

Oxford EAP

A course in English for Academic Purposes

INTERMEDIATE / B1+

Edward de Chazal & Louis Rogers

Answer Key

OXFORD
UNIVERSITY PRESS

Contents

- 1 **KNOWLEDGE** *Page 003*
- 2 **ORGANIZATION** *Page 007*
- 3 **MOTIVATION** *Page 012*
- 4 **NATURE** *Page 016*
- 5 **POWER** *Page 020*
- 6 **GROWTH** *Page 024*
- 7 **NETWORKS** *Page 030*
- 8 **INNOVATION** *Page 035*
- 9 **CONSUMPTION** *Page 040*
- 10 **CRIME** *Page 044*
- 11 **ENERGY** *Page 050*
- 12 **PROGRESS** *Page 056*

Audio CD track listing *Page 061*

UNIT 1 Knowledge

ACADEMIC FOCUS: UNDERSTANDING AND PRESENTING INFORMATION

1A Listening Short presentations

TASK 3 Understanding the introduction to a presentation

1 ▶ 1.1

Answers

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

2 ▶ 1.1

Answers

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

TASK 5 Identifying word class

1 and 2

Answers

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

TASK 7 Recognizing phrases for signposting a presentation

1-2 ▶ 1.5

Answers

a 2 b 5 c 3 d 1 e 4

1B Speaking Short presentations

TASK 2 Using questions to discuss experiences

1

Answers

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

TASK 3 Understanding a short presentation

1 ▶ 1.6

Answers

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

2 and 3

Answers

2 A: (language used is in bold)

- **Today I'd like to talk to you about ...**
- *What I want to talk about today is ...*
- *The focus of this presentation is ...*

B:

- **OK, so first let me tell you about ...**
- *The next stage of my presentation is ...*
- **And this brings me on to ...**
- **I'd like to finish my presentation by ...**

C:

- *I plan to ... / I hope to ... / I aim to ... / I want to ...*
- **What I would really like to do / be is ...**
- *My (main) aim / ambition is to ...*

3 1 C 2 A 3 B

1C Reading Textbooks (1)

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

1

Answers

1 b 2 c 3 a

2

Answer

1 2

3

Answer

2 1

4 and 5

Answer

3 1

TASK 4 Reading in detail to understand key information

1

Answers

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

TASK 6 Predicting the content of a text

1 and 2

Answers

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

3

Answers

- Paragraph 1: An example to illustrate what schema theory is
Paragraph 2: How cognitive psychologists define schema theory
Paragraph 3: An explanation of what schemas are
Paragraph 4: Information about how schema theory is used

TASK 7 Identifying the topic and main idea in a paragraph

1 and 2

Answers

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

Answers

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

TASK 8 Choosing the right word form**1****Answers**

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

2**Answers**

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

1D Writing Simple & compound sentences

TASK 2 Understanding simple sentence structure**1 and 2****Answers**

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

TASK 3 Expanding notes into complete sentences**1****Answers**

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

2**Answers**

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

3**Answers**

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

Sample answers

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

TASK 4 Correcting run-on sentences**1 and 2****Answers**

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

TASK 5 Writing compound sentences**1****Answers**

- 1 b 2 c 3 a

2**Answers**

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

3**Answers**

- 1 and 2 but 3 or 4 but 5 and 6 but

1E Vocabulary Academic vocabulary

TASK 1 Identifying general, academic, and technical vocabulary**1****Answers**

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

2**Sample answers**

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

3**Answers**

- 1 d 2 a 3 b 4 c 5 e

TASK 2 Selecting and using academic vocabulary**1****Answers**

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

UNIT 2 Organization

ACADEMIC FOCUS: PERSPECTIVE AND STANCE

DISCUSSION

2

Answers

1 b 2 a 3 d 4 c

3

Answers

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

2A Listening Lectures (1)

TASK 1 Understanding the introduction to a lecture

2 ▶ 2.1

Answers

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

TASK 2 Taking notes on key information

2 ▶ 2.2

Answers

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

TASK 3 Understanding the language of perspective

1 and 2

Answers

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

TASK 4 Identifying perspectives in a lecture extract (1)

1 and 2 ▶ 2.1

Answers

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

TASK 5 Using language to talk about perspectives

1

Sample answers

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

TASK 6 Identifying perspectives in a lecture extract (2)

1 and 2 ▶ 2.3

Answers

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

2B Speaking Seminar discussions (1)

TASK 1 Preparing for a discussion

2 ▶ 2.4

Answers

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

TASK 3 Listening for more detail

1 and 2 ▶ 2.5

Answers

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

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

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

TASK 6 Identifying stance in a discussion

1 ▶ 2.6

Answers

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

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

2

Answers

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

2C Reading Textbooks (2)

TASK 2 Understanding the main idea in a paragraph

1

Answers

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

2 and 3

Answer

2 2

Answer

3 2

4

Answers

in theory, should

5

Answers

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

TASK 3 Understanding the main ideas in a longer text

2

Answer

b

3

Answers

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

4

Suggested answers

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

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

1 and 2

Answers

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

3

Answers

political and economic

4

Answers

need, won't

TASK 5 Using adverbials to express stance

1 and 2

Answers

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

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

1

Answers

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

2

Answers

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

3

Sample answers

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

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

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

4

Answers

3

2D Writing Paragraphs (1)

TASK 1 Understanding and analysing a paragraph

1 and 2

Answers

- 1 research
- 2 2

3

Answers

1 d 2 a 3 **and** 4 c 5 b

TASK 2 Writing a topic sentence

1-3

Answers

- 2 2 rationale
- 3 development
- 4 perspectives
- 5 concluding sentence

TASK 3 Recognizing cohesion in a paragraph

1 and 2

Answers

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

3

Answers

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

TASK 4 Cohesion - using pronouns and determiners

1

Answers

Sentence 2 *It observation; they employees*

Sentence 4 *it observation*

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

2

Answers

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

TASK 5 Linking topic sentences and concluding sentences

1 and 2

Answers

1 1 a 2 b 3 a

3

Answers

- 1 (b) [topic] vary greatly across [place]
- 2 Recent research suggests that [topic] are being used [people] even at [place]
(a) This research shows that [topic] has been developing rapidly for several years, and has greatly [verb + object].
(b) The increasing use of [topic] among [people] is [adjective] and can lead to [result].

- 3 Another cause of [topic] is [cause].
(a) This discussion shows the importance of [topic] in [context].
(b) Therefore, [topic] has at least three main causes, including [cause 1], [cause 2], and [cause 3].

TASK 6 Analysing concluding sentences

1 and 2

Answers

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

2E Vocabulary Expressing stance

TASK 1 Identifying common academic nouns

1

Answers

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

TASK 2 Understanding stance

1

Answers

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

2

Answers

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

UNIT 3 Motivation

ACADEMIC FOCUS: DEFINITION AND EXPLANATION

3A Listening Lectures (2)

TASK 2 Understanding the main points of a lecture

1

Answers

C, A, B

2 ▶3.1

Answers

Theories of motivation:

Taylor's theory (money is the key motivator)

Maslow's theory (hierarchy of needs)

McGregor (and Maslow's influence on his ideas)

McClelland and Burnham (all about power)

TASK 3 Understanding the organization of a lecture

1 ▶3.1

Answers

1 In today's lecture

2 First ... / in more detail

3 move on to

4 After that ... / going to see

5 then finally ... / take a look at

TASK 4 Taking notes on key information

1 ▶3.2

Answers

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

2 ▶3.2

Answers

1 money

2 5

3 2 / Theory x and Theory y

4 managers / power

TASK 5 Taking detailed notes on explanations and examples

1 ▶3.3

Answers

1 basic salary

2 Need for stability

3 pension plan

4 feeling part of a group

5 friends at work

6 job title

7 sense of achievement

8 job that is challenging

2 ▶3.3

Answers

1 Physiological

2 no

3 there is a desire to meet the next need

4 no

TASK 6 Recognizing phrases for signposting a lecture

1 and 2 ▶3.3

Answers

a *So, for example ... , An obvious example of this is ...*

b *this can be understood as ... , How that works is ...*

c *As I said ... , As we've already seen ... , In other words ...*

3B Speaking Seminar discussions (2)

TASK 1 Reading to prepare for a discussion

1 and 2

Answers

1 and 2 are examples of extrinsic motivation;

3 and 4 are examples of intrinsic motivation

TASK 3 Listening to a seminar discussion

1 3.4

Answers

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

2 3.4

Answers

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

3C Reading Textbooks (3)

TASK 2 Predicting the main purpose of a text

1 and 2

Answers

- 2 to explain how setting goals can help motivation

TASK 3 Understanding the main ideas in a text

1 and 2

Answers

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

3

Answers

- 1 a 2 a 3 b

4

Answers

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

TASK 4 Identifying and using cohesive language in sentences

1 and 2

Answers

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

TASK 5 Identifying definitions, explanations, and examples

1

Answers

- 1 Motivation is the direction and intensity of one's effort.
- 2 the fun of being with a team, satisfaction of improving results, enjoying competition, a sense of improved well-being
- 3 praise, the chance to be with friends, a contract, status from being famous

2 and 3

Answers

- 2 1 definition, 2 example / explanation,
3 definition, 4 example / explanation, 5 definition,
6 example / explanation
- 3 1 XXX is defined as DEFINITION
2 XXX is not enough, one actually has to EXAMPLE /
EXPLANATION
3 XXX are those that DEFINITION
4 This means that ... can be EXAMPLE / EXPLANATION
5 XXX are DEFINITION
6 This could be ... EXAMPLE / EXPLANATION

TASK 6 Writing definitions

1-3

Answers

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

3D Writing Definitions

TASK 1 Defining key terms

1

Answers

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

3

Answers

- 1 integrative motivation
- 2 performance
- 3 motivation

TASK 2 Recognizing the structure of definitions

1

Answers

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

TASK 3 Writing definitions with a prepositional phrase

1

Answers

- 1 e 2 a 3 c 4 b 5 d

TASK 4 Identifying definitions using relative clauses

1 and 2

Answers

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

TASK 5 Writing definitions using relative clauses

1

Answers

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

2

Answers

1 d 2 e 3 a 4 c 5 b

2

Answers

1 individual 2 unrealistic 3 attainable 4 personal

TASK 6 Recognizing definitions in paragraphs

1 and 2

Answers

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

3E Vocabulary Adjectives

TASK 1 Understanding and using evaluative adjectives

1

Answers

1 intense
2 unbelievable
3 specific
4 original

2

Answers

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

3

Answers

1 significant 2 positive 3 feasible 4 accurate

TASK 2 Understanding and using classifying adjectives

1

Answers

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

UNIT 4 Nature

ACADEMIC FOCUS: DESCRIPTION

4A Listening Seminars (1)

TASK 2 Understanding the context

1 and 2 ▶ 4.1

Answers

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

Contextualizing questions: a What is an eco-city?

b Where is it? c When did the project start? / When did key decisions get made? d Why did it happen? / Why was it planned in that way? e How does it work? / How did it come about? f Will it be effective? / How significant is it?

TASK 3 Identifying context and description

1–3 ▶ 4.2

Answers

Contextualizing questions	A Presentation 1: main points	B Presentation 1: signalling phrases	C Presentation 2: main points
What	a modern, environmentally friendly city	So, what is Tianjin eco-city?	new environmental development for new and environmentally based companies. an 'emerging cleantech cluster'
Where	situated in north-east China outside Tianjin	Tianjin eco-city is situated a little bit outside the main city	located in the Middle East, in Abu Dhabi, which is the capital of the United Arab Emirates. It's near Abu Dhabi international airport, about 17 kilometres south-east of the main city of Abu Dhabi.
When	project started in 2007	It started out in 2007	It was established in 2006.
Why	pressures on environment and resources, e.g. food, energy; pollution	This was needed because	Oil is going to run out one day; continued use of oil and other fuels is having a negative effect on the environment.

How

clean up the land, planned and built the eco-city project

The way they did this was

uses solar energy from the sun, and other renewable energy sources. It aims for zero emissions, and zero waste. They're managing the water supply, there are no cars, only public transport. And the city will be home to businesses that specialize in environmentally friendly products

Evaluation

too early to say, but generally positive: high-level political support, clear aims

Has all this been effective? Does it work?

early days, but it's attracted a lot of interest and investment.

4 and 5 ▶ 4.3

Answers

3 (see column C in Answers for Task 3)

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

TASK 4 Using noun phrases in descriptions

1

Answers

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

4B Speaking Presentations

TASK 2 Taking notes on the main points of a presentation

1 and 2 📺 4.4

Answers

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

TASK 3 Taking notes on numerical information

1 and 2 📺 4.5

Answers

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

TASK 5 Recognizing and using signposting language

1

Answers

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

4C Reading Textbooks (4)

TASK 2 Identifying the main ideas in a text

1 and 2

Answers

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

TASK 3 Identifying and evaluating supporting evidence

1

Answers

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

2

Answers

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

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

3

Suggested Answers

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

TASK 4 Using evidence from the text in writing

1

Answers

1 c 2 b 3 a

2

Answers

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

TASK 5 Identifying and using progressive forms

1

Answers

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

TASK 6 Critical thinking – reflecting on ideas for writing

1

Answers

1, 2, 4

2

Answers

Most likely 2, followed by 3, and then 1

3

Sample answers

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

4D Writing Paragraphs (2)

TASK 1 Analysing the structure of a paragraph

1–3

Answers

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

TASK 2 Using adverbials to make a paragraph cohesive

1 and 2

Answers

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

TASK 3 Expanding notes into sentences

1

Answers

Topic: driving

Main idea: driving causes serious environmental damage

3 and 4

Sample answers

- b Driving releases different pollutants **into the** air, **for example** greenhouse gases **such as** CO₂.
- c Oil production, **in other words** drilling, **is** harmful **to the** local environment, **as it** pollutes deserts **and** oceans.
- d **The** use **and** sourcing of fuels **such as** petrol and diesel affects air quality, damaging **both** human health **and the** surrounding ecosystem.
- e **There is a** need **to** look for different **and** more sustainable kinds of fuel.

TASK 4 Connecting sentences to form a paragraph

1

Sample answer

Environmental damage is a serious but overlooked effect of driving, both locally and globally. Significantly, driving releases different pollutants into the air, for example greenhouse gases such as CO₂. Similarly, the use and sourcing of fuels such as petrol and diesel affects air quality, damaging both human health and the surrounding ecosystem. In the same way, oil production, in other words drilling, is harmful to the local environment, and pollutes deserts and oceans. To summarize, there is a need to look for different and more sustainable kinds of fuel.

TASK 5 Adding detail to sentences

1-3

Answers

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

Answers

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

4E Vocabulary Adverbials

TASK 1 Identifying adverbial meanings

1

Answers

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

TASK 2 Using adverbials for cohesion

1-3

Answers

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

UNIT 5 Power

ACADEMIC FOCUS: REPORTING AND SUMMARIZING

5A Listening Lectures (3)

TASK 1 Thinking about note-taking styles

1

Answers

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

3 ▶ 5.1

Answers

- 2 grid

TASK 3 Identifying positions within a debate

1 and 2 ▶ 5.2–5.5

Answers

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

TASK 4 Identifying supporting arguments

1 and 2 ▶ 5.2–5.5

Answers

See Task 3 Answers

TASK 5 Using past tenses to refer to research findings

1

Answers

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

5B Speaking Seminar discussions (3)

TASK 3 Taking notes on key information

1 ▶ 5.6

Answers

Facebook:

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

Twitter:

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

Answers

Slide 2:

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

Slide 3:

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

TASK 4 Using reporting verbs**1****Sample answers**

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

5C Reading Textbooks (5)**TASK 1 Discussing reading to prepare for writing****2 and 3****Sample answers**

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

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

TASK 2 Identifying the main ideas in a text**2 and 3****Answers**

2 Economic, communal, authoritarian

3 Weber's theories:

- 1 social stratification
 - central to social life
 - only discussed briefly, but discussions enormously influential
- 2 class, status, and party
 - these distinctions common in sociology
 - Weber's Theory of authority also common in sociology

Weber identified: three distinct aspects of power in societies

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

TASK 3 Identifying the key features of a summary**1 and 2****Answers**

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

TASK 4 Writing noun phrases from notes**1 and 2****Answers**

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

TASK 5 Identifying key information in a text

1 and 2

Answers

All are mentioned implicitly or explicitly.

3

Answers

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

qualifications: educational qualifications / skills

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

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

TASK 6 Evaluating summaries of a text

1-3

Answers

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

5D Writing Note-taking & summarizing

TASK 1 Critical thinking - discussing the features of a summary

1

Answers

2, 5, 6

TASK 2 Analysing note-taking strategies

3 and 4

Answers

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

5

Answers

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

6

Answer

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

TASK 3 Using active note-taking strategies

4

Answers

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

TASK 4 Identifying and using summarizing words and phrases

1

Answers

the structured environment - The environment provided in an autocratic leadership environment - inside text
the rewards - Salary, holidays, pensions, bonuses - outside text
this style - The traits of autocratic leadership such as control and command - inside text
their own goals - targets they want to achieve such as promotion, meeting deadlines, a standard of work - outside text
their own decisions - deciding what to do, when and how - outside text

2

Answers

- the personal characteristics
- the structured environment
- the relationships
- the rewards
- the working process

TASK 5 Paraphrasing longer structures using noun phrases

1

Answers

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

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

5E Vocabulary Affixes

TASK 1 Using suffixes to recognize word families

1

Answers

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

TASK 2 Building word families using affixes

1

Answers

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

2

Answers

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

3

Answers

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

UNIT 6 Growth

ACADEMIC FOCUS: USING SOURCES

6A Listening Lectures (4)

TASK 1 Discussing a topic to prepare for a lecture

3

Answers

- 1 Chapters 2, 3, 12

TASK 2 Completing notes on the main points of a lecture

1 and 2 ▶6.1

Answers

Main topic: The growth of the world economy

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

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

3 ▶6.2

Answers

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

4 ▶6.3

Answers

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

5

Answers

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

TASK 3 Critical thinking - offering an opposing stance

1 ▶6.4

Answers

- 1 b 2 a 3 b

TASK 4 Listening for stance and perspective

1 and 2 ▶6.5

Answers

- 1 the lecturer
- 2 the authors

3

Answers

Summary 1 = Marx; Summary 2 = Smith

6B Speaking Seminar discussions (4)

TASK 2 Referring to the main ideas in a text

1

Answers

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

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

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

2  6.6

Answers

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

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

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

3  6.6


Answers

1 *It says in the text; as the text says ...; the text talks about ...; according to the text ...; but the authors also suggest ...*

2 *yes but ...; I would argue ...*

3 *I understand what you're saying, but ...; I suppose so, but ... I see your point*

TASK 3 Using phrases to refer to points in a source

1 and 2  6.7

Answers

1 Well, if you look at the first paragraph, I think it's difficult to argue with the points.

2 I mean, according to the text the number of cars is increasing, which means the problem will only get worse.

3 I suppose so, but it seems to me that there are more serious threats to society than cars. I mean, over-population, water supply ... There are other things to worry about.

4 I understand what you're saying, but isn't it all connected?

5 I mean, the authors also suggest that there's a connection with climate change.

6 But ... well, yes, I have to agree with that.

7 But the text also says that we need a radical solution, we need to make big changes in the technology and the infrastructure.

8 I don't necessarily agree with that point.

TASK 4 Reading to prepare for a seminar

1 and 2

Answers

Paragraph 1 - current global transportation trends aren't sustainable

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

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

6C Reading Textbooks (6)

TASK 2 Analysing essay titles

1

Answers

1, 4, 5

TASK 3 Understanding a longer source text

2 and 3

Answers

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

- 3 Paragraph 1: last half-century - fifty years; multiplied - grown rapidly
 Paragraph 2: tripled, sevenfold - risen dramatically
 Paragraph 3: land that was too dry or too steeply sloping to sustain cultivation - land that is not sustainable
 Paragraph 4: demand for water tripled, water tables falling, rivers drained dry - using more water than being replaced by natural environment
 Paragraph 5: fossil fuel use, carbon emissions - CO₂ emissions
 Paragraph 6: unravel first - to suffer first; world's harvest fell short - grain stocks fell
 Paragraph 7: in the past farmers responded to short supplies - farmers responded to shortage of food
 Paragraph 8: reduce hunger levels by half - halve levels of world hunger

4

Answers

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

TASK 4 Identifying author stance on the main ideas

3

Answers

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

TASK 5 Identifying details in a text to support an argument

2

Answers

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

3

Answers

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

TASK 6 Using prepositions to refer to time and quantity

2

Answers

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

6D Writing Using sources

TASK 1 Analysing the use of sources in an essay extract

2

Answers

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

3

Answers

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

4 and 5

Answers

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

TASK 2 Using reporting verbs and verb structures

1

Answers

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

TASK 3 Understanding references

1 and 2

Answers

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

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

* (optional, depending on referencing style)

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

TASK 4 Using summary in citations

1 and 2

Answers

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

TASK 5 Using direct quotations

1 and 2

Answers

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

TASK 6 Analysing sources to use in citations

1

Answers

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

TASK 7 Selecting sources to use in a paragraph

1 and 2

Answer

- 1 b

6E Vocabulary Reporting structures

TASK 1 Identifying form in reported structures

1 and 2

Answers

- Followed with *as*: is defined, describe sth
 Followed with *by*: as stated, as reported
 Followed with *that*: asserts, contends, disputes, maintains
 Followed with *to*: according

3

Answers

For: maintains, asserts

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

Against: contends, disputes

TASK 2 Using reporting structures

1

Answers

1 maintains

2 stated

3 disputes

4 contends

2

Answers

1 According to

2 As reported by

3 described as

4 maintains that

UNIT 7 Networks

ACADEMIC FOCUS: CONTEXTUALIZING

7A Listening Lectures (5)

TASK 2 Using symbols and abbreviations to take notes

1

Answers

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

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

2

Answers

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

3

Answers


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

4  7.1

Answers

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

TASK 3 Taking notes on advantages and disadvantages

1 and 2  7.2

Answers

Advantages

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

Disadvantages

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

TASK 4 Recognizing support for a position

1  7.3

Answers

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

2

Answer

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

TASK 5 Identifying supporting points

1 and 2

Answers

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

TASK 6 Recognizing examples and explanations

1

Answers

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

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

7B Speaking Seminar discussions (5)

TASK 1 Evaluating learning and assessment methods

1 and 2

Answers

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

TASK 2 Listening for context

1 7.5

Answers

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

TASK 3 Listening for and comparing specific content

1 and 2 7.6

Answers

Task A

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

Task B

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

3 and 4

Answers

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

TASK 4 Identifying language for explaining and rephrasing

1 and 2 7.7

Answers

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

TASK 5 Using explaining and rephrasing language

1 7.7

Answers

The main content words.

7C Reading Textbooks (7) & other sources

TASK 1 Critical thinking - evaluating different sources

1 and 2

Answers

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

3

Answers

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

TASK 2 Reading to build context

4

Answers

a

TASK 3 Analysing complex noun phrases

1

Answers

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

2

Sample answers

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

TASK 4 Taking notes on detailed information

1

Answers

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

2

Answers

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

TASK 5 Using notes to write a summary

2

Sample answer

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

3 and 4

Sample answer

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

TASK 6 Identifying and referencing source material

1

Answers

Text 1

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

All specific sources: Webopedia (www.webopedia.com); www.blogger.com

Text 2

All types of sources: newsletters, blog / commercial blog, press releases, websites, chat rooms, bulletin boards,
All specific sources: none

4

Sample answer

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

7D Writing Introductions

TASK 1 Analysing essay titles

1

Answers

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

2

Answers

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

3

Answers

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

TASK 2 Identifying the features of an introduction

1

Answers

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

2

Answers

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

3

Answers

1 c 2 d 3 a 4 b

4

Answers

a 4 b 1 c 3 d 2

TASK 3 Critical thinking - evaluating an introduction

1

Sample answer

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

TASK 4 Evaluating thesis statements

1

Answer

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

2

Answer

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

TASK 5 Writing a thesis statement

1 and 2

Answers

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

TASK 6 Stating aims using an impersonal style

1

Suggested answers

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

7E Vocabulary Essay verbs

TASK 1 Identifying essay focus

1

Answers

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

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

2

Answers

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

3

Answers

Plan 1 - Discuss

Plan 2 - Contrast

TASK 2 Using essay verbs

1

Sample answers

- 2 This essay evaluates the relative success and impact of each theory.
- 3 This essay describes the main points of Macroeconomic theory.
- 4 This essay justifies the reasons why further research is needed in the field.

UNIT 8 Innovation

ACADEMIC FOCUS: REFERENCING

8A Listening

Lectures (6)

TASK 1 Predicting content using visual information

1

Answers

- Slide 1 Title slide giving contents of lecture
Slide 2 A diagram (map) providing context
Slide 3 A diagram providing detail
Slide 4 A diagram (map) providing context
Slide 5 A diagram providing detail and orientation
Slide 6 Reporting research (by Flyvbjerg) on the lecture topic (infrastructure projects)

TASK 2 Using visuals to assist with note-taking

1  8.1

Sample answers

Introduction and overview: *innovation is vital to move forward*
Chek Lap Kok (Hong Kong International Airport) and London Heathrow Terminal 5: *innovation is the driving force behind such projects & benefits staff and passengers*
Analysis of risk: *good management and software technology are necessary for success*
Evaluating the projects: *cost caused by serious over-runs*

2  8.2

Answers

- Hong Kong
- old airport Kai Tak NE of city / HK island
 - risky location
 - limited space for development
 - new airport site Chek Lap Kok (NE N of Lantau) & W of city / HK
 - engineering challenge
 - one of largest construction projects of C20th
 - architects: Foster + Partners
 - completed in 6 years
 - opened in 1998, a year later after handover to China

3

Sample answers

- 1 The notes are fairly complete, with room to add a little more detail; the last line is incomplete, i.e. 'a year later' than what?
- 2 They are not as accurate as they should be - locations are not correct
- 3 The notes are clear and easy to read, with some good use of abbreviations

4  8.3

Sample answers

Slide 3: two runways, each side of Chek Lap Kok island; E - passenger terminal; S - cargo area; busiest cargo airport in world (taking over from Memphis, USA); central area undeveloped, for future expansion; cf LHR T5
Slide 4: LHR - W of London near M25 motorway; largest London airport; new terminal needed from early 1980s - 4th opened 1986, 5th designed by Richard Rogers & Arup
Slide 5: T5 - W part of LHR, long planning, construction 2002, opened 2008; largest covered construction in UK; innovative construction techniques, e.g. smaller cranes

TASK 3 Using references to visual information

1  8.2

Answers

- on the left-hand side of the slide
on the left of the slide
on the east side
in the centre of the slide

2

Answers

- 1 at the top of the slide
- 2 in the top right hand corner
- 3 on the opposite side
- 4 to the south
- 5 on the east side
- 6 in the centre of the slide

TASK 5 Understanding referencing on visuals

3

Answers

First, Flyvbjerg argues that

Flyvbjerg's third point is that

Fourth, there is what Flyvbjerg calls

Flyvbjerg also refers to

So, all those factors that

Flyvbjerg talks about

Flyvbjerg's points about risk apply to

8B Speaking Seminar discussions (6)

TASK 1 Previewing the topic of a seminar

1 and 2

Sample answers

- a being aware of innovation gives companies a better idea of potential revenue streams, ensures that they are prepared for changes in areas as diverse as delivery, sales, and use. Awareness of innovation also ensures companies can keep abreast, or ahead, of competitors.
- b opportunities – easy to become global, reduce costs, increase productivity, exclusive control of technology, small firms can compete with big firms
threats – new and non-traditional competition, R & D does not guarantee success, new innovations fail

TASK 2 Using a text to support an opinion

1

Answers

- 1 Firms can create new and improved goods and services, revive tired products and consequently penetrate new markets, and, as a result, can end up with powerful market shares and controlling valuable processes, products, designs, and brand names.
- 2 Technology makes it increasingly easy to extend globally and to integrate economic activity in many widely separated locations.
- 3 Technology can make it easier for small firms to compete with large. The internet, for example, enables all firms to communicate with customers both at a national and at international level and to sell goods and services at relatively low cost.

2 ◀▶▶8.5

Answers

Ksenia – the size of firms and competition, multiple locations, selling niche products
Ahmed – innovations like the internet can help sales

3 ◀▶▶8.5

Answers

- a So what you're saying; do you mean; do you see what I mean?; so what you're saying is; you mean; does that make sense?; if I understand you correctly
- b as you said; following on from that point

TASK 3 Using language for checking understanding

1 and 2 ◀▶▶8.6

Answers

- 1 Do you mean
- 2 Do you follow what I'm saying
- 3 if I understand you correctly
- 4 As you said

TASK 4 Referring to other people's ideas

1 ◀▶▶8.7, 8.8

Answers

- 1 Extract 4
- 2 There is a lack of cohesion; discussion isn't built up; point aren't developed, supported, or contested

8C Reading Textbooks (8)

TASK 2 Identifying the main ideas in a longer text

1

Answers

- a paragraphs 1 and 2 b paragraph 3 c paragraph 5
- d paragraph 1 e paragraph 4

2

Answers

Positive aspects of competition

Businesses forced to try to do better
New products created
Costs cut
Greater consumer choice

Negative aspects of competition

Businesses required to invest heavily to do better
Companies, products, and processes decline - perhaps not always bad ones
'Strongest' survive - but are they the best?

3

Answers

Advantages

Could provide renewable clean energy
Could supply clean water globally
Could improve health and longevity
Could clean up the environment
Could make information technology available to all
Could enable space development

Disadvantages

Such technology, once released, may be uncontrollable

TASK 3 Recognizing objectivity in a text

1

Answers

1, 4, 5

TASK 4 Using active and passive forms

1 and 2

Answers

1 have protected 2 have been accused
3 it is expected 4 have been spent 5 argued
6 were constantly forced

TASK 5 Identifying and understanding references in a text

1

Answers

www.nano.gov; www.nanotech-now.com;
www.worldchanging.com; Marx; Schumpeter

2

Answers

a www.nano.gov; www.nanotech-now.com;
www.worldchanging.com.
b Marx, Schumpeter

3

Answers

b and c

4 and 5

Answers

4 to support
5 According to Marx and Schumpeter, competition is actually likely to lead to a decrease in choice as one firm comes to dominate the market.

TASK 6 Using source texts in writing

1

Answers

Topic sentence - *Some would argue that competition is largely for the good of the consumer.*

Explanation - *Competition can both drive down prices and increase choices.*

Reference to a source - *However, according to Marx and Schumpeter (cited in Wetherly and Otter, 2011)*

Paraphrase of the information in a source - *competition is actually likely to lead to a decrease in choice as one firm comes to dominate the market.*

Evaluation - *So in the long term competition may neither drive down prices nor increase the product range, but in actual fact have the opposite effect.*

8D Writing Referencing

TASK 1 Gaining an overview of a source text

1

Answer

Main point: If successfully applied, R&D can allow the business to find gaps in the existing markets or of course open up new markets entirely.

Answers

- 1: quotation - used because the source text gives a concise definition and difficult to paraphrase.
 2: paraphrase - used to incorporate the same ideas as the source text (i.e. Text 1), including the main idea and any examples, but providing this in own words.
 3: summary - used because a longer amount of text (i.e. Text 1) has to be expressed in one sentence.

TASK 2 Identifying and analysing types of citation in context

1 and 2

Answers

Sentence	A What the sentence is expressing	B Whose ideas	C Whose language
1	topic sentence	the student	the student
2	paraphrase	Clark <i>et al.</i>	the student
3	definition plus a quotation	the student + Clark <i>et al.</i>	the student + Clark <i>et al.</i>
4	rationale	the student	the student
5	summary	Clark <i>et al.</i>	the student
6	example	the student	the student
7	concluding sentence including evaluation	the student	the student

TASK 3 Choosing the most appropriate form of citation

1

Sample answer

- (a) Innovation:
- successful entrepreneurs have
 - definition: 'the production of sth new or original'
 - results from thinking up new ideas
 - essential part of creativity
- (b) Creativity:
- creation of sth new
 - new ideas, & application of new ideas
- Both involve something 'new'.

2 and 3

Answers

- 2 1 a definition of innovation: 2
 2 an explanation of creativity with examples: 6
 3 how entrepreneurs use innovation and creativity: (8) / 9 - 11, i.e. the final paragraph
 3 Sentence 2: appropriate for a quotation, as it contains concise language expressing a definition.
 Sentence 6: can be paraphrased as the idea (creativity involves something new) does not need to be expressed using the exact words of the source text; the examples can be cut, or new ones thought of.
 Sentences 8 - 11: best suited to summary, as it is a longer extract and can be cut down while still expressing the main point.

TASK 4 Using active and passive forms

1

Answers

- 1 *Many businesses / spend* - active
 2 *R&D / is associated with* - passive
 3 *R&D / can extend* - active
 4 *Entrepreneurs / adapt* - active
 5 *R&D / can allow* - active

2

Answers

- 1 Large amounts of money are spent on R&D by many businesses.
 2 Researchers associate R&D with the development of existing products or creation of new ones.
 3 Product life cycles can be extended by developing new ways to use existing products.
 4 Competitors' innovations are often adapted creatively by entrepreneurs.
 5 If entrepreneurs successfully apply R&D, it can allow the business to find gaps in the existing markets.
 5 (alternative) If entrepreneurs successfully apply it, R&D can allow the business to find gaps in the existing markets.

TASK 5 Paraphrasing a sentence from a source

1

Answers

Most effective paraphrase: 1 - clear; contains all points; follows a different sentence pattern; balanced; includes reference

8E Vocabulary Cohesive language

TASK 1 Selecting and using linking expressions

1

Answers

Time / Sequencing	Comparison	Contrast	Additional information
firstly	likewise similarly	although however	also furthermore

Examples	Cause and effect	Concluding ideas
in general specifically	as a result thus	in conclusion lastly

2

Answers

1 Furthermore 2 has thus 3 So 4 However
5 Although 6 Firstly 7 In conclusion

TASK 2 Using cohesive language in texts

1

Answers

1 Firstly, secondly 2 As a result, For example
3 Furthermore 4 Thus

UNIT 9 Consumption

ACADEMIC FOCUS: COMPARISON AND CONTRAST

9A Listening Lectures (7)

TASK 1 Predicting the content of a lecture

1

Answers

iPod (2001) + Zune (2006)
iPhone (2007) + Android (2008)
Kindle (2007) + Nook (2011)

2 and 3 ▶9.1

Answers

2

TASK 2 Using Venn diagrams to take notes

1

Answers

Similarities: both, equally good
Differences: different, more attractive, superior, bigger, better

2 ▶9.2

Answers

Apple - better sales / more popular / more attractive design
similar - both have a download store, navigation features
Zune - larger screen, fewer pixels

TASK 3 Understanding descriptions of similarity and difference

1 ▶9.3

Answers

1 b 2 e 3 d 4 a 5 c

TASK 4 Taking detailed notes from a longer extract

1 ▶9.4

Answers

- 1 Communicating benefits to consumers.
Revolutionary products - difficult to persuade consumers of the benefits
Me-too - difficult to persuade customers their product is better
- 2 Taking risks
Revolutionary products face much greater risks than me-too products
- 3 Pricing
Revolutionary - Can usually set a higher price when people see the benefit
Me-too - Difficult to price competitively
- 4 Being successful / Gaining market share
Between 48% and 99% of innovative products fail.
Me-too products need to be clearly differentiated to be successful. Can gain 50% market share.

TASK 5 Using comparative adjectives

1

Answers

- 1 riskier than 2 as high as 3 less confident
4 too expensive 5 rich enough

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

2

Sample answer

- 1 A strength is the wide selection of studies gives a much broader picture of the area. However, it is likely there will be many differences in these studies in terms of sample size, research methods, use, and purpose. This could mean that a small selection of these 500 may actually dominate the data set or not be given enough importance depending on how it was analysed.
- 2 The strengths of using broad labels are that they ensure data sets are more manageable as they are easier to categorize. However, it has to be recognized that broad labels conceal a great number of differences. Typical cohorts for analysis are age (e.g. Generation X, Y, Digital Natives) or gender (male, female) but within these there are considerable differences in terms of financial, social, technological, and political factors that can undermine the findings.

9B Speaking Seminar discussions (7)

TASK 1 Predicting the content of a seminar

2 and 3

Answers

3 1 b 2 c 3 a

TASK 2 Taking notes on key information

1 and 2 9.5, 9.6

Answers

- 1 1 Main reference: *Ballas and Dorling* (2007). Measuring the impact of major life events upon happiness. *International Journal of Epidemiology*, 36 pp.1244-52
- 2 Aim of the research: *to define and measure happiness*
- 3 Main perspective: *economic*
- 4 Context of the research (time period, places): *1990s, Britain*
- 5 Key details of the research (type and size of research): *questionnaires; 10,000*
- 6 Factors identified as influencing happiness: *health-related events, education, employment, leisure, births and deaths, relationships, finance and other*
- 7 Main results: *two-thirds had no life-changing events; Finance 6.49%; Relationships 6%*
- 8 Conclusions: *personal relationships, at home and at work, are the most important factor*
- 9 Any other interesting details / quotations from the research: *Ballas and Dorling looked at similar research which suggested health status has greater impact on happiness than wealth.*

- 2 1 Main reference (see slide): *Rodríguez-Pose, A. & Maslauskaitė, K. (2011). Can policy make us happier? Individual characteristics, socio-economic factors and life satisfaction in Central and Eastern Europe. Cambridge Journal of Regions Economy and Society 4 (4)*
- 2 Aim of the research: (not stated)
- 3 Main perspective: *economic*
- 4 Context of the research (time period, places): *Central and Eastern European countries*
- 5 Key details of the research (type and size of research): *data from EVS Eurostat*
- 6 Factors identified as influencing happiness: *individual income, gender, age, civil status, the number of children, employment conditions, level of education, and where a person lives; plus negative influences: economic, including: high unemployment, inflation, inequality*
- 7 Main results: *400% GDP growth between 1999 and 2008; 15% increase in happiness*
- 8 Conclusions: *wealthier people are happier*
- 9 Any other interesting details / quotations from the research: *Quotation from the conclusion: 'People tend to be happier when they are healthy, earn more, are better educated, married and employed.'*

9C Reading Textbooks (9)

TASK 2 Analysing models and theories in a text

1 and 2

Answers

- 1 Consumerist model - news: profit-driven, business enterprise, commodity
Consumption and production - market forces determine media content, readers influence content
Text 1 profit-driven, news as a commodity
Text 2 content of media determined by market forces, shaped by readers, media serves what consumers want

TASK 3 Identifying specific ideas in a text

1 and 2

Answers

2 c

3 and 4

Answers

- 3 3 As Hirst and Patching (2005: 104) claim, media industries today 'treat their audiences as "consumers" of news, entertainment, information, sport, and associated product packaging'.
- 9 The public are becoming increasingly affluent and consumerist, and they demand to be entertained as well as informed.

TASK 4 Understanding comparison in a text

1

Answers

times, places

2 and 3

Answers

2 1 F 2 T 3 T 4 F 5 F 6 T 7 T 8 F 9 T

- 3 1 Media owners' views of their audience have shifted / changed.
4 The shift (in sentence 1) is not so recent / has happened over many years.
5 The journalist Ed Murrow criticized the media for offering too much entertainment rather than information.
8 Murrow's criticism of journalists has had 'little influence' on the commercialization of news.

TASK 5 Identifying and evaluating the authors' stance

1-3

Answers

- 1 Sentences 1, 4, 6, 8, 9, and 10 (i.e. those given in 5.2).
2,3 a Again, this change might not be as recent as we think. (sentence 4) - *comparative and evaluative*
b Fifty years later, Ed Murrow's revealing words echo in a world unsettled by threats to global peace, and where hard news and investigative reporting are being increasingly replaced by infotainment. (sentence 6) - '*revealing*' is *evaluative*; '*are being increasingly replaced by*' is *comparative*
c While often quoted, Murrow's criticism of the lack of endeavour by journalists and news corporations at a time when the USA was swept up in a wave of anticommunist sentiment, had little influence on stopping the commercialization of news. (sentence 8) - '*lack of endeavour*' reports the *evaluation* of Murrow; '*had little influence on*' is the *authors' evaluation*
d The public are becoming increasingly affluent and consumerist, and they demand to be entertained as well as informed. This means the role and relevance of the investigative journalist is increasingly being challenged. (sentences 9 and 10) - '*increasingly affluent*' is *comparative and possibly evaluative*; '*increasingly being challenged*' is *comparative*

TASK 6 Using comparison and contrast phrases

1

Answers

- 1 In this model, listeners and viewers are seen **not** as passive consumers **but** as active analysts of currently available options.
2 The consumption of news can be analysed **in the same way** as the consumption of the latest products and services.
3 In some contexts, the term *model* can be defined **in a similar way** to the term *theory*.
4 One of the most significant aspects of consumer behaviour in economies **as complex as** the European Union is consumer loyalty.
5 Television programmes in public service broadcasts are influenced by legal obligations **rather than** by consumer preferences.

9D Writing Comparison essays

TASK 2 Understanding the purpose of an essay

1

Answers

1 b 2 b

TASK 3 Analysing a conclusion to an essay

1

Answers

a 2 b 1

2

Answers

1, 2, 3 are the most likely; 4 should be avoided in a conclusion.

3

Answers

- 2 Links back to the main argument by restating the thesis.
3 Provides evaluation that is logical, and based on the evidence presented.
4 Makes a reference to, or recommendations for, the future

TASK 4 Identifying ways of organizing a comparison essay

1

Answers

a - point-by-point, b - block

2 and 3

Answers

Outline A - block, Outline B - point-by-point

TASK 5 Identifying the structure of a comparison paragraph

1

Answers

- 1 Changing values and attitudes and their effect on consumption.
- 2 gender, globalization, technology
- 3 point-by-point

2

Answers

Similarity - In the same way, Similarly
Difference - whereas, while, In contrast

TASK 6 Using language to refer to similarity and difference

1

Answers

- 1 while 2 unlike 3 in the same way 4 both... and
- 5 in contrast

9E Vocabulary Comparing and contrasting

TASK 1 Identifying comparing and contrasting language

1 and 2

Answers

Comparing: comparable, in common with, resemble, similarity
Contrasting: changing, differ, distinction, difference, distinct from, in contrast to

TASK 2 Using comparative and contrasting structures

1

Answers

- 1 differs 2 common 3 similarity 4 similarities
- 5 in contrast to 6 resembles 7 comparable to
- 8 distinction / difference

2

Answers

- 1 differ 2 distinction 3 in common 4 similarities
- 5 comparable to 6 distinction / difference

UNIT 10 Crime

ACADEMIC FOCUS: ARGUMENT AND EVIDENCE

DISCUSSION

1

Answers

a 3 b 1 c 2 d 4

10A Listening Debate extracts

TASK 1 Preparing to listen to a debate: examining evidence

2 and 3

Answers

3 Evidence for the effects of video games:

Source	Positive effects	Negative effects	Uncertain / neutral effects
Griffiths (1997)			'inconclusive' effects
Anderson and Dill (2000)		Trait aggression in adults may enhance the negative effects of game play	
Warm (2000)			The above effect not replicated with adolescents
Anderson and Dill (2000)		Increases in short-term hostility	
Sims and Mayer (2002)	Enhanced performance in certain cognitive effects		BUT these are very localized
Bensley and Van Eenwynk (2001), in Pakes and Winstone (2007)		Aggressive video game play was often followed by aggressive play in 4-8-year-olds	BUT this was not found in other age groups → current research evidence is unsupportive
Gentile <i>et al.</i> (2004)		Increased levels of video game playing and anti-social effects in children	

Answers

Arguably none, or possibly: *Has found evidence that trait aggression in adults may enhance the negative effects of game play (Anderson and Dill 2000).*

TASK 2 Identifying main arguments and supporting evidence

2 10.1

Answers

First speaker: Suzanna Fiorella, journalist and social commentator, speaking for the motion

Second speaker: Michael Connelly, psychologist and blogger, expert on psychological and social effects of technology.

3 and 4 10.2

Answers

- 3 1 'What are video games for?' 'What effects do they have on people who play them?'
2 (Answers to Task 3.1 in column 3)

Point / topic	Suzanna's arguments for	Michael's arguments against
1 video playing as an activity	not a particularly productive activity / not useful / a waste of time	no evidence offered; analogy - if playing video games is a waste of time, so is watching TV, etc.
2 players' cognitive skills	only enhanced in a very localized way, not a broad one	limited evidence
3 effect on society of playing violent video games	can lead to violence in real life	an interesting point; research is 'rather more complicated' than suggested;
4 playing video games	linked to anti-social behaviour in children	her strongest point; plenty of evidence, although not consistent
5 any other effects on the individual of playing video games	it can be addictive / children get moody and unhelpful when asked to stop	not very convincing; a personal anecdote; no evidence offered
4	1 No supporting evidence offered 2 Sims and Mayer (2002) 3 Bensley and Van Eenwynk (2001) 4 Gentile <i>et al.</i> (2004) 5 No supporting evidence offered	

TASK 3 Identifying responses to an argument

1 and 2 10.3

Answers

- 1 See Answers for Task 2.3
2 1 no evidence offered
2 other research supports it
3 John Vagg's research does not find a conclusive link; *a context must not be mistaken for a cause*
4 (agrees) no evidence offered
5 no evidence offered

TASK 4 Analysing maximizing and minimizing language

1

Answers

Research on the effects of video games

Giles (2003) reports that the research on the effects of video game play:

- Is even more inconclusive than the literature on media violence in general (Griffiths, 1997).
- Has found evidence that trait aggression in adults may increase the negative effects of game play (Anderson and Dill 2000), although this finding was not repeated with teenagers (Warm, 2000).
- Found general increases in short-term hostility as a result of video game play in general, regardless of violent content (Anderson and Dill, 2000).
- Suggests any cognitive skill resulting from repeated video game play is likely to be very localized. Sims and Mayer (2002) found Tetris players showed increased performance in mental rotation tasks involving shapes similar to the ones used in the game, but performed no differently from the control group on tasks involving other kinds of shapes.
- Pakes and Winstone (2007) cite Bensley and Van Eenwynk's (2001) analysis of 28 research studies which found playing with an aggressive video game was often followed by brief aggressive play straight afterwards in 4- to 8-year-olds. However, this was not consistently found for other age groups (due to the design of the studies), leading the authors to conclude that, although video game realism may change in the future, the 'current research evidence is not supportive of a major concern that violent video games lead to real-life violence'.
- Gentile *et al.* (2004) found increased levels of video game playing and anti-social effects in children, even for non-aggressive children, which could be reduced by parental control and limits.

Answers

Maximized

they certainly take up a great deal of time; game playing is clearly unproductive; you must provide real evidence.

Minimized

can lead to crime; people may behave in an aggressive way. This suggests... which may include; it would seem... you could also say

10B Speaking Seminar discussions (8)

TASK 2 Evaluating a situation and identifying options

1

Answers

c

2 10.5

Answers

leave his job, speak to his boss, do nothing

TASK 3 Identifying arguments *for* and *against*

1 and 2 10.6

Answers

Option 1: for – helps personal situation; against – people lose jobs, company goes bankrupt, not look good on his CV

Option 2: for – might get better resourcing; against – might lose his job

Option 3: for – could lead to promotion; against – doesn't deal with the situation, could lose job

TASK 4 Identifying and using hedging language

2

Answers

1 It might be considered 2 Seemingly 3 could

4 In some respects

3

Sample answers

1 It could be argued that hard work leads to success.

2 In some respects it is wrong to involve other people in your problems.

3 Quitting could be one option, but it might be considered better to consult his line manager.

4 Arguably, all unethical behaviour is potentially criminal.

TASK 5 Analysing a case study

2 and 3

Answers

1 The American financial regulator, the SEC (Securities & Exchange Commission) fined the firm \$7 million for overestimating the earnings of Waste Management Corporation by \$1.4 billion.

2 Shareholders sued Andersen when Sunbeam admitted inflating its earnings.

3 Andersen stopped trading after a federal jury in Houston, USA, convicted the accountancy firm of obstruction of justice in the Enron case. The text suggests Andersen's independence was compromised by its lack of regulation.

10C Reading Textbooks (10)

TASK 2 Identifying the main arguments in a longer text

1

Answer

2

2

Answers

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

3

Answer

1

Answers

- 1 There might be a link but it is unclear.
- 2 If there seems to be a relationship between criminality and intelligence the nature of that relationship is both interesting and unclear. Apparently these individuals have difficulty in dealing with abstract concepts and reasoning. This reduces their ability to foresee the consequences of their actions either to themselves or others. They may thus be less likely to be deterred by the possibility of detection, conviction and punishment.

TASK 3 Understanding and using evaluative adjectives

1

Answers

positive - reputable, more acceptable, objective, foremost
negative - unscientific, subjective, arbitrary

2

Answers

- 1 foremost 2 an arbitrary decision 3 reputable
4 subjective 5 unscientific 6 more acceptable

TASK 4 Identifying premise and conclusion in an argument

1

Answers

- 1 premise: His father is a criminal.
conclusion: He is likely to become one.
- 2 premise: She committed a crime before.
conclusion: She will commit one again.
- 3 premise: People in poor areas commit more crimes.
conclusion: He lives in a poor area, so will go on to a life of crime.

3 and 4

Answers

- 3 a
- 4 1 low intelligence plays little or no role in delinquency
 - 2 one of the most important predictors of criminality is IQ level
 - 3 low intelligence might mean inability to avoid conviction
 - 4 more likely to lead to juvenile convictions

TASK 5 Evaluating the strength of premises and conclusions

1

Answers

- 1 premise: the lower the IQ
conclusion: the less able to avoid detection
- 2 premise: individuals with higher intelligence
conclusion: less likely to be discovered
- 3 premise: IQ theory assesses levels of comprehension and vocabulary
conclusion: scores reflect educational attainment rather than potential evidence
- 4 premise: IQ test skills represent a specific cultural skill
conclusion: IQ tests measure class bias

2

Answers

- 1 *It is reasonable to accept* - suggests general agreement
- 2 *It is also worth noting* - draws attention to a specific case, but in a way that suggests general agreement
- 3 *far from testing; would therefore reflect* - use of strong maximizers suggests a highly debated topic
- 4 *allege* - use of reporting verb suggests a contended premise and conclusion

10D Writing Argument essays**TASK 1 Identifying types of argument**

1

Answers

Introduction 1: b
Introduction 2: a

Answers

2,3 Introduction 1

- Initial statement to gain the reader's attention - *not included (although arguably sentence 1)*
- Background information to contextualize the topic, explain its importance, and provide any definitions and examples - *sentences (1), 2, 3, and 4*
- Supporting citation - *not included*
- Thesis statement - *sentences 5 and 6*

Introduction 2

- Initial statement to gain the reader's attention - *sentence 1*
- Background information to contextualize the topic, explain its importance, and provide any definitions and examples - *sentences 2, 3, 4, and 5*
- