regime** (n) a set of rules about food, exercise or medical treatment that you follow in order to stay healthy

**status** (n) the social or professional position of sb / sth in relation to others

**well-being** (n) general health and happiness

- 1 Read Text 2 quickly and find:
  - 1 a definition of *motivation*
  - 2 two examples of *intrinsic motives*
  - 3 two examples of *extrinsic motives*.
- 2 Read Text 2 again. Decide whether each underlined sentence 1–6 is:
  - 1 a definition
  - 2 an explanation or example.
- 3 Identify the phrases in sentences 1–6 of Text 2 that introduce a definition, an example, or an explanation.

## ACADEMIC LANGUAGE

▶ Language Reference page 178 14

**Definitions** Definitions, explanations, and examples

Authors of academic texts often use certain typical phrases for giving definitions, explanations, and examples – especially when they are linked.

**Definitions**

*Motivation* **is defined as** the direction and intensity of one's effort.

*Intrinsic motives* **are those that** come from within the individual.

'The intensity of one's effort' **refers to** how much effort a person puts into a task.

*Success* **can be defined as** achieving your goals.

**Explanations**

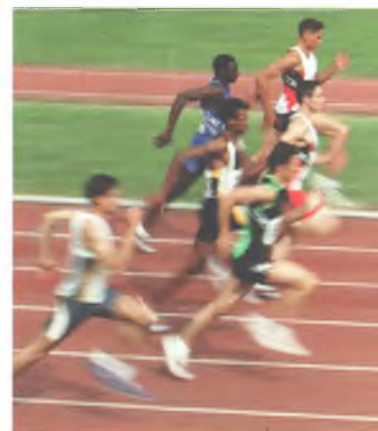
**This means that** intrinsic motivation can be very persistent.

Intrinsic motivation **depends on** the individual's own attitudes and perceptions.

**Examples**

**This could be** the fun of being with the team ...

**An example of** extrinsic motivation **could be** praise from your coach.



## TASK 6 Writing definitions

- 1 Read the example and write similar definitions for terms 1–3.
 

**Example:** goal / an objective you set for yourself  
*A goal can be defined as an objective you set for yourself.*

  - 1 exercise psychology / the study of psychological theories related to exercise
  - 2 the term 'goal setting' / the process of planning ways to achieve better results
  - 3 team cohesion / the way a group sticks together while working towards its objectives
- 2 Select three of the following terms. Write a sentence which defines the term, and adds an explanation or example. Use phrases from Academic Language.
 

**Example:** *Success is when you have achieved something. An example of success could be winning a race or meeting your personal fitness goal.*

success failure attitude performance praise adversity status
- 3 Think of some key terms from your own area of study. Write a definition for each one, with an explanation or examples. Compare your definitions with other students.

**INDEPENDENT STUDY**

Recognizing language used for defining and explaining key terms or ideas will help improve the effectiveness of your reading.

▶ Find a text related to your own area of study and try to identify definitions, explanations, and examples of key terms.

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

- 1 Work in groups. Read the main points from Texts 1 and 2 below and discuss whether you agree. Give reasons and examples.
  - 1 To be effective, goals should be specific, measurable, and related to behaviour. (Text 1)
  - 2 Both intrinsic and extrinsic motives are important in sport and exercise. (Text 2)
- 2 Discuss what you think are the best ways to achieve (a) success in sport, and (b) academic success.
- 3 Think of a future event in your life. Discuss how you can improve your own motivation in order to achieve a better result.



## 3D

## Writing Definitions

Writing clear definitions is an important part of academic writing and will show your tutor that you understand key terms and ideas related to your subject. Using different structures to write definitions is also important, especially when there are different possible definitions of a term. This will show your tutor how you are interpreting a particular idea or concept in your writing.

**This module covers:**

- Writing definitions using prepositional phrases
- Writing definitions using relative clauses
- Writing a paragraph that includes definition

## TASK 1 Defining key terms

- 1 Read essay titles 1–3. Underline any words that are important to define in each essay.

**Example:** *Compare and evaluate two theories of motivation in the workplace.*

- 1 Identify three factors which affect motivation. Explain the reasons for your choice.
  - 2 To what extent does motivation have an impact on performance in sport?
  - 3 'Instrumental motivation has a more positive effect on language learning than integrative motivation.' Discuss.
- 2 Compare your answers with another student and give reasons for your selection.

- 3 Complete definitions 1–3 with key terms you underlined in 1.

**Example:** *Instrumental motivation is the motivation for achieving concrete goals such as getting a job.*

- 1 ..... is the motivation that comes from wanting to be part of a community.
- 2 ..... is a measure of how someone or something is doing a task.
- 3 ..... is the need or reason for doing something.

### ACADEMIC LANGUAGE

► Language Reference page 181 24.3

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

One of the most common ways to define something in academic writing is to use a prepositional phrase. For example:

*A meeting is an event for making decisions.*

*Psychology is the scientific study of the mind.*

The sentences can be divided into four main parts.

Term being defined	verb	determiner / adj + head noun	prepositional phrase to show specific feature
A meeting	is	an <b>event</b>	for making decisions.
Psychology	is	the scientific <b>study</b>	of the mind.

## TASK 2 Recognizing the structure of definitions

- 1 Read sentences 1–5 and identify:

- a the term being defined      b the head noun      c the prepositional phrase.

- 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

Some ideas / concepts are clearly definable but others may have many different definitions depending on the context, or your point of view.

► Next time you have a concept in your writing that could have varied definitions, think about how you can clearly define it in this context.



### TASK 3 Writing definitions with a prepositional phrase

#### 1 Match 1–5 with a–e to complete the definitions of the words in bold.

- |   |   |
|---|---|
| 1 A <b>marathon</b> is a long race      | a of doing something.                               |
| 2 A <b>regime</b> is a method or system | b for operating a computer.                         |
| 3 <b>Enthusiasm</b> is a strong feeling | c of excitement and interest.                       |
| 4 <b>Software</b> is the program        | d of related steps to deal with a specific problem. |
| 5 A <b>procedure</b> is a series        | e of about 42 kilometres or 26 miles.               |

#### 2 Write definitions for terms 1–4.

- 1 biology .....
- 2 a conference .....
- 3 a salary .....
- 4 ambition .....

#### 3 Think of at least two terms from your area of study. Write a similar definition for each one.

### TASK 4 Identifying definitions using relative clauses

#### 1 Read this extract from an essay about motivation and answer questions 1–3.

There is strong evidence from many fields, such as business and sport, that motivation is a key factor in achieving success. In business, studies have shown that managers who understand what motivates their employees usually have a better success rate. Companies whose managers are not aware of employee motivation are less likely to be successful. Also companies that use money as a sole means to motivate their staff may find it difficult to keep them. Similarly, high levels of motivation are essential to success in sport. Teams which use a sports psychologist often have a more positive mental attitude. Athletes that set achievable goals typically enhance their performance. The situation is similar in education. For example, people who are motivated to learn are often the most successful language learners.

- 1 What kinds of companies are likely to be (a) more successful, and (b) less successful?
  - 2 What kinds of sports teams often have a more positive attitude?
  - 3 Who are often the most successful language learners?
- 2 Compare your answers with another student. Identify the phrases that helped you answer the questions in 1.

#### ACADEMIC LANGUAGE

► Language Reference page 181 24.4

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

In academic writing, relative clauses are often used in definitions. The relative pronoun (*who*, *whose*, *which*, *that*) can change depending on what you are defining.

For people, use *who* or *that*:

People **who** are motivated to learn are often the most successful language learners.

Athletes **that** set achievable goals typically enhance their performance.

For most things or ideas, use *that* or *which*:

Also companies **that** use money as a sole means to motivate their staff may find it difficult to keep them.

Teams **which** use a sports psychologist often have a more positive mental attitude.

For people and certain things, use *whose* (possessive):

Companies **whose** managers are not aware of employee motivation are less likely to be successful.

## TASK 5 Writing definitions using relative clauses

### 1 Read sentences 1–6 and identify the relative clause.

**Example:** *Students who read a lot often increase their vocabulary quickly.*

- 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 Match 1–5 with a–e to make a sentence including a relative clause.

- 1 I need to borrow the book about motivation
- 2 An employee
- 3 Strangely, a member of staff
- 4 Sports psychology is a topic area
- 5 The learner
- a **whose** job is under threat is unlikely to work harder.
- b **who** has both intrinsic *and* extrinsic motivation is more likely to succeed.
- c **which** involves analysis of how the mind affects performance.
- d **that** our tutor recommended.
- e **who** feels no motivation to do well will usually underperform.

### 3 Think of an example for options 1–3. Write a definition for each using a relative clause.

**Example:** *A lecturer is someone who teaches and researches in a university.*

- 1 A person (e.g. an athlete, a lecturer) .....
- 2 An academic subject (e.g. psychology) .....
- 3 A place (e.g. a university) .....

### 4 Compare your sentences with another student. Evaluate each other's sentences and rewrite them if necessary.



## TASK 6 Recognizing definitions in paragraphs

### 1 Read paragraph 1 and match items a–c to sentences 1–3.

- a an example ..... b a definition ..... c an explanation .....

#### Paragraph 1

Herzberg (1957) developed a two-factor theory of motivation based on hygiene needs and motivational needs. <sup>1</sup>Hygiene needs are those factors **which** create dissatisfaction at work if they are not attended to. <sup>2</sup>At school you will probably be demotivated if the classrooms are not clean, or if the heating is not working properly. If these things are satisfactory, however, it is unlikely to lead to motivation. <sup>3</sup>Hygiene factors are the things that are necessary for you to get started, but they don't motivate you to succeed.

### 2 Read paragraph 2 and match items a–d to sentences 1–4.

- a an example ..... c a definition .....  
b development including explanation ..... d topic sentence .....

#### Paragraph 2

<sup>1</sup>The difference between job enrichment and job enlargement is the difference between quality and quantity. <sup>2</sup>Job enrichment **is a way to give employees opportunities for using** the different skills they have, while job enlargement **means** simply increasing the range of tasks a worker has to do. <sup>3</sup>So, for instance, job enlargement could involve replacing an assembly line with modular work where an employee (or group of employees) carries out a job from start to finish. <sup>4</sup>An enriched job differs from an enlarged job in that it involves a range of tasks and challenges of varying difficulty, as well as a complete unit of work, so that an employee has a sense of achievement. On top of this, a manager will offer feedback, encouragement, and support.

## TASK 7 Writing a paragraph with a definition

### 1 Read the following essay title. Answer questions 1 and 2.

**TITLE:** Describe a theory of motivation that you know about, and show how the theory can be applied to work, or a sport.

- 1 Underline words or terms you might need to define.
- 2 Think of examples, further details, or specific information to include.
- 2 Write a paragraph of about 100 words, including at least three sentences. Use paragraphs 1 and 2 in Task 6 to help you. Make sure your paragraph includes:
  - a topic sentence
  - a definition of the key term or terms
  - an example
  - an explanation
- 3 Exchange your paragraph with another student and evaluate each other's paragraph using questions 1 and 2.
  - 1 Does the paragraph contain:
    - a topic sentence?
    - a definition of the key term or terms?
    - an example?
    - an explanation?
  - 2 Is the definition clear? What language is used to write the definition?

Sample answer

page 189



# 3E Vocabulary Adjectives

Adjectives are widely used in academic texts when describing, classifying, and evaluating concepts. Classifying adjectives are generally objective, e.g. *individual* and *behavioural*, and are used to classify, categorize, or limit the meaning of a noun. For example *behavioural psychology* is limited to the study of people's behaviour, rather than their thoughts or beliefs. In contrast, evaluative adjectives are subjective, e.g. *achievable*. Choice of evaluative adjectives depends on how you perceive something, e.g. a specific goal may be *achievable*, or *challenging*.

## TASK 1 Understanding and using evaluative adjectives

### 1 Decide which evaluative adjective in lines 1–4 has a different meaning from the others.

- |              |             |          |              |
|--------------|-------------|----------|--------------|
| 1 important  | significant | intense  | major        |
| 2 successful | effective   | positive | unbelievable |
| 3 specific   | achievable  | feasible | attainable   |
| 4 accurate   | original    | correct  | precise      |

### 2 Select the two evaluative adjectives which best collocate with each noun.

Adjectives: *rewarding, major, achievable, satisfying, influential*

Nouns: *experience, goal, theory*

### 3 Complete the examples from the *Oxford Advanced Learner's Dictionary* with adjectives from 1.

- Large or important enough to have an effect or to be noticed: *a highly \_\_\_\_\_ discovery*  
a significant      b major
- Directed at dealing with sth or producing a successful result: *It will require \_\_\_\_\_ action.*  
a effective      b positive
- That is possible and likely to be achieved: *a \_\_\_\_\_ target*  
a specific      b feasible
- Correct and true in every detail: *an \_\_\_\_\_ description / account / calculation*  
a accurate      b original

### 4 Write three sentences using a selection of nouns and adjectives from 2.

## TASK 2 Understanding and using classifying adjectives

### 1 Complete sentences 1–4 with the correct adjective from each pair.

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

### 2 Complete the text using appropriate classifying and evaluative adjectives.

attainable individual personal unrealistic

Burton (1989) argues that goal setting has a psychological effect in that setting goals may affect cognitive processes. This is known as the **indirect thought process view**. This argues that failing <sup>1</sup> \_\_\_\_\_ goals leads to changes in psychological factors that can influence performance. <sup>2</sup> \_\_\_\_\_ outcome goals can raise anxiety and harm performance, whereas <sup>3</sup> \_\_\_\_\_ performance goals can lower anxiety and boost confidence. Setting <sup>4</sup> \_\_\_\_\_ goals is useful, but these must be done carefully.

### 3 Write a short paragraph describing and evaluating an aspect of your own area of study. Include some of the adjectives from this module.



# UNIT 4 Nature

## ACADEMIC FOCUS: DESCRIPTION



### LEARNING OBJECTIVES

This unit covers:

#### Listening

- Preparing to listen to a seminar presentation
- Identifying context
- Using noun phrases in descriptions

#### Speaking

- Identifying main points and descriptive language
- Referring to numerical information
- Giving a short presentation and providing peer feedback

#### Reading

- Predicting the content of a text
- Identifying the main ideas
- Identifying and evaluating supporting evidence
- Using progressive forms to refer to change

#### Writing

- Analysing, planning, and using notes to build up a paragraph
- Using adverbials to add context and supporting information to a sentence
- Writing a descriptive paragraph

#### Vocabulary

- Identifying adverbial meanings
- Using adverbials for cohesion

### Discussion

- 1 **Work in groups. Take turns to describe an area of natural interest in your country – for example, an area with mountains or lakes, or a part of the coast. Answer questions 1–4.**
  - 1 Where exactly is the area situated?
  - 2 Is it typical, or unusual, within your country?
  - 3 Has it changed in the last fifty years? If so, how?
  - 4 Are there any threats to it? If so, what?
- 2 **Select an area from 1 and analyse it from at least three of these perspectives:**  
commercial, cultural, ecological, environmental, geographical, historical, political, technological.
- 3 **Note down any themes, such as changes created by human activity. Compare your themes with the other students in your group. Is there anything that you found particularly interesting or surprising?**
- 4 **Briefly describe the area to the class.**

**Example:** *The Lake District is situated in the north-west of England. There are lakes in other areas of England, but in the Lake District there are many lakes close together, so it's quite an unusual part of the country (geographical). The area is a national park, so it's protected by the government (political). Any forestry work is sustainable – meaning it's well managed to protect the environment – and the region's safe from development (environmental / ecological).*

## 4A Listening Seminars (1)

A common activity in seminars is to present information you have read about or researched. This is a way of sharing information about the seminar topic. As well as preparing what you will say, you need to listen carefully to other students' presentations. As you listen, try to identify (1) **contextualizing information**, such as where something is and what it looks like, and (2) the speaker's main points. You may have an opportunity to ask questions, but it is also useful to make brief notes on this information so that you can refer to them later.

### This module covers:

- Preparing to listen to a seminar presentation
- Identifying context
- Using noun phrases in descriptions

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

- 1 You are going to watch extracts from a seminar where two students give presentations on the topic of eco-cities. Decide which definition **a–c** best defines an eco-city.
  - a a city which has very little industry and does not allow the use of cars
  - b a city which is planned to have low energy use and low emissions
  - c a city which has lots of green, open spaces and plenty of trees
- 2 Which perspectives (e.g. political) are likely to be discussed in the seminar?

### TASK 2 Understanding the context

- 1 4.1 Watch Extract 1 and complete the notes.

Seminar topic: *Eco-cities*

Definition: \_\_\_\_\_

Contextualizing questions:

- |                                |                     |
|--------------------------------|---------------------|
| a What <i>is an eco-city</i> ? | d Why _____         |
| b Where _____                  | e How _____         |
| c When _____                   | f Evaluation: _____ |

- 2 Compare the definition you noted down with your selection in Task 1.1.

### TASK 3 Identifying context and description

- 1 4.2 Watch Extract 2 where Tianjin eco-city is described. Complete column A of the table with the speaker's main points.

	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>	
Where			
When			
Why			
How			
Evaluation			

- 2 4.2 Watch Extract 2 again and complete column B with the phrase the speaker uses to signal each main point.





Tianjin



Masdar



- 3  4.3 Watch Extract 3 where the speaker describes a different eco-city, Masdar. Complete column C in the table in Task 3.1 with the speaker's main points.
- 4  4.3 Watch Extract 3 again and complete sentences 1–5 with the descriptive phrases the speaker uses.
- 1 Basically, Masdar is a .....
  - 2 It's been described as an .....
  - 3 They're based around clean technology like .....
  - 4 So, as I said, Masdar is this new development for .....
  - 5 It uses solar energy, and .....
- 5 Compare your answers with another student. Help each other complete any missing information.

## ACADEMIC LANGUAGE

▶ Language Reference page 181

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

In a description, you can add detail to a noun by putting an adjective before the noun, for example: *an **old** city, a **new** project, a **low** impact.*

You can extend the simple adjective + noun phrase by adding another adjective or an adverb.

*First of all, it has **high-level political** support. (adjective 1 + adjective 2 + noun)*

*This has been a **really important** factor in getting the project off the ground. (adverb + adjective + noun)*

You can add more detail by joining two or more adjectives, or adverb + adjective combinations, with a conjunction (*and, but, or*).

*... to discuss the building of a **new sustainable but efficient** city.*

*... and today it's an **increasingly important and fast growing** city.*



## TASK 4 Using noun phrases in descriptions

- 1 Rewrite expressions 1–6 as more concise noun phrases, making any necessary changes in word class.

**Example:** an achievement which is significant in political terms  
*a **politically significant** achievement*

- 1 a country whose importance is increasing
  - 2 a company that is expanding rapidly
  - 3 an organization which is international but little known
  - 4 a building that is modern, and that is environmentally friendly
  - 5 a solution that is practical and has a low impact on the environment
  - 6 a city which is developing rapidly and whose influence is increasing
- 2 Describe three items related to your area of study, using similar noun phrases.

## TASK 5 Critical thinking - evaluating presentations

- 1 Work in pairs. Using your notes in the table in Task 3.1, discuss questions 1–3.
- 1 Do you agree with the speakers that eco-cities like Tianjin and Masdar City are always a good thing? Give reasons.
  - 2 The speakers say that the reason for creating eco-cities is to benefit the environment. What other reasons could there be for creating them?
  - 3 What possible problems might be associated with eco-cities?

## INDEPENDENT STUDY

You can listen more effectively to seminar presentations if you have the contextualizing questions in mind.

▶ Next time you listen to a presentation of information in a seminar or lecture, listen carefully for the main point connected to each question.

## 4B Speaking Presentations

Giving a presentation in a seminar may involve presenting factual and numerical information, as well as different perspectives on an issue. Often the perspectives you choose will influence the way your presentation is organized. When a presentation includes numbers, it is important to be able to say these clearly and correctly. When giving each other feedback on a presentation, try to be as constructive as possible and make specific suggestions for improvement.

### This module covers:

- Identifying main points and descriptive language
- Referring to numerical information
- Giving a short presentation and providing peer feedback

### TASK 1 Previewing the topic of a presentation

#### 1 Work in groups and discuss questions 1–4.

- 1 Do most people in your country live in rural or urban areas?
- 2 Has the number of people living in rural and urban areas changed in recent years?
- 3 What causes people to move from rural to urban areas?
- 4 List at least three advantages and disadvantages of living in (a) a rural area, and (b) an urban area.

#### 2 Briefly explain your answers to the class.

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

#### 1 4.4 You are going to watch a short presentation on *urbanization* – the growth of towns and cities and the movement of people from rural to urban areas. Watch the presentation and note down key information under headings 1–4.

- 1 Urbanization since 1900
- 2 Urbanization in the newly industrialized countries
- 3 The economic impacts of urbanization
- 4 The environmental impact of urbanization

#### 2 Work in pairs and discuss questions 1 and 2.

- 1 Which perspectives did the speaker mainly use to organize her presentation?
- 2 What do you think is the speaker's stance on urbanization? Does she think it is mainly positive or negative?

### TASK 3 Taking notes on numerical information

#### 1 4.5 Watch an extract from the presentation again and complete the table.

World's urban population		Urbanization in China and the US	
1900:	..... million or ..... per cent	1978: Urban population China .....	Urban population USA .....
1950:	..... million or ..... per cent	2011: Urban population China .....	Urban population USA .....
2005:	..... billion or ..... per cent	2030: an extra ..... million urban residents in China	

#### 2 Compare your answers with another student. Help each other complete any missing information.



## ACADEMIC LANGUAGE

▶ Language Reference page 181 25

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

When presenting numerical information, large numbers are often expressed as decimals, and are usually rounded up or down.

... *greater Tokyo is currently around thirty-five point six (35.6) million*  
(compare: 35,682,460 thirty-five million, six hundred and eighty-two thousand).

... *in 1900 it stood at just two hundred and twenty (220) million*

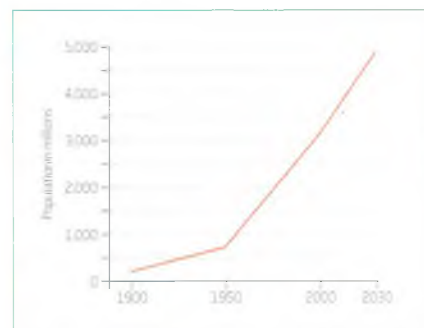
... *this figure is likely to rise to four point nine (4.9) billion*

When talking about large numbers, it's usual to use approximation.

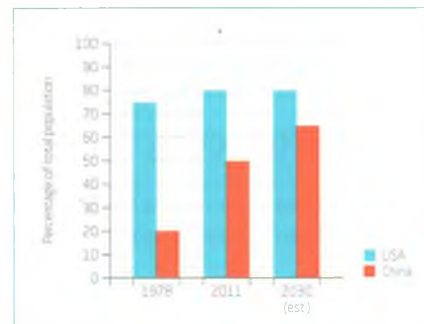
... **almost** half the world's population living in major towns and cities

... **around** 50,000 new skyscrapers will be built

... with **just over** 5 billion urban residents



Slide 1 World urban population since 1900



Slide 2 Urbanization in China and the US

## TASK 4 Presenting numbers

- 1 Look at slides 1 and 2. How would you say the numbers?
- 2 Practise presenting the numerical information on slides 1 and 2.

## TASK 5 Recognizing and using signposting language

- 1 Match the phrases from the presentation in Task 2 with functions 1–5.

For instance As you can see So moving on to look at Next I'd like to look at ...

In my presentation today I'm going to look at OK, that was ... For example

I'll then move on to look at firstly ..., and secondly ... So if we look at the slide

- |   |                            |
|---|----------------------------|
| 1 introducing the structure of the presentation | 4 moving on to a new point |
| 2 introducing a new point                       | 5 giving an example        |
| 3 referring to a visual                         |                            |

- 2 4.6 Watch eight clips from the presentation and notice how the phrases in 1 are used.
- 3 Use slides 1 and 2 to practise signposting language for introducing a new point and moving from one point to another.

## TASK 6 Preparing a short presentation describing change

- 1 Work in groups. Think of a key change that your countries are facing (for example, the move from rural to urban population) and discuss:
  - 1 the reasons why the change is happening (e.g. why people migrate from rural to urban areas)
  - 2 problems associated with the change (e.g. problems with overcrowding in cities, lack of jobs in rural areas).
- 2 Prepare a short presentation on the change you discussed in 1. Use the guidelines on page 195.

## TASK 7 Giving and evaluating a presentation

- 1 Work in groups and take turns to give your presentations.
- 2 Evaluate each other's presentations using the guidelines on page 196. Give each other feedback. Try to make at least one suggestion for improvement.

**INDEPENDENT STUDY**

In your academic study you will encounter a wide range of data and figures and it is important for you to be able to discuss or present these clearly.

▶ **Research some figures or data related to your area of study. Practise saying them out loud and check against the rules provided in Language reference page 181.**



## 4C Reading Textbooks (4)

You can use headings, pictures, and diagrams to predict the content of an academic text. It is also important to use your own knowledge of a topic. This can help to identify the main ideas in a text, and key details and evidence which support these ideas. Taking clear notes on main ideas and supporting evidence will enable you to use the information from the text in your own writing later.

### This module covers:

- Predicting the content of a text
- Identifying the main ideas
- Identifying and evaluating supporting evidence
- Using progressive forms to refer to change

### TASK 1 Predicting the content of a text

- 1 You are going to read a text describing *desertification* – the process by which land is changed into desert. Is desertification mainly (a) a natural process, or (b) a man-made process?
- 2 Read the section headings in the text and questions 1–4. Predict what information or evidence you think the text will include for each heading.
  - 1 What is desertification?
  - 2 How widespread is the risk of desertification?
  - 3 What are the natural causes of desertification?
  - 4 What are the human causes of desertification?
- 3 Read the text quickly and check your predictions from 2.



Figure 4.31

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

- 1 Identify where in the text the authors express the main ideas 1–6.
  - 1 The areas most at risk of desertification are near existing deserts.
  - 2 Climate change is a current concern and is happening now.
  - 3 It is not known whether temperature and rainfall are a direct cause of desertification.
  - 4 Human damage is an accident.
  - 5 There is a limit to how much farming an area of land can support.
  - 6 Using too little or too much water can contribute to desertification.
- 2 Note down the evidence in the text that helped you identify each of the main ideas in 1.

**Example:** Main idea – *Natural processes were causing desertification before humans started to have an effect.*

Evidence from text – *'Natural climate change turned this region into desert thousands of years ago – long before humans had any major impact.'*

## Desertification

### What is desertification?

At first glance, figure 4.31 looks just like any other desert photo - lots of sand. But if you look more closely, you can see signs of change in this environment. In the recent past, this landscape looked very different to the way it looks today. As you can see, there is plenty of dead vegetation, plus the remains of animals that once grazed the area. The land in the photo is turning into a desert. This is called **desertification**.

### How widespread is the risk of desertification?

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. The UN estimates that roughly a third of the world's land surface is currently affected by desertification.

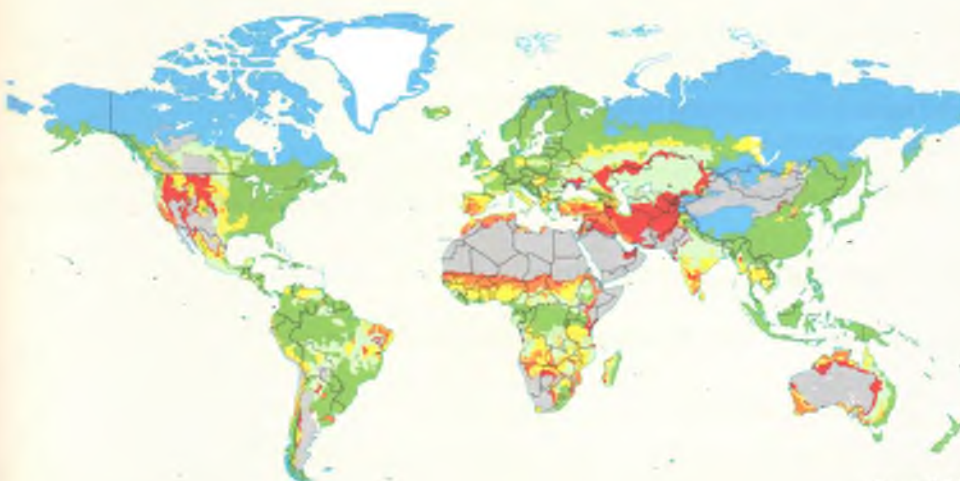


Figure 4.32

### What causes desertification?

#### Natural causes

The main natural cause is connected to climate, which has changed throughout geological time - altering global temperature and rainfall patterns. For instance, there is evidence that - as recently as 8000 years ago (around the age of the last Ice Age) - the climate in North Africa and the Middle East was much **wetter** than it is today. 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). Natural climate change turned this region into desert thousands of years ago - long before humans had any major impact.

