

Oxford EAP

A course in English for Academic Purposes

UPPER-INTERMEDIATE / B2

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Teacher's Handbook

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COURSE INTRODUCTION

WHAT IS EAP AND OXFORD EAP?

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

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

HOW CAN OXFORD EAP HELP STUDENTS AND TEACHERS?

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

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

All the units and modules have clearly stated aims and learning outcomes which are driven by the academic focus. These are reflected in the task headings. The rubrics are written to be concise but complete, and to give a clear indication of what is intended to happen at each stage of each task. This Teacher's Handbook adds explanations, rationales, answers, and suggestions for extension tasks and further practice.

HOW IS OXFORD EAP ORGANIZED?

Each of the twelve units in the Student's Book is based around a particular theme. Unit 2, for example, is organized around the theme of *Systems*, which leads to more specific topics for each skills module: the food chain (Reading); demographics (Writing); legal systems (Listening); transport systems (Speaking). The aim of the topics is not primarily for students to learn topic-based vocabulary, but to offer contexts for the development of academic skills and language. The order of the modules varies in certain units (e.g. Units 1 and 12), but it generally moves from the orthographic skills of reading and writing into the oral skills of listening and speaking. Each unit ends with a one-page Vocabulary module, which looks at key aspects of academic vocabulary using content from the unit in question and at the most useful vocabulary-learning strategies.

The academic focus underpins all the skills work within each unit, and relates closely to the learning objectives of each module. For example, Unit 3 deals with *Using evidence*. In Unit 3A Reading, students learn to differentiate between main points and supporting evidence in a textbook extract, while Unit 3B Writing requires students to incorporate supporting evidence into a paragraph, with associated examples and evaluation. Unit 3C Listening continues the academic focus of using evidence with tasks where students analyse types of supporting evidence. In Unit 3D Speaking, students link evidence presented in a reading text to their spoken work in a tutorial. Finally, in Unit 3E Vocabulary, students practise inferring meaning using two techniques: the context provided by the sentence and meaning-carrying prefixes within the word itself. By the end of this unit, students should be familiar with what evidence is, why it is important, understand the language related to it, and how to recognize and use evidence in academic texts.

The striking opening photo on the first page of each unit illustrates the theme and provides a key insight into the academic focus as well as informing a short discussion task on the same page. In Unit 6, for example, the photo shows a reservoir, dam, and rural settlement. This leads into the unit theme of change and academic focus of describing processes through the presentation of a man-made structure which interacts with nature. A recurrent notion within the unit is the relationship between man-made and natural processes, such as flooding – which is a natural phenomenon but affected by human activity such as construction on fields. The opening photo also serves as a way into the unit theme, and some prompts can help students access the theme, for example, *Describe in detail what you see in the photo. How can it be connected to the unit theme and the academic focus? What aspect or interpretation of the theme does it emphasize? Can you suggest any alternative images? Why?*

The organization of the course aims to orientate the student in Unit 1 with plenty of opportunities for personalization within the unit theme of Education, moving through to the theme of Independence in Unit 12. This final unit offers students opportunities to reflect on their learning and consider what their next steps are in their academic journey.

At the back of the book, there are over forty pages of related resources including:

- **Glossary** of grammatical and academic terms used in the Student's Book. Students can be directed here to check meanings quickly and also to clarify distinctions between essential items of EAP terminology which they may find confusing (e.g. *cohesion* and *coherence*).
- **Language reference** with in-depth information on meaning, form, and use. Primarily, this supports the Academic Language which appears in each module, but it can also function as a free-standing reference tool for independent study. Wherever possible, examples used are taken from the authentic texts which feature in the Student's Book.

- **Additional reference material** with information on plagiarism, citation, and proofreading and self-editing. These are key areas which students must engage with to support their study in English at university level.
- **Sample essays** and other examples of academic writing. Students can be shown these once they have completed the writing task in each writing module. The samples can be analysed, and also offer examples of writing which students of this level can aspire to. However, they should not be viewed as idealized models, nor as formulaic, prescriptive ways of responding to the writing tasks.
- **Video and audio transcripts** for increased support while listening, checking of answers, and modelling aspects of pronunciation and spoken English.

HOW DOES OXFORD EAP WORK IN THE CLASSROOM?

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

The **Rationale** at the head of each module explains what the academic focus is, why it is important, how it relates to the particular module skill, and what students need to do in order to apply it. Together with the teacher, students should carefully read and understand the rationale before starting work on the module so that everyone in the classroom knows what they are aiming to do and why.

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

Tasks build in most cases to a clear outcome or outcomes, and in doing so allow students to replicate the process they will go through in their real academic studies. The main activity and outcome of each task is given as the heading, e.g. *TASK 3 Summarizing and building on what the speaker says*. Within tasks, there are a number of sub-tasks, each with its own rubric, or instruction. There is built-in variety in format: students carry out some tasks individually, and others in pairs or in groups.



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

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

Writing tasks in the first half of the book (Units 1–6) take students through the writing process from descriptions to paragraphs, essay introductions, and conclusions. The second half of the book (Units 7–12) covers typical essay types such as argument essays and problem-solution essays. Academic referencing is dealt with from Unit 7 onwards. Sample answers for the main writing tasks are given on pages 213–20 of the Student's Book.

Listening tasks develop students' understanding of lectures. Students follow structured note-taking tasks and respond to the material in the lectures.

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

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

Academic Language sections in each module support the effective development of skills. Academic language is extensive and complex, and students need to gradually notice and learn the most important patterns, structures, functions, and notions – and relate these to meanings and uses. For example, noun phrase structures are complex and extremely frequent in academic texts; *Oxford EAP* examines their use in such contexts as definitions, rephrasing, note-taking, and cohesion. What underlies this approach is the connection to context: students are presented with frequent noun phrase patterns, they link these to particular uses in a text, and then transfer the language to new contexts. Rather than attempt to explain every grammatical possibility, this course focuses on the meaning, form, and use of frequent and useful language which is widely found in academic texts. The information on academic language given in the modules is designed to be brief and useful, with further, more detailed description in the **Language reference** on pages 200–8 of the Student's Book.

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

Critical thinking is a defining characteristic of EAP, and students need to engage critically with the texts they read, the lectures they listen to, and the material in discussions they participate in. What this means in practice is that students need to question what they read, look for assumptions and weaknesses, make connections, respond, and evaluate. Tasks which foreground critical thinking in *Oxford EAP* indicate this in the task heading. A characteristic of these tasks is that the answers are 'unkeyable', i.e. the responses are open to interpretation and cannot always be predicted in advance. An example of critical thinking in an early module (Unit 1A) is for students to respond to a given statement and offer points to support their view. In the reading task sequence of Unit 11A, which has the academic focus of *Evaluation*, students predict and confirm the stance of a text; notice language to identify positive, negative, and neutral material; contextualize and interpret evaluative material in a text; express degrees of evaluation; identify evaluative meaning; ask and answer evaluative questions; and finally, discuss the evaluation in a text. In many critical thinking and other tasks, checklists or lists of criteria are given as guidelines to help students complete the task. A major aim of critical thinking tasks is to promote student autonomy.

UNIT 1 Education

ACADEMIC FOCUS: PREPARATION FOR ACADEMIC STUDY

INTRODUCTION

Unit 1 aims to familiarize students with the essentials of EAP within the familiar theme of education. The focus is on the student and their learning. Part of the goal of the unit is for students to personalize the learning process by getting to know each other and talk about their educational background and experiences, as well as beginning to learn key academic skills and language.

1A Speaking serves as an accessible introduction to key academic skills, taking into account the wide range of student backgrounds. Self-evaluation is an example of such a key skill, and students need to find a balance between being too uncritical, e.g. believing their B1 level of writing is sophisticated, and being excessively critical, e.g. feeling they have no ideas and cannot achieve anything in English. Once more self-aware, students can then begin to learn to evaluate others' opinions. Appropriate language, including question forms, is integrated. The material leads in to a discussion in a seminar setting, which students then summarize in writing. This is the first instance of integrated skills, which reflect academic practice.

1B Reading features short texts taken from a subject-specific dictionary. Such specialist dictionaries are very useful for accessing a brief description of a specific topic. The module practises key stages in academic reading: *skimming* (reading the text quickly to gain an overview); *reading for specific information* (reading it carefully to get the main information); *scanning* (finding the right part of the text); and *personalization* (responding to specific aspects of the content). The stages of *intensive reading* (reading shorter texts in detail) and *extensive reading* (reading longer texts fairly quickly, and usually for pleasure) are practised elsewhere in the book.

1C Writing guides students through initial steps in the writing process. It is crucial for students to understand the structure of the tasks, including the verbs that are used to instruct them. Students learn that in an academic context they may be required to perform a range of writing tasks that are differentiated by the verbs that are used in the task itself (e.g. *describe*, *outline*, *summarize*). At the beginning of the process, students also need to be able to 'generate' ideas – this term is used since academic practice is often about gathering together and building on existing ideas.

1D Listening exposes students to an extract from a lecture. It is important for them to develop an awareness of how lectures are introduced. Such introductions set out the purpose and content of what will be covered, which will help students predict what is going to happen when they listen to lectures in future. There are many different methods of note-taking, and identifying the main idea using noun phrases is a gentle introduction.

1E Vocabulary features entries from a monolingual English dictionary. A dictionary is often used to check if we are right or partly right after we have examined the word in context, worked out its word class (e.g. noun, adjective, verb), and perhaps tried to make a guess about its meaning. Students of this level need to focus on both the definitions and the extra information given in a monolingual English dictionary.

Discussion

1 To introduce the unit, students are required to consider themselves in relation to their learning environments. As preparation, ask students to think first of examples when they were in each of learning situations 1–3. Students may select any one of the three situations as the most effective. Ask them to justify their selection, e.g. by saying how they function in groups and what groups can offer.

2 Students should read factors 1–10 individually. The process of selecting the three preferred factors could be done as a small group discussion. As a simple prompt to encourage students to give reasons, write *Why?* on the board.

3 Students can add further details and include any other factors. Emphasize that sample answers such as the one below should not be seen as idealized, and are examples only.

Sample answer

It is more important nowadays to have a good education from a university with a good reputation because the job market is very competitive. Although there are skills shortages in some areas of work, there are more and more people with a university degree in the global job market. It seems likely that employers will take the reputation of the university into account when considering applicants.


1A Speaking Seminars (1)

TASK 1 Evaluating your ability to take part in a discussion

1 The seven points are a series of 'can-do' statements. Approaching the task initially from the perspective of their first language should give students confidence in having several strengths: statements 3, 4, and 6, being linguistic, should logically be seen as strengths (although a few students may be so self-critical that they would not even identify these). Statements 2, 5, and 7 relate essentially to the production and processing of ideas, while statement 1 is about confidence: some students may be confident in speaking in their first language but not in English, or possibly vice-versa, or in both or neither. Explain that *confidently* really means 'having sufficient confidence' – students do not need to have overwhelming confidence in all situations, but simply enough confidence to be able to say something in a group setting such as a discussion or seminar. Any combination of answers is possible, and encourage students to justify, give reasons, explanations, and examples.


2 Students can now present their ideas to the rest of the class. Build up a master list of practical action points for how to improve on strengths and weaknesses, e.g. always listen carefully to the current speaker and actively work out what they are saying, and ask for clarification as necessary. Students can then keep a copy of the list to refer to in the future. Encourage students to say why they identified their particular strengths. Monitor the groups while students assess their strengths. Some students may appear reluctant to talk about their weaknesses; others may not feel comfortable talking about their strengths. Also emphasize the focus on comparison – partly between the different students in each pair, but also between the first language and English for each student. Try giving your own reaction to the points, particularly if you speak a second language, e.g. by talking about a time when you found it difficult to speak publicly. If you mention any area that you are less confident in, this will underline the point that you can have and admit weaknesses without loss of face.

TASK 2 Understanding question forms

1  **1.1** The recording is Extract 1 from a discussion about different education systems. It is a basic model of what students can achieve at this stage in the course.

Answers

- 1 The United Arab Emirates (UAE), Korea, and Brazil.
- 2 UAE: public (state) schools, and private schools where you have to pay – these are seen as better. Korea: mostly state education; students have to work very hard. Brazil: money is important.

2  **1.1** This listening task requires students to listen for the exact question forms, which they will have to do when taking part in a discussion in order to give an appropriate response.

Answers

The eight questions in order (with the two examples in italics):

So you have two education systems?

So these private schools – how are they different?

Do you have to pay to go to the private schools?

It must be expensive. Is it?

What about in Korea? Is it a similar situation, or ... ?

Are the classes big? What about the classes?

Why? How is it different in Brazil?

Anyway, what about your universities?

ACADEMIC LANGUAGE

Question forms (1) Information questions

Emphasize that using question forms correctly is an essential skill, and that accuracy is very important. Typical mistakes include using the wrong verb form for the subject, e.g. *do* for *he/she/it*, using the wrong auxiliary verb, e.g. *do* instead of *are*, and putting the auxiliary verb in the wrong place. On a practical note, point out that closed questions, e.g. *Did you find the lecture interesting?*, may be used to elicit longer responses than just *yes* or *no*; the person asking the question may also want to know why. Remind students that the question words *what*, etc. are normally followed by an auxiliary verb such as *is*, *do*, *can*. Note that in this particular Academic Language there is no cross-reference to the Language reference beginning on page 200 of the Student's Book – all the information students need for question forms is on page 009 itself.

TASK 3 Using question forms

1 and 2 These tasks simply revise the main present tense auxiliary forms and *wh-* question words, which students often make mistakes with.

Answers

- 1 1 Which **is** the best university in your country?
2 **Do** you prefer studying individually or in groups?
3 Why **are** you planning to study in English?
4 How **does** the university application system work?
- 2 a) Who b) Which c) What d) When, how
e) Where f) Why

3 Make sure students write at least four more questions using a range of different forms. Feed in ideas to help students, for example:

- attitudes to learning English
- ways in which they learn; good advice for effective learning
- preferred learning styles (e.g. do you prefer to read textbooks or listen to lectures?)
- expectations
- good and bad learning experiences

Thinking of ideas in this way can be done as an initial whole-class task, or as the need arises. You could write the word *learning* on the board, and build up related ideas as a mind-map. If students come up with very open questions, e.g. *How do you learn?*, prompt them to specify what they mean, e.g. *Learn what?* Check carefully for accuracy, encouraging self- and peer-correction where possible. Students' questions form the basis of a mini controlled discussion on the unit theme of education. Practise some of their sentences as required, focusing particularly on intonation patterns. Typically, the main stress falls on the question word and the main verb (except *be*) plus any other meaning-carrying (lexical) words. For example (stressed syllables underlined):

When do lectures normally start, and how long are they?

How does the university application system work?


INDEPENDENT STUDY

Independent study tasks are integrated throughout the book, with one in every skills module. They normally take the form of a statement, followed by a short task which students can carry out on their own or with a peer. The tasks are not normally keyable; in other words, there is no specific answer which can be given. However, some useful suggestions can be made. For example, in this task, students could consider the following preparation points:

- search for articles online and in the media to read before the seminar
- ask the tutor for a suggested reading list
- find out what the main relevant texts are and read these
- talk to other students and discuss the subject matter informally
- write a short text on the seminar topic in order to work out what you know and what you don't

TASK 4 Critical thinking – responding to an opinion

1 The aim of this task is to activate interest in Extract 2 of the student discussion. The statement is potentially controversial, and the context is a national government with a limited budget and competing demands on the available money. To prepare, students need to decide on their view, i.e. for or against, and write two or more points to support this, together with reasons.

2  **1.2** Extract 2 is of a similar level to that of students beginning B2 and shows a certain level of informality.

Answers

- 1 The speakers broadly agree that education is very important and should not be cut where possible.
- 2 Students may have made similar points, e.g. *Education is the most important thing.*

ACADEMIC LANGUAGE

Expressing and exchanging opinions

As with the previous Academic Language, there is no cross-reference to the Language reference, as all the functional language is there on the Student's Book page. Emphasize that in seminars and discussions students have to ask for, give, and recognize opinions, as well as agree and disagree. One typical example is given for each function. As these are examples of language functions, a range of grammatical choices is possible; grammar itself is not the focus in this type of functional language.

TASK 5 Recognizing language for expressing opinions

1 and 2 These tasks enable students to notice the functional phrases and clarify what they mean. As an extension, ask students to add further phrases.

Answers

Phrases which feature in Extract 2 are in italics.

Giving your opinion: *I think (that) ... I would say (that) ... For me, ...*

Asking for opinions: *What do you think? What about you? Yes, but what about ...?*

Recognizing an opinion: *I see what you mean.*

Agreeing: *I agree (with / that) ... I think that's right, but ... Yeah, absolutely.*

Disagreeing: *I don't agree with that (at all). I wouldn't say that.*

TASK 6 Preparing for a seminar discussion

1 Briefly go through each statement and explain any difficult language and concepts. Depending on students' interests, some may be more interesting than others. Put students into groups of perhaps three or four. Make sure each group reaches a consensus on which item to choose. Either let each group choose their statement according to what interests them most, or assign a statement to each group. This can be the same one for all groups or a different one. Essentially the statements represent particular stances or viewpoints, and all can be argued for and against at different levels. Thinking of responses to a proposition is a key academic skill.

2 The purpose of this task is to allow the groups to respond to the statements using whatever knowledge they might have and offering their opinions as they wish. Emphasize the importance of providing examples and reasons. These illustrate, support, and add evidence. Also emphasize that it is equally as important to listen and build on what others say.

3 As in 2, students can work individually and should come up with several interesting questions for other students. Check students' questions for language accuracy. Give a whole-class example if necessary, such as:

- How do the humanities contribute to economic growth?
- Can you provide any evidence for this?
- If some subjects are more important than others, why is this?
- Should the government put more money into some subjects than others? If so, which ones?

TASK 7 Contributing to a seminar discussion

1 and 2 Go through the four stages listed before the discussions begin. This is a useful cycle and should encourage interactivity. Emphasize stage 2: one student could be chosen to note down what the other students say. This should be manageable, as students have already written down the points they want to make in Task 6. The student taking notes should write down any new points as they come up. Monitor the discussions, but it is probably best not to contribute yourself. Quietly note down items for later focus: interesting points, good

examples of language, and errors / mistakes including pronunciation. Set a time limit of 20–30 minutes for the whole discussion.

TASK 8 Expanding notes into sentences

1 The sample notes illustrate that notes are brief and contain only the main points without extra words such as determiners (e.g. articles *the, a*; demonstratives *this, these*; possessives *our*). When they are written up as sentences, they are likely to become more formal than the original spoken text – for example, contractions are avoided in most written summaries.

Answers

- 1** Nouns (which represent key concepts); verbs, sometimes without auxiliaries, e.g. *will*.
- 2** Determiners; full forms of abbreviations, e.g. *such as* for e.g. coordinators, e.g. *and*; subordinators, e.g. *if*; auxiliaries.

2 This task requires students to revisit the notes written by the elected student in Task 7. The whole group can contribute to the expansion of these. It should lead in effectively to Academic Language.

ACADEMIC LANGUAGE

Reporting verbs

Reporting ideas can be done in different ways. Perhaps the simplest and most frequent way is shown here: the source of the information (as grammatical Subject of the sentence); the reporting verb, typically in the present tense; the main information that is reported (as grammatical Object). Refer students to page 206 of the Language reference for more information.

TASK 9 Noticing reporting verbs in a summary

1 The summary of about 100 words uses structures similar to those in Academic Language above to report the main points of the discussion in Task 4. The students should be able to notice and reuse generic language. Point out that most of this language appears at the beginning of sentences in order to contextualize the information. In English this fits with the 'given → new' principle. This refers to the tendency in English to start a sentence with known, contextualizing information which serves to frame the message. The remainder of the sentence then contains the new information at the end. You could ask students which version of the first sentence they prefer – the original as written, or a reversed, more unusual 'new → given' version: *Education as a priority for government spending is what the discussion focused on.*

Answers

focused on – past simple; think – present simple; is – present simple; believe – present simple; are – present simple; is – present simple; do not help – present simple; are – present simple; need – present simple; argues – present simple; cut – past simple; was – past simple

2 The sample summary can serve as a model for students' own summaries in Task 10. The key focus is the use of reporting structures. Typically the verbs are in the present tense.

Answers

The verbs used to report, or reporting verbs, are: focused on, think, believe, is / are / was, argues.

Words / phrases in the summary that students could use in their own summary: The discussion focused on; Some of the participants think (that); Other people believe (that); One view is that; The main reasons for X are Y; Overall

TASK 10 Writing a summary of a discussion

1 Students can work individually or collaboratively. If done collaboratively, this writing task can encourage communication and a better final product. The generic language should provide a good starting point for their written work (it makes up about a quarter of the text). Monitor to help with phrasing, presentation of ideas, and accuracy of the target language. There should be no need for students to use less frequent verb forms, such as the present perfect progressive, at this stage – just the present and past simple, plus possibly the modal *would*. Check that the notes and sentences from Task 8 are sufficient for expansion. Encourage students to critically check their own work. The following questions may help: *Does the summary include the main points? Is there a variety of structures, including some from the summary in Task 9? Is the text clear?* A different student can answer the final question.

TASK 11 Reporting back on the discussion

1 During the reporting stage, encourage students to listen to the other groups, and where necessary ask for clarification. Check for accurate use of reporting verb structures, and try subsequent whole-class correction of errors. To do this, elicit the correct form from the whole class. Either confirm correct answers, or invite the class to decide whether the suggested correction is indeed correct. If necessary, write the correct form on the board. Ideally, students should not simply read aloud their summaries but briefly give the main points orally with minimal prompting.

2 Other students can ask questions, e.g. to ask for clarification. The process of writing the summary should mean that they keep the main points in their memories.

1B Reading Dictionaries

TASK 1 Thinking about your reading

1 The aim of this task is for students to reflect on their own reading and consider how this might inform their EAP reading. In question 1, emphasize the importance of being aware of reading – why we read and how we read – as well as what we read. Students can add to the list, e.g. *because we have to*. Questions 2 and 3 extend this theme. In question 2, the two issues are (a) the range of text types can be very great, e.g. diaries, blogs, news bulletins, advertisements, instruction manuals, etc., and (b) there are likely to be significant differences between what a student reads in their first language and what they read in English, e.g. textbooks might be read in English in certain subjects and literature mainly in the student's first language. In question 3, encourage discussion of how students read. The following are possible ways:

- Scanning: very quickly reading a text to find the exact part you want, ignoring the parts you don't want. Text types: finding the right place in a reference book (dictionary, encyclopaedia, contents and index of book).
- Reading for specific information: more careful reading to extract the main points – we probably don't know what the main points are before we read, and we read the text to get them. As we do so, we need to work out what is a main point and what is an example or unimportant point. Text types: expository texts (which explain and give information, e.g. textbooks), articles, essays.
- Skimming: mostly we don't skim texts, but when we do it is to get a broad overview of the main material. Text types: newspaper articles, other articles, reports. (Note that we are unlikely to do a lot of skimming of these – we tend to stop skimming once we have got the main idea or else read more closely to get more detail, which would be more like reading for specific information.)
- Extensive reading: we often do this through choice or to help our fluency in a foreign language by reading longer texts that are not too challenging, such as graded readers. Text types: graded readers, novels, other works of literature, or possibly non-fiction texts in our area of interest.

2 Assuming students have done 1 individually, they can now share their responses. Emphasize that the focus is to reflect on reading with the aim of improving awareness and technique. Following the discussion, invite students to contribute any particularly interesting points as a whole class.

TASK 2 Critical thinking – evaluating learning styles

1 The aim of this task is for students to reflect on their learning and present this to other students, and to personalize the module topic of how we read and learn.

In multilingual and multicultural classes there are likely to be many differences in how students learnt different subjects and skills. Go through the list of items to check comprehension and perhaps give a quick illustration of how you might have learnt a particular item, e.g. learning the multiplication table by chanting *nine nines are eighty-one, nine tens are ninety ...* (an auditory method). In multicultural classes students could exchange views in the whole class to illustrate differences; in monocultural classes students might have gone to different types of school (e.g. private, state) and so learnt in different ways. You could also describe how you learnt a foreign language, illustrating the different methods involved, e.g. drilling, reading word lists, listening to extracts, responding to pictures. Tell students to ignore anything they did not learn, e.g. learning how to play a musical instrument.

2 Start students off with more examples as necessary and encourage original ideas. They should see that there are many ways of learning the same thing, e.g. by studying handbooks, doing specific exercises, practising independently or through guided discovery, being taught by a personal tutor, or independently researching how to do something.

3 In order to help with the process of evaluation, give the following key questions for students to consider:

- Did the method work?
- How effectively did you learn?
- How enjoyable was it?
- Did the approach rely on the teacher, or was there a degree of independence?
- Was it transferable, i.e. could you apply the approach to another learning situation?

TASK 3 Skimming a text to find key information

1 Students quickly describe each picture, perhaps as a whole-class activity. This is simply to tune into the images and what they represent – students learning in different ways. Give students a time limit of 2–3 minutes to skim the text. Do not answer vocabulary questions at this stage. Check the pronunciation of *auditory* /'ɔːdətri/, *visual* /'vɪʒuəl/, and *kinaesthetic* /,kɪnəs'tetɪk/. Some students may raise the idea that none of the situations is entirely one or other style, e.g. doing a laboratory experiment involves not only the hands-on part but also listening to and reading instructions.

Answers

A kinaesthetic B visual C auditory

INDEPENDENT STUDY

Check that students understand the concept of *skimming*, i.e. quickly reading a text to gain an overview of it. Words from Text 1 which may have helped students: a different way; visual learners ... use ... their sight; written, pictorial, and diagrammatic; Auditory learners ... spoken examinations ... technological aids ... effective ... teacher's voice; Kinaesthetic learners ... through activity ... movement and space ... watch another person demonstrate ... trying themselves ... hands-on activities.

TASK 4 Reading for more detail

1 This task requires reading for specific information to extract the main points (where given) – namely the main characteristics of each learner type. Ask students to complete the table in note form, not using sentences. They can compare with other students before checking as a whole class. As an extension, you could ask students to guess the information which is not given, e.g. auditory and kinaesthetic learners may dislike lengthy reading input, etc.

Answers

Learner type	How they learn	Likes	Dislikes
visual	use sight / eyes	writing and pictures	too much oral information
auditory	use sound / voice	spoken examinations / voice recorders	(not given)
kinaesthetic	through activity	movement, space, demonstrations	(not given)

2 This task requires students to reprocess the information in the text and table. Stress that it is useful for students to reprocess information in this way because (a) it aids their comprehension, (b) it makes it easy for the teacher to see if they have understood or not, and (c) they can use information in note form in future written work. By looking at their notes in the table, students need to add grammatical information, e.g. *visual learners learn by using their eyes – they prefer writing and pictures and dislike too much information given orally*. This example is fairly mechanical, and students who are more comfortable with the language can manipulate it further using paraphrase.

TASK 5 Reflecting on learning styles

1 and 2 In these reflective tasks, students revisit the items in Task 1 in the light of what they have just learnt about the three different learning styles. Again it requires personalization, together with evidence and examples.

Sample answer

I like to learn a short passage from a book by repeating it aloud lots of times. Occasionally I record the passage and listen to it repeatedly. This works for me. I don't mind not seeing the passage in print, which probably means I'm more of an auditory learner than a visual one.

TASK 6 Critical thinking – connecting words and ideas

1 The example illustrates how the items can be connected in different ways, so there are no right answers. Encourage learners to prepare some of the items visually, by doing a mind-map or drawing.

2 Students briefly reflect on the process in 1, again to develop self-awareness and self-criticism.

ACADEMIC LANGUAGE

Sentence structure (1) Frequent sentence patterns

This is likely to raise a number of questions about the metalanguage, e.g. *adverbial* (one of the five main clause elements). Ask students to read the entries for each highlighted term in the Glossary on page 199. After the class, they can also study the information on page 206 of the Language reference. Several frequent sentence patterns are presented, e.g. subject - verb - object (or complement), possibly joined with a coordinator.

TASK 7 Using coordinators to create compound sentences

1 This short authentic text practises the use of the three main coordinators. The text is taken from the same source as the other texts in this module.

Answers

1 but 2 and 3 or 4 but 5 and 6 but 7 or 8 or

2 Students should state how the meaning can change when a coordinator changes. For example, if you swap the two coordinators in the first sentence, the initial contrast between lack of understanding and how it is undertaken is lost, while the manner of doing so *systematically* / *mechanistically* is contrasted instead.

3 This task gives students an opportunity to work out what they think they know about coordinators. It includes some misconceptions, e.g. that it is better to use *however* rather than *but* - in fact, both are acceptable but the adverbial *however* should not be overused. Inform students that the most common coordinator by far is *and*.

Answers

1 T 2 F 3 F 4 T 5 T 6 F 7 T 8 F

TASK 8 Reading to understand the main idea

1 and 2 These tasks require students to read the text and extract the main information without focusing on any extra detail such as examples. Three explanations (a-f) are not needed: those connected with a more teacher-centred approach. In the discussion phase, students pick out the key words - encourage them to write these in a creative way, e.g. visually.

Answers

1 c 2 e 3 b

TASK 9 Note-taking (1) - organizing key information

1 and 2 These tasks follow the comprehension → organization pattern, i.e. understanding the main points and dividing them into a logical order. Following this, ask students to compare their notes.

Sample answers

The learner:

- allowed to explore
- self-directed / actively engaged

The teacher:

- facilitator rather than instructor
- organizes rich learning environment
- encourages curiosity

Engagement:

- engagement with concepts, objects / physical environment
- encouragement of curiosity
- problem-solving skills

The environment:

- rich learning environment
- interesting + relevant topics

Philosophy:

- learner-centred
- consideration of learner's needs
- consideration of learner's social, emotional + personal development

TASK 10 Writing a summary

1 Writing a summary is a key academic skill and can be quite challenging. In Task 9 students have in effect done the first stage - extracting the key points from the text and reprocessing them in note form. This material should form the basis of their summary. By working in pairs, students can support each other and make suggestions for the most effective way of presenting the information. To get students started, visually present some or all of the following possible sentence frames. These are generic so can be used for any text to present information.

One type of _____ is _____

_____ is a type of / an approach to _____

The role of the _____ is to _____

The main characteristics are _____

_____ have to _____

The _____ has to _____

It is a(n) _____ approach

2 By reading their peers' work, students can see their levels and what difficulties they may have, as well as seeing good examples of language and text which they can themselves then use. Emphasize to students that they can learn not only from their teacher but from other students as well.

1C Writing Starting the process

TASK 1 Thinking about your writing

1 Before students start the task, point out the importance of learning to think critically about their own abilities. For example, some students may think that vocabulary is their main problem but may not have the knowledge to recognize an inability to interpret essay questions properly. Before students complete the questionnaire, discourage them from putting all their answers in one column without thinking. The questionnaire itself can be used as a reference and review tool throughout the course. Encourage students to create an electronic version, which they can add to or adapt for other skills. The task can also be used to gauge the extent to which students feel comfortable about talking about themselves and their skills in this way.

2 and 3 As students discuss, monitor the groups to build a picture of students' English and their awareness of problems in order to inform your teaching. Resist the temptation to take part in discussions with students as this will distract them from the discussion itself. Point out that they can ask about anything afterwards. These two tasks can be followed with a whole-class discussion selecting the main problem area where possible.

TASK 2 Understanding essay titles

1 The purpose of this task is (a) to make students more aware of the importance of the verbs used in essay titles, and (b) to make them think of the other elements in the task. Once you have gone through the questions and checked the answers, allow students to ask questions. Students may also want to ask if they can use other words instead of *outline* and if this then changes the task. As an extension, ask students to keep the word *outline* and change the other words in the essay title to: *secondary, training, in your country*. Point out how all the elements of the essay title depend on each other and that leaving one out will affect the answer. When you discuss the answers, draw attention to the fact that the word *outline* is not evaluative.

Answers

- 1 a
- 2 a) some b) only the positive c) university education in particular d) the present

2 Now students can put into practice the basic analysing skills they learnt in 1. Students might ask whether *summarize* can be replaced with *outline* or other verbs. Remind students again of the interdependence of the various elements of the essay title. In a whole-class discussion, clarify any points students raise, and discuss any possible additional questions to those in the sample answers. Encourage students to use such questions each time they encounter essay titles.

Sample answers

The answers to the questions are underlined:

- 1 Does summarize mean give the main details of something (here, the arguments) or does it mean list and give your opinion?
- 2 Is the essay about all the arguments or just some? (They are probably limited.)
- 3 Is the essay about the positive and negative sides of the subject or only the positive?
- 4 Is the essay about studying in general or is it limited to studying abroad?
- 5 Is the essay question looking at one's own language or another language like English?

ACADEMIC LANGUAGE

Verbs in essay titles (1)

Ask students to read carefully and, as an extension, get them to explain the difference between the verbs: *describe, outline, and summarize*. Point out that they will be able to confirm their answers in Task 3.

TASK 3 Understanding verbs in essay titles

1 This task aims to help students differentiate between common verbs that are used in essay titles. Once students have discussed the answers, ask them to explain the verbs at random and allow them to ask you questions. Expect to come back to these explanations again and again for clarification throughout the course. Don't be disappointed if it takes students time to understand them fully. Also be aware that the verbs may have different meanings in different fields, so always clarify with other tutors what they expect so you can answer students' questions. For further practice, students could make an electronic master list of verbs used in essay titles with explanations. The list can be updated as they go through the course and also be used for revision purposes periodically.

Answers

- 1 without any detail 2 in detail 3 to see what you can find 4 both the similarities and the differences 5 full 6 common 7 the arguments for and against 8 only the main points

2 and 3 Use these two questions to check students have understood the meaning of the verbs. If clearer, ask students to put the verbs into one of three categories on the board: *show your knowledge or understanding; analyse or evaluate; neither meaning*.

Answers

- 2 All except 7 (Examine).
- 3 7 (Examine); 3 (Explore) has elements of evaluation.

TASK 4 Differentiating between verbs in essay titles

1 Students should do this task individually. If necessary, refer students to Task 3.1. Avoid rushing this task and encourage students to ask you questions for clarification, however simple they may seem. Establish that the difference in meaning of the verbs would result in very different answers to the essay titles. Provide another pair of essay titles as a further check before you move on to 2.

Answer

The written explanation of the difference is correct, so students in class should agree.

2 Do this as a pair or group task and monitor students' explanations without taking part in the discussion. If asked, advise that you will give feedback afterwards. Allow students to check and refine their answers with another pair first before checking them with the whole class. Further practice tasks could include: getting students to write their explanations for homework; putting students into groups to collaborate on one explanation before presenting it to the class. Encouraging as many students as possible to offer an explanation will help reinforce the meanings of the verbs.

Answers

- 1 The two titles are very different. 1a) asks students to give the main details about the consequences (*effects* or *impact* are useful synonyms) of technology in general on the way students learn. The consequences can be positive or negative as neither is stated. There is no need to give any detail. 1b) requires students to write a full, clear description of the consequences (both positive and negative), not just a summary.
- 2 The two titles are very different. 2a) asks students to look at factors (which would include concepts and research) to see what they discover about the various influences on young people's choice of university today. Students can write about the past by way of illustration, but should not focus on it. 2b) asks students to sort factors (in this case, items of information with common features or characteristics) into groups, e.g. *internal / external; personal / non-personal*.
- 3 The two titles are very different. 3a) asks students to look at the similarities and differences between types of business course. The comparison and contrast is limited to business courses only and restricted to the universities in the students' country and the UK only. 3b) asks students to look at the courses closely, give the arguments (for and against), and state a judgement that is based on critical analysis.
- 4 The two titles are reasonably different. 4a) asks students to give full information about various aspects of health provision in their home country. The title is restricted to health provision and their country. It also tells students that they are to look not just at one aspect, such as hospital provision, but also aspects outside the hospital, e.g. in clinics and perhaps alternative medicine.

If helpful, remind students that the verb *explain* requires them to organize their ideas logically and clearly. 4b) asks students to examine/ explain the various aspects of health provision in their home country in detail giving explanations, examples, and reasons to support the points they make.

INDEPENDENT STUDY

Ask students to discuss how the two questions can help them. Other questions they should consider before they start a writing task include:

- What is the genre?
- How long should the answer be?
- What should the style / register be?
- Can I use informal language?

TASK 5 Generating ideas for writing tasks

1 Students of all ages, not just young people, can have problems with generating ideas – an important part of the writing process. To compensate for a lack of knowledge and experience throughout the course, you may have to suggest ideas for students to choose from. Ask students to discuss the various methods in groups and say which they are familiar with and/or like. If you follow this up with a class discussion, you could also tell students your own preferred way of generating ideas.

2 Note that some students may find it easier to use just single words (e.g. *travel*) rather than noun phrases (e.g. *overseas travel* or *travel abroad*). Encourage students to use longer phrases if possible. When students have completed this task in pairs or groups, elicit further advantages or select the most important. Demonstrate one of the other three methods in 1, e.g. by showing images.

Sample answer

(*'Ideas words'* in italics)

By studying another language, such as Spanish, it is possible to learn about and become interested in *cultures* where Spanish is spoken, for example in Spain and South America. By *travelling* to places in *other countries* and making *friends*, people can encounter *new ideas*, which is part of *education for life*. This can lead to *new job* and *career* opportunities and a chance to visit *new places*.

3 Ask several students to share their answers with the whole class, using the board. If possible, make a master list. For further practice, you could change the verb *Describe* to another verb from Task 3.1. Ask students if this change would affect (a) the advantages which they produced, (b) the way they organize the advantages, and/or (c) how much information they would give for each advantage in their answer.

Sample answers

meeting people, seeing new places, new experiences, new cultures, exciting, triggering interests / ideas

TASK 6 Creating simple plans for writing tasks

1 As an introduction to the task, discuss the benefits of using plans such as A–C. The principal benefit is that they help students to organize their ideas and act as a guide while writing. Some students may say they don't find producing such diagrammatic plans useful, but encourage them to try using them for 3 below before rejecting them.

Answers

1 C 2 A 3 B

2 Remind students to give reasons and examples. As an introduction to this task, you could, if necessary, provide examples and reasons for the benefits in plan A. Ask the students to match these to parts of the plan, e.g. Plan A: parental influence – professionals, e.g. bankers encouraging children to be bankers; influence of friends – peer pressure, e.g. training in drama or art or any field against parents' will; potential earnings – materialistic, e.g. wanting a car / house / holidays. If there is time, select students to explain the connection between the writing tasks and the plans.

3 The aim of this task is help students appreciate the benefits of making plans. If students work in pairs or groups, ensure that all students are involved in producing the plans. Point out how putting circles round the ideas helps to focus attention on them. The plans can be drawn on large sheets of paper or on computers for projection on an interactive whiteboard. Students can (a) present the diagrams to groups or the whole class or (b) answer questions from fellow students about the plans. To sum up, ask students to list the benefits of making plans for writing tasks in general. For further practice, the essay tasks in Tasks 3.1 and 4.2 could be used to make plans for homework. Alternatively, you could use one of the essay tasks as a final comprehension check.

Sample answers

- 1 (D) private: fees vs state: free; private: small classes vs state: larger classes; private: elitist vs state: educated equally
- 2 (E) more ready for school; teaches about electronic world; games teach coordination

ACADEMIC LANGUAGE

Paraphrasing (1) Reasons for paraphrasing

Once students have worked through this individually or as a whole class, elicit what paraphrasing consists of (using different words but maintaining the message) and why it is important (it helps avoid repetition and quoting as well as developing vocabulary and 'voice'). Introduce the concept of avoiding plagiarism and refer students to the information on pages 209–11 for further study, possibly after class.

TASK 7 Introducing paraphrasing in writing

1 This task introduces students to paraphrasing as a first step towards making their writing original and individual. As an extension, you could ask students to provide their own paraphrases for phrases 1–9.

Answers

- 1 parental influence 2 potential earnings 3 influence of friends 4 being cut off 5 access to knowledge 6 connected to the world 7 fewer opportunities 8 more expensive 9 work more quickly

TASK 8 Creating your own plan

1 and 2 In order to encourage individuality and originality, ask students to work on their own using whatever resources you agree, such as dictionaries, online access by mobile or otherwise, and textbooks. You may want to allow, or forbid, students to help each other, but point out that they should not copy each other's work. Refer them to the Sample answer on page 213. Prepare your own examples of essay titles, plans, and ideas in areas relevant to your students such as business, engineering, or medicine. Also keep examples of students' writing tasks and plans (with permission) for use in future classes.

TASK 9 Critical thinking – evaluating your plan

1 and 2 If students are reticent, point out that critical thinking and evaluating are essential skills in the academic field. Remind them not to copy each other's work, but encourage them to paraphrase phrases or concepts they used which might be similar, or the same, in their writing tasks or ideas. When students have finished, give your own evaluation of selected plans, being as constructive and positive as possible. Before they do any writing tasks in future, always ask students to make plans and to evaluate them as a first stage.

1D Listening Lectures (1)

TASK 1 Predicting before listening

1 and 2 Refer students to the slide before they begin and elicit what it contains. As students compare their predictions, monitor the discussion without becoming involved. Some students may be so nervous at the start of a lecture that they miss the all-important introduction. For further practice, discuss with the whole class: (a) how awareness of things 1–7 can help students listen to a lecture in a relaxed manner and (b) whether the things are in the order they would expect to hear them. Also point out that the lecture will be at normal speed and probably contain sentences longer than in everyday speech as well as formal language and information about the end of the lecture.

Answers

1-7 are all possible.

TASK 2 Understanding the introduction to a lecture

1 and 2 ▶ 1.3 Use these tasks to make sure students have grasped the predictability of the structure of an introduction to a lecture. Do not assume students appreciate this automatically or completely. Once students have checked their predictions from 1, get them to discuss the reasons as a whole class.

Sample answer

- 2 The students may already know the lecturer and the lecture series.
- 7 The explanation of organization is contained in the statement of the purpose.

3 ▶ 1.3 Let students watch Extract 1 again more than once, pausing if necessary. Encourage them to write down the exact words, but also point out that as they become experienced listeners they should learn not to overly concentrate on such words / phrases. They should hear them rather than listen to them. You could also point out that they can focus on only one or two key words in each of the phrases, e.g. *third, series, relationship, course content, graduate employability*.

Answers

- 1 welcome to the third lecture
- 3 in our series looking at the (relationship between course content and graduate employability)
- 4 As you'll remember, last week we talked about
- 5 So the purpose of today's lecture is really to ... In other words
- 6 Today, I'm going to start by ... and what I also want to look at is

TASK 3 Critical thinking - predicting the content of a lecture

1 and 2 Do not confirm the answers to 1 since this is done in Task 4. You may find that most students select *having technical ability* as the most important skill, so press them to give reasons in pairs. As an extension, ask students to consider other fields they know or are aware of where the skills might be relevant.

Sample answer

- 1 All of the answers except 1 are possible because it is not the most important.

TASK 4 Listening for the main idea

1 and 2 ▶ 1.4 Show Extract 2 more than once if necessary. If appropriate, when students have completed Tasks 4.1 and 4.2, show Extract 2 again for pure comprehension practice.

Answer

- 1 1 Communications skills; employers expect graduates to have good communication skills 2 Technical ability, creativity and innovation skills; people management skills (leadership, team-working, influencing people) 3 People-based skills need to be nurtured and developed while students are engaged in their academic studies at university.

TASK 5 Note-taking (2) - identifying noun phrases

1 Students can do this task in pairs. Elicit the reasons for using noun phrases from students before they do 2. Some students may have difficulty distinguishing between (active) listening and (passive) hearing. If you find this is a particular problem, short lecture extracts can be played as further practice for pure comprehension without any questions. This will help students focus on general meaning without listening to every word.

Answer

- 1 Noun phrases. They relate to the main ideas in this part of the extract.

2 Set a time limit of 15 minutes for this whole task. When students are discussing the reasons, you could listen and write down noun phrases (mainly adjective + noun) that they use in preparation for Academic Language. As noun phrases are common in academic English, give sufficient time for discussing the reasons and refer back to them throughout the course. After the discussion, give students examples of the noun phrases that they used themselves to help reinforce their noticing skills and their awareness of noun phrases.

Answer


All of the reasons are correct except for 6, as linking devices are also stressed.

ACADEMIC LANGUAGE

Noun phrases (1) Determiner + adjective + noun

Upon completion, check students understand the structure by giving them more examples and asking them to identify the word class of each word. Refer them to pages 203-4 of the Language reference. If students ask about the stress pattern, inform them the main stress varies, giving examples. Show Extract 1 again so they can see this in practice.

TASK 6 Listening for noun phrases to identify the main idea

1  **1.4** First remind students of the kinds of words that they need to listen for. You could also ask students to predict what the lecturer might say under each heading. Do not expect students to write perfect notes. If necessary, show Extract 2 more than once, allowing them to help each other before they listen a second time.

Sample answers

Communication skills: spoken and written + presentation skills - in line - expert interviewees (employers) - clear: employers expect graduates - good communication skills - all areas, not just engineering

Technical ability: second - means not only understand technical issues + problems - continuing desire - increase technical knowledge - expand horizons - professional terms

People-based skills: managing people, leadership, team-working + influencing people - important - sharing lessons learned


Conclusion: recent graduates - need skills early - engineering careers - people-based skills - nurtured + developed - engaged - academic studies at university

2 When students check their answers in pairs, monitor how they identified the noun phrases. Then discuss the reasons for the selection of words as a whole class. As an extension, ask students to use the notes to discuss the headings in 1.

INDEPENDENT STUDY

Show Extract 1 or 2 again to help students think about the answer. Other ways of identifying nouns include their position before and after verbs; listening for adjectives because adjectives often precede a noun, e.g. in noun phrases with an adjective + noun; they can be polysyllabic while other non-content words such as prepositions are mainly monosyllabic; the speaker might linger on the noun or pause before or after saying a noun / noun phrase.

TASK 7 Practising listening for the main idea

1 and 2  **1.5** Before students watch Extract 3, ask them to make predictions about the content and check their predictions afterwards. Again, you may need to show Extract 3 more than once. To check how many notes students write down first time, ask them to indicate any new notes by using a different coloured pen or by underlining. To monitor students' improvement, encourage them to keep a record of their notes each time they practise listening during the course.

Sample answers

2 Main idea: the quality of skills training on university courses (how well graduate engineers thought their university engineering courses helped them to develop these skills)
Noun phrases: personal experience, university engineering courses, huge variety, 'real life' engineering role, university business schools, engineering departments, business-oriented skills

TASK 8 Critical thinking - discussing study-related skills

1 The aim of this task is to (a) allow students to respond to issues in the listening and (b) personalize the topic of study-related skills. For the discussion in pairs, set a time limit of 5-10 minutes. If students seem keen to continue, open the discussion to the whole class.

1E Vocabulary Using a dictionary

TASK 1 Working out the meaning of unknown words

1 and 2 After the quick scanning task to locate the words, students focus on each word to decide its connotation (positive, negative, or neutral), word class (e.g. verb, noun), and think of other words with similar and opposite meanings.

Answers

(Order = connotation / word class / synonyms; antonyms)

conventional: negative to neutral / adjective / conservative, traditional, unadventurous; unconventional, adventurous, creative

facilitator: positive / noun / enabler, helper; obstructor

refine: neutral to positive with ideas, more negative collocating with food / verb / process, develop, improve, polish, enhance, filter, distil; not develop, leave alone

theoretically: neutral / adverb / hypothetically, in theory, supposedly; practically

TASK 2 Using a monolingual dictionary

1 This task continues with activities to notice not only the definition of a word in a dictionary (the given or denotative meaning) but also the extra information. Suggest to students that it is worth investing in a good monolingual dictionary. Note that some items can be used more than once.

Answers

1 headword 2 keyword 3 academic word list
4 pronunciation 5 word class 6 register (style)
7 definition 8 collocation 9 example sentence / phrase 10 opposite 11 word order 12 related word
13 countable / uncountable

2 This task practises the core study skill of selecting the appropriate meaning from a dictionary for a given word in context.

Answers

B facilitator: 1, C refine: 2, D theoretical(ly): 1

UNIT 2 Systems

ACADEMIC FOCUS: DESCRIPTION AND DEFINITION

INTRODUCTION

Unit 2 looks at both concrete and abstract systems: links in the food chain, visual systems of representing data, legal systems, and transport systems. The academic focus is description and definition of factual and visual information in an academic context. Students learn how to understand texts which present and explain information, and there is an emphasis on visual information.

2A Reading recognizes that students typically have to read a great deal. This means they need to develop a range of reading skills which are suited to the purpose of reading. This module covers the important skills of recognizing and writing a simple definition, understanding the information in a text quickly through skimming and scanning, and recognizing key factual information. Students can then extract, summarize, and/or paraphrase this information to use when they write texts or give presentations.

2B Writing focuses on information presented visually, for example charts and graphs. These do contain some language, but the main information is visual and the language is there as support. An example of this is a graph with a heading, legend, and source, plus any annotations and descriptions. Students learn to manipulate information using both language and visuals, including processing and transferring information from visual form into written language. Visuals make up a significant part of the information students may encounter in many academic contexts. This book uses the term *visuals* to cover any visual representations such as diagrams, charts, images, and elevations.

2C Listening gives essential practice in listening to short lecture extracts and taking guided notes. Students learn gradually to build up their range of note-taking techniques and critically evaluate the types of notes they have taken. The lecture extract presents an example of an abstract system, legal systems, which allows for the development of the unit academic focus of description and definition. Key language is integrated in the module, including using noun phrases as a note-taking technique.

2D Speaking helps students appreciate that visuals are also an effective way to organize and present information in seminar presentations. The main skills required by students are interpreting and navigating visuals by recognizing and using language for referring to visual information. Students may not be familiar with making presentations in front of a class, especially without a script to read. Using visuals helps to build students' confidence as it gives them something to refer to as they speak. Seminar presentations in larger group formats can be daunting but can be practised initially in smaller, more supportive groups.

2E Vocabulary introduces the notion of academic vocabulary. Since the year 2000 a number of specialist academic word lists have emerged, including the Academic Word List (AWL). It is certainly more advisable for students to view academic vocabulary in context rather than simply learn words from a list; also, academic word lists tend to be too short, with many academic words missing from them. By looking at a short text, students can see how academic words can be used to express meanings in any subject area. Students also assess how well they know a sample of academic words.

Discussion

1 When students have finished discussing questions 1–4, ask one student from each group to summarize their answers for the whole class.

2 and 3 Students could also be asked to compare systems that they are aware of in other countries or parts of their own countries.

Sample answers

- 2** Communication, e.g. mobile phone, telephone, email, the internet
Infrastructure, e.g. roads, electricity, airports
Healthcare, e.g. hospitals, clinics, dentists
Law, e.g. courts, prison, police
Education, e.g. schools, universities, colleges
- 3** Education: I studied at school and now I'm preparing to do a university course. The education system is important because it gives students the tools for life and helps them in their personal development. It also provides skilled workers for the future. The educational system in my country has a lot of strengths, but there's still room for improvement. For example, there could be more online teaching and greater flexibility to allow students to work and study at the same time. Schools, colleges, and universities could make greater use of video technology to bring in experts from different parts of the world.

2A Reading Textbooks (1)

TASK 1 Critical thinking – discussing reading strategies

1 and 2 After students have done these tasks individually or in pairs, discuss the strategies as a whole class. Point out that in order to read effectively in higher education students need to be able to process information quickly and should only read a text word by word for close examination. As an extension, elicit other strategies such as looking for nouns that are linked thematically in a single paragraph. For future reference, ask for a volunteer to produce a master list of all the strategies suggested.

Sample answer

- 2** Strategy A can be used for close reading of a specific part of a journal to examine information.
Strategy B can be used for any text when you are trying to get the general idea, e.g. reading a book or article to obtain the gist or general information. It is useful when students have a large amount of reading material to look at.
Strategy C can be used for locating a specific word or idea without reading continuous text.

INDEPENDENT STUDY

You can use this as a bridging task between Task 1.1 and 1.2 or alternatively for consolidation between Tasks 1.2 and 1.3. Encourage students to think about how they read in their own languages. When reading newspapers, people may skim them in different ways: by going vertically down through the newspaper columns, looking from side to side; by looking at a point in the text and taking in as much information as possible around the point; by skimming in a zig-zag through the text as illustrated in Task 1.1B.

3 Once students have compared answers, point out or elicit the following information about the statements:

- 1** True, as in the example of a heading such as *Links in a transport system*. Here the word *Links* shows that the text will be organized around various items in a list format, e.g. road / rail, airport / road. It also tells you that the content will be about *transport*.
- 2** This is not efficient if you are trying to get the gist or general meaning of a text. It would take a long time to read lengthy articles or book lists.
- 3** It is efficient to get the theme and main ideas of a text by looking at 'content words'. Compare how little information is gathered from a list like *and, the, but, to, this, by, these* with a list such as *farm, food, factory, delivery, shop, consumer, family, meal*.
- 4** True, since this helps students appreciate why the text has been written. Encourage students to ask themselves about purpose whenever they encounter a new text. Ask them if they can give the answer as a statement, e.g. *The text has been written to describe different links, such as road and rail, in the transport system*.
- 5** Efficient readers in any language do not always start at the beginning of the text. They jump around very fast looking at different parts to build up a picture.

TASK 2 Predicting the content of a text

1 and 2 Questions 1–3 can be discussed in pairs or small groups, followed by a class discussion after checking the answers in Task 2.2. You may want to set a time limit of 10 minutes for both discussions. As an extension, you can ask three volunteers to summarize the three answers.

Sample answers

- 1** The chain referred to in the title is to do with food. The pictures show a carnivore (A), a herbivore (B), and an omnivore (C), which are all important elements of the food chain.
- 2** The zebra (B) is a herbivore, which eats grass and which might be eaten by a lion (A). The baboon (C) is an omnivore, eating seeds, roots, birds, and small mammals. The lion might also eat baboons, but the lion is too large for baboons to attack and eat.
- 3** The types of food the three eat; what the food is like; the difference between the types of food; the link or connection between herbivores, carnivores, and omnivores; the differences between the types of food; the availability of food

Answers

- 2 1 Information relating to *herbivores* is in paragraph 2, to *carnivores* in paragraph 3, and to *omnivores* in paragraph 4. The food relating to each species are in the respective paragraphs. Paragraph 2 shows the link between each species and its food and the types of food. Each respective paragraph shows the availability of the food.

3 Point out how students can use the words to get a general idea of the paragraph.

Answers

- a) Words related to the title: food chain (x2), route, energy passes, energy transfer, species, consumed, plants, pass ... energy, consumers (x2), positions, chain
b) Words related to food: food chain (x2), energy (x3), consumed, plants, consumers (x2)

TASK 3 Understanding key information in a text

1 and 2 When students have completed the diagram, encourage them to discuss its usefulness as a summary of the main points about the food chain. Point out how the diagram presents the main links in the food chain using nouns and noun phrases. As an extension of 2, you could elicit paraphrases of the definitions.

Answers

- 1 1 Primary producers 2 Herbivores 3 Carnivores
2 Herbivores: *species that feed directly on plants*. Other examples: cows, deer.
Carnivores: *which live on the energy in the tissues of herbivores or other animals*. Other examples: cats, crocodiles, birds of prey.
Omnivores: *organisms which feed on both plants and animals, and the latter may include herbivores and carnivores*. Other examples: humans, bears, chimpanzees.

ACADEMIC LANGUAGE

Sentence structure (2) Simple definitions

Check that students understand the different ways of writing simple definitions by selecting a term such as *the internet* and asking for at least two other ways of defining it. Point out where these definitions might frequently occur: before something new or unfamiliar is discussed, at the beginning of texts, and at the start of paragraphs.

TASK 4 Writing simple definitions

1 Refer students to Academic Language if they are having problems. Encourage them to write two or more alternatives and say which they prefer and why.

Sample answers

- 1 Primary producers are / can be defined as organisms that pass energy to secondary consumers.
- 2 A seed is the hard part of a plant that is rich in carbohydrates and oils, and which grows a new plant.
- 3 Protein and fat are / may be defined as high-energy compounds that are / can be easily digested.
- 4 Nutrients are substances that keep an organism alive and help it to grow.

2 and 3 Ask students to do these two tasks together on their own or in pairs and then compare their definitions with other students. You could also ask students to write their definitions on large sheets of paper to display to the class, even masking the defined terms so other students can match the definitions to a list on the board.

TASK 5 Linking information from the text to key terms

1 The aim of this task is to help students paraphrase information relating to key terms in the text. Point out how the two consumers, herbivores and carnivores, help classify the information. As an extension in order to build students' awareness of paraphrasing, ask them to explain in detail how descriptions 1–6 differ from the corresponding key information in the text.

Answers

Types of consumer described: 1, 3, 4 = herbivore;
2, 5, 6 = carnivore

Match with original information:

- 1 Although vegetation is abundant ... in time and energy to digest
- 2 Additionally, meals are regularly less frequent ... their main prey is not available
- 3 Others have found ways of unlocking energy ... the major part of the plant's biomass
- 4 Consequently, the ability of herbivores to absorb energy is generally low
- 5 However, they incur other costs, most obviously those of catching and killing their prey
- 6 Carnivores, which live ... high-energy compounds that are easily broken down and with abundant nutrients

2 Ask two students to summarize in their own words the information relating to herbivores and carnivores. Then tell students to write paraphrases and compare them with a partner.

Sample answers

Herbivores have an abundant source of food. The food is not easy to break down because it contains cellulose. They can take up energy from cellulose, which many animals cannot do.

Carnivores sometimes have to go without food for a long time. They consume energy as they search for food. They eat food which is easily digestible and rich in nutrients.

ACADEMIC LANGUAGE

Noun phrases (2) Adjective + noun, noun + prepositional phrase

Make sure that students understand the form and the function of the noun phrase. To check comprehension, elicit the purpose of noun phrases and as an extension write several lists of words on the board and ask students to turn them into noun phrases, e.g. *links / cities (the links between cities); rise / prices (the rise in prices)*.

TASK 6 Using noun phrases to summarize key information

1 and 2 Following on from Academic Language, these tasks aim to give students further practice in identifying one type of noun phrase.

Answers

- 1 1 considerable investment 2 tough cellulose
3 major part 4 abundant nutrients 5 smaller effort
6 simple progression
- 2 primary producers, secondary producers, trophic levels, second trophic level, poor-quality food, new shoots or buds, stored carbohydrates and oils, energy-rich food, high-energy compounds, short digestive tract, food-finding costs, main prey, feeding strategies, trophic position, linear food chain, dead animals or plants

3 Ask students to work on their own and complete the summary before checking their answers in pairs or small groups.

Answers

2 c 5 a 6 b

4 If students are confident, encourage them to expand notes 1–6 from Task 6.3 by adding information from the text as they speak. After students have compared their explanations with the text, you could ask for one or two volunteers to describe or summarize the contents of the paragraph.

Sample answer

The paragraph begins with a definition of herbivores, which eat plant material that is difficult to digest and requires time to do so. The result of eating plant materials is the low absorption of energy. As an alternative to plant material containing cellulose, some herbivores eat richer parts of the plants such as shoots or seeds. The benefit of the latter is that they are an energy source that is easy to absorb. The paragraph ends with the mention of herbivores, which can absorb energy easily from cellulose.

5 After students have completed the noun phrases, ask them to provide different descriptions for the context of items 1–6. Permit alternatives, but ask students to choose the best. Point out the economy of the noun phrase in each case as a means of summarizing and helping to remember the detail in the description.

Answers

- 1 Links **in** the network 2 Parts **of** the infrastructure
- 3 The germination **of** ideas 4 The tissues **in** the skin
- 5 The energy **in** the plants 6 Progression **along** a time-line

Sample answers

(Contexts and descriptions)

- 1 IT: a computer system with links such as an intranet with a server, or users such as employers and employees connected to the internet
- 2 transport: the different parts of the infrastructure within a city including roads rail, bus, and tram networks
- 3 academic: a university course with ideas being germinated through lectures, tutorials, seminars, or peer collaboration
- 4 medical: the layers that make up the human body
- 5 nature: the energy that is produced from sunlight, which can then be transferred to animals such as herbivores, which may in turn be eaten by other animals or humans
- 6 history: the various dates of historical events such as a particular period in the history of a region, country, or even the whole world

TASK 7 Writing paraphrases of key information

1 The aim of this task is to encourage students to start looking at alternative ways of paraphrasing and summarizing text as a stage in avoiding plagiarism. Allow them to work in pairs as they look for the information.

Answers

- a) face b) challenges c) primarily d) broken down
e) required f) costs g) obviously h) regularly
i) available

2 In addition to advising students to use the noun phrases in Task 6.3 as a model, you could also refer them to the noun phrases in the diagram in Task 3.1. Point out that the noun phrases summarize the text in note form, which can then be used as the basis of the description of carnivores.

Answers

- a) a definition of carnivores b) an explanation of the food eaten by carnivores c) a comparison of carnivores and herbivores d) the expenditure of energy to find food e) the irregularity of the availability of food

3 Refer students to Task 6.4, making it clear they are doing the same, but in writing this time. Point out that the phrases in 7.2 form a summary of the information in the paragraph. Students can use items a–e to explain the content of the paragraph and therefore see at a basic level how the information in the paragraph fits together.

Sample answer

A definition of carnivores as animals that obtain energy from meat is given. Such energy is easily converted by carnivores from animals such as herbivores because flesh is primarily protein. A comparison of carnivores and herbivores is given, explaining that less effort is needed by carnivores to absorb energy because of their short digestive tract. Carnivores, however, encounter other problems in that they have to use up energy looking for food. Furthermore, the irregularity of the availability of food can often make meals scarce.

- 4 Tell students to work on their own and then compare their answers with at least one other student. You could write one or more of the better samples that students come up with for evaluation on the board.

Sample answer

Summary of key information:

The effect of (having) different feeding strategies, a definition of omnivores, the position of omnivores on the food chain, the flow of energy on the food chain, the increase in complexity of the food chain

Paraphrase of paragraph 4:

Different feeding strategies among consumers have an effect on the placement of organisms on the trophic level. A definition of omnivores is organisms which consume both plants and animals, including herbivores and carnivores. This determines their position on the food chain and means they can be placed on different trophic levels, so the flow of energy does not happen in a linear fashion. If organisms feed on dead plants and animals, there is an increase in complexity of the food chain.

TASK 8 Critical thinking - reflecting on reading strategies

- 1 The purpose of the task is to help students to reflect on their own development. During and after the group discussion, encourage students to discuss their increased awareness of the features by guiding them with questions, such as:

- What have you learnt from this module?
- How do the title and illustrations in a text help you to predict the content of a text?
- What is the function of noun phrases?
- Where do definitions often come in a text?

If students learn to see how they have progressed, it can improve their development. Try to make such reflection an important part of the course. You could also encourage students to keep their own 'Reflection journal' - either on paper or electronically.

2B Writing Descriptions (1)

TASK 1 Identifying types of diagram

- 1 The aim of this task is to activate students' interest in and knowledge of visuals. Give a time limit of 1-2 minutes to name the visuals so that students do not get distracted by the content at this point. If students know the names only in their first language, you could wait until checking with the whole class for them to find out.

Answers

1 B 2 C 3 E 4 A 5 D

- 2 Check that students understand the different purposes of the various visuals. Try asking further questions about which visual they would choose for particular information and why, e.g. where the world's major deserts are (map: to identify a location on Earth); how much protein, carbohydrate, and fat is consumed by a particular group (pie chart: to present a limited number of items in proportion which usually add up to 100%); how the use of smart phones has increased during the past five years in a particular country (graph: to show changing values over time).

Answers

1 Trends: graph 2 Location: map 3 Raw data: table
4 Proportion: pie chart 5 Comparison: bar chart

- 3 Elicit or allow students to do an internet search for other examples of visual or non-linguistic information. Ask what each one is associated with and what its characteristics are, e.g. an elevation is associated with architectural drawings and normally consists of black lines on white with measurements and possibly idealized images such as trees. You could also ask about purpose, e.g. the purpose of a flow chart is to show a process or system.

Answers

diagram, chart, graphic, image, picture, photo, flow chart, statistics, illustration, sketch, plan, timetable, time-line, mind-map, grid, elevation

INDEPENDENT STUDY

Emphasize that a text should include visual information to support textual information, rather than simply to look appealing. Students should analyse how effectively it does this, using their chosen examples. You could give students the following questions to prompt them:

- Is the visual necessary?
- What does it add to your understanding of the topic?
- Is it clearly presented?
- Does it have a source (e.g. reference to where it is taken from)?
- Does the visual contain too much information to be useful?

TASK 2 Recognizing features of a description

1 Quickly check students recognize the type of visual: bar chart. Put students in pairs to say or write their answers.

Sample answer

Figure 1 is based on data from the Office for National Statistics and shows the average life expectancy in the UK from 1841 to 2005. Life expectancy means how long people live on average in a particular context such as country or region and can be subdivided into other groups such as male / female, smoker / non-smoker. It has risen steadily from just over 40 years in 1841 to about 80 years in 2005. In all years, females outlive males.

2 When students have done the task, point out that the sample description is essentially structured like a mini-essay or report: contextualization (including reference to the source); main points (detail); conclusion with possible speculation or 'food for thought'.

Answers

1 c 2 a 3 a 4 b

3 Ask students to do this individually and quickly. Point out the use of synonyms, e.g. *shows* / *demonstrates*; *improve* / *increase*.

Answers

a illustrates b shows, demonstrates c should increase

4 Explain that visuals obviously cannot themselves do cognitive things like *believe*, but they can *illustrate*, etc.

Answers

illustrates, shows, suggests, indicates, represents, demonstrates, gives, reflects, gives a breakdown of

TASK 3 Writing a short description of visual information

1 Students should complete the description using textual and visual clues – the latter with reference to the bar chart in Figure 2.

Answers

1 gives a breakdown of 2 from 3 where
4 decreased 5 accounted for 6 which 7 over

2 Go through the visual with students to ensure comprehension. Students' descriptions should demonstrate that they can identify the two main trends: the tendency for obesity to increase with age, before declining again in people's 60s; and the general increase in obesity across the time frame of 1995 to 2007. Their descriptions are likely to be slightly longer than the one for Figure 2, as the content of the visual is more complicated.

Sample answer

Figure 3 shows the percentage of people who are obese in England in 1995, 2001, and 2007. The population is divided into four groups: those aged 16–44, 45–64, 65–74, and 75 and over. Apart from the youngest age group, 16–44, the level of obesity increased steadily over the period 1995 to 2007. Obesity within the 16–44 age group rose from 13% in 1995 to 17% in 2001 and 2007. It also went up with age, as demonstrated by the 45–64 age group, which grew from 22% to 28% and 32% respectively. The 65–74 age group is similar, while obesity among those aged 75 and over decreased during the 1995 to 2007 time frame to 16%, 19% and 24% respectively. These figures suggest that obesity is an increasing problem in England.

3 Emphasize that a critical approach to responding to the writing of their peers will help students improve their own writing. As an alternative, collect all the descriptions and present them to the whole class (without indication of authorship) for their critical responses. Examples of varied language could include a range of sentence patterns including sentence beginnings. For example, *Figure 3 shows* / *Figure 3 also shows* / *Figure 3 illustrates* sounds quite repetitive. On the other hand, the sentence beginnings in the sample answer in Task 2.1 are less repetitive. Also useful for varying language are: a variety of reporting verbs, e.g. *shows*, *illustrates*, *gives*, *represents*, *presents*; use of synonyms, e.g. *rose*, *increased*, *went up*, *grew*, *climbed*. Key points of language accuracy include: accurate description of the visual, particularly regarding dates and numbers (even if the language is faultless the description of the visual may be misrepresented); use of determiners, e.g. *the*, *most*, *these*, *some*, *this*; use of adjectives, adverbs, and prepositions. Students should also check the descriptions for factual accuracy.

TASK 4 Describing trends

1 Students can do this as a spoken or written task. A spoken description is equally authentic and may form part of a student's presentation or seminar contribution.

Sample spoken answer

Figure 4 shows the change in family size in four different countries from the mid-1960s to 2005. The number of children in all four countries – Kenya, India, Turkey, and the USA – has fallen during this period. In Kenya, the drop has been very large, from 8 to 5. The other countries have all fallen to between 2 and 3 children.

Sample written answer

Figure 4 illustrates the change in family size in four different countries from the mid-1960s to 2005. The largest family size is in Kenya, with 8 children in the mid-1960s, falling to 5 in 2005. The number of children in Turkey and India dropped from around 6 in the mid-1960s to approximately 3 and 2 respectively in 2005. The USA has followed a rather different trend, moving quickly from 3 in the mid-1960s to 2 in the mid-1970s and remaining roughly at that level until 2005. From the evidence shown, birthrates appear to be falling significantly in different continents.

2 This aim of this task is to check the parts of a graph, and it can be done fairly quickly. Point out that when students incorporate graphs into their written work, appropriate labels for these parts should be included.

Answers

1 b 2 a 3 d 4 c

3 Ask students to work individually and match only four sentences from the text with the appropriate lettered parts of the graph.

Answers

1 f 3 e 4 g 5 h

4 Point out that the descriptions divide the graph vertically into three parts of similar breadth.

Answers

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

5 Students can base their answer closely on the example description in Task 4.3, or move away to some extent.


Sample answer

See Student's Book, page 213.

6 As with Task 3.3, students can offer critical feedback – either as face-to-face spoken or written. It can focus on variety of language and accuracy (again, see notes for Task 3.3). Useful language for students to use when giving peer feedback includes:

- Your description of X seems clear, but ...
- I like your use of synonyms.
- I'm not quite sure what you mean by X.

TASK 5 Listening to a description of visual information

1  **2.1** Play the recording once while students try to write their answers. Check the head noun (the most important noun) for 1 and 2, which are defining relative clauses: 1 *countries*; 2 *trend*. Play the recording again as necessary for students to complete their answers. Ask them to check their grammar and spelling before checking as a whole class. Elicit any errors, e.g. missing grammatical words such as *is*, *the*, *than*, for class discussion.

Answers

- 1 countries which have different
- 2 the trend that is most noticeable
- 3 which is now only slightly higher than that of the UK

ACADEMIC LANGUAGE

Noun phrases (3) Noun phrases containing relative clauses

One area of difficulty for students may be which relative pronoun or relative adverb to choose. Explain that the relative pronouns are: *that*, *which*, *who*, *whom*, *whose*. These pronouns take the place of a noun phrase. The relative adverbs are: *when*, *where*, *why*. These take the place of an adverbial. Check that students understand the difference between defining relative clauses, which are essential to the structure of the noun phrase, and non-defining relative clauses, which add extra non-essential information. For further detail, refer students to page 204 of the Language reference.

TASK 6 Using relative clauses to add information

1 Try one example as a whole class as necessary. If you have an interactive whiteboard, move the sentence parts around visually, or cut them up for students to move physically. A good starting point is to identify the head noun, and then follow this with the relative pronoun / adverb.

Answers

- 1 The WHO is a global health organization which promotes health and health education around the world.
- 2 A useful model is the UK, which has a comparatively low road accident rate.
- 3 This is an organization whose record in preventative medicine is excellent.
- 4 The graph in figure 2 shows a trend of increasing life expectancy which is likely to continue in the long term.
- 5 People who smoke tend to have a higher incidence of breathing problems.

2 If necessary, refer students back to Academic Language to check the difference between the two types of clause.

Answers

- 1 defining 2 non-defining 3 defining 4 defining 5 defining

3 Encourage the inclusion of at least one non-defining relative clause, e.g. *Some countries, such as Brazil and Australia, have relatively small capital cities with limited economic importance, which I find interesting.*

TASK 7 Writing a description of visual information

1 If you have online access, search for reliable sources using a university library search engine or Google Scholar. Scan articles quickly to find integrated visuals. Alternatively, use official sites such as the Office for National Statistics, media sites such as the BBC, or English-medium newspapers online or in paper format.

Students should write a description based on what they have written in this module.

2 As with Tasks 3.3 and 4.6, encourage students to be constructively critical with their feedback. For ideas on offering critical feedback, see the notes for Tasks 3.3 and 4.6.

TASK 8 Critical thinking - using diagrams and data

1 Pick one reason as an example and invite students to say how important it is. Then add any further points, e.g. 1 'An argument with diagrams and data can be more convincing than one without'. *An argument without statistical support can sound rather general, or to put this the other way round, an argument with statistical support can come across as specific and convincing. However, it's not a good idea to include diagrams and data without good reason; they should be closely connected to the text.* After students have discussed the reasons, and as an extension, ask for further arguments for and against the use of visuals in written texts.

Points for include:

- statistics are plentiful
- most governments, corporations, and agencies publish statistics to support their work
- statistics are available in reports and online
- to ignore statistics is to ignore a large part of our world
- to include statistics skilfully can indicate a degree of sophistication in the writer

Points against include:

- certain people can use statistics selectively to convey just about anything
- you need to be a good critical thinker to see through misleading statistics
- some statistics may simply be irrelevant in the particular context given
- just because something is presented in statistical form does not mean it is correct, true, or reliable
- statistics can be used to make the reader / listener feel ignorant, which can be unfair
- excessive use of statistics, particularly at the expense of clear argument and evaluation, can be boring

2C Listening Lectures (2)

TASK 1 Understanding background information

1 As with any academic subject, law may prompt both positive and negative responses among students. Encourage those students who know more about law to communicate their knowledge arising from the text and map to other students. Share any interesting responses and check any difficult vocabulary, e.g. *cases*.

2 This task requires students to use information from the text accurately.

Answers

1 case law 2 North 3 like cases / previously decided cases 4 codes and statute laws 5 previous cases 6 South

3 Use different resources, e.g. introductory textbooks from the library and online resources, to investigate and compare legal systems. As in 1, encourage more knowledgeable students to share their insights.


TASK 2 Critical thinking - predicting the content of a lecture

1 Students can work in pairs or small groups. Ask for reasons for their choices.

Answers


Items 1, 3, and 4 are talked about. Item 2 is covered implicitly rather than explicitly. Items 5 and 6 are not covered.

TASK 3 Completing and correcting notes

1  2.2 Show Extract 1 once for this note-completion task, in order to identify key factual information based on prediction and language signals, a key skill in listening to lectures.

Answers


1 1066 2 legal systems 3 a legal system for the whole country 4 a formal written constitution

2  2.2 This task aims to encourage students to self-edit their own written notes for factual accuracy. This is an essential skill as great care needs to be taken when writing factual information from an oral source such as a lecture. The notes represent those of any student; ask students to carefully monitor their own notes for accuracy when watching Extract 1 again.

Answers

Lecture topic: legal systems ~~around the world~~ in England
English legal system: civil **common** law system, based on case law
System goes back nearly 1,000 years, ~~but not~~ influential
Normans invaded England ~~before in~~ 1066 - introduced a number of **a single** legal systems
Judges appointed **by** King Henry II
Formal written constitution has ~~gradually~~ **not** evolved

TASK 4 Recognizing definitions

1  2.3 This task requires students to listen for definitions to key technical terms. Students first listen for the definition itself, then for the language used to frame the definition. You may have to show Extract 2 more than once.

Answers

(Definitions in italics; phrases to introduce definitions underlined)

- a) *that is to say, a system which is based on case law*
- b) The word 'like' *here means 'similar' or 'comparable to'*
- c) *we can define a precedent as something that happened before, but which has a bearing on what happens now*

INDEPENDENT STUDY

Remind students that definitions are an essential element of many academic texts, both spoken and written (as shown in Unit 2A). Explain that lecturers will usually define any new or unfamiliar terms, but they may also make (incorrect) assumptions about how much an audience understands and omit to give a definition. Advise students to compare any definitions they write down in a lecture with those given in a monolingual or specialist dictionary.

TASK 5 Note-taking (3) – abbreviations and symbols

- 1 Explain the importance of note-taking, using guidelines 1–4, plus the following points:
- Note-taking while listening aids memory.
 - The notes form a permanent record of the lecture and can be studied and revised later.
 - Note-taking encourages active listening. Students who simply listen and do nothing are less likely to follow the lecture and work out the main points.
 - Lectures can be 'imperfect', in other words the lecturer may digress, introduce irrelevant material and anecdotes, and fail to explain key concepts clearly. Students can also add instructions to their notes such as *Check the meaning / significance of X*.

Encourage students to critically evaluate the example of student notes. Students can also compare their own styles to the example given.

Answers

The example follows guidelines 1–4. It uses notes to save time and space, and is therefore quite efficient.

2 and 3 Students should do these two tasks quickly, by scanning the example in 1.

Answers

- 2 and so on: *etc.*; for example: *e.g.*; led to: *→*; or: */*; the same as: *=*; very: *v.*
- 3 approx.: *approximately*; c.: *century*; CL: *common law*; imp: *important*; sb: *somebody*; yr: *your*

4 Students can personalize these to suit their own style. Also, some students may feel more comfortable using a larger number of abbreviations and symbols.

Sample answers

constitution: const / constit / cnstn; developed: dev / devel / dvpmt; government: gov / govt / gvmt; judgement: judg / jdgmt; parliament: parl / plmt; precedent: prec / prcdt

ACADEMIC LANGUAGE

Noun phrases (4) Adjective or noun + noun, noun + prepositional phrase

These noun phrase patterns are very frequent. Regarding noun + noun vs noun + prepositional phrase, it is very difficult to provide rules for working out which pattern sounds more natural and is more likely to be used. Many combinations have become fixed in one pattern or the other, e.g. *The House of Lords*, not *The Lords' House*, and *case law*, not *law of case*. For further detail, refer students to page 204 of the Language reference.

TASK 6 Using noun phrases in note-taking


- 1 The two patterns of noun phrase presented in the table are both extremely frequent in academic (and more general) texts. The table presents each variation side by side so that students can see and compare the structure and evaluate which one sounds best. Although it is difficult to formulate rules for this, as mentioned above, students often have a good sense of which sounds more likely. If one form sounds more natural, e.g. *the system of precedent*, this form is used in all registers – spoken and written. Ask students to think of further examples, and then put these into the alternative pattern, e.g. *The Appeal Court* → *The Court of Appeal*; *human rights law* → *the law of human rights*.

Answers

The most natural pattern in each case is listed below. Note that in 2 and 4, both versions are perfectly acceptable.

- 1 the English legal system
- 2 a common law system / a system of common law
- 3 the system of precedent
- 4 the judge's decision / the decision of the judge
- 5 the main source of new law
- 6 other sources of law

TASK 7 Practising note-taking techniques

- 1  2.4 Show Extract 3 once. Remind students to follow their chosen note-taking techniques, especially writing relevant main points only, and using abbreviations and symbols.

Sample answers

The role of jdgs

- interpret law
- decide same / different bet. cases
- take fnl decision
- contribute new laws (thro prcdt)

How new laws are made

- by jdgs
- by higher court (overrules jdgs)
- by plmt – passing new laws

Other forms of law-making

- by plmt
- thro custom
- int. law
- Eur. Law
- rel., esp. marriage / dvrc

2 Students should easily see how close their notes are to the example in Task 5.1. Encourage them to notice and explain any differences.

3 Students can predict first; they will probably expect the lecturer to use the examples they found more natural in Task 6.1.

Answers

The English legal system; a common law system; the system of precedent; the judge's decision; the main source of new law(s); other sources of law

4 Students compare and critically respond. Questions to ask may include:

- Are the notes comprehensive, i.e. do they include all the necessary information?
- Is the language accurate?
- Are abbreviations and symbols used appropriately?
- Are the notes clear and legible?

TASK 8 Critical thinking - reviewing note-taking techniques

1 Emphasize that prediction is a very natural and widespread task and can apply as much to films and books as academic lectures. Students should justify their predictions and respond to the content of the lecture by comparing the English system with that of their own country. As with Tasks 1 and 2, the students with more knowledge can help out.

2 This awareness-raising task helps students become more self-reflective and self-critical. Typical difficulties may include:

- dealing with a different alphabet / script
- keeping up with what the lecturer is saying while taking notes
- processing the information in real time
- getting bogged down in unknown words
- understanding unfamiliar accents
- working out how to represent the information in note form.

As these examples show, there are many different types of difficulty. Encourage students to consider how they might change the way they take notes, e.g. using a different style of notes; practising independently; observing how other students take notes.

2D Speaking Seminars (2)

TASK 1 Critical thinking - discussing presentation skills

1 and 2 You might want to introduce this task by asking students if they have ever listened to a presentation of any kind and, if so, what they remember. If they have no experience, ask them to think of what might be involved and the skills required. As students assess skills 1–4, make sure they give an honest appraisal and do not just give the same answer for each item without thinking. During the discussion, encourage students to look at the skills from a cultural perspective.

TASK 2 Describing a system in a diagram

1 The aim of this task is to show students how to find their way around a visual. Give them a few minutes to study the diagram before eliciting the types of transport systems.

Answers

Airtrain, railway, and road systems

2 The aim of this task is to further help students navigate a visual and familiarize themselves with talking about diagrams, specifically a diagram where items are linked.


Sample answers

- 1 (Passengers can) Take the AirTrain Red Line through Domestic Terminals 2 and 1.
- 2 Take the AirTrain Blue Line through Domestic Terminals 2 and 3, International Terminal G, Garage G & BART, and West Field Road to the Rental Car Center.
- 3 Take the AirTrain Red Line to Garage G & BART, and then take the AirTrain Blue Line to West Field Road.
- 4 Take BART to Garage G & BART, and then take the Airtrain Red Line to International Terminal G.

INDEPENDENT STUDY

Ask students to give examples from their own knowledge and experience, e.g. the systems they suggested on page 023. The Present Simple tense is frequently used because factual information that is always true is being presented.

TASK 3 Recognizing language for referring to visuals

1  **2.5** The aim of this task is to help students recognize language for referring to visuals. Tell students they are going to watch an extract from a student presentation and ask them to think of the purpose as they watch. Ask them to give reasons for their selection.

Answer

1 3


2 You may need to show Extract 1 more than once to enable students to note down any exact language.

Answers

(Any two of the following are acceptable)

If we look at the diagram on this first slide; Starting at the top of the diagram; at this end of; in the middle; at the bottom

Note: the speaker also points and regularly says *here*, as well as stressing or pausing on certain words as a means of drawing attention to specific information on the diagram.

3  **2.5** Before watching Extract 1 again, ask students to skim the text, decide what type of word might be needed to fill each gap, and possibly predict the answers.


Answers

- 1 good example 2 can be defined as 3 layout
4 at the top of 5 middle 6 bottom 7 connected
8 known

4 Students may fully expect the connections to be made using *first*, *second*, and so on. Elicit from them why this is not the case here. Draw students' attention to the example and remind them of the variety of ways they identified in 2.

Sample answers

The text contains: the conjunction *where*; the definite article with a noun to refer back (*San Francisco airport / the airport*); the use of phrases to indicate the location of items on the diagram, e.g. *If we look at the diagram on this first slide; Starting here; at this end of the airport*. The speaker is also pointing to the diagram as he speaks.

5  **2.6** This task allows students to add more phrases from Extract 2 to those they earlier noticed in Extract 1.

Answers

the road infrastructure, the car rental, and BART; if we look at the blue line ... which runs ... anti-clockwise; the red line, which runs clockwise; if we look along the bottom of the map; And over on the left of the diagram

TASK 4 Recognizing noun phrases in explanations

1 and 2  **2.6** Before students watch Extract 2 again, ask them to identify the noun + prepositional phrase.

Answers

- 1 2
2 (Any two of the following are acceptable) the movement of people (to and from the airport); the transportation of passengers; (different) parts of the airport; the movement of people (between the terminals); the bottom of the map; the left of the diagram

3 Ask students to do this on their own and then compare their answers with other students. As an extension, you could ask students to explain the noun phrases from the point of view of grammatical structure and of pure meaning.

Answers

- 1 movement, connection, location
2 link, connection
3 link, connection
4 plan, location
5 plan, location

TASK 5 Preparing to present visual information

1 and 2 As students prepare the presentation, point out that they can use a hand-drawn, computer-generated, or downloaded diagram with the noun phrases written on it. Alternatively, they can prepare a diagram without any text at all. Allow students some freedom in their preparation, but set a time limit of 15–20 minutes for the task. Point out that the presentation is not given until Task 6.3.

Answers

- 1 1 data processing 2 retail

ACADEMIC LANGUAGE

Asking for information, clarification, and repetition


Allow students the opportunity to check the appropriacy of other phrases they may think of. Encourage them to make their own master list of phrases which they can update individually or as a class to create an academic phrase list.

TASK 6 Asking for information, clarification, and repetition

1 Check that students have understood the phrases by eliciting the function of items 1–8. As an extension, you could then test students by giving a function and asking what phrase(s) can be used to express it.

Answers

- 1 R 2 C 3 I 4 R 5 I 6 I 7 C/R 8 C

2  **2.7** After students have watched Extract 3, as an extension, you could ask why they think the speaker used these particular phrases, e.g. some phrases are more polite than others.

Answers

- 1, 5, 8

3 Give students some time to prepare and then allocate a time limit of 3 minutes per presentation for each student. You may want to record the students and show one or two presentations to the class as the process facilitates self-evaluation on the part of students. Encourage students to think of at least one question to ask about each presentation.

TASK 7 Giving a presentation

1–3 The preparation can be done in class or at home, preferably using presentation software such as PowerPoint. As students prepare, allow them to ask you and other students questions. Also allow them to use a range of resources (including internet access). Draw students' attention to the second bullet point in 1 and emphasize the advantage of such preparation. As the students give their presentations in groups, ensure, if possible, the groups are well separated so they do not interfere with each other in terms of noise. Refer students to the checklists on page 221 for constructive feedback, which consists of making positive comments and suggesting a few improvements. To build students' confidence at an early stage, avoid overtly negative comments. Discuss with students what criteria they should be judged on, e.g. the language (noun phrases and referring language); timing; fluency; the questions asked. Limit the criteria to three or four items and set a time limit for the three activities in the task. Ask one person per group to monitor the time (using the stopwatch function on their mobiles), but also be aware of the time yourself. If possible, arrange for each talk to be recorded – either by you or with one of the students operating the equipment. This could even be done on their mobiles, emailed, and then watched in class via a computer projector or interactive whiteboard. Remember to ask students to give feedback about themselves first.

2E Vocabulary Building academic vocabulary

TASK 1 Becoming familiar with academic vocabulary

1 This task involves scanning and aims to familiarize students with a group of about a dozen typical academic words. These words are simply a sample of possible academic words. Students can apply this approach to learning other academic vocabulary and, as they become more familiar with the approach, they can do more of it 'in their head' rather than writing everything down. Encourage students to notice the correct grammatical form and see the word in context – this should help them to use the words more accurately in their writing.

2 Demonstrate the task with a whole-class example, e.g. *medicine*, which most students are likely to say they know and use regularly. Ask for a volunteer to define the word. This is more difficult, as most people are not used to defining a word on the spot, even if they know it. Tell students to work individually and classify each word into one of categories 1–4. A useful test of knowing a word well is trying to define it. Ask students to define on the spot any such words in the first column, and let other students evaluate the effectiveness of their definition.

3 If a student feels they know nearly all the words well (category 1), this suggests they have a strong working knowledge of academic vocabulary. Most students are likely to have answers in different categories.

TASK 2 Recording information about academic vocabulary

1 and 2 Ask students to say why particular strategies are useful and why they think certain ones work best for them. You can also ask them questions such as:

- What do you do when you come across a new word?
- How do you remember words?
- Do you test yourself? / How?
- Do you work with other students?

3 After students have completed the example word card, as an extension, get them to look back through Unit 2 and complete word cards for a given number of words, e.g. 5–10, which they can select themselves. One way of selecting the words is to use lexical sets, such as describing diagrams, describing trends, describing systems, defining words. Encourage students to use different lexical sets and to select words from different word classes.

Sample answer

word class: *verb*

pronunciation: /'ædvəkeɪt/ (note: n and v different pron)

definition: *support sth*

translation: (depends on student L1)

example: *The report did not advocate the use of force in such circumstances.*

similar words (synonyms): *support, back, recommend, promote*

opposite words (antonyms): *oppose, discourage*

related words (in same family): *advocate* (n – person); *advocacy* (n – abstract)

collocations: *advocate the use of force / violence; a course of action / plan; free speech*

UNIT 3 Communication

ACADEMIC FOCUS: USING EVIDENCE

INTRODUCTION

Unit 3 looks at how specific ideas are presented and supported with evidence such as reasons, examples, and explanations. When reading an academic text or listening to a lecture, students will need to be able to recognize and respond to ideas and the evidence that supports them. This unit helps them identify these and the language used to express them. Similarly, when participating in tutorials, students will need to present their main points clearly, give reasons or explanations to support them, and be prepared to answer questions.

3A Reading develops the approach of reading undergraduate textbooks in an accessible way. The main purpose of such textbooks is to give information, but this is often not done in a neutral way: the authors' stance, in other words how they view something, is typically integrated into the text. Students use language and meaning to work out the authors' stance – a necessary skill which may not come naturally. During this process, students encounter the main text functions of description, comparison, evaluation, and argument.

3B Writing focuses on how to construct a paragraph with a clear statement of the main idea, plus supporting information. Being able to write an effective topic sentence in body paragraphs can help students organize themselves when writing academic texts. Such sentences have certain features such as limiting the content of the paragraph and outlining what is to follow, so they help guide students through this part of the writing process. Noun phrases made up of noun + noun combinations are also covered in this module showing students how they can summarize and paraphrase information in a succinct phrase. This helps students write short, clear topic sentences which can then be explained through supporting evidence as students develop a paragraph.

3C Listening focuses on learning how to identify the main ideas in a lecture, how to separate these from supporting evidence, and then to classify the latter. Common phrases that are used to signpost examples (*for example*), definitions (*is the term for*) and explanations (*Let me clarify*) can help identify these functions as students listen. If they are able to understand and then predict for future reference how information in the form of main ideas and supporting evidence is communicated in a lecture, this will enable them to take effective notes.

3D Speaking introduces the concept of the tutorial, a central feature of many university courses. The process of preparation through reading and discussion leads to a simulated tutorial in a small-group format. Students become involved in the process of responding to and processing information from written to spoken form, which reflects academic practice in a tutorial context. Throughout the process, critical thinking is developed, partly through the use of questions which contain assumptions. The whole process emphasizes the importance of preparation for a tutorial, which should be seen to benefit the students' performance in the tutorial itself.

3D Vocabulary focuses on meaning-carrying prefixes such as *bio-*. This emphasizes the link between different words which contain the same prefix, e.g. *biology*, *biotechnology*, *bioinformatics*: all these relate to the central meaning of 'life'.

Discussion

1–3 These tasks enable students to freely discuss different media in terms of their importance and influence and encourages comparison between the situation today and that of 50 years ago (an arbitrary amount of time, but humanized as about the time students' grandparents may have been young). Obviously some media did not exist 50 years ago, e.g. the internet, and students may argue (or not) that older media such as radio or printed newspapers have declined in importance. Encourage the provision of evidence – students should say why they think what they're saying. It is worthwhile to focus on a whole-class discussion of *importance* before starting – brainstorm what this means, e.g. influence, power, size of potential audience, accessibility, popularity, as well as any limitations. Write these concepts visually, e.g. using a mind-map, for reference during the task. Extend the list by adding the advantages and disadvantages suggested by students. Finally focus on benefits for education in particular – this discussion brings together the themes of Units 1 and 3.

3A Reading Textbooks (2)

TASK 1 Gaining an overview of a text

1 and 2 Prediction can aid reading and often reflects how we read. As we read, we can confirm or modify our predictions and expectations for the text. Students could argue for any of the items, although *the future of printing* seems less likely. The reading task involves reading Text 1 quickly to check predictions, so do not explain unknown language at this stage.

Answers

Text 1 mainly includes: where and when printing developed, how printing developed (through capitalism), and printing technology. In addition, languages are referred to: Latin and the emerging national languages. The future of printing is not covered, and the most popular books are not given in detail (e.g. their titles).

3 Each choice has two parts: the purpose of the text (description, comparison, evaluation, argument); and the topic and focus (e.g. the development of printing). Point out that texts have one or more main purposes. Description is likely to be included in most texts to support other purposes such as argument. Other purposes include analysis and definition.

Answer

a

TASK 2 Identifying the main idea in a paragraph

1 and 2 Explain the difference between a main idea and supporting evidence. For example, *Capitalism turned printing from an invention into an industry* is a main idea, and the rest of the paragraph develops the idea by providing supporting evidence. An example of supporting evidence is *Metal type was in use in Korea at the beginning of the fifteenth century*. This adds some detail to the brief historical background at the beginning of the text, but it is not a main idea – Korea and metal type are not the main focus of the paragraph or the whole text, and this material is not developed. Main ideas are often, but certainly not always, given near the beginning of a paragraph.

Answers

- 1 supporting evidence 2 supporting evidence
3 main idea
- 2 The immediate effect of printing was to increase the circulation of works that were already popular in a handwritten form.

ACADEMIC LANGUAGE

Word families

Students are likely to be familiar with the concept of word families. Emphasize that the examples give useful context; a central message for students is to learn words in an *authentic* context rather than as decontextualized lists of words. Also, stress that the needs of the author are the starting point for the choice of structures and word forms. These needs could be focusing on a phenomenon such as the development of free trade – this would most likely lead to a focus on the information. Another author need could be the development of an idea, with different key researchers – this could lead to an author focus. In the first, second, and fourth examples the focus is the authors (i.e. Fulcher and Scott). In the third example, the focus is on the information in the book (i.e. the textbook article). Refer students to page 208 of the Language reference for more information.

TASK 3 Building word families

1 and 2 Students write out all the forms of the four key words, which express the main functions of texts, so that they can effectively draw on these forms to complete the text. The focus then is on both meaning and form. Point out that the text in 2 is a short commentary on Text 1.

Answers

- 1 describe, a description, descriptive, descriptively
compare, a comparison, comparative, comparatively
evaluate, an evaluation, evaluative, evaluatively
argue, an argument, argumentative, argumentatively
- 2 1 description 2 argue 3 comparison 4 evaluative

INDEPENDENT STUDY

Encourage students to find one or more words from Text 1. They can predict the forms of the word first, using the most likely affixes, before checking in their dictionaries. Example: invent (v), inventor (n - the person), invention (n - the machine), inventive (adj), inventively (adv), reinvent (v).

TASK 4 Recognizing and responding to ideas in a text

1 Statements 1–5 form the basis of discussion as a lead-in to Text 2. Ask any students in the class to offer a definition of *cyberculture*. Do not say at this stage, but point out after Task 4.2 that some of the statements are taken from Text 2. Ask students to give reasons and examples, where appropriate, from different countries.

2 This task requires students to relate their discussion of the possible issues to the text itself. They need to understand the concepts in 1 as the wording is not the same. The statements in 1 are essentially short summaries of different paragraphs.

Answers

- 1 True (paragraph 2)
- 2 False (paragraph 5)
- 3 True (paragraph 5)
- 4 True (paragraph 6)
- 5 True (paragraph 7)

3 Explain that Text 2, although it contains description, is essentially argumentative. A key skill is for students to work out the authors' stance. Remind students that stance refers to opinion based on argument and supporting evidence. Ask students to find examples of such evidence.

Answer

2

TASK 5 Identifying main ideas and supporting evidence

1 This task builds on the work done on Text 1, using the longer and more complex Text 2. To support students who might find the task challenging, pair them with students who are more confident. The key skill is differentiating main and supporting ideas. Ask students to complete the table using their own words, where possible.

Sample answers

- 3 main idea: people on the internet can become free; supporting evidence: people can develop parts of themselves
- 4 main idea: cyberculture has grown, but has limitations; supporting evidence: it has similar constraints to the real world

- 5 main idea: inequalities exist in the internet world, just like in the real world; supporting evidence: a digital divide is developing - possibly racial, with white male users dominating
- 6 main idea: technical elite has led to 'technical spiral'; supporting evidence: users cannot easily operate according to own values, as they depend on technical tools
- 7 main idea: commercial + political pressures exist too; supporting evidence: pop-up advertising; governments can censor web content
- 8 main idea: cyberculture certainly somewhat different to other media + is relatively less constrained; supporting evidence: social processes (e.g. commercialization) work in both real + virtual worlds

2 In this task, students critically respond to the evidence offered in the text. As a global comment, it could be argued that the supporting evidence appears well chosen and convincing, while the main points themselves are more open to discussion.

TASK 6 Critical thinking - identifying the authors' stance

1 and 2 Sentences a–c lead students to focus on the key words which indicate the authors' stance.

Answers

1 1 no 2 no 3 no

2 1 apparently 2 arguably 3 blatantly

In 1 and 2 these words minimize (soften) the message in the sentence, and removing them changes the meaning by making the message more absolute and more like a fact. In 3 *blatantly* maximizes (strengthens) the message in the sentence, so taking it out makes the message less strong.

ACADEMIC LANGUAGE

Expressing stance Adverbs

Stance can be expressed in various ways; the Academic Language here focuses on adverbs. For more information, refer students to pages 204–5 of the Language reference. The examples in 1 are used as modifiers; give more familiar examples to illustrate modifiers, e.g. *very*, *rather*. Those in 2 are adverbials (again, refer to pages 199 and 204–5 of the Glossary and the Language reference for more information). Give the terms *maximizer* and *minimizer* if helpful.

TASK 7 Expressing stance using adverbs

1 and 2 In each sentence two adverbs are possible, but with slightly different meanings. Most sentences have maximizers or minimizers. Some adverbs, e.g. *surprisingly* and *unfortunately*, express the author's stance without explicitly maximizing or minimizing the message.

Answers

- 1 indeed (maximizer), arguably (minimizer)
- 2 possibly (minimizer), perhaps (minimizer)
- 3 generally (minimizer), apparently (minimizer)
- 4 certainly (maximizer), unfortunately
- 5 arguably (minimizer), overall (minimizer)
- 6 surprisingly, relatively (minimizer)

TASK 8 Critical thinking - discussing the impact of the media

1 and 2 These tasks broaden the focus to include cyberculture and other media which the students can suggest, e.g. smart phones, teleconferencing, e-learning. Ask students to give examples and reasons. To start off the discussion in 2, ask for details relating to studying today versus the generation of students' parents. Ask students to think of more difficult things now, as well as easier ones (e.g. internet access). Remind students of the Discussion on page 039. Also, you could mention the possible paradox that an abundance of information can result in limited information – although the information is 'out there', many people are overwhelmed by it and do not access it.

3B Writing Topic sentences; paragraphs

TASK 1 Critical thinking - analysing paragraph structure

1 The aim of this task is to help students understand and analyse the various parts of body paragraphs in academic writing. It is unwise to assume that students have a clear idea of what constitutes a body paragraph generally. You could introduce this task by asking students (a) to think of paragraphs they wrote in previous courses (possibly as part of narrative essays and letters), (b) to discuss whether these paragraphs are the same as academic paragraphs, and (c) to provide their own definition of a paragraph. For (c), write notes on the board or even write a class definition.

Answer

3

2 This task helps students to focus on the specific parts of a basic paragraph. Before students start the task, ask them if they can predict where any of the four parts might normally occur (e.g. The *topic sentence* at the beginning and the *background information* near the beginning). Such awareness of textual organization through prediction can help students in both their writing and reading. After completion of the task, students can use both the definition in 1 and a–d to

describe the paragraph. For further practice, refer students to the Rationale on page 044 and ask them to explain how the topic sentence prepares the reader for the content of the rest of the paragraph. To emphasize the importance of topic sentences, you could also show the students the paragraph in this task without the topic sentence and ask what the effect is.

Answer

a 2 b 1 c 4 d 3

3 and 4 When students have compared their answers, they can explain (a) how they chose the topic sentence and (b) how the topic sentence shows the content of the paragraph. To illustrate the importance of the topic sentence, you could again show the students the paragraph without the topic sentence or with a topic sentence which doesn't work. For further practice, students can use items a–d from 2 to analyse the sentences. As an extension, in order to develop students' noticing skills, ask them to analyse the structure of the topic sentence, looking at the noun phrases, the verb, and the tense. Then ask students to rewrite the topic sentence using the noun *revolution*, e.g. *There has been a revolution in the transport system in recent decades with the arrival of the latest communication devices.*

Answers

3 a 3 b 1 (topic sentence) c 4 d 2 e 6 f 5

TASK 2 Critical thinking - analysing topic sentences

1 As an extension to this task, elicit the purpose of the paragraph in Task 1.2 (to show how communication has changed throughout history) and write it on the board. Refer students to the two paragraphs in Tasks 1.2 and 1.3 and elicit the connection between the purpose of a paragraph and the topic sentence. Use this to reinforce the need for the inclusion of a topic sentence in a body paragraph.

Answer

1

2 Use this task to further clarify the features of a topic sentence. Set a time limit of 10 minutes, but extend it if the discussion is progressing well. Students can use the paragraph in Task 1.2 to supply evidence. Alternatively, you could provide two or three new paragraphs to analyse as a means of developing students' critical thinking skills. One person from each group can explain items 1–4 and 6 in their own words to the class and then explain why 5 is not possible. Refer students to this task throughout the course and use it for revision periodically.

Answer

5 (the evidence comes after the topic sentence)

3 By this stage, students should be able to do the analysis well. As a further check, show students a paragraph with an ineffective topic sentence. Students can identify why the topic sentence doesn't work and then modify it. This can also be used as an introduction to Task 3.

Sample answer

The subject of the paragraph is: *The latest communications devices*. The topic sentence outlines what will follow: *have revolutionized the transport system in recent decades*. The limits are: the transport system/ in recent decades. It is the first sentence in this paragraph, but it could also be the second sentence. The topic sentence helps the writer to focus on and narrow their writing. It acts as a map for the rest of the paragraph.

INDEPENDENT STUDY

Refer students to the Glossary on page 199 after they have written their definitions. Encourage them to keep an electronic list, if possible. Throughout the course, refer students to the list. As they build lists like this, they can review them periodically in class and reflect on the progress of their independent study. This review could form part of the course once every month.

TASK 3 Identifying the correct topic sentence in a paragraph

1 and 2 Once the answers have been checked, for further practice, you could ask students to give you an alternative topic sentence for one or more of texts 1–3 to demonstrate that multiple answers are possible. This also helps foster the concept of individual writing. The alternatives can be totally different, not just paraphrases, e.g. 1 *Advances in video-phone technology in recent times have benefited deaf people*; 2 *The rules involved in writing emails in the business field require greater consideration than is normally given*; 3 *Face-to-face meetings can be complemented by electronic methods such as video-conferencing*.

Answers

1 1 a 2 b 3 b

TASK 4 Writing a topic sentence

1 and 2 Before students start, revise the features of a topic sentence from Task 2.2. Ask them to underline four or five words in the text in 1 which will help them write the topic sentence, e.g. *means*; *communication*; *radio*; *crucial*. Point out that the topic sentence does not need to be complicated, but it must be clear. To facilitate comparison in 2, students should write the topic sentence on large sheets of paper or on computers for display on an interactive whiteboard. Encourage them to refine their sentences and decide which is the best one. Finally, give them the sample topic sentence below or your own sample, emphasizing the fact that there is more than one possible answer.

Sample answer

The radio is still an important form of communication in the modern world.

TASK 5 Matching supporting evidence to topic sentences

1 In this task, the aim is to help students build up a paragraph by adding supporting evidence to the topic sentence. Students should do this task individually and then compare their answers in pairs. Encourage them to justify their choices by making connections between the themes in 1–5 and a–e. Alternatively, before students do the task, they could cover the supporting evidence and predict in pairs, or as a whole class, what it might be.

Answers

1 e 2 c 3 d 4 b 5 a

2 Encourage students to write both the topic sentence and the supporting evidence. As an extension, you might want students to expand on the supporting evidence. This could even be done orally before students write.

Sample answers

- 1 The latest e-books are clearly effective and accessible. Early devices were not sophisticated and did not reach a mass market. Now e-books are more like books. As the text is sharper, they are more appealing and easier on the eye.
- 2 The main means of communication among young people is texting. Over the past decade, there has been a huge increase in mobile use among young people, who are in constant contact with each other and family and friends.
- 3 The contribution of wi-fi to communication cannot be underestimated. An increasing number of people are now more mobile, working from home rather than in an office. As a result, people are more productive and they are more content. Take business-people, for example.
- 4 The role of television has changed forever. For example, now satellite and cable TV are readily available with fast access to news 24 hours a day. Also it is possible to watch TV programmes on the internet with both systems now being combined.
- 5 The education system in both cities differs substantially. One city is much more advanced technologically and the other is not developed. As the former is a capital city there is more money available, while the latter suffers from a lack of funds for development.

ACADEMIC LANGUAGE

Noun phrases (5) Noun + noun combinations

Once students have read the information, point out the order of the nouns. Students may not realize that in many cases the order cannot be changed, e.g. ~~system-satellite~~, ~~method-communication~~. Give students five or six examples of noun + noun phrases with some that are deliberately reversed to test them. Students can explain how the noun + noun phrases are translated into their own languages to illustrate the difficulties they might face in constructing them. You might also want to take the opportunity to revise all the noun phrases by referring to pages 203–4 of the Language reference.

TASK 6 Creating noun + noun phrases

1 This can be done as a whole-class noticing task. As an extension, you could ask students to identify other types of noun phrases in Task 3.1.

Answers

1 sign language 2 communication climate 3 face-to-face communication (3b)

2 Set a time limit of 10 minutes. Do not expect students to provide all the noun phrases in the Answers below; they may also produce noun + noun combinations that do not work. Ask them to explain several noun phrases, e.g. *business communication*, i.e. communication that takes place in the business world. You could also ask students to try to explain examples that do not work, e.g. *system satellite*.

Answers

business communication, human communication, mass communication, satellite communication
business culture, human culture, mass culture, minority culture
body language, business language, computer language, human language, minority language(s), programming language, sign language
business technology, communication technology, computer technology, human technology, information technology, mass technology, programming technology, satellite technology, technology business

3 This task can be done in pairs or as whole class. Students may need some time to construct the noun phrases. For further practice, this task could be supplemented with a paragraph containing several missing noun phrases, or a paragraph with the first or second noun in the noun phrases missing. Students then complete the paragraph and analyse the noun phrases.

Answers

1 body language 2 programming language
3 business communication 4 minority languages
5 mass communication

TASK 7 Using noun + noun phrases to paraphrase text

1 The purpose of this task is to show students the function of noun phrases in paraphrasing. The task can be done individually by the students. Begin by eliciting possible qualities of the noun phrases in the sentences, e.g. concise, summarizing, economical. As an extension, you could give students a text on communication, language, culture, or technology and ask them to find and explain noun + noun phrases in the text. You could also give students three or four paragraphs and three or four noun phrases. They then match the noun phrases to the paragraphs, e.g. a paragraph on *computer skills* or *teaching computer skills*.

Answers

1 Computer skills 2 communications network
3 business culture 4 information revolution, study methods 5 minority languages

TASK 8 Writing and evaluating a paragraph

1 This task aims to help students bring together everything they have learnt in Tasks 1–7. Students should do the writing task on their own in class or at home. For students needing more help, allow the use of resources such as dictionaries, books, and the internet. Students may want to change the essay task to suit their interests or area of study. Allow them to do so as this may improve their writing. Give students a time limit of 20–25 minutes for the writing task. A good idea is to ensure that students number and date any writing they submit to you. They can then look back and see how they have progressed. If they also keep a clean copy of the original, they can then use this as a self-correction task: they correct the copy of the original at a later date, and use the version corrected by the teacher to check their answers.

2 and 3 When students have completed these tasks, refer them to the sample answer on page 213 and ask them to analyse it using the checklist in 2. Point out that they can use (and add to) the checklist in future writing tasks.

3C Listening Lectures (3)

TASK 1 Critical thinking - identifying a lecture theme

1 and 2 The purpose of these tasks is (a) to help students predict a lecture theme and (b) to provide a context for the lecture. It is important for students to link the lecture in some way with the real world. The photos and the questions in 1 perform this function. Give a time limit of 5–10 minutes for students to answer the questions and predict the theme of the lecture extract. If appropriate, give your own examples for questions

2 and 4 in Task 1.1. For question 4, elicit that using the same advertisements in all countries doesn't always work culturally: such advertisements may send the wrong message; they may affect sales; all cultures have differences as well as similarities.

Answer

2 b

INDEPENDENT STUDY

Ask students to report their findings back to the class next time they attend a lecture, if possible. They can then offer explanations and/or reasons for why the lecturer took a certain amount of time to mention the main idea(s).

TASK 2 Identifying main ideas in a lecture introduction

1 **3.1** Remind students to concentrate on the general meaning of Extract 1 rather than detail. They know they need to do this already, but it may still be a problem. Specifically remind them not to listen to every word, asking what types of word they don't need to listen to, e.g. determiners, prepositions, etc. Reiterate the importance of the visuals in Task 1.1. Before moving on, allow students time to discuss (a) how they arrived at the answer and (b) any problems they might have and suggest strategies to solve them.

2 **3.1** Elicit why students can expect the main ideas to come before anything else. If you think it may be helpful, ask students to compare identifying main ideas with understanding the purpose of topic sentences in Unit 3B Task 3.2 on page 045. Students will not always make connections between the principles of organization of discourse across skills. Before listening for the main ideas, elicit from students the types of words they should focus on, e.g. nouns / noun phrases. Point out that what the lecturer says that helps identify the main ideas also gives listeners time to process the information that is about to be mentioned. Such phrases are quite common and, as they arise, students can collect them in lists. Remind students that, once learnt, the phrases should be heard rather than actively listened to.

Answers

Main ideas: marketing communications; international perspective; attitudes, values, and language issues; local values and attitudes in a particular market; language and translation in an international market

Phrases used by lecturer to identify main ideas:

... from an international perspective

The focus of this lecture is going to be on ...

the first part of the lecture will deal with ...

the second part will focus on ...

TASK 3 Recognizing main ideas and supporting evidence

1 Do not assume that students will make the distinction between main ideas and supporting evidence automatically. At this stage, you may find that some students are still concentrating on every word they hear equally. Such students can be helped by listening to extracts from lectures on Oxford University iTunes or other websites on a daily basis. In 1, ask students to justify their answers with reference to the language used in the sentences.

Answer

supporting evidence

2 and 3 **3.2** Students can be encouraged to write the answers in note form and then expand them orally. Remind students about not needing to concentrate on every word so that it becomes automatic. Also elicit what type of words they should focus on: mainly nouns / noun phrases.

Answers

Beliefs about (what is) right (and) wrong (and) (what is) important in life. (b = a definition)

Beliefs in relation to crime, or money, or family. (c = an example)

Influence customer perceptions (of a) product - car / perfume - (and their) reactions (to it). (a = an explanation)

ACADEMIC LANGUAGE

Introducing supporting evidence

Check students have understood by reading the examples of the three phrases to students (with their books closed) and asking them to identify the functional category. As a lead-in to Task 4, you could then ask them to suggest other phrases which could be added to each category.

TASK 4 Analysing language for introducing evidence

1 and 2 Upon completion and as an extension, you could then get students to add any more phrases they know to the table. Emphasize the importance of learning such phrases for listening to academic lectures.

Answers

1 Giving an example: Think about, like, Let's take X as an example, such as

Giving a definition: X is the term for

Giving an explanation: In other words, How does X work? To put it another way, Let me clarify, What is meant by X is, Let me explain what I mean by, Why is it important to ...? Well, ...

Sample answers

- 2 Giving an example: For instance, for example, Take ... (as an example / for example), as evidenced by
Giving a definition: is / can / may be defined as
Giving an explanation: Let me explain, To illustrate, meaning, What I mean by X is

TASK 5 Listening for main ideas and supporting evidence

1 3.3 This task aims to test everything students have learnt in Tasks 1–4. Before students listen to Extract 3, refer them to Tasks 1.1 and 1.2 and ask them to predict the answer to 1. Students can give reasons for their answer as preparation for 2.

Answer

2

2 Remind students that in taking notes they should focus mainly on noun phrases and don't need to listen to every word. If students still have problems understanding this concept, compare it to the equivalent of reading for gist. For 3, you may have to show Extract 3 more than once as the main information comes before the lecturer mentions European retailers in China. Once students have checked their answers in pairs, they can explain the supporting evidence for each point.

Answers

- 1 Australia today - not Australia (of) 1970s - more outward-looking, less conservative, much more international
- 2 long an unfriendly market - mid-range fashion clothing - consumer tastes tend split: 1) extremes mass-market - many consumers; 2 luxury items - very rich
- 3 evidenced by successful launch - European retailers like Zara and H&M - rising numbers young, white-collar, lower-middle class women - China created demand for mid-price fashion

3 Also elicit from students how the supporting evidence was introduced: 1 *What I mean by this is that* 2 *For instance, mainland China.* 3 *However, in recent years ... think about ... like.* Remind students of the significance of these phrases as signposting language in preparation for the next stage of the task.

Answers

1 c 2 a 3 a

4 and 5 3.4 Before students compare their answers in 5, let them watch Extract 4 more than once. If students add information after the first time, ask them to mark new notes with a different colour or underlining. Remind them to keep examples of such notes as a record of their progress.

Answers

- 1 Main idea: importance of language in international marketing
Supporting evidence: ⅓ UK executives speak foreign language; 80% in Denmark, Finland + Poland operate (at least) two languages
Signposting language: In fact
- 2 Main idea: translating brand names
Supporting evidence: KFC becomes PFK in Quebec - several Spanish-speaking areas / details about the importance of translation.
Signposting language: To illustrate this we can look at
- 3 Main idea: translation and the target audience
Supporting evidence: Arabic used - aimed at Tunisians or Iraqis, Egyptians or Yemenis? Audience / business people, vocabulary, grammar + punctuation reflect this.
Signposting language: Let's take Arabic as an example

6 3.4 Upon completion, you could also ask three students to describe the main ideas with supporting evidence and discuss what and how signposting language helped them to identify the latter.

TASK 6 Critical thinking - analysing values and attitudes

1–3 You can approach this task in one of several ways, e.g. (a) ask students to answer all three questions in groups, or (b) allocate one question per group and ask the groups to report back to the class followed by a whole-class discussion, or (c) give students five minutes to make notes on their own or in pairs before asking them to discuss in groups. In each case, set a time limit of 10–15 minutes. While students are discussing, resist the temptation to take part even if they ask you questions. This will emphasize the fact that it is their own analysis that matters at this point. Make notes about clearly stated main ideas and good use of supporting evidence from each group, if possible.

3D Speaking Tutorials (1)

TASK 1 Critical thinking - discussing the influence of the media

1 This task introduces the topic of interactivity by asking students to assess the extent to which given media are interactive. Use *lecture* as an example: a lecture may be interactive, with time for interruption and student questions, but is often non-interactive, without such time.

Answers

potentially interactive: lecture, online social media, sports game, theatre (depending on the kind of show), blog (if comments are invited), newspaper (if online); less likely to be interactive: TV programme, cinema, radio, newspaper (printed)

2 Students may agree with any of the three statements, but press them to justify their choice and offer examples. The statements lead directly into the text in Task 2.

TASK 2 Reading to prepare for a tutorial

1 As students have discussed the three statements, they should realize that each one summarizes one of the approaches explained in the text. As a quick check, ask which model the authors of the text agree with (the media-themes model).

Answer

2

2 This task requires students to understand, extract, and organize the key information from the text. Point out that this is fairly straightforward in many texts which are clearly written, but there are plenty of texts in which information is not so clearly presented.

Answers

(Model: role of media; role of audience; evaluation)

Media-effects model: injects material into audience; passive, absorbs material; other models reject view of passive audience

Active-audience model: reinforces audience views; select what want to hear / see what want to see + interpret media according to existing beliefs; exaggerates freedom of audience


Media-themes model: influences audience, but to lesser extent than model 2; active, but to lesser extent than model 2; pursues middle path - less extreme than other models

3 When students have matched the statements and the models, ask if they have shifted their position. Point out that any student who has done so demonstrates the power of the media - including academic textbooks.

Answers


- 1 Active-audience model
- 2 Media-themes model
- 3 Media-effects model

TASK 3 Listening to a tutorial

1  3.5 The recording serves as an example of a lively and interactive student-centred tutorial. You could begin by asking students their reaction to participating in a tutorial such as this one.

Answer

a - the students in the recording differ in their opinions, with A and B favouring the freer statement 1 from Task 1.2, i.e. the active-audience model, and C agreeing mainly with statement 2 from Task 1.2, i.e. the media-themes model.

2  3.5 Students need to discriminate between question forms with and without a *wh-* word. The key point to elicit is that those questions with a *wh-* word contain an assumption. Illustrate this with a simple pair of examples: *Did you have breakfast this morning?* (no assumption) versus *What did you have for breakfast this morning?* (contains the assumption that the person actually ate breakfast).

Answers

1 a 2 b 3 a 4 b

ACADEMIC LANGUAGE

Question forms (2) Understanding assumptions in questions

Unit 1A looked at question forms as closed or open. This Academic Language introduces the concept of assumptions. Stress that in many contexts it is the speaker's choice whether to use a question with or without an assumption. Some speakers prefer to leave the question more open.

TASK 4 Identifying assumptions in questions

1 Tell students that each pair of questions in Task 3.2 contains an assumption. Give them a time limit of only 1-2 minutes to identify the assumptions.

Answers

1 a 2 b 3 b 4 b

Someone would decide to ask a question with an assumption because it is useful in following up points raised and maintaining the flow of the discussion. Also, the speaker may believe that the assumption is basically true or that the addressee believes it. Another possible reason is that the speaker is trying to manipulate the addressee. The speaker can choose the desired focus, e.g. in response to the statement *The media are too powerful*, the speaker can ask: *Why do you think so? When did the media become too powerful? Have the media always been too powerful?*

2 Ask students to work individually at this point and check their understanding of the task using the example given.

Sample answers

- 2 Why / How do audiences select what they want to hear? (assumption)
Do audiences select what they want to hear? (no assumption)
- 3 Why / How do audiences interpret media messages according to their existing ideas and beliefs? (assumption)
Do audiences interpret media messages according to their existing ideas and beliefs? (no assumption)
- 4 Why / How does the media influence audiences? (assumption)
Does the media influence audiences? (no assumption)

3 Students practise their questions in a controlled way. Write any particularly interesting versions on the board; also use the whole class as a resource to correct any mistakes in accuracy and use.

INDEPENDENT STUDY

Stress that this is an important point, as people (including tutors) may ask questions with assumptions that are not actually true. Students need to have the confidence to question assumptions. Obviously the first stage is to recognize one: starting with a *wh-* question word.

TASK 5 Recognizing language to check understanding

1 and 2 **3.6** The aim of this task is for students to recognize the function of each question. Ensure you ask for a detailed response each time, e.g. *asking for a definition* rather than a vague response, e.g. *asking for something*.

Answers

- 1 asking for a definition
- 2 asking for the statement to be repeated
- 3 asking for explanation / clarification
- 4 asking for the statement to be repeated
- 5 asking for explanation / clarification
- 6 asking for explanation / clarification

3 **3.6** This task allows students to listen again in order to extract the language used to answer the six questions given in 1. They can then assess how effectively the questions were understood and answered.

Answers

- 1 Well, basically, society is in all our ownership but it's independent of ...
- 2 What I'm trying to say is, society is more than the sum of the individuals which make it up.
- 3 OK ... basically, what I mean is, society involves interaction between people.
- 4 OK, it's actually quite simple.
- 5 I'm saying that an individual might behave badly in one country.
- 6 Well, if I could go back to the construction of the individual ...

ACADEMIC LANGUAGE

Checking understanding

This simply gives one straightforward example for each function. Ask students for more examples and practise the pronunciation, paying attention to rhythm and stress. As a rule, the content words, rather than the grammatical words, tend to be stressed. Encourage students to use this language in the simulated tutorial in Task 7.

TASK 6 Preparing for a tutorial

1–3 These tasks give students time to prepare for the tutorial, as in a typical university situation. As usual, emphasize that examples and reasons are necessary, not just decontextualized opinions. Check students' questions for language accuracy.

TASK 7 Participating in a tutorial

1 and 2 Encourage students to draw on the material that has been practised in this module. The short summary in 2 can follow a similar format to that of Unit 1A Task 10 on page 011. Monitor and note down examples of good language and interesting points – these should encourage the students.

3E Vocabulary Inferring meaning

TASK 1 Inferring the meaning of unknown words in sentences

1 The aim of this task is to work out the meaning of the word from the sentence context in order to reflect the process of encountering unknown words in texts. When students have completed the task, ask them to say how they worked out the words. Note that as all the words are from Unit 3A, memory may also have played a part.

Answers

- 1 communication 2 circulation 3 cover 4 obsolete
- 5 pursuit 6 decentralized

TASK 2 Using prefixes to infer meaning

1 Prefixes in English can either be essentially grammatical, e.g. *un-* (the opposite of something), or more meaningful, such as those in this task. After they have done the task, ask students to think of more examples of (a) words using these prefixes and (b) other grammatical prefixes.

Answers

- 1 f 2 d 3 a 4 i 5 b 6 h 7 c 8 e 9 g

2 Students choose the most appropriate prefix to fit the contexts given. They can work with the parts of words they know and see which prefixes go with these fragments. They should check that the meaning is logical using the meaning of the prefix taken together with the part of the word given.

Answers

- 1 tech, bio 2 tele 3 Inter, inter 4 mis 5 de
- 6 extra

UNIT 4 Order

ACADEMIC FOCUS: CLASSIFICATION

INTRODUCTION

Unit 4 focuses on classification – historically and currently a central task in the academic world. Classification involves putting related things, such as animals, cultural practices, or human behaviour, into different classes, groups, or categories. Students need to notice how information and physical entities are ordered and classified. In this unit, students work with classification across the four skills while developing their academic language. Noticing useful language such as signposting language and classifying adjectives is an important part of this. In addition, the passive voice helps to focus what the writer or speaker wants to say.

4A Reading looks at ways of reading in relation to classification – an essential element in many academic texts. Students develop an understanding of the organization of a text through the recognition of how classification can increase their ability to find their way around texts. By being able to recognize classification and being able to use it to categorize and organize their notes, students should be able to navigate a text or part of a text which contains such elements each time they encounter them. Students will acquire an awareness of the structure of classification, for example, in a similar way to how they acquire vocabulary. Priming the students for an awareness of text organization is consequently extremely useful.

4B Writing deals with essay introductions, again based around the notion of classification. Through a series of staged practice tasks, students analyse sample texts and practise writing thesis statements, then whole introductions. Later units build on this work, which is essential to the production of essays of any length. Students develop the further key skills of writing coherent and cohesive essay introductions through a series of tasks aimed at analysing and then constructing introductions. Reflective tasks also help students to question and critically evaluate their work.

4C Listening develops the theme of classification, with a particular focus on important historical contributors, plus their classification systems. There is an emphasis on building on what students know and reprocessing their knowledge, which reflects academic practice. Students practise visual approaches to note-taking, with an emphasis on extracting the main factual points.

4D Speaking helps students to prepare and deliver short presentations in seminars. The initial preparation, rehearsal or practice, and learning to navigate PowerPoint slides are essential stages in the final part of the process – the actual delivery of the presentation. The module benefits from using video as a means of illustrating how to deliver a basic presentation. With the use of video, it is possible to see how a speaker moves both around a slide and from one slide to another – without students having to imagine what is happening (as is often the case with a recording which is purely audio). This not only helps the student, but also makes the teacher's job considerably easier.

4E Vocabulary looks at a useful selection of classifying adjectives, which students can use in fixed phrases. These contextualize the information being presented by providing a framework for the reader or listener. Such expressions are associated with objectivity.

Discussion

- 1 Students can simply list what they do frequently, e.g. interact with a tutor (academic, educational); text a friend (social); use a bank account (business). This can be conducted as a whole-class task.
- 2 Students feed back, focusing on language.
- 3 You may find that students comment that the categories appear to be over-simplistic, but this should permit them to suggest alternatives.
- 4 Students apply their area of study or chosen discipline to the categories given in 3. Encourage students to put it into more than one category and to justify their decision.

4A Reading Textbooks (3)

TASK 1 Critical thinking - discussing consumer behaviour

1 The purpose of this task is to encourage students (a) to think about the topic of the reading text, and (b) to introduce them to an essential element in academic texts: classification. Check first that students understand the noun phrase *consumer behaviour* in the task heading. Students can explain this phrase with reference to their own lives, e.g. you could ask them about any purchases they have made in the past twelve hours. Before students classify the illustrated products in pairs or groups, check that they understand the four categories listed, e.g. ask students to explain how a product such as a washing machine can be tangible and durable at the same time. This can be contrasted with a product such as ice cream, which can be tangible and non-durable. Elicit the purpose of classifying the products. When you check comprehension, individual students can explain and clarify the classification of the products and perhaps give more examples for each category. Alternatively, suggest additional products for students to classify as goods/ services and tangible, intangible, etc.

Answers

Goods: A (1, 3), B (2, 3), D (1, 3), F (1, 4)
Services: C (2, 4), E (2, 4)

2 First elicit which images relate to the home, the office, both, or neither. Ask students to discuss this question fully, but set a time limit of 5 minutes. Allow students to explore the full range of possibilities.

Answer

All are possibly 'both', depending on circumstances, e.g. the chair (A) looks more like an office chair than one that would be found in an individual's home; a football (D) is more likely to be bought by an individual, as is the yogurt (F).

3 This task gives students the opportunity to reflect on their own behaviour as consumers. To help students focus their discussion, you could give them each a copy of a one-week diary spread to record all their purchases, answering the questions: *what, when, how, and why*. They can then share this with a partner. Encourage students to talk about all four types of products mentioned in 1. For further practice, students could look at consumer behaviour from a local, national, or international perspective, discussing which goods and services are common, for example, in their home countries. Additionally, elicit from students whether globalization has had an effect on consumer behaviour in recent years. As an extension, the diary task mentioned above could be developed into a mini-research project. Students could have a copy of all the diary records in the class. They then collate the information in whatever way they see fit, e.g. using the questions *what, when, how, and why*. In pairs and groups, students can then present the data to the class and discuss its consumer behaviour. This kind of task would probably need to be done over the period of a week or more.

TASK 2 Identifying the purpose of a text

1 This task focuses on the purpose of the reading text. Encourage students to do this on their own as quickly as possible and then check their answers in pairs. Point out that if students restrict themselves to the first two paragraphs they might give 3 as the answer.

Answer

2

2 This task involves close reading of paragraphs 1 and 2 of the text. After students explain the answers in their own words, elicit the benefits of classification by referring them to the Rationale at the top of page 056. Classification makes it easier (a) to read, write, and talk about items belonging to the same group; (b) to see common features or characteristics of items within a group; (c) to compare items in the same group; (d) to contrast items across groups. Do not assume that students will be able to remember all of these benefits, so revise them at regular intervals throughout the module.

Answer

- 1 This is important because only through understanding how customers think and feel about products, how they use products, and how their purchasing behaviours vary, can marketing mixes and new products be developed that meet customer needs.
- 2 Consumer products are bought to satisfy personal and family needs, and (industrial and) business products are bought either as part of the business's operations or in order to make other products for resale.

3 This builds on the contextualization process in Tasks 1.1, 2.1, and 2.2. With the sub-heading of *Consumer products* before paragraph 3, students should by now

have a good idea about the rest of the text. Point out the title of the book the text is taken from (*Marketing*). Students can do this task first on their own and then compare their answers in pairs or groups, providing evidence from paragraph 3 only. If necessary, give students hints about other information related to consumer products the text might contain. For example, elicit how their own behaviour might differ when purchasing a laptop compared to a CD. For further independent study practice, students can find out information about the book the reading text is taken from. Ask them to report back to the class about any other parts of the textbook that contain classification.

Sample answer

The text will probably talk about: durable products such as bicycles; non-durable products such as yogurts; and services that are intangible and cannot be stored. It is possible that as the book is about marketing and this section is consumer products, the rest of the text will look at consumer behaviour, including where and how people buy different types of products, e.g. those that one plans to buy and those that are bought on impulse.

TASK 3 Recognizing the classification of information in a text

1 and 2 Remind students of the benefits of classification in the notes for Task 2.2 above. Students can begin by predicting the most likely answer for box 1 in the diagram, with reasons. Give students the opportunity to do this task on their own before they compare and justify their answers. In 2, check that students can navigate the diagram and text by asking several of them to use the diagram to explain the classification of the products to the class. As an extension, students could ask you questions about the diagram, e.g. *How can products be classified? What is the purpose of buying consumer products?* Set a time limit of about 20 minutes for the whole task. For further practice, give students a selection of texts containing the essential element of classification and ask them to draw diagrams to organize the information. As a revision task at a later date, students can find their own examples of classification in texts to present to the class using diagrams similar to the one in 1.

Answers

- 1 1 products 2 consumer products 3 business-to-business products 4 personal / family needs 5 business operations 6 production of new products for resale

TASK 4 Using classification to make effective notes

1 and 2 These tasks provide an opportunity for students to examine the text closely and make effective notes. It is important that students do each task on their own first before comparing their answers with a partner. Before

starting, remind students to use mainly nouns and noun phrases in their notes. Set a time limit of 30 minutes for the whole of Task 4, but encourage students not to rush the tasks, extending the time if necessary. You also might want to discuss with students how they mark the text when taking notes (e.g. using pen or pencil marks, a highlighter, or marginal notes) and the associated benefits and problems.

Answers

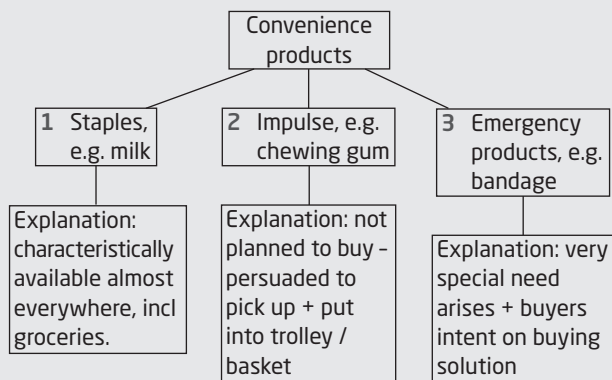
- 1 1 Durable goods, e.g. bicycles, music players, refrigerators: used repeatedly + provide benefits each time. Non-durable goods, e.g. yogurts, newspapers, plastic packaging: limited duration + only used once.
- 2 Durable goods = high-level purchaser involvement because high-risk decision. Consumers spend time, care + energy in search + decision. Non-durable goods = low-level purchaser involvement because low-risk decision. Little need or time to shop around. Instead, availability, price, habit + brand experience are imp.
- 3 Enables development of more suitable + appropriate marketing strategies
- 4 Four main categories of product established: convenience, shopping, speciality, unsought
- 2 1 bought + consumer not want put much effort into buying decision. Routinized response behaviour corresponds w/ convenience products: bought frequently, inexpensive. Decisions due to habit / usual brand not available → alternative brand selected / none at all because too inconvenient → visit another store.
- 2 Convenience products = three further categories: staples, impulse, emergency products. (1) First type + characteristically available almost everywhere incl groceries, e.g. milk, soft drinks, breakfast cereal imp bought frequently + form basis daily pattern of behaviour. (2) Impulse products, i.e. not planned to buy - persuaded to pick up + put into trolley / basket, e.g. chewing gum, choc bars, magazines excl milk / soft drinks. (3) Emergency products, i.e. very special need arises + buyers intent buying a solution, not right quality / image-related product, e.g. purchase bandage because someone cut / injured; umbrellas middle summer

INDEPENDENT STUDY

Refer students to this before or after Task 4.1 or 4.2. Encourage them to start making lists of the types of language used in classification (e.g. *categorized* / *classified* / *subdivided*). They can keep written or electronic records of words related to classification, preferably in context, i.e. in a clause or at least in a phrase. Point out that there is more practice with this type of language later in the unit on page 070. As an extension, when making notes about classification texts, students could also draw a rough classification diagram in the margin of texts that they read.

3 This task can be done by each student individually on a computer or by hand. When students compare their answers, they can refine their diagrams. As an extension, selected students could explain their diagrams to the class.

Sample answer



4 This task can be done in groups followed by a whole-class discussion. At this stage, students could also reflect on whether an awareness of classification in a text would have improved their prediction skills at the beginning of the reading process in this module.

ACADEMIC LANGUAGE

Paraphrasing (2) Noun and verb transformations

First elicit members of the word families related to the words *category* and *class*, e.g. *categorize* / *categorizing* / *categorization*; *classify* / *classifying* / *classification*. Make sure students have understood the transformations. To prepare students for Task 6, you could elicit other words that relate to classification, e.g. *divide*, *subdivide*, *arrange*, *group*, *organize*, and the corresponding members of their word families. Point out the value of recognizing and being able to use a wide range of words in the process of paraphrasing. Refer students to page 210 for more information.

TASK 5 Paraphrasing using noun and verb transformations

1 The aim of the task is to give students practice using words related to classification. Go through the example with students and answer any queries. Point out that there may be alternative answers. This task can be done in pairs and then checked with the whole class. You might want to check that students can do the transformation both ways by putting the answers on the board and asking students to transform them orally. This means they will have to think spontaneously about the changes. For further practice, students can write their own transformations or paraphrases of sentences 1–6.

Sample answers

- 1 The classification of research data by region helps companies identify key markets.
- 2 Once the products had been categorized by price band, it was possible to calculate their relative value more easily.
- 3 It is possible to group surveys according to group consumer feedback.

- 4 Items such as basic food belong to the category of staple products.
- 5 Categorizing the products into four different groups is the next step.
- 6 The subdivision of consumer products into several categories is helpful in defining their target markets.

TASK 6 Using notes to write a summary

1 The purpose of this task is to give students practice in turning diagrams and notes into text. This process also has the benefit of helping students paraphrase the text. Students can be encouraged to use only the notes to write the summary and then check it against the text. Encourage students not to copy each other's work, but allow them to help each other and evaluate each other's summaries.

Sample answer

The classification of convenience products

Convenience products are classified as staple, impulse, and emergency. The first category, staple products, comprises groceries such as cereal, which can be purchased everywhere and are part of people's daily behaviour. Impulse products, such as chewing gum, are characteristically bought 'on impulse' (as the name suggests) and without planning, as when consumers are at a supermarket till. Emergency products, such as bandages, are purchased when necessary.

TASK 7 Critical thinking - evaluating the content of a text

This task provides an opportunity to review the content and the process in the reading text. Set a time limit of 20 minutes for this task, and ask students to discuss all or as many of the questions as they can. However, make sure that all students discuss question 5 and, once they have done so, remind them that knowing about classification can help them navigate similar texts in future, irrespective of the content. Refer students back to the Rationale on page 056 and remind them of the Independent Study on page 058.

4B Writing Essay introductions

TASK 1 Identifying features of an introduction

1 Explain that essay introductions can take different forms and be organized in different ways. Students can work individually, or collaborate, to work out what each feature is. The term *hook*, meaning a statement to gain the reader's interest, is widely used in North America and to some extent in the UK. It is not necessary to include a hook, but readers appreciate an interesting opening to an essay introduction. When students have

worked through the task, you could add that certain generalizations can also be made:

- Introductions tend to move from the general to the specific, rather than the other way round.
- Some initial context is needed – what the topic and focus is, why this is being discussed (the rationale), how it is going to be covered.
- Conversely, if the introduction opens with a sentence such as *In this essay we will examine the causes of the 2008 financial crisis* then the reader might ask ‘Why?’ and ‘So what?’
- By the end of the introduction, it should be clear to the reader what the essay is going to focus on, with some indication of why (e.g. it’s important or a gap in the research) and how (e.g. the order of the material).
- Ideally the introduction should flow rather than be irregular and hard to follow.

Answers

a 4 b 5 c 2 d 1 e 3

2 In this task students analyse the thesis statement in the sample introduction in order to work out what the parts are and how they fit together. A key word is *focus*. Explain that focus is narrower than topic (the topic is *changing world order*). For further practice, ask what the different stages of the essay actually are: firstly, what makes a country powerful; then the position of the USA and emerging countries in the world today; finally, the extent to which the world order is changing.

Answers

Essay focus: what makes a country powerful and the position of the USA and emerging countries

Purpose of the essay: to assess the extent to which the world order is changing

Language which shows the organization of the essay: *firstly, then, finally*

3 This task requires students to predict what is likely to be covered by the essay, based on what they read in the introduction. Point out that this is a useful skill and should encourage students to be clear about what they plan to include in their own introductions.

Sample answers

1, 2, and 4 are likely to be included. Order in which they are likely to occur (based on the thesis statement in the introduction in Task 1.1): 2, 1, 4.

1 is likely to be the main focus of the essay.

2 is unlikely to take place in any detail as it is not the main focus of the essay. However, *power* might be defined / illustrated early on in the essay.

3 is not directly relevant to the title and is unlikely to be included – it is simply part of the background information contained in the introduction.

4 needs to be included as it is the central point of the essay question. It is likely to come towards the end of the essay (inductive style) or, alternatively, stated at the beginning (deductive style).

5 is not very relevant (as with 3) – the focus is on countries rather than international organizations.

TASK 2 Analysing and evaluating thesis statements

1 In this introduction the features are not as clear-cut as in the introduction in Task 1. Explain that this illustrates the individual nature of introductions – they do not always follow a prescriptive, predictable format.

Sample answers

Sentence 1: a statement to gain the reader’s interest;

sentence 2: a basic definition; sentences 3–5:

contextualizing background information; sentence 6:

rationale

2 and 3 These tasks encourage students to connect the thesis statement to the rest of the introduction and the essay title. Stress that they should try and follow this critical process when writing their own introductions.

Answers

Thesis statement 2 is the best. It follows on logically from the material in the introduction and is clear about its purpose. Also, it adds some interesting new information which expresses the writer’s (the student’s) argument.

Thesis statement 1 is empty and adds nothing new – instead it reprocesses the essay title. It is not clear but vague: there is no point mentioning *issues* if there is no indication of what these might be, e.g. economic difficulties.

Thesis statement 3 appears to enumerate the three main points of the essay, but the first of these is not very relevant to the question; the second simply rephrases the title; the third is redundant because it states the obvious – we would expect all essays to have a conclusion.

ACADEMIC LANGUAGE

The passive (1) Maintaining focus

Refer students to pages 207–8 of the Language reference for further information on the passive. Explain that the verb phrases in bold are typical examples of verbs which are frequently used in the passive. The passive sounds appropriate in these examples. Each sentence has a topic, respectively *This way of classifying (countries)*, *This idea*, and *It*. These topics relate back to information which has already been mentioned. They are presented at the beginning of the sentence – as the grammatical Subject. The new information is typically presented at the end of the sentence. In these examples we use the passive to keep the focus on the topic. Also we can avoid saying who did the action because it is unnecessary, unknown, or obvious. If necessary, ask students to make the example sentences active, and check whether they sound as natural as those in the passive form. Students should be able to see that in each case the passive form is more likely.

TASK 3 Using the passive to maintain focus

1 The principle of using the passive to maintain focus may be unfamiliar to students, but it is one of the main guiding principles of active or passive choice. Task 3.1 is more technical; 3.2 is more analytical. There are difficulties in shifting from active to passive, and because of the wider sentence structure, it is not simply a mechanical verb manipulation. Begin by trying one or two examples as a whole class.

Answers

- 1 Power is often thought of as a dangerous concept.
- 2 It should be noted that economic union does not necessarily mean political union. OR The fact that economic union does not necessarily mean political union should be noted.
- 3 Examples of inequality within cities can be found in both rich and poor countries. OR Examples of inequality within cities in both rich and poor countries can be found.
- 4 The distinction between government policy and economic reality is made clear in this essay. OR There is a distinction between government policy and economic reality, which is made clear in this essay.
- 5 Social conditions as well as the economic situation should be taken into account.

2 Emphasize that the main factors affecting choice of active or passive are the topic and focus of the sentence and the wider text. In the first sentence, *Many people often think of power as a dangerous concept* sounds more conversational, while the passive form (above) has a clearer focus on *power*.

Sample answers

- 1 Both versions are possible, but the passive version is more likely if the topic of the text is related to power.
- 2 *It should be noted that economic union does not necessarily mean political union.* This version probably sounds more natural with the introduction of an *it* structure.
- 3 *Examples of inequality within cities can be found in both rich and poor countries.* This version sounds more natural as it reflects the objective tendency of academic writing.
- 4 Both versions are acceptable, and whether students prefer the active or passive is a matter of style. Some tutors may dislike the use of the passive if it is used to avoid mentioning who is doing the action, as in this example. It can only be the essay writer who *makes clear* the distinction, so logically the sentence should read *This essay makes clear ..., I make clear ..., or We make clear* Other tutors may prefer the passive, as it appears more objective.
- 5 *Social conditions as well as the economic situation should be taken into account.* The passive sounds more appropriate as the focus of the sentence, and probably the surrounding text is likely to be about the abstract notions of *social conditions* and *the economic situation*. Also, the subject of the active version, *they*, does not clearly refer to any particular people.

TASK 4 Writing a thesis statement (1)

1 This task focuses on the choice of verbs and the choice of voice – active or passive. There is more than one option in most cases, rather than a single right answer. This reflects the writing process. Ask students to discuss their answers, particularly where they differ. The two main differences are meaning and grammar. Some verbs are similar in meaning, e.g. *focus on* and *examine*, while others differ in the grammatical patterns they take, e.g. *suggest* and *look at*. An advanced learner's dictionary gives the different patterns for each verb.

Sample answer

- 1 a) will consider b) focus on c) will be followed
d) cannot be provided
- 2 a) examines b) discusses c) can be expected
d) look at

INDEPENDENT STUDY

State that having a clearly identifiable thesis statement is considered helpful for the reader in academic English culture. Tell students that if they keep reading and looking for thesis statements, it will become easy to spot them, and save a lot of time.

TASK 5 Writing a thesis statement (2)

1–3 In these tasks students take into account all the information in an introduction in order to write their thesis statement. This should encourage them to see the thesis statement as a crucial part of the introduction, which is not mechanically written and isolated but integrated with the preceding material. As a useful introductory step, ask students to identify what to include from the information given. They can then work this into their thesis statement. After students have completed the task, you could present the sample answer and invite whole-class analysis of it.

Sample answer

This essay investigates the extent to which it is realistic to classify people into distinct types, with reference to current sociological and psychological theories including personality and consumer behaviour types. We look first at why the social sciences attempt such classifications, then discuss the benefits and drawbacks of such classifications.

Sample analysis

This sample answer meets the requirements of the task. It respects the suggested word count of approximately 50 words. It is relevant to the essay title, following the question closely. It covers the main points: the topic and focus of the essay (classifying people into types, referring to sociological and psychological theories); the purpose (to assess the possible benefits for society); and has clarity (the information appears clearly presented for the reader).

TASK 6 Writing an introduction

1 This task moves on to writing the whole introduction, based on detailed notes. Point out that such notes form a very useful basis for writing an introduction and that students will have to plan their own introductions, i.e. write their own notes, in the future. Many student introductions can be faulted in different ways: lack of background information, unclear rationale, uninformative thesis statement, irrelevant detail, and so on. Having a solid set of notes should help students keep their introduction on track.

2 Stress that the introduction is the key to an essay. By the end of the introduction, the reader should be clear about the topic, focus, and purpose of the essay and have an indication about how it is structured. The sample answer, given on page 213 of the Student's Book, is quite long and comprehensive, and suitable for an essay of up to 1,000 words in length.

Sample answer

See page 213 of the Student's Book.

TASK 7 Critical thinking - evaluating an introduction

1 and 2 These tasks aim to develop students' critical evaluation and reflection. Students first evaluate their own introduction, then that of other students. They should use the same checklist for both evaluations. Two possible tendencies in critical evaluation are (a) being too critical – of one's own work or another student's or (b) not being critical enough. Clearly a balance is desirable, and ultimately all students should develop a critical mindset to apply both to their own work and that of other students. One way of avoiding sensitivities at this stage is to make the responses anonymous so that students do not know whose work they are looking at. However, it is also desirable to give feedback face-to-face, which obviously cannot be done with anonymous responses. As an extension, the following sample feedback can be used as a whole-class example by talking through the points one by one:

- 1 Based on the sample introduction, there is a considerable amount of initial contextualization – perhaps there is too much for a shorter essay and some of this could be cut.
- 2 The content is closely linked to the essay title and includes an expansion of detail to offer contextualization.
- 3 A rationale is included: *These issues are important for the understanding of today's globalized culture and economy.*
- 4 The thesis statement does not simply rehash the essay title but adds useful further information for the reader.
- 5 The reader should be clearly oriented by the end of the introduction.

Another idea is to write your own sample feedback, and use this as a basis for critical evaluation – if students can criticize your work, they can learn to criticize their own.


4C Listening Lectures (4)

TASK 1 Understanding the organization of a lecture

1 Remind students that predicting content is a useful task – it reflects what we do in real academic situations and helps to process the subsequent information. Students' responses are welcome and should be justified: they should say why a particular topic is likely to be covered. Make sure each student notes down their predictions so that they can be referred to in the next task. You could collate all the predictions visually, which again will help checking predictions in 2.

Sample answers

Classification systems / ways of classifying things; a historical overview of major figures in classification, e.g. Aristotle; the benefits and implications of having a classification system; other aspects, e.g. challenges, changes

2  **4.1** Ask students to refer to the predictions they made. Conduct whole-class feedback. Say that any predictions that did not come up are not wrong but still a useful part of the process.

Answers

Main topics: a brief history of how the process of classifying information has developed, including one or two key figures in this process; classification systems used today, particularly in academia, e.g. the Dewey Decimal library system; some applications – what this means for students, and how to access these systems.

3 This short task follows on from 2 and serves as a quick check. Ask students to write down the actual language used by the lecturer.

Answers

There are 3 main sections. The signposting language is *first of all, then, and lastly.*

TASK 2 Using your own knowledge to prepare for a lecture


1 This task encourages students to use and build on what they know. As the lecturer noted in Extract 1, there is no one single, perfect way of dividing the world up and organizing it. Students' responses may vary, and students who are particularly interested may continue at some length.

2 Students may not know much about the historical figures, so be prepared to prompt and pool information as a whole class.

Sample answers

Aristotle has had a profound influence on western academic life, in particular science, literature, and philosophy. Linnaeus has influenced modern biology, taxonomy, and botany through his work on classification.

TASK 3 Listening for specific information


1  4.2 In this task students note down specific factual information in tabular form. When they have listened, tell them that they should consider using formats like this for a range of lectures, depending on the content.

Answers

- A 1 living organisms 2 bloodless 3 land 4 walk
5 swim 6 air
B 1 life 3 kingdom 5 class 7 family 9 species


2 Ask for responses with specific examples where possible. Those students who are more visual – one of the learning styles discussed in Unit 1B – may prefer to opt for diagrams; others may prefer linear handwritten notes. Suggest that both groups of students try using a contrasting approach next time they listen.

TASK 4 Recognizing signposting language

1  4.3 This task requires students to listen both for the signposting language and for the topics introduced. Explain that many lecturers use overt signposting language to help their listeners navigate the lecture. It is also worth mentioning that some lecturers do not always clearly indicate the organization and direction of the lecture at the start – in these lecturers the listeners have to work harder to work out the main focus and purpose of the lecture.

Answers

- 1 New topic: 1 a brief history of how information has been classified in the world
2 the history of classifying the world
3 one of the most important figures in the development of Western thought
4 a more recent figure, who was hugely influential in the eighteenth century
5 classification systems more generally
2 Phrases: 1 What I'd like to focus on first of all is
2 So, let's start by taking a brief look at
3 OK, moving on to
4 Right, so now that we've got an idea of ... I'd like to look at
5 If we could turn now to

2  4.4 As in the second task in 1, ask students to listen for the specific signposting language which is used to sequence items, i.e. to enumerate or indicate their order.

Answers

- 1 What I'd like to focus on first of all is / We'll then turn to / And lastly, we'll finish up by
2 so first of all / and below that / then / After that comes / followed by / Next is / then / Finally this brings us to

ACADEMIC LANGUAGE

Signposting language (1) Introducing and transitioning between points, sequencing

Explain that signposting language can be quite idiosyncratic, with different speakers having their own favourite phrases which can sometimes be overused. Fillers like *so, well, OK* can help the listener because they carry little meaning and buy time in order to focus on the main content. Encourage students to listen out for simple adverbials such as *first (of all), then, next*. More complex structures also help organize and present the information, for example *wh-* clauses like *What I'd like to focus on is*. Again these help the listener by preparing the context before feeding in the key new information.

TASK 5 Practising signposting language

1 This task again encourages prediction, based on a realistic amount of information presented visually. Try eliciting the grammatical structure of the information – it is mostly given in noun phrase form, as this is the most efficient way of identifying meaning. Ways of previewing the main topics include: contextualizing geographically, e.g. by ocean; contextualizing by family and species; focusing on evolution; introducing speculation for the future. The lecturer could use any of the language shown in the preceding Academic Language.

2 Students should try to introduce the new topics. Monitor and listen out for signposting language before giving feedback on accuracy and appropriacy.

TASK 6 Note-taking (4) – using diagrams

1 Ask students to check the meanings of any subjects they are unsure about, encouraging other students to explain where possible. Practise pronouncing the subjects. Model the pronunciation or use the pronouncing software of an advanced learner's dictionary.

2 This task involves critical thinking and encourages originality through the connections students make. Some are more difficult to place than others, e.g. *Law*. Choose one or more individual students to present their classifications to the whole class. Emphasize justification – why they have chosen a particular grouping – and encourage critical questions, e.g. *Why have you put X in category Y?*

As an extension, you could ask students to define or explain the subjects as follows:


- **Administration:** connected to business and government; it involves the tasks of running a business and how to organize these
- **Arts:** subjects such as art and culture, but often with a broader meaning closely linked to the humanities
- **Astronomy:** concerned with outer space – the study of the universe beyond Earth
- **Biology:** the study of life – animals (zoology) and plants
- **Business:** the discipline concerned with the theory and practice of international commerce and enterprise
- **Chemistry:** chemicals and substances and how they are made up and interact
- **Computer Science:** all things computing – hardware, software, networks, design
- **Economics:** the study of how people use goods and services; it involves crunching numbers (econometrics) and ideas, such as how economies respond to particular policies
- **Engineering:** the study of science applied to real-world constructions such as bridges and electrical structures
- **Environmental Science:** the discipline concerned with the natural world
- **Finance:** to do with money and capital
- **Geography:** based around the physical world plus the human world, and how they interact
- **History:** the study of past events with a focus on analysis, causes, effects, and connections
- **Humanities:** the study of the creative achievements of humans, involving subjects such as history, philosophy, and literature
- **Language:** the study of a language, for example Spanish, together with its literature and culture
- **Law:** the discipline concerned with the study and application of laws and statutes of governments and international bodies
- **Life Sciences:** various scientific disciplines concerned with living organisms (including humans) and plants, for example genetics, pharmacology, brain sciences
- **Literature:** the study of the works of fiction in a particular language or culture
- **Materials Science:** concerned with substances like metals and polymers, and how these can be applied to uses such as in engineering
- **Mathematics:** the study of quantity, structure, space, change
- **Medicine:** concerned with health, disease and treatment of humans
- **Pharmacology:** the study and practice of medical drugs and therapies on disease
- **Philosophy:** the study of the nature and meaning of the universe and of human life
- **Physics:** the study of matter in the world and the universe
- **Planetary Science:** the study of planets in the universe
- **Psychology:** the scientific study of the human mind and its influences
- **Religion:** the study of one or more religions
- **Social Sciences:** the study of people and how they

- behave, including subjects such as sociology, anthropology, and aspects of human geography, economics, politics, education, psychology
- **Technology:** the study and application of technologies such as computer or food technology
- **Veterinary Science:** similar to medicine, but for animals not humans

Answers

There are too many possibilities to list here. In theory, any number of categories from one to thirty is possible, although it is conventional for categories to have more than one item.

3 This task encourages students to pool their knowledge and can be done in groups or as a whole class.

4  **4.5** Before watching, ask students how much detail they plan to include. Encourage a good level of detail to reflect the note-taking process. Ask students to show each other any diagrams or visual representations they have used.

Answers

The Dewey Decimal System classification is as follows:

000-099: Computer Science
 100-199: Philosophy, Psychology
 200-299: Religion
 300-399: Social Sciences
 400-499: Languages
 500-599: Science
 600-699: Technology
 700-799: Arts, Recreation
 800-899: Literature
 900-999: History, Geography, Biography

The Google Scholar classification is as follows:

1 Biology, Life Sciences, Environmental Science
 2 Business, Administration, Finance, Economics
 3 Chemistry, Materials Science
 4 Engineering, Computer Science, Mathematics
 5 Medicine, Pharmacology, Veterinary Science
 6 Physics, Astronomy, Planetary Science
 7 Social Sciences, the Arts, Humanities.

5 Refer back to 4, and ask if students are happy with the amount of detail they have included.

INDEPENDENT STUDY

Remind students that the unit focus of classification is widespread in lectures. Encourage them to look for a range of lectures which might classify the physical and the behavioural world. Other sources of online lectures include: UCL lunch hour lectures, at http://events.ucl.ac.uk/calendar/tab:lunch_hour_lectures/; the Royal Society lectures, at <http://royalsociety.org/Prize-lectures-events/>; www.ted.com.

TASK 7 Giving a short talk about a classification system

1 Ask students to decide on a focus and reason for their short talk. It could be a simple description of one of the systems, or part of it. Alternatively, the talk could compare the two systems using particular criteria.

Another purpose could be to evaluate one or both of the systems. In all cases students need to refer to their notes and diagram(s). Revise the available signposting language as necessary: *first / first of all, second / secondly, then, after that, followed by, next, finally / lastly*. Students can present their talks in small groups or as a whole class.

TASK 8 Critical thinking - evaluating classification systems

1 This task brings together key aspects of classification. As with other critical thinking tasks, encourage students to give reasons. Students can respond to the questions that particularly interest them rather than work through the sequence rigidly. To initiate or broaden the discussion, ask students which types of thing can be classified, e.g. human behaviour, personality types, languages, materials, systems, and so on. If students cannot think of problems with systems, suggest some of the following: 'fuzzy' boundaries, i.e. with items which could be in one category or an adjacent category; the question of over-generalization – or idealization – which can result in an unrealistic division into categories; adaptation to new discoveries and developments.

4D Speaking Presentations (1)

TASK 1 Critical thinking - evaluating presentation guidelines

1 and 2 Try not to rush through these tasks, especially if some students have little or no knowledge or experience in this area. If students haven't done a presentation before, ask them to think of presentations, or even mini-presentations, they might have seen to group members in previous classes. When students have finished both tasks, discuss the guidelines as a whole class.

Answers

1 P 2 P 3 P 4 P 5 D 6 D 7 D 8 D 9 P
10 D 11 D 12 P

TASK 2 Predicting the content of a presentation

1–3 The purpose of these tasks is to reinforce and extend students' prediction skills. Remember that watching, listening, reading, and writing simultaneously can take time to master. Some students will have much greater difficulties than others. Elicit the meaning of the word *determinants* (a thing that decides whether or how something happens) on Slide 1 and any other words in the slides that might need explanation. Then elicit the context of the presentation (the medical field). Students

can do 1 and 2 in pairs, giving reasons based on their own judgement and experience. As well as asking for predictions about other reasons in Slide 3, you may want to analyse the nature of the language, e.g. the different types of noun phrases.

Sample answer

- 1 Additional information: details of research, personal experience, reference to age or social groups

Answers


- 2 positive image
- 3 other reasons for maintaining an active lifestyle: peer pressure, guilt; potential barriers to an active lifestyle: money, perception of family and/or peers
- 4 This task can be done in pairs or as a whole-class discussion. As always, ask for evidence with reasons and examples and ask why the other alternatives are not suitable. Point out that there is not always a right answer.

Answer

The presentation is probably aimed at students in the field of health and fitness.

Purpose: 3

TASK 3 Critical thinking - evaluating presentation styles


1–3  4.6, 4.7 Decide (a) how many aspects students should look at and (b) whether they should look at different aspects and then analyse them in groups afterwards. It is likely that students will want to watch Extracts 1 and 2 more than once. When students have finished Task 3.3, show Extracts 1 and 2 again, and allow students to make comments and ask questions. Set a time limit of 20 minutes for Tasks 3.1–3.3. Monitor all the discussions, giving constructive feedback afterwards.

Answers

- 2 Version 1
Positive: some examples are given; the pace is fluent
Negative: the speaker looks at the notes and slide, not at the audience; he doesn't vary the pace; he doesn't use signposting language; his speech is sometimes unclear due to clearing his throat and sniffing
Version 2
Positive: the speaker engages with the audience; he looks at the audience; he doesn't just read notes; he is fluent and varies the pace; he gives the audience a chance to listen by pausing; he sounds and looks natural; he uses signposting to help the audience navigate the presentation and slides; he repeats ideas using other words
Negative: it is questionable whether there are any negative aspects – possibly the speaker's use of emphasis is overdone, making him sound slightly unnatural


4 Encourage students not just to match the correct predictions they made, but also to speculate how they could improve their predictions with the benefit of hindsight.

TASK 4 Listening and note-taking

1 and 2  **4.8** Before students watch Extract 3, ask them to look at the slide and give them a few minutes to think about the contents and make predictions. Do not expect them to write all the words given in the answers, even after several showings of Extract 3. Less advanced students could be allowed to read the transcript before or after they have discussed the answers again. You could finish by asking one or more students to explain the slide, and then seeing how far students agree with the speaker.

Answers

- 1
 - Social factors, e.g. cultural influences + influences of peer group / family
 - Social support, e.g. peers, family + relatives, friends, significant people in individual's life - forms: personal encouragement take part in sporting activities + outdoor events; actual physical assistance; info by individuals / charities - help varies in frequency, durability + intensity
 - Physical factors, e.g. man-made + natural features - can influence physical activity patterns actively + passively - physical environment major factor increasing physical activity - potential influence large groups, entire populations.
 - Supportive physical factors, e.g. features: parks, cycling trails, footpaths → provide opportunities sport + leisure activities in urban environments (green + usable outdoor space limited)
 - City / countryside environments, e.g. towns + cities lack amenities - busy roads, congestion, safety concerns → actively discourage physical activity - access amenities easier in countryside but lack facilities barrier to activity

3  **4.8** The aim of this task is to make students aware of the delivery of a presentation. This task also acts as a means of reminding students of the guidelines in Task 1.1. For further practice, allow students to move beyond the analysis in Task 1.1 looking at other criteria such as *stress and intonation* and *general body language*. You might also want to elicit how students think the delivery in Extract 3 could be improved.

ACADEMIC LANGUAGE

Signposting language (2) Referring to slides

Before looking at this, you could elicit how the speaker in Extracts 2 and 3 refers to the different slides, and write the answers on the board. Students may be able to reconstruct phrases from memory. Then compare with the phrases in the Student's Book and see how many of their predictions were correct. Remind students of the benefits of the awareness of such signposting language - it allows them to relax and listen for important signals as opposed to having to concentrate all of the time.

TASK 5 Recognizing and using signposting language

1 This task aims to help students develop their noticing skills. For further practice, you can ask students if there are any other phrases they could use. Play Extracts 2 and 3 again so students can see them being used once they are aware of them.

Answer

Transcript 4.7: 1 as we can see from this first slide 2 Is it OK to move on? 3 Moving on to the second slide / Now, next, if we look at this third slide 4 The first group / the second group / looking at this first category / Let's look at the first point

Transcript 4.8: 2 So ... that's social factors. 3 I'd now like to move on to the next slide / OK, moving on. 4 If we look at the first of these / Turning to the next point / OK, the next point is / Next, if we look at / Let's take a look at our second key category

2 and 3 These tasks are incremental stages towards students giving a short presentation of their own at the end of the module. Before students begin 2, give them several minutes to think about (a) the phrases they want to use and (b) examples that they can use to illustrate the facilities. You may need to prompt them as follows:

- Parks - opportunity for sports + leisure, e.g. walking
- Canals - walking + cycling routes to countryside
- Streets - for jogging + walking, but not ideal as possibly unhealthy (polluted) + potentially dangerous (traffic)
- Gyms - more available in cities which may lack other facilities such as parks. Less polluted + safer than streets.

Make sure that each student has a chance to present and give and receive feedback about their own performance. For further practice, give your own presentation of the slide as a model, or ask for a volunteer to do so.

TASK 6 Presenting a slide

1 To help prepare students, use the following stages: (1) go through the slide pointing out the difference between the main ideas and subsidiary ideas; (2) remind students of the language of classification; (3) monitor and give students prompts as they prepare; (4) encourage students to write their notes electronically or in pencil so they can change them easily. Set a time limit of 30 minutes for this whole task.

Sample answer

Personal determinants of physical activity:

- Enjoyment: positive determinant - different hobbies, e.g. swimming (active); reading (passive) - motivation
- Associated with physical activity
 - Attitude to life (positive): no / few negative thoughts
 - happy outlook - meeting friends - involvement in physical / social activities
 - Beliefs - approach to life generally - health + well-being exercise - responsibility
 - Knowledge of health - greater awareness than average - healthy eating + need to exercise

- Values in life – positive: personal improvement
- Self-motivation: good at setting goals – no external goal-setters – independence

2 and 3 These tasks give students the opportunity to use the skills of navigating a slide as they present information. Before students present their slide, ask them to choose at least two items in Task 1.1 to give feedback on. Students should give constructive feedback about themselves and their partners and suggest areas for improvement. For further practice, invite one or two students to present the slide to the class.

TASK 7 Preparing and giving a short presentation

1–3 As preparation, ask one or more students to explain to the class what they are going to do and give them an opportunity to ask questions. Allow students to use all available resources to help them prepare the presentation, including access to the internet. Set a time limit of 30 minutes for the preparation if it is done in class. Some students may need help with putting together their slides. While the presentation is being given in groups, discreetly monitor in order to give feedback. Before students deliver the presentation, ask the presenter to choose one or two items from Task 1.1 for feedback purposes. As an extension, you could also get students to video the presentations. First make sure that they understand the need for confidentiality, or ask for permission before posting recordings on video-sharing sites. A useful tip before starting the recording is to have the equipment in the room for a period beforehand so students gradually learn to ignore it. Empower each student by asking them to set up, start, and stop the recording themselves. Make sure you keep track of time, or appoint a particular student to do so (the presenter should do this as well, of course). The recording can be used for feedback, but remember to request permission from students if you wish to show it to a different class at a later date.

INDEPENDENT STUDY

Remember to check what presentations students have put on their playlists after a few days and periodically throughout the course. As a filler in later lessons, ask students to show part of a download, analysing the content using the items in Task 1.1. You could also create your own playlist and do the same, inviting students to give the analysis.

4E Vocabulary Classification

TASK 1 Categorizing words

1 and 2 Point out that words in isolation are hard to define and classify grammatically; with these examples students can first give the most likely word class by

focusing on the suffix. The suffix *-al* is a very frequent suffix used for classifying adjectives, with *-ic* also being quite common.

Answers

Adjectives: social, public, national, natural, environmental, physical, international, individual, political, cultural, behavioural, personal, local

Nouns: economy, business, individual, consumer

Both (depending on the context): a social (= a social event); the public (= ordinary people); the national (= a national event such as a horse race); a natural (= a person who is naturally good at something); a business (= a company); a physical (= a physical examination); an international (= an international event such as a football match); an individual (= one person); a consumer (= sb who buys goods); a local (= a local venue such as a pub)

2 Make sure students use a good monolingual advanced learner's dictionary and that they check all entries for each word and note the context. Many of the less frequent word class uses can be quite restrictive.

TASK 2 Creating and using classification phrases

1 The useful phrases in this task are all adverbials – which can be dropped in, moved around, and taken out of the sentence to suit the writer's purpose. Ask students to complete the task before checking the pronunciation of the structures as a whole class.

Answers

1 local 2 personal 3 Economically 4 business, the environment 5 political

2 This short task requires students to identify the contexts for the sentences in 1.

Answers

a 2 b 5 c 4 d 3 e 1

3 This task gives practice in using selected items from 1.

Answers

1 business 2 cultural 3 finance 4 geographically 5 local 6 political 7 international 8 environment

4 and 5 Students should work individually. Monitor and encourage self-correction of students' responses.

Answers

4 look more closely at business, terms of finance

UNIT 5 Intelligence

ACADEMIC FOCUS: CONNECTING IDEAS

INTRODUCTION

Unit 5 takes ‘intelligence’ as its theme – potentially motivating for all students since intelligence is something that everyone has and can learn more about. Within this theme, this unit looks at how ideas are connected, through *cohesion* (meaning and language) and *coherence* (meaning and ideas).

5A Reading develops the notions of connecting ideas. A key feature of academic texts is the organization and connection of ideas and main points. Through detailed study of a textbook extract on intelligence, students start by looking at the meaning and structure of the whole text before analysing each paragraph. This leads to an analysis of how the parts of the text are connected through the use of cohesive language. Further text analysis work focuses on the certainty of the authors’ ideas; this involves looking at how the authors’ stance is presented and how they use hedging language to soften the statements they make. Familiarity with these key skills should greatly help students understand texts from other textbooks.

5B Writing looks at an important stage of the essay writing process – the conclusion. This brings together all the elements of the essay task from the title itself, to the introduction (especially the thesis statement) and the body paragraphs (particularly the topic sentences). To be able to write an effective conclusion, students need an awareness of how these elements come together in the conclusion and what to include in a conclusion. Students need an awareness of the organization of a conclusion and the coherence within it. Ultimately, the text needs to be cohesive, as the conclusion refers backwards through the essay body to the introduction and then to the essay title.

5C Listening focuses on taking notes in a linear fashion as a convenient means of recording factual information in lectures. The use of nouns / noun phrases or short phrases with verbs or adjectives under main headings allows students to write down their notes quickly. Such notes make it easy for students to retrieve information by scanning quickly down the list if the notes are written vertically, which is possibly more beneficial than writing them horizontally. The notes can also act as triggers for more detail from the lectures and can make summarizing and paraphrasing more straightforward because they are more accessible. Strategies for listening to lectures using ‘spoken punctuation’ such as pauses, intonation patterns, and stress – all of which change the pace of a lecture – are also covered.

5D Speaking gives students more practice at how to approach tutorials (first introduced in Unit 3). The tutorial format varies significantly across departments and institutions, for example in the extent to which they are student-led or tutor-led. This module focuses on feedback, particularly from the student’s perspective. Students learn to work out what the tutor means and what questions to ask in response. The sequence of tasks aims to encourage students to become more active in responding to written and spoken feedback. Hedging language is again practised, particularly the use of modal verbs in feedback.

5E Vocabulary looks at the key area of *collocation*, an awareness of which all students need to develop to benefit both their passive and active skills. The particular focus is on collocations with nouns, with adjective + noun, and verb + noun collocations.

Discussion

1 Encourage students to think around the unit theme of intelligence. Techniques could include getting them to draw a mind-map, or quickly writing down initial thoughts related to intelligence, or trying to formulate a carefully worded definition. Questions 1–3 should stimulate further ideas, and students can personalize these using their own knowledge and experience. Question 1 builds on the classification techniques of Unit 4; question 2 leads to the assessment and application of intelligence; question 3 invites comparisons with animals or machines ('artificial intelligence' or 'AI'). This last question may be of particular interest to students whose subject area is biology, psychology, or information technology.

2 Remind students that they read about some of the types of intelligence in Unit 1 when they considered ways of learning (e.g. visual, auditory, and kinaesthetic). Ask students to try and work out meanings of unknown words using clues from the words themselves, e.g. *numerate* is related to *numeral* and *number*. Skills 1–7 should also provide clues. Check the pronunciation of the words and, if useful, try contrasting them with similar words, e.g. *spatial* / *special*, *artistic* / *autistic*.

Answers

2 1 numerate 2 logical 3 spatial / artistic
4 linguistic 5 musical 6 personal 7 kinaesthetic

3 In this task, students relate the types of intelligence to their own perceived strengths. It is interesting to investigate the reasons for students' choices. As an extension, you could invite interested students to present a summary of their discussion to the whole class.

5A Reading Textbooks (4)

TASK 1 Predicting a logical order for information in a text

1 Check that students understand the context: statements 1 and 2 represent two sides of the long-running 'nature vs nurture' debate. While many students may conclude that the truth lies somewhere between the two, ask each student to respond to the question and actually choose the one they most agree with. At this stage in the course, students should be used to giving reasons and examples. Feedback can be conducted as a whole class or in groups. Accept either answer as there is clearly no single right answer, but as stated above, emphasize the need for giving reasons and examples.

2 This task encourages students to work out a logical structure for a text. Draw attention to how the key information is presented – in noun phrases, e.g. *the reliability of IQ tests in measuring general intelligence*. Accept any reasonable order, e.g. the introduction (d) is likely to come first; a historical overview (c) is likely to

come early on; the order of the other items is more open to discussion. Avoid giving students the actual order at this stage. Other orders are acceptable, depending on students' reasons. Ask students to justify their responses.

Answer

Actual order in Text 1: d, c, f, a, b, e

TASK 2 Identifying the argument and structure of a text

1 Explain that one way of reading effectively is to focus only on getting to the main point. The four choices clearly offer two text functions (description and argument) and a choice of different details. Give a time limit of up to 10 minutes, depending on the reading level of your class. The task is not a simple scanning or skimming task, but one which requires a reasonable level of processing. Tell students to ignore the words / phrases in bold at this stage. When conducting feedback, remember to ask students to say how they reached their particular selection and why they did not select the other three options.

Answer

2

2 Students have already worked with the six ideas in Task 1.2, which represent main ideas for each body paragraph in the text. Ask students if they can put them in order from memory – having just read the text – and then refer back to the text to check.

Answers

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

3 In questions 1 and 2, students first identify which parts of the text helped them with the matching in Task 2.2 then simply compare their predictions. Stress that they should not be too concerned with all the subtleties of the text at this point, and restrict your answers to student questions on specific language items. Finally, in question 3, they can respond to the ideas raised in the text. Follow the practice of asking for evidence – students should say why they agree or disagree and offer material from the text and their experience to support this.

4 Explain that nouns can be dense in meaning and are therefore useful for summaries. For example, a whole paragraph or text may be used to describe how something *develops*; a summary of such a text is likely to use the noun phrase *the development of* to sum up the main point. Useful nouns for summaries also include: *process, cause, effect, impact*. Students can work individually to read the summary first and then complete it with the given nouns.

Answers

1 environment 2 development 3 intelligence
4 theories 5 factors 6 education 7 reliability

5 The aim of this task is for students to work out how the summary is structured. Later in this course, students will write summaries which follow this logical structure. Emphasize that the summary should start with a reference to the text. A summary, although short, is a text in its own right and needs to stand up independently of other texts (including the one it summarizes) – therefore it needs to have a clear reference to that text so that the reader can follow it up. Moving from the global to the local, the summary gives a brief overview of the whole text before summarizing the main argument, and (in this case) adding another key issue. This issue is not the main point as such, but a major part of the authors’ argument.

Answers
1 B 2 D 3 C 4 A

ACADEMIC LANGUAGE

Cohesion Reference words

Cohesion is a complex area of English. It is how a text holds together and involves both meaning and language. For further information, refer students to page 202 of the Language reference. Go through the examples carefully (taken from paragraph 1 of the text). Point out how the ideas are connected through grammatical words, e.g. *this*; content words, e.g. *surroundings*; and phrases, e.g. *This argument* (an example of a cohesive noun phrase).

TASK 3 Understanding cohesive language in a text

1 This task aims to put cohesion into practice and help students see that it is complex and involves a rich selection of language. Their annotations should show that the words / phrases in bold may refer backwards (anaphoric referencing) or forwards (cataphoric referencing). Anaphoric references are more frequent in most texts.

Answers	
Paragraph 2	
These theories	the essential nature vs nurture argument / the two theories introduced in paragraph 1
this point of view	the association of intelligence with social inequalities
This work	the work or research done on environmental factors (nurture)
who	Spearman
he	Spearman
these tests	tests measuring different forms of intelligence (linguistic, mathematical, spatial, musical, etc.)
Paragraph 3	
it	the distribution of advantages and disadvantages
It	intelligence

Paragraph 4	
these assumptions	the three bullet-pointed assumptions explained in paragraph 3
any such common factor	a common factor such as (the cognitive ability of) general intelligence
one another it	mathematical and verbal intelligence general intelligence
Paragraph 5	
this	this cultural bias towards Western (American and European) culture
it	a person’s understanding of a subject
Paragraph 6	
its	intelligence
It	intelligence
this capacity	a capacity to learn the kinds of skill and understanding that make up a particular ability

2 This task gives students practice in using a selection of cohesive language. Suggest that students read their completed texts aloud, in pairs, which should help them notice which items sound correct, and any which do not. As an extension, ask students to name the word class of each item.

Answers	
1	that (relative pronoun)
2	It (pronoun)
3	These terms (noun phrase, i.e. determiner + noun)
4	respectively (adverb)
5	these (determiner)
6	These theories (noun phrase, i.e. determiner + noun)
7	that (introducing a complement clause or <i>that</i> clause)
8	this (determiner)

Note that the two words which are not needed are: *the, who*.

INDEPENDENT STUDY

Cohesive language is actually a large area, so it might be best if students focus on a particular aspect, e.g. lexical cohesion (words like *nature - heredity - genetics*) or pronouns and determiners. You could ask them to choose their area. Also, the use of coloured pens helps to illustrate how different parts of the text hold together in different ways.

TASK 4 Understanding the authors’ stance

1 Remind students that many or most paragraphs have a topic sentence. It is often the first sentence in a paragraph in order to help orientate the reader about what to expect in the paragraph. Alternatively it may come later in the paragraph. Point out that reducing the text to just the topic sentences can provide an essential overview or ‘route map’ through the text. What is missing are support in the form of exemplification and evidence, stance / evaluation, development of the argument.

Answers

- 1 Various attempts have been made to explain where intelligence comes from.
- 2 Early attempts at measuring intelligence (e.g. Galton 1869) associated it with social inequalities.
- 3 Arguments that link inherited intelligence to social disadvantage rest on several assumptions, including ...
- 4 Each of these assumptions can be questioned. OR The concept of general intelligence has been heavily criticized, and there is no agreement that there is any such common factor behind particular abilities.
- 5 Many have questioned the value of the IQ score as a measure of intelligence.
- 6 Intelligence is a complex process that brings together numerous aspects of brain function, and doubts have been raised about its genetic basis.

2 In this task students become more consciously aware of the authors' stance, which is subjective and based on the evidence they present. This concept may present challenges for some students, depending on their cultural and educational background.

Sample answers

- 1 This reports research and is essentially objective. It does not include the authors' personal opinions and feelings.
- 2 As with 1, this is essentially objective - it is linking the work of Galton, and others, with social factors.
- 3 This statement introduces the authors' argument, which is based on critical evaluation. It reflects their stance and is therefore more subjective than objective.
- 4 This statement (*Each of these assumptions ...*) is essentially subjective and expresses the authors' view that they wish to question the assumptions they are reporting. OR This statement (*The concept of general intelligence ...*) is in two parts: the first part (up to the comma) reports widespread criticism of the theory of general intelligence - this is essentially objective reporting as it does not comment on the criticism. The second part of the sentence (after the comma) is similar - reporting that people do not agree on the theory. Again it is more objective than subjective.
- 5 This appears to be a reasonably objective statement, but in practice it probably includes the authors themselves in the *many* who have questioned IQ scores. The authors' argument continues in this way, and so there is arguably a degree of subjectivity in the sentence.
- 6 This is another sentence in two parts. The first part (up to the comma) is objective and would not be argued with. The second part reports that doubts have been raised; again this is reasonably objective, although, as with sentence 5, the authors are probably part of those who doubt its genetic basis.

3 In considering their answers, ask students to identify language in the text which helps them evaluate how certain the authors are. Also, ask for evidence in the text to support their evaluation.

Sample answers

- *the existence of a single concept of intelligence*: The authors are quite strongly against this idea. They are not at all certain about it - indeed paragraphs 4-6 argue against it, and a considerable amount of evidence is presented to contradict the idea of a single concept of intelligence.
- *whether performance in written tests is a good way of measuring knowledge or ability*: Again, the authors have strong doubts about this idea. They write that *there are doubts about whether performance in pencil-and-paper tests can be a proper measure of a person's ability to perform in 'real' situations...* They go on to mention that applying intelligence to real-life situations is a different matter.
- *the idea that formal education has an effect on intelligence*: The authors are not certain about this idea, but they think it is true to some extent. They express this degree of certainty through the hedging language, given in bold, in the statement: *Formal education **can have** a continuing, **if smaller**, effect, and educational action programmes **can significantly raise** the IQ of children who enter them with a **relatively low** IQ.*

ACADEMIC LANGUAGE

Hedging language (1) Modal verbs, verbs, adverbials

In addition to *softening*, you could mention that other terms for hedging include *downtoning* and *minimizing*. The opposite of this concept is known as *maximizing*, *boosting*, or *amplifying*. Explain that in academic contexts writers use hedging language because it is hard to be absolutely certain of something. Ask students to think of critical questions in response to statement 1. They could ask questions like: *How do you know this? How can you be sure? Where is the evidence? Has research been conducted in different cultures? How can the effect be measured?* Then ask them to study statement 2 (taken from the text), which is hedged. Students should then see that the statement allows the authors some room for manoeuvre and is easier to defend. Refer students to page 203 of the Language reference for more information.

TASK 5 Identifying hedging language

1 Inform students that, generally speaking, hedging language can be omitted, but the sentence then becomes more strongly expressed. Invite students to analyse the sentences in this way. For example, in 1, *seemed to promise* can be reduced to *promised*, which is clearly stronger; however, the modal verb *could* is more grammatical, indicating possibility in past time, so it is harder to miss out.

Answers

- 1 seemed to promise / could be studied
- 2 can be accurately measured
- 3 can be seen as determined
- 4 can be questioned
- 5 may be
- 6 relatively

2 Explain that this question is more complicated than it first appears. Students need to look beyond the simple use of modal verbs and see the statements in their original context. Refer them back to the text. The sample answers below illustrate the need to do this, and the whole class would benefit from the discussion and presentation of these answers.

Sample answers

- 1 This proposition is viewed with historical hindsight, so the authors are saying that while there was early promise that such relationships could be accurately studied, this certainty is now much more questionable.
- 2 As presented, this statement is certain, but of course it is presented as an assumption in the text, which the authors of the text go on to argue against.
- 3 The use of *can* here shows a logical connection and a reasonable degree of certainty.
- 4 The authors are saying it is completely possible to question the assumptions. They are not saying the assumptions are wrong at this stage.
- 5 The use of *may* shows a degree of uncertainty – it is not a fact, but something quite likely.
- 6 The authors are reporting the study, and it is framed in quite certain language, without hedging. It seems up to the reader to question this claim.

TASK 6 Critical thinking – expressing stance

1 and 2 Ask students to support with evidence and experience their responses to the stance of the authors in sentence 6 of Task 5.1. If students are unsure where to start, offer some examples of critical responses, such as the following:

- Where is the evidence for the *relatively high IQ of East Asians* and the reasons given?
- Who carried out the *cross-cultural studies*, and where are the references for them?
- The word *relatively* is used – but relative to whom?
- How are East Asian schools different? How do the authors know this?
- What do the writers mean by *cultural support for disciplined work*? How do they know this – is it anecdotal evidence or quality researched evidence?

5B Writing Essay conclusions

TASK 1 Linking a conclusion to other parts of the essay

1 The purpose of this task is to help students make connections between an essay title and the parts of the essay itself, leading up to the conclusion. Students may have difficulty making such links clear in their writing, so an analysis which starts with the essay title is important. Ask students to do this task in pairs and then discuss

the selections with the whole class, eliciting why item 3 is not possible. As usual, encourage students to give reasons for their answers.

Answers

1, 2, 4

2 This task deals with the next stage in the process of making connections: identifying the link between the essay title and the thesis statement. It may seem straightforward for many students, but more practice will probably be required before they can do this kind of task automatically and effectively. Delay giving the students the answer until they do Task 1.3.

Answer

Thesis statement: *This essay discusses the two types of intelligence ...*

4 *the two types of intelligence*

2 *evaluates their relative importance*

1 *and examines the relevance of each in the field of medicine*

3 Before you give students the answers for Tasks 1.2 and 1.3, ask them questions about the thesis statement, e.g. *Do the three items chosen in Task 1.1 have the same wording as in the thesis statement? Is the essay going to discuss the two types of medicine last? Why/Why not?* Then allow students time to modify their answers and explain them. Emphasize the importance of the order as you may find that some students have difficulty accepting that the order is stated simply and clearly, or even stated all.

Answers

It lists the items (4, 2, 1 from Task 1.1) in the order that they will be discussed. The conclusion is likely to follow the same sequence in the reiteration of the thesis statement.

4 This task helps students to consider the coherence within the body of the essay. In order to make their predictions more concrete, students could make a list of ideas or even write several topic sentences based on the items in Task 1.1. Discuss as a whole class and select the most likely predictions. Emphasize the connection between the essay title, the introduction, the thesis statement, and the topic sentences and, if necessary, ask students to explain the connection.

Sample answers

Predictions in the form of topic sentences:

- 1 Social and emotional intelligence are both equally relevant in all professional fields.
- 2 Social intelligence is now a crucial skill required by all people working in the medical world and is just as important as general intelligence.
- 3 Just like social intelligence, emotional intelligence plays an important role in the medical environment.

5 This is the final stage in the process of making connections, and students now concentrate on the features of a conclusion. Point out that some of the features in the list cannot appear in a conclusion and that they should exclude these first. Set a time limit of 10 minutes for the task, and encourage students to justify their selections (and exclusions). Explain that the features of a conclusion often appear in a fairly predictable order. As an extension, students could make predictions about the expected order of the features as preparation for Task 2.1.

Answer

Any answers except 4 and 9

TASK 2 Identifying features of a conclusion

1 This task aims to increase students' awareness of the features of a conclusion. On completion, ask students to explain the order in which the features occur and, as further practice, to explain why the sequence of features is logical.

Answers

a 3 b 1 c 4 d 5 e 2

2 and 3 These tasks require closer evaluation of a conclusion with a productive element in 3. Students can do these tasks largely on their own, asking you questions as necessary. After rewriting the conclusion in 3, students could compare their conclusions with others and then write a combined class conclusion on the board. Alternatively, show students the sample answer below and ask them to identify the changes, indicating whether any improvements could be made.

Answers

- 2**
- a Reference to the title / thesis statement - *artificial intelligence / developed*
 - b Statement of limitations - *main developments in artificial intelligence / brief reference / early machines and automata and humankind's desire to create independent machines*
 - c Reference to research - *research speed of development / increasing*
 - d Recommendations - *an exciting area, more research needs to be carried out into its impact on society in general*

Sample answer

- 3** As has been shown, there have been rapid changes in the field of artificial intelligence over the past half century. As with any brief outline, this essay has only been able to cover the most important advances in the field, with a brief reference to early machines and automata and humankind's desire to create independent machines. It is clear from the research that there has been a noticeable acceleration in the pace of development in this area in recent years. Although much has been achieved in the field, artificial intelligence is still in its infancy. While artificial intelligence is an exciting area, its effect on society at large requires more research.

INDEPENDENT STUDY

For further practice, students could write their own definitions and compare them with those they find on the internet. You could then devote part of the class to analysing the definitions before students add an acceptable definition to their list.

TASK 3 Critical thinking - evaluating a conclusion

1 This task aims to give students more practice in recognizing the structure of a conclusion before evaluating it critically. As an extension, and to make students more aware of the coherence between the essay title and the three elements of the plan (introduction, thesis statement, body plan with topic sentences), elicit the connection between the various elements, e.g. the essay title *changing / rapidly* and introduction *development / speed*.

Answers

a 3 b 4 c 1 d 2

2 In order to carry out the evaluation, give students five minutes to work on their own making notes related to the criteria. This can be followed by discussion in pairs or groups. As an extension, ask your own questions relating to the criteria to confirm that students have understood.

Answers

Relevance: Does the conclusion match the title, thesis statement, and body plan?

Yes - as can be seen in the answers under Completeness below, the conclusion is clearly linked to all the previous stages in the essay and to the essay title itself. For example, the word *reasons* is reiterated in the conclusion by the use of the phrase *several key explanations for*.

Completeness: Does the conclusion:

- refer to the thesis statement? Yes - see sentence c.
- summarize the main ideas? Yes - see sentence c.
- state any limitations? Yes - see sentence d.
- refer to research? Yes - see sentence a.
- make recommendations? Yes - see sentences a and b.

Clarity: Is all this information clear to the reader?

Yes - the development of the essay question across all four main stages is clear. See the answers to the questions relating to Completeness.

ACADEMIC LANGUAGE

Cohesion and coherence Repetition and synonyms

Students may take some time to read and digest the information here. Make sure that they are clear that (a) coherence is related to connection between the stages in a text from the point of view of meaning and (b) the words in bold help to highlight these connections across the main stages in the text, i.e. the title, thesis statement, topic sentences, and aspects of the conclusion. Ensure students understand that coherence as a concept and practice does not relate to the specific words in bold themselves. Refer students to page 202 of the Language reference for more information.

TASK 4 Ensuring coherence between the parts of an essay

1 Be prepared for students to ask questions in an attempt to distinguish between coherence and cohesion. In response, emphasize the fact that the correct words in *italics* help contribute to the coherence but do not exclusively ensure it since it is largely a matter of meaning and ideas rather than specific words. As an extension, students can provide suitable alternatives for the answers, or even possible paraphrases for particular sentences.

Answers

- 1 the main causes of (There is a connection between *causes* in the essay title and *causes* in the thesis statement.)
- 2 factor (The word *factor* refers back to the word *causes* in the thesis statement and the essay title.)
- 3 also play an important role (The phrase *also play an important role* is a paraphrase of the words *causes* and *factor*.)
- 4 can be attributed to several key factors (The link across all the stages of the plan is further reinforced by the use of the word *factor* in the conclusion.)

2 This can be done as whole-class task to round off Task 4.

Sample answers

In conclusion, To conclude, As has been shown/ demonstrated, As the discussion/essay has shown

TASK 5 Writing a coherent conclusion

1 and 2 By now students should be able to do writing tasks with only minimal help from the teacher. Agree a time limit (approximately 20–25 minutes is probably appropriate). From this point onwards, students could be asked to agree class procedures collaboratively in this way. In 2, allow students to redraft their conclusions. You can then refer them to the Sample answer on page 214 for comparison with their own version and for evaluation. For further practice, before students submit their conclusions for teacher correction, they can be

peer-reviewed by a partner. Remind them to not copy each other, but encourage them to evaluate and suggest changes. Students should then be allowed time to assess any suggested changes and to rewrite if necessary.

5C Listening Lectures (5)

TASK 1 Critical thinking – discussing lecture strategies

1 and 2 These tasks help students focus on strategies for improving their listening skills in lectures. Monitor the discussion and list alternative strategies suggested by students. Present the full list to the class yourself and ask for any other additions. For further practice, a class list of strategies can be collated and periodically refined and evaluated throughout the rest of the course. Students can maintain the list and be responsible for updating it.


Answers

- 1 All of the strategies are very useful. Students should employ all of them in the relevant stages of preparation for a lecture and during a lecture itself.

Sample answers

Further strategies: listening for stress on particular words and signposting language; identifying phrases that are like headings in written text, e.g. section headings; listening for the repetition of words; listening for questions posed by the speaker; being aware of the lecturer pointing to items on a screen or PowerPoint slide or reference to a point on a screen.

TASK 2 Identifying relevance and main points

1  **5.1** Before watching Extract 1, students should look at the slide in the margin and predict the contents of the lecture. This task can be done with the whole class. You can show the extract several times to elicit as much detail as possible. Check how many notes students write down after the first showing of the extract, but don't expect students to write all the notes in the Answers below.

Answers

Relevance to students: students business + psychology courses + other disciplines as well

Main aims: in general ... relevance psychology - business world: talents - great business leaders appear to share + consider development of strategies → encourage talents. Extent leaders born or made?

Will also look at: recent research + how applied business environment

2 This task helps students to put the lecture in context using their own experience of the world. Before the lesson, find the names of several famous global leaders (e.g. Nelson Mandela, Barack Obama). Then, if necessary,

suggest a few inspiring or charismatic leaders in any field, e.g. media: Oprah Winfrey or Jef Bezos (founder of Amazon). Also encourage students to think from a national or regional perspective. As an extension, you can discuss the body language of the lecturer, looking at eye contact; use of hands; body movement, e.g. walking up and down and standing; the speaker's voice – clarity and speed.

Sample answers

- Both need qualities like the following: inspiring / organized / able to delegate / strong personality / lack of fear. Business leaders might need to be more ruthless than other types of leaders if they are to succeed as they are involved in making profits.
- Talents might include having intelligence, creativity, vision, and charisma; being inspirational, motivating, and reassuring

ACADEMIC LANGUAGE

Spoken punctuation Stress, intonation, pausing

Discuss the importance of the techniques in understanding lectures and speech in general. Find out how aware students are of stress, intonation, and pausing, and how important they think they are. Ask them to compare English with their own language from the point of view of stress and intonation. For further practice, students can practise reading the example sentences or you can read them for them.

INDEPENDENT STUDY

Students could also (a) select one or more short extracts from films or documentaries they are interested in and (b) do a mini research project comparing them with a lecture from the point of view of stress, intonation, or pausing. Do not expect an in-depth analysis, however, since the process is as important as the outcome.

TASK 3 Identifying spoken punctuation

1 5.1 After the students have noticed the techniques in fluent speech in Extract 1, discuss any that they found difficult to identify. For further practice, you could ask students to mark the transcript at appropriate points as they watch again, indicating the use of one or more of the techniques.

TASK 4 Note-taking (5) - taking linear notes

1 To introduce the task, you could review all the types of note-taking covered so far. After students have practised taking linear notes, they can discuss which note-taking strategy suits them best. If they are unable to add other advantages of using linear notes, prompt them by asking: *Are they useful for writing a summary / for incorporating ideas in essays / for helping with paraphrasing as they are short and can often be easily adapted? Do they help with revision as they are easy to remember?*

2–4 5.2 After students have completed 4.2 and 4.3, ask them to use the notes to talk about inspirational leadership in groups. They can then do 4 in the same groups, agreeing with or challenging the lecturer's

evaluation. If students add any other qualities, ask them to justify their choices.

Answers

- 1 guide 2 motivates 3 innovation
- 3 the heading: noun phrase (adjective + noun); the notes: verbs + nouns / noun phrases

TASK 5 Using linear notes to reconstruct what a lecturer says

1 and 2 5.3 Point out that (a) efficient note-taking in lectures can improve students' revision skills, and (b) an important skill is to be able to read lecture notes and recall what was said. In 5.2, the notes can be used to talk about *Poor leadership* and *Understanding great leadership*. Students should write the summary on their own using the example notes and text. After comparing their answers, students can listen to Extract 3 again, glancing at their notes as they watch. As an extension, you could discuss with students the issues involved in taking notes while watching a lecture live vs watching it on film (i.e. recorded).

Answers

1 Poor leadership

- causes considerable damage
- demotivates staff - making them feel worthless - results in loss of confidence
- destroys an organization's value

Identifying talent

- organizational understanding of elements - contribute to great leadership
- identify + develop leadership potential - inside + outside company
- take care of + develop skills - existing leaders

2 Considerable damage can be caused by poor leaders, who can make their staff feel worthless, thus demotivating them. Such behaviour has a serious negative impact on an organization's value. An understanding in companies of what constitutes great leadership is essential so they can recognize and nurture people with such potential within and outside the organization while developing their existing leaders' skills.

TASK 6 Taking linear notes for a longer extract

1 and 2 5.4 These tasks aim to give students an opportunity to take notes with less guidance. Before students watch Extract 4 in Task 6.2, check some of the predictions and elicit the kind of notes needed. Remind students of the strategies in Task 1.1 on page 080 and the techniques from Academic Language on page 081. Point out that they will be able to listen more than once. When students listen the second time, ask them to mark the additional notes they make by using a different colour pen. Do not expect students to provide notes as comprehensive as the following answers.

Answers

Identifying talent

Survey: 50 Human Resource (HR) respondents

- Respondents – senior HR decision-makers: almost half director level – rest mainly HR managers + heads of talent, learning + development
- Majority – large organizations (44% organizations more than 1,000 employees)

Key qualities

- Most common – cited as important by recruiting – the ability to motivate and inspire others (36%)
- Second (almost as important) – possessing high levels of emotional intelligence / the ability to deal with people (34%)
- Third – natural leadership (24%). Closely followed by trustworthiness, natural communicator, vision, and driven + ambitious (all 22%)

Most important qualification

- Not 1 personal trait, but ‘whole package’
- Message clear: need combination of personal characteristics – successful senior leader = multi-faceted, resilient, driven, authentic / able to motivate, inspire, and empathize / lead naturally

Other skills and knowledge

- Most imp = skills related to motivation, inspiration + understanding of others. Some skills + knowledge required – depend on role / area of practice
- HR pros – technical + professional skills, i.e. experience in particular areas such as law, accounting or engineering. Importance of deep understanding of broader business issues + commercial acumen – essential (54%)

3 and 4 After students have completed any missing notes, play the extract again. Encourage them just to watch for pure comprehension and check how much they now understand and follow with ease. Students can do 4 orally and then possibly write a summary for homework.

TASK 7 Critical thinking – evaluating a lecture extract

1 Each group can discuss all or one of the questions. Give students additional prompts if necessary, e.g. 2 patience, independence, resourcefulness, creativity; 3 conflict of different leadership qualities between countries: creativity and independence vs conformity and compliance (even at the top); 4 an awareness of cultural differences and similarities / an ability to make people from different backgrounds feel at ease. You can then ask each group to report back on their discussion. Set a time limit of about 20 minutes.

5D Speaking Tutorials (2)

TASK 1 Interpreting and discussing written feedback

1 Begin by eliciting broad areas which a student essay can be assessed on. Write them on the board for reference. Possible answers include relevance to the title, clarity of ideas, sufficient evidence and exemplification, clear explanation, logical evaluation, range of language, accuracy of language including grammar and vocabulary, style, academic conventions including accurate referencing (these aspects are covered in the second half of the book). Then ask students to read the student essay extract individually, and note down good and bad points relating to the elicited assessment areas. Conduct whole-class feedback and add any points that students did not raise.

Sample answers

Good points:

- The essay content is relevant to the title.
- There are some good instances of academic language, e.g. *the central question is the extent to which intelligence is inherited or learnt during someone's life.*

What could be improved:

- The introduction is a bit short and lacks rationale (i.e. reason for writing the essay).
- The thesis statement does not add anything new; it restates the question.
- Claims are made which are overstated, without sufficient hedging language, and without evidence, e.g. *if you go to a bad school, you won't develop properly.*
- The style is mixed, with some good language but several examples of informal language, e.g. *it's really a massive question*, and the rhetorical question *Who can say that they haven't been influenced by these people?* Rhetorical questions are often considered inappropriate for academic writing, and are used much less frequently than in conversation or presentations.
- There are too many redundant adverbials at the beginning of sentences: *Recently, Basically* (x 2), *Nowadays, Furthermore, Moreover.*

2 Explain that tutor feedback may use tick-box forms with space for comments and/or corrections and comments written on the student text itself. This feedback form is an example of what a student will have as a point of reference, so they need to be able to interpret it. Students can compare the form with what they found in 1. Invite whole-class responses for what they agree and disagree with.

Sample answers

The student could work on the following areas: style (e.g. the use of *you*, contractions, rhetorical questions); the tendency to start sentences with vague adverbials (e.g. *recently, basically*); the conversational nature of the text; the fact that the conclusion is added in the first paragraph, rather than working up towards it; the lack of referencing, citation, and supporting examples.

3 Direct students' attention to the written comments on the feedback form. You could point out that it is customary for the tutor to start with something positive. The tutor's comments pick up on several of the main weaknesses of the sample essay, and usefully give examples. Ask students to find more examples. On completion, you could end on an optimistic note, saying that with a short programme of EAP classes the student who wrote this sample essay is likely to make significant improvements. The areas that need work can all be improved on.

Sample answers

- 1
 - some useful ideas: *your parents, school, and friends influence you a lot*
 - something new: there isn't anything new in the thesis statement
 - add support: the student could add support for the statement *parents, school, and friends influence you a lot*
 - overuse of discourse markers: *Recently, Basically* (x 2), *Nowadays, Furthermore, Moreover*
 - style: *I think that*
- 2
 - some useful ideas: content and organization
 - something new: content and organization
 - add support: content and organization
 - overuse of discourse markers: language
 - style: language
- 3 Students may find it helpful. Difficulties could include understanding technical terms, e.g. *discourse markers, rhetorical questions*. Another difficulty could be how to respond to the feedback, e.g. *add support / specific examples*. It's not clear how this is to be done.

TASK 2 Critical thinking - selecting feedback areas

1 and 2 The aim of these tasks is to encourage students to be active rather than passive when receiving feedback. Emphasize that a feedback document is not something simply to file or throw away, but a working document which forms part of the ongoing discussion of work between tutor and student. Part of the development of an initiating approach is for students to think of specific questions. They started this process in Task 1.3. When students have prepared and compared their questions, collate them all in a whole-class list. These can then be analysed in different ways, e.g. those that relate to language vs content; those that may take a long time to solve; those that are particularly challenging for an individual student.

TASK 3 Listening and responding to feedback

1 **5.5** Having looked in some detail at the sample essay and written feedback, students now listen to extracts from the tutorial itself. In order to decide whether the feedback is generally positive or negative, you could ask students to draw two columns (positive and negative) and tick the appropriate one each time they hear a positive or negative point. Using this

quantitative approach, adding up the number of ticks will give the answer.

Sample answer

On balance, most of the tutor's comments are negative.

2 and 3 **5.5** After the first listening, using their memory and notes, students complete the stages by writing numbers 1–11 in column A. Then play the recording a second time and let them confirm the actual order in column B.

Answers

Part 1

- 1 the tutor greets and thanks the student (Note: assumed to have happened prior to start of audio)
- 2 the tutor asks if the student enjoyed writing the essay
- 3 the student evaluates his essay and the tutor responds

Part 2

- 4 the tutor gives feedback, from positive to more critical
- 5 the student asks for clarification
- 6 the tutor explains in more detail

Part 3

- 7 the tutor suggests specific areas for improvement
- 8 the student asks for further detail

Part 4

- 9 the tutor gives asks if there are any further questions
- 10 the tutor closes the tutorial
- 11 the student tries to ask one further question

4 **5.5** Point out that the language used by tutor and student is useful for students' own interaction. Overall, the language should be polite and clear. The tutor's language is not extremely direct but it is clear. To extend the pool of language, you could ask students for alternative ways of saying the same thing.

Answers

Some of the answers below give more than one example of the target language. Students do not need to write everything.

(b) Sorry, what do you mean?

(c) Well, for example ... you write ... but it's ... and you don't

(d) I would say that actually you do have some very useful ideas. And the organization of the essay is fine – really, it's clear and it's easy to follow. You might want to develop your ideas a bit more / you do offer some relevant points, but these tend to be rather general

(e) So, let's talk about style. / You can say something like

(f) So what words can I use?

(g) Oh, there is something that I need to ask you about.

(h) So, is there anything else you want to ask about?

(i) Well, that's probably it then for today, so shall we meet again next week at the same time?

5 Explain that in this task students can criticize the tutor if they wish. They may not be used to doing so. Ideally, the answer to all the questions is *yes*, but if students feel otherwise and can convincingly explain why, then accept their answers.

Understanding and responding to suggestions

The functional language of suggesting and responding is clearly central in the context of feedback. Modal verbs are quite commonly used. Some expressions are idiosyncratic; some people may use them more than others. The imperative, e.g. *Include more examples* is quite direct but not impolite and is a reasonable response to a question like *What do you mean?* As a rule, it may be useful to tell students to be more indirect, although clear, until the tutor-student relationship becomes more established. Above all, students need to work out exactly what the tutor means and know how to respond.

TASK 4 Understanding suggestions

1 5.5 The purpose of this task is to activate the language of suggestions.

Answers

1, 2, 4, 5, 6

2 In general, refer students to the transcript after working through the speaking and listening modules. In this task, students can take turns to read each part, i.e. tutor and student. Closely monitor their pronunciation of the target language of suggestions.

3 This task formalizes and concludes the work done in Task 3.5. As mentioned above, the tutor's language has a degree of indirectness but is clear. Students can decide whether they think the feedback is positive and helpful, saying why.

INDEPENDENT STUDY

Explain that feedback is vital for students – and they are likely to say they want it. The key points about feedback are that it should be clear to understand and useful for the student. These points lead to the obvious evaluation questions *Is the feedback clear?* and *Is it useful?* If students keep feedback from previous work, this is a useful way of measuring their progress.

TASK 5 Practising giving and responding to feedback

1 In this simulated tutorial, students use the information in the essay outlines on page 221 of the Student's Book and prepare to give and receive feedback. Emphasize that students should use the evidence of the appropriate essay. Remind students of the criteria they used earlier in the module (Task 1): relevance, language, coherence and cohesion, evidence.

2 This task requires 'feedback on the feedback'. Students should evaluate the feedback they gave and received in terms of clarity, language, and content.

5E Vocabulary Collocation**TASK 1 Creating adjective + noun collocations**

1 Collocation is a crucial area of language use and is particularly relevant to vocabulary use. This task focuses on the important collocation pattern of adjective + noun. You could start by eliciting examples, or giving examples of more conversational combinations, e.g. *massive problem*, and ask students to transform them into a more academic phrase, e.g. *major challenge*.

Answers

1 idea 2 ability 3 feedback 4 difference

2 Students can refer to their own process in doing 1. Likely answers are: whether the items sound natural together; the number of adjectives – as there are so many, it makes the task easier.

TASK 2 Using verb + noun collocations

1 This task looks at another important collocation pattern of verb + noun. Give students a time limit of 30 seconds since they should be able to match the examples quite quickly. As an extension, ask them to scan through the texts in this and earlier Reading modules for further examples.

Answers

1 make 2 do 3 have 4 develop 5 put

2 Explain that the verb + noun collocations may also contain an article and/or adjective before the noun, and that in some cases, they may require a particular preposition following the noun to complete the pattern. The text illustrates some of the combinations in a semi-authentic context. Tell students to work together if necessary, and use collocations given in this module.

Answers

2 intelligence
3 an impact on
4 an assumption about
5 emphasis on
6 concept
7 a link between
8 the capacity to
9 contribution to(wards)
10 research into

3 Ask students to work individually, using both adjective + noun and verb + noun collocations. When ensuring that their text is cohesive, remind students not to overuse discourse markers (as done by the student in the essay in Unit 5D).

UNIT 6 Change

ACADEMIC FOCUS: DESCRIBING PROCESSES

INTRODUCTION

Unit 6 takes 'change' as its theme – something which is central to almost any academic discipline. Change can be studied chronologically in the past, present, or – speculatively – in the future. Related aspects include development, impacts, effects, and processes. All of these aspects occur in this unit, with a particular focus on the latter: processes. As with many essential elements of academic texts, processes can be particularly complex.

6A Reading looks at the description of processes, which include natural lifecycles (e.g. that of a butterfly), and manufacturing processes (e.g. the production of a car). An awareness of the language and the organization required to describe processes in word form can help students to recognize and navigate texts in their academic studies, and then reproduce similar texts as part of writing tasks. Visuals such as images and diagrams can help students to see the development of processes. The latter are very useful as a means of recording notes so that students can see the relationships between ideas or stages in the process, especially where they occur simultaneously.

6B Writing requires students to examine a number of different processes and decide whether they are natural or man-made, in other words driven by humans. Many processes involve both human and natural elements. This approach requires students to deconstruct texts describing the different processes presented and analyse each stage. They study useful language related to describing processes and use this language in their own descriptions. The material shows that processes can be complex. The way processes are presented also affects the selection of the active or passive voice, building on what was covered in Unit 4. Students also work with visual representations of processes.

6C Listening deals with a topic that is familiar to many students: photosynthesis. It also looks at marine ecosystems. Students are encouraged to build on what they know and analyse what they have heard. In the meantime, they are exposed to useful language related to processes. Part of the lecture extracts moves beyond descriptions into impacts and effects.

6D Speaking provides practice in giving and understanding a poster presentation – an economical way for students to present information about their work. It is unlikely that students will have been involved in the production of a poster before, so the tasks that are covered in this module provide an opportunity for students to learn the basic skills required to produce and then present a poster to others. Sometimes the poster may just be part of a display where people wander round looking at them. They may also be left up for public display for a period of time. Sometimes students may be required to stand by the poster they have produced to answer questions or provide extra information. The last situation is covered in this module.

6E Vocabulary looks at the most frequent and generative suffixes for the main content word classes of noun, verb, and adjective. Many of these are familiar, and it is useful revision and extension for students. A key message of the module is that multiple suffixes can be added, for example in the noun *industrialization*.

Discussion

1 and 2 Students can do these tasks in pairs or groups, followed by a class discussion. Elicit how diagrams A–C in 1 can be used to explain processes 1–3. In 2, collate examples of the different types of processes that students have been involved in, e.g. applying for a grant / funding for a course or research, organizing a workshop, carrying out an experiment, compiling a questionnaire, writing up a case study. Also elicit which types of process they are most likely to be involved in during their studies (e.g. B: organizing a workshop; C: applying for a grant). Set a time limit of 15 minutes for the discussion.

Answers

1 1 C 2 A 3 B

6A Reading Popular academic texts

TASK 1 Predicting the content of a text

1 By way of introduction, refer students to the photograph of the sand dune and ask what they know about the movement of sand in the desert and its causes. Elicit answers related to the wind, e.g. *It's blown along by the wind / blown up into the air / blown high into the air by desert storms; The movement of the sand changes landscapes, and the land becomes infertile*. Students can do the task in pairs and then discuss as a whole class. For some students, visual interpretation may not come naturally, so make sure all students understand the matching process. If necessary, pre-teach the following: *grains, resisting, floating, erosion, creeping*. Point out that all prediction involves critical thinking, as prediction requires reasoning based on prior knowledge. Students' confidence in making predictions can be increased by pointing out that (a) predictions do not have to be correct and (b) the predictions of experienced people can sometimes be wrong.

Sample answers

The following four factors are all connected in some way with the movement of sand: 2, 3, 5, 6.

2 When students have completed the task, discuss the importance of the diagram – eliciting the benefits. As with pictures, diagrams help students to (a) predict and interpret a text and (b) visualize a text.

Answers

2 a 3 b 5 d 6 c

3 The aim of this task is to help students activate the information they have learnt in 1 and 2. Encourage them to use the phrases in 2 and in the diagram. Monitor students, giving feedback about the use of noun phrases, paraphrasing, and any mistakes.

TASK 2 Understanding the general meaning of a text

1 and 2 Ask students to do these tasks individually and then check their answers in pairs. Encourage students to skim the text rather than reading it closely.

Answers

a 3 b 2 c 1

TASK 3 Understanding the stages of a process in a text

1–3 These tasks help students to interpret processes in a text, and involve close reading. Ask students to do them in pairs or groups, checking they understand the sequence of the diagram. Point out the usefulness of making notes about processes in diagrammatic form – it enables them to see the separate stages. For further practice, give students one or more texts describing processes and ask them to write notes in diagrammatic form. Emphasize the importance of processes in academic texts and elicit any examples students may already have encountered in their studies.

Answers

- 1 Eight processes are described (see the diagram in Task 3.3 for details).
- 2 Two stages happen simultaneously – the movement of sand along the desert floor and the saltation of sand grains (see the diagram in Task 3.3).
- 3 2 influence 3 disruption 4 interaction
5 transfer 6 movement / moving 7 reduction

4 and 5 These tasks also require close reading of the text. Compare and contrast the two different approaches: reading to understand general meaning in Task 2 and close reading in Task 3. Elicit the importance of mastering both techniques. After checking their answers, for further practice you could give students your own true/false statements about a similar text containing a process. To develop speed and recall, students can first read the text, and then read and answer the questions without referring to the text. They can then compare answers with a partner before finally checking their answers in the text itself.

Answers

- 4 1 False 2 True 3 True 4 True 5 False
- 5 a

ACADEMIC LANGUAGE

Transitive and intransitive verbs

Once students have worked through the information, check their understanding about the differences between the three types of verbs. Emphasize the importance of such verbs in describing processes. Give students examples of other common verbs (e.g. *fall, rise, increase, drop, reduce*) and ask them to decide whether they are transitive, intransitive, or both, and to give examples in context. Refer students to page 207 of the Language reference for more information.

TASK 4 Using transitive and intransitive verbs

1 and 2 The aim of these tasks is to increase students' awareness of the forms of transitive and intransitive verbs, and to prepare them for Task 6. For further practice, you could give students a range of different texts from different academic disciplines (with or without processes). Students can then search for examples of intransitive and transitive verbs, calculating the proportion of each. This calculation can be used as a means of comparing the texts. You could also ask students to paraphrase the sentences or part of the sentences in 2, e.g. *Once the healing process is complete, the patient's wound is exposed to the air.*

Answers

- 1 transitive: interfere with, modify, reduce, transfer, influence, kick up, remove
intransitive: blow, move, increase, happen
- 2 1 is removed 2 blows 3 move 4 was modified
5 is/was transferred/moved 6 was/has been reduced
7 was/has been increased 8 happens

3 The aim of this task is to help contextualize the sentences and to encourage students to summarize and paraphrase. Remind students of the efficiency of noun phrases for this purpose. Allow for variations and suggest some inappropriate answers to test students.

Sample answers

- 2 The generation of alternative energy
- 3 The recycling of waste
- 4 A university application process
- 5 The transfer / movement of money
- 6 The improvement of urban areas
- 7 The upgrading of an internet connection
- 8 The transportation of goods

ACADEMIC LANGUAGE

Signposting language (3) Different grammatical forms to link text

Once students have studied this individually, give them an opportunity to ask you questions. Check if they have actually used (rather than being aware of) the four different ways of signposting shown. You may find that they have not used nouns to show result or conjunctions to introduce explanations. As an extension, you might also want to show students other examples of processes in academic texts, both with and without common signposting language such as *then, next, and after that*. You could then ask them to identify the signposting language and compare the two types of text. Point out that students tend to overuse common signposting language in writing academic texts, and that the less obvious ways shown here will make their writing feel more sophisticated.

TASK 5 Identifying and using signposting language

1 and 2 These tasks prepare students for the writing in Task 6. Once students have done the tasks in pairs and checked their answers, refer students to Independent Study.

Answers

- 2 1 whereby 2 When 3 when 4 where 5 in turn
6 The result is that

INDEPENDENT STUDY

Give students examples of each type of process. The language information they can record with each one includes use of signposting language, use of tenses, and specific vocabulary such as *process* and *stage*. Encourage them to build their own bank of examples on paper or electronically. At a later date, you can review students' collections of materials as a class task to monitor the extent of their independent study. This material can be built up gradually into a portfolio for display and for review purposes.

TASK 6 Writing a short description of a process

1 and 2 This task lets students apply the skills and language learnt in this module and previews Unit 6B. Give students time to study 1 individually, followed by the opportunity to ask questions and get clarification. Set a time limit of about 25 minutes to do the task, allowing students to use whatever resources you consider appropriate. Refer students to the photo and ask them to identify which part of the process it refers to (8 – Transportation). Tell them to research other visuals online if helpful. Advise students to check their writing both during the task and after they have finished. When they compare their descriptions, remind them not to copy each other but to suggest improvements. If students' texts are very similar, ask them to paraphrase some parts of the texts. As an extension, give students

a heading or noun phrase such as *the creation of a language portfolio* and ask them to write a list of stages summarizing the process, e.g. the search for materials, the evaluation of materials, the identification of (signposting language), the collection of materials. Students could then be asked to summarize the process in a paragraph or orally.

Sample answer

The production of timber is a complex process which involves both nature and humans. First, seeds are planted in a controlled environment. This is followed by the cultivation stage where the seeds grow rapidly. When the seeds have developed into seedlings, after four weeks, they are replanted in a forest. The next stage is pruning, whereby the trees are strengthened by regular cutting of lower branches. The result is that the trees continue to grow. As soon as they are mature, the trees are felled for timber, which is transported to a timber yard. The timber is used for building, furniture, and in the paper industry.

6B Writing Descriptions (2)

TASK 1 Critical thinking - understanding types of process

1 The concepts of *natural* and its antonym *man-made* should be familiar to students. Give an everyday example to clarify, e.g. a cotton shirt is made of natural fibre, while a polyester shirt is man-made (sometimes known as *synthetic* in this context). After completing the task, ask students to think of more examples of processes to test each other with. Share any interesting ones with the whole class.

Sample answers

- 1 N - a natural process which people have no control over
- 2 N/M - the earthquake is entirely natural, but people build in earthquake zones and not all their buildings are earthquake-proof
- 3 N/M - essentially natural, but human activity (such as skiing) can set off avalanches
- 4 M - due to poor ocean management and overfishing
- 5 N/M - using natural processes such as bacterial cultures, but human-led
- 6 N/M - partly a natural process, but also down to the child and how much they use their muscles in exercise

2 In this task, students use their knowledge, combined with that of other students, to investigate some of the processes in more detail. Present an example to illustrate the task, e.g. (6) the development of muscle in a child's body: to some extent the process takes place naturally as the body is programmed to grow and develop. However, a lot of the development is down to the child - if they do more exercise, their muscles will develop more fully. When muscles are used, they grow; if not, they decrease in mass.

TASK 2 Analysing descriptions of processes

1 This task continues the theme of natural versus artificial processes. Ask students to read the texts carefully. To guide them, you could set mini-tasks such as to count the number of stages in each process. Invite whole-class feedback to determine the extent to which each process is natural or brought about by human activity.

Sample answers

Text 1: urbanization is essentially driven by human activity. There may be side-effects which are natural, e.g. increased flooding in concreted areas, shifts in bird species and habitats.

Text 2: flooding happens naturally, but human activity can affect it, e.g. when water meadows and fields are built on and drainage possibilities decrease.

Text 3: making soy sauce: this process is driven by humans, but as the text makes clear, essential parts of it are natural processes, mainly fermentation. The natural processes are essential to the making of soy sauce. The process of pasteurization is again facilitated by humans, but during the process the bacteria are killed naturally by the high temperature.

2 Remind students that it is useful to work out the main purpose (or type) of text. Do this task as a quick whole-class check, or ask students to choose the adjectives individually first.

Answers

Texts 1-3 are essentially all descriptive, informative, and explanatory. This type of text is known as *expository*, which contrasts with other academic texts which are more persuasive and argument-driven.

3 Most texts have one or more perspectives. There are at least thirty frequently-used perspectives, of which eight are given here. Students may not agree with the answers given below, but this is acceptable if they can give reasons for their disagreement and their own selections.

Sample answers

Text 1: social, environmental

Text 2: ecological, environmental

Text 3: cultural, biological, chemical

4 After students have put the stages in the correct logical order, tell them to revisit each of the three texts and work out how the stages evolve in each one.

Answers

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

All stages arguably appear in all texts, although there is limited evaluation (mainly at the end of Text 1). Although short, each text has a concluding sentence.

5 This task helps students identify generic language which they can then use in their writing, particularly in process texts on any topic. Explain that some language is clearly specific to a text, e.g. *urbanization*, while other language is clearly generic, e.g. *the first stage is*. Other language falls between these two categories, e.g. *the movement of (people)*. Students can judge which category to put the language in. The sample answers below include only the generic language.

Sample answers

Generic language in **bold**

Text 1

Urbanization **is an important process which typically takes place** as countries become industrialized. **The term** 'urbanization' **refers to the** movement of people from rural areas to urban areas or cities. **There are a number of stages in the process** of urbanization. **The first stage is simply that** people move from rural areas into cities, particularly into suburban areas or the edges of cities. **Meanwhile** other city-dwellers may move from the city centre, **where** it can be crowded and expensive, to the suburbs. City-dwellers may even be relocated there as part of a redevelopment plan. **The next stage is the** growth of the suburbs. **These** can grow **both** geographically **and in terms of** population density. **Thus** the city becomes larger in extent or area, **and in turn** more crowded in particular areas. **As** the population in rural areas declines, urban areas grow, **which** accelerates the process.

Text 2

Flooding **occurs when** a large amount of water enters a given space, such as a valley, and cannot flow away fast enough. **The process normally begins when** there is heavy rainfall. **This means that** large volumes of water flow into an area, directly from the rainfall itself as well as along rivers and down hillsides. **Some of this** water drains away naturally. **However, when** much of the land is covered in concrete as in the case of cities and roads, the outflow possibilities are restricted. **As** more water continues to flow in, there is limited opportunity for it to flow out again. **Following this**, water volumes reach unusually high levels **whereby** rivers burst their banks and the land, including fields and buildings, is flooded. Floods can last for a few hours or many days before the water levels go down. **When** the water does subside, **there is likely to be** a considerable amount of mud and debris left behind.

Text 3

The traditional process for making soy sauce **is still used** for making sauce of high quality. In Japan **it starts** in April and **continues** for a whole year, making use of the changing temperatures in the different seasons. **There are several stages**, and fermentation is carried out by many different moulds, bacteria, and yeasts which **successively** predominate in the developing sauce as conditions change to suit them. **In outline the process is this**. Defatted, steamed soya beans and roasted, crushed wheat are mashed together. The mixture is inoculated with *tane-koji*, a starter culture of the two necessary *Aspergillus* moulds, and is allowed to ferment, **then** mixed with a strong salt solution and inoculated with another starter containing several kinds of bacteria and yeasts **for a further** fermentation which lasts from 8 to 12 months. **The reactions in this last period** create a complex blend of substances contributing to the final flavour.

The chief elements are salt, amino acids, organic acids (lactic and acetic), alcohols, sugars, and numerous volatile aromatic substances including vanillin, the flavour principle of vanilla. **When** fermentation is complete, the mixture is filtered or racked to extract the sauce; **and this is commonly** pasteurized to kill the remaining organisms and arrest fermentation. One ton each of defatted soya beans, wheat and salt **produce** 5,000 litres of soy sauce.

INDEPENDENT STUDY

The overall purpose of a text is an important point, and an understanding of it will help students' reading. Explain that a skilled reader can identify the purpose of a one- or two-page text within a minute. If students can assemble several texts, they can actually time themselves. Over a period, the time they take to establish the purpose should decrease. This does not mean that they can understand everything about the text, or even the main point (which is different to the purpose). Examples of typical main purposes are: describe a process; present an argument; propose solutions to a problem; speculate on causes and/or evaluate effects; present information, e.g. biographical, historical. There are many other purposes depending on the context; for example, the purpose of a text may be to sell something.

6 As with the identification of the generic language, the categorization is also not always clear-cut. Explain that it is useful to identify each item of language in terms of its function so that students can use it appropriately. You may wish to discuss some of the categorization choices with your students.

Sample answers

Text 1

Language used to define / explain the process: is an important process which typically takes place, The term (urbanization) refers to, These (can grow) both (geographically) and in terms of

Language used to connect or describe the sequence of stages: There are a number of stages in the process, The first stage is simply that, Meanwhile, The next stage is the

Language used to show a connection between ideas and events: where, Thus, and in turn, As, which

Text 2

Language used to define / explain the process: occurs when, This means that, there is likely to be

Language used to connect or describe the sequence of stages: The process normally begins when, when, As, Following this, When

Language used to show a connection between ideas and events: Some of this, However, whereby

Text 3

Language used to define / explain the process: The traditional process for making (soy sauce) is still used, In outline the process is this, The chief elements are

Language used to connect or describe the sequence of stages: There are several stages, then, then, When

Language used to show a connection between ideas and events: successively, for a further (fermentation), The reactions in this last period, and this is commonly (pasteurized)

ACADEMIC LANGUAGE

The passive (2) Using active and passive forms

This continues looking at the passive, building on the coverage in Unit 4B. Explain to students that the reason the passive is often used in academic texts about processes is because they tend to focus on inanimate things such as *land*, *cities*, *mixture*. These naturally become the grammatical Subject of the sentence. Inanimate things often have something done to them, which means that the passive has to be used, e.g. *The mixture is filtered or racked*. The passive, then, is used to keep the focus on what is being described. It is perhaps worth pointing out that the passive can also be used to talk about processes connected with animate things, e.g. animals in a food chain or patients in a hospital. As practice, ask students to put some of the examples into the active, e.g. *Much of the land is covered in concrete* → *Construction workers cover / have covered much of the land in concrete*. Students should be able to see that the active form doesn't sound 'right' nor does it fit the context. Refer students to pages 207-8 of the Language reference for more information.

TASK 3 Using verbs in the active or passive

1 Ask students to focus on the verbs in Text 3. They can either copy down the verbs separately or highlight them in the book using different colours or symbols (as below). In Text 1, which describes a man-made or human-based process, most of the verbs are in the active voice. In Text 2, which describes an essentially natural process, again most of the verbs are in the active. Many of these are intransitive, e.g. *as more water flows in*. As the answers below illustrate, Text 3 has a balance of verbs in the active and passive. Ask students to respond to the passive forms with the question *By whom?* (or more informally *Who by?*). This question helps explain why the passive is used. For example, *The traditional process for making soy sauce is still used for making sauce of high quality*. By whom? (people who make soy sauce / soy sauce manufacturers). In this example, the passive is used for the second reason given in Academic Language – to avoid saying who did the action because it is obvious.

Answers

Active verbs from Text 3: starts, continues, making use, are, predominate, change, is, lasts, create, are, is, produce

Passive verbs from Text 3: is still used, is carried out, are mashed, is inoculated, is allowed, mixed, inoculated, is filtered or racked, is ... pasteurized

2 This task allows students to put into practice what they analysed in 1. Explain that the text does not require students to make the choice of active / passive from the writer's perspective: for example, gap 2 does not make sense in the active. Ask students to put selected examples into the two forms, e.g. *It is usually understood* → *People usually understand it*. Students can then

work out which form they think is most appropriate or grammatically suitable. In most cases it is likely to be that chosen by the authors of the text.

Answers

- 1 involves
- 2 is usually understood
- 3 are reduced or removed
- 4 is called
- 5 grow
- 6 become
- 7 promotes
- 8 can have
- 9 can also carry
- 10 leaves

TASK 4 Writing about a process

1 Explain that processes can be wide-ranging. Students have looked at natural and man-made / human-driven processes; the one described here is psychological. You could ask whether anyone has experienced a similar process of adapting to life in a foreign culture. Ask students to describe the graphs: they measure the degree of happiness on the vertical axis (quantity) and, as is conventional, time along the horizontal axis.

Answer

Graph 2

2 This task is a stage in the process of writing a longer descriptive text. Point out that as students become more confident, they may not want to spend so much time on this stage, but the sentences they write will form the basis of their final text, written in 4.3. Allow students to add a reasonable amount of detail to make longer sentences.

Sample answers

- There are a number of possible stages in the process of adapting to a foreign culture when people move abroad to live.
- When someone decides to live abroad, they first move to a foreign country, initially feeling optimism and interest in new cultural experiences.
- They meet new people from different cultures, including their home culture and the host culture.
- In the second month they might start learning the local language, but difficulties and frustrations soon arise, for example when carrying out basic administration.
- Some of the early novelty then begins to wear off.
- As the months go by, perhaps six months after first arriving, the person has fewer new experiences and makes little progress in the language: they might perceive local cultural differences more negatively.
- Soon these negative feelings set in, with local conditions being seen as worse than in the person's home country, whereby the person feels some hostility towards the local culture.

- The final stage in this year-long process is a period of rebalancing, where the person readjusts to local conditions, feeling less negative than earlier but not as optimistic as in the first month.

3 Remind students that they have read three examples of process texts, and that they all followed a broadly similar structure. Ask students to write a text in a similar style using their notes. The example given below is closely based on the notes in the sample answers for 2. The other example is given on page 214 of the Student's Book. Students should read this only after they have written their own text.

Sample answer

There are a number of possible stages in adapting to a foreign culture. When someone decides to live abroad, they first move to a foreign country, initially feeling optimism and interest in new cultural experiences. They meet new people from different cultures, including their home culture and the host culture. In the second month they might start learning the local language, but difficulties and frustrations soon arise, for example when carrying out basic administration. Some of the early novelty may then begin to wear off. As the months go by, perhaps six months after first arriving, the person usually has fewer new experiences and makes little progress in the language; they might perceive local cultural differences more negatively. Soon these negative feelings set in, with local conditions often being seen as worse than in the person's home country, whereby the person can feel some hostility towards the local culture. The final stage in this year-long process is a period of rebalancing, where the person tends to readjust to local conditions, feeling less negative than earlier but not as optimistic as in the first month.

TASK 5 Critical thinking – evaluating your writing

1 In this task, students evaluate both their own and others' texts. Emphasize that it is important to be able to do both – students may be reluctant to criticize the work of their peers, but it is beneficial to the writing process. The tutor's time is limited, and ultimately students should attain higher grades if their work is critically evaluated before submission – by themselves and possibly another student. The questions focus on content and organization, but students may also want to focus on language.

6C Listening Lectures (6)

TASK 1 Using background knowledge to predict the content


1 and 2 Ask students to build on what they know about the process of photosynthesis – a staple of high-school biology classes. As a guide, students can work through the *wh-* questions, e.g. *When did the process evolve,*

and when was it discovered? How does photosynthesis take place? What does the process involve? Which plants photosynthesize? Why do they photosynthesize? Where in the world does it happen? Who are the main researchers in the area? Some students may not know very much; others may be quite knowledgeable. With topics like this, it is useful to use this natural information gap to develop whole-class interest and development of knowledge. You could ask for a volunteer to note down all the relevant points raised. Students can then use this list to predict what information the lecture is most likely to contain, saying why.

Sample answer

The essential nature of photosynthesis is how plants transform carbon dioxide and water into carbon-based energy using the energy from light. Oxygen is the waste product, which is released into the atmosphere.

TASK 2 Listening and note-taking (1)

1 and 2  **6.1** Students should be familiar with listening to lecture extracts and note-taking. Aim to show the extract once before checking student answers. Then ask students to collaborate to maximize the completeness of their notes.

Sample answers

- 1 primary production: starting point of all life in marine systems / *the process by which organic compounds are produced from carbon dioxide*, i.e. organic compounds – building blocks of life
- 2 photosynthesis: at the centre of primary production process / *the process by which plants and algae use energy from sunlight to produce new organic matter* / photosynthesizing plants are the fundamental food source of marine ecosystems
- 3 plants and algae: absorb sunlight energy → this energy converts CO₂ into organic compounds (esp. sugars). Oxygen is a by-product. Plants, e.g. sea grass. Algae, e.g. seaweed.

3 This task requires students to reprocess their notes. The stages in this process are: writing sufficient notes → understanding the notes → being able to work the notes into a fluent explanation. When the task is completed, ask students what they found difficult and what they can do to overcome these difficulties.

TASK 3 Using notes to give a detailed explanation of a process

1 As with Task 1.1, some students are likely to be able to do this task more comprehensively than others. Try to build up a whole-class order.

Answer

The actual order mentioned in Extract 2 (which students are about to listen to) is: absorb, use, convert, break down, release, produce, grow, take in, (grow), generate.

2 **6.2** Having completed 1 and familiarized themselves with the necessary verbs, students focus on the content as delivered by the lecturer. Again, aim to show the extract once before checking.

Sample answer

- Energy from sunlight absorbed by plant / algae
- This energy converts CO₂ to organic compounds, esp. sugars
- This organic matter is broken down (process of respiration) + releases energy / heat
- Oxygen produced as by-product
- Plants + algae (seagrasses / seaweeds / kelp), i.e. photosynthetic organisms are primary producers
- These grow like land-based plants / take in CO₂ through photosynthesis → grow by absorbing nitrogen + phosphorus, etc. → generate new biomass (i.e. biological organisms in oceans)

3 As with Task 2.1, students take turns to explain the process, based on their notes.

TASK 4 Recognizing referencing language (1)

1 Emphasize that lecturers often do not signpost their lectures clearly and may use a wide variety of language to refer backwards and forwards in the lecture. The examples here are a small selection of possible language items. Students should be able to match most of the functions as they have already listened to Extract 1.

Answers

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

2 **6.1** This second listening of Extract 1 should be sufficient for students to check their answers.

Sample answers

Other examples of similar language could include: today we're going to be talking about; as we've seen; As we know; If you think about; That is to say; And in the process

TASK 5 Listening and note-taking (2)

1 **6.3** As before, students take notes while listening. It is useful practice to learn to deal with what comes up, rather than pre-teaching vocabulary and explaining the order in which items are mentioned. Some of what any lecturer says is redundant or unnecessary and there is usually also repetition and irrelevance.

Sample answers

- fishing methods in use today: hand-held line and hook - spotter planes tracking bluefin tuna, then shot with electrified harpoons from high-speed boats - active gear - trawl net towed behind a boat; giant seine net; spears; harpoons; dynamite; passive gear - gill net; long line method; lobster pots; fish traps
- the impact of commercial fishing on the marine ecosystem: these methods are not very selective - lots of by-catch - environmental costs - damage to seabed, coral reefs, coastal ecosystems (e.g. kelp forests)

TASK 6 Recognizing referencing language (2)

1 and 2 **6.3** Students practise listening for key referencing language which should help them navigate the lecture. After listening, students should be able to build up a complete picture by comparing their notes. Note that the functions given are not necessarily in the same order as those mentioned by the lecturer.

Answers

- 1 OK, moving on now to fishing methods / We're going to be talking about
- 2 One of these, as we've seen, is
- 3 what I also want to do is focus on / So we'll be looking at
- 4 Put simply / That is to say
- 5 However
- 6 You might think that's extreme, but

INDEPENDENT STUDY

Normally the core part of a description of a process is devoted to explaining the process itself, but often an aspect of this is then evaluated. For example, Text 2 on page 092 is essentially descriptive, but could logically be followed by some evaluation of the seriousness of certain types of flooding or the mud and debris left behind. Unit 11 looks in much greater detail at evaluation. Students can look out for positive or negative adjectives such as *effective, important, influential, serious, dangerous, powerful, catastrophic*.

TASK 7 Critical thinking - discussing the content of a lecture

1 Following the listening and note-taking stages, students now have a chance to reflect on their learning. Encourage students to allow everyone in their groups to speak, and talk about any difficulties in comprehension, information learnt, and ways of dealing with other impacts of commercial fishing methods.

6D Speaking

Presentations (2)

TASK 1 Identifying the stages in the production of a poster

1 and 2 These tasks introduce students to the process of poster production. It is highly likely that students will not have produced a poster before. Point out that the module will provide step-by-step assistance and that the process of preparation and production is as important as the end product. As preparation and contextualization (using a picture search engine such as Google Images), you could find examples of student posters and/or students standing next to posters ready for presentation. Ask students to do 1 individually before checking with other students and listing other possible steps.

Give a time limit for 2 of 5–10 minutes and, if necessary, prompt students with one or two ideas from the sample answers below.

Answers

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

Sample answers

- 2 1 looking at other posters; finding out how to make posters; searching for appropriate software; finding out how to present posters and any special tips or problems; finding a cardboard tube for storage of the poster; finding a reprographic centre that will produce the poster
- 2 searching for information on the internet and in books and journals; asking a tutor for information or help
- 3 using software to work on the layout; working out the size and dimensions of the poster; measuring the dimensions of the different boxes; thinking about colour, diagrams, and photographs
- 4 editing material to fit the poster boxes; making a paper and/or electronic mock-up of the poster
- 5 making a list of different options
- 6 printing a sample; checking; printing or laminating the poster; making two copies in case one gets damaged

TASK 2 Analysing the design and organization of a poster

1–3 These tasks can be done together and then discussed as a whole class. Set a time limit of 15 minutes and help students where necessary without interfering with the flow of discussion. When discussing as a whole class in 2, point out that each section is important. Also point out the importance of how the poster looks overall – it must attract people when on display. In 3, make students comfortable with the idea of challenging the layout of the poster. Inform them that certain items such as the title are usually fixed, but others may be moved around.

Answers

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

TASK 3 Referring to various parts of the poster

1 and 2 The aim of these tasks is to help students navigate the poster. 1 can be done as a whole class. Once students are clear how to use the phrases and have practised them in pairs or groups, ask a few students to describe the location of some of the items. Remind students of the left-to-right and top-to-bottom (i.e. clockwise) direction that their explanation should follow. For further practice, students could be shown another poster (either life-size or on the internet) and asked to practise navigating it in pairs. To round off this task, (a) one student could describe the positions of the

various sections of the poster in Task 2.3, or (b) describe the positions yourself on a new poster, or (c) ask one student to come to the front of the class and describe the positions of different sections of a poster.


Sample answers

- 2 2 just below the title here on the right are the aims and objectives
- 3 this image in the top left is an example of the project
- 4 here in the box below the image we have a flowchart showing the process involved in the development of the project
- 5 in the bottom left-hand corner we have details of the main sponsors
- 6 on the right hand side there are some background details
- 7 and below that are the outcomes and quotations

INDEPENDENT STUDY

Students can keep a list for referring to any type of diagram or slide, not just posters. Possible subdivisions for the phrases referring to the poster are those beginning with **in** (in the box / middle), **at** (at the top / bottom), **on** (on the right-hand / left-hand side), **here** (here, to the left / right of), **to** (to the left / right of).


TASK 4 Giving a brief overview of a project

1 and 2  **6.4** This task gives students an opportunity to watch a student describing a poster for a project. Show Extract 1 more than once if necessary. When students have had a chance to practise themselves, show Extract 1 again. Ask students to discuss how well they think the overview was presented and to give evidence. Further practice could include analysis of the student's delivery including stress, intonation, pausing, and body language (as revision of Unit 5C).

Answer

- 1 title, background, development, visual / image, aims and objectives, outcomes, main sponsors

TASK 5 Responding to requests for further details

1–3  **6.5** These tasks introduce *Wh-* clauses for use in making the poster presentation in Task 7. Delay any grammatical explanation until students have read Academic Language after Task 5. When students have watched the extract and checked their answers for 1, ask them to do 3 in pairs, making a list to compare with other students.

Answers

- 1 1 b 2 e 3 a 4 d 5 c
- 3 Question asked: Could you run through the aims and objectives in a little bit more detail?
Other ways to ask for more information:
1 Can you take me through the process?

- 2 I'd like to know more about how you got sponsorship for the project.
- 3 Are these quotes from people genuine?
- 4 There are some outcomes here. Is the project still running and has it ...?
- 5 I'm interested in the background to the project as it's something we might like to replicate in our own community. Can you expand a little bit on it?
- 6 Was the photograph taken by one of the people on the project?

4 Students can remain in the same pairs and ask and answer about the poster.

ACADEMIC LANGUAGE

Sentence structure (3) *Wh-* clauses in spoken descriptions

After working through this section, ask where students might have heard such clauses before, e.g. on TV cookery or DIY programmes, or in descriptions of processes or teachers' instructions in class (*What we are going to do now is ...*). Discuss with students (a) how these phrases could be translated into their own languages, (b) what difficulties they might face when using them in English, and (c) how they differ from noun phrases, i.e. they are verb phrases.

TASK 6 Using *Wh-* clauses in explanations

1 This task gives students practice in using *Wh-* clauses. First ask students to explain the example. Then ask them to do the task individually and compare their answers in pairs before checking with the whole class. For further practice, students can find examples of *Wh-* clauses in recordings on Oxford University iTunes and other academic websites. Alternatively, give students journal or textbook extracts and ask them to look for examples of *Wh-* clauses. They can add the extracts and any recordings to their portfolio of materials and to their playlist.

Answers

- 1 What happens next is the movement of people from city centres to the suburbs / What happens next is that people move from city centres to the suburbs.
- 2 What we did first was to establish the extent of the damage.
- 3 When to hold the final interviews was a major problem.
- 4 What allows fermentation to take place is the addition of the starter culture.
- 5 Why we became involved in the first place was to help motivate young people.
- 6 How we approached the project was as facilitators rather than participants.

TASK 7 Preparing and giving a poster presentation

1 This task will probably require students to do advance preparation. If there is insufficient time, it may be completed over two sessions with students preparing the poster in 1 first, and then doing 2 and 3 in a subsequent class. Prepare in advance any possible materials and equipment students might need, e.g. books, journals, computers, laptops, internet access, poster production software, access to the reprographic department within your institution (or an external one). With or without advance preparation, give students time to read through the tasks and make notes and ask you questions for clarification. Then ask one or more students to outline what they are going to do. Ask them to work in groups and follow the instructions. Monitor and offer help where necessary or encourage peer assistance to solve problems themselves. Students should produce a laminated poster where possible, but make sure they proofread the poster before this final step. Set a time limit of 45–60 minutes for the production of the poster.

2 and 3 In 2, ask students to suggest how long they think they need for preparation or negotiate a time limit. To help students relax before giving their presentation, ask them to go round and look at the posters. Then ask two or three pairs or groups to give their presentations to other students simultaneously to make the task less daunting. Remember that when the presentations are given everyone should be standing up, as in a real poster presentation.

TASK 8 Evaluating presentations using a poster

1 and 2 The aim of these tasks is to give students a structured checklist to enable them to reflect on the presentations and select the one they think is the most effective. You could ask students to turn the checklist in 1 into a grid. Encourage them to be constructive in their evaluations and, where applicable, to suggest improvements to the posters and the presentation. Students can keep a copy of their posters in their portfolios and use the checklist in 1 to write an evaluation of their poster and performance for reflection purposes. For further practice, you could ask students to present their posters to a different class and answer questions. The students of the different class could also select what they consider to be the best poster and presentation. If appropriate, ask students if you can keep copies of the posters as samples for reference in future classes.

TASK 9 Critical thinking - evaluating poster displays

1 This task helps students evaluate the use of posters as tools for learning in an academic environment. Encourage students to be as honest as possible about the experience of making and presenting a poster. For further practice, encourage them to write an electronic reflective journal of their experience. They can write as little or as much as they want, e.g. 25–150 words. To ensure that students also start doing this for other tasks, allow them to write their journal entries in class on a regular basis. You could set aside 10–15 minutes for this once or twice a week. As an extension, ask students to make a poster on a subject that is related to their (future) area of study, to be presented to the class at the end of the course. Give them deadlines for (a) thinking of the subject, (b) producing a mock-up of the poster, and (c) making the final poster. Then fix a date for the poster presentations so students have time to rehearse and practise. Periodically monitor their progress as the deadlines approach.

6E Vocabulary Suffixes

TASK 1 Building word families through suffixes

1–4 Set a time limit of 20 minutes for completion of the tasks. While students may not be familiar with Greek and Latin origins of suffixes, attempt to elicit the benefits which a knowledge of all suffixes can bring, e.g. being able to work out the meaning of unknown words, build word families, and build and understand complex words. Students can do the tasks individually, checking their answers at the end of each task with a partner before continuing. You might want to check comprehension at the end of each task. When students have done all four tasks, ensure that they understand by asking them to transform other words or give them words with incorrect suffixes and ask them to correct them. For further practice, students can be encouraged to record vocabulary in word families – not just new words, but words they already know, as well as looking for examples of suffixes in selected texts.

Answers

- 1 2 connective 3 generative 4 infectious / -ive
5 influential 6 interactive 7 inventive
8 respective / -ful 9 repellent 10 truthful
- 2 2 create (v) → creation; creativity; creativeness
3 connective (adj) → connection; connectivity
4 develop (v) → developer; development 5 infirm (adj) → infirmity 6 mature (adj) → maturation; maturity 7 rough (adj) → roughness 8 smooth (adj) → smoothness 9 store (v/n) → storage 10 treat (v/n) → treatment
- 3 2 carbonate 3 differentiate 4 diversify
5 electrify 6 intensify 7 internationalize
8 privatize 9 publicize 10 subsidize
- 4 1 attractively, generatively, infectively, influentially, interactively, inventively, respectively / -fully, truthfully
2 bravely, creatively, developmentally, infirmly, maturely, roughly, smoothly
3 differently, diversely, intensely, internationally, privately, publicly

TASK 2 Using multiple suffixes to build more complex words

1 and 2 Explain that a knowledge of the process of building complex words can help students work out the meaning of unknown words. Once students have checked their answers in pairs, for further practice give them a text or text extracts containing a range of words with suffixes. Ask them to identify them and describe how they were built up into complex concepts.

- 1 connectivity 2 developmental 3 dramatization
4 electrification 5 interactivity 6 internationalization
7 nationalization 8 standardization 9 subsidization
10 urbanization

UNIT 7 Culture

ACADEMIC FOCUS: COMPARISON AND CONTRAST

INTRODUCTION

Unit 7 focuses on the essential elements of comparison and contrast. These occur frequently in academic texts and may form part or all of a text. Students need to learn that comparisons between two or more items typically lead to evaluation. Throughout the skills modules of the unit, students learn to recognize comparative language and different approaches to comparison.

7A Reading gives practice in reading and writing extended definitions of the abstract concept of culture. Concepts like culture are difficult to define, and students should be aware that there is a degree of subjectivity in such definitions. They are an important feature of academic writing – textbooks and journal articles often take a whole paragraph to define and discuss the meaning of key concepts. Students can apply their understanding of definitions of abstract concepts to their own reading and writing. The module presents a useful overview of comparative language using a range of grammatical structures. Students learn that talking about differences tends to involve generalizations. They first link these statements to the correct source given in the text, before responding to these generalizations in the final critical thinking task.

7B Writing focuses on comparison essays. Being able to write such essays is useful for all students in the academic world because they occur across all disciplines. The body paragraphs in comparison essays have two basic structures: *a block structure* and *a point-by-point structure*. In the former structure, the points relating to each item for comparison (from the essay title) are discussed in one paragraph. In a point-by-point structure, each point has a separate paragraph with the two items from the essay title being compared within the paragraph, from different perspectives. Students should learn to use the most appropriate structure to meet their aims, so it is useful for students to be able to write using both structures.

7C Listening gives students practice in pre-reading about the topic of a lecture – an important preparatory technique in order to enhance both comprehension and note-taking ability during the lecture itself. As students listen to lectures, they may need to take detailed notes such as data about a subject. This requires concentration and practice. Students need structured help to build their confidence in taking such notes before doing so for longer extracts.

7D Speaking continues the theme of culture by focusing on the subject of personality types. This context provides a vehicle for students to prepare their own comparative material for use in a seminar. In doing so, students develop a range of key academic skills, including processing information and critical thinking. As this unit begins the second half of the book, students can increasingly use information and knowledge from earlier units, such as Unit 5 (the theme of which is ‘intelligence’). Students should now be acquiring an awareness of the cumulative nature of the learning process.

7E Vocabulary investigates the essential phenomenon of words which have both general and technical meanings. Technical meanings tend to be more specific and limited to certain disciplines; they are also less frequent than the general meanings. Students provide the words from their knowledge, using given contexts, and then categorize the words into different disciplines.

Discussion

1 and 2 Set a time limit of 15 minutes for both tasks. Elicit general reactions to all the concepts, not just the one which students feel most differently about. As an extension, elicit what students feel about a selection of the concepts from different perspectives, e.g. *country* from a financial or cultural perspective. Then discuss what changes such an approach might produce.

7A Reading Textbooks (5)

TASK 1 Critical thinking - evaluating definitions

1 First elicit criteria for evaluating a definition. One way to do this is to start with the final evaluation, e.g. *I prefer definition 1 because it's clear ...*. Students should then be able to process this into an evaluative question, e.g. *Is the definition clear?* Other possible questions are:

- Is the definition complete?
- Does it pass the 'gap test'? (Can language users at this level supply the key term if it is missed out? Try this with a simple word from the dictionary, e.g. ____: *a large wild animal of the cat family, which has yellowish fur with black lines (= stripes) and lives in parts of Asia.* Answer: tiger.)
- Does it actually define the word, or simply list characteristics?
- Is the language comprehensible, or is it at a higher level than the term itself?

Ask students to read definitions 1–3 carefully in the light of such questions. They can then compare answers in pairs or small groups.

2 Students now have the opportunity to improve on any observations and criticisms they had of the three definitions. Ask them to propose any further characteristics to add from the selection given, using their own knowledge and saying why.

3 There are a number of ways to write a definition. If the term is uncontentious, the verb *is* can be used, e.g. *A tiger is ...*. With more contentious terms, such as *culture*, a modal verb can be added, e.g. *Culture can be seen as / may be defined as ...*. Alternatively, the definition can be subjectively framed, e.g. *I / We define culture as*. Traditionally, definitions move from the **term** (e.g. *culture*) to the **class** (e.g. *a system*), to the **characteristics**, such as those given in this task. Ask students to check carefully, then present their completed definitions to the class for critical responses. As an extension, you could present the following sample definitions from high-B2 students for evaluation:

- We define culture as a combination of all the values, traditions, and beliefs shared by a group of people coming from the same origin(s), together with language, education, and ethnicity shared by a specific group of people.

- We define culture as a combination of many factors such as language, education, (religion), behaviour, and history that characterizes a society or influences a specific group of people willing to share, and which both influences and is influenced by people.
- We define culture as a combination of customs and religion carried by a group of people who share the same historical background and language, and have a language in common.

TASK 2 Reading extended definitions in context

1 Ask students to say how many definitions are included in paragraph 1, where each definition starts and ends, and what is the source for each one: Bates and Plog (1990) are paraphrased in the definition in sentence 1; Hofstede's (1994) definition is reported in sentence 2; it is not certain where Dahl's definition starts, and it is cited without a date. It's possible Dahl's definition is only the material in the last sentence, in which case the three sentences beginning *The values ...*, *These rules ...*, and *Culture comprises ...* are the ideas of the authors. It is worth talking through issues like these – they give a useful message that textbook writers do not always write faultless texts, and it is legitimate for the reader to question the content. Students can respond to the characteristics included: they might have included other characteristics which they feel are important or necessary. The characteristics mentioned in the text include shared beliefs, values, customs, behaviours, religion, language, non-verbal communication, diet, dress, institutions. Ask students to discuss these and defend their own selected characteristics.

2 To do this task, students need to decide where each definition starts and ends, as discussed above. The final definition is the least clear.

Answers

Bates and Plog: *Culture can be seen as ...*

Hofstede: *Hofstede ... described these elements of culture as ...*

Dahl: *Culture is dynamic ...*

The first of these (Bates and Plog) is hedged, using a modal verb: *Culture **can** be seen as ...*. In addition, in the middle of the paragraph a definition is introduced with the verb *comprise*. The reader has to assume this represents the idea of the authors.

3 Refer students back to paragraph 1 of the text. Point out that the paraphrases given serve as useful samples for their own written work.

Answers

Bates and Plog: 3; Hofstede: 1; Dahl: 1

INDEPENDENT STUDY

Ask the class to come up with at least ten examples of abstract nouns representing concepts which have multiple or 'difficult-to-define' definitions. Feed in others as necessary, e.g. *identity, happiness, behaviour, class, beauty, liberalism*. Using a search engine, students should independently find and compare definitions for each concept. Ask them to note the sources. Depending on the concept, these may include wikis (e.g. Wikipedia), media (e.g. *The Guardian*), universities (e.g. Princeton), dictionaries (e.g. *Oxford Advanced Learner's Dictionary*), organizations (e.g. Unesco), government departments (e.g. the UK government Department of Media, Culture, and Sport), as well as companies and individuals. You could also ask students to evaluate the reliability of these sources. Time permitting, students could briefly present the results of their searches in class.

TASK 3 Recognizing similarities and differences

1 This task requires students to read the whole text in a reasonable amount of detail. With reading tasks generally, and detailed reading in particular, some students tend to always read in the same way. Remind students that we read for a purpose, e.g. to extract particular information (as in this task). In order to help focus their reading, you could try the following techniques: give a time limit to encourage students to read at a reasonable pace; do not answer student questions on language and meaning unless they are directly relevant to the task; stress that, at this stage, students should only be concerned with completing the table.

Answers

- 2 West focuses more on detail
- 3 Americans focus on detail (e.g. tiger); Chinese focus on context
- 4 West prizes individuality
- 5 Japanese follow agendas flexibly
- 6 Australians are self-centred, one-sided; Koreans apparently not so

2 Draw students' attention to the source reference given at the end of the text – it is taken from a business textbook, *The International Business Environment*. Students should therefore expect the content to be business-oriented. In this extract, clearly the topic is culture, and the main perspective is likely to be business. This task alerts students to this expectation, which is largely confirmed. The social perspectives come early in the text and are associated with the definitions of culture. Try discussing and eliciting these points in order to raise awareness of the context of the text and the expectations of its audience.

Answers

Social perspectives: points 1, possibly 3, 4, and possibly 6
Business perspectives: points 2, 3, 5, 6

TASK 4 Linking in-text references with main ideas

1 This task requires students to link ideas in the text to the correct source. Explain that it is a crucial academic skill, as in their academic writing students need to correctly attribute ideas found in texts. Mention or elicit the two major referencing systems: author-date (e.g. APA, Harvard); numerical (e.g. Vancouver). The text in this module follows an author-date system, although as seen in paragraph 1, the date is not consistently given. Ask students to look at the example, based on paragraph 8. There are two aspects to draw to their attention – the paraphrase and the reference. Ask students to study the paraphrase. First, they should carefully read the text (the latter half of paragraph 8): *Even though Australia ... situation or position*. This very long sentence, 53 words, is clausal in style, i.e. it has a subject, a verb, an object, etc. The paraphrase, meanwhile, utilizes a much more concise noun phrase: *Australia's hard-sell techniques*. The paraphrase sums up the whole sentence very effectively. As for the reference, it is easy to miss the author, Lee, who is introduced in the preceding sentence. Emphasize that it is necessary to understand that authors and their dates are often separated in academic texts, and that students can do the same in their own writing.

Answers

- 1 (Oudenhoven and van der See 2002)
- 2 (Nisbett 2005)
- 3 (Hofstede 1991; 2001)
- 4 (Hofstede 2007)
- 5 (Hofstede 1994)

2 Start by asking students what the main point is in paragraph 9. (The main point is that the authors emphasize the importance of taking cultural factors into consideration when doing business in other cultures.) Then ask students to point out how they know this is the main point. (There are two statements, one sentence each, telling them. The reported one has a reference at the end.)

Answers

Author's own evaluation: *The upshot is that business has to take cultural differences into account when considering entry to foreign markets through exports, joint ventures, or through takeover or greenfield investment*. (This is the first sentence of the concluding paragraph, where the reader would expect the text writer to express their view.)
Reported evaluation: *Similarities ... their culture* (This is the second sentence, and is referenced.)

3 This task requires students to put the authors' conclusion into their own words, and was effectively previewed in the opening task suggested in 2 above. In their answers, students do not need to put a reference to the authors of the text (Hamilton & Webster) as the paraphrased conclusion is likely to be part of a

longer text, which would itself give the reference. When comparing their answers, ask students to do the following tasks:

- Check that the main point is clearly expressed.
- See that there is no unnecessary detail (e.g. an example).
- Check that the language is accurate and appropriate.

Sample answer

The authors conclude by emphasizing the importance of taking cultural factors into consideration when doing business in other cultures.

ACADEMIC LANGUAGE

Comparison and contrast language (1) Grammatical categories

This gives an overview of the main grammatical ways of expressing comparison and contrast. If possible, elicit them from students first. You may find they will mention comparative adjectives, e.g. *more interesting*, but explain that a wider range of grammatical choices is available, as the text in this module illustrates. Clarify and extend the information presented with the following points:

- The grammatical term *conjunctions* covers both *coordinators* and *subordinators*. Traditional grammar books often put the latter two together into the one category of conjunctions; more recently they have tended to be separated into two different word classes. Conjunctions join clauses. Coordinators (the main ones being *and*, *but*, or *or*) join equal units, while subordinators are the first word in a subordinate or dependent clause, which cannot stand on its own, e.g. **whereas** *large differences may cause major difficulties*.
- Comparative adjectives are clearly the main way to compare two or more things. To check the grammar in more detail, refer students to page 200 of the Language reference.
- Noun phrases use the more familiar comparative adjectives, e.g. *similar*, *different*, in noun form, i.e. *similarities*, *differences*. These can then be built up into a phrase, e.g. *various similarities*, *significant differences*. Other examples of nouns include *contrast*, *comparison*, *resemblance*, *parallel*.
- Adverbials can easily be added to (or taken out of or moved around) a text. Other examples include *likewise*, *in the same way*, *in comparison*, *conversely*, *instead*, *nonetheless*. Ask students to check how these are used.
- Verbs can combine with modal verbs to hedge the meaning, as in the example given: *can vary*.
- The category of prepositions is a useful addition for students – they are widely used in academic writing, so encourage students to use them.

TASK 5 Using comparison and contrast language

1 The aim of this noticing task is firstly to ensure that students understand the meaning in the text (e.g.

whether two things are similar or different) and secondly to give them a useful body of language to use in their own writing.

Answers

Noun phrases: *a completely different (cultural context); A similar point; a more flexible approach; (cultural) differences between; Such differences; Subordinators: Whereas; Even though; Adverbials: On the other hand; However; also; nevertheless; Verbs (including extra material): can vary significantly; (has to take cultural) differences (into account)*

2 Ask students to collaborate in pairs or small groups, with at least one student with a good knowledge of grammar in each group if possible. Remind students that they can easily refer to Academic Language to help them, and if necessary also the Language reference.

Answers

The grammatical categories are given in the Answers to 1 above.

Items expressing similarity: *A similar point; also*. Items expressing contrast include: *a completely different (cultural context); a more flexible approach; (cultural) differences between; Such differences; Whereas; Even though; On the other hand; However; nevertheless; can vary significantly*

3 Remind students that grammatical categories exist because the words in each category follow similar patterns, and those in different classes behave differently. Monitor students' work as they write, paying particular attention to accuracy. Typical mistakes include using commas after coordinators and subordinators, and mistakes in comparative adjective formation. The rules governing adverbials are more complex; model the sentence aloud, and if students can hear a slight pause after the adverbial, e.g. *However*, then there is likely to be a comma in the written form.

4 This task tests students' understanding and use of the comparison and contrast language. Remind them that three gaps can be left blank, so they will have to think more carefully about the wider grammatical patterns within each sentence. As a tip, suggest that students read some sentences aloud to work out if they are complete or need an additional word / phrase.

Answers

1 also 2 differences 3 larger 4 and 5 -
6 whereas 7 Similarly 8 may vary significantly
9 however 10 - 11 but 12 -

TASK 6 Critical thinking – discussing cultures

1 This task goes back into the text and encourages students to respond critically to what they have read. The obvious starting point is to ask to what extent students agree with each statement in Tasks 3.1 and 4.1. As in other discussion tasks, ask students to say why. Their own experience is a good source of examples to support

their view. Encourage students also to report anything relevant that they have read.

2 and 3 The outcome of these tasks is an informal presentation in class. Ask students to work with cultures they feel they know. If some students have not travelled much abroad, rearrange the groups to allow for at least two cultures to be represented in each group. Each group should agree on the aspects they wish to focus on. Refer them back to those in Task 1 and paragraph 1 of the text. Stress that as the focus is culture, students should not mention other aspects, e.g. transport systems. During the discussion stage, point out that statements about culture almost inevitably involve generalizations. In order to avoid being open to the criticism of over-generalization, students can use hedging structures such as modals (e.g. *can, may, might*) and adverbials (e.g. *often, typically, to some extent*). Join in with your own questions to challenge statements. Finish with a checklist of perspectives mentioned, e.g. business (prevalent in the text), ethnic, linguistic.

7B Writing Comparison essays

TASK 1 Critical thinking - generating ideas

1 To introduce the task, elicit the type of essay and also the two items to be compared, i.e. *a career in business* and *a career in teaching*. Emphasize the generic nature of comparison essays. Remind students of the value of using perspectives in their writing – they help to organize the evaluation of ideas and concepts from an objective standpoint. Students should be encouraged to use adjectives to describe perspectives where possible, as in the examples of *financial* and *economic*. You could also suggest further perspectives and ask students to decide whether they are appropriate or not.

Possible answers

personal, social, national, international

2 Before students categorize points 1–6, draw their attention to the fact that some points may relate to both types of career. Elicit how the perspectives can be used to categorize the points. You can refer students to the Independent Study for more help with generating ideas. For further practice, give students another essay title and ask them to list the points they want to make for each item to be compared, and suggest perspectives. At this stage, students can do this individually without help.

Answers

Business career: 1, 3, 5, 6

Teaching career: 2, 4, (5), 6

Additional items: contributing to the success of the company; helping to create jobs; helping young people to become productive members of society

INDEPENDENT STUDY

In terms of other techniques for generating ideas, students can brainstorm, do word and image searches on the internet, and discuss with friends and peers. If appropriate, you can also encourage students to keep an 'ideas notebook' with them at all times to write down ideas related to their area of study and essays they are working on.

TASK 2 Identifying ways of organizing a comparison essay

1 In order to ensure students understand the difference between the two structures here, they should do this task on their own. When the answers are checked with the whole class, ask two or three students to explain their choices and answer questions about the descriptions and structures.

Answers

1 point-by-point structure 2 block structure

2 Outlines A and B help students to contextualize the structures. Give students time to study and then match the outlines to the structures in 1. Some students may have difficulty organizing ideas and concepts. Help them by asking questions about parts of the outlines. For Outline A, elicit:

- which two items relate to the writing task in Task 1.1: *Business career* and *Teaching career*
- which points are made about each item in Outline A: *Job satisfaction* and *Impact on society*.

For Outline B, elicit:

- which point paragraph 1 discusses: *Job satisfaction*
- which items related to the essay title the paragraph mentions: *Business career* and *Teaching career*.

For further practice, give students the outlines of several essay tasks. Ask them to match the outlines to the two structures in 1.

Answers

Outline A: block structure

Outline B: point-by-point structure

3 The purpose of this task is to help students navigate the outlines in 2. It can be done in pairs or groups, followed by whole-class discussion. Encourage students to give reasons for their preferred selection of outline rather than just choosing them without thinking.

Sample answers

Similarities and differences: regarding the point of job satisfaction, in a business career this is attained by contributing to the success of a company and achieving personal success; in a teaching career, job satisfaction is attained by doing a valuable job where children and young people are helped to succeed in their studies. The similarity between the two different jobs lies in the fact they both give job satisfaction.

Effectiveness of outline: Outline A (block structure) is more logical, because it allows students to write about all the points relating to one career together in a block and then do the same for the other career. Outline B (point-by-point structure) allows students to compare the two careers in one paragraph from a particular point (of view), e.g. job satisfaction.

TASK 3 Writing an outline for a comparison essay

1–3 Students can do these tasks together in pairs. In 1, ensure that students are not all doing the same structure in their outlines. In 2, emphasize that they will not use all the points in the two lists in 1, and ensure that different points are used. In 3, the outlines could be typed up and displayed to allow comments from other students. Allow students to refine them as necessary. For further practice, provide students with an outline for the essay title in 1 which requires some redrafting. Students can then redraft it in pairs. Alternatively, do the same type of task for a different essay title.

Sample answers

- 2 Perspectives: international vs national; points: awareness of place in the world – living in ‘global village’ / awareness of individual background
Perspective: linguistic; points: world languages / keeping local language alive
- 3 **Block structure:**
Introduction
Paragraph 1: Item 1 – World culture
Point A: Awareness of place in the world – living in ‘global village’
Point B: World languages
Paragraph 2: Item 2 – Your own culture
Point A: Awareness of individual background
Point B: Keeping local language alive
Point-by-point structure:
Introduction
Paragraph 1: Point A – Awareness of place in the world
Item 1: World culture – awareness of living in ‘global village’
Item 2: Your own culture – awareness of individual background
Paragraph 2: Point B – Language awareness
Item 1: World culture – world languages
Item 2: Your own culture – keeping local language alive

TASK 4 Identifying the structure of a comparison paragraph

1 Identifying the structure of a paragraph will help students prepare for the writing of their own paragraph in Task 6. Before students assess the paragraph, ask them again to explain the two different structures: block and point-by-point.

Answer

Point-by-point paragraph. Evidence: the main point is the benefit of globalization, which is mentioned in the first sentence. The paragraph then compares the two items from the essay title (the present of *today* and the past of the *pre-internet age*) using three perspectives.

2 After completing this task, reiterate the three aspects of the paragraph here: the point (globalization), the items for the essay title (the present and the past), and the three perspectives (see Answers below). If possible, give students a similar paragraph and ask them to identify the structure and the perspectives.

Answers

technological (internet); industrial / manufacturing (speed of production and access to world markets); financial (cost)

ACADEMIC LANGUAGE

Comparison and contrast language (2) Subordinators

Emphasize the difference between coordinators, and refer students to Academic Language on pages 014 and 107, as well as page 207 of the Language reference. Use the examples to illustrate the usefulness of subordinators in making comparisons and contrasts. Point out that the two clauses in each sentence are not always interchangeable, but delay discussing this until after students complete Task 5.

TASK 5 Writing complex sentences using subordinators

1 and 2 After completing the tasks, and to develop students’ awareness of subordinators, give them two texts of similar length and content, e.g. essay extracts or texts from a book or journal. Ask them to compare the texts from the point of view of the use of subordinators.

Answers

- 1 **1** ... **whilst** in the past such businesses rarely had access to a global market
- 2** **Even though** companies had access to world markets before the 1990s ...
- 3** ... **whereas** in the past it would have taken significantly longer
- 4** ... **although** in the past manufactured products such as TVs and mobile phones were widely available
- 2 **1** *whilst* can be substituted by: *while, whereas, although*
- 2** *even though* can be substituted by: *while, whilst, whereas, although*
- 3** *whereas* can be substituted by: *while, whilst, whereas*
- 4** *although* can be substituted by: *while, whilst, whereas, even though*

3 This task gives students practice in the use of the subordinators from Academic Language. After checking the answers with the whole class, vary the order of the clauses for students to check if the clauses are interchangeable. For further practice, find an extract from a textbook containing examples of subordinators. Put the

main clauses in sentences with subordinators into one group. Then put the subordinate clauses into a different group. Ask students to complete the text by adding the clauses from each group at the appropriate place.

Sample answers

(4) Although observation of teamwork among players in team sports gives insight into group dynamics, (2) it is more useful to take part in team games in order to appreciate fully the interaction between participants. (Order probably cannot be varied.)

(5) Whilst people think being in business provides an opportunity to travel, (3) a teaching qualification, especially in English, provides even greater opportunities. (Order probably cannot be varied.)

(6) Even though it is essential to maintain a cohesive society by keeping one's own culture alive, (8) it is also very useful in the modern world to be flexible and aware of the culture of other countries. (Order cannot be varied.)

(10) Whereas working in the field of business gives the satisfaction of creating jobs and helping the economy, (9) a teaching career is equally satisfying because teachers prepare young people for jobs and for life in general. (Order cannot be varied.)

TASK 6 Writing a comparison essay

1 and 2 Before starting the task, you might want to ensure you have appropriate resources, such as dictionaries and computer access. Review the contents of the module so far, using the previous task headings. Set a time limit of 90 minutes if the essay is being written in class. Students could be asked to hand in their outline with their essay. For further practice or for homework, students could be asked to write one paragraph, or the whole essay, using the second comparison essay structure in Task 2.1. In 2, students can also peer review each other's writing and suggest improvements. Refer students to the sample answer on page 215 for comparison and evaluation.

TASK 7 Self-editing and correcting

1 This task establishes the importance of students taking responsibility for editing, proofreading, and correcting their own writing. Emphasize the need for students to understand the different types of mistake they make. For further practice, give students other short texts where they can find and categorize mistakes.

Answers

- wrong word / phrase - ~~conduct~~ operate/function - have the **an** understanding of world culture - ~~By contrast~~ Similarly
- extra word - are working
- missing word - such **as**
- wrong preposition - ~~in~~ **at** a disadvantage
- wrong spelling - ~~perpective~~ perspective
- wrong punctuation - While ..., **doing** so ...

2 and 3 In 2, as an extension, initiate a brief discussion about (a) idiosyncratic mistakes, (b) the differences between the types of mistakes when writing by hand and typing, and (c) strategies for finding mistakes. Refer students to the additional reference material on pages 211–2.

7C Listening Lectures (7)

TASK 1 Critical thinking – reading to prepare for a lecture

1 This task can be done in groups, with a time limit of 10 minutes. As preparation for the module, students can also research a comment about women working in professional fields, from the internet or another source. They can then share their comments with the class before or after they do the task. Students could also discuss statements 1–5 from a national or professional perspective, or briefly discuss women in different professions in different parts of the world.

2 After students have discussed the graph, elicit their reaction to the data. Ask them to give reasons and to compare the data from a national or regional perspective. In the case of the latter, for many students the information they have may be anecdotal; they may not be aware of any statistics and/or they may not be available. As an extension, you could ask students to identify the turning point (the early 1970s) and speculate what might have triggered the change: social changes in the 1960s, changing attitudes, education in general, the need for more skilled workers, the beginning of the 'information age'.

INDEPENDENT STUDY


Other preparatory tasks students can do are discuss with peers, do a library or internet search, and watch previous lectures on the same topic on the university intranet or on the internet. In the class, encourage students to discuss the type of preparation they prefer doing, and encourage them to vary their preparation activities.

TASK 2 Listening to confirm predictions about content

1 This task helps students contextualize the lecture by making predictions. Before referring to the pre-reading material, you might want to give students help by asking supplementary questions, e.g. *Who else might the lecture be about? If the lecturer talks about statistics about women, what would the lecturer need to provide (for men)?* Students can then check their predictions against the material on page 222. As further preparation for the listening task, you could give more pre-reading material on the same subject. Alternatively, students could collect information about Rosalind Franklin and other female scientists to develop their research skills.

Sample answers


statistics on men, the gap between men and women, a comparison between different professions

2 and 3  **7.1** 2 is still predictive. Encourage students to speculate and remind them that their answers don't have to be correct. They then listen and check their answers in 3.

Sample answers

- 2 **1** Yes. If the lecture is about men and women, there is likely to be comparison and contrast between statistics relating to both.
- 2 The main focus will be both the past and the present to show how things have changed.

TASK 3 Note-taking (6) - taking detailed notes

1 and 2  **7.1** Ask a student to explain the notes in italics in 1 and to make predictions about the missing information. Refer students to Photo 51 of DNA structure by Rosalind Franklin. In 2, students may want to watch Extract 1 several times to add to their notes. After checking and discussing the answers, play Extract 1 again for pure comprehension purposes. Discuss whether the pre-reading material has helped students orient themselves and whether more pre-reading material would have been beneficial.

Answers

The notes (in italics) are all noun phrases. They contain only the main points, and so they make the focus clearer by summarizing the information.

Previous lecture: history - scientific bodies, grown up - around world - last few centuries

Women scientists in history: everyone thinks Marie Curie - others 20th C: Maria Meyer, Lisa Meitner (nuclear physics); Gerty Cori (Nobel), Christiane Nusslein Volhard, Anne McLaren (biology / genetics) - women under-represented in major scientific fields

Comment on image: One of most important images - medical science - science of all time / Many recognize this image


Subject of image: Rosalind Franklin structure DNA

Notes on Crick, Watson, and Wilkins: (obtained information about) Franklin's work before publication / publish famous article - Nature 1953 - footnote to Franklin's data / Nobel Prize in 1962 - three men awarded

Comment on Rosalind Franklin: contribution key discovery / recognized many ways since death / sense unfairly treated - deserved better

3 and 4 These tasks are an opportunity for students to give their own views. Refer them to the statements in Task 1.1 (especially statement 1), and ask if their views have changed. Share your own views about Franklin's treatment if appropriate.

TASK 4 Taking detailed notes from a longer extract

1-3  **7.2** In 1, after students have predicted the type of information needed, they can discuss their predictions in pairs before watching Extract 2 in 2. To get closer to simulating a real lecture, you could limit the number of times you show Extract 2 to twice. Remind students that although they are listening for specific details, they still don't have to write down every word. After 3, discuss the contents of the notes students have taken, asking one student to summarize the data for each visual. Also discuss any challenges students encountered with the whole note-taking task.

Answers

Graph: (Answers in italics)

Women - veterinary and pharmacy degrees - 2001/02
women made up bulk / professional

Percentages: *just over 70 % veterinary / just under 70% pharmacy*

Comment: this has not always been the case

Veterinary degrees - 2000 - *may have been majority*

Before 1950s - *no such degrees awarded to women*

Early 1970s - *situation changed - explosion in degrees awarded to women*

Comment: interesting to note - *medical and dentistry degrees - women still under-represented - men still accounting for more than 50% both degree types*

Table: (Answers in italics)

Early 70s to early 2000s - *shows similar pattern*

Note: *figure 0.8% of degrees awarded to women*

18.9 % of degrees - *awarded to women - 2001/2 significant increase*

Men *still outnumbered women - by wide margin*

Biological and health sciences - *number degrees women exceed men in 2001/02 - 60.8% and 85.5% respectively*

4 and 5 Once students have compared their answers to 3, expect mixed reactions in 4. Some students may be surprised at the proportion of female students in certain professions today. While students may not have specific data regarding their own countries, they are likely to have a general impression. If students are interested in statistics, refer them to the wealth of data available online, e.g. www.ONS.gov.uk.

ACADEMIC LANGUAGE

Recapping

Check students understand the concept of recapping. Then compare the function of the phrases with signposting language (which also helps students process information by highlighting it, slowing the pace, and allowing students to relax concentration slightly). You could also ask students to suggest other recapping language, but delay confirming their suggestions until Task 5.1.

TASK 5 Using recapping language

1 The aim of this task is to focus students' attention on recapping language and allow them to discriminate.

Students can compare the suitable items in the list with the extra suggestions they may have made in Academic Language. Encourage students to keep a list of recapping language to add to their language portfolio.

Answers

Phrases 1, 2, 4, 6, 7, and 8 can be used to begin to recap in a lecture. Phrases 3 and 5 are not suitable (both are examples of signposting language used to indicate that the speaker has finished speaking about something and is moving on).

2 If students need more support, or their notes from Task 4.1 were incomplete, refer them to transcript 7.2 on page 230.

TASK 6 Critical thinking - evaluating advantages of preparing

1-3 The aim of these tasks is to give students an opportunity to evaluate the advantages (and any potential disadvantages) of pre-reading. If students have also started keeping a reflective journal, give them time to write comments of 50–100 words. Point out that the journal can act as a revision tool for what they have learnt. You could ask students to share their comments with each other. If appropriate, ask students if you can keep copies of their journals for future reference and use in class.

7D Speaking Seminars (3)

TASK 1 Critical thinking - discussing personality types

1 As with the definitions of *culture* in Unit 7A, *personality* is a concept which is likely to require generalizations to define and explain it. The characteristics given all collocate with / relate to personality. This gives students the context to define, exemplify, and illustrate them, e.g. *active* is an antonym of *passive* (as in a grammatical context): doing things, initiating ideas and activities, taking the lead, etc. You could also ask students for further examples of characteristics related to personality.

2 Tell students that they can use their own way of characterizing the items. Examples include:

- distinctions such as: positive / negative; scientific / artistic; creative / uncreative
- characteristics associated with certain careers; attractive characteristics; characteristics students have themselves or those that other students have
- the degree of permanence associated with each characteristic, e.g. someone may be described as *extrovert* which, in effect, labels them permanently; in contrast, the characteristic *judgmental* is more likely to apply in a temporary situation


- a linguistic perspective, e.g. which terms are easy / clear to translate into the student's first language

3 Some of students' discussions in 2 may have already touched on their own personality. Ask students to work individually, then as a variation to work with other students who know them reasonably well. The latter student(s) identify the four characteristics for their partner and these groups of students can then compare whether the choices are closely aligned, or the first student agrees with them. Some students may be unwilling to discuss their personality publicly; others may be excessively positive or negative about themselves. One way of dealing with this is to make sure such students are in small, secure groups with people they know and feel more comfortable with. Alternatively, to avoid talking about oneself, ask students to think of a figure they know, or a famous person, and analyse their personality instead.

4 This question is suited to those students who may have been less willing to talk about their personality types. If students are unclear where to start, suggest the following points:

- It seems to be human nature to describe people in general terms, e.g. *extrovert*.
- Arguably, everyone has something of every characteristic, though in differing degrees.
- Academic theories exist which attempt to classify personality types – this is the topic of this module.

TASK 2 Listening to short, informal presentations

1 and 2  **7.3** You may want to advise students to write their responses separately as there is limited space in the table. Play the recording once and visually check students' responses. Ask what students found difficult, e.g. reprocessing what Katerina says about behaviourism into just a few words. This leads into 2, where students can assist each other.


Sample answers

Ben

Main idea: based around personality – aims to classify people into categories (Jung); recognizes four basic personality functions (Myers-Briggs); Key reference(s) (author, date): Jung, 1933, Myers and Briggs, 1962; Key words: distinct, extrovert, introvert, intuition, judgment, perception

Katerina

Name of theory: behaviourist approach; Main idea: environment conditions our behaviour through reinforcement; Key reference(s) (author, date): Skinner, in the 1970s; Key words: learning by association / reward, punishment, reinforcement

3  **7.3** This task shifts the focus from meaning to language. Pause the recording as necessary to enable students to write the speakers' words. Check answers visually so that students are not listening again. Refer them to transcript 7.3 on pages 230–1 if necessary.

Answers

- Phrases to introduce the theory: *The theory I've been reading about is called / [Yes, well,] I'm going to talk briefly about ...*
- Phrases to introduce the main idea(s): *This theory, it's based around personality / essentially, the main idea is that this approach views us*
- Phrases to introduce any other key information: *it aims to / This [typology] led to / So what does that mean? / So to put it very simply*
- Phrases to signal that they have finished: *And that's probably just about it. / So, that's about all really, those are the main points.*

INDEPENDENT STUDY

This encourages students to be active listeners and focus on useful language. Check that students appreciate that the importance of double-checking the accuracy of useful phrases is that fellow students may themselves have made a mistake or be using the phrases incorrectly. As the aim of Independent Study is for students to work away from the teacher, timetabled lessons, and the classroom, ask them to report back with the results of their work and their evaluation.

TASK 3 Summarizing and building on what the speaker says

1 7.4 Explain that Extract 2 illustrates the next stage of the seminar. As a preview, ask students to put themselves in the position of the students on the recording who have to summarize the presentations. Ask them how they would do this and how they would feel.

Sample answers

Katerina's summary of Ben's presentation appears to be accurate in the key details. Also, it comes across as logical and clear. She asks the additional question to explain further about the Myers-Briggs theory.

Wang's summary of Katerina's presentation is basically correct although it could be more clearly expressed, i.e. our environment conditions us to behave in a certain way. The follow-up question is about the nature of Skinner's research - whether it was carried out on people or animals. This is a relevant question.

2 7.4 As with Task 2, students now move from meaning to language.

Answers

Katerina (a) *So my understanding is that ... / The key points are that ... / So, basically the main idea is that ... (b) Can you explain a bit more about how ...?*

Wang (a) *to summarize what you said ... / That means, basically, how ... / And I understood that over time ... (b) But I'd like to ask about ...*

3 Play the recording again if necessary, and ask students to note down the key points for each approach in slightly more detail than in 1. Say that this task gives students the level of detail they would need to be able to talk more confidently about the approaches in a seminar setting.

Ask students to read their notes carefully first, and aim to speak without them as far as possible, referring to them as necessary for key details such as names and dates.

4 7.5 Explain that this task takes away the support of the table in Task 2 and requires students to take free notes. Refer them back to the points in the table before starting: the name of the theory, the main idea, key reference(s) (author, date), key words. Ask students to expand as far as possible with key details, as in the sample answer below.

Sample answer

Cognitive-behaviourist approach:

- Takes into account internal factors rather than environmental factors
- Internal factors, e.g. motives, intentions, goals, characteristics, etc.
- People are seen as active - active learners
- People learn by solving problems
- Key researchers: Plomin and others + Cooke and Sheeran
- Learning is key, especially discovery learning
- Behaviours are modified through learning
- Cognitive factors are also seen as important

5 Ask students if they feel their notes are sufficient to write a summary of the Cognitive-behaviourist approach. If not, play the recording again while students make further notes. The collaborative approach of working in pairs should result in a better summary. Suggest a limit of approximately 75 words. Present the sample answer below after they have written theirs, and ask for critical feedback on both this and their own work with questions such as: *Is the summary clear? Is it complete? Is it accurate? Is it concise?* Finally, ask for ideas on follow-up questions, e.g. *How influential is this theory? Where did it originate? Why are internal factors more important than external / environmental ones? What research was done and what research is the theory based on?* Obviously the aim is not to answer but to ask such questions, as in a real seminar.

Sample answer

The Cognitive-behaviourist approach takes into account internal factors rather than environmental factors. Examples of internal factors include motives, intentions, goals, and characteristics. This theory views people as active. They are active learners and they learn by solving problems. Key researchers in the field are Plomin, and Cooke and Sheeran. The approach sees learning as key, especially discovery learning. Behaviours are modified through learning, and cognitive factors are also seen as important.

TASK 4 Giving a short, informal presentation

1 If possible, ask students to prepare this in advance. It can also be done in the classroom if there is sufficient access to resources, mainly internet access. Alternatively, bring in selected key texts or textbooks from the library for students to use. The textbooks used in this book would mostly be suitable, or any others of a similar

type. See page 239 of the Student's Book for the full list of source material used in the book. Either ask students to form their own groups, or put them in groups based on criteria such as mix of language levels, different personalities (e.g. at least one student with a can-do attitude so as to avoid any group not coming up with enough material), similar disciplines (e.g. economics). The headings given are the same as in Task 2, so students should be familiar with them. Ask students to write a similar amount of detail as they did for Task 3.4.

2 For this informal presentation stage, put students in small groups. Go through the guidelines to check understanding. Before students start, you could also practise some turn-taking functional language. The language below is suggested for four key functions:

Handing over

Over to you.

Would you like to tell us a bit about the next approach?

So now I'd like to hand over to you.

Could we move on now to your theory?

Good, and ...

So, could I just ask you to ...?

Suggesting

Why do you say / think that?

How about ...?

Have you thought about ...?

Agreeing

Yes, and ...

Exactly. / Absolutely. (But) ...

Disagreeing

Yes, but ...

I don't agree.

But (what) if ...?

I'm afraid I don't agree with that.

I'm not sure I agree with that.

I see what you're saying, but ...

I wouldn't say that ...

That may be true, but ...

TASK 5 Preparing for and taking part in a seminar discussion

1 and 2 These tasks could easily take 1–2 hours, so decide how you would like to limit the preparation stage. The questions are classic personality and psychology questions to which there are no universally agreed or straightforward answers. Explain that this makes them ideal for a seminar topic. Depending on different cultural factors in class, contentious issues may involve gender, as well as family and any other perspectives such as political and religious influences. You may wish to ask students not to focus on certain perspectives such as these. Useful perspectives include educational, cultural, family and friends, geographical, historical, psychological, genetic, environmental, and economic. Prompt students with details such as how much money a person has, where they went to school, what their position in the family is (i.e. first, middle, youngest, only child), parents, friends, interests, media.

3 Emphasize that the discussion should focus on the unit theme of culture and how it influences personality. Remind students of the format of the seminar discussion, as given in the listening extracts. If necessary, they can re-read the transcripts or listen again. Ask for examples of functional language, such as those given in Task 4 above. Check that students have some notes to work from. During the seminar, monitor without interrupting and note down examples of some or all of the following (depending on your preferred focus): interesting points, unclear material, good language, and mistakes. Review these with the class following the seminar.

7E Vocabulary General & technical meanings

TASK 1 Identifying general and technical meanings

1 Emphasize that there are thousands of examples of words in English with both general and technical meanings. Try giving a time limit of 5 minutes for students to come up with the words in this task – all of them are from Unit 7.

Answers

- 1 (a) elements (b) elements (c) element
- 2 (a) conducts (b) conducted (c) conducted
- 3 (a) capital (b) capital (c) capital
- 4 (a) cultures (b) culture (c) culture
- 5 (a) agent (b) agent (c) agent
- 6 (a) organ, organs (b) organ (c) organs

2 Explain that sometimes general and technical meanings might not be 100% distinct, e.g. a *mouse* in its general sense is the small rodent and in a technical context the computer peripheral, but in reality the technical use is so familiar that it has become general. Some people may even think of the computer context first. Remind students that learners' dictionaries list the meanings in order of frequency, based on a large corpus of millions of words analysed by lexicographers and computers.

Answers

- 1 (a) G (b) T (c) T
- 2 (a) T (b) G (c) G
- 3 (a) T (b) G (c) T
- 4 (a) G (b) G (c) T
- 5 (a) G (b) T (c) G
- 6 (a) T (b) G (c) T

TASK 2 Categorizing general and technical meanings

1 Ask students to work together and give an example for each suggested categorization. The general meanings are potentially applicable to all subjects. To some extent, all the technical meanings can also be applied to each of the four categories given.

Sample answer

Science and Engineering: element, conduct, culture, agent

Arts and Humanities: conduct, culture, agent

Laws: capital, culture, agent, organ

Social Sciences and Business: capital, culture, agent, organ

2 Refer to a learner's dictionary such as the *Oxford Advanced Learner's Dictionary*. Remind students that the technical meaning is not usually the first given meaning. Many words have several numbered meanings, so students need to go through the meanings carefully to find the technical one(s). Point out that, as Task 1 illustrates, some words have more than one distinct technical meaning.

3 As before, ask students to discuss where to put the words. Depending on their interpretation of the words, and their identification of specific contexts with specific meanings, students may be able to add to the suggested categorization given. Also state that some, but not all, technical meanings are clearly signalled in learner's dictionaries, e.g. *fault* in its geographical / geological sense is marked GEOLOGY. Not all senses of all words, however, are marked in this way, and there may be a grey area or a scale from general to technical.

Sample answers

Science and Engineering: model, fault, corruption, operate, even

Arts and Humanities: issue, model

Laws: issue, model, fault, corruption, limited, operate, firm, concern

Social Sciences and Business: issue, corruption, operate, firm, concern

4 Group students broadly into their areas of study, or the broader categories used in 1 and 2. Explain that it can be quite difficult to think of words with both general and technical meanings. Students need to avoid words with either no technical meaning, e.g. *sole* = *only* (as in *sole trader*), or words with no general meaning, e.g. *logistics*. These two examples for business studies do not therefore fit the criteria of having both general and technical meanings. Try looking at a glossary, either online or at the back of a business textbook, e.g. Wetherly, P. & Otter, D. (2008). *The Business Environment*. Oxford: Oxford University Press.

Sample answer

Business: demand, contract, incorporate, competition, equity, organization

5 Put students into groups with each group containing an 'ideas person'. Encourage both quantity and quality of ideas. If students think of six ideas quickly, for example, they may come up with several good ones, whereas if they have to come up with just one good idea, they may not manage any.

Sample answers

- 1 Use the word in a sentence in your writing and speaking. Try making interesting, unusual, or even funny sentences.
- 2 Use academic words in emails and texts to send to friends.
- 3 Regularly read the academic words highlighted in the *Oxford Advanced Learner's Dictionary*, starting at different letters each time.
- 4 Reorganize the words you encounter into word classes, topics, related meanings, or your favourite way of looking at words, e.g. abstract nouns, reporting verbs, words related to academic tasks, etc.
- 5 Practise identifying and using the other words in the family for each word, e.g. *analysis*, *analyse*, *analytic*, *analytical*, *analytically*.
- 6 Use software packages and websites.
- 7 Do searches, for example using Google Scholar, to find the words used in an academic context; collect samples by cutting and pasting into Word documents, thereby building up an individual corpus.
- 8 Write the words you want to learn on Post-it notes and put them around your accommodation.
- 9 Draw pictures and associated illustrations based on some of the words.
- 10 Be competitive – work in a small team and have a competition to see who can learn the most words in a given period of time.
- 11 Write quizzes and vocabulary tests based on the words you have identified to learn, and test other students.
- 12 Work on your vocabulary strategies and materials regularly, every day – 'little and often' is the key.

UNIT 8 Interpretation

ACADEMIC FOCUS: FACT AND OPINION

INTRODUCTION

Unit 8 takes ‘interpretation’ as its theme. When students read or listen to something, they need to interpret the material critically by questioning assumptions and working out what is fact and what is opinion. ‘Fact and opinion’ is a convenient label to describe the contrast between accepted facts such as *Vitamin C intake is necessary in the human diet* and opinions such as *Eating fresh fruit is the best way of taking in Vitamin C*. In academic contexts ‘opinion’ is often known as ‘stance’ and is also related to ‘argument’. Both stance and argument are generally based on evidence, and use evidence as support, but are not universally agreed as facts.

8A Reading gives practice in interpreting and navigating journal articles – a useful skill for students to acquire in their academic studies, considering that journals and textbooks are the two most frequently cited types of source. Journal articles are an ideal way for students to see how in-text-referencing or citation (using, for example, author-date systems) are employed by writers to support their stance. Writers can also use in-text referencing to support their claims from different perspectives. An ability to distinguish between a writer’s stance and supporting evidence and to interpret the perspective in the citations should enable students to work out the structure of other journal articles they encounter in their academic studies.

8B Writing focuses on citation and referencing, which are at the heart of academic practice. Academic conventions relating to citation and referencing need to be carefully presented and studied. Students first need to notice how material is cited in reading texts, and then learn how to apply this to their writing. Academic conventions require clear presentation of learning materials, as they are unlikely to be acquired simply through noticing. Students engage with a range of reading texts which they can then select from and synthesize into their own referenced essay. Students also write their own References Section for the references they have used.

8C Listening provides students with the opportunity to interpret fact and opinion in a listening text. The text in question is an interview with a university professor. Students first identify perspectives such as environmental and economic perspectives, and then differentiate between fact and opinion in the recording. Students continue to practise note-taking and processing their notes. They also respond to the material in the interview. All these skills and tasks help students to participate in an academic context in a more effective way.

8D Speaking looks at informal discussions outside the classroom, which are a vital source of social interaction and learning. Students can develop their critical skills and ideas in such relaxed settings. Some students may find it difficult to access conversations or discussions with multiple participants. Effective turn-taking can greatly assist participation.

8E Vocabulary investigates prefixes which carry lexical meaning, such as *pseudo*-meaning ‘false’. These are quite productive in many instances, in other words they can produce a significant number of words, including newly created words. It is very useful for students to understand the meaning of more technical prefixes such as those in this module, which are all taken from texts in the unit.

Discussion

1 and 2 These tasks help students look at a situation from various perspectives. Check the perspectives they have chosen, and highlight how changing the perspective in the example can change the way a situation is analysed. After completing 2, check students' awareness of any change in their analysis as the perspective is changed.

Sample answers

- 1 developmental, social, agricultural, physical, spatial, financial

3 This task can be done as a whole-class discussion. Point out the benefit of using perspectives, e.g. it helps students (a) to examine a situation or topic from different angles, (b) to appreciate other people's points of view, (c) to inform one's own stance, which can lead to a shift in that stance, and (d) it shows common ground between people viewing a situation from different perspectives. This can lead to an interesting discussion, especially when students consider where different perspectives overlap or impact on each other, e.g. developmental and social: developmental – more housing for people, better living conditions; social – better living conditions.

8A Reading Journals

TASK 1 Critical thinking – differentiating fact from opinion

1 and 2 Some students may have difficulty with the differentiation of fact from opinion. Exposing students to as many varied examples of both as possible will help. You could introduce the task by giving students a few statements of fact such as *Water boils at 100 degrees centigrade at sea level* and *The sun rises in the east* and a few overt opinions such as *I think swimming is more enjoyable than running*. Ask students what helps to distinguish between both types of statements. Set a time limit of 5 minutes for students to do both 1 and 2 on their own. In statement 1a, point out the effect the words *clearly* and *significant impact* have in the sentence, whereas 1b is a statement of fact. Some people might believe that the design of public spaces has little or no effect on people.

Answers

- 1 1 (a) opinion (b) fact 2 (a) fact (b) opinion
3 (a) opinion (b) fact 4 (a) fact (b) opinion
5 (a) fact (b) opinion
2 1 (a) clearly, significant impact 2 (b) the main factor
3 (a) greater potential 4 (b) every (country)
5 (b) invaluable

TASK 2 Identifying the purpose and sections of a text

1 and 2 Set a time limit of 10 minutes for students to do both tasks individually followed by checking in pairs. By way of introduction, elicit (a) the type of language students should expect in a journal (formal) and (b) whether they expect the extract to be more complex than a textbook (likely). Draw students' attention to the title of the text and remind them to make predictions about the content before skimming. While students may not be very familiar with journal articles, they will by now have an awareness of the coherence between different sections of text in general. Ask individual students to explain their answers and comment on how easy or difficult they found 2.

Answer

- 1 4 – evidence: The first and last sentences of paragraph 1. The first sentence of the second paragraph is a clear indication that this is the introduction, as is the first sentence of the third paragraph.
2 a 3 b 1 c 2 d 4 e 6 f 5 g 7

3 This task helps students further refine their understanding of the organization of the journal text. Students can discuss their answers in pairs or groups. Set a time limit of 10 minutes for the discussion. Elicit students' reactions to the content of the text, analysing it from an international perspective. As an extension, provide extracts from the introductions of other journals. Students can then identify the generic elements from 2.

Answers

- 1 a 2 c 3 g

TASK 3 Identifying stance and perspective

1 Set a time limit of 5 minutes for students to do this individually and then check in pairs. The task requires close reading of the first paragraph. Don't forget to elicit reasons from the students for their selections.

Answers

- 1 True
2 False – Delete *offices and other* since there is no mention of them in the text (*shopping malls and other 'invented streets and reinvented places'*).
3 True
4 False – The opposite is true: *don't succeed in* could be replaced by *managed to*.
5 False – The word *considerable* could be replaced by *little*. The text describes the importance of alternative or quasi-public spaces as *often overlooked ... in the development process*.

2 This task helps students identify the author's stance. Students can do this task and 3 together in pairs and then check their answers with other students. Emphasize the importance of being able to distinguish between what the author of the text claims (stance) and the claims of other authors cited in the text.

Answers

1 and 5. Sentence 1 relates to the first sentence of the text; sentence 5 relates to the last sentence of the first paragraph.

3 This task helps students identify statements relating to perspective. These statements relate to other people's claims from different perspectives.

Answers

- 2 environmental: *Many scholars cite the rise of shopping malls and other 'invented streets and reinvented places' (Banerjee, 2001)*
- 3 social: *and other 'third places' that exist outside home and work life (Oldenburg, 1989)*
- 4 social: *Further, despite the rise of pseudo-public spaces, people adapt and appropriate the street, sidewalk, and other unclaimed spaces in many neighborhood and commercial areas (Chase, Crawford and Kaliski, 1999; Franck and Stevens, 2007)*

4 This task gives students an opportunity to look at the text closely, especially the way the in-text reference is used to support the writer's stance from a range of perspectives. Some students may require quite a long time to complete this task, and it may create a lot of discussion. Remind students that there is more than one answer. Set a time limit of 10–15 minutes, but extend this if discussion is productive.

Answers

- 1 environmental, commercial, physical
- 2 political, democratic
- 3 developmental, physical
- 4 democratic, developmental
- 5 commercial

5 This task gives students practice in interpreting the text. Point out that all the alternatives are correct grammatically, so they need to look at the text carefully to find the alternative that gives them the correct interpretation. As an extension related to vocabulary building, students can select phrases from the whole text or from one paragraph that are useful to remember, decide how many phrases it is possible to remember (probably 5–10), and finally discuss why the phrases are useful. Point out the generic nature of the phrases. Encourage students to create a bank of such phrases as part of their independent study.

Answers

1 art 2 cooperation 3 career 4 claims 5 faults
Author's stance: 4, 5; perspectives: 1, 2, 3

ACADEMIC LANGUAGE

In-text references Author-date systems

Emphasize the function of in-text referencing and why authors use it. Check that students understand how in-text referencing is actually used, asking questions about the examples. Point out that the author-date system is only one method of in-text referencing and refer students to Independent Study on page 123.

TASK 4 Proofreading in-text references

1 Point out that it is crucial that the form of the in-text reference is accurate. Students should do the task on their own before checking in pairs. As an extension, give students a text of about 500 words containing 5–7 in-text references and also a full References Section / Bibliography. Students can then compare the in-text references with the entries in the References Section.

Answers

- 1 ... open and inclusive participation and interaction among strangers (**Young, 1990; Walzer, 1995**).
- 2 As Jacobs (**1961**) long ago emphasized, specific physical characteristics ...
- 3 However, as documented by **Loukaitou-Sideris and Banerjee (1998)**, when public space is approached primarily for its economic potential ...
- 4 ... technology intended to remove people considered undesirable by management (**Mitchell, 2001**).
- 5 ... can also demarcate territory (**Chase, Crawford and Kaliski, 1999; Franck and Stevens, 2007**).
- 6 As reported by Philips, and Seifert and Stern (**2004; 2005**), certain disused buildings ...

INDEPENDENT STUDY

If appropriate, this can be combined with Academic Language above. Alternatively, ask students to do it on their own and then present the information they have found to the class. As an extension, they can research the similarities and differences between other in-text reference systems for presentation or discussion in class, recording the information in their portfolios.

TASK 5 Critical thinking - using different perspectives

1 and 2 Set a time limit of 20 minutes for these tasks. If students appear slow in getting started, you could talk about a square or open area in an urban environment that you are familiar with personally. Ensure that every group member has a chance to speak. If necessary, before the discussion starts, you could establish rules about turn-taking, being polite, inviting comments from everyone in the group, appointing someone to take notes, and reporting back to the class.

8B Writing Citation and referencing

TASK 1 Incorporating citation in an essay

1 Explain that this task offers a sample response to a discursive question. Ask students to read Text 1 and look for particular clues which help them identify the four appropriate questions. Also, ask students to identify examples of language which support their selections. Briefly go through the author-date convention of giving the author, then the year of publication, then the page number, e.g. (*Truswell, 2003, p.39*). Mention that variations exist, such as omitting the comma after the author's surname, or using a colon after the year. Students should refer to a referencing guide. There are a lot of referencing guides available online or as published guides. The Oxford University guide can be found at: <http://www.cs.ox.ac.uk/files/4211/referencing.pdf>. As an extension, you could elicit and build up a list of facts and characteristics related to citation and referencing. The following are relevant points that should be covered:

- Citation is the term which covers all material brought in from other sources.
- Other sources can include those written by the author, i.e. they can cite their own work.
- All citations must be referenced, even the author's own as in the point above.
- Citations are most likely to be summaries, or sometimes paraphrases, of the source material.
- Quotation can also be used if the writer feels the exact words are at least as significant as the idea they express, e.g. in a definition.
- There are several ways of referencing, but each single text should have only one.
- If you cite material without proper referencing, this counts as plagiarism.
- The reference itself must be accurate – in terms of being the right source, date, and page, and also technically in terms of spelling.
- Each in-text reference must have a corresponding entry in the References Section (sometimes known as a Bibliography).
- Items in the References Section should appear in the text – they should not be there to fill out the space and impress the reader.
- If an author / academic reads their ideas and material in another source without proper acknowledgement, they are likely to react negatively.
- The reputation of an academic who does not reference properly and is accused of plagiarism is likely to be badly affected, and they may lose their job – with students the penalties vary but include failing all or part of a course.
- The positive aspect is that reading your material and seeing it properly referenced and acknowledged is a source of satisfaction.

Sample answers

Title (d) is not appropriate. The text is not comparative; it is discursive. Language which indicates the discursive nature of the text includes *Arguably / controversial / not everyone agrees / the question is whether / problematic / It has been argued that / There is, however, widespread agreement on / One further area of agreement ... is / can have both negative and beneficial effects, which are discussed in the next paragraph*. The four questions (a, b, c, e) which are essentially discursive each contain clear indications: *To what extent ...? / Is ...? / Discuss the extent to which ... / Discuss*. All these questions are appropriate as possible titles for Text 1.

2 Ask students either to work individually, or in pairs or groups. If they work individually, you can check individual difficulties; if they collaborate, they will have an opportunity to overcome such difficulties together. The task requires a detailed understanding of Text 1 – its language, meaning, and coherence. Do the first example as a whole class, and prompt students to notice the clause structure of the five answers: all are complete clauses with a subject, verb plus complement or adverbial. Grammatically, this means that all could fit any gap. The first gap is likely to contain something negative, because the previous sentence introduces vitamin B12 and its *problematic* association with a vegetarian diet. Citation (a) is possibly negative, but does not mention vitamin B12. Citation (b), actually the correct answer, starts positively but ends more negatively for vegetarians. Citation (c) talks about something different (*CHD*), with citation (d) continuing with this theme. Citation (e) appears to offer a disadvantage of a meat-based diet.

Answers

1 b 2 d 3 c 4 e 5 a

3 Make sure you do this task before checking the answers to 2 so that students have something genuinely to compare. Stress that their reasons can be to do with meaning, language, or text coherence.

Sample answers

- 1 The theme of vitamin B12 has been brought up in the beginning part of the sentence, which citation (b) continues.
- 2 This is introduced as something positive, so citation (d) is most likely.
- 3 This is introduced as the same theme, i.e. CHD protection, and is also given as an explanation, so citation (c) fits.
- 4 The sentence following this extract elaborates on the topic of saturated fat, so citation (e) seems most likely.
- 5 The new topic of body weight is elaborated on in the following sentence, leading to the conclusion that citation (a), on the same topic, is the right fit.

ACADEMIC LANGUAGE

Introducing citations Reporting verbs, *it* and *there* structures, nouns

Tell students that there are various ways of introducing citations. They can either be introduced clearly, as in the examples given, or stated and referenced at the end, e.g. *There is no strong reason why a vegetarian diet should be deficient in vitamin B12 (Truswell, 2003, p.39)*. This style is not mentioned here as it is less clear: the reader does not always know where the cited author's material actually begins. However, students will certainly come across this style, particularly in academic journals. Go through the examples, pointing out how *that* introduces a clause, while a preposition, e.g. *about*, introduces a noun phrase, *wh*-clause, or *-ing* form. Regarding the final statement about tense usage, note that in some styles the past tense may also be used. Refer students to page 206 of the Language reference for more information.

TASK 2 Analysing and rephrasing reporting structures

1 Explain that this task gives practice in first noticing then using reporting structures similar to those presented in Academic Language. Students should be able to quickly scan through Text 1 to find the structures.

Answers

- 2 There is, however, widespread agreement on ...
- 3 Truswell and Man (ibid) also explain that ...
- 4 Langley stresses that ...
- 5 One further area of agreement ... is that ...

2 Remind students that structures built round nouns tend to focus on what the author is saying (their message). Structures based on verbs normally require the subject of the clause to be the author, meaning that they themselves (rather than their message) are the focus.

Answers

2, 5

3 In examples 1, 2, and 5 in Text 1 (given in the answers to 1 above), students will realize that they have to refer back to Text 1 to find out who the source of the citation is. Point out that not all variations are achievable, and some sound unnatural. The answers below allow for minor changes to achieve the variations, e.g. the word *stress* as a verb does not quite work as a noun in 4.

Answers

- 1 Truswell (2003, p.39) has argued that ... / There has been some argument about ...
- 2 Truswell and Mann (2007, p.302) and Langley (1995, p.18) agree on... / It is widely agreed that ...
- 3 There is an explanation concerning ... / It has been explained that ...
- 4 It has been stressed that ... / There has been a considerable emphasis on ...
- 5 Geissler and Powers (2011, p.361) report that there is agreement on ... / It is also agreed that ... / There is also agreement on ...

4 Students can of course express any preference, though they should say why. Explain that the *purpose* is important: whether the focus on the author or the message seems more appropriate.

Sample answers

- 1 The *it* and *there* structures seem to work well, as the focus is on the message. If the writer uses *Truswell (2003, p.39) has argued that ...*, the reader may ask 'Who is Truswell?' or 'Why is Truswell's view so important?'
- 2 Similar to 1: the impersonal *it* and *there* structures work well. If the author focus is used, the subject of the sentence becomes rather long: *Truswell and Mann (2007, p.302) and Langley (1995, p.18) agree on ...*
- 3 The author focus of the text is appropriate because they have already been introduced, and the sentence develops their ideas by introducing new material. The two impersonal structures *There is an explanation concerning* / *It has been explained that ...* do not sound very natural in the context, but are acceptable.
- 4 As with 3, the author focus fits the context, as Langley has already been cited. The impersonal *it* structure is fine, but the *there* structure does not sound very natural.
- 5 The text has an impersonal structure with *one*, as in *One further area of agreement*. Alternatively this could be *A further area of agreement*.

TASK 3 Using reporting verbs

1 Students should be familiar with these verbs. Check their reactions by asking *Which ones would you feel comfortable using? Which do you actually use? Can you add any more verbs with similar meanings?* As an extension, you could ask students to assess the strength of each verb: is it strong, neutral, or hedged?

Answers

say: state, point out (neutral)
talk about: discuss, argue (neutral)
think: believe, feel (hedged)
emphasize: stress, highlight (strong)
show: demonstrate, illustrate (neutral)
suggest: indicate, speculate on (hedged)

2 This task uses the reporting verb *emphasize* to promote accuracy in writing. Tell students that they need to use such verbs accurately, paying attention to the tense (e.g. present simple or present perfect) and subject-verb agreement (i.e. 3rd person *s*). As an extension, you could ask students to complete the sentences with the other verbs to see what combinations are possible. Doing this reflects the writing process, where the writer has to make different selections at word and phrase level, and weigh up which ones sound better.

Answers

1 emphasized 2 emphasize 3 emphasize / have emphasized 4 emphasizes

3 Ask students to write some of the sentences individually so that you can monitor for accuracy. Errors to avoid are using the verb inappropriately, not using *that* correctly, and forgetting the preposition *on* in *speculate on*.

Sample answers

Smith (2011) has argued that a vegetarian diet is more suitable for some people than others.

It has been suggested that a vegetarian diet is more suitable for some people than others.

Various researchers have speculated on the health risks of a vegetarian diet, but they have so far failed to demonstrate any negative health issues.

TASK 4 Analysing and paraphrasing text

1 You could start by asking students to find the part of Text 2 which was cited in Text 1, and to notice how the extract has been paraphrased: *are lighter in weight than* becomes *weigh less than*. Emphasize that it is a crucial skill when reading to be able to work out which parts of a text are cited, and which are the author's own material. The same principle applies when students write their own text: the same things must be clear to their readers.

Answers

(a) the lower reported concentrations of insulin-like growth factor 1 (IGF-1) in vegans compared with omnivores

(b) (Allen et al 2000)

(c) The lower BMI would be expected to be associated with a decreased risk of type 2 diabetes and gallstones. However, BMI tends to fall abruptly over the age of 60 in vegetarians and especially vegans compared with meat-eaters, which suggests that elderly vegans may have difficulty maintaining muscle mass in old age. This is of concern as a low body mass is associated with increased mortality particularly from respiratory disorders. As vegans have a low proportion of body fat, the decrease in BMI with age is likely to be due to a decrease in muscle mass. This finding would be consistent with

2 Point out to students that in Text 2 the beginning of the cited material is not signposted to the reader, as it is in the structures in Academic Language in this module.

This means they, as readers, have to work harder to identify the exact material cited. The references are given after the citations to keep the text flowing and present evidence in an interesting, possibly more dramatic way. It is also the style of many academic genres such as journal articles. Emphasize that if students use this style, they need to take great care to be clear about where the cited material actually starts. The author's material is clearly distinguishable to the more experienced reader, although students need to get used to the fact that most of the time cited material is not directly quoted (using quotation marks and exact words). Instead, the cited material tends to be stated following a statement by the author of the text (e.g. sentence 1), and typically the author is given after the citation to avoid over-prominence.

Sample answers

The example given in the Student's Book is probably easier to work out than that of the second half of the text. The word *reported* in the second piece of cited material indicates that this material is in fact reported, and the reference supports this.

3 Ask students to select part of the authors' material, i.e. not the cited material. This is to avoid a more complicated referencing convention, i.e. *Allen et al (2000) in Geissler and Powers (2011) report that ...*. Explain that paraphrasing is not a purely mechanical task, but actually a difficult skill which makes heavy demands on language competence. Suggest that students work together on the paraphrases. The success of their paraphrases will be apparent when other students read them and evaluate their clarity and success.

TASK 5 Identifying fact and opinion

1 Explain that in this task students have to determine whether the material, sentence by sentence, is essentially factual, or the author's opinion or stance. In reality, distinguishing fact from opinion is not always clear-cut. Facts are associated with encyclopaedic texts, which simply present information. Opinions can be based on very little, or can be based much more on evidence. More appropriate terms for subjective responses to evidence are *stance* and *evaluation*. If students ask, explain that Text 5 has no references because it is the final evaluative section in a chapter reviewing research evidence which is heavily referenced.

Answers

Facts from Text 3:

- *Vegans, who eat no animal products* - this is the accepted definition
- *Vegans ... are at risk of vitamin B-12 deficiency. Supplements are essential during pregnancy and for infants of vegans. Vegans lack the best dietary sources of calcium - milk, yoghurt, and cheese* - this crosses from fact to stance (and appears reliable, although some vegans might argue against it)

- *Lacto-ovo-vegetarians have no absolute nutritional risk. They miss the best absorbed form of iron in the diet, haem iron, but may largely compensate because ascorbic acid enhances the absorption of non-haem iron* – similar reasons to the above extract
- *On the whole vegetarians appear to have lower risk of obesity, coronary heart disease², hypertension, and possibly some cancers* – this appears to be based on scientific evidence, with a reference given as support

Text 4:

- *One study suggests that the lower rates might be due to the relatively low intake of saturated fatty acids rather than meat avoidance* – reporting evidence which is not considered fact, but speculation / argument

Text 5 (more opinion-based):

- *A varied wholefood vegan diet contains adequate levels of energy and protein to sustain good health in all age groups, as evidenced by studies of vegans across the world* – the first part of the sentence is not widely accepted as fact, but many people, especially vegans, believe it. The studies referred to are cited in the section of the book preceding this evaluative section, and show mixed but on the whole persuasive evidence.
- *National and international recommendations for protein intake can be easily met on a vegan diet* – because the author writes *can be met* the statement cannot be refuted
- *Vegans eat the recommended amounts of protein and energy, unlike most omnivores who consume too much protein, which can have health disadvantages* – this sounds more like opinion, but as mentioned above, evidence has been presented in support of the claim
- *And, from a wider health perspective, it is significant that animal protein is often associated with saturated fat, while plant protein is usually associated with fibre* – this is less contentious, and if evidence can be presented as support, it is essentially factual

2 Explain that these questions are to some extent subjective. Readers of any of the texts can easily be influenced by the content, and they may agree or disagree with it. Stress that students' responses need to include evidence to support their viewpoint.

Sample answers

- 1 Students could argue that any of the texts are objective; Text 3 appears more authoritative and factual.
- 2 As above, but Text 5 comes across as containing more opinion.
- 3 Text 5 has no citation. Text 3 has one numerical reference following the claim – this is clear. Text 4 has no references, so the reader is unable to check the source of the *one study*. (Note: this appears to be the editorial style of the source itself, which has no in-text references but a considerable number of references at the end of every chapter instead.)

TASK 6 Writing an essay incorporating citation

1 Clearly students may require quite a long time to complete this task. As preparation, ask them to look at the essay title and elicit that the essay needs to include an argument, with evidence to support this argument, and the evidence should be drawn from the sources in this module. Remind students that there are five texts, and they should refer to at least three of them. A possible approach is given in stages 1–8. Students should plan their essay at paragraph level, including topic sentences for each paragraph. Give support as necessary, e.g. help with thinking of ideas and organizing material. There are various possible approaches to the writing: students can work individually or collaborate in the planning stages. Encourage students to have the confidence to start the process. They can introduce their own ideas, and build on these with support from other sources – rather than the other way round. The language work in the module should help them frame their citations.

2 During the checking stage, the key focus is clarity and accuracy of referencing. Peer feedback is valuable here: ask students to work with one or two other students to give constructive critical feedback using questions such as:

- Is it clear where the citation begins and ends?
- Is there an in-text reference?
- Is the in-text reference accurate?
- Is the citation relevant to the argument?
- Does it support the argument?
- Are at least three citations included?

TASK 7 Checking references for accuracy

1 Students should be able to answer this task reasonably quickly. On completion, point out the reasons there are no references in Texts 4 and 5: in Text 4 this is the editorial style for that textbook; Text 5, as mentioned above, is accurately referenced but this section is the author's conclusion following extensive review of sources, all referenced.

Answers

- a Text 2 (also Text 1: the student essay)
- b Text 3
- c Text 4, 5

2 Ask students to look at the references given after each text in this module since they may have missed the information. Make sure students note down each item in the entry, as given below.

Answers

(Eds.): editors
 2007: year of publication
Essentials of Human Nutrition: title of book
 3rd ed: edition number (the third edition)
 Oxford: place of publication
 Oxford University Press: publisher

3 Explain that referencing is an important academic convention, and although certain aspects of it appear ‘fiddly’, they are necessary and have to be learnt. The answers below are for author-date systems; with numerical systems the information on author’s surname and so on is normally given as footnotes. An advantage of this is that such information does not obstruct the flow of the text. A disadvantage is that the reader needs to look elsewhere on the page; also, superscript numbers can be easily missed, which means that the material might come across as the author’s own rather than from another source.

Answers

Author’s surname: ✓ ✓

Author’s initials: ✗ ✓

Year of publication: ✓ ✓

Page number(s): ? ✗

Title of publication including edition: ✗ ✓

Place of publication: ✗ ✓

Publisher: ✗ ✓

INDEPENDENT STUDY

As an extension to students’ research, explain that major differences are referencing systems with author-date in the text and an alphabetically ordered References Section versus numerical systems with footnotes and a chronologically ordered References Section. Minor differences include punctuation (variations in the use of full stops, commas, brackets, and italics), and the information included in the in-text reference, e.g. page numbers. Ask students to search for and evaluate at least three online referencing guides on university websites, e.g. Purdue (USA), Bournemouth (UK), and Curtin (Australia). They can download some of the guides; some can be purchased separately, e.g. the APA (American Psychological Association) system. As students should discover, some are very clearly presented in grid format, others are less comprehensive or more wordy.

TASK 8 Writing a References Section

1 and 2 Remind students that they should write their own References Section individually, which includes all the sources they have used. Text 1 has an example of a student References Section. Then they can check it using the checklist given in 2. One further way to check it is by using a referencing guide, downloadable from many university websites (see Independent Study above). Students could also check each other’s References Sections for accuracy. If possible, students should type their texts, as they will normally have to do this. Mention that as they begin their studies, it is extremely helpful to work out a personal system for storing references, e.g. filing system, spreadsheet, or dedicated referencing software such as EndNote.

TASK 9 Critical thinking – evaluating student essays

1 and 2 In this final evaluative stage, students need to respond critically to their peers’ texts. Remind students that their main focus should be the same as the module

focus, i.e. accurate citation and referencing using appropriate structures. A challenging question to ask is why each citation is included: why that particular one was selected and how it supports the writer’s argument. Conduct some critical feedback as a whole class. Monitor as students work in groups, and aim to ensure that all students contribute. Offer your own questions as prompts where necessary.


8C Listening Interviews

TASK 1 Critical thinking – predicting perspectives

1 Set the context by asking students what they think about climate change in general terms, and whether they think it affects, or will affect, them. This should lead into the task prompted by the points stated. Explain that climate change is a good example of a phenomenon which has a convincing correlation between causes and effects, but is not proven. Other phenomena started out as unknown and unproven, such as the now overwhelming evidence that smoking is a cause of cancer and other diseases: in the 1930s few people believed this and it took decades of accumulating evidence for the notion to be widely accepted. Climate change may or may not follow this path, as there are other possible explanations such as the sun’s activity – which are of course beyond our control. When students have noted down their information, have a brief feedback stage as a whole-class activity.

2 Students can continue in their groups or first identify the perspectives individually. They might well choose a smaller number of perspectives than actually occur, as the next task demonstrates.

TASK 2 Listening for perspectives

1  **8.1** Show Extract 1 once for students to check, then check as a whole class. If there is uncertainty, show Extract 1 again. Ask students to briefly say how they achieved the task. Note that there are some variations in the form of the words which actually occur in Extract 1, e.g. *economics* is used, but not *economic*.

Answers

The following perspectives are explicitly referred to in Extract 1: scientific, political, economic, technological, social, international / global. The actual words used are: *science*, *economics*, *policy*, *international*, *technologies*, *societies*, *socially*, *global*, *political*. Medical and historical perspectives are not mentioned explicitly or implicitly in Extract 1.


2 Check students understand the academic words *explicit* and *implicit*. Extract 1 offers a useful example of these concepts in context.

Answers

The *environmental* perspective is not explicitly mentioned but is naturally implicit in any discussion of climate change.

The *financial* perspective is not explicitly mentioned, but one action is said to be *much cheaper* and *affordable*, so it is implicit.

TASK 3 Taking specific notes on perspectives and stance

1  **8.1** Show Extract 1 again, twice if necessary. Tell students that some items can be interpreted from different perspectives, e.g. the shift towards low-carbon energy systems, low-carbon economies and societies – this can be from technological, economic, or social perspectives.

Answers

Political: Centre for Climate Research links science to policy / research on international agreements on climate change

Economic: probably cheaper to avoid risk than suffer consequences / shift towards low-carbon economies

Technological: shift towards low-carbon energy systems

Social: shift towards low-carbon societies

Global: action on a global scale

Financial: probably cheaper to avoid risk than suffer consequences

2 Ask students to work individually on this task. They should base their sentences on their notes rather than reading the transcript. Look for accuracy of information as well as language.

Sample answers

Political: The Centre for Climate Research links science to policy. Some research is being done about big international agreements on climate change.

Economic: It is probably cheaper to avoid risk now than suffer the consequences later. There needs to be a shift towards low-carbon economies.

Technological: There should be a shift towards low-carbon energy systems.

Social: We need to shift towards low-carbon societies.

Global: There needs to be action on a global scale.

Financial: It is probably cheaper to avoid risk now than suffer the consequences later.

3 This task is more difficult than it appears as the line between fact and opinion is not always clear, and a rigorous analysis means categorizing most of the items in Task 2.2 as the professor's stance. Encourage students to discuss their selections – they certainly may not agree with the following sample answers.

Sample answers

Facts

Political: The Centre for Climate Research links science to policy. Some research is being done about big international agreements on climate change.

Stance

Economic: It is probably cheaper to avoid risk now than suffer the consequences later / There needs to be a shift towards low-carbon economies

Technological: There should be a shift towards low-carbon energy systems

Social: We need to shift towards low-carbon societies

Global: There needs to be action on a global scale

Financial: It is probably cheaper to avoid risk than suffer the consequences

ACADEMIC LANGUAGE

Perspective and stance language

Expressing opinions

Explain that the distinction between perspective and stance is an essential one. Perspectives are associated with analysis and evaluation: in an academic context a position, hypothesis, object, or idea is looked at from varying perspectives. These perspectives naturally lead to evaluation and stance. For example, a proposal to build a new bridge across the city river: a financial perspective (it is extremely expensive); an aesthetic perspective (it looks beautiful / it has a contemporary feel); an economic perspective (it will boost trade and commerce in the city); an environmental perspective (it will result in the loss of an important bird habitat). In this example, the perspectives stated (objective) lead to a person's stance (subjective). Different people consider something (e.g. a proposal) from the same perspective but still have different stances. Subjective, then, is not less valid than objective; a person's stance is based on such things as observation and evidence. Refer students to pages 204–5 of the Language reference for more information.

TASK 4 Using perspective and stance language

1 The purpose of this task is a quick test for students to check the structure of the phrases from Academic Language. All except two are adverbials, which can be introduced to a sentence, taken out, and moved around. The phrase *What the economics tells us is that* introduces a clause, while the phrase *Economics is* is a subject and verb structure, so it needs an object. The sentence to be completed is grammatically already complete: it has a subject (*Climate change*), verb (*is*) and object (*the most serious threat facing the world*), plus two adverbials (*arguably* and *today*). The only language to add is either an adverbial or a structure to introduce another clause. All the adverbials fit, as does the phrase *What the economics tells us is that*.

Answer

Economics is

2 Explain that the adverbials are most likely to come at the beginning of the sentences. This is because they contextualize, which then enables new information to be introduced. Model different positions, and invite students to say which sounds more natural before they try for themselves. Introduce other phrases for variation, again to see which sounds more natural, e.g. **From an environmental perspective, climate change is arguably the most serious threat facing the world today.**

Answers

- 1 ↓ It's vital that we act now without further delay.
- 2 ↓ Even small changes like switching to low energy light bulbs can make a difference ↓.
- 3 ↓ It's probably much cheaper ↓ to avoid that risk than it is to suffer the likely consequences.
- 4 ↓ We need workable solutions to mitigate future risks.

INDEPENDENT STUDY

This piece of advice aims to increase students' awareness of the importance and prevalence of perspectives. Perspectives are associated with analysis and may be implicit, using words such as *cost* to imply a financial perspective. Ask students to bring a reference or a transcript, e.g. from www.TED.com, so that they can share the findings of their research.

3 This task aims to develop students' perspective and stance language. As an extension, ask students to suggest other words which have a similar meaning to those in column A.

Answers

- 1 benefit
- 2 opportunity
- 3 measures
- 4 require
- 5 criticize
- 6 achievable

TASK 5 Critical thinking - responding to perspective and stance

1 **8.2** Ask students to only write down what is relevant to each of the four points. They should write notes, mainly based around content words (nouns and verbs) rather than full sentences.

Sample answers

- research: Centre for CR researches impacts + risks of climate change, low-carbon technologies, global agreements
- aims: shape policy + accelerate transition to low-carbon economy
- impacts: attempts at decarbonizing cities - including a UK city - politicians + businesses are being persuaded - evidence fed into international + national policies
- role of the individual: recognize risks + change lifestyle, e.g. use energy-efficient light bulbs + appliances, drive + fly less

2 and 3 At this point, advise students to read the transcript if necessary. Their questions should arise out of the material given: the professor's information, stance, and argument. Try thinking of one as a whole class first. Conduct a whole-class vote on the best questions. Students should say why they chose particular questions.

Sample answers

- Why do you believe climate change is such a serious risk?
- Do you think the Centre for Climate Research will achieve its aims?
- How can international agreements be reached?

4 **8.1, 8.2** This task reflects the academic focus of the unit. Remind students that it is not always certain or universally agreed on that something seen as fact or opinion is definitely so. Some of the points below illustrate this, e.g. item 4 which seems logical and scientifically based, but there may be a better way so perhaps it is not a fact.

Answers

- 1 F 2 F 3 O 4 F/O 5 F 6 O 7 F/O

5 This task demonstrates that students can and should respond critically to the material of a professor, whether in an interview or lecture context. Students may of course select any of the points that the professor makes. Again, they are welcome to disagree with the sample answers below. They can discuss their selections in groups first before whole-class feedback.

Sample answers

- Politicians and businesses, and the wider public, need to be persuaded to adopt low-carbon options.
- There needs to be action on a global scale.

TASK 6 Conducting a short interview

1 This task gives students an opportunity to conduct their own interviews. It may work better if students are given more time to prepare outside the class. The disadvantage of this approach is that some students may not actually do so. Make sure the interviews are conducted with clear aims in mind, e.g. for the interviewee to present a specific argument; for the interviewer to investigate and possibly challenge the argument. The list of stages should help students achieve their interviews at this level.

8D Speaking Informal discussions

TASK 1 Critical thinking - accessing informal discussions

1 **8.3** To introduce the task, ask students what techniques they use themselves to access discussions

or conversations. Mention that even advanced students may find it difficult to access conversations involving several students and may not know what techniques to use. Students should read questions 1–8 carefully in preparation for listening to the discussion on engineering. It may also be helpful for you to reiterate that the discussion involves three students – two of whom are male (Tom and Eduardo) and two of whom are native-speakers of English (Tom and Emma). When students have discussed their answers, play the discussion again for pure comprehension.

Answers

1 bridges 2 Tom 3 Eduardo 4 Tom 5 Eduardo
6 Yemen, France 7 South America 8 Tom

2 This task gives students an opportunity to analyse the discussion from the point of view of the turn-taking in the interaction. Students can discuss the statements in groups. Play the recording again, if necessary, to allow students to listen for particular examples of turn-taking. As an extension, you could ask students to reflect on their own behaviour and attitudes in informal discussions.

Sample answers

Students might agree with statement 1, although it happens less as the discussion develops (and Eduardo's confidence grows). Statement 3 is only partially true since it's questionable whether the speakers talk over each other *several times*. Students are likely to agree with statement 5.

ACADEMIC LANGUAGE

Accessing discussions


Elicit which techniques students already use themselves. Students may not be specifically aware of the categorization of the different techniques, which can be used as 'rules' in a group discussion. They may well already use or have heard the short words *and*, *but*, etc. as interjections in discussions, but may not be fully aware of their exact purpose. You can remind them of the techniques they use themselves to interrupt you (if they do) in the classroom. If necessary, play the recording in 1 again for illustration purposes.

TASK 2 Practising accessing a discussion

1 This task gives students an opportunity to practise their cooperative skills in group discussion. If possible, ensure that the most confident students are spread among the groups. Before the class, if necessary, think of several topics related to students' interests to help them get started. As an alternative, students could discuss a recent social or artistic event they have all attended. Ask a student to explain the guidelines to underline the need for cooperation in the discussion. You may find that some groups will not want to break the discussion but will be capable of writing notes at the same time as

speaking. Remind students to be constructive in their feedback and set a time limit of 15 minutes for the whole task.

TASK 3 Identifying rising or falling intonation

1 and 2  **8.4** The purpose of this task is help students recognize that intonation can often help determine when to access discussions. If appropriate, start by referring students back to Academic Language in Unit 5C on page 081. You may need to play the extracts more than once. To check comprehension, ask one or two students to repeat several sentences using a similar intonation as in the extracts. Before students look at 2, elicit the difference between the two intonations. As an extension, you can discuss (a) how easy or difficult it is to determine categorically the different kinds of intonation and (b) the intonation or tones used in their own languages. Play the extracts again or play the whole discussion in Task 1.1 You may also choose to mention that there is a tendency in some 'modern Englishes' to use a predominantly rising intonation, particularly among younger speakers.

Answers

1 1 ↓ falling 2 ↑ rising 3 ↓ falling 4 ↓ falling 5 ↑ rising
6 ↑ rising 7 ↑ rising 8 ↑ rising 9 ↓ falling
2 a 1 3 4 6; b 2 5 7 8 9

INDEPENDENT STUDY

Discuss this with students, reminding them of the discussion in Task 1.1. To ensure that students notice intonation as part of their Independent Study, give them a mini-project where they report back to the class on at least three discussions they took part in, or three interviews or discussions they watched on TV or the internet. The presentations can then be done in groups or as formal mini-presentations of 2–5 minutes each.

TASK 4 Using intonation in an informal discussion

1 and 2 After completion of 1, students can form groups of four for 2 and select a partner to give feedback to. Accept that students may want to discuss without a break as mentioned in the notes above for Task 2.1. Remind them to take notes about their partner's ability to access the conversation and their use of intonation, but point out that only brief notes are necessary for feedback. Set a time limit of 5 minutes, but extend this if the discussions appear productive. Monitor the discussions and, when students have finished, give them a few minutes to think about their notes in preparation for Task 5. For further practice, if possible, video one of the discussions to use in the general feedback in Task 5.

TASK 5 Critical thinking - reflecting on a discussion

1 and 2 These tasks aim to develop students' insight into their performance and behaviour in discussions. In 1, encourage students to give feedback about themselves before their partner does so. In 2, students should form the same groups as in Task 4.2. Monitor students' examples for use in a class discussion afterwards. For further practice, you could initiate a whole-class discussion on a topic similar to those in Task 4.2.

8E Vocabulary Prefixes

TASK 1 Understanding the meanings of prefixes

1 Students can try this task on their own without any help before checking in pairs. As an extension, ask students to think of or use their dictionaries to find other examples of words with prefixes 1–8. Also advise students to consult their dictionary to check whether a hyphen is needed or not. To increase students' awareness of prefixes, they can also identify words with prefixes 1–8 (as well as any others) in several selected texts and work out the meaning. A list of the prefixes can then be added to the students' language portfolios and updated regularly.

Answers

- 1 false 2 art / skill 3 in a sense / in appearance only
4 the same 5 heart 6 everything 7 milk-egg
8 over / more than normal

2 and 3 These two tasks can be done in pairs or groups. On completion of 3, students can try to explain the meanings of all the remaining words.

Answers

- 2 techno- technocrat, technology, technologist
cardio- cardiovascular, cardiac, cardiology
hyper- hypertext, hyperactive, hypersensitive
pseudo- pseudonym, pseudo-science, pseudo-intellectual
omni- omnipresent, omnipotent, omnidirectional
quasi- quasi-autonomous, quasi-scientific, quasi-official

Sample answers

- 3 homo: *homogenous* means consisting of things or people that are all the same or all of the same type; *homosexual* means attracted to people of the same sex; *homogenized* (referring to milk) means treated so that the cream is the same as, or mixed in with, the rest
techno: *technocrat* means an expert in science, engineering, etc. who has a lot of power in politics and/or industry; *technology* means scientific knowledge used in practical ways; *technologist* means an expert in technology

cardio: *cardiovascular* means connected with the heart and the blood vessels (vascular system); *cardiac* means connected with the heart or heart disease; *cardiology* means the study and treatment of heart disease
hyper: *hypertext* means text stored in a computer system that contains links that allow the user to move from one piece of text or document to another; *hyperactive* means too active and only able to keep quiet and still for short periods; *hypersensitive* means very easily offended or extremely physically sensitive to particular substances, medicines, light, etc.

pseudo: *pseudonym* means a name used by sb, especially a writer, instead of their real name; *pseudo-science* means a branch of science which most people would not consider to be a real or genuine science; *pseudo-intellectual* means a person who would like to appear more intellectual or cleverer than they really are
omni: *omnipresent* means present everywhere; *omnipotent* means having total power, or able to do anything; *omnidirectional* means receiving or sending signals in all directions
quasi: *quasi-autonomous* means having the appearance of, or being almost, independent; *quasi-scientific* means having the appearance of being scientific; *quasi-official* means having the appearance of being official, or an administrator

4 On completion, students can add the prefixes to their prefix list. As an extension, as well as identifying words with the prefixes *hetero-* and *hypo-* in texts, students could use a dictionary to search for other examples that might be useful in their area of study.

Answers

homo- (opposite of *hetero-*); *hypo-* (opposite of *hyper-*)

Heterogeneous: consisting of many different kinds of people or things

Heterosexual: a person who is sexually attracted to people of the other, or opposite, sex

Hypodermic: a medical instrument with a long thin needle that is used to give somebody an injection under their skin

Hypothermia: a medical condition in which the body temperature is much lower than normal

Hypo-allergenic: (describing substances and materials) unlikely to cause an allergic reaction in the person who uses them

TASK 2 Using prefixes to complete words in context

1 Students can do the task individually before checking their answers in pairs. As an extension, students could be given a text of several paragraphs where they need to complete the prefixes of certain words according to the meaning in context. Alternatively, the text could have the prefixes blanked out for students to complete, again according to the meaning in context.

Answers

- 1 pseudo(nym) 2 techno(logy) 3 pseudo(-scientific)
4 cardi(ac) 5 omni(potent) 6 hyper(active)

UNIT 9 Persuasion

ACADEMIC FOCUS: DEVELOPING AN ARGUMENT

INTRODUCTION

Unit 9 has the Academic Focus of ‘developing an argument’. Arguments are essential in academic communication; there are no connotations of aggressiveness since an academic argument is based on logic rather than emotion. In this unit, students learn about different types of argument and how to structure an argument in their writing and speaking. The focus is on identifying arguments in reading and listening texts, and exploring ways of making their own arguments more persuasive.

9A Reading explores the idea that academic texts are fundamentally persuasive. While some texts (e.g. encyclopedias) are strictly expository, i.e. they present information, most academic texts aim to persuade. Textbooks present plenty of information, but they contain arguments as well. In this module, students learn to recognize and unpack the persuasive language and meaning of an academic text. Students need to understand the language of argument and learn how an argument can be presented; a classic way is to present an overarching argument, or main argument, for a whole text, and then present a number of other arguments including supporting arguments. As the text progresses, some of the arguments presented are argued against and dismissed, leaving the supporting arguments – which are presented as convincing – to do their job of supporting the main argument.

9B Writing looks at how to write an effective argument essay – an essential skill for students preparing for academic study. The three meanings of the word *argument* need to be clarified at the beginning of the writing module and reiterated throughout, namely: 1) the principal point for or against an idea as given in the thesis statement in the introduction, or a whole text; 2) a paragraph which is part of the main argument; 3) the supporting argument within a paragraph. It also needs to be made clear to students that in an academic essay, the purpose of an argument is to persuade others of the stance the writer has taken on a subject.

9C Listening shows that, when students listen to lectures, an ability to differentiate between the arguments is crucial. Students need to be able to distinguish between a lecturer’s main argument and supporting arguments with evidence and explanation. Just as in writing texts, when lecturers seek to persuade others of their stance, they are not aggressive, but logical. They use a range of techniques such as stressing evaluative words and stressing auxiliary verbs to emphasize the logic of their arguments and thus persuade their listeners.

9D Speaking gives students the chance to learn how to develop their arguments in a seminar setting. This involves planning the argument and finding appropriate support and examples. Arguments are potentially complex, and in a spoken setting such as a seminar, they are interactive. As a result, students need to respond to what others say, and critique and build on the arguments presented. The language of argumentation is also complex, and students look at this throughout the unit, leading to ways of introducing an argument in the speaking module.

9E Vocabulary investigates synonyms and formality in academic writing. An understanding of synonyms and their formality can help students achieve an appropriate academic style. The module encourages students to rewrite text, which is a useful stage in the process of self-editing.

Discussion

1 This task helps orient students to the unit theme of 'persuasion'. Set a time limit of 10 minutes and ask them to write notes as they discuss. It is likely that students will say persuasion is difficult, especially in another language. Encourage them to give examples in different languages. Collate the points made on the board under two headings (*Easy, Difficult*) and elicit reasons and examples.

Sample answers

Easy: being concise and clear; being organized; using only what you know, but picking up other people's arguments and developing them

Difficult: not listening properly; people thinking of counter-arguments rather than the arguments being presented; a lack of knowledge; a lack of logic; the difficulty of organizing arguments; being concise and clear; being persuasive; using emotion

2 and 3 Set a time limit of 5 minutes for these ranking and comparison tasks.

Sample answers

Persuasion is about *presenting a logical argument* and *using persuasive language*, so they should come near the top of the ranking. The second, fifth, and sixth methods should come at the bottom.

4 The lists of skills and qualities can be written on large sheets of paper for display purposes or produced digitally. As an extension, students could be asked which qualities they think they possess and which they would like to have.

Sample answers

being logical, persuasive, organized, patient, being considerate to others and knowledgeable; having an ability to synthesize and link ideas, having a clear mind, having an ability to listen.

9A Reading Textbooks (6)

TASK 1 Critical thinking – evaluating voting systems

1 If possible, this task can be set up in preparation for the class. Ask students the extent to which they are interested in voting systems – as with many topics this may be extremely interesting for one person but less interesting for the next. While being aware of potentially sensitive issues in that some students' countries may not have voting systems, this is a fruitful topic which can lead to persuasive arguments. Students can take turns to explain any systems they are knowledgeable about, with the listener giving feedback on how easy it is to understand. Prompt them with language as necessary,

e.g. *Sorry, could you explain that again please? I'm not sure if I understand how that system works.*

TASK 2 Predicting the logical structure of a text

1–3 Explain that texts have a logical structure, closely related to coherence, which is independent of language. The order here reflects that of classic arguments or debates, where the issue is put into context and explained, before presenting arguments to support the idea. These are then turned around with counter-arguments (or arguments against), leading to the evaluative stage. One variation on this structure is to switch the order of the two central stages, so that counter-arguments come first. If students suggest this, ask for their reasons, and perhaps invite the whole class to vote on which choice sounds more convincing. Finally, ask students to skim the text to get the main idea. Give a time limit of a few minutes, and do not answer other questions at this stage.

Answers

3 a 2 b 4 c 1 d 3

TASK 3 Recognizing the main argument

1 You could ask students to try this before reading the text more intensively, as they have just skimmed it. Then they can read it more carefully to check their answer properly. As an extension, conduct a whole-class election using all three voting systems in Task 1.1 and see which one wins in each system.

Answer

2 (Note: this is given as the key point at the end of the text in the book *Introduction to Politics*.)

2 When students have collaborated on this task, go through all the selections as a whole class to determine why the other four are inappropriate. Emphasize that the main point of a text needs to take the whole text into account. The following are not appropriate when expressing the main point: details, examples, supporting evidence, anecdotes, and parallel or secondary arguments.

Answers

d a 5 b 3 c 4 d 1

TASK 4 Identifying evidence in supporting arguments

1 Explain that this task should help students in two ways: first, to effectively read and understand the different parts in a fairly dense text; second, to apply this understanding of text structure to their own writing.

Emphasize that reading is not about new sentence = new idea, new sentence = new idea, and so on, but about how paragraphs develop ideas. Invite students to comment on the structure of this paragraph: it follows the classic pattern of argument, reason, and evidence.

Answers

a 1 b 2 c 3 4 b 5 c

2 Ask students to follow the same principles for paragraph 2 (there are no extended definitions in this paragraph). They can collaborate if they wish. Explain that an alternative term for supporting argument is *claim*, i.e. you are making a claim – similar to presenting an argument. As an extension, ask students to work in groups and read the following scenario:

A new organization wishes to elect a president. Three candidates want the position. It has been decided to hold an election. All the members of the organization (about 300) can vote, but they cannot decide which voting system to use. The available systems are:

System 1 – Each member votes for one candidate, and the candidate with the most votes wins the election.

System 2 – Each member votes for their 1st choice, 2nd choice, and 3rd choice candidates. If no single candidate wins a majority (over 50% of the vote), the 2nd choices are added to the 1st choices and the candidate with the most 1st and 2nd choices wins.

System 3 – As System 2, but the 1st choices are given twice the value of the 2nd choices (i.e. 1st choice votes = 2, and 2nd choice votes = 1).

Students should then decide which system of voting they think is the fairest, giving reasons why.

Answers

Supporting argument:

None of the three alternatives wins a majority of first choices; However, it might be fairer to give extra weight to first choices over second ones since that would reflect more genuine strength of preference.

Evidence / example / explanation:

but if we just count first choices, then C wins with ten votes out of twenty-two. If the first two choices are counted equally, then B wins, with eighteen votes out of forty-four; Suppose first choices are given two points, and second choices are given one. In that case, A wins with twenty-four points out of a possible sixty-six.

TASK 5 Critical thinking - evaluating the main argument

1 These tasks are aimed at getting students to build their confidence in evaluating arguments. Stress that students need to provide evidence from the text to support their views. For example, if they say the argument is clearly presented, they should cite particular parts of the text, e.g. *As you can easily imagine, this problem gets worse with a greater number of alternative choices, whether they are candidates or policy options.* This seems clear

– it is presented in the style of an argument and sounds persuasive. Other students, of course, can disagree, again offering evidence where possible.

Sample answers

Students may agree with all of statements 1-3. Reasons: the main argument is structured and has several distinct stages with clearly presented supporting evidence, sometimes in table form; there are appropriate supporting arguments and these are clearly explained; whether the main argument is successful in persuading people is perhaps open to discussion – some students may be persuaded, others not.

2 Those students who thought the argument was less persuasive may have some concrete proposals. The examples are limited to votes, which seems in keeping with the aim of the text, so adding examples from a wider field may be helpful but is not particularly relevant. Another way of improving the argument could be to simplify the language, though not all students would agree with this.

ACADEMIC LANGUAGE

Persuasive language Adjective phrases

Tell students that the language of persuasion can take many forms; this Academic Language focuses on adjectives. Often adjectives are themselves hedged, or boosted, e.g. *supposedly objective*; *extremely difficult*. Ask students to say whether each example given is hedged or boosted (minimized or maximized). The explanation of *quite* is important, as it dramatically affects meaning depending on the choice of adjective even though the same modifying adverb is used. Refer students to page 200 of the Language reference for more information.

TASK 6 Building and analysing adjective phrases

1 Given that this task is set out in five incremental stages, simply ask students to work through the questions. Ask them to note down their answers: this is useful practice for students, and enables you to monitor as they write. Also, there is quite a gulf in mental activity between passively reading the questions and thinking that you know the answers, and productively having to express them in writing. You can point out the tendency in academic writing to avoid absolute statements (e.g. *X proves Y, Z is absolutely impossible*). Instead, expressions such as *extremely difficult* are more likely (which, in effect, means no one has yet worked out how to do it).

Sample answers

1 The authors cannot say the preference is objective, because they are arguing that it isn't – they say *supposedly* to indicate that people suppose it to be objective, therefore they are mistaken.

- 2 As explained above, the authors are arguing that the preference is not objective. They go on to use evidence to back up this argument.
- 3 If *supposedly* is omitted, the meaning changes to become the opposite. The authors are in that case validating the claim, agreeing that it is objective.
- 4 quite difficult - difficult - very difficult - extremely difficult
- 5 In practical terms, the authors say it is *extremely difficult* because it is arguably impossible; but to say it is *impossible* opens them up to criticism. The authors go on to argue how difficult, indeed unresolvable, it actually is.

2 Explain that this task focuses both on the collocation of particular words, e.g. *absolutely impossible* (a familiar collocation particularly in spoken language) vs *very impossible* (a very unlikely collocation), as well as expressing the desired meaning. Go through the example with *impossible*. Check the meaning using concept questions such as:

- What does *quite impossible* really mean? (Absolutely impossible)
- Apart from *absolutely*, which other modifiers are likely to be used? (*Supposedly*, as was used with *objective: supposedly objective*.)
- Give an example with *impossible*, e.g. a task was viewed as *supposedly impossible*, but later on someone managed to do it.

As students do the task, invite comments. Some collocations are familiar, and we can say with some certainty that they are natural, e.g. *very famous*, while others are possible, but less likely, though cannot be ruled out, e.g. *supposedly famous*. In examples of collocation like the latter, ask for suggested contexts, e.g. a visiting professor arrived from a distant country; he was supposedly famous but it turned out that nobody at all knew him in the country he was visiting. Finally, emphasize that the process of working out which collocations work effectively and express the desired meanings is a very useful one: it reflects students' writing process when they are selecting the right word.

Answers

- 1 To give one *very / quite / (rather) / particularly / (supposedly) / extremely* famous example.
- 2 However, it might be *even* fairer to give extra weight to the first choices.
- 3 that would reflect *even / rather / considerably* more genuine strength of preference
- 4 this problem gets *even / rather / considerably* worse with a greater number of alternative choices
- 5 the choice of method for assessing votes is *absolutely / quite / rather / particularly / supposedly / extremely* crucial
- 6 It is another *absolutely / (quite) / particularly / supposedly / (extremely)* key ingredient in the concept

TASK 7 Recognizing persuasive language

1 Explain that the text is strongly persuasive, and much of this effect is achieved through language: the selection of particular words and the building up of phrases such as the adjective phrases looked at in Task 6. The extracts in this task are particularly rich in such language. Ask students to start by underlining them quickly, then to go over and check, perhaps spotting more examples. Tell them that each sentence contains several examples. Point out that the persuasive language includes not only adjectives, but other word classes and phrases, such as the adverb *however* in the example given. (*However* is a linking adverbial which expresses contrast but can be associated with persuasion to indicate the transition from one argument to the next.)

Answers

- 2 None of the options ever achieved a majority of the total votes or points available, whichever system was being used, so it would be impossible to conclude that the general preference was 'clearly' in favour of one particular option. (Paragraph 3)
- 3 As you can easily imagine, this problem gets worse with a greater number of alternative choices, whether they are candidates or policy options. (Paragraph 3)
- 4 In this way, even though it might seem artificially to constrain the choices that are being voted upon, it will result in an unambiguous outcome. (Paragraph 3)
- 5 Therefore, the choice of method for assessing votes is crucial and really can alter the outcome. (Paragraph 4)

2 Try to mix up the pairs, or use small groups, so that at least one person in each group is able to talk about language and meaning reasonably effectively. Although quite challenging, this task is potentially extremely interesting. Emphasize again that by discussing the authors' choices of persuasive language, students are mirroring the writing process. The task should help them with their own writing. It is unlikely that students will come up with all the points in the sample answers given below (and they may well come up with different points), but they are worth presenting to students. Feed in any points arising from the answers in the feedback stage following the task.

Sample answers

- 1 *However* shows contrast and is associated with argument, as explained above. The next phrase is hedged with the modal verb *might*, which is in keeping with the writers' argument - it is hypothetical at this point. The adjective phrase *more genuine* is in the comparative form to indicate that the hypothesis can be compared with the previous hypothesis.
- 2 The opening part is extreme: *none of the options* rather than *few of the options*, with the maximizing adverb *ever*. This style is followed up with *whichever* (neither one system nor the other), and the extreme language of *it would be impossible to conclude*. This is very decisive, persuasive language. Furthermore, *clearly* emphasizes that the hypothesis does not work.

9B WRITING Argument essays

- 3 The opening phrase, interestingly, is interactive: it invites the reader to imagine something. This reflects the persuasive nature of the text, for persuasion is associated with having someone to persuade, in this case the reader. The previous argument or hypothesis is then given the label *problem*; the cohesive noun phrase *this problem* refers back to the previous stretch of discourse. The continuing language, *gets worse*, carries on with the negative theme.
- 4 The choice of subordinator *even though* is stronger than the default *although*. The language continues with the message of clarity: referenda *might artificially constrain* something (this phrase itself is minimized with *seem to* – which plays down the seriousness of the objection), but they are presented as *unambiguous*, not something weaker like *reasonably certain*.
- 5 The opening linking adverbial *therefore* is associated with logic, mathematics, and so on. It is robust and authoritative. The adjective *crucial* is strong and decisive, while the emphaser *really* strengthens the authors' argument.

ACADEMIC LANGUAGE

Conditional structures *If* and *unless*

Start by asking students what they know about *if* structures. Many students will have studied the so-called First, Second, and Third Conditionals at some point. An alternative distinction is between 'real' and 'unreal'. *If* and related structures, such as *unless*, *granted*, *provided*, *providing* can all indicate conditionality, and are all subordinators. Tell students that, as a rule of thumb in real conditions, to express timeless, universal conditions (which are generally perfectly possible) we tend to use the present tense or a modal. Unreal conditions tend to use past tenses including the past perfect. Refer students to page 202 of the Language reference for more information.

TASK 8 Critical thinking – using conditional structures

1 This task allows students to use the speculative language presented above in a personalized context.

2 and 3 These tasks allow students to transfer the same speculative language into new contexts. You may choose to simply accept what students come up with – they may not be able to speculate on the course of American history, but they should be able to have a go at talking about events in their own countries. For example, a Turkish student might come up with something like: *If Ataturk hadn't become powerful in the Ottoman army, Turkey might not have become a republic in the 1920s. It might have been taken over by colonial powers like France and Britain.* In 3, encourage students to explain and discuss why so that the task becomes genuinely communicative – i.e. with a real audience to exchange information effectively.

TASK 1 Critical thinking – organizing ideas

1 This task aims to help students organize and link ideas relating to an argument essay. To introduce the task, ask students to look at the photo in the margin and to think (a) how people could be persuaded to change their consumerist habits and (b) whether it would be easy or not to do so. You can then elicit the impact of unchecked consumerism on the planet. Students should then analyse the essay title and decide on their stance regarding the approach mentioned. You can point out that the last sentence contains the phrase *for or against*, or wait for the students to notice it. As an extension, you could also elicit synonyms for the word *approach*, e.g. *strategy, method, way, measure, means, solution*.

Sample answer

Approach 1 is probably one of the best. If young people are educated about the way people live (or should live) looking, for example, at the consumption patterns of human beings, they then are likely to have healthier habits in later life. They might also educate their parents and peers.

2 This task can be developed to help students examine the approaches in 1 from a range of perspectives. Point out that there may be more than one possible answer. As an extension, write the answers on the board and ask students in pairs to examine several approaches from at least two perspectives. Emphasize the benefits of doing so – using perspectives in this way helps students to gather and organize ideas from different fields to write about the essay title.

Sample answers

- 1 educational (behavioural / social / group / financial / national)
- 2 financial (economic / medical / social / national)
- 3 behavioural (psychological / social / group / communal)
- 4 individual (psychological)
- 5 behavioural (psychological / social / group / communal)
- 6 behavioural (psychological / social / group / financial)
- 7 financial (social / individual / psychological)
- 8 social (individual / communal / group / behavioural / psychological)

3 The purpose of this task is help students' further evaluation of the approaches in 1. To introduce the task, give students a few minutes to think about approach 1 (in Task 1.1), and then ask one student to do the evaluation or do so yourself. This task offers students a good opportunity to hedge as different answers are possible. Set a time limit of 10 minutes, restricting the focus to only two or three approaches, if necessary.

Sample answer

- 1 The best strategy is probably to use a range of approaches because one strategy is unlikely to work with everyone, no matter how sound it is.
- 2 All of the approaches are effective and sound, but some of them may be difficult to achieve or implement. For example, approach 2 might prove difficult because it would affect people financially, and hence affect politicians' popularity. Approach 4 could also be problematic from a behavioural or psychological perspective. However, such approaches need to be considered.
- 3 Different answers are possible. They could all be long-term, except approaches 3 and 7. As regards approach 3, over-emphasis in the long-term might be off-putting, so a periodic approach might be advisable. Approach 7 is primarily a short-term measure.
- 4 It is unlikely. It is also unlikely that the approaches will work with all groups of people within any one country.

TASK 2 Selecting a body paragraph structure

1 Before starting the task, elicit from students the meaning of the word *argument* in their own words. Emphasize that arguments are persuasive, structured, and ideally end in a conclusion, which often contains an evaluation. Refer them again to the Rationale on page 140. On completion of the pairwork discussion, ask students to describe the three structures and to support their preference for each structure.

Sample answer

Structure A seems most logical because the stages within the paragraph are clear. To argue for the overall argument there are two supporting arguments. Supporting argument 1 is against the main arguments and is followed by evidence and explanation. This sequence is repeated for supporting argument 2, which is for the main argument. The last stage is the evaluation in support of supporting argument 2, which acts as conclusion.

2 Ask students to read the essay title in Task 1.1 again before they start. Ensure they understand that the three approaches are *supporting arguments*. As an extension, ask students to explain how the supporting evidence supports the approach (supporting argument) in each case.

Answers

- 1 Supporting argument: education (at primary and secondary school) about the way we live
Evidence and explanation: *educational approach: start early → educate about not harming the world + about making informed choices*
- 2 Supporting argument: encouraging engagement with local people through groups and community action
Evidence and explanation: *group action to improve conditions → individuals follow / people with different expertise → responsibility for own actions → growing own food → long-term behaviour change*

- 3 Supporting argument: giving vouchers to encourage people to buy healthy food
Evidence and explanation: *financial approach: incentive → what is to stop people selling vouchers for less money? → buy more unhealthy foods → short-term solution → wasteful initiative*

3 and 4 These tasks aim to show students how the approaches and supporting evidence and explanation fit into a paragraph outline, and also to help them evaluate an outline for an argument paragraph. In 4, you may want to check that students understand *synthesized* (combined or integrated into the outline). As an extension, ask students to explain the argument in the outline.

Answer

- 3 Structure A

5 Students should write the outlines individually and then compare and evaluate them in groups. Remind them not to copy from each other. Show students the outline in the sample answer below on the interactive whiteboard if possible, and ask them to identify the structure and then to evaluate the outline. Set a time limit of 20 minutes and encourage the use of all three structures in Task 2.1. Ask students if you can keep examples of their outlines for use in future classes.

Sample answer

Structure C:

Supporting argument 1 giving vouchers to encourage people to buy healthy food

Evidence and explanation against - *financial approach: incentive → what is to stop people selling vouchers for less money? → buy more unhealthy foods → short-term solution → wasteful initiative*

Supporting argument 2 education (at primary and secondary school) about the way we live

Evidence and explanation for - *educational approach: start early → educate about not harming the world + about making informed choices*

Supporting argument 3 showing TV programmes on lifestyle change

Evidence and explanation for - *documentaries and soap operas - educational approach - reach mass audience - public discuss - long-term approach - effective*

Evaluation in favour of supporting arguments 2 and 3
non-financial approaches - more effective

INDEPENDENT STUDY

Discuss with students the value of creating the templates. They can also use the templates after writing an argument paragraph or essay to evaluate the structure. Use this as an opportunity to check students' Independent Study methods and for them to showcase their portfolios if they have been keeping them.

TASK 3 Stating and supporting the main argument

1 This task aims to help students examine a sample text as a model for writing in Tasks 5 and 7. You may want to mention that the in-text references are fictitious, as they are examples only. Remind students of the essay title in Task 1.1, or write the title on the board, and set a time limit of 20 minutes. Students can check their answers in pairs. If necessary, you can briefly revise the structure of introductions in preparation for the writing in Task 7. On completion, ask students to identify the Structure (A–C from Task 2.1) used in body paragraph 1.

Answers

- 1 *This essay argues that the most effective way to involve people in making decisions about their lives is not through financial inducement or penalties, but through strategies that engage not just individuals but also communities and families in taking responsibility for their actions.*
- 2 Against financial incentives: *is not through financial inducement or penalties, but through strategies that engage not just individuals but also communities and families in taking responsibility for their actions.*
- 3 Yes. It is clear that the focus is non-financial. The writer emphasizes that they are not arguing for a financial approach by putting it first and using a negative word (*not*) and then introducing their own approach after *but*.
- 4 Approaches 7 and 6 are used. The writer argues against approach 7 in the first sentence of body paragraph 1: *A recent government initiative in the UK suggests giving individuals £50 vouchers to buy healthy goods at participating outlets.* The writer argues for approach 6: *Perhaps, as Gonzalez and Parker (2003, p.074) propose, a better option would be community involvement, not just individual involvement.*
- 5 Students' own answers. For approach 7, the evidence and explanation are in sentences 2–7 of the body paragraph. For approach 6, they are in sentences 9–12. Sentence 12 contains the writer's overall evaluation of the two approaches and reiterates the writer's stance in the thesis statement. The evaluation acts as conclusion to body paragraph 1.

2 This task gives students the opportunity to examine the two paragraphs of the essay closely. Students can discuss questions 1–4 in pairs or groups. Question 5 can be used as a whole-class discussion. On completion, emphasize the structure of body paragraph 1, asking a student to describe the various stages in the structure.

Answers

- 1 Yes. See the thesis statement in the introduction. See the second sentence of body paragraph 1: *This is perhaps a waste of public money*, which makes the writer's argument clear. See also the evaluation in the last sentence: *... this strategy is much more likely to lead to long-term behaviour change than the distribution of vouchers.*

- 2 Yes. The overall argument is given in the thesis statement in the final sentence in the introduction. Body paragraph 1 first argues against financial inducements, which is stated in the second sentence in the paragraph. From sentence 8 onwards, body paragraph 1 argues for *community involvement*. The writer's stance is stated in the evaluation in the final sentence of body paragraph 1, reiterating the thesis statement.
- 3 Very clear. The writer gives examples and in-text references which relate to the argument against for the first supporting argument. The writer then explains how the voucher system is likely to fail: *... such schemes for their focus on short-termism and not dealing with the issue.* The pattern is the same for the second argument. The writer ends the paragraph with an evaluation in support of a more social approach emphasizing the long-term aspect.
- 4 The link occurs in three ways: (a) through the demolishing of the first approach (sentences 1 and 2 in body paragraph 1), which relates to *not through financial inducement* in the thesis statement; (b) through the positive stance in the second approach in sentence 8 (*Perhaps, ... a better option would be community involvement*), which relates to *through strategies that engage not just individuals but also communities and families in taking responsibility for their actions* in the thesis statement; (c) through the evaluation in the final sentence of body paragraph 1.
- 5 Students' own answers.

TASK 4 Synthesizing citations, evidence, and explanation

1 and 2 Mention to students that the citations in 2 are fictitious. Students can do both tasks in pairs. Set a time limit of 15 minutes for both tasks, but extend the time limit if students are having a lively discussion about question 4, which aims to develop their critical thinking skills. This question in particular should help them to be precise in writing paraphrases. As selected students explain how the citations summarize the sources, ask them to write the answers on the board.

Answers

- 1 a Harrison (2010) claims that this is not an effective use of public funds, as it is open to abuse.
b Johnson (2001) criticizes such schemes for their focus on short-termism and not dealing with the issue.
c Perhaps, as Gonzalez and Parker (2003) propose, a better option would be community involvement, not just individual involvement.
d If the people around an individual or group like a family or community take action to improve their conditions, an individual is then more likely to follow, as Cooper (2007) points out.
- 2 a 1 Yes, but see 4; 2 They are paraphrased, e.g. *has the risk of failure* is paraphrased by *is not an effective use of* and *can be circumvented* is paraphrased by *is open to abuse*; 3 Different; 4 No, the words *public funds* are mentioned in the citation, which paraphrases any financial inducement. To make it tighter, the reference to *public funds* could be changed in the paragraph to *resources*.

- b 1 Yes; 2 They are paraphrased, e.g. *which does not take account of the underlying causes and beliefs* is summarized by *criticizes ... not dealing with the issue*; 3 Different; 4 Yes, the idea of *short-termism* is not the original source; it does not exactly paraphrase *largely ineffectual*. The phrase *for their focus on short-termism* could be changed to *for not being very sound*.
- c 1 Yes; 2 They are paraphrased, e.g. *The engagement of communities in group activities ... has a greater probability of success* is paraphrased by *a better option would be community involvement*; 3 Different; 4 No, but note the emphasis on group activities rather than individual activities.
- d 1 Yes; 2 The sentence is a paraphrase of the citation; 3 Different; 4 No

3 Set a time limit of 10 minutes for students to do this task in pairs. On completion, briefly review Tasks 3 and 4 before moving to the writing in Task 5.

Sample answers

Citation (a) helps to argue against the approach of using voucher schemes.

Citation (b) also helps argue against voucher schemes.

Citation (c) supports the writer's argument for community involvement.

Citation (d) adds further support relating to the groups of individuals involved in a community, i.e. family and those around an individual in a community.

TASK 5 Synthesizing arguments and citations

1 and 2 These tasks give students an opportunity to write and evaluate a body paragraph for an argument essay. Check that students understand the guidelines and ask them to write the paragraph on their own. You can check the outlines before the students begin writing, if necessary. Set a time limit of 60 minutes for the writing in 1 and 10 minutes for 2.

Sample answers

Approaches used: 1, 3, and 5 (approach 3 is used as an argument against); structure used: B

Outline:

Supporting argument 1 education (at primary and secondary school) about the way we live

Evidence and explanation for - *educational approach: start early* → *educate about not harming the world + about making informed choices*

Supporting argument 2 showing TV programmes on lifestyle change

Evidence and explanation for - *documentaries and soap operas - educational approach - reach mass audience - public discuss - long term approach - not effective / long-term*

Supporting argument 3 discouraging consumption generally, not just of goods but also energy

Evidence and explanation against - *may only work - financial incentives or penalties such as taxation - not induce people to take responsibility - own actions - long-term*

Evaluation in favour of supporting argument 1

education - sound approach - likely - long-term effect - people's lifestyle choices

Paragraph:

Education at primary and secondary school about the way we live is another approach in helping people to make informed lifestyle choices, as this can influence people's exercise and obesity (Kenkel, 1991; Park & Kang, 2008; Webbink et al., 2010). Education can, for example, take the form of projects on the consequences of modern lifestyles. Such activities could raise awareness about the impact of modern lifestyles and are more likely to have a long-term effect lasting into adulthood. TV programmes on lifestyle change, such as documentaries and soap operas, could also be used to inform mass audiences. The idea, perhaps, is that the public will discuss the issues raised. However, as a long-term solution, TV programmes are perhaps not very effective as people may become bored if the themes are constantly repeated. Discouraging consumption generally, not just of goods but also of energy, is another possible approach, but this may only work through financial incentives or penalties such as taxation, and not induce people to take responsibility for their own actions in the long-term. It seems that education is a sound approach that is likely to have a long-term effect on people's lifestyle choices.

ACADEMIC LANGUAGE

Exemplification Alternatives to conditional structures with *if*

After students have read the information, emphasize how the punctuation and grammar need to change in the second example. Ask students to find examples of alternative structures in the text on pages 136-7. To increase students' awareness of the structures, give them several short extracts from different disciplines and ask them to find examples of the structures. Alternatively, provide extracts containing conditional structures with *if* and *unless*. Students can then transform the relevant sentences using the alternative structures given in Academic Language. Refer students to page 202 of the Language reference for more information.

TASK 6 Using alternatives to conditional structures with *if*

1 The aim of this task is to give students practice using the alternatives to conditional structures with *if*. For further practice, you could ask students to find their own examples of the use of the alternative structures from their own field of study.

Sample answers

- Suppose / Imagine* a broad-based approach is adopted taking in community involvement along with fostering individual self-awareness and individual responsibility. Lifestyle changes can be effected much more easily.
- Supposing / Let us suppose*, as some people advocate, taxation on a range of products such as 'fattening' foods is used as a financial tool to change people's lifestyles. This is unlikely to modify people's behaviour.

- 3 *Let us imagine / Suppose* taxation is used to change people's behaviour. It may have the unintended consequence of hitting the poor hardest as they may rely on such 'fattening' foods more than the rich because they are cheaper.
- 4 *Suppose / Supposing* we look at the example of taxation on petrol. We can see that the same applies.

TASK 7 Writing an argument essay

1 Check that students understand the essay title and the guidelines. Ask several students to explain the writing process using the guidelines. Writing the essay is likely to take several hours, depending on whether there is available time and resources to do research and incorporate citations. Delay any peer evaluation until Task 8. Students can work individually on guidelines 1–5 in class and write a draft of their introduction. Set a time limit of 30 minutes for this preparation. Remind students to read the guidelines as they write again and at the end to check their essay. You may prefer to delay looking at the sample answer on page 217 until after Task 8.

TASK 8 Critical thinking - evaluating an argument essay

1 and 2 If students write their essays as homework, these tasks can be done as independent study outside class time. Alternatively, they can be done in class before the essay is handed in for marking. In both cases, any changes can be marked in a different colour or annotated. Remind students to be constructive in their feedback and obviously not to copy each other. As an extension, students can evaluate the sample answer on page 217. For your future reference, ask students if you can keep copies of their essays, e.g. for anonymous evaluation in class.

9C Speaking Seminars (4)

TASK 1 Critical thinking - categorizing and evaluating skills

1 Ask students to briefly consider the six skills given. One or two are arguably qualities, e.g. empathizing, but these can be acquired like skills. The language should be clear, but explain any difficult words, e.g. *empathizing* as distinct from *sympathizing*. Give a time limit of 5 minutes for students to rank them, then invite whole-class feedback. Students can justify any order, but should say why, giving reasons and examples.

2 This task personalizes 1. Not all students may have a chosen career, but they can choose a possible one if not. Go through the example, which brings out the unit theme of persuasion. You could also ask for an articulate student to model a sample response.

3 This task allows students to supplement their own ideas for skills and qualities for career success. You could conduct the task in whole-class format to gain a large number of ideas. In each case, ask for reasons. Present a possible example, such as the following: *In a professional career you need to be able to respond to feedback. In a classroom you get feedback from your teacher, and in the real world, such as in a law practice or a business, your manager or your clients may give you feedback. It's wise to try to understand this feedback and act on it.*

TASK 2 Evaluating the presentation of an argument

1 and 2 ▶▶▶ **9.1** Play the recording once. Students should be able to write down the three points asked for on the first listening. You can play it a second time for 2, but ask students to try the task first before you do so. Explain that students can respond as they wish, but they need to know why they are agreeing or disagreeing. As such, any answers are possible for 2, though as a suggestion Fatima's argument is clear, and she gives a certain amount of support, evidence, and explanation. Her language is quite strong, e.g. *It's impossible to conclude*. Students can say whether they find this persuasive or not – simply using extreme language does not in itself make something true.

Answers

Main topic of discussion: *Education*

Main argument: *That the trend towards English-medium education is unfair*

Student presenting the argument: *Fatima*

3 ▶▶▶ **9.1** On this second or third listening, students switch their focus to language. Tell them that it is useful to listen out for language in context: students presenting their arguments.

Answers

Students should tick all of the phrases except the following:

If I were you, I'd ...

What do you mean by ... ?

What would you do if ... ?

4 This task requires students to understand the function of each phrase (in order to then use them appropriately). As an extension, ask for further phrases with similar meanings. In this way students can build up a bank of useful phrases.

Answers

What I mean is ...	explaining
That's the crucial question.	evaluating
This means that ...	explaining
Suppose that ...	expressing a condition
In that case, ...	expressing a condition
Not only [...], but ...	exemplifying
It's impossible to conclude that this is fair.	evaluating
Unless ...	expressing a condition

5 It is up to students what they think of Fatima's argument. Ask them to use the evaluation checklist in 2.

Sample answers

From certain perspectives Fatima's argument is compelling, but it does require greater evidence, e.g. how quickly / where English is becoming the language of education.

TASK 3 Identifying parts of an argument

1 ◀▶▶9.2 This task follows a similar format to Task 2, but uses the next extract. Explain *analogy* if necessary: *a comparison of one thing with another thing that has similar features*. Play the recording just once for students to complete the points.

Answers

Student presenting the argument: George

Main argument: A 'lingua franca' for education is advantageous and promotes equality

Main piece of supporting evidence (analogy): Latin in the Middle Ages

Perspectives mentioned: linguistic (language), historical, cultural, educational, geographical, social, medical. (Note: both explicit and implicit perspectives included)

Contribution from other participant: Arabic in the Middle East in the Middle Ages

2 and 3 ◀▶▶9.2 Students here have a chance to build on the argument in the extract. Ask why the example given would develop George's argument (it shows that the principle is not restricted to one part of the world). They could also mention that Fatima's contribution can add support to the same argument. After students have come up with their ideas, ask them to share them with the whole class. In this way students who could not think of much can see that there are many possible ways of extending the argument.

TASK 4 Critical thinking - evaluating the main argument

1 ◀▶▶9.2 Begin by asking students to say what Fatima's argument is: that Arabic too was a *lingua franca* in medieval times, in such contexts as education, medicine, and mathematics. Ask for students' reactions; it is actually a very useful additional contribution to George's argument. Students can assess how clearly Fatima's argument is presented: first she tries to interrupt, unsuccessfully, then successfully. Then she states her argument about Arabic, arguably quite clearly with useful supporting perspectives.

2 Natsuko's argument is presented in two related sentences. Ask students first if they can recall it, then play this part of the recording again for them to write the words. They can then check in transcript 9.2 on pages 232–3.

Answer

It's very challenging for students studying in English as a foreign language. Therefore *studying for a degree course in a different language, such as English, is more difficult when compared with studying in one's first language*.

3 Students may not be comfortable with this task, i.e. implicitly criticizing another student's argument (although presented on the recording). Elicit the ideas from different pairs to share as a class so that all students can see the results. Taken as a whole, the class should be able to come up with a number of useful suggestions.

Sample answer

Natsuko's argument is circular - the first statement is essentially the same as the second, although the second statement is presented as a logical result (using *therefore*) of the first. She needs to think of a more logical result, e.g. more support should be given / special conditions should apply, etc.

TASK 5 Preparing and presenting an argument

1 The argument continues the topic of the recording. Students should work individually and follow the procedure. However, if some students are finding the task challenging, another approach is to put students into small groups and work through the same procedure with a slightly different topic, e.g. a trend towards multinational, globally oriented education. This would be a useful practice stage and should give students the confidence to continue individually with the topic given.

2 ◀▶▶9.1–9.2 Start by asking what students can remember from the recording. They can take a fairly broad view of the language, as given in the answers below.

Answers

So what I'm saying is / what I mean is / I mean / And this meant / In fact what I was going to say / basically / as I said, one advantage was / which means that / Actually I was thinking about / In my view / As I said / Therefore

3 This task allows students to practise what they have prepared in the relative security of small groups. Emphasize that they should keep listening actively and responding to and building on what other students say. They should not just present their argument flatly – the listening and response phase should be genuine.

ACADEMIC LANGUAGE

Speculating and reflecting

The examples are representative of speculating and reflecting language, but point out that there are other phrases, too. To clarify the grammar behind the structures, ask which ones are:

- imperatives: *suppose, take*
- modals: *could, shouldn't*
- statements: *I was just wondering*
- questions: *do you think ... ?*

Encourage students to notice how they are used, e.g. the *statement I was just wondering* is quite implicit and does not actually ask for anything. Instead it seems to say, 'I'm thinking this, therefore (though I'm not saying so) you should tell me'. In contrast, questions like *do you think* or *could you tell me* are clearly more direct and easier to understand. You could ask students for similar functions in their first language and they can then compare the directness of them.

TASK 6 Practising speculating and reflecting language

1 Refer students back to Academic Language for the language to complete the sentences. Explain that in some cases more than one piece of language is possible. They need to understand the grammar of the items, as explained above.

Sample answers

- 1 What would you do if / Suppose that 2 Take 3 Could we perhaps / Shouldn't we 4 I was just wondering 5 Shouldn't we also consider

2 This is a useful fluency task for students to practise the target language using the items in 1 as prompts. You could demonstrate an example as a whole class, offering your own ideas first and then allowing students to contribute theirs. Then they can practise in pairs or small groups. For example:

A: What would you do if some students are dyslexic and cannot spell in English?

B: I'd make allowances and put in special measures to help them.

A: How?

B: Well, through support, such as when they take an exam, they can be given a laptop or audio secretary to write down their answers.

A: Isn't that expensive?

B: Maybe, but they do need help. Alternatively, these students wouldn't be marked down for making spelling mistakes.

A: OK, but that sounds unfair to the other students ...

TASK 7 Participating in a seminar

1 and 2 By now, students should have had a reasonable amount of practice in participating in a seminar. Refer them back to the procedure in Task 5, and give them sufficient time to prepare. Remind them of ways of generating ideas, for example making a mind-map or writing on a topic for one minute to get some useful material. Also stress the importance of the question *Why?* Each proposal needs a valid reason, plus appropriate example(s). Arrange the groups so that there is a reasonable balance of quieter and more talkative students, and make sure that each student has a chance to contribute.

TASK 8 Reflecting on performance in a seminar

1–3 This task enables students to reflect on their performance, with a view to coming up with ways of improving next time. Using the checklist, students can evaluate first the performance of their peers, and then their own. When they bring these two angles together, their performance will have been both self-evaluated and peer-evaluated. Ask students to discuss any mismatch, e.g. a student who feels that they performed badly compared to the reaction of the other students who thought they did well. Bring together all the suggestions for improvement as a whole-class checklist for everyone to share.

9D Listening Lectures (8)

TASK 1 Understanding the main points of an argument


1 This task aims to orient students as they think critically about the concept of teamwork. Before forming pairs to have a discussion, give students a few minutes to think about the concept and to write down some notes in response to the questions. If necessary, suggest different fields for them to think about, e.g. business, medicine, or law. Sport can also be used as an example to help students contrast team and individual sports. Collate the information from the pairwork on the board and, if possible, display the sample answers on the following page.

Sample answers

Advantages: efficiency; people working together; team spirit; happy working environment; support for team members; reduces likelihood of mistakes

Disadvantages: difficulty in coming to a collective decision; slow process; people end up not doing things; not suitable for all types of workers, e.g. creative or inventive people.

The advantages and disadvantages will possibly vary from field to field and within fields, e.g. sport or creative fields such as the art world. These can be contrasted with medical teams in hospitals and in businesses, but in the latter two fields individualism is also necessary on some occasions.

2 and 3  **9.3** These tasks help students distinguish between the main points of an argument. Before students watch Extract 1 to answer the questions in 3, remind them to answer in note form, e.g. using noun phrases, where possible. To ensure comprehension of the extract, students can check their notes in pairs and then expand them in a whole-class discussion. Highlight the different stages in the lecture extract, as exemplified in the questions in 3: *main aim or purpose, second aim, context, reason, argument against teamwork, counter-argument*. Students can discuss the sequence, saying whether awareness of such sequences can help predict the content of lectures. Additionally, students can map the stages of the talk onto a copy of transcript 9.3 on page 233. This will help students prepare for 5. As an extension, on completion of Task 3 or at the end of the module, students can analyse the presentation from the point of view of delivery, using two or more of the following criteria:

- Body language, e.g. eye contact
- Stress and intonation
- Pausing
- Signposting
- Speed of delivery
- Organization

Answers

2 c

- 3 1 explore briefly - last part - other fields - experiences - shared and exchanged
2 medical teams - hospital
3 everyone work together - hospital function efficiently
4 teamwork stifles creativity - reduces opportunity - new ideas develop
5 against: OK, I can see where this argument is coming from, obviously. / So to counter this particular criticism ... well, firstly I would like to remind us all that no one really works in complete isolation
6 I see where this argument is coming from
7 no one really works - complete isolation - more important - brilliance refined - participation others - best / most creative ideas - benefit opened up to scrutiny - looked at other points of view - key aspect of teamwork - take something good - idea, procedure, whatever - make it great

4 Elicit why the speaker begins with a criticism of teamwork. As an extension, you could ask students to

compare structures A–C used in argument essays in Task 2.1 of Unit 9B on page 141. Do not assume, however, that students will necessarily make the connection between the structures they have covered across all four main skills.

Answers


a and c

5 On completion, students can compare their summary with other pairs. Students can also compare their summaries with the transcript on page 233. If possible, display the summary in the sample answer below for students to identify the parts of the text relating to the headings given in the Student's Book.

Sample answer

The purpose of the lecture is to explore the role of teamwork in modern medical practice with the secondary aim of exploring other fields where experiences of teamwork can be shared and exchanged. The exploration of teamwork is done within the context of hospital medical teams. Such teams comprise the full range of health personnel from nurses to managers, not just doctors. The first argument examined is a criticism of teamwork: essentially that it suppresses creativity, thus blocking the development of new ideas. It is acknowledged that teamwork can involve a lot of time if collective decisions are being made by everybody in a team. A counter-argument is put forward that people do not work in complete isolation and that brilliance can be refined through the participation of others. It is pointed out that the best or the most creative ideas can be improved through scrutiny and examination from other points of view. Essentially, teamwork can turn something good into something great.

TASK 2 Recognizing how evidence is presented

1  **9.4** This task aims to help students identify specific parts of the lecture. You may need to show Extract 2 several times. As an extension, show Extract 1 again and ask students to analyse the speaker's delivery when she says items 1–5. For example, students can ask themselves: *Does the speaker slow down or speed up when speaking? Does the speaker linger on any words? How does the speaker use pauses and signposting words?*


Answers

- 1 So ... Let's start with a (common criticism of teamwork).
- 2 OK, I see where this argument is coming from.
- 3 So, to counter this particular criticism ...
- 4 I would like to remind us all ...
- 5 But perhaps even more important is that ... This is the key aspect of (teamwork)

2 Set a time limit of 10 minutes for this task. Collate the student answers on the board. If necessary, give prompts, e.g. by asking if the lecturer's response to


the criticism and the counter-argument were detailed enough. Remind students of the sample answers for Task 1.1 to help them discuss their own arguments. For further practice, use an extract from lectures such as those on the Oxford University iTunes website.

TASK 3 Taking notes on evidence presented

1  **9.5** Before you show Extract 3, go through the headings and the example with students. Remind them of the context and ask them to predict the answers in pairs, where possible. If they cannot predict within a hospital context, ask them to think in an educational context, e.g. *an accident or fight in their own institutions, or at a sports event or a music concert*. Set a time limit of 5 minutes and then show Extract 3, reminding students that only short notes are needed. Do not expect students to write all the notes in the answers below.

Answers

- 2 incident in hospital - accident / fight, medical or otherwise - improve logging procedure - logging incident - junior team members, e.g. doctor / nurse - deal with this all the time - may have good suggestion - need feel comfortable - suggestion taken seriously - senior members of team
- 3 senior staff - no monopoly on right answers or solutions - sometimes seems that way
- 4 affects working practices - needs checked / evaluated - decision made by individual / small group - decision needs looked at carefully + evaluated by everyone in team
- 5 may be ways - decision affects other people in team - may be consequences not considered
- 6 teamwork - efficient - not be way stifling creativity - but refining + taking it forward - refined + refined, again + again
- 7 art of persuasion - first, persuasion within a team - work effectively - every team member needs feel voice opinion - will be listened to - responsibility - make sure - team democratic - everybody matters - example: nurse / junior doctor - very easy feel overawed

2  **9.5** Prior to showing Extract 3 again, students could use the notes they took in 1 to describe what the lecturer said. On completion of 2, students should listen again for pure comprehension.

Answers

- 3 In this case
- 4 Similarly, ... If ...
- 5 because there may be ... there may be
- 6 So I think from this we can see that ... but of (refining it and taking it forward)
- 7 OK, moving on to the next point

ACADEMIC LANGUAGE

Emphasizing (1) Different strategies

After studying the strategies, discuss how aware students were of the phrases in Extracts 1-3. Students could locate the phrases in the transcripts on page 233 and then watch again for pure comprehension. As an extension and for revision purposes, students could watch video extracts from previous units and analyse them from the point of view of the emphasizing strategies used. The same task could be done with video or audio extracts from the Oxford University iTunes website or other universities such as University College London. A five-minute extract would be sufficient. You could also ask students to compare the different emphasizing strategies with those used in their first language(s).

INDEPENDENT STUDY

Give students a future date to give feedback to the class on a lecture they attend. As an extension, if students are not studying in a university the whole class could attend any free lectures at a local university. This could then be followed by a seminar-style discussion on the non-verbal strategies used by the lecturer, e.g. head movements, touching or hitting a desk or lectern, touching the PowerPoint screen, raising eyebrows, pacing up and down with the steps emphasizing the main points.

TASK 4 Using emphasizing strategies

1 and 2 These tasks aim to give students the opportunity to give a short talk incorporating the strategies they have just learnt. Once students have practised reading in 1, check they understand the procedure involved in 2. If you have access to computers, students can prepare the talk using PowerPoint. When students deliver their talk, encourage them not just to read the notes, but to use them as prompts. As an extension, students could give each other feedback on the non-verbal emphasizing strategies used or other pre-selected criteria such as pace and organization.

TASK 5 Critical thinking - discussing teamwork

1-2 Set a time limit of 30 minutes for these tasks. In 2, encourage students to take notes for each of their chosen careers under the headings of *arguments for* and *arguments against*. On completion of the feedback in 2, ask students to summarize their arguments, stating whether they were persuaded by them or not. Elicit from students the top three advantages and disadvantages of teamwork. As an extension, you could have a whole-class discussion on the value of teamwork in teaching at different levels in education, adding your own insight and experience.

9E Vocabulary Synonyms and formality

TASK 1 Using synonyms in phrases

1 This task enables students to use the language they know, as well as to use vocabulary reference books including thesauruses and dictionaries. On its own, a thesaurus is of limited use, because when students find words they do not know, they need to check their meaning elsewhere. If they do not check, they are likely to use the word incorrectly in some way, e.g. formality, collocation, meaning. There are quite a lot of possible answers, so use your judgement. Just one sample answer below is given for each item.

Sample answers

- 1 the final choice
- 2 one further crucial component
- 3 highly challenging
- 4 a possible result
- 5 to offer extra support
- 6 more convincing power
- 7 to limit the options
- 8 a clear result
- 9 a great deal of
- 10 the best method

TASK 2 Deciding on the formality of synonyms

1 This task focuses on formality – a key aspect of synonyms. There are degrees of formality, and conversation vs academic discourse is a useful but over-simplistic distinction. On completion of the task, point out that students have grasped the meaning of twenty-four useful academic words, which should be encouraging for them.

Answers

- 1 planned / wished
- 2 happened / taken place
- 3 essential / key
- 4 measuring / weighing up
- 5 reflect on / think of
- 6 approach / plan
- 7 effects / results
- 8 essentially / mainly

2 The degree of formality is partly a question of intuition and style. Students may find it easier to give the least formal one, as it is not always clear-cut. The sample answers below are a guide, but not definitive.

Sample answers

- 1 intended
- 2 occurred
- 3 crucial
- 4 assessing
- 5 consider
- 6 strategy
- 7 consequences
- 8 essentially

TASK 3 Rewriting phrases using synonyms

1 and 2 This task is more personalized and requires students to use their own work as a resource. This usefully reflects the writing process and should help them next time they write. By comparing and discussing their selections, students can give each other useful feedback and possibly add further synonyms and related words. Remind students of the criteria in this module, i.e. formality, meaning, and collocation.

UNIT 10 Connection

ACADEMIC FOCUS: CAUSE AND EFFECT

INTRODUCTION

Unit 10 has the academic focus of *cause and effect* – an essential element in academic texts. It presents a representative range of texts and tasks to develop students' understanding of cause and effect phenomena and, crucially, the complex language and meaning relations of cause and effect.

10A Reading explores the fact that, in academic texts across all disciplines, cause and effect relationships feature as a recurrent essential element. Being able to recognize how phenomena such as ideas, concepts, events, and actions have an impact on each other is a key skill, as is being able to differentiate between such phenomena and those that are just linked or associated with each other. In medicine, for example, a phenomenon, or factor, may be associated with an illness, but may not necessarily be the cause. Noticing and learning not just the language that helps identify such relationships, but also recognizing cause and effect relationships without overt language markers is also useful. During note-taking, diagrams can be used to highlight the order of cause and effect phenomena. Cause and effect chains, where the effect can be the next step in the chain, can likewise be emphasized in diagrams.

10B Writing examines how the written expression of cause and effect phenomena depends on how they are related. Students need to learn how to relate different items and clearly state the relationship between them, using appropriate language. Accuracy is particularly important, as using a phrase incorrectly, e.g. *result in* vs *result from*, can completely change the meaning. Students can select from their material and put different phenomena together in an essay, combining closely related phenomena into single paragraphs. Even given the same material, two students can legitimately present this in different ways. Finally, how the material is evaluated is vital: we do not say something is a cause or an effect of something else without saying how significant or likely this is.

10C Listening presents a lecture which reports a case study. Students learn how a case study can illustrate cause and effect relations such as the observation of a small sample of people, in this case who speak a minority language. This shows how the effects play out from a local to a global situation. The module requires students to synthesize information from different parts of the lecture into written texts such as notes and a summary.

10D Speaking shows how being conversant with cause and effect relationships can also impact on the delivery of presentations. Learning to create notes based on phenomena in such relationships allows students to reduce a script to note form, where the phenomena are used as stages, or stepping stones, in the presentation. Such an approach to speaking can help the development of fluency and build students' confidence. Post-presentation, giving feedback and responding to feedback in a way that is non-confrontational and constructive by all parties involved (i.e. the tutor, fellow students, and the speaker), plays an important role in seminar presentations.

10E Vocabulary works with cohesive noun phrases. Such phrases are indicators of more sophisticated academic texts, and it is very important for students to be able to notice them and use them in their own writing.

Discussion

1 The aim of this task is to encourage students to think about cause and effect in their own lives. The task helps orient them to the theme of the unit. Point out the singular of *phenomena* (*phenomenon*) to the students, and encourage them to start using the term. If necessary, introduce the task by describing the effect of one or more phenomena on your life, e.g. the impact of technology on teaching. After the group discussion, students can demonstrate comprehension by giving their own descriptions with reasons and examples. Set a time limit of 10 minutes for this task.

2 Before students start speculating, elicit a few reasons to complete the example, such as *younger people may have no one to turn to; there may be no facilities available for help; they are possibly not following any treatment correctly*. As an extension, students can add their own phenomena to the list as they discuss. Set a time limit of 15 minutes, including reporting back to the class.

Sample answers

- 2 2 and 1 (not enough new urban accommodation is being constructed, 7 also being a reason)
- 1 and 3 (no other perceived means of escape from the situation)
- 2 and 6 (potential destruction of farming land for house construction as cities spread)
- 7 and 1 (less accommodation available for families or groups of people)
- 7 and 4 (lack of social support from family and friends)
- 8 and 5 (economic pressure to start work earlier)

10A Reading Textbooks (7)

TASK 1 Identifying cause and effect relationships

1 and 2 The purpose of these tasks is to help students distinguish between cause and effect. Before students start doing these tasks in pairs, you can, if necessary, give them several sentences with cause and effect relationships and associations and links only, e.g. *1 The latest advances in medicine have improved health care. (Cause → effect)* *2 Health care has been improved by the latest advances in medicine. (Effect → cause)* *3 Obesity is associated with diabetes. (The two phenomena are linked, but obesity may not be the cause.)* Emphasize the point that the cause does not always come first in the sentence.

Answers

- 1 1, 3, 4, 5, 6, and 8 contain cause and effect relationships. (2 and 7 contain links.)
- 2 (Causes underlined; effects in bold)
 - 1 **The lives of countless numbers of people have been saved** through the introduction of antibiotics.

- 3 The government's approach to Research and Development produced **considerable opposition**.
- 4 **The relationship between universities and the manufacturing industry has improved markedly**, owing to the involvement of politicians.
- 5 The scientific discoveries of Al-Jazari, the great 12th-century Arabic engineer, have had a **significant impact on the field of engineering**.
- 6 **The world of finance is undergoing constant change** as a result of innovations in computing technology.
- 8 **Construction at the new site was temporarily shut down** because of the risk of fire.

3 After checking students' answers to both tasks, emphasize the importance of making the distinction between cause and effect and other linked associations. As an extension, elicit the benefits of being able to recognize cause and effect relationships and distinguish them from other relationships: it also helps with text navigation and with critical thinking; it also helps to develop ideas and separate and analyse phenomena.

Answers

Sentences 2 and 7 show associations, or links, between the two phenomena. In sentence 2 it states that the phenomena *are connected*, but it does not state there is a direct cause and effect relationship. Sentence 7 states that there is a relationship between the two phenomena (*is clearly related*), but likewise no cause and effect relationship is indicated. While a cause and effect relationship may exist in both cases, it is not safe to assume that such relationships include cause and effect. In some respects, expressing relationships in this way is similar to hedging.

TASK 2 Understanding the purpose of texts

1 Give students a time limit of 5 minutes for this task. As an extension, you could show them extracts from a selection of other texts, including journals.

Answers

a 2 b 3 c 1

2 By this stage of the course, students should be able to work out the purpose of a text themselves. As an extension, use one or more short extracts from textbooks for further identification of the purpose. Show or give students the extracts and ask them to skim and elicit a quick response. Spend no more than 5 minutes on this identification task.

Sample answers

Purpose of Text 2 = to show the impact of Kuhn's ideas on philosophy of science. Evidence = the first sentence of paragraph 1: *Despite their controversial nature, Kuhn's ideas about science and rationality transformed philosophy of science.*

Purpose of Text 3 = to show the role of disturbance on the marine ecosystem. Evidence = the first sentence of paragraph 1: *Various processes operating in the marine ecosystem affect ecological processes and the structure of communities and habitats, such that they are in a continuous process of change.*

3 Students can do this task in pairs or groups. Set a time limit of 15 minutes. As an extension, you could reuse any additional text extracts you used previously for further identification of perspective – without a list of perspectives.

Answers

All three texts use a scientific perspective.

Text 1: In paragraphs 1 and 2, the perspective is geographical, e.g. *An avalanche is typically a falling mass of snow which may contain rocks, ice, or other debris.* In paragraph 3, the perspective is medical: *Avalanche deaths result from: Burial and suffocation: 65% of deaths / Collision with obstacles: 25% of deaths / Hypothermia and shock: 10% of deaths*

Text 2: The perspective is historical, e.g. *In part this is because Kuhn called into question many assumptions that had traditionally been taken for granted, forcing philosophers to confront them, and in part because he drew attention to a range of issues that traditional philosophy of science had simply ignored.* It is also educational and sociological, e.g. *Kuhn also paid considerable attention to how science is taught in schools and universities, how young scientists are initiated into the scientific community, how scientific results are published, and other such 'sociological' matters.*

Text 3: The perspective is ecological, as shown by the whole of the text.

TASK 3 Understanding the texts in detail

1 Set a time limit of 5 minutes for completion of the task and discussion of the answers in pairs.

Answers

- Examples of hedging in Text 3, paragraph 2: Periodic outbreaks of ecosystem engineering organisms such as starfishes and sea urchins **can lead to** periods of prolonged habitat modification. Rising sea temperatures **may facilitate** the proliferation of non-indigenous species, which **can alter** the existing community assemblage through the process of competition for space and other resources.
- Abstract phenomena in Text 2, paragraph 1: Despite their controversial nature, Kuhn's ideas about science and rationality transformed philosophy of science.
- Examples of concrete phenomena in Text 1: avalanche, rocks, ice, other debris, snow, mountain ranges, obstacles.

2–4 Students can do each of these tasks individually, followed by pairwork and then whole-class discussion. Set a time limit of 10 minutes for each task. Emphasize the cause and effect relationships in each text.

Answers

- 1 typically – falling mass of snow – rocks, ice + debris
 - 2 increase – stress (fresh snow – weight of climber / skier) or decrease – strength – snowpack – caused heat of sun
 - 3 triggered – victims
 - 4 evaluate – risks – terrain – snowpack; knowledge – avalanche assessment – prudent group management strategies; skills and equipment – rescue – victims – prerequisites
 - 5 burial + suffocation
 - 6 50% of victims
- 3** The answers are all parts from the text.
- 1 (In part this is) because Kuhn called into question many assumptions that had traditionally been taken for granted, forcing philosophers to confront them, and in part because he drew attention to a range of issues that traditional philosophy of science had simply ignored
 - 2 ... the idea that philosophers of science could afford to ignore the history of science appeared increasingly untenable, as did the idea of a sharp dichotomy between the contexts of discovery and justification.
 - 3 (Even those unsympathetic to Kuhn's more radical ideas would accept that in these respects) his influence has been positive.
 - 4 ... to focus attention on the social context in which science takes place, something that traditional philosophy of science ignored.
 - 5 ... a movement known as the 'strong programme' in the sociology of science, which emerged in Britain in the 1970s, owed much to Kuhn.
- 4**
- 1 ecological processes and the structure of communities and habitats
 - 2 they are in a continuous process of change
 - 3 positive (e.g. habitat restoration) or negative (e.g. dumping of waste, direct effects of an oil spill, habitat damage by bottom fishing on the sea bed, walking across the seashore)
 - 4 the proliferation of non-indigenous species, which can alter the existing community assemblage through the process of competition for space and other resources

5 On completion, students could work in groups and, using the answers from 1–4, describe the content of one or more of the texts. For further practice, give students two or three extracts of approximately 500 words in length from different fields. Students can then identify and highlight the cause and effect relationships in the texts. Alternatively, the causes or the effects (or both) could be removed from one extract for students to reinsert.

Answers

(Cause and effect language in bold)

Text 1:

Paragraph 1

Avalanches **are released by** either an increase in stress (fresh snow or weight of a climber/skier) or a decrease in strength of the snowpack **caused by** the heat of the sun. ... estimates suggest that 90% of victims have **triggered** the avalanche themselves.

Paragraph 3

Avalanche deaths **result from**: Burial and suffocation: 65% of deaths
shallow burial and rapid retrieval significantly **improve** survival rates.

Text 2:

Paragraph 1

Despite their controversial nature, Kuhn's ideas about science and rationality **transformed** philosophy of science.

Paragraph 2

Another important impact of Kuhn's work was to focus attention on the social context in which science takes place, something that traditional philosophy of science ignored.

Not surprisingly Kuhn's ideas have been very influential among sociologists of science. In particular, a movement known as the 'strong programme' in the sociology of science, which emerged in Britain in the 1970s, **owed much to Kuhn**.

Text 3:

Paragraph 1

Almost any human intervention in the marine environment, whether positive (e.g. habitat restoration), or negative (e.g. dumping of waste), **leads to** some form of ecological disturbance.

any discrete event in time that **disrupts** ecosystem

Paragraph 2

Changes in sea level, ocean temperature, and water circulation **modify** habitats and their associated fauna
Natural phenomena such as cyclones and hurricanes **have regional impacts** on a seasonal basis and **affect** a wide range of marine habitats

Periodic outbreaks of ecosystem engineering organisms such as starfishes and sea urchins can **lead to** periods of prolonged habitat modification.

Rising sea temperatures may **facilitate** the proliferation of non-indigenous species, which can **alter** the existing community assemblage through the process of competition.

Whatever the source of disturbance, it is a fundamental process that **contributes** to the maintenance of diversity in all ecosystems.

ACADEMIC LANGUAGE

Cause and effect language (1) Different structures

Highlight the different ways to express cause and effect relationships, emphasizing how common they can be across academic texts. Pay particular attention to the fact that there may not be any specific language to highlight the cause and effect relationship. Point out the concept of cause and effect chains as exemplified in the last example, giving more examples, if necessary, e.g. *The rain caused heavy flooding, which in turn disrupted transport, contributing to huge business losses in the area* (cause → effect / cause → effect / cause → effect). Highlight how such chains can help to develop an argument. If necessary, give further examples of cause and effect relationships in texts, and examples of phenomena associated with each other without cause and effect relationships.

TASK 4 Expressing cause and effect relationships

1 The purpose of this task is to help students recognize and use cause and effect relationships. For further practice after checking their answers in pairs, students can be given several situations and asked to think of possible causes or chains of cause and effect as exemplified in Academic Language, e.g. (a) *the growing influence of the internet*, (b) *the rising cost of living*, and (c) *IT skills shortages around the world*. Students can look at the phenomena from different perspectives, e.g. (a) can be looked at from economic, global, social, and financial perspectives. This process will help develop students' critical thinking skills.

Answers

(Nouns in bold; verb phrases underlined)

- 1 Sea fishing on an industrial scale has led to a considerable **transformation** of the marine environment.
- 2 The safety of modern wards in hospitals owes much to early pioneers in hygiene such as Lister.
- 3 The financial **collapse** was triggered by a computer **failure**.
- 4 Education can alter not just the way people behave, but the way they think.
- 5 Ideas and discoveries from past civilizations such as the Greeks and Sumerians still have a huge impact on our lives today.
- 6 The main cause of **change** in the modern world is not technological advances, but human imagination.
- 7 Human behaviour has contributed most to the **changes** that we see in the planet today.

2 Before students start this task, ask them to identify the causes and effects in each set of notes. They then write a sentence about each, using the word in brackets in the correct form. Encourage them to use the passive to vary the order of the causes and effects.

Sample answers

(Causes underlined; effects in bold)

- 1 A range of marine processes are constantly **changing the marine environment**.
- 2 Science and medicine have both had a (huge) impact on **the well-being of society**.
- 3 **Many illnesses among the general public** have been caused by pollution and accidents.
- 4 **A knowledge of the marine ecosystem** will save the planet for future generations.
- 5 People's lives have been greatly improved by both **science and the arts**.

TASK 5 Note-taking (8) - representing relationships

1 The purpose of this is to show students how diagrams can be used during note-taking to represent cause

and effect relationships. Students should do this task individually before comparing their answers. Set a time limit of 15 minutes. On completion, students can describe the relationships represented in the diagrams in their own words, thus encouraging paraphrase.

Answers

- 1 B: 1 the 'strong programme', 2 Kuhn
- 2 C: 1 avalanche, 2 increase in stress, 3 decrease in strength of the snow, 4 heat of the sun
- 3 A: 1 victims, 2 avalanche
- 4 B: 1 avalanche deaths, 2 burial and suffocation
- 5 A: 1 shallow burial and rapid retrieval, 2 survival rates
- 6 A: 1 rising temperatures, 2 proliferation of non-indigenous species
- 7 A: 1 human intervention, 2 ecological disturbance

2 On completion, ask students to draw the diagrams on the board and then describe the information using the diagrams themselves. For further practice, you can give students an extract (of 500–1,000 words) containing cause and effect relationships. Students take notes from the text, using diagrams A–C in 1. If students are from a multidisciplinary background, use a range of texts. They can work in pairs or groups according to subject discipline and then present their diagrams to the class. Keep examples of students' diagrams for your future reference.

Sample answers

- 1 Increased literacy levels in schools ← the introduction of volunteer teachers
- 2 Film music → greater engagement with narrative developments ← the creation of emotions
- 3 Worries about future energy supplies → greater investment in alternative energy resources

INDEPENDENT STUDY

This can be looked at after Task 5 or as part of Task 6. Students can be encouraged to redraft notes they have already taken from lectures or books in diagrammatic form. Other essential elements from texts in the book which they could show in diagram form include classification, with the division of phenomena into categories.

TASK 6 Critical thinking - using diagrams

1 This task aims to help students reflect critically about using diagrams in their notes. If students are already attending lectures, you could use this as an opportunity to review how they currently organize their notes.

Sample answer

Using diagrams can help to highlight notes and make them more accessible. It can also help to show certain relationships (e.g. cause and effect).

10B Writing Cause and effect essays

TASK 1 Identifying and ordering cause and effect phenomena

1 and 2 Ask students to start by quickly saying what each topic represents – a cause or an effect (a and b are causes; c and d are effects). The answers below offer a number of different choices, all of which are possible. Explain that the different options for organizing the text are not abstract representations of the laws of probability, but outcomes of the essay writer. In other words, students have to decide what the focus of their essay is, and how they want to express it. Remind students of Unit 9A Reading, where an argumentative text can be structured in different ways. The choices for cause-effect texts are more complex. In addition, texts may be essentially about causes only, or effects only. When selecting their order, ask students to explain why they did so.

Answers

- 1 The topic sentences are ordered in the way they are because it is a chronologically clear and logical representation of the relationship, with the two causes preceding the two effects.
- 2 (Note that within each structure, the order of causes a + b, and/or the effects c + d can be switched.)
Cause-effect structure:
a b c d; b a c d; a b d c; b a d c
Effect-cause structure:
c d a b; d c a b; c d b a; d c b a

3 Stress that there is no natural, universal order for cause and effect. This contrasts with other essential elements in texts, such as problem-solution, where problems are normally presented first. Students have to understand the language and the meaning in order to work out the causes.

Answers

(Causes underlined; language in bold)

- a) Arguably the most important **cause** of rising house prices is limited supply.
- b) House prices may rise **on account of** imbalances in the financial system such as availability of credit for mortgage lending.
- c) One little-discussed area which rising house prices **affect** is politics.
- d) Rapid house price rises tend to have a number of serious social **consequences**.

4 It is useful for students to read the two thesis statements. If necessary, elicit the main parts of the statements to refresh students' memories: the aim and scope of the essay, the main focus, the key perspectives, and the basic order in which the material will be discussed. Students should select the appropriate thesis statement to reflect the order of the topic sentences in 1.

Answer

1

5 To complete this, students will have to refer back to the introduction in 1 and the thesis statements in 4. Note that in the answers below, causes 1 and 2 can be swapped in each plan, as can effects 1 and 2.

Answers

Plan 1

Cause 1: limited supply; Cause 2 availability of credit for mortgage lending; Effect 1 politics; Effect 2 social consequences

Plan 2

Effect 1: politics; Effect 2: social consequences; Cause 1: limited supply; Cause 2 availability of credit for mortgage lending

ACADEMIC LANGUAGE

Cause and effect language (2) *Result*

Following the selection of cause and effect language in Unit 10A, students should realize that such language is complex and broad in scope. This Academic Language focuses on just one word: *result*. Point out that the preposition which follows it – *of*, *in*, *from* – is key to understanding how its meaning is expressed. The expression *as a result of* is actually a preposition in itself, so functions in the same way grammatically as other prepositions such as *in spite of*. Thus its form cannot change, and it cannot be separated. The meaning, of course, is different. Ask students to identify the result in each example (it is *unaffordable* prices or *unaffordability*).

TASK 2 Using the word *result* in cause and effect sentences

1–3 These tasks offer specific practice in understanding and using cause and effect phrases based around the word *result*. Ask students to work through the sequence of three tasks. Emphasize that they should focus carefully on the wider meaning in order to add the correct preposition, which should lead logically to identifying the cause, or causes, in each sentence. Finally, to personalize the task, encourage students to draw on their knowledge, however limited, of their chosen subject (or a subject they have some knowledge about). They should also use the adverbial *as a result* in one of their sentences. Monitor their work, and, time permitting, ask selected students to read out their sentences in groups or to the whole class.

Answers

(Causes underlined; prepositions in bold)

- 1 Millions of homeowners across the USA saw the value of their houses drop significantly as a result **of** the property crash.
- 2 Headaches may result **from** stress and dehydration; alternatively there may be other causes.

- 3 One result **of** improving secondary school education is likely to be greater competition for university places.
- 4 This essay investigates whether increased trade liberalization actually results **in** more consumer choice.
- 5 Sudden adoption of a low-calorie diet may not result **in** weight loss as intended.
- 6 Arguably the phenomenon of low bone mass results **from** three major causes.

ACADEMIC LANGUAGE

Cause and effect language (3) Nouns, verbs, and prepositional phrases

In this next presentation of cause and effect language, a wider range of structures is introduced: nouns, verbs, and prepositional phrases.

TASK 3 Using cause and effect language

1 Explain that three elements are needed to complete this task effectively: the sentence stem (the first part), the cause and effect language, and the ending. Elicit what will help students: the topic of the sentence (e.g. *commodity price rises*) and the grammar. Try eliciting the structure of one or two of the sentence stems:

- 1 is a noun phrase (and therefore very likely the subject of the sentence)
- 2 begins with an adverbial (a non-finite clause), so the subject of the sentence is not the first clause element in the sentence but the second (*London*), followed by a verb (*appears*) and a complement (*diverse*). Therefore the rest of the sentence is likely to be an adverbial, such as a prepositional phrase
- 3 is the easiest to spot in that, like 1, it is a noun phrase
- 4 starts with a noun phrase as subject, with an adverbial (*clearly*), which is likely to be followed by a verb
- 5 is a subordinate clause beginning with the subordinator *although*: this is one type of adverbial

Answers

- 1 e) are caused by
- 2 a) because of
- 3 c) may result from
- 4 d) result in
- 5 b) effect of

2 The first activity in this task is a useful lead-in to students writing their own sentences using the target language. Emphasize the need for both accuracy and coherence: students should write logical and relevant material which follows on from the stem. As with 1 above, try doing the first sentence as a whole-class discussion. Elicit that it starts out with a subject, followed by the first part of a verb phrase – the modal auxiliary *may*, which needs to be followed by a lexical verb such as *result in*, *result from*, or *lead to*. Check carefully that students express the right cause-effect meaning: as explained earlier in this unit, one phenomenon in isolation is not

a cause or an effect until it is related in some way to another item. Therefore *a country's economic success* can be either, for example, a cause (... *may lead to greater political influence*) or an effect (... *may result from / may be due to investment in education*). In the latter example, ask students to rephrase the sentence, e.g. *Investment in education in a country may bring about economic success*. In other words, encourage students to vary the sentence structure and language, carefully paying attention to the two goals of accuracy and coherence.

INDEPENDENT STUDY

This task should enable students to analyse a text of their own choosing in terms of its cause and effect language and content. If necessary, check their selection of text for suitability before they start, and more importantly check their subsequent analysis.

TASK 4 Writing cause and effect paragraphs

1 This task focuses on the meaning relations between phenomena in a student essay. Go through each item and elicit whether, given the topic sentence, it is a cause, an effect, or evaluation. Note that the evaluative material can also be seen as speculation, which is closely related.

Answers

Note that the evaluative material can also be seen as speculation, which is closely related.

- increasing demand for well-qualified professionals - cause
- rising top salaries - main effect
- shortage of well-qualified professionals - cause
- ever greater premium placed on higher qualifications - cause / evaluation
- globalized market for well-qualified professionals - cause
- increasing supply of unskilled workers - cause
- likelihood of continuing salary gap - evaluation
- stable or falling lower salaries - evaluation
- limited university places relative to demand for courses - cause

2 The next stage is for students to work out possible connections. Point out that there is no single right answer, but that, when expressing cause and effect relations, accuracy and coherence are essential. In the sample answers below, the order can arguably change. There is no universally fixed order for cause and effect relations: it depends on the focus of the writer.

Sample answers

- The widening gap in salaries is the main effect, as stated in the topic sentence.
- The market is becoming globalized, thereby increasing demand for well-qualified professionals, which is also resulting in rising salaries.
- From an educational perspective, two further causes of the widening gap in salaries are an even greater premium placed on higher qualifications, and limited university places relative to demand for courses.
- A shortage of well-qualified professionals and an increasing supply of unskilled workers are also contributing to the widening gap in salaries.

- There is a strong likelihood that the salary gap will continue, with stable or falling lower salaries (This is an evaluation and speculation, logically following the earlier points).

3 and 4 Students work with their connected material to form paragraphs. The sample answers above indicate a workable option, which is developed into a paragraph below. Ask students to use most of the information given. State that the points could be further developed, but for the moment they should stick to one paragraph. One further piece of advice is to avoid using too many initial cohesive language items (such as those given in 3). If there are too many, the reader may find the text rather clumsy and wordy. Balanced against this is the need for clarity, and with cause and effect relationships, where it is not always clear what is a cause and what is an effect, a limited number of such language items is very helpful. Note that *rising top salaries* can be described in the introduction to the essay, or alternatively in the opening body paragraph. This paragraph would then describe and exemplify the main effect stated in the thesis statement. The sample answer below does not elaborate on the effect, but presents the various causes.

Sample answer

Paragraph 1:

There are three main causes of the widening gap in salaries. The first of these is an increasing demand for well-qualified professionals. Another important cause is the emerging globalized market for well-qualified professionals. This is because a globalized market tends to fuel demand, as with tangible products such as Coca-Cola. From an educational perspective, an even greater premium is being placed on higher qualifications, together with limited university places relative to demand for courses. One further cause is the current shortage of well-qualified professionals, which together with an increasing supply of unskilled workers, is having the effect of raising top salaries. Given stable or falling lower salaries, there is a strong likelihood that the salary gap will continue.

TASK 5 Writing a cause and effect essay

1 Explain that students now get the chance to write their own cause and effect essay. If necessary, review the material of the unit so far. Encourage students to include a good range of appropriate cause and effect language, although their initial focus is on the logical selection and sequencing of ideas. Students need to start by selecting one of the titles. While many students may be unwilling to discuss economic issues, point out that you do not have to be an economist to write the first essay. It could be a discussion of what to focus on in a country: the kind of education (e.g. academic vs vocational), the kind of political system, the kinds of social policies (e.g. related to children and families), legal perspectives, and so on. The second essay title is more personalizable. Ask students to read the guidelines individually, then if necessary go through them as a whole class to check comprehension. You can introduce an element of collaboration during the

planning stage. In this approach, students work in small groups on the same question, present their ideas, and offer and respond to critical feedback on these. You may prefer to refer students to the sample answer on page 218 after they have written their draft and given feedback to other students.

2 and 3 Students can work in different ways, but following their first draft is a good time to check language accuracy. The particular focus is, of course, cause and effect language. Students can offer critical feedback at various stages in the writing process, not just after the finished product. For example, as mentioned in 1 above, students can collaborate and give feedback on the essay plan and sample paragraphs. Students can also ask for a particular focus for the feedback, such as the coherence of the text, or the accuracy of the language. The checklist on page 222 gives useful points to consider related particularly to language. Advise students that they can learn a lot from each others' writing.

10C Listening Lectures (9)

TASK 1 Critical thinking - connecting different disciplines

1 Check students understand the meaning of a *case study*: an in-depth study of a person or group of people (e.g. a family or a class of students), a place (e.g. a village or part of a rainforest), or something like a country or sector of an economy. Students can then apply this understanding to the topic of language death. To give an example from the UK, a number of Gallic languages have died, including Cornish – spoken in Cornwall in the south-west of England until the late 18th century. Other languages have been revived following their decline, e.g. Welsh, using political and cultural measures. Students may also be able to come up with examples from their own countries or regions.


2 and 3 Give one or two examples as necessary to start students off. These kinds of tasks are very useful, and can help not only in activating interest in a topic prior to reading or listening, but in generating ideas for the writing process. Some students may find the tasks challenging, but they can improve their performance through the encouragement of techniques such as creative thinking, visualization, mind-maps, word association, and so on. Some obvious examples are given below, but the whole class should be able to come up with many more.

Sample answers

- History is likely to be connected to language death because all languages have a history, and over time things increase or decrease in importance – whether particular countries, empires, or languages.
- Geography is central to language death, as languages tend to be based in particular geographical areas unless they spread out through processes such as colonization.


- Linguistics is essential to language death and can be connected in various ways such as through the formal study and recording of endangered languages.
- Anthropology can be connected to language death through the study of people who speak minority languages.
- Politics is often implicated in language death through the political involvement, or interference, in certain languages.

TASK 2 Identifying connections to the topic

1  **10.1** This task gives students practice in connecting material in the lecture, and establishing which phenomena are causes and which are effects, and how they are evaluated. Explain that the perspectives in Task 1.1 are both explicitly and implicitly related to language death. Students need to listen for material that relates in some way to the perspectives, which they have already discussed.

Answers

- History: *things move on*; Latin has no native speakers but was preserved through writing and continuing use as a language in restricted contexts
- Geography: Latin developed into modern European languages, e.g. French, etc.
- Linguistics: through the well-known example of Latin; (implicitly) why languages die and what happens when they die
- Anthropology: (implicitly) a researcher who carried out case studies in central Asia
- Politics: not explicitly mentioned although some countries are mentioned

2  **10.1** Students focus on what they think is the central question. If they come up with answers like *How Latin died out*, elicit from other students why this is not the central question: it is an example to illustrate what language death is.

Answers

- (a) the important question of why languages die and what happens when they die
- (b) process: it gradually died; cause: partly geographical; effect: it gradually developed into modern European languages

3 Ask students to try to do this from memory. In the answers below, some extracts from the lecture are given as support. A case study might involve any of these although it is less likely to be a comprehensive analysis of all aspects of the people.

Answers

- 1 included – as is typical in case studies, this researcher repeatedly visited his subjects
- 2 not included – researching a key aspect of these people's existence – their native languages
- 3 included – researching a key aspect of these people's existence – their native languages


- 4 included but not central - involved living with the subjects, researching a key aspect of these people's existence - their native languages
- 5 included (if languages are seen as abstract)

ACADEMIC LANGUAGE

Cause and effect language (4) Conjunctions

This aspect of academic language should be fairly straightforward for students. Probably the most common subordinator for giving a reason is *because*, which usefully has *cause* embedded in it. Less frequent but still useful synonyms are *as* and *since*. Explain that *as* also has a similar meaning to *while*. Also, *since* is used more frequently as a preposition. The word *so* can be analysed as a coordinator or a subordinator, and is often simply used as an adverb. Refer students to pages 202 and 207 of the Language reference for more information.

TASK 3 Connecting causes and effects

1  **10.2** Extract 2 deals with the language of Tofa. Ask students to read phenomena 1–10, and clarify any unknown concepts, e.g. *reindeer* (see photo), *arcane* (secret and mysterious), *kinship* (family relations). One way for students to relate the items and show the relationship is by using arrows.

Sample answers


1 The Tofa word *döngür* → 2 The loss of the Tofas' cultural knowledge + 8 The difficulty in referring to different types of reindeer ← 3 The loss of arcane pieces of knowledge
 5 The fact that Russian has no word for *döngür* → 8 The difficulty in referring to different types of reindeer
 8 The difficulty in referring to different types of reindeer → 10 The ability of the Tofa reindeer herder to pick out a specific type of reindeer
 4 The fact that Tofa has five words for 'uncle' → 9 Tofa children learn different kinship roles
 7 The pressures of globalization → 6 The decline of the Tofa language
 7 The pressures of globalization → 3 The loss of arcane pieces of knowledge

2 Students now have the chance to put these cause and effect relationships into a paragraph. Make sure they do not read the transcript first, as the aim is for students to effectively include all the information using appropriate organization and cause and effect language. State that they can use sequences of language from phenomena 1–10 given in 1. Alternatively, ask students to use their own words. The sample answer follows the former strategy.

Sample answer


The decline of the Tofa language has been brought about by a number of factors including the pressures of globalization. One major effect is the loss of the Tofas' cultural knowledge including obscure pieces of knowledge. For example, the loss of the Tofa word *döngür* has led to difficulties in referring to different types of reindeer and the ability to pick out different types of reindeer. This is partly because Russian, the language now mainly spoken by the Tofas, has no word for *döngür*. A similar effect may be seen with the effective learning of kinship roles by Tofa children, due to the fact that Tofa has five words for 'uncle'.

TASK 4 Connecting cause and effect statements

1  **10.3** Extract 3 moves the focus to the Monchak people. Explain that there is less guidance for students here. Given that this is Unit 10, they should be able to make reasonably effective answers. Working from their notes, or the sample answers below, students should identify any causes and effects. These are more implicit than in the previous extract and may require some interpretation, e.g. the fact that the Monchak language is not recognized officially means that with limited exposure to it (e.g. no Monchak media or schools) the younger generation are more likely to lose their language.

Sample answers

Monchak - nomadic people of Mongolia; move freely with their animals; small in number
 They feel - crowded + threatened - physically + culturally; discriminated against (ethnically)
 They officially have to use Mongolian names
 Monchak language unrecognized - no media broadcasts / books / schools
 Monchak speakers - 150 fluent speakers in early 21st century
 Example: Demdi - says he won't marry a Mongolian girl

2  **10.4** Extract 4 focuses on the case of Demdi, mentioned near the end of Extract 3. You could play the first part of the extract and ask for the main ideas: Demdi has got married and illustrates how the language in his family is shifting from Monchak to Mongolian. As with Task 3.2, students can use the language of the lecture in their notes if they wish.

Answers


- Demdi's use of different languages: spoke to his father in Monchak, but to his son in Mongolian
- Language shift: *the process by which younger people in a community choose not to speak the ancestral language and opt for the dominant national language*
- Prediction for Monchak language: will die out within c. 50 years

- Recent Monchak migration: half the Monchak population have moved to edge of Mongolian capital Ulan Bator, taking low-paid work
- Harrison's conclusion: Monchaks will lose language, parts of history, cultural heritage, songs

3 Ask students to give the order of the two conclusions: the lecturer moves from Harrison's conclusion to his own main point. Play the recording again as necessary.

Answers

The lecturer concludes by saying *simple stories of people can illustrate a much wider phenomenon - the death of most of the world's languages, and with this, the erosion of human knowledge*. In other words, a case study of a small number of people can illustrate the process of language death and the *erosion of human knowledge*.

4  **10.1–10.4** This task puts the spotlight on a useful range of cause and effect language. Show Extracts 1–4 once more, pausing where necessary to allow students to write their answers. As an extension, ask students to make new sentences using a selection of the cause and effect language.

Answers

- 1 so
- 2 partly for geographical reasons
- 3 as, For various reasons
- 4 And the result of this is that
- 5 But one effect is that, since
- 6 And the reason he gives is, the most important reason is
- 7 As a result of
- 8 through

5 This task brings together the whole of the material of the lecture extracts. Ask students to look back again over their notes and read the transcripts 10.1–10.4 on pages 233–4 if necessary. They should not cut and paste parts of the lecture notes, but write a fresh summary from this information. The sample answer below reprocesses the information in this way.

Sample answer

Extract 4 deals with the case of Monchak. The decline in the number of speakers of the language, and its expected death within fifty years, is illustrated by a Monchak speaker called Demdi, who is found to speak his ancestral language Monchak to his father, but Mongolian to his wife and son. Also, about half the Monchak people have emigrated to the Mongolian capital, Ulan Bator, which has resulted in a faster decline of Monchak. The lecturer concludes by reporting the conclusion of the researcher, Harrison, that cultural knowledge dies when a language dies. He also gives his own conclusion that case studies can illustrate how stories of ordinary people illustrate the wider phenomenon of language death.

INDEPENDENT STUDY

As with other Independent Study tasks related to lectures, ask students to report back on their findings to the whole class.

TASK 5 Critical thinking – discussing evidence

1 In this task, students have to use their notes from the whole lecture to bring together the evidence which supports the lecturer's conclusion. There are a number of possible items to include, and some may require a little interpretation. The sample answers below express the main points from Tasks 1–4, and briefly show how they relate to the lecturer's conclusion.

Sample answers

- Various perspectives combine to bring about language death: historical, geographical, linguistic, anthropological, and political.
- For example, the case of Latin illustrates how knowledge can decline, although in the case of Latin, so much was written down that a great deal has survived.
- By repeatedly visiting less familiar places such as in central Asia, researchers can find out in depth how other people exist.
- The case of Tofa shows that the loss of a local language contributes to the loss of understanding of specific concepts such as types of reindeer or kinship relations.
- The pressures of globalization can be observed in a tiny local context.
- The case of Monchak shows how the shift of one language to another can be observed within just one family across three generations, as illustrated by the case of Demdi.

2 Students may wish to select their own groups, or alternatively you can put them into groups made up of more and less confident students. Encourage students with a particular interest in language, humanities, history, and culture to share their ideas with the whole class. As with other discussions, make sure students give reasons and examples.

10D Speaking Presentations (3)

TASK 1 Explaining connections between phenomena

1 The purpose of this task is to orient students as they prepare for giving a presentation. If necessary, help them by eliciting payments they make for travel tickets / cards using debit cards, vouchers, or mobile phones. Collate the advantages and disadvantages of such cashless payments on the board and ask students to give reasons and examples. Encourage them to evaluate the items from different perspectives, e.g. social and economic. Set a time limit of 10 minutes for this task.


Sample answers

advantages: better economically, more convenient, freer / faster movement, more efficient, no need to look for change
disadvantages: not suitable for all groups, e.g. the elderly / the poor, open to fraud, lack of social interaction

2 You could begin by comparing the advantages and disadvantages that students came up with in 1 with those listed in a–h. In terms of matching a–h with items 1–5 on the slide, point out to students that there is more than one correct answer. On completion, you could also ask students to (a) categorize the items on the slide according to two perspectives (social and economic) and (b) identify where the perspectives overlap. Write the sample answers on the board and ask students to explain any overlap in perspective, e.g. for transport a cashless society has both social (a, c, f, h) and economic (a, b, c, e, f) implications or effects. Point out how phenomenon a is relevant across all items on the slide.

Sample answers

- 1 a, b, c, e, f, h
- 2 a, b, c, d, e, f, g
- 3 a, b, c, e, f, g
- 4 a, c, h
- 5 a, c, f, g, h


3 and 4  **10.5** After the students have checked their prediction by listening to Extract 1, the answer below from the transcript can be written on the board. Phenomena a–h and items 1–5 in Task 1.2 can then be matched to the purpose.

Answer

to examine the impact of such a society from various perspectives, namely transport, commercial and financial, employment, and finally social, including the poor and the elderly

5 and 6 These two tasks are an opportunity for students to give their own opinions, using the phenomena and items in 2. As an extension, give students several different perspectives to describe the impact of a cashless society on transport, e.g. developmental, ecological, logical, personal, practical. Students can also be given phrases to use, e.g. *to illustrate this from a (commercial) perspective; if we take into account (commercial) issues; Commercially speaking*. To check comprehension, select students to describe the impact using the perspectives.

TASK 2 Analysing effective presentation notes

1  **10.5** This task helps students to prepare for making presentations using their own notes. Some students may have difficulty giving a presentation without reading from a script. Before students listen again, get them to read through the notes first and explain how they indicate cause and effect relationships.

2 The aim of this task is to check quickly that students realize the importance and usefulness of noun phrases (not only in writing or note-taking).

Answer

The notes consist of short noun phrases. This means the speaker doesn't need to read a lot of details while speaking. The notes act as a trigger, or memory aid, for the ideas related to them. Having to read longer notes would interfere with fluency and the delivery, especially contact with the audience.

3 Students can compare the notes with transcript 10.5 on pages 234–5 and show the development of the speaker's presentation. They can also (a) identify the other information the notes help the speaker to introduce and (b) decide whether they themselves might need one or two more additional phrases in their notes. As an extension, students can select one of the other items 1–5 in Task 1.2 and make notes about the impact of a cashless society on their selected item. They can use phenomena a–h in Task 1.2 to help them, and finally, they can work with a partner and take turns to present the impact of the selected item using their notes.


Answer

The notes work well because they act as triggers or memory aids. For example, the notes *prepaid cards* → *travel – major cities, etc.*, act as a memory aid for the following information: *payment in advance by cash at machines – prepaid cards – phones – transformed travel – major cities – increasingly payments – credit card at machines – internet without people carrying cash – impact on individual members of society – considerable*.

INDEPENDENT STUDY

Students can look at this in conjunction with, or after, Task 2. Use this as an opportunity to discuss the issue of speaking without reading from a script and the difficulties students face and some solutions to overcome this, e.g. gradually reducing the volume of notes, speaking for shorter lengths of time about specific items. In terms of other methods of helping them as they speak, students can write notes on numbered cards; on coloured Post-Its and attach them to a sheet of paper; in a large font on sheets of paper, with or without highlighting.

TASK 3 Understanding and responding to feedback

1  **10.6** This task aims to help students evaluate a presentation for feedback purposes. Before students listen and complete the table, they can give their own impression of the presentation, stating whether they agree with the comments given.

Answers

- 1 very effective 2 very well structured
- 3 straightforward 4 easy to follow 5 fine

2 and 3 Set a time limit of 15 minutes for these two tasks. If you have taught a similar course before and have

made videos of students giving feedback, you can use them for further evaluation practice. See Task 4 below.


Answers

- 3 a) sensitive and helpful; b) mostly sensitive and helpful, but also critical

Evidence:

a) The tutor is less critical than the other students and uses positive feedback, e.g. *Yes, it was generally a very effective presentation*, and positive statements followed by questions, e.g. *You had a good range of individual ideas. Do you think they were connected well?*

b) The other student's comments are positive, e.g. *I think most of us found it interesting*, but also critical, e.g. *Well, maybe when Charlie was giving the effects, it would've been better to slow down even more. For me, it was fine to listen to, but for taking notes it could've been a bit slower.*

4  **10.6** Use this task as an introduction to Academic Language. As an extension, students can annotate the feedback and the speaker's responses in the transcript using their own adjectives, and those in 3. Then play the recording again for pure comprehension.

Answers

The speaker is sensitive to the feedback and cooperative.

- I'm not so sure I can say anything. I suppose it was OK as everyone clapped.
- Er ... thanks.
- Yeah, well, I think it was OK. I spent a lot of time planning and I made notes for each slide, as you can see here. Maybe I could reduce the amount of notes in future.
- Thank you. I did run through it two or three times with a friend and we ironed out a few initial problems.
- I think so. I seemed to be able to talk about them fluently – I think!
- That's good to hear.
- I wanted to ease the audience into the talk and not overwhelm them with statistics and facts.
- Maybe I could've been a bit quicker. The pace was a bit slow at times.
- Wouldn't I have seemed too slow, then?
- But I did that.
- Ah, OK.
- Yes, in some cases perhaps, but I'd probably need to cut something else out to keep within the time.

ACADEMIC LANGUAGE

Giving and responding to feedback

Individual students can explain the different ways of giving and responding to feedback. You could also ask students to suggest degrees of sensitivity or directness for the different ways, e.g. the *Statement and question*: indirect – the tutor picks up something the speaker has said and invites a comment.

TASK 4 Giving a seminar presentation

1 The aim of this task is to guide students as they make a presentation. Before the class, prepare a few possible subjects for students to consider in stage 1, e.g. new technology in business, medicine, finance, or engineering. To check comprehension, ask students to explain the task. At stage 3, monitor the volume of notes that students are writing. At stage 4, some students may need to practise giving the presentation several times. Set a time limit of 30 minutes for the preparation. Depending on time and the number of students, you may have to spread the presentations over several days. After students have given and responded to feedback in stages 8 and 9, invite students to comment on the whole task, i.e. whether they enjoyed it or found it useful. As an extension and if possible, students can record their presentations for use in giving feedback.

10E Vocabulary Cohesive noun phrases

TASK 1 Summarizing text using cohesive nouns

1 Students may still be overusing linking devices such as *moreover*, etc., so this and Task 2.1 are a good opportunity to focus on lexical cohesion. As an extension, students can (a) give synonyms for the nouns in the answers, (b) determine whether the nouns indicate the writer's stance (2 and 4), and (c) underline the exact words the cohesive nouns are referring to. For further practice, students can write short paragraphs using pairs of phenomena such as those in 2 on page 151, e.g. *Social problems such as homelessness can be caused by rapidly increasing urban populations. This situation; Such / These difficulties ...*

Answers

- 1 process 2 achievement 3 arguments 4 challenge

TASK 2 Using cohesive noun phrases in a text

1 and 2 Once students have completed and discussed their answers, they can do a number of extension tasks: (a) revise the connections between sentences in one paragraph in a recent essay using cohesive noun phrases, (b) identify and then paraphrase connections between sentences in a text, and (c) use paraphrases of cohesive noun phrases to replace phrases in a text.

Answers

- 1 This process 2 this effort 3 such advances 4 This complexity 5 Our understanding

UNIT 11 Technology

ACADEMIC FOCUS: EVALUATION

INTRODUCTION

Unit 11 investigates 'evaluation' and gives students practice in identifying and using evaluation across the skills. Evaluation is a defining characteristic of academic discourse, and it is essential in critical thinking, which lies at the heart of EAP. Once in their university departments, it has been reported that many students do not integrate sufficient evaluative material into their written work; this is likely to result in lower grades. Evaluation involves the principled assessment of the significance of phenomena using the available evidence.

11A Reading examines the crucial area of evaluation in detail. Students have been evaluating material throughout the book, so the concept and language should come as no surprise. The reading text shows an authentic example of how evaluation is expressed and used in an academic text. Students need to notice the message, for example that a particular part of the text is evaluative rather than descriptive or explanatory, plus the language used to express this evaluation. Also crucial is the degree of evaluation: it can be stated absolutely, or hedged. This makes both the concept and the language potentially complex, and draws on hedging language which has been practised in previous units.

11B Writing introduces another essential element in academic texts: problem-solution followed by evaluation. Students may be reluctant to challenge solutions and evaluations offered by other people in written texts, especially if these are from someone in authority, such as a professor or an author. One way to address this problem is to emphasize the importance of using hedging language for solutions and evaluation. It is also important for students to follow the problem-solution structure in their own written texts.

11C Listening shows that being able to recognize the stages involved in a lecture, or part of a lecture, which has a problem-solution and evaluation structure can help students as they listen. Such awareness means students can concentrate on the main ideas in each stage of the lecture knowing that the sequence of information follows fairly predictable patterns. Lecturers use different ways to emphasize evaluation, but general awareness of this can also help students relax and focus on the message as they listen. To help students reflect on a lecture, they can write a brief summary of the contents for revision purposes.

11D Speaking offers an overview of presentations, starting with an analysis of a sample presentation before students move on to prepare and deliver their own presentation. This process brings together work done throughout the course and should enable students to put into practice the core academic principles of research, planning, and integrating evaluation. They also prepare visuals to support their presentation and carry out their presentation within the secure environment of the classroom.

11E Vocabulary looks at phrasal and prepositional verbs. The distinction between these two types of verb is not always well understood. Phrasal verbs mainly express physical meanings and are very frequent in everyday conversation, including academic spoken interaction; prepositional verbs are much more frequent in academic texts, largely because they express a wide range of cognitive meanings. Students need to use the grammar of both types of verb accurately in their writing.

Discussion

1–4 The first task can be done by students individually. On completion of 2, give students your own list and name the item you would keep out of the five. In 4, draw students' attention to the fact that making decisions about items of technology and supporting their selections with reasons involves evaluation.

Sample answers

- 4 Laptop: weight, fragile, not particularly durable; mobile phone: sometimes poor screen quality, batteries don't last long; iPad: physical problems while using (e.g. neck problems), cost; iPod: easy to lose, constant updates; mobile dongle: signal problems, cost while travelling

11A Reading Textbooks (8)

TASK 1 Predicting stance in a text

1 This task aims to present the notion of evaluation within a selection of text extracts, which students need to identify and contextualize. Ask students to activate their knowledge of GM technology and related language after reading the definition. Their predictions should lead to a brief discussion of different types of text, e.g. texts which give information about GM technology (expository texts) vs more argumentative texts and journalistic texts which might argue for or against the technology.

Sample answers

Language: GM crops, farming, agriculture; controversial, risky, benefits; opposition, resistance

2 This task involves partly 'judging a book by its cover', which of course includes its title. Ask students to discuss their selections in small groups before whole-class feedback so that they can respond to each other's reasons.

Sample answers

- 1 The *Oxford Dictionary of Science* is likely to offer a broadly neutral, or objective, account of GM technology; this is because it is a subject-dictionary (like the *Oxford Dictionary of Education* extracted in Unit 1B), and is relied on for accurate, impartial information.
- 2 *Genetically Modified Planet* is harder to work out. It could go either way, i.e. be against, or in favour of, GM foods. In fact it is the source of the text in this module, and students will see that it is very much in favour of GM, i.e. positive.
- 3 *The Good Shopping Guide* looks likely to be against, i.e. negative, as GM foods in Europe have negative associations and are not widely seen as 'ethical'.
- 4 *Global Food Insecurity* looks to be science-based, and may well be offering GM technology as a solution to food shortages. Thus it is likely to be positive.

3 Ask students to look both at language (e.g. evaluative words like *serious*) as well as meaning, e.g. following *after growing trillions of transgenic plants* the reader might expect an effect or an evaluation.

Answers

Extracts 1, 2, and 4 contain evaluation; extract 3 does not.

4 As students have identified the extracts with evaluation, they should now be able to pinpoint the evaluative language. Ask them to underline phrases and chunks rather than single words.

Answers

(Evaluative language in bold)

- 1 Genes for herbicide or insect resistance may spread from crop plants to wild plants, with **possible serious consequences** for both agriculture and natural ecosystems.
- 2 After growing trillions of transgenic plants in the United States during the past 14 years, **there have been no** ecological disasters, **no** injuries or deaths, **no** GM crops invading natural ecosystems, **and no negative measurable effects whatsoever; yet, surprisingly**, GM plants have not been universally accepted in agricultural systems on the global level.
- 3 During the 1990s there was a **dramatic growth** in the commercial applications of this new technology, ranging from the production of human hormones in bacteria and vaccines in yeasts to the development of genetically modified (GM) crop plants.
- 4 The GM crops of tomorrow will continue this trend, but, **on occasion, there may be significant environmental risks** that need to be assessed.

5 Students should work with the understanding they have gained from doing Tasks 1.2–4 and try to match the extract and publications. Give hints to help students as appropriate, e.g. *Which extracts are positive / negative / neutral? What about the style of the extracts? And the content?* Even basic answers to these questions should enable the task to be completed.

Answers

- 1 and 3: Publication A (Text 1)
2 and 4: Publication B (Text 2)

TASK 2 Identifying positive, negative, and neutral material

1 This task extends the work done in Task 1 using a longer extract. Ask students to read the text quite closely in order to work out the purpose of the text at section level (there are four numbered sections in the text). If you go through section 1 as an example, it should be clear that it is mainly giving information (i.e. informative), plus describing a process, e.g. *a gene from one organism is isolated and transferred to cells of another organism* (i.e. descriptive). Section 1, then, is not evaluative. Point out the stylistic convention [...],

which indicates that some text has been omitted from the extract.

Answers

Section 1: informative and descriptive; section 2: informative and descriptive, with some evaluation; section 3: evaluative; section 4: evaluative.

2 These tasks are based around meaning and language, and aim to connect the two. The five tasks represent a related sequence, flowing from one to the next. Stress that this is not textual analysis for its own sake: students need to understand exactly what is neutral vs evaluative material, and they need to identify the language needed to do this.

Answers

- 1 Genetically modified organisms (the title): neutral; Techniques: neutral; Applications: neutral; Risks: negative
- 2 Section 1: neutral; section 2: neutral with some positive and negative evaluation; section 3: positive; section 4: negative
- 3 Section 1: technical overview; section 2: technical overview, with some positive and negative evaluation; section 3: evaluation, all positive points; section 4: evaluation, all negative points
- 4 Section 1: neutral (e.g. *developments, possible, exhibit, growth, applications, production*; section 2: neutral (e.g. *methods, techniques*), positive (*used successfully*), negative (*works much less well*); section 3: positive (*tolerance, improved ... resistance, therapeutic, improved*); section 4: negative (*potential problems, possible serious consequences, have to be fully evaluated, unforeseen side-effects, raises ethical issues*).
- 5 The hedging language includes: *certain potential, may (x2), possible, could, often*. The authors have to use this kind of language because the risks they are presenting are not certain; more research is needed and they are not facts. If the hedging language is taken out, the statements become absolute, and as such then become false statements – because they have not been proved.

TASK 3 Contextualizing and interpreting evaluative material

1 This task moves to the second book illustrated in Task 1. Students in that task may have decided the book was either positive or negative towards GM crops. Firstly students need to work out the chapter, selecting from the four options given. Make sure they read only paragraph 1 at this stage. The opening sentence gives a major clue: *This book has mainly focused on ...*. Students should conclude that the use of the present perfect is inappropriate for Chapter 1 as it expresses a retrospective meaning, i.e. looking back. The paragraph is essentially evaluative, which suggests that it is the Conclusion.

Answer

d

2 Suggest or elicit that a good way of working out the author's stance is to ask a global question such as: *Are they positive or negative towards the issue?* The question can then be refined, by asking the extent to which this is the case. Students can then select from the following words and phrases to write a one-sentence summary: *strongly / broadly / partially in favour of / against*.

Answers

The author is strongly in favour of GM crops and argues that, unlike pesticides, they are risk-free.

3 Ask students to read the example, which should encourage them to offer their own reasons and examples. There are no right answers, and the adjective(s) that students select depends on what they are comparing the text to.

Sample answer

Students may argue that the text is any of the following: *academic*, because it is based on research; *personal*, because it reports the author's experience and expresses his stance in quite personal language; *persuasive*, because it sets out a strong argument which is designed to persuade (although it may not do so); *informative*, because it presents evidence and useful information on the topic. Whether the text is formal depends on what it is being compared to.

ACADEMIC LANGUAGE

Evaluation language (1) Nouns and adjectives

Emphasize that evaluation language can be complex on account of the wide range of lexical and grammatical choices. The examples given in this Academic Language illustrate this, and can of course be added to. The nouns are taken from the text; point out that the negative ones tend to be more specific, while the neutral and positive ones are more generally applicable to different contexts. For example, *sprawl* essentially collocates with urban environments, while *impact* can be applied to a very wide range of solutions or situations. Students should already be fairly attuned to the language of the text, having analysed it in previous tasks.

TASK 4 Expressing degrees of evaluation

1 Go through the example so that students realize that firstly there is no hedging language, and secondly that the statements are maximized using words and longer structures such as *any* and *of any magnitude*. The answers on the following page also offer a commentary to explain the answers. Ask students to explain their answers using language evidence from the sentences.

Answers

- Both hedged and not: the choice of the modal verb *will* (rather than *may* or *might*) indicates a more absolute statement, while the language *on occasion ... there may be significant ...* is hedged. Note that the adjective *significant* is not normally seen as a hedging word, but contrasted with the sentence in the example, it is less absolute than language such as *of any magnitude*. Stronger adjectives include: *severe, extreme, serious, major*.
- Not hedged: this statement emphatically answers the question 'Has it worked?' The phrase *so far* could be seen as a hedge, in that it is emphasizing 'up until now' rather than at any time in the future.
- Not hedged: the statements are very robust, and are maximized using the negative *no*, rather than hedged quantifiers such as *few* or *almost no*. In addition, the maximizing adverbial *whatsoever* is added, plus the stance adverbial *surprisingly* – which adds an even more personal stance.
- Both hedged and not: the verb *prove* is very strong – it is actually very difficult to *prove* something in most academic contexts. Balanced against this is the hedge *among the safest*, rather than simply *the safest* – the latter would have been more absolute.

2 and 3 Ask students to focus closely on the language in bold in sentences 1–4. Elicit the grammatical word classes: modal verbs, adjectives, nouns, and longer structures. You could ask students to work together on this task as well as 3 following, as the focus on language and meaning lend themselves to discussion. Before confirming their decisions, students should broaden their focus from the evaluation language to the whole sentence. It is also useful to look back to the text to see the sentences in their original context. During the discussion stage in 3, ask students to explain or paraphrase the differences between the two versions of the sentence before deciding which one they prefer. For example, in sentence 2, the original unhedged statement comes across as very decisive; perhaps if it were spoken it would invite disagreement – 'Has it?' 'How?' 'Why?' In writing, students cannot realistically argue with the author, but they should still question the statement. Students should also notice their own rewrite of sentence 2 – by hedging the statement, the disagreement questions above are less powerful, as a response could be: 'Yes, the evidence looks strong, but I'm not saying it's a fact.'

Sample answers

- The GM crops of tomorrow **may** continue this trend, but there **will** be **serious** environmental risks that need to be assessed.
- It **appears / seems** to have worked so far.
- After growing trillions of transgenic plants in the United States during the past 14 years, **there do not appear to have been any ecological disasters**, injuries or deaths, **with no evidence of** GM crops invading natural ecosystems, **and no reported negative measurable effects; yet, interestingly**, GM plants have not been universally accepted in agricultural systems on the global level.
- GM plants **seem to have been the safest** of agricultural technologies.

TASK 5 Identifying evaluative meaning in a text

1 Having focused on four given extracts in Task 4, students now turn to the whole text to find further examples of their own. Start as a whole class to clarify the task. The first sentence of the text signals evaluation through the key word *impacts*, which is closely associated with evaluation. In academic discourse, words like *impact*, and the other items given in Academic Language on page 171, tend to come first in the sentence, and so they frame the evaluation which follows. In sentence 1 it is very clear: *most are positive and a few are negative* suggests that the evaluation is not either/or (positive or negative), but mixed. It is both positive and negative, but mixed rather than balanced. Ask students to identify the proposition or entity (thing) being evaluated, then work out the author's evaluation, saying whether it is positive or negative. The answers below give this information: proposition / entity – author's evaluation – positive or negative. Note that students need to be careful – positive or negative evaluation is associated with a particular proposition, which itself might be GM crops or an alternative, e.g. pesticide use. Students can work either individually or collaboratively on the whole text. Encourage them to extract the language, perhaps into a two-column table, rather than simply annotating the text on the page. This process begins to reflect the writing process: identifying, selecting, and reprocessing target information.

Answers

(Proposition / entity: Author's evaluation – positive / negative)

- Environmental impacts of GM crops: *Most are positive and a few are negative* – mixed, but on balance positive
- GM crops in the future: As above, but possibly *significant environmental risks*
- Risk assessment so far: *It has worked so far* – positive
- Serious impacts of GM plants in US so far, e.g. disasters: *None – no ecological disasters, no injuries or deaths* – positive
- GM plants are not globally accepted: *surprisingly* – negative
- GM plants as agricultural technology: *Very safe – among the safest* – positive
- Farming in general: *Dangerous – inherently risky* – negative
- Pesticide use: *Dangerous – risky* – negative
- Genetic basis of GM plants: *Safe – predictable and measurable* – positive
- Plants derived from crosses: *Unregulated and potentially dangerous – truly genetic black boxes* – negative (students may be able to infer the meaning of the metaphor *black boxes* from the context. Black boxes are the flight recording equipment on aircraft which are designed to withstand a crash; to most people they are a mystery, so we don't know what is going on inside them. In other words, non-GM crosses are potentially very dangerous.)

- 11 GM plants from genetic, physiological and ecological perspectives: Known - *the most deeply studied and understood ... plants grown anywhere* - positive
- 12 Other activities, e.g. irrigation, urbanization: Risky, unregulated, unsustainable - *only a finite level of land to build outward* - negative
- 13 Golf courses: *monocultures of turfgrass ... enormous chemical and energy inputs ... negative environmental impacts ... not regulated by the EPA or the USDA* - negative from many perspectives

ACADEMIC LANGUAGE

Evaluation language (2) Evaluative questions

This evaluation language lifts evaluation off the page, out of a text, into the student's critical language. Reiterate that it is essential for students to be able to evaluate. Ask them to study the information, particularly the questions. These questions are representative, but not exhaustive. They should be selected for the thing (proposition / entity) being evaluated and suited to this. Practise pronunciation as necessary, paying attention to the stress, rhythm, and intonation of the sentence. For example, *Is it balanced?* is best said not in a monotone, but emphatically, leading to the main stress on the word *balanced*. Students can immediately put the questions into practice in Task 6.

TASK 6 Asking and answering evaluative questions

1 and 2 Stress that the focus here is on asking the questions. Students are not in a position to answer them because the statements are decontextualized and given without sources. (They are all in fact adapted from articles available in the public domain.) By going through the example, students can see that there is a wide range of possible questions. This should encourage them to develop their own - although some might be more obvious and important than others. The sample answers below give a limited but representative range of questions to ask; students may certainly think of others. If they seem a little strange, simply ask them to explain and justify. Students could start individually, but again collaboration should be very useful for them in this context. If they have collaborated on the questions, ask students to work in the same format when writing their short paragraph. They should convert their questions into statements.

Sample answers

- 1 1 Is this true? What is the source? Are these figures reliable? Where are they published? What impact will this statistic have on society? What is the ethnic background of the prisoners?
- 2 What figures is this prediction based on? How likely is it to happen? Can we believe it? Why are past figures used for future predictions? Do they take disasters into account?

- 3 What is the source of this research? Is it published in a reliable journal? How big was the sample? How significant is the risk? Is there anything women can do to mitigate the risk? Why should vitamin tablets contribute to this increased risk?
- 4 Who said this? Have they got a vested interest (e.g. are they part of a GM food company)? Does this statement mean that non-organic food has no health risks? Has this research been published? Where? Is there widespread agreement on it?
- 5 How do you know? What research has been done? Is it reliable? Where is it published? What sort of deterioration? Is the deterioration permanent? What will be the likely impact of this for society and children?
- 2 It has been stated that China's economy will overtake that of the USA in 2016. Several important questions arise from this. Most importantly, we need to know how certain this is. Also, the source of this proposition needs to be established, and whether it is a reliable source. If it is likely, the effects on the global economy will need to be discussed.

TASK 7 Critical thinking - discussing evaluation

1 Explain that students should use the evidence in the text. Their responses are limited by this, as it is unlikely to be a specialist area of knowledge for students. Paragraph 2 is the location of the discussion. Students, of course, are able to agree or disagree with the content of the paragraph, but stress that the focus of the task is not a discussion about the merits and demerits of GM crops, but about the comparison and how clearly it is explained and how fair it is.

Sample answers

- 1 The comparison comes across quite clearly, with a bold opening statement in favour of GM crops, leading to negative evaluation of pesticide use. The paragraph gives statistics which show large numbers of poisonings and cancers attributable to pesticide use. What is not stated is the source of these, nor the support for the claim that no one has been harmed by GM plants.
- 2 The comparison clarifies the argument. By the end of the paragraph, the reader should be clear about the author's stance on GM crops vs pesticides.
- 3 The comparison may come across as somewhat extreme. The language is unusually strongly stated for an academic text, which may make it clear but may also invite disagreement.

2 Refer students back to the heading of the text: *Risks and benefits of GM plants in context*. Clearly the text has presented benefits rather than risks, while the discussion of risks has been in association with pesticides, mutagenesis, and farming in general. The final two paragraphs develop the topic of risk, broadening the discussion to the use of water, suburban development, and golf courses. Students should be encouraged to evaluate this expansion of topic through the use of evaluative questions such as: *Is it relevant? Is it a valid development? Is it useful?*

Answers

The author's point in mentioning these new risks (i.e. the use of water, suburban development, and golf courses) is probably to contextualize the risks of GM plants. In other words, the author argues that there are much greater risks in other related land-use activities.

3 This final task hands the material over to students, who can form groups and select any of the author's evaluative material from the text. They should be quite familiar with these extracts by now. The discussion can take place firstly in groups, then as a whole class. As with other discussions throughout the book, students should give support in the form of reasons and examples. As an extension, students can summarize the main points of the discussion.

11B Writing Problem-solution essays

TASK 1 Critical thinking - evaluating problems and solutions

1 The aim of this task is to examine the solutions to a range of problems. Before students start, you could (a) write problem 1 on the board, ask students to suggest solutions, and then choose the most effective solution or (b) display a photo of a problem, e.g. a large pile of discarded and outdated computers or mobile phones, and ask for solutions. Alternatively, students can cover the solution(s) in the right-hand column and suggest their own. Set a time limit of 15 minutes.

Sample answers

- Context: lack of technology or limited access to technology among the elderly or unemployed; solution: effective / possible
- Context: computer waste among general public in rich countries; recycling abroad or poorer nations; solution: effective / possible
- Context: among young people and children, but affects people of all ages with a lack of proper furniture or screen filters, etc.; solution: a mixture - not always possible or effective
- Context: the younger generation, lack of social or face-to-face interaction; solution: impossible / ineffective

2 Before students begin writing, ensure they understand the stages in the example in 1: problem → solution → evaluation. As an extension, elicit other adjectives that could be used to evaluate the solutions, e.g. feasible, ineffectual, practical / impractical, realistic / unrealistic, viable, workable / unworkable. Once students have written their evaluations, the texts can be checked in pairs or groups. Select several evaluations for class comment and set a time limit of 20 minutes for this task. For further practice, one or more of the problems and solutions could be examined from different perspectives,

e.g. social, financial, individual, local, regional, national, and the evaluation given accordingly. Using such an approach, students can see that, for example, recycling mobile phones at a local level may not be possible because of a lack of facilities, but that at a regional or a national level, it is possible. This can broaden and deepen their critical thinking skills.

Sample answers

- If people such as the elderly or unemployed do not have computers, etc., they can be given them for free, or even on loan. Reduced rates for access to the internet can be given to these groups by companies to increase uptake of their services. Such actions are possible and highly effective. It just requires organization and a desire to do it.
- The problem is the amount of technology waste of all kinds such as mobile phones among the general public, especially in rich countries. The phones can be recycled and sold abroad or the components can be reused. This is certainly possible and can be very effective.
- The main health concern is among young people and even children. The solutions given are not always possible or effective as young people are often under enormous pressure from their peers. All in all, the solutions are probably ineffective.
- One factor affecting social cohesion is the lack of face-to-face social interaction among young people with the increasing use of social networking sites. Young people would say that they are interacting, but not in a way adults used to do it when they were young. Banning social networking sites would be ineffective and impossible, especially on an international scale.

TASK 2 Recognizing evaluation

1 This task aims to show how the evaluation stage fits into the structure of a problem-solution body paragraph. To introduce the task, analyse the essay title, emphasizing the verbs (*suggest, evaluate*) in the second sentence. Also elicit the possible structure of the essay and predict what phenomena (events, ideas, actions, or concepts) might be discussed. After checking their answers in pairs, students describe how they recognized the three stages of problem, solution, evaluation.

Answers

Problems:

The digital divide is a phenomenon that has been growing particularly since the arrival of the internet in the 1990s, which has led to this new form of inequality.

Let us take the digital divide between urban dwellers (particularly those in cities) and rural dwellers in many countries throughout the world.

Solution 1:

One solution is to make high-speed connections to the internet and computers available to every household, regardless of locality.

Evaluation:

This would certainly work. It is a clearly viable proposition and has huge implications for the future provided the financing of such a vast project has both private and public funding.

Solution 2:

It is also possible for urban users to subsidize part of the cost of expanding rural networks.

Evaluation:

This might be unpopular in urban areas. Nevertheless, it would be an effective way of raising revenue and could be made popular if it is a short-term venture.

2 and 3 As well as checking their answers for 2 in pairs, students can explain the structure from the point of view of stages and the coherence between the body paragraph and the introduction, especially the thesis statement. In 3, encourage students to evaluate the solutions from different perspectives, e.g. urban, rural, social, economic, or financial. Alternatively, collate the adjectives used by students and elicit the perspective in each case with explanations. Emphasize that there is no right answer in 3 as long as students can justify their evaluations effectively.

Answer

2 b

4 This task helps students prepare for writing a problem-solution paragraph in Task 3 and a problem-solution essay in Task 6. On completion, students can compare each other's paragraphs. Then in the pairwork discussion, students can explain their partners' paragraph from a structural point of view and comment on the evaluation. Display the sample answer and invite comments from the students. As an extension, students could look at the structure of the sample answer from the point of view of cohesion, revising the cohesive nouns in Unit 10E on page 166.

Sample answer

A further practical and logical measure would be to have mobile technology units to bring technology and internet connections to remote areas of the countryside. This is already done for banking services and libraries, for example in the UK, so the same approach could be employed for internet access. Such an idea would probably be very beneficial, as it would bring people – both young and old – into contact with technology. The approach has the added benefit that it can be used anywhere in the world.

ACADEMIC LANGUAGE

Evaluation language (3) Different structures to express evaluation

After checking comprehension, you can give students extracts from texts, e.g. sample paragraphs, and ask them to identify evaluations and their locations in the texts. For further practice in writing evaluations, give students several problems with solutions as in Task 1.1, e.g. *increasing cost of university education – more international grants; lack of awareness of other countries – part of school curriculum* and ask them to evaluate them orally or in writing, from national and international perspectives.

TASK 3 Using evaluation language

1 and 2 These tasks aim to check that students can use evaluation language in a short text. Set a time limit of one hour for this task, and refer students to both the evaluation language in the previous Academic Language and the phrases for introducing the problem in the essay paragraphs in Task 2.1. In 2, students can also explain the structure of each other's paragraphs and suggest improvements. If possible, students' paragraphs can be shown on the interactive whiteboard for class evaluation, as can the sample answer.

Sample answer

1 A reduction in face-to-face contact between businesses and their customers has been a growing feature of modern companies as a result of, among other things, globalization and the rise of the internet. Take the UK, for example. Many companies, including banks, have relocated parts of their operations such as enquiries to call centres in cheaper locations in the UK or around the world. In fact, some companies selling books or clothes have only internet access to enquiries and sales with little or no human contact. One possible solution to this problem is for businesses to make sure they have a presence in as many urban locations as possible to facilitate face-to-face contact. Such personal contact could be beneficial for sales and increase employment. It is also possible for companies to make face-to-face facilities available on their websites via Skype as an optional means of contact. Although this does not address the problem completely, in the internet age it is cheap and introduces a human element. As such, it could have a positive impact on companies' sales.

Topic sentence: A reduction in face-to-face ... and the rise of the internet.

Solution 1: One possible solution to this problem is for businesses ... to facilitate face-to-face contact.

Evaluation: Such personal contact could be beneficial for sales and increase employment.

Solution 2: It is also possible for companies to ... as an optional means of contact.

Evaluation: Although this does not address ... could have a positive impact of companies' sales.

TASK 4 Recognizing hedging language

1 This task aims to help students notice how writers hedge as they evaluate ideas. Ask students to speculate what they expect the paragraph to discuss. Students should do the task individually and check their answers in pairs. Set a time limit of 10 minutes.

Answers

the elderly seem to be able to and do use technology more than is realized / there seems to be great potential for / it is likely that both older people and young people would benefit from the former being involved in the school process / There is also the possibility that pupils at primary and secondary schools could be encouraged to teach a grandparent how to use technology / It is also even possible for special computer / internet clubs targeted specifically at the elderly / So it may seem initially impossible for

2 A class discussion can be initiated about the answer. Emphasize how suggestive the text is. As such it has possibly more authority, as people are more likely to listen to the overall argument. As an extension, students could be given part of the text without the hedging language and asked to compare the presentation of the overall argument. For further practice, students can (a) add hedging language to a short sample text such as an essay extract or (b) re-evaluate the paragraph they wrote in Task 3.1 for inclusion of hedging language, and possible redrafting.

Answer

2 (It is more authoritative because the writer is not imposing his ideas, but offering them for the reader to consider as examples or possibilities, backed up by evidence.)

ACADEMIC LANGUAGE

Hedging language (2) Impersonal structures with *It* and *There*

To ensure students understand the difference between the use of *it* and *there*, give them several sentences to transform, as in the final example with *possible* / *possibility*. Emphasize the use of *it* and *there* as a means of presenting an idea impersonally for consideration. Refer students to page 203 of the Language reference for more information. Students can also do one of the extension / practice tasks suggested in Task 4.2 above, if necessary.

TASK 5 Using hedging language

1 and 2 On completion of these tasks, students can review one or more texts they have written to see if they could be improved by adding hedging language with *it* and *there*. As an extension, students can also compare the use of hedging language in their first language(s) and in English.

Sample answers

- 1 There** is a possibility that older people or the unemployed could be given laptops or PCs on loan until they are able to buy their own. / **There** is a possibility of older people being given ...
- It** is possible that advances in technology will speed up in the coming years. / **It** is possible for advances in technology to speed up in the coming years.
- There** is a possibility that laptops and computers will disappear in the future to be replaced with touch screens that are thinner than paper. / **There** is a possibility of laptops and computers disappearing in the future ...
- There** is a possibility that technology champions, who encourage people to use technology and the internet, could be employed to work with elderly groups. / **There** is a possibility of technology champions being employed ...
- It** is possible that a free, global, high-speed internet network will be introduced with the appropriate funding and support.

- It** is / will be impossible for older people to be able to bridge the 'digital divide', at least in the near future.
- It** is possible that personal robots will be the next technological revolution. / **It** is possible for personal robots to be...
- In the future, as technology advances, **it** is likely that young people will develop even more sophisticated technology skills.

INDEPENDENT STUDY

Discuss the benefit of using symbols to mark notes in this way. For example, using such symbols means students can make notes about the hedging without having to write phrases (*It is possible*) or modals (*could, might*). Without any such symbols, students might misread the notes they have taken.

TASK 6 Writing a problem-solution essay

1 Before the class, you could prepare a selection of materials on the essay topic for students to discuss in pairs or groups. Alternatively, students could be asked to select their own reading material before the class. After checking students have understood the task, they can plan the essay in the class, generating possible ideas and searching for information on health-related and technology-related websites. If students need help with generating ideas initially for the problems and solutions, elicit some of the following: eye / posture / back / neck / leg problems, obesity; training, furniture design, limiting computer use for children / workers, screen design. Set a time limit of 30 minutes for the essay preparation and negotiate the time students need to write the essay at home (possibly 2–3 hours). Remind students that they should not copy the sample answer, and also refer them to the additional reference material about plagiarism on pages 209–10 of the Student's Book.

TASK 7 Critical thinking - evaluating a problem-solution essay

1 and 2 Students can proofread their essays in class again, even if they have written them at home. Also remind them of the additional reference material about proofreading and self-editing on pages 211–2 of the Student's Book. If students want to make any improvements, they could make notes in the margin or add notes at the end. In 1, encourage students to pay particular attention to question 4, eliciting class feedback on this and the other questions on completion of 2. In 2, remind students to give constructive feedback. The sample answer on page 219 can be evaluated in the same way. As an extension, students can reflect on the writing process in Tasks 6 and 7.1. They can make a list of the stages in the writing process that caused difficulty and/or require further help. These can then be collated on the board and discussed as a whole class.


11C Listening Lectures (10)

TASK 1 Critical thinking - recognizing analysis and evaluation

1 Before doing the task, students can (a) be given pre-reading material on the topic of the extract or (b) do their own research online, e.g. by typing *problems facing small businesses* into a search engine. The problems can be collated on the board with students speculating on the main problem and giving reasons and examples. Set a time limit of 10 minutes for this task.

Sample answers

Running costs, finding suitable premises, paying for training of new staff, retention of staff, paying taxes, upgrading technology, keeping up with pace of technological change, maintaining technology, cash flow, competing with other companies

2  **11.1** Before showing Extract 1, ask a student to describe the expected organization of the lecture extract using the diagram. Do not expect students to write all of the notes in the answers the first time they listen. Before playing the extract again, give students two or three minutes to study their notes. On completion, ask them to describe the contents of the extract using their notes.

Answers

Purpose: To examine in more detail probs small enterprises tech advances - financial + personnel point of view - offers solutions

Problems: 1 keeping up - pace technological change; 2 recruiting high-quality staff - skills shortages IT - highly competitive market; 3 retaining staff - recruited - trained
Problem 1

Explanation + example: small company / low profit - spends most income on overheads - keeping up to date - latest technology - benefit key staff - hugely expensive - sometimes prohibitively - allowances - capital expenditure - invest new computer hardware or software - paid for - claimed against tax


Solution: small groups - companies w similar requirements - not directly competing - share cost upgrading - same way - intranet operates larger organizations

Evaluation: achievable - to everyone's benefit - practical + feasible

3 Set a time limit of 10 minutes for this task and encourage students to be critical. Remind them they don't have to accept the lecturer's solution and/or evaluation.

Answers

- Yes, the explanation and example are clear.
- Yes, the solution is effective.
- Students' own answers.

4  **11.1** Point out that notes are required only for the longer phrases, which students can use to create the full phrases in the answers. Then play Extract 1 again for pure comprehension.

Answers


Problems: So if we move on to the second slide ... now here we have three of the most important problems facing small businesses that I want to look at today / So let's come back to the first issue on our list

Solution: So in my view, some creative thinking needs to come in here to find ways to help companies in this situation to stay ahead of the game but at the same time to remain technologically competitive. / Well, there is the possibility that

Evaluation: Now admittedly ... Nevertheless, there's actually no practical reason why... / in fact it could turn out to

5 This task aims to develop students' critical thinking skills. Set a time limit of 15 minutes including whole-class discussion. As an extension, students can evaluate the solutions from different perspectives, e.g. social, economic, financial, national, and international. For further practice at a later date, students could report back on a live or online lecture, or on a TV discussion where the lecturer / speaker gave an evaluation. Not all students will do this but ask those who do to give feedback and elicit what benefit they derived from the process.

TASK 2 Recognizing how different stages are introduced

1  **11.2** Show Extract 2 more than once if necessary, reminding students that they only have to write notes. As an extension, ask students to follow the same procedure of evaluation of the solutions as in Task 1.5.

Answers

Solution 2: delay major technological purchases - as long as practical

Explanation / Example: don't upgrade system until have to - can have short-term benefits: helps maintain cash flow + allows company more freedom invest - day-to-day running business - but long term, cumulative effect disastrous - danger of falling behind technologically speaking - to point where difficult + expensive catch up → further financial difficulties

Solution 3: perhaps most effective measure = owners small companies to network + find suitable investors: large institutions / individuals ('angels') - people interested in taking risk - investing own money in sth new

Evaluation: approach may involve high costs initially time-wise - could be spent in company - but long term, can pay dividends in all senses of phrase

2  11.1–11.2 On completion, students can check their answers and listen again for pure comprehension.

Answers

3 f 4 g 5 c 6 a 7 b 8 d 9 h

INDEPENDENT STUDY


Encourage students to annotate their notes as suggested. After students attend lectures, you could ask them (a) to give feedback to the class about the content of the lecture and (b) to compare their notes showing any annotations. This process can encourage students to read and evaluate their notes after a lecture.

ACADEMIC LANGUAGE

Emphasizing (2) Evaluation

Elicit explanations of the different techniques from students and collate any further examples on the board. Emphasize the words in bold in the examples. If necessary, show Extracts 1 and 2 again so students can listen for the phrases relating to the evaluation. You may have to show the example with the double negative several times as some students may find it difficult to hear.

TASK 3 Recognizing language for introducing evaluation

1 and 2  11.3 These tasks aim to give students greater independence in taking notes. Follow the same procedure as in Task 2. In Task 3.2, students can compare the phrases used with those in Task 2.2. To build awareness of active listening in a lecture, ask students to underline only the words that relate to the problem, solution, and evaluation in a copy of transcript 11.3. As an extension, students can describe the contents of Extract 3 once they have checked their answers for both tasks. Set a time limit of 25 minutes, including the extension task. If students still have difficulty with listening generally, play them short extracts of lectures containing problem, solution, and evaluation.

Answers

- 1** Problem 2: recruiting suitable staff
Explanation: high unemployment, recruiting difficult - skills shortages - competing national international companies
Solution: recruit locally apprenticeships nurtured through training
Evaluation: simple solution - cost-effective, socially responsible - beneficial effects - positive + highly valuable
Problem 3: retention of staff
Explanation: (staff treated well, not just financially - strong team spirit) - not desert company
Solution: staff treated well, not just financially - strong team spirit (not desert company) - loyalty incentives + share offers - written agreements pay training in-house - pay back cost of training
Evaluation: (team spirit) - probably most effective

- 2** Problem 2: So now to our next problem
Explanation: Even in a time of
Solution: One simple solution here is to
Evaluation: This approach can be both / (It can also / So ...)
Problem 3: So, what about retention?
Explanation: However, if such staff ... then
Solution: (loyalty incentives) can be / (written agreements) can be
Evaluation: Nevertheless, as in much larger enterprises

TASK 4 Writing a short summary of the lecturer's evaluation

1 and 2 This task helps students to review and reflect on lectures. The ability to write a short summary of an evaluation can help students (a) keep records of lectures they have attended, (b) revise or prepare for writing essays, and (c) reflect on their studies. As an extension, students could also record their own evaluation, reactions, and listening skills that require further practice. After checking the answers in 1, students should write the summary on their own in 2.

Answers

- 1** **1** The lecturer presents the first problem: keeping pace with the constant advances in technology. He gives an example of a small company with expenditure problems. A possible solution is suggested relating to the sharing of upgrading technology to keep down costs.
2 Irrespective of the reservations over security, the lecturer is in favour of the suggestion, stating that it is workable and practical.
3 Yes. The problem is quoted; the general problems are summarized (expenditure problems). The evaluation reflects the lecturer's stance.
4 Keeping pace (with the constant advances in) technology / small company / expenditure / sharing cost of upgrading technology / practical

Sample answer

- 2** The lecturer then deals with two further problems: the recruitment of appropriate staff and the retention of staff. Regarding the former problem, the lecturer suggests local recruitment as a cost-effective solution, which will also benefit the local economy. As for retention, the lecturer suggests team building and loyalty incentives such as share options and binding agreements relating to paying back the cost of any training as effective solutions.

TASK 5 Critical thinking - evaluating summaries

1 and 2 You could also use these tasks as a general review of the module, opening up the discussion to the whole class. As an extension, students could invite you to give your evaluation of the problems, solutions, and evaluation.

11D Speaking

Presentations (4)

TASK 1 Gaining an overview of a short presentation

1 11.4 Ask students to read points 1–7, then watch Extract 1 (the introduction) and listen mainly for this information in order to note it down. Point 4 is worth drawing students' attention to: they should give a presentation for a reason and say why they chose to present on a particular topic.

Answers

- 2 modern speech technology
- 3 speech recognition systems
- 4 she is interested in speech recognition systems, particularly in how the technology works
- 5 (1) How do speech recognition systems actually work?
(2) How effective are they?
- 6 limited time means not much time for detail or time to investigate all the technologies mentioned
- 7 technical aspects first

2 11.4 On the second viewing, pause as appropriate for students to write their answers. The items given below are quite long, and you can accept just the main part of the introductory language.

Answers

- 1 As you know, our theme for the first part of this semester is technology
- 2 So, my main area of research is modern speech technology
- 3 And speech recognition systems are what I want to focus on in this presentation
- 4 I've been interested in speech recognition systems for some time, and what particularly attracts me is ...
- 5 These are the two key questions I want to look at in this presentation
- 6 Now, as we only have about five minutes I won't be able to go into a lot of detail, and unfortunately we won't be able to investigate ...
- 7 So, firstly I'd like to tell you a little more about ...

TASK 2 Identifying the key information in a presentation

1 11.5–11.7 Show each of the three remaining extracts one by one, allowing time for students to finish writing at the end of each extract. Point out that the three areas they are focusing on (topic, main points, evaluation) are not necessarily given in the same order in each extract; this is not a mechanical listening exercise. Show the extracts continuously first, then check the achievement of the task. As necessary, show the extracts again with pauses during the technical descriptions in order to give students time to finish their notes. You could also get students to compare notes before checking. Check the answers visually. Note that there is very limited evaluation in the first extract, as most of it is taken up with a description of the process. At the end of this extract the speaker says *hopefully*, suggesting that the process might not work every time – this is really the only hint of evaluation in Extract 2. The speaker picks up and develops this evaluation in Extract 3. Note that the presenter also brings in reported evaluation in Extract 3 (that of Dr Richard Sproat).

Answers

Extract 2

- (a) technical aspects
- (b) Automatic Speech Recognition (ASR) = machine equivalent of human process; starting point: waveform (what humans hear); ASR technology extracts acoustic features from waveform – cut up frames of 10 milliseconds – 'front end' of process; ASR matches this info with what it knows (words) – stored in phoneme form, e.g. matches /s/, /t/, /a:/, /t/ with word *start*.
- (c) *hopefully*

Extract 3

- (a) effectiveness of speech recognition systems
- (b) not everyone speaks in same way; ASR needs to be adaptive; phoneme may be incorrectly interpreted, e.g. *f / s* (quite similar); humans + machines process sound differently; humans have 3-step process: 1) incoming speech, 2) convert sounds to words, 3) interpret words into meanings
- (c) goal of 100% accuracy not achieved yet; plenty of room for error; 90%+ already achieved; always risk of communication breakdown; machines *impressive* but still wide gulf between what machines + humans can do (evaluation from Dr Richard Sproat); little known about how human brain interprets speech

Extract 4

- (a) conclusion of presentation + round-up of main points
- (b) ASR technologies developing for decades; technology + human voice recognition are comparable, but different; ASR technology now used for smart phones – to be examined at a later date
- (c) machines breaking down is more serious problem than with human communication breakdown

2 11.6 There is quite a lot of evaluative language to write down; therefore pause briefly after each item to let students write the words. The most efficient way of checking is to refer them to transcript 11.6 on page 236.

Answers

- For a variety of reasons this goal hasn't yet been achieved
- Well, far from it, in fact
- At the moment, we can hope for around 90% accuracy, perhaps a little bit more
- It's not as accurate as we'd like it to be ... not yet
- There is always the risk of communication breakdown
- 'It is possible to do an impressive amount with these systems.' (Sproat)
- 'There's still a wide gulf between what machines can do and what humans can do.' (Sproat)
- In fact, we still don't know very much about how exactly the brain works

3 These questions allow students to respond to the delivery and mechanics of the presentation, rather than the content. Students' own responses are valid, but the sample answers below are a useful guide. As an extension, you could ask how the technology described affects students' lives and how it might develop in the future.

Sample answers

- 1 Yes, the aims are stated in Extract 1 (the introduction), and these are covered in the presentation.
- 2 Yes, the material seems presented clearly. Having taken notes using the three suggested headings for content, students are well-placed to evaluate the clarity of the organization (or even make suggestions for improvements).
- 3 There seems a fair balance. Some people may be interested in hearing more about the technical aspects, but the presentation is for the non-specialist or 'lay' audience. The evaluation is vital to an academic presentation and should not be cut out.
- 4 Students' own answers.

TASK 3 Researching and planning a short presentation

1 This task gives detailed guidelines for students, from generation of ideas to practising the delivery. In your class, you may be able to add to these. Allow students time to read through the guidelines, checking any unknown language and concepts. One key point is the degree of collaboration. Decide on the extent to which students work together, for example to share an analysis of their ideas. This may reflect academic practice to some extent; some presenters may work through their presentation with a peer. The advantage lies with the 'fresh pair of eyes' this brings to the process. A disadvantage is that one student has far more input than their partner, which means the latter is learning less (though needs to learn more). Obviously this task may take a long time, so decide in advance how much preparation will be done outside the classroom. It is best to specify the dates and times for the actual presentations so that students know what they have to work towards. Depending on their other commitments, allow a week or more for the preparation stage;

alternatively, classroom time permitting, students can do a lot of this work in class – given appropriate resources.

TASK 4 Giving and observing a short presentation

1 As a guide, a short presentation should usually last about 10 minutes. Decide on the length of the presentation, and allow 10% either way, e.g. a 10-minute presentation should be between 9 and 11 minutes. In order to enforce the time limit, use a pre-arranged gesture or sign to indicate 'time up' and, if the student is still speaking at 11 minutes, stop the presentation. The presentation could be shorter, but arguably it is more difficult to deliver an effective 5-minute presentation than a 10-minute one. In some institutions, a 15-minute presentation may be the norm. If possible, check with your institution. Whatever you decide, it should be the same for all students and enforced. Letting a student go on for 20 minutes is not actually going to help them next time they have to deliver a 10-minute presentation. It is also worth stating that, at conferences and events, strict timetables apply. Presenters simply cannot overrun their slot, as other presenters will often need to prepare the space for the next presentation. In terms of how you approach the task, work out a clear, realistic schedule, and try to make sure students stick to their times. Provide technical support as available. You could allow a Q&A (question and answer) stage at the end of each presentation, although this goes beyond the aims of the module. If so, give the Q&A stage a time limit of 3–5 minutes, and have the same amount for all students. Also ask your own questions, again for all students. Time for questions is in addition to the stated length of the presentation. The presentation could therefore be stated as 10 minutes plus up to 5 minutes for questions.

2 Students will value your feedback as well as that of their peers, so it is advisable to write down your main feedback points during each presentation. Go through this either individually afterwards, or give each student the written feedback for their own use; also, collective whole-class feedback is useful, without reference to particular students.

TASK 5 Critical thinking – evaluating presentations

1 Refer students back to the questions they used to evaluate the presentation in Task 2.3. Having evaluated firstly an 'external' presenter, and secondly their peer(s), they can then bring this critical skill to themselves. A useful area to explore is the point of comparison between what a student thinks of themselves, balanced against how they are evaluated by their peers.

11E Vocabulary Phrasal & prepositional verbs

TASK 1 Using prepositional verbs

1 This two-step matching task gives students practice in selecting the correct preposition to complete the verb, then matching the content and meaning with the appropriate ending. As an extension, you could ask some quick questions at the end, e.g. *Which sentences are in the passive?* (1, 2, 4, 6); *Which sentences express cause and effect?* (5, 6); *Which sentences are evaluative?* (3, 5, 6).

Answers

- 1 This book is aimed mainly **at** (b) undergraduate students.
- 2 The evidence is based **on** (d) a case study of a North American family growing up in the Amazon.
- 3 After allowing **for** (a) variations in soil fertility, the results demonstrated a clear tendency towards increased growth.
- 4 The population can be divided **into** (f) two main groups: technophiles and technophobes.
- 5 Overuse of pesticides is likely to result **in** (e) increased resistance to disease.
- 6 These results may be regarded **as** (c) unreliable on account of the unusual circumstances of the research.

TASK 2 Using phrasal and prepositional verbs

1 Allow students to do the task in pairs and then check their responses as a whole class. A useful message from these decontextualized examples is that it is not always certain whether it comes from a written or a spoken text. In each case, the audience is likely to be students or fellow researchers in the field.

Answers

- 1 written (researcher on malaria)
- 2 spoken (presenter / lecturer)
- 3 written (writer of argumentative essay) or spoken (presenter / lecturer giving an argument)
- 4 written (writer of academic article on networking)
- 5 written (writer of report on environmental effects) or spoken (presenter / lecturer reporting such research)
- 6 written (writer of guidelines for a process)

2 Ask students to draw on their own knowledge, as the verbs are not all given in this module. Working with other students will help complete the replacements.

Answers

- 1 wiping out
- 2 give out / hand out (although this latter option would mean the repetitive sequence *hand out handouts*)
- 3 look at / look into
- 4 keep up
- 5 came across / ran into
- 6 carrying out

3 Explain that a clue lies in the personal nature of some of the sentences, e.g. the use of *I/we*. As with 1, it is not always certain which choice is best.

Answers

- 1 eradicating
- 2 give out
- 3 examine / look at / look into
- 4 maintain (although *keep up* is also appropriate in this context)
- 5 came across / ran into
- 6 performing

UNIT 12 Independence

ACADEMIC FOCUS: INDEPENDENT LEARNING

INTRODUCTION

Unit 12, the final unit of the book, promotes the theme of ‘independence’ as an ultimate goal for students. As they progress in their learning, students should become more independent – less reliant on their tutors and more comfortable with learning individually. This unit aims to develop students’ independence in learning EAP across the four skills and builds strategies for future learning success. It both reviews key material from earlier units and extends learning with new, collaborative, and independent study skills and strategies.

12A Listening presents a longer extract from a lecture on the theme of independence and what it means for students. As with lectures in many academic contexts, students read and think about a pre-lecture handout. Given the unit theme, this handout is quite personalized. The module gives an opportunity for students both to reflect on what they have learnt in the listening syllabus of the book and to put their different note-taking skills and techniques into practice.

12B Reading looks at the important skill of annotation, which can help students process and record the key information in a text. Close reading by annotating with margin notes is a way for students to read more efficiently by selecting parts of the text to focus on. Students save time if the margin notes summarize the organization and the content of the text well. The process of making the notes can increase students’ noticing skills of text organization, which in turn can increase their reading efficiency when skimming texts. Annotation of a text with margin notes is also useful for revision or reference purposes. The text extract in this module comes from a textbook, but the principles of annotation apply across all types of text.

12C Writing focuses on examination essays. The material works through the whole structure of an essay, based on analysis and evaluation of given content, with students having to provide further relevant content. Students work with given essay material to maximize coherence throughout the parts of an essay before moving on to approach given essay titles under timed writing conditions. Style is also considered.

12D Speaking brings together the wide range of skills required to prepare and deliver an effective presentation. Perhaps one of the most difficult skills for students to master when delivering a presentation is script independence. Such a skill enables students to speak to an audience fluently and at the same time maintain eye-contact, while using very brief notes rather than their memory or a full transcript of their talk. Repeated practice is required to give students the confidence in developing this valuable skill.

12E Vocabulary works at the micro-level of proofreading sentences containing specific errors. Students can then apply this technique to their own longer written work. Using a number of vocabulary extension techniques, students then have the opportunity to broaden their focus to their own vocabulary learning. This can enable them to look both backwards – to review the effectiveness of such techniques with reference to their own learning – and forwards to their future independent learning.

Discussion

1 Give students large sheets of paper to display their mind-maps, which they can use for their presentations in 3 below. Set a time limit of 5 minutes for this task.

Sample answer

Independent learning in centre of mind-map; the following items arranged around it in circles: *studying individually, personal development, isolation, confidence building*.

2 and 3 Encourage students to discuss the statements from a range of perspectives (personal, individual, familial, social, cultural, national) and incorporate these as they present their ideas using the mind-map they made in 1.

12A Listening Lectures (11)

TASK 1 Responding to a pre-lecture text

1 and 2 Point out that pre-lecture texts may take a variety of forms. Ask a few preliminary questions, e.g. *Who is the text aimed at?* (students); *What is the style of the text – formal or personal?* (personal); *What is the function of the text, e.g. presenting an argument, offering advice, explaining?* (offering advice). Rather than explain any unknown words and concepts, promote independence by handing these over to the students – they should be able to come up with explanations themselves. Give students a time limit of 15 minutes to work through the reflective Task 1.2 and the questions at the end of the text. Make sure students come up with reasonably concrete answers, e.g. *What am I doing to develop my independence as a student?* could yield responses such as: *I am working through essay feedback on my own, interpreting the material and independently searching for corrections and making improvements*. Elicit a sample response such as this from the whole class. If students are keen to follow up on the topic of the pre-lecture text on page 184, the source is: de Chazal, E. (2008). In Krzanowski, M. (Ed.) *10 Steps to Better Academic Writing. Current Developments in English for Academic, Specific, and Occupational Purposes*. Reading: Garnet.

Answers


The main criteria are: an initiating approach; individual responsibility for learning; critical awareness; an individual voice and style; niche.

TASK 2 Listening and extended note-taking

1 Accept all reasonable answers here. Students can ask about any aspect of independence relevant to learning. Tell them that the purpose of thinking of questions to ask is not to answer them, but to use them as a way into the lecture. Students can use their questions as a basis for note-taking and to activate their interest in the lecture.

Sample answers

- Why is independence desirable?
- How can students achieve independence?
- Does the concept of independence vary across cultures?

2 and 3  **12.1** Remind students of the note-taking techniques covered in the book, including:

- Identifying and using noun phrases
- Identifying the main point in a lecture
- Using diagrams
- Taking linear notes
- Taking detailed notes
- Identifying key points related to perspective and stance

Given the unit theme of independence, part of the purpose of this listening is for students to select their own note-taking techniques. They can vary their technique to suit the material as they go along. The sample answers below simply give the main points of the lecture in bullet-point style for ease of reference. At this stage, show the complete extract without pausing.

Sample answer

- Independence – abstract but contextualizable
- Independence + of: teacher / materials (e.g. books) / time (timetabled lesson)
- → free, independent learning
- Learners: ↑ responsibility for who to study with + what / when / where to study
- Independence: thinking / cognition, e.g. about ideas / problems / issues
- Criticality – critical thinking / analysing
- Paradox re independence: input from expert (e.g. parent) needed first, then independence gradually follows
- Academic context – writing + referencing: teacher provides input (e.g. knowledge, materials); student moves away from that support
- Independence involves: responsibility, initiative, critical awareness, self-reflection (i.e. look at yourself critically)
- Issues which impact on independence, e.g. self-awareness / practical skills (e.g. time management) / attitude towards technology
- Communication: interacting with other people
- Transferability: transferring skills
- An example (lecturer): analysing poems at school – gradually teacher gave less input on how to work out poems → students reached independent stage
- Why aim for independence:
 - studying more effectively
 - learning
 - developing
 - learning to learn
 - learning to solve your own problems
- How to become more independent: responsibility to find information (e.g. library, online)
 - make new connections
 - write things down
 - link material together
 - look for patterns
 - analyse material
 - don't wait until you're good at everything – start now!

TASK 3 Comparing and revising notes

1 and 2 Students can use the three simple questions in 1 to see how their own notes worked. They can then compare with a peer to check for anything they missed. As suggested in Task 3.4, the quickest way of checking for completeness is to read the transcript on pages 236–7, although of course this is not possible with most lectures in academic life.

3 and 4 You can show the sample answer in Task 2.3, or alternatively take your own notes while students are doing so. Students will need to bring in more language to process their notes into sentences. These will form the basis of the summary in Task 4.

INDEPENDENT STUDY

This picks up the idea of 'The 3Cs' which, having just applied to their own work, students can now apply to their notes from a live or online lecture. You could suggest that they also ask a peer to evaluate their notes, and vice-versa, so that the assessor is not always the note-taker.

TASK 4 Writing a summary of a lecture

1 and 2 Students should base their summary closely on their notes. If they have taken notes in electronic form (e.g. on a laptop) they can turn their file of notes into a summary format. A sample answer is given below. This process involves reprocessing language, particularly grammatical structures. Give help with this as necessary. The tasks in this module illustrate a useful process, which is essentially a study skill: listening for main points, noting these down, and writing the notes up to aid memory, e.g. as revision. Students can evaluate their own summaries and those of their peers using the checklist given, focusing on both meaning and language.

Sample answer

The lecturer opened his lecture by stating that independence is often seen as an abstract concept, but it can be contextualized. As a principle, he argued that students can be independent of the teacher; the materials, e.g. books; and time, in other words the timetabled lesson. The goal of independence is free, productive, independent learning. To do this, learners need to take more responsibility for what to study, and when to study it. Also, they need to work out who to study with.

The lecturer went on to explain that independence requires a degree of thinking, i.e. cognition. This may involve thinking about ideas, problems, or issues. Criticality, or a critical state of mind, involves critical thinking and analysing. With regard to the development of independence, there appears to be a paradox: input from an expert such as a parent is needed first to quite a significant extent before independence can gradually follow.

In an academic context, where writing and referencing are necessary, the teacher firstly provides input, such as knowledge and materials. The student starts to move away from that support, gradually becoming more independent.

Independence involves several key notions, skills, and qualities. These include responsibility, initiative, critical awareness, and self-reflection. The latter means the ability to look at yourself critically. There are a number of issues which impact on independence, such as the following: self-awareness; practical skills, e.g. time management; and the student's attitude towards technology.

Further aspects related to independence can include communication, notably interacting with other people such as students. In addition, transferability is required, for example the transferring of skills from one context to another. The lecturer gave an example of analysing poems at school. Their teacher was initially quite dominant, essentially doing the work for the students, but gradually the teacher gave less input on how to work out poems, and students reached an independent stage. This stage was a realization that the students had achieved a good degree of independence – they could then do the challenging task of analysing a poem in an examination.

There are various reasons for aiming for independence: students can study more effectively and promote learning and development; students can 'learn to learn', and learn to solve their own problems.

Finally, the lecturer offered some pointers on how to become more independent. These revolved around the notion of responsibility. Students should learn to do things for themselves, such as finding information, for example in a library or online. They should make new connections and link material together, look for patterns, and analyse material. It is useful to write things down. The final message was: don't wait until you're good at everything, but start now!

12B Reading Textbooks (9)

TASK 1 Critical thinking – discussing evaluations

1 To introduce the task, you could ask students to consider what the role of the individual is in their own societies, whether individualism is valued or considered selfish, and whether they come from collective cultures where people do most things together as a group. When students discuss statements 1–4, try to ensure that all the statements are covered by the groups. Ask them to evaluate from a cultural, personal, individual, commercial, national and international, societal, economic, financial, or collective perspective. Set a time limit of 10 minutes for the discussion task and ask a representative from each group to give feedback on one of the statements.

Sample answer

- 1 When people are with other people in social, family, or work situations their behaviour is modified by the way they think other people think of them. For example, looking at the statement from a cultural perspective, people's behaviour is modulated by the people around them in their family and society at large. From a commercial perspective, business people, for example, behave according to the norms of other business people and the culture within which they are operating or doing business.

TASK 2 Skimming and scanning a text

1–3 As the theme of the unit is independence and the academic focus is independent learning, ask students to work independently on all three tasks before comparing their answers. 3 will require more time as an individual task than as a pairwork task. On completion, ask students to look at the statements in Task 1.1 again, locate them in the text, and then comment on them again. As an extension, ask students to comment on the statements from a personal and cultural perspective, or delay this until Task 3.3. Set a time limit of 20 minutes for all three tasks, but extend it if the discussion of the statements in Task 1.1 requires more time.

Answers

- 1 1
- 2 The text is not about linguistics, so 1 is not possible. The text is too formal and scholarly to be a beginner's guide to sociology. The text is clearly about human psychology, discussing judgements in different types of social and cultural settings.

Sample answers

- 3 1 See the title and the first line of the text. *Social appraisal* is a process where people assess or judge the (social) situations that they deal with in their daily lives, whether at home or at work.
- 2 See the penultimate line of the first paragraph. *Self-image* is the image, picture, or view that people have of their own character or personality.
- 3 See the last line of the first paragraph. *Individualistic* is to do with doing things independently of other people. An individualistic culture is one which values the individual more than society as a whole.
- 4 See the last line of the first paragraph. *Collective* is to do with doing things together as a group. A collective culture is one which places greater value on the culture as a whole within which an individual operates.
- 5 Second line of the third paragraph. The term *independent-based* is used to describe cultures centred on the value which is placed on individuals.
- 6 Second line of the third paragraph. The term *interdependent-based* is used to describe cultures where the focus is on the relationships between individuals operating with the society rather than individuals.

TASK 3 Summarizing information in a text

1 Students can do this task quickly as a step to the more detailed analysis of the text in 2. As an extension, ask students to locate parts of the summaries in parts of the text, e.g. individualistic cultures are discussed in the first part of paragraph 2, and collective cultures in the latter part of the paragraph.

Answers

a 2 b 1

2 When students have located the information, point out how summaries 1–3 effectively summarize the stages in paragraph 1 of the text from an organizational perspective and from the point of view of content. For example, as regards the former, the organization of the three summaries can be further reduced to a reason, a fact, and a method. Ask students to discuss as a whole class the development of the stages in the text in this way, indicating whether they are conscious of having the ability to skim a text and extract such functional meaning. After the discussion, ask the students to read the text again quickly and see if they notice any difference in their awareness of the text. Encourage students to develop such techniques for independent reading, and to come back to this task periodically to remind them of the process. Set a time limit of 30 minutes for this task.

Sample answers

- 1 Paragraph 1: This is because people are generally concerned with how others think, feel, and act, and all the more so in emotional settings.
- 2 Paragraph 1: It is by now well established that cultures differ with respect to the way in which self is perceived and this may impact on the importance and strength of social appraisals.
- 3 Paragraph 1: A currently influential way of thinking about the differences between cultures, in terms of their impacts on self-image, is Markus and Kitayama's (1991) distinction between "independent" and "interdependent" self-image, which in turn can be related to Triandis's (e.g. 1989) distinction between individualistic and collective cultures.
- 4 Paragraph 2: The characteristic self-image in such a culture is one that focuses on internal attributes, such as ability, personality, preferences, and aspirations; attributes that set the individual apart from other persons. The self is seen as a separate entity, clearly distinct from others.
- 5 Paragraph 2: the individual is one that focuses on interdependent attributes, such as relatedness to others, and the rights, duties, obligations, and responsibilities that are involved in these relationships. The self is seen as a connected entity, not clearly separated from relationships with others. Culturally based variations in the way self is perceived are therefore likely to influence the way emotions and emotional situations are appraised.
- 6 Paragraph 3: Specifically, they expected that positive and negative emotions would be *negatively* associated in independent cultures and *positively* associated in interdependent cultures.

- 7 Paragraph 4: Bagozzi and colleagues also predicted that these cultural differences would be greater for women than for men, as a result of women's greater knowledge and skill in dealing with emotions.
- 8 Paragraph 4: Comparing American and Chinese respondents' reports of how intensely they felt each of a number of emotions "right now", the investigators found good support for their predictions.

3 This task gives students an opportunity to reflect on the contents of the text from a personal perspective as well a cultural and national one. As an extension, ask students to explore the two types of culture from an educational perspective, bringing in the academic focus of the unit (independent learning), perhaps contrasting this with group study outside the class. Students could also examine the impact of such cultural differences on views of plagiarism. Set a time limit of 30 minutes for this task including class feedback, where group representatives can present their findings from one of the perspectives above. Point out to students the freedom that analysing phenomena such as concepts from different perspectives can give.

ACADEMIC LANGUAGE

Linking text *-ing* forms

After students have studied the information, ask them if they have noticed such uses of *-ing* forms. Emphasize the need for the subjects of both sentences to be the same. As an extension, you could ask students to look at the other texts in the Student's Book and search for *-ing* forms. Students could also be asked to keep a list (electronic or on paper) of examples of *-ing* forms which they encounter as they study, recording as much of the context as possible.

TASK 4 Linking text using *-ing* forms

1 On completion, elicit from students the difference between sentences 1–3 and 4 from the point of view of time relationships, i.e. in 1–3 one action happening before the other, and in 4 one action happening at the same time or in the future.

Answers

- 1 Having finished the survey, the researchers collated the results.
- 2 Having compared the results of the study on individualistic cultures with other research in the field, the investigators identified a number of similarities.
- 3 Having examined the data on cultural attitudes to interpersonal relationships from different perspectives, the students then prepared the seminar.
- 4 Looking at people's behaviour from an economic perspective, we can shed new light on people's actions in a community.

TASK 5 Annotating a text (1)

1 Before students do this task individually, elicit the possible functions of the notes, e.g. memory aids, summarizing notes for quick revision or reference in books. Go through the text and notes, eliciting which parts of the text the notes relate to and how they summarize the content and the organization of the text. Also ask students to predict what might be inserted after numbers 1–5. Set a time limit of 15 minutes for the task.

Answer

The annotations in this paragraph could also be organized by classification (cultures: individualistic and collective) and comparison (of individualistic and collective).

2 Students can do this task individually followed by checking in pairs. Set a time limit of 10 minutes.

Answers

- 1 individualistic 2 comparison of cultures
3 definition 4 explanation 5 conclusion

The part of the text relating to the annotations in 2:

- 1 In individualistic cultures, the cultural task of the individual is to seek out, achieve, and maintain independence from others.
- 2 The whole paragraph
- 3 The characteristic self-image in such a culture is one that focuses on internal attributes, such as ability, personality, preferences, and aspirations; attributes that set the individual apart from other persons. (The self is seen as a separate entity, clearly distinct from others.)
- 4 (In collective cultures, the cultural task of the individual is one that focuses on interdependent attributes, such as relatedness to others, and the rights, duties, obligations, and responsibilities that are entailed in these relationships.) The self is seen as a connected entity, not clearly separated from relationships with others.
- 5 Culturally based variations in the way self is perceived are therefore likely to influence the way emotions and emotional situations are appraised.

3 As an extension, give students 5 minutes to study the paragraph and the notes. Then ask them to summarize the paragraph, allowing them to glance at the notes only briefly as they speak. Several students may want to attempt this.

4 Students should do this task individually and then compare their answers with other students. If possible, display the paragraph using an interactive whiteboard or first copy the text for students to annotate.

Answer

See page 151 of this Teacher's Handbook.

INDEPENDENT STUDY

Students can be asked to discuss this after Task 5 or Task 8. They can be encouraged to create a checklist of techniques that includes the essential elements covered in the course, e.g. classification, cause and effect, problem-solution; academic language features, e.g. hedging, noun phrases; systematic noticing techniques, e.g. highlighting parts of a text using the same code such as underlining, single and double, using different colours, boxes with or without lines linking them within a text.

TASK 6 Annotating a text (2)

1 and 2 Set a time limit of 20 minutes for these tasks. On completion, ask a student to cover the text and use the annotations as prompts to describe the text. Seek students' permission to copy the annotations as examples for use in future classes.

Answer

See page 151 of this Teacher's Handbook.

TASK 7 Selecting a text to annotate

1 In advance of the class, you may want to ask students to bring a copy of a text from their own area of study or interest. Alternatively, bring copies of texts that relate to the fields students are interested in. Check students understand the guidelines. Set a time limit of 20 minutes for the annotation. Students should do the annotation on their own. As an alternative, students from the same field can work on the same text simultaneously, but independently of each other.

TASK 8 Critical thinking - evaluating annotations

1 and 2 Give each pair of students 5 minutes to study and write notes about the effectiveness of each other's annotations. After feedback in 1, ask students to reflect on and refine their own annotations in 2. As a whole class, discuss and critically evaluate the annotation process.

12C Writing Examination essays

TASK 1 Ensuring clarity throughout an essay

1 Given what they will have learnt throughout the book, students should be able to complete this task reasonably quickly, so try giving a time limit of 2 minutes. Once the task is completed and checked, ask students to read the

material more closely in order to gain a clearer overview of the whole essay: its structure, organization, and style.

Answers

1 essay question / title 2 thesis statement 3 topic sentence 4 topic sentence 5 topic sentence 6 topic sentence 7 concluding remarks

2 Invite students to work individually and write down their predictions for material in each of the body paragraphs plus the conclusion. Alternatively, they could work in small groups. Encourage students to look at the title, thesis statement, and topic sentences when completing the content for each paragraph.

Sample answers

- 3 Based on the topic sentence, the first body paragraph will provide a definition of *learner independence*, or it may offer several definitions for comparison.
- 4 This paragraph moves into culture in order to define the concept and will probably say how it is related to learner independence.
- 5 The third body paragraph continues this theme, discussing, presumably with examples, how the two phenomena are related.
- 6 This paragraph will provide the main detail in response to the essay title. It links in with the thesis statement, focusing on the two countries mentioned: the United Kingdom and the Kingdom of Saudi Arabia.
- 7 The conclusion will probably add to the existing detail, to complete the essay with the following information: a reference back to the purpose of the essay as expressed in the thesis statement; a brief summary of the main points of the essay; evaluation of how significant these points are; something looking ahead, beyond the essay, such as speculation, prediction, or recommendations.

3 Explain that working out headings is a useful exercise: first, the selection and phrasing of the heading indicates comprehension of the main material in the paragraph (or, in this case, topic sentence); second, in longer essays, reports, and other texts, headings are often used for short sections of text, so this task helps generate such headings. Students can apply the same technique to paragraphs of an essay or slightly longer sections of text.

Sample answers

4 Defining culture 5 The interrelation of learner independence and culture 6 The cases of the United Kingdom and the Kingdom of Saudi Arabia

4 Students now move from analysis to evaluation. The given questions focus on the organization, coherence, and clarity of the essay. To lead into the following task, ask students to evaluate the balance of the essay. They should ask and answer questions such as: *Is the question fully addressed? Is the balance of the material satisfactory? Is there enough material on the evidence of the two selected countries?*

5 This task revises paragraph work done throughout the course. Set a time limit of 15 minutes for the task, as this module is working towards a timed essay.

6 Students now get the opportunity to evaluate their work. Ensure that each student / pair sees at least one other text to evaluate. Remind students of the work they did on evaluative questions in Unit 11A (page 172) and evaluating an essay in Unit 11B (page 176). See also the note on Independent Study below.

INDEPENDENT STUDY

The simple question *So what?* is designed to follow a statement and elicit evaluation. For example, the statement *In the USA, 1 in 100 adults is currently in jail* can yield *So what?* evaluative questions, such as: *Why does this matter? How serious are the crimes they have committed? What is the ethnic breakdown of the prisoners? Are the figures getting worse? How reliable are the figures?* If necessary, collate several statements and give students a time limit to come up with at least three evaluative questions for each statement. They can then work in groups to evaluate these.

TASK 2 Maximizing coherence in an essay

1 and 2 These tasks can be done individually or in pairs. Coherence involves the logic and sense of the material, and as such is usually independent of language. Issues such as relevance, meaning, and reliability (e.g. avoidance of flaws and weaknesses) are closely related to coherence. During the discussion stage, make sure students focus on the emerging coherence of the whole essay. Mathematically, there are of course quite a large number of routes through the material, but there are weaknesses in the coherence of many selections.

Answers

- Topic sentence 1: For independent learning to be effective, ...
- Topic sentence 2: If too much independence is expected at an early stage, ...
- Topic sentence 3: In the UK, a significant degree of independence ...
- Concluding sentence: We have seen that in contexts such as the UK ...

3 and 4 These tasks transfer the notion of coherence into the context of a new essay. Quickly elicit that students understand 3 by asking *What type of essay is required?* (comparative); *What are the main things to focus on?* (two countries, balance of input); *What is likely to be evaluated in the essay?* (the balance of taught input versus independent study). Students should organize their answer along similar guidelines to the model in Task 1.1. Again, it is useful to give a time limit in order to encourage students to generate and organize ideas under pressure. For the peer review stage in 4, encourage a critical yet positive atmosphere. A useful approach for students is to start with something positive, then offer a critical comment. Where possible, a critical comment is best followed by a suggestion for an improvement, e.g.

The thesis statement looks complete and clear to me, but it's not clear how the first paragraph relates to it. Could you make that connection more explicit?

ACADEMIC LANGUAGE

Verbs in essay titles (2)

Remind students that they first encountered verbs in essay titles in Unit 1C on page 017. This Academic Language brings together a representative range of thirty-two frequent instruction verbs. Stress that these are typical of writing questions in exam papers. As an extension, ask students to work with other speakers of their first language, where possible, to agree on translations for each verb. This exercise in contrastive analysis will help clarify subtleties of meaning in related verbs.

TASK 3 Understanding examination questions

1 This task puts into practice some of the verbs presented in Academic Language. The wider context is examination questions, so students also need to focus on what key information is required. Go through the example as a whole class before organizing the students into appropriate groups or pairs. By collaborating on the task, students can offer each other support and should gain a good degree of completeness in their responses. Stress that evaluation is nearly always required in examination questions, even when not specifically stated. It is ultimately the main purpose of writing and is the part of the answer in which students can demonstrate originality.

Sample answers

- 1 Main focuses: learning technologies; student learning. Main task: to work out how specific technologies help effective, independent student learning.
- 2 Main focuses: cultural differences; international educational context. Main task: to give examples and evaluate the importance of cultural differences in a specific context.
- 3 Main focuses: traditional lectures; guided discovery learning. Main task: to give examples of similarities and differences between these two approaches and evaluate which approach is more effective.
- 4 Main focuses: serious challenge for students; solutions to it. Main task: to come up with two solutions relevant to the given context and evaluate them.

TASK 4 Responding to examination questions

1 This task requires a systematic analysis of six examination questions / essay titles. This is extremely useful for students to do, in order to prepare for an efficient analysis in an examination. They should complete the task individually. The focus is on noticing key words, typically nouns and verbs, and working out exactly what is required. As an extension, they can go on to compare their responses.

Answers

- 1 (a) problem-solution (b) university environment / underachieve / ineffective independent study techniques / suggest / measures / overcome / problem (c) a presentation of two measures; a statement of how these can overcome the problem of ineffective independent study techniques; an evaluation of their effectiveness
- 2 (a) discursive (b) effective / students / dedicated lessons / independent learning / discuss / specific educational context (c) a discussion including points for and against the idea; an analysis and definition of what lessons in independent learning are; the description of a specific educational context; an evaluation of how effective such lessons would be, given the discussion
- 3 (a) comparative (b) compare / timetables / different disciplines / university / differences (c) a description of the context and the two chosen disciplines; a presentation of similarities and differences, particularly differences; an evaluation of the significance of these
- 4 (a) cause and effect (b) two major factors / influencing / success / undergraduate level (c) a discussion and definition of *success*; the presentation of two factors; an argument for the importance of these factors; an evaluation of how important the factors are
- 5 (a) discursive (b) employers / value / employees' abilities / problem-solving / initiative / independence / explicitly taught / learnt 'on the job' (c) a description and examples of abilities mentioned (e.g. problem-solving); a presentation of different approaches; a discussion of the advantages and disadvantages of where to teach / learn such abilities
- 6 (a) cause and effect (b) effects / independent study / student experience / university / wider learning environment (c) a description of the context including definitions of *independent study*, *student experience*, and *the wider learning environment*; an explanation of the main effects as stated in the essay title; an evaluation of the significance of these effects

2 Students collaborate in this task to select an essay question which they would feel able to write a response to under examination conditions. Factors affecting their selection could be how much students know; whether they fully understand the question; how interesting they find the question; how much material they can think of to complete their answer; how easy the question looks.

ACADEMIC LANGUAGE

Sentence structure (4) Presenting information

Explain that the 'given-new' sentence pattern is very strong in English. It means that the reader / listener has a reason to keep reading / listening. The first, more familiar part of the sentence typically frames and contextualizes the new information which follows. Also, it usually sounds more interesting to put new information at the end. As explained in the information, very long subjects are difficult to process, because the reader / listener does not yet know their context – is it a new idea, a problem, a solution, or a suggestion? Studying the contrasting examples given should demonstrate the comparative ease of processing for the latter one. Tell students to try reading them aloud, which supports this finding. Refer students to page 206 of the Language reference for more information.

TASK 5 Achieving effective academic style

1 It is essentially down to the student to decide on their preference. Working individually first should ensure that some differences of opinion occur. As always, ask for reasons for their preferences. Some reasons are suggested below, but others are certainly possible.

Sample answers

- 1 (b) sounds better: it places the given information at the beginning and the new information second. It is more interesting to read this way round.
- 2 (b) sounds better: the *wh-* clause is a classic framing structure which contextualizes the material ready to feed in the new information. This structure 'primes' the reader / listener to receive the new, interesting information.
- 3 (b) sounds better: the first sentence (a) is perfectly possible, and stresses *independence*; this works better as part of a spoken text. (b) again contextualizes and frames the message, ready for the reader / listener to learn the main point or *ultimate goal* (independence).

TASK 6 Dealing with timed writing

1 The module has been working up to timed writing under examination conditions. The first task focuses on the whole examination paper. Set a time limit of 2–3 minutes.

Sample answer

c, e, b, d, a

2 Students continue with this task, focusing this time on the writing process. Different students approach examinations in different ways, and this sequence of four tasks is not supposed to be prescriptive. Students are free to respond critically. Welcome alternative approaches, such as a more 'global' (but not chaotic) approach rather than the suggested more linear one.

Sample answer

There is a certain logic to this sequence. Students may not wish to write a topic sentence for each paragraph during the planning stage although this can help coherence, as studied earlier in Task 1.

3 As stated, this task takes 90 minutes. Conduct the task as an examination; do not allow gadgets such as smart phones, dictionaries, or language reference books of any kind. In other words, follow the local conventions as this approach will enhance the authenticity of the task. The selection of the question, from Tasks 3.1 or 4.1 should be done within the time limit. Check students understand the examination rubric, i.e. to select and answer one question in approximately 500 words. Explain that references are often not expected in examinations, as it can be difficult to remember exact words and titles / authors / page numbers of sources.

Sample answer

See page 220 of the Student's Book, which offers a sample answer for a question from Task 3.1.

TASK 7 Evaluating student essays

1 and 2 This task can potentially take quite a long time. It allows peer-responses to students' written work, prior to that of the teacher. By focusing on 'The 3Cs' (introduced earlier on page 185), students can limit their feedback to the main message of the essay and how this is presented. Explain how and when the essays will be marked by the teacher – it is not necessary to correct every mistake, for example, as this does not normally happen in examination scripts. Regarding timing, if a student does not finish their answer in the given time, this is not a case for self-reproach, but rather for analysing what went wrong in order to do better next time. One advantage of giving written feedback is that students can have a permanent record of the feedback for future reference.

TASK 8 Critical thinking – developing independence

1 This final task aims to look forward. Students will have been immersed in an EAP programme, and now they can go on to face their academic futures with an enhanced sense of independence. Some students are likely to find this kind of task easier than others. Offer a degree of help as appropriate, remembering that one purpose of the task is to promote independence, including independence of the teacher! In terms of a commentary on the questions, you may find the following information useful:

1 This question asks for students to come up with specific goals. They can organize their goals around particular genres, such as an essay or report of a particular length, or specific abilities such as the

ability to read a certain amount of text from a subject-specific textbook within a certain timeframe.

- 2** In order to get from A–E, you need to go through stages B, C, and D. This abstract construct can be made more concrete with an example: the desire to be able to write a scientific report. Conventionally, such a report has a number of sections; the writer must first research what the core ones are (e.g. Introduction, Background, Method, Results, Discussion, Conclusion – these may vary across disciplines and genres), then work on one stage at a time, building them up, and ensuring coherence in order to finally reach the goal of writing a complete report.
 - 3** Another point on being realistic relates to time. It may be possible for some students to reach C2 level of proficiency in English, but this will take years rather than months. It is better to break down the aims by level. For example, it may take about a year of study to move from B2 to C1; many students will take longer.
 - 4** Motivation means different things to different people. Different people might motivate themselves in different ways, e.g. giving themselves material 'rewards'; visualizing themselves in a successful position, having achieved their aims; working with other students or with the support of family or friends; filling in a progress chart with each stage of the aim to be filled in as it is completed.
 - 5** This question relates both to people-based and physical resources (examples of the latter include material found in books or online).
- 2** These evaluative questions are implicit in some of the discussion in 1. In terms of a commentary on the questions, you may find the following information useful:
- 1** Students can check that other student goals are realistic using critical questions. For example, if a student says *I want to speak English like Shakespeare*, ask what they really mean by this and how realistic it is. Other questions arise from the points in 1, e.g. concerning timeframes.
 - 2** Achieving the aims is potentially complex. One 'route map' for achieving aims is the 'A, B, C, D' approach: I will achieve Activity A by Behaviour B in Context C by Date D. Examples of each part could be: A = writing a 1,000-word problem-solution essay; B = writing the essay within the time frame of one week, including formulating the title; C = in the academic context of an economics discipline; D = by the end of this year.
 - 3** Clearly some difficulties are unpredictable. It is helpful to stick to likely difficulties rather than unlikely or tragic ones. Many of the difficulties may relate to aspects covered in Task 8.1, such as loss of motivation or changing targets. The support of other students is likely to feature in some of the solutions.
 - 4** You could ask students to provide criteria for assessing the usefulness of different resources such as an item of learning software and a resource centre of English language materials. Examples: *How expensive*

is it? Is it available? How easy is it to use? How useful is it? How far will it take me?

- 5 This point refers to measurability, and may be hard to answer. If the aim is vague, e.g. *I want to be able to write English very well*, then it is difficult to measure in a meaningful objective way. A similar aim can be reworded to make it more concrete, e.g. *I want to be able to write a 1,000-word essay in English with basic tutorial support, on a question within my discipline, and to a level of accuracy that has only two or three errors per paragraph*. Students should see that this degree of detail makes the aim both more specific and more easily measurable.


12D Speaking

Presentations (5)

TASK 1 Critical thinking - evaluating qualities

1 Begin by eliciting the meaning of the word *entrepreneurs* and ask students whether they think the word has a positive, negative, or neutral connotation. Ask them what synonyms they know for the word (e.g. *businessman/woman, industrialist*). Students can also discuss the impact of entrepreneurs from a global perspective, stating whether it is positive or negative. Set a time limit of 10 minutes for the task.


2 Set a time limit of 15 minutes and then collate the answers on the board. As an extension, ask students to select which they think is the main quality that an entrepreneur needs to possess.

3 and 4  12.2 Before students watch the extract, give them several minutes to study the qualities in 1 again. In 4, collate any additional suggestions such as leadership qualities (including *being inspirational*) on the board.

Answers

1 c 2 f 3 h

TASK 2 Preparing for script independence


1-3  12.2 On completion of 1, elicit reasons for the students' preference. After students have watched the beginning of Extract 1, they can mark the stressed words on the transcript in 2 to show how the notes work as stepping stones to aid script independence. In 3, monitor students' ability to speak fluently using only the notes in 1. Give feedback on this and the correct use of stress relating to the words in the notes.

Sample answer

- 1 It is probable students will prefer set b as the notes are clear and easy to glance at while speaking.

Answer

- 2 (Stressed words in bold)
Good afternoon and welcome. The title of my presentation today is *Entrepreneurs: is it success for all?* And what I aim to do in the next few minutes is to show that while it's now probably more **straightforward** for anyone to set up a business and become an entrepreneur than ever **before**, being a **successful** entrepreneur still requires a certain **elusive** quality that can be hard to define, something a little different from the average. In fact, I think being a **successful** entrepreneur is a **mindset**, it's about how you **think** as much as what you do. It's something that's defined **not** simply by money or business plans, but by a **combination** of certain personal qualities and the right circumstances.

4 and 5  12.3 Ask students to work in pairs or groups. They can do the creation of the notes in two stages. First, they can create extended notes as per the sample answer and then refine them so they are shortened. Students can then compare their answers with other pairs before watching Extract 2 in Task 2.5.

Sample answer

Extended notes:

check handout w space - summary presentation - department's website - start w 2 totally different definitions entrepreneur: 1) starting / running businesses, esp taking risks; 2) little difference obstacles + opportunities - both to advantage - interesting relevant today

successful entrepreneur - see opportunities - other people not see - obvious difficulties - not obstacles overcome - make opportunities - obstacles themselves - likely risks develop idea - willing take risks - typical characteristic past - obstacles - poverty - lack of education - social inequality - modern world - obstacles: regulations - health + safety + working conditions - obstacles overcome - opportunities - difficult - right person - seize moment + take risks - spontaneity

Shortened notes:

handout? → summary → 2 definitions → 1) risks → 2) obs + opps → successful → see opps not obs → past → poverty, etc. → modern world → regs → obs overcome → opps → right person → risks → spontaneity

6 On completion, discuss as a whole class how students felt using only the shortened notes. If necessary, get students to repeat the process, permitting them to read (but not learn) the transcript beforehand.

TASK 3 Using notes to achieve script independence

1 and 2 Emphasize the need to make the notes as brief as possible, using only words or short phrases as steps. As a further example, you can write quality e (*being able to think big and start small*) from Task 1.2 on the board, eliciting notes and comparing them with those

in the sample answer below. In 3.2, give students about 5 minutes to practise, reminding them not to learn their presentation by heart.

Sample answer

Quality e: being able to think big and start small
patience → long-term → aim → steps → street stall → chain
→ national → international

3 and 4 Practising script independence in small groups should help students who are nervous using minimal notes to speak. In 4, give students several minutes to write feedback. If there is time, allow students to repeat the presentation and feedback.

TASK 4 Responding to participants' comments and questions

1 and 2 12.4 Once students have compared their answers, as an extension elicit the importance of analysing the manner and function of people's comments and responses.

Answers

- 1 The manner in all cases is tentative and polite, especially with the use of modals and the tone of voice.
 - 1 Could you, perhaps maybe have some more examples throughout the talk?
 - 2 Yeah ... I think ... maybe one or two, especially at the beginning to help us think about the context - that might've been useful.
 - 3 ... maybe you could've ... you could've had ... maybe one visual, a picture somewhere?
- 2
 - 1 1 Good point - you're right - could've put more examples in - but would've made it just too long + would've had to leave out some of other points - a question of balance - maybe one or two extra wouldn't've been a bad thing
 - 2 Yeah, OK - Anything else?
 - 3 Suppose that would've been possible.
 - 2 1 stubborn but also gentle 2 cooperative
 - 3 cooperative and gentle
 - 3 Like special effects? - don't know - might've seemed less serious - it's a serious presentation - would've taken something away from the presentation
 - 4 hesitant

ACADEMIC LANGUAGE

Giving feedback Modal verbs

After students have studied the information, emphasize the point about the relative strength of the different ways of giving feedback. Point out that they should not consciously copy the repetition of the verb, but they should be aware that it happens, and that they may do it naturally without thinking.

TASK 5 Using modal verbs to give feedback

1 and 2 12.4 After students have identified where they think the feedback is tentative on the transcript, ask them to confirm their answers by watching Extract 3 again. Emphasize that the manner of the feedback is a combination of both language and spoken delivery (i.e. intonation, tone, stress, emphasis). Students should bear this point in mind when they give each other feedback about the presentations in 2.

Sample answer

I thought it was really good, but ... Could you, perhaps maybe have some more examples throughout the talk?
This is very tentative, because it is a positive comment, followed by a question containing a modal verb to hedge. In addition, the words perhaps and maybe are further 'softeners' and the tone is gentle. The following examples from transcript 12.4 are equally gentle:

- Yeah ... I think ... maybe one or two, especially at the beginning to help us think about the context might've been useful.
- Yes. I thought it was really good, I really liked it ... but maybe you could've ... you could've had ... maybe one visual, a picture somewhere?
- But ... well, maybe, maybe you should, should've had the slides a bit more lively. Like having animation ... or words coming in or ... flying in, or something. I don't know. What do you think?

TASK 6 Preparing and practising a presentation

1 If possible, ensure that students have access to computers to help them with this task. Give them several minutes to study the stages and check they understand the process. If you think students need some help in getting started, ask them to think about teamwork, hierarchies in organizations, individualism, delegating work. Students should work individually, but allow them to ask you questions. Set a time limit of 30 minutes for the preparation of the presentation.

TASK 7 Giving a presentation

1 and 2 Clarify that students understand that the criteria 'scores' indicate a range from 1 = *Excellent* through to 5 = *Improvement needed*. If possible, video several of the presentations and any questions from the audience for feedback purposes. Remind students that they should only glance at their notes as they speak. You can also ask students' permission to use the videos as examples in future classes. Elicit students' reaction to the process in Tasks 6 and 7.

12E Vocabulary Review of learning

TASK 1 Proofreading to review aspects of vocabulary

1 Ask students to work individually. The focus is on accuracy and detail, and the task should encourage effective proofreading by looking at whole sentences to identify errors, work out the types of errors, and then correct them. Students can then apply this process to longer texts, such as their essays, taking a sentence-by-sentence approach. On completion, refer students to the additional reference information on proofreading and self-editing on pages 211–2 of the Student's Book.

Answers

- 1 The country is ~~independence~~ because it is self-sufficient in a range of commodities. (word form: it should be the adjective *independent* rather than the noun *independence*)
- 2 Unemployment increased the cultural ~~dependents~~ on the state. (spelling: it should be *dependence*)
- 3 Having a successful career ~~depends~~ whether you are ambitious and lucky. (missing preposition: *depends* should be followed by *on*)
- 4 The two researchers came to the same conclusion ~~independent~~ of each other. (word form: it should be the adverb *independently* rather than the adjective *independent*)
- 5 He gained financial independence ~~on~~ his parents when he found his first job. (incorrect preposition: it should be either *of* or *from*, but not *on*)
- 6 A university should encourage students to become ~~dependent~~ of their tutors. (word form: it should be *independent*, rather than *dependent*)
- 7 The study raised a number of key questions concerning the accountability of academic staff. This paper ~~looks at~~ the idea from a legal perspective. (formality: it should be *considers*, *examines*, or *investigates* rather than *looks at*)
- 8 From a ~~politics~~ perspective, increased spending on education is attractive. (word form: it should be *political* rather than *politics*, to fit the framing structure)
- 9 Following an agenda of localism, decisions are now made in a more ~~centralized~~ way, independently of government. (missing prefix: it should be *decentralized*)
- 10 She established her consultancy business with a starting ~~sum~~ of £10,000. (incorrect technical word: should be *capital*)

TASK 2 Planning strategies for extending your vocabulary

1 In this final task, there are of course no right answers. Remind students of Unit 1B, in which different learning styles were presented and discussed. This is an opportunity for students to personalize their learning and assess which techniques are likely to work best for them. You can also invite further strategies, which can be written up and shared with the whole class. Also, ask what students are currently doing to extend their vocabulary, rather than what they might be planning to do. This is an opportunity to look back and evaluate the success of their vocabulary learning through the course. Like any book at this level, there is never enough space to include all the words students need to get them to the next level; many vocabulary items need to come from outside, from other sources. Ask which sources students have used, e.g. reading related textbook articles; internet research; journal articles; media articles; subject-specific textbooks; other students' essays and texts. A discussion of these useful sources should encourage students to use them more, going forward.

General

prediction:
cultural differences

question

example

conclusion
(tentative)

quotation

Sample answer for TASK 5.4

Bagozzi and colleagues also predicted that these cultural differences would be greater for women than for men, as a result of women's greater knowledge and skill in dealing with emotions. Comparing American and Chinese respondents' reports of how intensely they felt each of a number of emotions "right now", the investigators found good support for their predictions. For example, intensity measures of joy and negative emotional response were negatively correlated for American men and women (but more strongly so in women than men), whereas they were unrelated in Chinese men and positively related in Chinese women. It seems, then, that the way in which self is perceived in independent and interdependent cultures can have quite a profound effect on the way in which emotional response is represented. Bagozzi and colleagues interpret these findings in terms of appraisal processes: "When asked how one feels at present, people respond in accordance with their own unique feelings which are the outcomes of appraisals of different situations and events. People will differ in intensity of felt emotional response but will interpret this in the light of their cultural world views and knowledge of their own emotions."

Specific

comparison
(men vs women)

findings

comparison

interpretation

evaluation: conclusion of findings = tentative (it seems then that ... can have... quite a profound effect)

General

website visits

examples

findings

predictions

quotation

b

c

comparison of data

significant factor

conclusion: impact

Sample answer for TASK 6

Having compared the number of visits to a range of culturally-related websites, such as heritage and museum and gallery websites, in one local area under study in the United Kingdom, the investigators turned their attention specifically to the numbers of visits using the websites to find out about or order tickets for an exhibition or an event over the period of the study. They found that the number of visits to such websites increased at a pace exceeding that of the national average. The researchers predicted various reasons for this development. For example, they assumed that the main factors behind this trend were: the uniqueness of the cultural venues in the area, the weather patterns over the period under study, the economic situation, especially exchange rates against the euro, with more visitors staying at home rather than travelling abroad and more tourists coming from outside the UK because of the favourable exchange rates. When the research data were compared with the results from surveys of visitors to the actual heritage and museum and gallery sites in the area under study, it was discovered that one of the most significant factors that attracted visitors to the cultural sites was the availability of virtual tours on the heritage and museum and gallery websites. Web-based virtual tours, it would appear, could have a significant impact on home tourist numbers and on those from abroad if such tours were available on all cultural websites at a national level.

Specific

local area

a

evaluation: virtual tours = effective strategy for tourist attractions (+ possibly other buildings: hotels, galleries)

AUDIO CD TRACK LISTING

TRACK NUMBER	UNIT NUMBER	TRANSCRIPT AND EXTRACT NUMBER
1	-	-
2	1A Speaking	1.1 Extract 1
3	1A Speaking	1.2 Extract 2
4	2B Writing	2.1
5	3D Speaking	3.5 Extract 1
6	3D Speaking	3.6 Extract 2
7	5D Speaking	5.5
8	7D Speaking	7.3 Extract 1
9	7D Speaking	7.4 Extract 2
10	7D Speaking	7.5 Extract 3
11	8D Speaking	8.3
12	8D Speaking	8.4
13	9C Speaking	9.1 Extract 1
14	9C Speaking	9.2 Extract 2
15	10D Speaking	10.5 Extract 1
16	10D Speaking	10.6 Extract 2