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.

Temperature and rainfall patterns worldwide have certainly been changing. But the changes have not been gradual or consistent - they have been erratic, and have involved extremes of drought and flood. The climate is becoming more unpredictable and more variable. Only time will tell how much of this is a direct cause of current and future desertification.

#### Human causes

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. Most commonly, this involves:

- **over-cultivation.** Intensive farming on marginal land can reduce soil fertility and damage its structure. The lack of organic matter makes it crumbly and more likely to be washed or blown away. It also reduces its capacity to retain moisture.
- **over-grazing.** Marginal grassland has a sustainable carrying capacity - the number of animals that can be supported without causing long-term damage. If this number is exceeded, the system becomes unsustainable and the vegetation and soil deteriorate. If it continues, desertification can result.
- **over-irrigation.** If plants are appropriately irrigated, little water should be wasted. However, 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.

Other human activities that can damage the soil and vegetation (leading to soil erosion and ultimately desertification) are: road building, deforestation, and inappropriate tourism.

SOURCE: Ross, S., Digley, B., Chapman, R. & Cowling, D. (2011). pp.146-7. *AQA Geography*. Oxford: Oxford University Press.

## GLOSSARY

**climate change** (*n*) changes in the earth's weather, especially the rise in temperatures caused by the increase of particular gases

**cultivation** (*n*) the preparation and use of land for growing plants or crops

**drought** (*n*) a long period of time without rain

**grazing** (*n*) land with grass that cows, sheep, etc. can eat

**irrigation** (*n*) the supply of water to an area of land through pipes or channels for growing crops

**marginal** (*adj*) on the edge

**sustainable** (*adj*) involving the use of natural products and energy in a way that does not harm the environment



### TASK 3 Identifying and evaluating supporting evidence

- 1 Work in pairs. Read the essay title and discuss questions 1 and 2.

**TITLE:** 'Desertification is a natural process and is not caused by man.' Discuss.

- From your reading, do you think desertification is (a) a natural process, (b) a man-made process, or (c) both natural and man-made?
  - Do you think the writers of the text would agree with the statement in the essay title?
- 2 Find examples of evidence in the text on page 055 that is both *for* and *against* the statement in the essay title.

For

8,000 years ago the climate in North Africa and the Middle East was much wetter

Against

Intensive farming can damage soil

- Look at the arguments for and against the statement in 1. Do the authors provide strong evidence to support both arguments?
- What other evidence could you offer to support either argument?

### TASK 4 Using evidence from the text in writing

- 1 Read the extract from the text on the *natural* causes of desertification. Match items a–c to sentences 1–3.

a examples of evidence      b a statement of evidence      c the main idea

<sup>1</sup>The main natural cause is connected to climate, which has changed throughout geological time – altering global temperature and rainfall patterns. <sup>2</sup>For instance, there is evidence that – as recently as 8,000 years ago (around the age of the last Ice Age) – the climate in North Africa and the Middle East was much wetter than it is today. <sup>3</sup>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).

- 2 Using your notes from Tasks 2 and 3, write three similar sentences about the *human* causes of desertification.

- The main human cause is connected to farming .....
- For instance, there is evidence that .....
- This evidence includes .....

#### INDEPENDENT STUDY

You might already have an opinion on an assessment topic before you do any reading or research. Try to stay open to adapting your position depending on what you find out while researching.

► Next time you are given an assessment topic, make a note of your stance at the start. As you do your research, add to your notes to see if, and how, your stance changes.

#### ACADEMIC LANGUAGE

► Language Reference page 183 31

#### Progressive forms Referring to change in progress

Progressive forms are often used to refer to change. They use the auxiliary verb *be* to indicate the tense (present or past), plus the *-ing* form of the main verb.

The land in the photo **is turning into** a desert.

Climate worldwide **is still changing** today, but now there is serious international concern that human actions **are worsening** natural global warming and climate change.

The climate **is becoming** more unpredictable and more variable.

The present perfect progressive can be used to show that, although the event is still in progress, there is a sense of completion:

Temperature and rainfall patterns worldwide **have certainly been changing**.

This example shows that some changes in temperature and rainfall patterns already exist. Notice that an adverbial can be added for extra meaning, e.g. *still, certainly*.



## TASK 5 Identifying and using progressive forms

- 1 Complete the text with the correct form of the *present progressive* or *present perfect progressive*.

The world's climate <sup>1</sup> ..... (change) for centuries. However, not everyone is convinced that climate change <sup>2</sup> ..... (actually happen) because the data is sometimes misleading or inaccurate. Ice caps and glaciers <sup>3</sup> ..... (get) smaller across the world, although some predictions and estimates have not been very accurate. Glaciers and ice caps outside of the Antarctic and Greenland <sup>4</sup> ..... (melt) at half the rate previously thought. Jacob et al (2011) found that glaciers in the Himalayas <sup>5</sup> ..... (not shrink) as fast as was predicted; in fact, there has been very little change at all. While their research overturned some previous ideas, in general it supported the overall view that sea levels <sup>6</sup> ..... (rise) every year. Although some recent findings seem to contradict previous research, the vast majority of it supports the idea that the climate <sup>7</sup> ..... (change) and that human activity <sup>8</sup> ..... (cause) it.

- 2 Think about three changes in your country that are currently happening. Write a sentence to describe each of these changes.

1 .....

2 .....

3 .....

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

- 1 Which of the following 1–5 do you think are the authors' aims in the text on page 055?

- 1 To inform the reader about causes of desertification
- 2 To describe where desertification is happening
- 3 To evaluate the causes of desertification
- 4 To argue that man is the main cause of desertification
- 5 To argue that desertification is a natural and unstoppable process

- 2 Which essay title 1–3 do you think the text might be the most useful source for?

- 1 Describe the stages and process of desertification.
- 2 Compare and contrast the different causes of desertification.
- 3 Evaluate the most effective way to manage the impact of human activity on desertification.

- 3 Work in pairs. Discuss which parts of the text you could use for each essay title in 2.

## 4D Writing Paragraphs (2)

A paragraph develops a topic or an idea, using supporting information such as examples, explanations, and evidence. Some paragraphs may also include analysis from different perspectives. When you write a paragraph, you need to use appropriate words or phrases to connect the ideas or add information. These will also help the reader to navigate your text.

### This module covers:

- Analysing, planning, and using notes to build up a paragraph
- Using adverbials to add context and supporting information to a sentence
- Writing a descriptive paragraph

### TASK 1 Analysing the structure of a paragraph

1 Work in pairs. Read the paragraph from an essay and match features a–f to sentences 1–6.

<sup>1</sup>There has been increasing interest in sustainable development in recent years. <sup>2</sup>Sustainable development can be defined as 'development which meets the needs of the present without affecting the ability of future generations to meet their own needs' (United Nations, 1987). <sup>3</sup>For example, in the UK a Sustainable Development Commission has been set up to advise on such matters. <sup>4</sup>Similarly, in many countries, including newly industrialized countries such as China, many businesses now have sustainable development policies. <sup>5</sup>In other words, businesses are working to improve the sustainability of the natural world. <sup>6</sup>These examples show that sustainable development is increasingly important globally in political and economic terms.

- |                           |                  |                   |
|---------------------------|------------------|-------------------|
| a the topic sentence      | c an explanation | e another example |
| b the concluding sentence | d an example     | f a definition    |

2 Which sentence includes both the main point and evaluation?

3 Find words / phrases 1–6 below in the paragraph and decide what kind of information they introduce.

**Example:** 'There has been increasing interest in' – introduces a new topic

- |                           |              |                       |
|---------------------------|--------------|-----------------------|
| 1 [...] can be defined as | 3 Similarly, | 5 In other words,     |
| 2 For example,            | 4 such as    | 6 These examples show |

#### ACADEMIC LANGUAGE

► Language Reference page 179 21

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

Adverbials are used to introduce supporting information. They help to make your paragraph cohesive by showing the reader how ideas are connected.

- To connect two similar ideas or examples, use *Similarly*, *In the same way*, or *Likewise*:  
*China's urban population has increased dramatically since the 1970s. **Similarly**, India's cities have grown in the last thirty years.*
- To introduce explanations, use *In other words* (i.e.) or *To put this another way*:  
*Countries like China, South Africa, and Brazil are considered newly industrialized countries (NICs). **In other words**, they are no longer seen as developing countries.*
- To introduce an example, use *For example* (e.g.), *For instance*, or *such as*:  
***For example**, there are several famous cold deserts, **such as** the Gobi and the Atacama deserts.*
- To introduce evaluation or indicate your personal stance, use adverbs like *Basically*, *Interestingly*, *Significantly*, *Surprisingly*:  
***Significantly**, a number of emerging economies are introducing new environmental laws.*
- To summarize or restate a key point, use phrases like *To summarize*, or *Essentially*:  
***To summarize**, it's clear that sustainable development is increasingly important.*

## TASK 2 Using adverbials to make a paragraph cohesive

- 1 Complete the paragraph using the words / phrases in the list. Use the prompts in brackets to help you.

For example    such as    In other words    Essentially    Similarly    Interestingly

It's clear that economic growth and development need to be sustainable.

<sup>1</sup> ....., (explanation) growth and development need to have an effect on nature which is not too negative or damaging. There are several ways to help this to happen.  
<sup>2</sup> ....., (example) non-governmental organizations and charities need to put pressure on businesses to operate cleanly. In the same way, governments across the world need to bring in new laws to protect the natural world.  
<sup>3</sup> ....., (evaluation) in countries where laws like this have been introduced, environmental damage has fallen.  
<sup>4</sup> ....., (similarity) people's attitudes need to change so that they see the world as an interconnected system rather than a limitless resource which humans can exploit. This can be done in a number of ways, <sup>5</sup> ..... (example) through education and advertising.  
<sup>6</sup> ....., (evaluation) the future of our world depends on people changing the way they think and behave.

- 2 Compare your answers with another student. Explain why you put the words / phrases in these positions.

## TASK 3 Expanding notes into sentences

- 1 Read the notes for a paragraph. Work out the topic and the main idea.

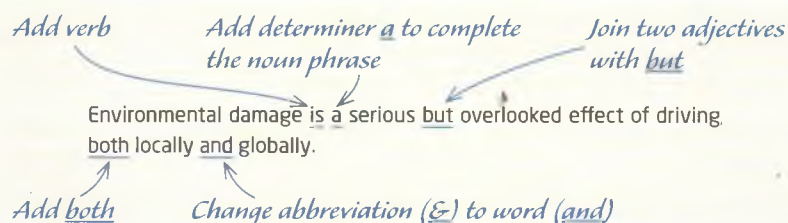
### Notes

- a Environmental damage - serious / overlooked effect of driving - locally & globally
- b Driving - releases different pollutants → air, e.g. greenhouse gases, e.g. CO<sub>2</sub>
- c Oil production, i.e. drilling - harmful to local environment → pollutes deserts, oceans
- d Use / sourcing fuels, i.e. petrol / diesel - affects air quality - damages human health & surrounding ecosystem
- e Need - look for different / more sustainable kinds of fuel

- 2 Study the example, where the notes in 1 are expanded into a complete sentence. Look at the annotated example to see which words were added.

**Example:** Notes: *Environmental damage - serious / overlooked effect of driving - locally & globally*

Complete sentence: *Environmental damage is a serious but overlooked effect of driving, both locally and globally.*



- 3 Follow a similar process for notes b-e. You may not need to make exactly the same changes, but you may need to make grammatical changes to some words.
- 4 Compare your complete sentences with another student.





## TASK 4 Connecting sentences to form a paragraph

- 1 Join your sentences from Task 3.3 to create a single paragraph. Use steps 1–3 to guide you.
  - 1 Decide on a logical order for your sentences.
  - 2 Include a topic sentence and a main point based on your answer to Task 3.1.
  - 3 Include adverbials from Academic Language to make your paragraph cohesive.
- 2 Compare your paragraph with another student. Explain why you chose the particular order of sentences.

### ACADEMIC LANGUAGE

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

As shown in Unit 1, the basic structure of simple sentences in English is **subject (S) + verb (V) + object (O)**. These parts are known as *clause elements*. For example:

*People talk about the cost of motor transport.*

You can add more detail to this basic sentence structure using adverbs or adverbial phrases:

*People **often** talk about the cost of motor transport.*

*People **often** talk about the cost of motor transport, **mainly in financial terms**.*

*People **often** talk about the cost of motor transport, **mainly in financial terms such as the cost of fuel and insurance**.*

## TASK 5 Adding detail to sentences

- 1 Identify the different clause elements (subject, verb, object) in sentences 1–6. Not all the sentences have an object.

**Example:** CO<sub>2</sub> emissions have been increasing. (in recent years / rapidly)  
(S) (V)

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

- 2 Rewrite the sentences in 1 to include the additional information (adverbials) in brackets. The position of the adverbials in some sentences can vary.

**Example:** CO<sub>2</sub> emissions have been increasing (in recent years / rapidly)  
*In recent years, CO<sub>2</sub> emissions have been increasing rapidly.*  
OR *CO<sub>2</sub> emissions have been increasing rapidly in recent years.*  
OR *CO<sub>2</sub> emissions have been rapidly increasing in recent years.*

- 3 Work in pairs. Take turns to read the sentences in 1 aloud. Stress different parts of the sentences to change the emphasis.

**Example:** *In recent years, CO<sub>2</sub> emissions have been increasing rapidly.*  
*In recent years, CO<sub>2</sub> emissions have been increasing rapidly.*

## TASK 6 Planning and writing a paragraph

- 1 Work in groups. Discuss ways that nature or the environment are related to different academic disciplines – for example, technology, medicine, or business. For each idea, think of an example or explanation, and an additional point.

**Example:** Idea: *Nature relates to technology because many technological devices such as mobile phones affect the environment.*

Example: *For example, phone masts can spoil the beauty of the local environment.*

Additional point: *When researchers are considering designing a new piece of technology, they should think about its impact on nature.*

- 2 You are going to write a paragraph describing the relationship between the environment and one or more academic disciplines. Note down ideas for stages 1–5.

Stage	Example
1 Select an idea to write about from those you discussed in your groups.	The relationship between technology and the environment.
2 Decide on the topic of your paragraph.	The effect of technology on the environment.
3 Decide on the main point you want to make.	Students need to understand that technology has a negative impact as well as benefits.
4 Think of some examples and/or explanations to support your main point.	Mobile phone masts and wind turbines; toxic materials in things like mobile phones
5 Identify any terms that need a definition.	<i>toxic materials</i>

- 3 Using your notes in 2, write a paragraph of about 120–150 words. Follow guidelines 1–5. You may find it helpful to refer back to the sample paragraph in Task 1.

- Write your topic sentence.
- Decide where to state your main point – after the topic sentence or near the end of the paragraph.
- Add sentences which include examples and explanation.
- Make sure your paragraph is cohesive: check your use of pronouns (*it, its, they, their*) and adverbials such as *Similarly* and *In other words*.
- Write a concluding sentence to state or restate the main point and, if necessary, give a brief evaluation.



*Sample answer*  
page 189

## TASK 7 Critical thinking - evaluating your writing

- 1 Use the following checklist to evaluate your paragraph.

Check the paragraph structure. Does it contain ...	Yes	No
a topic sentence?		
a clear statement of the main point?		
examples and/or explanations?		
definitions if necessary?		
a concluding sentence?		
Check your language	Yes	No
Does each sentence have a subject, verb, and object?		
Is each verb in the right tense and form?		
Do you use adverbials and pronouns to make the paragraph cohesive?		

- 2 Read at least two other students' paragraphs. Evaluate their paragraphs using the checklist in 1 and give feedback.

## 4E Vocabulary Adverbials

You can introduce supporting information using adverbials. These guide your reader through your text and help to make it cohesive. For example, you can use adverbials at the start of your sentence to introduce a comparison with something similar: *Similarly ...*. For explanations, you can use *In other words* (sometimes abbreviated to *i.e.*), and to introduce an example you can use an adverbial like *For example*. You can introduce evaluation using adverbials which signal your stance, e.g. *Significantly*. Finally, you can introduce the main point, summarize, or conclude: *In brief ...*.

### TASK 1 Identifying adverbial meanings

#### 1 Match these adverbials to functions 1–5.

basically essentially for example for instance in brief in conclusion in other words  
in short interestingly in the same way likewise surprisingly to conclude

- 1 Comparing with something similar: .....
- 2 Offering explanation: .....
- 3 Introducing an example: .....
- 4 Showing stance: .....
- 5 Signalling main point / summary / conclusion: .....

### TASK 2 Using adverbials for cohesion

#### 1 Complete sentences 1–5 with an appropriate adverbial from the list.

for instance in conclusion in other words likewise surprisingly

- 1 There are several extensive deserts, ..... the Sahara in North Africa.
- 2 ....., very little of the sun's energy is currently used for desalination of water.
- 3 ....., this essay has argued that consumption rather than production needs to be evaluated.
- 4 Standards of living have risen in line with increased urbanization; ....., there is arguably a direct correlation between these two factors.
- 5 China has shown vast urban and economic development in recent years; ..... there has been considerable growth in India.

#### 2 Complete the text with an appropriate adverbial from each pair.

While often criticized for their ecological impact, cities are sources of ideas, creativity, and technology. <sup>1</sup> ..... (For instance / Essentially) humans are social animals and require a place to exchange knowledge and socially interact. <sup>2</sup> ..... (In other words / Significantly) economic opportunity has been a driver behind urban growth – <sup>3</sup> ..... (in other words / essentially) there is more chance of employment in cities despite widespread economic problems. <sup>4</sup> ..... (To conclude / Similarly) opportunities for education in cities are greater than elsewhere. <sup>5</sup> ..... (For instance / In other words) in Senegal the urban literacy rates for males is 80.6%, compared to 45.2% in rural areas (UNESCO, 2011). <sup>6</sup> ..... (Significantly / To conclude) by 2030 approximately two thirds of the global population will be urban. Although there are definite disadvantages, we must also look at the benefits of city living.

#### 3 Decide on the function of each adverbial in 2. Choose from the five options in 1.1.

#### 4 Write a brief paragraph describing a theory or ideas from your own area of study. Include one or two linking adverbials to guide your reader.



# UNIT 5 Power

## ACADEMIC FOCUS: REPORTING AND SUMMARIZING



### LEARNING OBJECTIVES

This unit covers:

#### Listening

- Identifying different positions in a lecture
- Identifying supporting arguments
- Using present and past tenses to report findings

#### Speaking

- Taking notes on a student presentation
- Using reporting verbs to refer to points in a presentation
- Participating in a seminar discussion

#### Reading

- Identifying the main ideas and key information in a text
- Identifying key features of a summary
- Using noun phrases to summarize ideas
- Evaluating summaries of a text

#### Writing

- Analysing and using active note-taking strategies
- Identifying and using summarizing words and phrases
- Writing a summary of a short academic text

#### Vocabulary

- Using suffixes to recognize word families
- Building word families using affixes

### Discussion

- 1 Work in groups. Discuss how each of the two groups in 1–4 can influence the other. Give examples.

- 1 Private companies and ordinary people
- 2 Social media and society in general
- 3 The media and ordinary people
- 4 Managers and employees

**Example:** *Private companies influence what ordinary people buy through advertising and marketing. Ordinary people can influence companies to stop making certain products through boycotts or protests.*

- 2 Present your group's main ideas to the class. Use the following phrases to help you.

*Our discussion focused on ...*

*The main points we discussed were ...*

*We feel that ...*

*We came to the conclusion that ...*

## 5A Listening Lectures (3)

Lectures do not simply give information on a topic; they also present different positions on an issue from individual groups of people, or organizations. It is important to identify and understand these different positions, as you may need to discuss them in a seminar or write about them in an assignment. To argue for or against a particular position, a lecturer will often refer to a study on the topic. Identifying references to these studies can help you to research further examples to support your own ideas in your written assignments.

### This module covers:

- Identifying different positions in a lecture
- Identifying supporting arguments
- Using present and past tenses to report findings

### TASK 1 Thinking about note-taking styles

- Look at the different ways of organizing lecture notes a–d. Which style of notes would be best for showing:
  - arguments *for* and *against* a particular point?
  - different positions in a debate?
  - a process or a sequence of events?
  - connections between ideas?
- Work in pairs and discuss how you like to organize your notes.
- ▶ 5.1 Watch the introduction to a lecture about the advertising industry. As you watch:
  - predict what the lecturer will talk about in the rest of the lecture
  - think about how the lecture will be organized, and what note-taking style you could use to organize your notes on the rest of the lecture.



a Mind map



b Two-page split



c Page split into four



d Linear notes

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

- Work in pairs and discuss questions 1 and 2.
  - Is there much advertising aimed at children in your country?
  - Do you think advertising to children should be regulated?
- Discuss what stance you think the following groups might take on advertising to children: doctors, parents, advertisers, the government.

**Example:** *Doctors – advertising unhealthy foods and drinks to children should be banned. (stance) It can lead to childhood obesity. (reason)*

\***obesity** (n) a condition where someone is so fat it is a danger to their health

### TASK 3 Identifying positions within a debate

- ▶ 5.2–5.5 Watch Extracts 2–5 of the lecture. Complete the first two columns of the table with (a) the interested group, and (b) their position.

Extract	Group	Position	Supporting argument
2	Advertisers		
3			
4			
5			

- Compare your notes on Extracts 2–5 with another student. Help each other to complete any missing information.


#### INDEPENDENT STUDY

The introduction to a lecture usually gives an indication of how it will be organized.

▶ Watch the opening minutes of a lecture related to your area of study on your institution's Virtual learning environment (VLE), or an external website. Decide how you would take notes for this lecture.



## TASK 4 Identifying supporting arguments

- 1  5.2-5.5 Watch Extracts 2-5 again. Complete column 3 of the table in Task 3 with the argument(s) that support(s) each group's position, and the source it comes from.
- 2 Compare your notes with another student. Discuss questions 1-3.
  - 1 What information did the lecturer give to support each position?
  - 2 Which position do you most agree with? Give reasons.
  - 3 What did you find most interesting about the lecture?

### ACADEMIC LANGUAGE

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

The present simple, present perfect, and past simple can all be used to refer to research findings. The speaker's choice of tense may depend on whether the research is past or current, but may sometimes be a question of style.

The **present simple** is used to make general statements about research findings where time is not relevant.

*Marketresearch.com **estimates** that children in the US directly spend \$51.8 billion each year.*

*McNeal **puts** this figure at around \$670 billion, and these figures **continue** to rise annually.*

The **present perfect** is used when the findings are new or still relevant today.

*One study by the Australian consumer group CHOICE **has shown** that ...*

*The same study **has also highlighted** the fact that 86% of parents would ...*

The **past simple** is normally used when a specific date in the past is mentioned.

*In 2007, CBS **reported** that the amount of money spent on advertising to children in the US was \$17 billion.*



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

- 1 Complete sentences 1-4 with an appropriate past tense form of the verb in brackets.
  - 1 Harris (2009) \_\_\_\_\_ (estimate) that fast food companies spent \$4 billion in 2009 on advertising in the US.
  - 2 CBS \_\_\_\_\_ (put) the figure at around \$17 billion on advertising to 8- to 12-year-olds, and these figures continue to rise annually.
  - 3 According to Halford et al. (2007), children's food intake \_\_\_\_\_ (increase) 100% after watching food advertising.
  - 4 The World Health Organization \_\_\_\_\_ (judge) that advertising is a probable cause of obesity.
- 2 Work in groups. Select one of the interested groups from the table in Task 3.1 and summarize their position and supporting argument. Which position is most similar to your own?

## TASK 6 Critical thinking - responding to a lecture

- 1 Look at the slide featuring the lecturer's discussion questions. Think about your own position and what you heard in the lecture extracts. Work in pairs and discuss the questions.
- 2 Think of a similar issue in your own area of study, or another field that you are familiar with. Work in pairs, and give a brief summary of the different positions. Say which position you agree with, and why.

- 1 Do you believe that advertising influences children's demands?
- 2 Do you think it can be connected to issues such as obesity or smoking?
- 3 Should governments limit or control what can be advertised to children?



# 5B Speaking Seminar discussions (3)

When you take part in a seminar, you will normally need to prepare by reading a text, or attending a presentation or lecture. In this module you will listen to a student presentation, and then discuss ideas from this presentation in the seminar. During the discussion, you will need to refer to points that the presenter made, so it is important that you take good notes as you listen.

## This module covers:

- Taking notes on a student presentation
- Using reporting verbs to refer to points in a presentation
- Participating in a seminar discussion

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

- 1 **Work in groups. Decide which of the following media are the most powerful, and why.**  
social media (e.g. Facebook) television the internet newspapers
- 2 **Discuss the effect of these media on you personally, on business, and on society in general.**

## TASK 2 Predicting the content of a presentation

- 1 **Read the speaker's slides 1–4, and check the meaning of any unknown words.**

**The power of social media**



Jamila Khan

Slide 1

**The purpose and possibilities of social media**

- Changes in use
- Allow people to network
- Bypass\* traditional media
- Unexpected outcomes

Slide 2

**Advantages and limitations of social media**

- 1 Easy to access
- 2 Equality
- 3 Cost
- 4 Bypass governments
- 5 'Safety in numbers'
- 6 Social media vs. real-life chat

Slide 3

**Next steps for social media**

- Are the real-life social skills of users declining?
- How many real friends have you got?
- Are you tweeting or working?
- Will everyone use social media?

Slide 4

- 2 **Work in pairs and predict one or two points that the speaker might make for slides 2–4.**

## TASK 3 Taking notes on key information

- 1 **▶5.6 Watch Extract 1 of a presentation on the power of social media. For each social media company mentioned, note down the following information.**
  - company name
  - who it was launched for, and why
  - launch date
  - approximate number of users
- 2 **▶5.7 Watch Extract 2 and note down the main points relating to slides 2 and 3.**  
**Example:** The purpose and possibilities of social media  
*change in focus from small local groups → global mass-market use*  
*(allows people to network, chat, & exchange personal info worldwide)*
- 3 **Compare your notes with your predictions in Task 2.2. Did you predict any points mentioned by the speaker?**

## GLOSSARY

**bypass** (v) to go around, or avoid something



## ACADEMIC LANGUAGE

▶ Language Reference page 183

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

When you report what a speaker says, you can select from a number of verbs to show different meanings.

**Reporting a statement neutrally**

The speaker **says** / **states** that ...

**Reporting the presentation of examples or evidence**

The speaker **shows** / **demonstrates** that ...

**Reporting a speaker's position or stance**

The speaker **argues** / **believes** / **suggests** that ...

When you respond to what someone says, it is more common to use a different verb.

The speaker **suggests that** social media sites limit the way we communicate, but I **believe that** they can help us to communicate better.

## TASK 4 Using reporting verbs

- 1 Read statements 1–5 made by the speaker, and report what she says. Select a different reporting verb for each statement.

**Example:** 'What's interesting is that social media can often bypass the traditional media.'  
The speaker **states** that social media can often bypass the traditional media.

- 1 '... There have been some unexpected outcomes of using social media.'
- 2 'They're easy to access, easy to use, and almost anyone can get their message out there.'
- 3 'Most governments find that they're almost impossible to regulate.'
- 4 'Some users have even been convicted of crimes, ... like the recent case where a student was sent to prison for writing racist Tweets about a public figure.'
- 5 'In theory, everybody can access social media. But in reality, they can't.'

**INDEPENDENT STUDY**

Presenters and lecturers use a range of reporting verbs, depending on their purpose and their audience.

▶ Find a lecture online related to your discipline, and note down any reporting verbs. If possible, also read the transcript.

## TASK 5 Preparing for a seminar discussion

- 1 You are going to take part in a seminar discussion based on the presentation in Task 3. Prepare for the discussion using stages 1–4.

- 1 Read the headings on the slides and your notes from Task 3. Decide which of the speaker's points you agree with.
- 2 Note down your own views on the points on slides 2 and 3.
- 3 Work out how you will refer to these points using reporting verbs.
- 4 Think of answers to the questions in slide 4.

- 2 Work in pairs and explain your ideas.

## TASK 6 Taking part in a seminar discussion

- 1 Work in groups. The purpose of the discussion is for you to raise the points you prepared in Task 5, and respond to other students' points.

- 1 Select a point from the presentation to begin with.
- 2 Take turns to make the points you prepared. Try to use a good range of reporting verbs and respond to what other people in your group say. Try to include your own views.
- 3 Continue the discussion until everyone has contributed. Then move on to the next point.

- 2 Evaluate your own performance in the discussion using questions 1–3.

- 1 Did you make the points you prepared?
- 2 Did other students understand and respond to your points?
- 3 Did you participate effectively by listening to and responding to other students' points?

## 5C Reading Textbooks (5)

When you are preparing for an assignment, such as an essay, textbooks are useful **sources** of information. You need to be able to select those parts of the text which are relevant to the topic of your assignment. It is important to identify and note down the main ideas from the text. You can then use your notes on these main ideas to write a **summary** of the text, which you can include in your own writing.

### This module covers:

- Identifying the main ideas and key information in a text
- Identifying key features of a summary
- Using noun phrases to summarize ideas
- Evaluating summaries of a text

### TASK 1 Discussing reading to prepare for writing

**1 Work in pairs. Think of an academic project you have done which involved reading and writing, and discuss points 1–3.**

- 1** How much reading did you have to do to prepare for the writing? How long did it take?
- 2** What sorts of texts did you have to read?
- 3** How much material from the texts did you use in your writing?

**2 Imagine you have to prepare to write an essay on individual power and social power. Decide the order in which you would do the following.**

- a** Search for key words such as *power* in the title, index, and contents pages of textbooks, or online
- b** Study the essay title carefully and make sure you understand it
- c** Read selected extracts from your sources
- d** Use material from the notes and summaries in your essay
- e** Think of ideas to use in the essay
- f** Make notes and summarize key information from your sources
- g** Search for relevant sources of information, such as textbooks or online articles

**3 Compare your ideas with another pair, and give reasons for your selection. Are there any other stages you would include?**

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

**1 Work in groups. Read Text 1 and discuss questions 1–3.**

#### TEXT 1

Social class has traditionally been divided into three broad categories: an *upper class* that owns property, land, and investments and is wealthy and powerful; a *middle class* made up of professional workers such as managers and owners of small businesses; a *lower class* of people who have low-paid jobs or who are unemployed.

- 1** To what extent is this *stratification* (i.e. the division of something into different layers or groups) of society into three classes accurate?
- 2** What other factors can determine a person's class?
- 3** How easy is it for someone to change classes, and how long might this take?

**2 Read Text 2, which is the opening part of a longer section in a sociology textbook. Identify the three aspects of power mentioned in the text.**



## Class and status

### TEXT 2

- 1 The German sociologist Max Weber (1864–1920) saw social stratification as a central feature of social life, and it figured in all his sociological studies. Yet his theoretical discussions of it were very brief. These discussions have, however, been enormously influential. The distinctions that he made between class, status, and party have become commonplace in sociology, as has his related definition of authority. Here we will review Weber's key ideas, building on them where necessary, in order to provide a comprehensive framework for understanding social stratification. (See J. Scott 1996 for a fuller discussion.)
- 2 Weber identified three distinct aspects or dimensions of the distribution of power within societies. These can be called the economic, the communal, and the authoritarian. Each of these aspects of power has a separate effect on the production of advantaged and disadvantaged life chances. In summary, he holds that:
  - *economic* power is the basis of class relations;
  - *communal* power is the basis of status relations;
  - *authoritarian* power is the basis of authority relations.

We will look at each of these, concentrating on class and status, and we will show how other writers have helped to develop ideas about these issues.

SOURCE: Fulcher, J. & Scott, J. (2011). p.746. *Sociology* 4th ed. Oxford: Oxford University Press.

### GLOSSARY

**authority** (*n*) the power or right to do sth, or to influence people

**communal** (*adj*) involving different groups of people in a community

**distinction** (*n*) a clear difference or contrast

**status** (*n*) a person's social position

### 3 Complete the notes using information from Text 2.

#### Paragraph 1

Weber's theories:

- 1 social stratification
  - central to social life
  - only discussed briefly, but \_\_\_\_\_
- 2 Class, status, and party
  - these distinctions common in sociology
  - Weber's \_\_\_\_\_ also common in sociology

#### Paragraph 2

Weber identified three distinct \_\_\_\_\_ of \_\_\_\_\_ in societies

- economic power – class relations
- \_\_\_\_\_
- authoritarian power – authority relations

### 4 Based on the completed notes, identify the main points that could be included in an essay on individual and social power.

## TASK 3 Identifying the key features of a summary

### 1 Read the summary of Text 2, and evaluate it using the '4Cs' criteria below.

In their text on class and status, Fulcher and Scott (2011, p.746) report the work of Weber. They state that Weber's theory of social stratification is brief but highly influential, with his distinctions of class, status, and party being widely accepted. Weber proposed three key aspects of power in society: economic, communal, and authoritarian.

**An effective summary is:**

- 1 Complete: it includes all the main ideas, but *not* supporting details or examples
  - 2 Concise: it is as brief as possible, and shorter than the original text
  - 3 Clear: it is easy to understand
  - 4 Creative: it uses some key terms from the text, but mainly uses the summary writer's own language.
- 2 Compare the summary to the notes in Task 2.3. Find one example of information that is included in the summary, and one example of information that is not included.

## ACADEMIC LANGUAGE

▶ Language Reference page 181

**Noun phrases (2)** Summarizing ideas

Summaries need to be concise and information-rich. Noun phrases are useful for writing summaries because they can express complex ideas in just a few words. Three typical patterns of noun phrase are:

- 1 **Adjective + noun**

... and it figured in **all his sociological studies**.

- 2 **Noun + prepositional phrase** (beginning with a simple preposition like *of* or *for*)

Weber saw social stratification as a **central feature of social life** ...

... in order to provide a **comprehensive framework for understanding social stratification**.

- 3 **Noun + relative clause** (part of a sentence that provides extra information, often starting with *that*, *which*, or *who*)

The **distinctions that he made between class, status, and party** have become ...

TASK 4 **Writing noun phrases from notes**

- 1 Use notes 1–4 to write noun phrases including all the information given. Add grammatical words such as prepositions (*of*) and determiners (*a*, *the*) if necessary.

**Example:** *Adorno's theory*

*Identity = key idea*

→ *Identity is a key theory in Adorno's theory*

- 1 Leaders = people – high status – in their community
- 2 Durkheim's study: social roles = important!!!
- 3 'The masses' = people (low economic status)
- 4 This = important concept – sociological & political

- 2 Match your noun phrases to one of the patterns from Academic Language.

**Class and economic power**

## TEXT 3

Class relations and class divisions have an economic basis because they result from the distribution of property and other resources in the capital, product, and labour markets. It is possession and non-possession of economic resources that give people their power to acquire income and assets from their involvement in market relations. What Weber called **class situation** is a person's position in the capital, product, and labour markets as determined by the kinds of resources that they have available to them. People occupy a similar class situation whenever they have similar abilities to secure advantages and disadvantages for themselves through the use of their marketable resources. Someone who owns company shares, for example, will earn an investment income on them and may be able to sell them for a profit on the stock market. Similarly, someone with educational qualifications and a particular technical skill may be able to demand a higher income in the labour market than someone without this skill. A carpenter and an electrician both have skills that allow them to earn higher wages in the labour market than an unskilled labourer.

A person's economic power is, Weber said, a factor resulting in the determination of their life chances. What he means by this is that the inequalities in life chances that we examine in Chapter 18 are determined, to a greater or lesser extent, by differences in property and market position. A person's class situation not only determines his or her life chances; it also determines the interests that he or she has in protecting and increasing these life chances. This is very important, as Weber held that people are often likely to act, individually or collectively, in pursuit of their class interests.

SOURCE: Fulcher, J. & Scott, J. (2011). pp.746–7. *Sociology* 4th ed. Oxford: Oxford University Press.

**GLOSSARY**

**acquire** (v) to gain sth by your own efforts

**asset** (n) something of value, especially property

**capital** (n) a large amount of money that is invested or used to start a business

**company shares** (n pl) units of equal value which a company is divided into

**determine** (v) to make sth happen in a particular way

**investment income** (n) money earned from investments

## TASK 5 Identifying key information in a text

- 1 Work in pairs. Decide which *three* characteristics are most associated with a person's individual power.  
money   qualifications   status / official position in society   job title
- 2 Read Text 3, *Class and economic power*, which follows on from Text 2, *Class and status*. Which characteristics in 1 are mentioned in the text?
- 3 Find other words and phrases in the text related to each characteristic.  
**Example:** money – economic basis / assets / property / economic resources / investments

## TASK 6 Evaluating summaries of a text

- 1 Read the two summaries of Text 3 and decide which is the better summary.

### Summary 1

In their text on class and economic power, Fulcher and Scott (2011, pp.746–7) state that class and economic power come from property and other resources, so they are economically-based: people's power comes from their economic resources. Weber's term 'class situation' refers to a person's economic position. This reflects how they use their economic resources, whether financial, professional, or educational. Weber also argues that a person's economic power affects their 'life chances' and the actions they take to maintain these life chances.

### Summary 2

Fulcher and Scott's (2011, pp.746–7) text on class and economic power explains that a person's class status is brought about by what they possess in terms of property and other assets; whether they own something or not, or how much they own, means that they have a particular status and class. People can change what they have by gaining assets through the market. This is an interesting observation, which Weber calls 'class situation'. This includes various assets such as financial assets, and these affect them in different ways, whether through the ownership of stock market shares or the possession of a specific skill such as electrical skills. These allow a person to hold different positions socially, financially, and economically.

- 2 Work in pairs and evaluate the two summaries using the '4Cs'. Is each summary:
  - Complete?
  - Concise?
  - Clear?
  - Creative?
- 3 Identify the weaknesses and possible areas for improvement in the less effective summary. Discuss how to improve these areas by deciding what to add, delete, or change.
- 4 Look back at the better summary you selected in 1. Match each sentence in the summary to the part of Text 3 it refers to.

### INDEPENDENT STUDY

You should be able to summarize other texts by identifying the main point(s) and then rewriting these.

► Find a text from your own area of study. Follow the same procedure to write your own summary of that text.

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

- 1 Work in groups. Discuss whether you agree with ideas 1–3 from the texts. Give reasons and examples.
  - 1 A person's power comes from their economic resources.
  - 2 A person's economic power affects their life chances.
  - 3 People are often likely to act, individually or collectively, in pursuit of their class interests.



# 5D Writing Note-taking & summarizing

When taking notes from a text, it is important that you have a clear purpose for the notes. This may be preparing for a seminar or finding information for a written assignment. It is also important to be **active** in your note-taking as this will help you to think critically about the ideas in the text. You can then use your notes to write a summary of the text which includes all the key information.

## This module covers:

- Analysing and using active note-taking strategies
- Identifying and using summarizing words and phrases
- Writing a summary of a short academic text

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

1 Work in pairs. Discuss items 1-6 and decide which you agree with. Give reasons.

### A summary ...

- |  |                                    |
|--|------------------------------------|
| 1 includes your own ideas                  | 4 includes all minor details       |
| 2 is much shorter than the original text   | 5 helps you to understand a text   |
| 3 includes all main and supporting details | 6 is useful for future activities. |

## TASK 2 Analysing note-taking strategies

1 Work in pairs. You are going to read a short text about leadership. Before you read, discuss questions 1-3.

- Do you think a leader should have a lot of power and make most of the decisions?
- When might it be a good idea for a leader to share power with other people?
- Would you rather work for:
  - a leader who controls everything?
  - a leader who shares power and responsibility?

2 Read the following statement and answer questions 1 and 2.

*'One style of leadership is suitable for all situations.'*

- Work in pairs and discuss your initial response to the statement.
- What areas might you need to research in order to prepare for a seminar discussion on this statement?

3 Read the text and the notes. Identify which note-taking strategies 1-8 on page 073 are used.

*Research questions: How many leadership styles are there? Are different styles better for different situations?.*

**Autocratic leadership**

*traditional command/control leadership*

*A strong hierarchy*

Autocratic leaders hold on to as much power and decision-making as they possibly can. There is likely to be minimal consultation and employee input into decision-making. Orders should be obeyed and employees should welcome the structured environment and the rewards they receive.

This style of leadership is most likely to be used when subordinates are unskilled, not trusted, and their ideas are not valued. It is also more likely in an organization that focuses on results and has to make urgent decisions that depend highly on the manager. The style is likely to be accompanied by very detailed instructions and close supervision. In some situations subordinates may expect - and like - to be told what to do since there can be no second guessing or uncertainty.

*could be useful in manufacturing*

*Would this work in all cultures?*

*Not good for creative industries?*

*Note: no evidence provided for any of the claims*

### Note-taking strategies

- 1 **underlining** or **highlighting** words
  - 2 translating words you do not understand
  - 3 making notes mainly in your own words
  - 4 writing down a lot of direct quotations
  - 5 highlighting anything useful for your research aims
  - 6 writing notes on everything you read
  - 7 evaluating and criticizing a source
  - 8 thinking about and planning your research aims
- 4 Look at each note-taking strategy in 3 and decide if they are *passive* or *active*.
- Passive note-taking* – accepting what you read or hear, and writing it down without reacting or thinking critically about what you are writing, or why.
- Active note-taking* – having a clear purpose for note-taking, evaluating what you read or hear, and thinking critically about what you are writing down, and why it is useful.
- 5 A key idea in the first sentence of the text is *holding on to power and decision-making*. Find words in the rest of the text that are related to this idea.
- 6 Read the notes summarizing the main ideas from the text. How might this person be planning to use their reading of the text in a seminar discussion?
- Autocratic leaders = control and power – useful in unskilled non-creative job sectors – employees expect and are given instructions and supervision.

## TASK 3 Using active note-taking strategies

- 1 Read the text on a different leadership style. Take notes using the approach in Task 2.3 as a model. As you take notes:
  - 1 try to use *active* note-taking strategies
  - 2 remember your response to the statement in Task 2.2.

### Laissez-faire leadership

Laissez-faire means to 'leave alone'. In this leadership style the manager gives employees considerable freedom in how they do their work. Employees can set their own goals, make their own decisions, and resolve problems as they see fit.

This may be an appropriate management style to use when employees can be trusted to do their job because they are motivated, skilled, and educated. It may be appropriate when working with a culture based around the individual, and where people can work successfully on their own.

- 2 Compare your notes with another student. Which active skills did you use?
- 3 Look back at the summary notes in Task 2.6. Write similar notes summarizing the main ideas from the text on laissez-faire leadership.
- 4 How are the ideas in the two texts connected? How could you link your notes on each text?

### INDEPENDENT STUDY

Try to be active in your note-taking by using your own words, thinking critically about the text, and keeping in mind your research aims.

► Find two texts from your area of study and take notes using active note-taking strategies.

### ACADEMIC LANGUAGE

► Language Reference page 180 24.1

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

Key nouns and a related determiner can be used to summarize the main ideas within a text or section of the text.

Use definite determiners to refer to a specific example.

**The** rewards ... **This** style of leadership ... **These** studies ... **His** ideas ... **Their** own decisions ...

Use indefinite determiners to refer to an idea in general.

**An** organization ... **A** culture ...

One use of determiners is to summarize ideas within or outside a text.

Employees are motivated by **the benefits** a company provides.

*The benefits* are not actually mentioned in the text, but they are specific and will include things like paid holidays, pensions, bonuses, etc.

## TASK 4 Identifying and using summarizing words and phrases

- 1 Look back at the texts in Tasks 2.3 and 3.1 and find the phrases below. Do they summarize an idea within the text or outside the text?

the structured environment   the rewards   this style   their own goals  
their own decisions

- 2 Replace the phrases in italics in the text below with a suitable summarizing phrase.

the structured environment   the rewards   the relationships   the working process  
the personal characteristics

<sup>1</sup>A strong, determined, and decisive personality traditionally associated with a good leader is perhaps more associated with <sup>2</sup>a setting in which there is a strong hierarchy and chain of command found in traditional manufacturing contexts. <sup>3</sup>The role of individuals and their position within the hierarchy clearly determine how an individual is expected to behave in an organization. Employees were not expected to demand anything more than <sup>4</sup>the salary, holidays, pension, and bonuses associated with their role. Today, however, <sup>5</sup>the way in which people are expected to work plays a much more important role in determining managerial style.

### ACADEMIC LANGUAGE

► Language Reference page 181 24.5

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

To avoid using exactly the same words to repeat an idea, lecturers and textbook writers often use a noun phrase instead of a longer structure (a clause or sentence). The noun phrase says the same thing in a different, more concise way. Two typical patterns of noun phrase are:

1 Determiner + noun + prepositional phrase

2 Determiner + adjective(s) + noun

Compare these examples:

1 Clause: *In some situations employees may expect to be told what to do ...*

Noun phrase: *This expectation of being told what to do ...*

2. Sentence: *It may be appropriate when working with a culture based around the individual ...*

Noun phrase: *Such individualized cultures ...*

- Using noun phrases in this way often involves changing the class of a word. For example:  
*individual* → *individualized* (noun → adjective), *expect* → *expectation* (verb → noun)

## TASK 5 Paraphrasing longer structures using noun phrases

- 1 Rewrite sentences 1–4. Use one of the noun phrase patterns in Academic Language to rephrase the underlined words, with the word in brackets as the head noun.

**Example:** Chapter 12 looks at how business became more global. (*globalization*)  
→ Chapter 12 looks at the globalization of business.

- The following chapter examines how a laissez-faire business style has come to be adopted. (adoption)
- The arguments for a laissez-faire business style lack a sufficient amount of evidence to support it. (evidence)
- An important aim of a successful business is to build trust among its employees. (building)
- This discussion in this essay is limited to what has caused this worrying situation to arise. (cause)



## TASK 6 Writing a summary of a paragraph

- 1 Read the paragraph on democratic leadership and the summary that follows. Identify the parts of the original paragraph that are included in the summary.

### Democratic leadership

The democratic leadership style may not always work out, though. It is likely to be most effective when used with skilled, free thinking, and experienced subordinates who enjoy the relationships and chaos that can result from belonging to a highly effective team. Nevertheless, the democratic process may slow down decision-making and may prove costly. The style also requires a positive chemistry in the team and if this is absent, no amount of democracy can make the style work.

**Summary:** Experienced, skilled, and open-minded employees work well in a team when relationships are good. However, democratic leadership can be slow and costly, and can fail without an effective team.

- 2 Look back at your own notes from Task 3.3. Write summaries of autocratic and laissez-faire leadership styles using the summary in 1 above as a model.
- 3 Read the paragraph on trait theory and write notes on the main ideas. Use your notes to write a summary of the paragraph.

*Sample answer*

page 189

### Trait theory

'She's a born leader' encapsulates the idea behind trait theory, which argues that some individuals are born with the characteristics that make them natural leaders. Trait theory suggests that leaders are different from other groups of individuals in that they consistently demonstrate the following characteristics: intelligence, self-confidence, determination, integrity, sociability. Interestingly, height and fluency in speech were often found to be common traits too, as were flat feet. Critics of trait theory believe that it fails to take into account the life experiences that can affect leadership.

- 4 Compare your summary with a partner. Use questions 1–4 to evaluate (a) your own summary, and (b) your partner's summary. Is the summary:
- 1 Complete (does it include the main idea from the original text)?
  - 2 Concise (is it significantly shorter than the original text)?
  - 3 Clear (is it easy to understand)?
  - 4 Creative (does the writer use their own language)?



Affixes include both prefixes, e.g. *un-*, *dis-*, and suffixes, e.g. *-tion*. Many affixes are grammatical, and do not have much 'meaning', for example the prefix *-un* shows an opposite, and the suffix *-ity* shows that the word is probably a noun. Sometimes a suffix can be taken away to leave the root word, e.g. *intensity* → *intense*, but sometimes this does not work, e.g. *capacity*. Affixes can help you recognize word class, which in turn can help you understand wider meanings and sentence structure.

### TASK 1 Using suffixes to recognize word families

#### 1 Match each group of suffixes to their typical word classes.

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

#### 2 Choose one group, and give at least one example word for each suffix.

**Example:** *-ity*: *authority*, *intensity*

#### 3 Write a sentence related to your own area of study using each example word from 2.

### TASK 2 Building word families using affixes

#### 1 Decide on the word class for words 1-8. Then write in the remaining forms where possible. The first is done as an example.

	noun	verb	adjective	adverb
1 centre	centre	centralize	central	centrally
2 divide				—
3 discuss				
4 category				
5 theoretical				
6 similar		—		
7 differentiate				
8 collectively				

#### 2 Add the word class to words 1-8. Then complete the second column with the word class given.

1 involve ( )	..... (n)
2 similar ( )	..... (n)
3 market ( )	..... (adj)
4 intense ( )	..... (adv)
5 summary ( )	..... (v)
6 division ( )	..... (adj)
7 equal ( )	..... (n)
8 resource ( )	..... (adj)

#### 3 Complete the sentences with the appropriate form of the word given.

- UN ..... in recent elections has helped stabilize the region. (involve)
- Life on other planets is ..... possible, but highly unlikely. (theoretical)
- The ..... between rich and poor has increased with each generation. (divide)
- Researchers noted a ..... in responses from male and female test groups. (similar)
- Attempts to ..... the flora and fauna of rainforests have been limited. (category)

#### 4 Write a short paragraph related to your own area of study using at least three of the words from 2.



# UNIT 6 Growth

## ACADEMIC FOCUS: USING SOURCES



### LEARNING OBJECTIVES

This unit covers:

#### Listening

- Completing notes on the main points of a lecture
- Identifying and discussing stance in source material
- Summarizing stance and perspective of source material

#### Speaking

- Referring to the main ideas in a text
- Forming a stance based on a reading
- Offering and responding to opinions

#### Reading

- Identifying and evaluating sources for an essay
- Identifying author stance on main ideas
- Identifying details and examples from sources to support an argument

#### Writing

- Analysing the use of sources in a text
- Understanding and using ways of referring to sources
- Selecting and synthesizing sources to use in a paragraph

#### Vocabulary

- Identifying form in reported structures
- Using reporting structures

### Discussion

- 1 Work in pairs and decide which area 1–4 is the most important for the growth of a country. Give reasons and examples.
  - 1 technology and industry
  - 2 education
  - 3 natural resources (e.g. oil, forests)
  - 4 government policy
- 2 Which of the following are likely to be the *causes* of growth, and which are more likely to be the *results* of growth?  
a higher standard of living   a more powerful country  
innovation   environmental problems
- 3 Work in groups. Identify the most effective ways of promoting the growth of a country. Briefly present these to the whole class.



# 6A Listening Lectures (4)

Lecturers are likely to use a number of **sources**, such as textbooks or articles, to inform their lectures. They will often use these to support their argument. Reading the sources either before or after the lecture will help you to understand the topic of the lecture more fully. While listening to a lecture, you need to be able to identify the sources that the lecturer refers to, so that you can follow up by reading any useful extracts.

## This module covers:

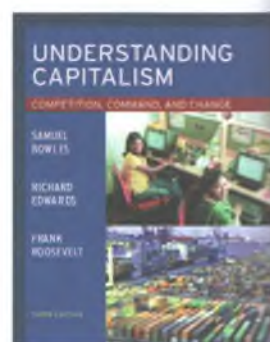
- Completing notes on the main points of a lecture
- Identifying and discussing stance in source material
- Summarizing stance and perspective of source material

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

- 1 Read the definition of the Industrial Revolution. Work in groups and make a list of the *three* most important technological developments since the Industrial Revolution.
- 2 Discuss what you know about these key terms. Say how they can be connected, for example, as a cause and effect.  
globalization   capitalism   the Industrial Revolution   political theories  
technological growth
- 3 You are going to watch the first part of a lecture on 'the globalization of business'. The lecturer refers to two sources which her students will need to read during the course. Look at the contents page of one of the books on page 196 and answer questions 1 and 2.
  - 1 Which *three* chapters relate to the worldwide growth of industry and technology?
  - 2 How could you use the book to prepare for the lecture?

### the Industrial Revolution (n) [sing.]

the period in the 18th and 19th centuries in Europe and the US when machines began to be used to do work, and industry grew rapidly



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

- 1 6.1 Watch Extract 1 and complete the notes on the lecture overview.  
Course module: *'The Globalization of Business'*  
Main topic: <sup>2</sup> .....  
Focus: <sup>3</sup> .....  
Key question: <sup>4</sup> .....
- 2 Compare your answers in 1 with another student, and identify the language that helped you complete the notes.
- 3 6.2 Watch Extract 2 and complete the notes on the Industrial Revolution. The symbol → means *causes* or *leads to*.

### Contextualizing the Industrial Revolution:

<sup>1</sup>advances in technology & inventions → the Industrial Revolution <sup>2</sup> .....  
(date) → <sup>3</sup>growth in .....

<sup>4</sup>the Industrial Revolution is permanent (evaluation) .....

### Major areas of 19th century technological advance:

<sup>5</sup>agriculture <sup>6</sup> ..... <sup>7</sup> .....

### Major areas of 20th century advance:

<sup>8</sup>transport (highways / cars and trucks) <sup>9</sup> .....  
<sup>10</sup> ..... <sup>11</sup> ..... <sup>12</sup> .....

- 4 6.3 Watch Extract 3 and note down the information given by the lecturer relating to points 1-4.

- |   |  |
|---|--|
| 1 Examples of 21st C technological growth   | 3 The buying power of Americans              |
| 2 The impact of 20th C technological growth | 4 The cause of this increase in buying power |




- 5 The lecturer says that there have been 'significant increases in people's consumption standards'. Whose stance is this?

1 the lecturer's                      2 the authors' (i.e. Bowles, Edwards, and Roosevelt)

- 6 Work in pairs. Use your notes on Extracts 1–3 to answer questions 1 and 2.

1 Why was the Industrial Revolution such an important social and historical event?  
2 What are some of the benefits of industrialization and economic growth?

### TASK 3 Critical thinking - offering an opposing stance

- 1  6.4 Watch the last part of Extract 3 again. Read statements 1–3 and decide if they represent the stance of (a) the lecturer, or (b) the authors (Bowles, Edwards, and Roosevelt).

1 The 'unprecedented growth in the availability of material goods' is universally beneficial.  
2 Everyday life was also made better through changes in diet and housing.  
3 Industrial and technological growth is a positive development.

- 2 Work in groups. Write one sentence expressing an *opposing* stance to each statement in 1.

**Example:** *The 'unprecedented growth in the availability of material goods' can cause both unhappiness and environmental damage.*


- 3 Compare your answers with another group.

#### INDEPENDENT STUDY

Lecturers often present opposing stances so that the information is not one-sided.

► In a lecture, listen out for evaluative words like *beneficial* and *positive* and think of critical questions, e.g. *How beneficial? Beneficial for whom?*

### TASK 4 Listening for stance and perspective

- 1  6.5 Watch Extract 4, where the lecturer refers to a second source. Read sentences 1 and 2 and decide if they represent the stance of (a) the lecturer, or (b) the authors (Wetherly and Otter).

1 'So we might expect a more critical stance than the one we looked at earlier, put forward by Bowles, Edwards, and Roosevelt.'  
2 'So essentially, the Marxist view is anti-capitalist - it sees the effect of capitalism as increasing poverty among the majority of the population.'

- 2  6.5 Watch Extract 4 again. Make brief notes about:

- the Marxist perspective as presented by the authors, Wetherly and Otter
- Adam Smith's perspective as presented by the authors, Wetherly and Otter.

- 3 Read summaries 1 and 2. Which summarizes (a) the Marxist perspective, and (b) Adam Smith's perspective on capitalism?

#### Summary 1

This perspective accepts that capitalism can bring about economic growth. However, it recognizes a major weakness in capitalism: it results in inequality, with a small number of rich people owning a very large amount of a country's wealth.

#### Summary 2

This perspective accepts that capitalism can bring about economic growth. It believes that capitalism, and in particular international free trade and open markets, are positive forces for economic development.



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

- 1 Work in groups and discuss questions 1 and 2.

1 Is continued economic growth always a good thing?  
2 Does economic growth lead to increased wealth for everyone, or to increased inequality?

- 2 Write a short paragraph summarizing your own stance on the Industrial Revolution. Choose from one or more of the following perspectives.  
social   political   financial   technical   environmental

#### INDEPENDENT STUDY

Find a source from your own area of study.

► What's the stance of the author? What perspectives are covered?

## 6B

## Speaking Seminar discussions (4)

A common seminar task is to discuss a text that you have read in advance. You will be expected to read and think about the text before the seminar. You will need to check that you understand the main points and arguments in the text. You will also have to think about your own stance and your reaction to the points in the text, and be prepared to discuss them with other students.

**This module covers:**

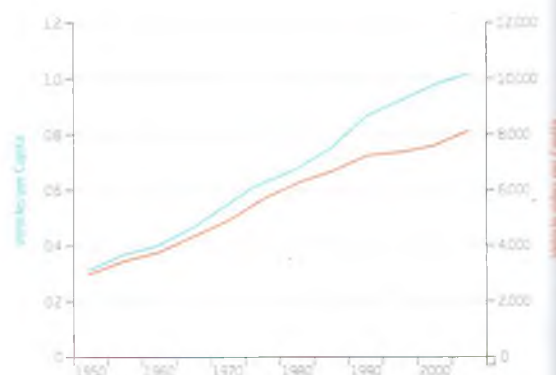
- Referring to the main ideas in a text
- Forming a stance based on a reading
- Offering and responding to opinions

## TASK 1 Previewing the topic

### 1 Work in groups and discuss questions 1–4.

- 1 How do you do most of your travelling? By car, bus, train, or another method?
- 2 Look at the graph. Is there a similar pattern in your country?
- 3 What are the advantages and disadvantages of car use in your country?
- 4 Has your government taken steps to solve the problems caused by cars in your country? Explain what these steps are and whether or not they have been effective.

### 2 Briefly present your answers to the class.



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

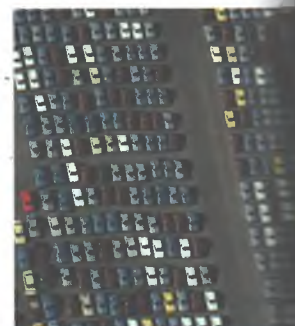
### 1 Read Text 1 and underline the main ideas.

#### TEXT 1

Can the planet sustain two billion cars? Not as we know them. Today's one billion vehicles are already releasing extraordinary quantities of greenhouse gases into the atmosphere. They are using up the world's conventional petroleum supplies, starting political arguments over oil, and putting pressure on the roads of today's cities. Billions of hours are wasted stuck in traffic, and billions of people are sickened by pollution from cars. From Paris to Fresno, and Delhi to Shanghai, conventional motorization, conventional vehicles, and conventional fuels are polluting cities. Cars are arguably one of the greatest man-made threats to human society.

Yet cars aren't going to go away. The desire for personal vehicles is powerful and everywhere. Cars offer unprecedented freedom, flexibility, convenience, and comfort, unmatched by bicycles or today's public transport. Cars have many benefits for those fortunate enough to own them. They have transformed modern life and are one of the great industrial success stories of the twentieth century. What, then, should be done about the soaring vehicle population? Radical changes are called for. Vehicles need to change, as do the energy and transportation systems in which they are embedded. Even according to the most conservative scenarios, dramatic reductions in oil use and carbon emissions will be needed within the next few decades to avoid serious economic and climate change.

SOURCE: Sperling, D. & Gordon, D. (2009), pp.1–2. *Two Billion Cars: Driving towards sustainability*. Oxford: Oxford University Press.



#### GLOSSARY

**conservative** (adj) an estimate lower than what is probably the real sum or amount

**conventional** (adj) normal and ordinary; (of fuels) not nuclear

**sustain** (v) to provide enough of what sb/sth needs in order to exist

### 2 ▶ 6.6 Listen to an extract from a seminar discussion. Identify which ideas from Text 1 the speakers refer to. Do they agree or disagree with these ideas?

### 3 ▶ 6.6 Listen again and note down the phrases the speakers use to:

- 1 refer to the text
- 2 respond to a point in the text
- 3 respond to each other's points.



## ACADEMIC LANGUAGE

## Referring and responding to points of view

In a discussion, it is important to make clear whether you are referring or responding to the content of a source (e.g. a text or lecture), or putting forward your own points.

## Referring to a source

*It says in the text that ...*  
*the text talks about ...*  
*according to the text ...*  
*if you look at ... it suggests ...*  
*the authors also suggest that ...*

## Responding to a point in a source

*I have to agree that ...*  
*I think that's pretty clear.*  
*I don't necessarily agree with that point.*

## Responding to another speaker

*Exactly, yes.*  
*I understand what you're saying, but ...*  
*I suppose so, but ...*

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

## 1 Complete the discussion extract using phrases from Academic Language.

**A** So do you think the situation is really that bad?

**B** Well, <sup>1</sup> the first paragraph, I think it's difficult to argue with the points. I mean, <sup>2</sup> the number of cars is increasing, which means the problem will only get worse.

**A** <sup>3</sup> 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.

**B** <sup>4</sup>, but isn't it all connected? I mean, the authors <sup>5</sup> that there's a connection with climate change.

**A** But ... well, yes, <sup>6</sup> with that. But <sup>7</sup> that we need a radical solution, we need to make big changes in the technology and the infrastructure. <sup>8</sup> with that point.

## 2 6.7 Listen and check your answers.

## TASK 4 Reading to prepare for a seminar

## 1 You are going to take part in a seminar discussion. Read the statement and think about questions 1–3.

*'Most people aspire to improve their standard of living. It is therefore understandable that the number of cars worldwide is growing rapidly. However, this aspiration will cause increasing demand for limited resources that could ultimately lead to conflict.'*

- 1 What is your opinion on this statement?      3 What arguments could you use to counter these opinions?  
 2 What are other possible opinions?

## 2 Read Text 2 on page 197 and follow the instructions.

## TASK 5 Taking part in a seminar discussion

## 1 Work in groups and discuss the statement from Task 4.1. During the discussion, make sure you:

- refer to points from the text
- respond to the points from the text
- respond to points made or referred to by other people.

## 2 Evaluate your own performance in the discussion using questions 1–3.

- 1 Did you make the points you prepared?  
 2 Did other students understand and respond to your points?  
 3 Did you participate effectively by listening to and responding to other students' points?

## INDEPENDENT STUDY

Whenever you discuss a topic based on a text or other source, always try to move beyond just understanding the ideas in the text. Try to think about your reactions, and the reactions other people may have, in order to discuss the ideas more effectively.

► Find a short text or lecture related to your area of study. Make notes on two different ways you could respond to it.

## 6C Reading Textbooks (6)

Reading an academic text often informs another task such as taking part in a seminar, writing an essay, or sitting an exam. When using a text to inform your writing, it is important to think about *how* you can use the material from that text – for example, do you want to include summaries of large quantities of material, or specific details to support your stance or argument? This module helps you to evaluate and select relevant material from a longer text in preparation for a piece of writing.

### This module covers:

- Identifying and evaluating sources for an essay
- Identifying author stance on main ideas
- Identifying details and examples from sources to support an argument

### TASK 1 Previewing the topic of a text

- 1 **Work in pairs and discuss questions 1–3. Give reasons and examples.**
  - 1 Think of three increasing demands that humans are placing on the Earth (e.g. the demand for oil), and discuss which has the greatest impact.
  - 2 At the same time as the world's population has grown, incomes in many countries have also risen. How might this add to the pressure on the Earth?
  - 3 Is quality of life increasing around the world? Is it increasing equally everywhere?
- 2 **Compare your ideas with another pair.**

### TASK 2 Analysing essay titles

- 1 **Read the essay title. Decide which of the research questions 1–5 it would be useful to answer in preparing for this essay.**

**TITLE:** *'Current levels of food consumption are unsustainable.' Discuss.*

- 1 What are the levels of food consumption?
  - 2 What are the most popular foods in the world?
  - 3 Are any countries self-sufficient in food production?
  - 4 What evidence is there to show that the world is consuming too much?
  - 5 Is consumption the same everywhere in the world?
- 2 **Read the essay title. Work in pairs and discuss what background information would help you prepare for the essay.**

**TITLE:** *'Population growth is placing immense pressure on the world's resources and humans need to adapt their lifestyle to maintain the planet's existence.' To what extent do you agree?*

### TASK 3 Understanding a longer source text

- 1 **Read the text quickly and decide how you could use it as a source for the essay in Task 2.2.**
- 2 **Match sentences a–h with the paragraph (1–8) they summarize.**
  - a Incomes have risen dramatically, by 700% in fifty years. ....
  - b Food supplies are most likely to suffer first: grain stocks fell for three years in a row. ....
  - c The world's population has grown rapidly in the last fifty years, faster than in the four million years before it. ...1...
  - d In the past, farmers increased production when there was a shortage of food, but now it is not clear if they can do so. ....
  - e It was the goal of the UN to halve levels of world hunger by 2015. ....



- f We are using more water than is being replaced by the natural environment, causing significant ecological damage.
- g Income and population growth have increased food demand so much that farmers are now farming land that is not sustainable.
- h Nature is struggling to cope with CO<sub>2</sub> emissions, which are up from 316ppm to 369ppm in just over forty years.

3 Identify the specific words or phrases in the text that helped you to match each paragraph to its summary.

4 Highlight the main ideas in paragraphs 9 and 10. Use these to write a one-sentence summary of each paragraph.

## A Planet Under Stress

- 1 Humanity's demands on the Earth have multiplied over the last half-century as our numbers have increased and our incomes risen. World population grew from 2.5 billion in 1950 to 6.1 billion in 2000. The growth during those 50 years exceeded that during the 4 million years since we emerged as a distinct species.
- 2 Incomes have risen even faster than population. Income per person worldwide nearly tripled from 1950 to 2000. Growth in population and the rise in incomes together expanded global economic output from just under \$7 trillion (in 2001 dollars) of goods and services in 1950 to \$46 trillion in 2000, a gain of nearly sevenfold.
- 3 Population growth and rising incomes together have tripled world grain demand over the last half-century, pushing it from 640 million tons in 1950 to 1,855 million tons in 2000. To satisfy this swelling demand, farmers have plowed land that was highly erodible - land that was too dry or too steeply sloping to sustain cultivation. Each year billions of tons of topsoil are being blown away in dust storms or washed away in rainstorms, leaving farmers to try to feed some 70 million additional people, but with less topsoil than the year before.
- 4 Demand for water also tripled as agricultural, industrial and recreational uses climbed, outstripping the sustainable supply in many countries. As a result, water tables are falling and wells are going to dry. Rivers are going to be drained dry, to the detriment of wildlife and ecosystems.
- 5 Fossil fuel use quadrupled, setting in motion a rise in carbon emissions that is overwhelming nature's capacity to fix carbon dioxide. As a result of this carbon-fixing deficit, atmospheric CO<sub>2</sub> concentrations climbed from 316 parts per million (ppm) in 1959, when official measurement began, to 369ppm in 2000.
- 6 The sector of the economy that seems likely to unravel first is food. Eroding soils, deteriorating rangelands, collapsing fisheries, falling water tables, and rising temperatures are converging to make it more difficult to expand food production fast enough to keep up with demand. In 2002; the world's grain harvest of 1,807 million tons fell short of world grain consumption by 100 million tons, or four percent. This shortfall, the largest on record, marked the third consecutive year of grain deficits, dropping stocks to the lowest level in a generation.
- 7 Now the question is, can the world's farmers bounce back and expand production enough to fill the 100-million-ton shortfall, provide for the more than 70 million people added each year, and rebuild stocks to a more secure level? In the past, farmers responded to short supplies and higher grain prices by planting more land and using more irrigation water and fertilizer. Now it is doubtful that farmers can fill this gap without further depleting aquifers and jeopardizing future harvests.
- 8 In 1996, at the World Food Summit in Rome, hosted by the U.N. Food and Agriculture Organization (FAO), 185 countries plus the European Community agreed to reduce hunger by half by 2015. Using 1990-92 as a base, governments set the goal of cutting the number of people who were hungry - 860 million - by roughly 20 million per year. It was an exciting and worthy goal, one that later became one of the U.N. Millennium Development Goals.
- 9 But in the late 2002 review of food security, the United Nations issued a discouraging report: 'This year we must report that progress has virtually ground to a halt. Our latest estimates, based on data from the years 1998-2000, put the number of undernourished people in the world at 840 million ... a decrease of barely 2.5 million per year over the eight years since 1990-92.'
- 10 Since 1998-2000, world grain production per person has fallen five per cent, suggesting that the ranks of the hungry are now expanding. As noted earlier, life expectancy is plummeting in sub-Saharan Africa. If the number of hungry people worldwide is also increasing, then two key social indicators are showing widespread deterioration in the human condition.



SOURCE: Brown, L. in Dryzek, J.S. and Schlosberg, D. (2005). pp.38-9. *Debating the Earth: the Environmental Politics Reader*. Oxford: Oxford University Press.



## TASK 4 Identifying author stance on the main ideas

- 1 Highlight the sentences in the text where the authors express their stance on points 1–5 below. Complete column A of the table with notes on the authors' stance.

	A Authors' stance	B Evidence used to support 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>	
2 The ability of farmers to increase food production		<i>None provided</i>
3 Reducing world hunger by 50%		
4 The success of the World Food Summit's goal		
5 The standard of living for humans		

- 2 Identify the evidence the authors use to support their stance on each point and complete column B of the table.
- 3 Use your notes from the table to summarize the authors' stance on each point.
- Example:** *Food supplies are the area most likely to collapse first, because of our continuing over-use of resources.*

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

- 1 Work in pairs. Discuss whether you agree with the statement in the essay title.

**TITLE:** *'The world has a maximum number of people that it can support, and we have already passed that point.' Discuss.*

- 2 Read the essay plan. Does the writer plan to agree or disagree with the statement?
- 1 Introduction: main stance – The world has reached maximum capacity because resources are being used so quickly that they are not naturally being replaced.
  - 2 Paragraph 1 – The growth in population and demand on resources
  - 3 Paragraph 2 – Growth is good for economic prosperity and ultimately for standards of living, especially in areas such as health and education.
  - 4 Paragraph 3 – The environment is being destroyed by human activity.
  - 5 Paragraph 4 – We are no longer able to support everyone on the planet with the amount of food we produce.
  - 6 Conclusion – Consumption patterns or the overall population size need to change in order for human existence to continue.
- 3 What is going to be the writer's main line of argument, a or b?
- a The effect of humans on the world's resources means that future growth is not sustainable.
  - b The demand for resources needs to change to ensure sustainable growth.
- 4 Read the text on page 083 again and identify any details that the writer of the essay could use to support their main argument.
- 5 Compare the details you identified with another student. Give reasons for your selection.

### INDEPENDENT STUDY

When you are preparing an essay, think about the stance on the issue, and what type of information you need to find in order to support your argument.

► Identifying your stance will give you a purpose for reading, and guide you to the sources you need to use.

## ACADEMIC LANGUAGE

▶ Language Reference page 182

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

Prepositions have many different functions in academic texts. Many of the prepositions in the text on page 083 refer to different periods of time or to changes in quantity. For example:

- *over* and *during* both refer to periods of time; *over* can also mean *more than* (quantity)
- *in* refers to a fixed period of time such as a particular year, month, or century
- *from* and *to* are used together to indicate a starting and finishing point
- *by* indicates the latest time something can happen (time) or the amount of change (quantity)

*Population growth and rising incomes together have tripled world grain demand **over** the last half-century, pushing it **from** 640 million tons **in** 1950 **to** 1,855 million tons **in** 2000.*

*World population grew **from** 2.5 billion **in** 1950 **to** 6.1 billion **in** 2000. The growth **during** those 50 years exceeded that **during** the 4 million years since we emerged as a distinct species.*

*... 185 countries plus the European Community agreed to reduce hunger **by** half **by** 2015.*

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

- 1 Find other examples of the prepositions from Academic Language in the text, and notice how they are used.
- 2 Use the prepositions in the list and notes 1–5 to write complete sentences showing a change in time or quantity.

**Example:** China's livestock population / tripled / 1950 / 2002

*China's livestock population tripled **from** 1950 **to** 2002.*

over from to in during by

- 1 grain harvest / fall / 10 per cent / 2050
- 2 Californian population / increase / 26 million today / 40 million / 2030
- 3 the last 50 years / Gobi desert / expanded / 52,400 square kilometres
- 4 global temperatures / higher / the last century
- 5 1972 / wheat prices / went up / \$70 / \$181 per tonne

TASK 7 **Reflecting on reading for a purpose**

- 1 Work in pairs and discuss questions 1–3.
  - 1 Which of these specific skills are practised in this unit?
    - Understanding essay questions
    - Identifying the relevance of a text to a writing task
    - Understanding main ideas in a text
    - Understanding supporting details in a text
    - Understanding key terms in a text
    - Using a text to support your stance in a writing task
  - 2 How can you continue to practise these skills?
  - 3 What makes this way of reading a text more challenging than the skills you practised in earlier units?
- 2 Read statements 1–5 and discuss which you agree with. Give reasons and examples.
  - 1 I know a lot about my subject area so I don't need to support my ideas.
  - 2 Using sources such as texts makes an essay stronger.
  - 3 Essays are just a way of showing the teacher you have learnt something from your research.
  - 4 You can use any source you find in an essay.
  - 5 Using sources such as texts helps you write a more complete and balanced essay.

When you write an academic assignment such as an essay, you will need to use material from other sources, such as textbooks and academic articles. The material from these sources adds details and evidence that support your main points. You need to select the source material carefully so that it is useful, relevant, and coherent (clear and well-organized). Each use of a source is known as a **citation**. You need to include a reference for each citation, to make clear where the material is from, and to avoid plagiarism (see page 186).

### This module covers:

- Analysing the use of sources in a text
- Understanding and using ways of referring to sources
- Selecting and synthesizing sources to use in a paragraph

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

- 1 Work in pairs. Read the essay title and note down at least two 'challenges' that you could include in this essay.

**TITLE:** *What are the main challenges facing the world today as a result of economic and technological growth?*

- 2 Read the paragraph from an essay on this title and answer questions 1–4.

- 1 Is this paragraph from the beginning of the essay, or near the middle?
- 2 How many different sources are used?
- 3 What are the two main views discussed in the paragraph?
- 4 What is the main idea of the paragraph?

<sup>1</sup>As we have seen, recent economic and technological growth has led to a number of environmental problems. <sup>2</sup>However, it has also led to a number of social challenges, the most important of which is inequality. <sup>3</sup>One view is that in capitalist countries people's incomes have risen steadily (Bowles, Edwards, and Roosevelt, 2005, p.8). <sup>4</sup>This means that countries have become richer over the past two hundred years. <sup>5</sup>However, an opposing view is that some people have become richer very quickly while others have not. <sup>6</sup>In other words, inequality has increased. <sup>7</sup>A Marxist perspective supports this view. <sup>8</sup>As reported by Wetherly and Otter (2011, p.341), Marx believed that 'the social system of capitalism is very unequal'. <sup>9</sup>It seems that although incomes have risen generally, the gap between rich and poor people has increased.

### References:

- 1 Bowles, S., Edwards, R., and Roosevelt, F. 2005. *Understanding Capitalism: Competition, Command, and Change*. Oxford: Oxford University Press.
- 2 Wetherly, P. and Otter, D. 2011. *The Business Environment: Themes and Issues* 2nd ed. Oxford: Oxford University Press.

- 3 Match the sentences with features a–d.

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

- 4 Look at the two citations in the paragraph and answer questions 1–4.

### Which citation ...

- 1 is a *direct quotation*, using exactly the same words as the source?
- 2 is a *paraphrase* of an idea in the source, using the student's own language?
- 3 is a statement followed by a reference to the authors of the source text?
- 4 refers to the authors of the source text, followed by a statement?

- 5 Underline the language that introduces each statement in the two citations.



## ACADEMIC LANGUAGE

► Language Reference page 183 34

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

When referring to sources, you can use more than one style of citation.

**1 Statement + reference** (This style means that the reader focuses on the statement first)

Marx believed that 'capitalism is very unequal' (Wetherly and Otter 2011, p.341).

Marx believed that 'capitalism is very unequal', **as stated by** Wetherly and Otter (2011, p.341).

**2 Author-focus** (This style puts the author names first)

**As reported by / According to** Wetherly and Otter (2011, p.341), Marx believed that 'capitalism is very unequal'.

Wetherly and Otter (2011, p.341) **state** that Marx believed 'capitalism is very unequal'.

You can also select from a number of verbs within specific structures. For example:

Taylor **argues / believes / says / states / suggests that** ...

Brennan and Walsh **define / describe X as** ...

**As described / reported / shown / stated by** Gonzalez and Friel ...

**According to** Baker and Walsh ...

## TASK 2 Using reporting verbs and verb structures

**1 Read the text and complete citations 1–4 using the reporting verb structures.**

But wherever and whenever capitalism took hold, people's incomes and consumption levels began to rise in a sustained way. [...] In the U.S. the buying power of the average income in 2002 was 32 times what it was in 1789 (the year the U.S. Constitution was adopted). This does not mean, of course, that Americans are now 32 times happier than they were in 1789, but does indicate an unprecedented growth in the availability of material goods.

SOURCE: Bowles, S., Edwards, R., & Roosevelt, F. (2005). p.8. *Understanding Capitalism: Competition, Command, and Change*. Oxford: Oxford University Press.

## GLOSSARY

**unprecedented** (adj) that has never happened, been done, or been known before

state that as reported by describe according to

- The buying power of the average American rose by an extraordinary 32 times between 1789 and 2002, ..... Bowles, Edwards, and Roosevelt (2005, p.8).
- Bowles, Edwards, and Roosevelt (2005, p.8) ..... the 200-year growth of material goods in the US as 'unprecedented'.
- Bowles, Edwards, and Roosevelt (2005, p.8) ..... capitalism led to an 'unprecedented growth' in the US economy after 1789.
- ..... Bowles, Edwards, and Roosevelt (2005, p.8), there is a clear link between capitalism and growth.

## TASK 3 Understanding references

**1 A reference in a text is known as an *in-text reference*. The full reference is also given at the end of a text, in the References section. Look at the two examples of these references below and answer questions 1–3.**

In-text reference: (Bowles, Edwards, and Roosevelt, 2005, p.8)

Entry in References section: Bowles, S., Edwards, R., and Roosevelt, F. 2005. *Understanding Capitalism: Competition, Command, and Change*. Oxford: Oxford University Press.

**1 Which of the following pieces of information are included in each reference?**

	Publisher	Year of publication	Place of publication	Authors' surnames	Authors' initials	Title of the book	Page number(s)
In-text reference		✓					
Reference section							

- Why do you think page numbers are included in a reference?
- What is the order of the items of information in each reference?

## 2 Look again at the first citation from the paragraph in Task 1, and answer questions 1–4.

One view is that in capitalist countries people's incomes have risen steadily (Bowles, Edwards, and Roosevelt, 2005, p.8).

- 1 Which part of the sentence is the statement, and which part is the reference?
- 2 Does the citation focus on the statement or the authors?
- 3 Does the student use a reporting structure to introduce the reference?
- 4 Is the 'view' mentioned in the sentence
  - a the view of the student writing the essay?
  - b the view of the authors named in the reference?

### INDEPENDENT STUDY

When you are writing, academic referencing conventions can be quite complicated, for example how to use the right punctuation.

► Locate the referencing guide used by your institution and use it to help you write accurate references for your citations.

## TASK 4 Using summary in citations

### 1 In order to write a correct citation, you need items a–c. Match these items with extracts 1–3 from an essay.

- |  |  |
|--|--|
| a the author's original words                | c the References section entry for the original source |
| b the writer's summary of the original words |  |

- 1 People have become richer as technology has grown.
- 2 Bowles, S., Edwards, R., and Roosevelt, F. 2005. *Understanding Capitalism: Competition, Command, and Change*. Oxford: Oxford University Press.
- 3 'The technological changes of the past five centuries have been accompanied by significant increases in people's consumption standards.'

### 2 Read the citation from an essay based on the material in 1. Complete citations 1–5 using the same material.

Bowles, Edwards, and Roosevelt (2005, p.8) argue that people have become richer as technology has grown.

- 1 Bowles, Edwards, and Roosevelt (2005, p.8) state that .....
- 2 ..... (Bowles, Edwards, and Roosevelt, 2005, p.8).
- 3 As stated by ....., .....
- 4 ....., according to .....
- 5 As ..... argue, .....

## TASK 5 Using direct quotation

### 1 If you think the original words in a source are particularly interesting, you can use them as a direct quotation rather than a summary. Complete the table using material from the essay extract in Task 1.

As reported by Wetherly and Otter (2011, p.341), Marx believed that 'the social system of capitalism is very unequal'.

The quotation

The reporting verb structure

The author(s) of the quotation

Who the quotation concerns

The reference

## 2 Complete the citations using the appropriate material from the table on page 088.

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

## TASK 6 Analysing sources to use in citations

- 1 Read Texts 1 and 2 on page 198, and complete the table. Try to summarize the main point of Text 1 in one sentence. Select a useful quotation from each text.

	Text 1	Text 2
1 In-text reference (following the statement)	(Bowles, Edwards, and Roosevelt, 2005, p.8)	
2 In-text reference (author-focus style)		Wetherly and Otter (2011, p.341)
3 Stance of authors in text (pro-capitalism, anti-capitalism, or neutral)	Pro-capitalism	
4 Main point		The Marxist view is that the growth of capitalism and wealth leads to income inequality.
5 Useful quotation		

- 2 Compare your answers to points 3–5 in the table with another student.
- 3 Write one citation for each source. Use two different ways of referencing.

## TASK 7 Selecting sources to use in a paragraph

- 1 Read the essay title and decide whether it is asking you to:
  - a compare the importance of economic and technological growth with equality and quality of life
  - b argue for and against the importance of equality and quality of life rather than economic and technological growth.

**TITLE:** 'Equality and quality of life are more important than economic and technological growth.' Discuss.

- 2 You are going to write a paragraph for the essay in 1. Your paragraph should present reasons why quality of life is *more important* than growth. Follow steps 1–3 to select material from different sources to use in your paragraph.
  - 1 Turn to page 198 and read Text 3. Identify any useful and relevant material from this text to include in your paragraph. Repeat this process for Text 1 and Text 2 on page 198.
  - 2 Organize the material you have selected using the headings in the table in Task 6.1.
  - 3 Select material from at least two of these sources to use in your paragraph.

## TASK 8 Writing a paragraph incorporating citations

- 1 Plan and write a 120–150 word paragraph using guidelines 1–4.
  - 1 Review the sample paragraph in Task 1, in particular the reporting structures and the use of sources.
  - 2 Write one or two sentences expressing the topic and main point of your paragraph.
  - 3 Select supporting material from your sources in Task 7, and incorporate these into your paragraph. Write at least one sentence for each.
  - 4 Write a concluding sentence.
- 2 Evaluate your paragraph using the checklist of questions on page 199.

**Sample answer**

page 190



When incorporating sources into your work it is important that you use an appropriate reporting verb or structure. Choice of reporting verbs can indicate the strength and position of the stance that the source provides. Using a range of reporting verbs also shows that you are including a variety of stances, or a broad selection of relevant quotations to illustrate your point. Each verb is followed by a particular structure that you will need to learn. Many of the verbs are similar in their meaning and use but there are slight variations depending on whether the source is used in a neutral manner, or is for or against the issue being discussed.

### TASK 1 Identifying form in reported structures

#### 1 Put the words in the correct column.

according as stated asserts as reported contends is defined  
describe sth disputes maintains

followed with *as*

followed with *by*

followed with *that*

followed with *to*

*defined*

#### 2 Compare your answers with a partner.

#### 3 Which phrases are used in a neutral way, which to argue for an issue, and which to argue against an issue?

For

Neutral

Against

*Maintains that*

### TASK 2 Using reporting structures

#### 1 Complete sentences 1–4 with the most appropriate reporting verb.

- 1 Even though much research has shown it to be flawed, Krashen (contends / maintains) that his theory holds true today.
- 2 As (asserted / stated) by Maslow, his theory was never grounded in scientific research.
- 3 Friedman (reports / disputes) that businesses have an ethical role in society; he believes that they are there solely to make money.
- 4 Johnson (contends / asserts) that the population will reach levels the planet cannot cope with. Unlike many other forecasters, he believes that population levels will fall again in the next 40 years.

#### 2 Complete the gaps with an appropriate phrase from below.

describe as as reported by maintains that according to

- 1 ..... Brown (2005), population growth is placing significant demands on the planet as people consume more and more food, water, and fossil fuels.
- 2 ..... the UN in 1996, there were around 860 million people in the world that were hungry. The world food summit<sup>3</sup> ..... this ..... a catastrophic situation and set the goal of cutting the numbers by 20 million for the next twenty years. Brown<sup>4</sup> ..... while this was a good goal to set out to achieve, they have so far failed in doing so.

#### 3 Write a short paragraph using two different sources to report on a key issue in your own area of study.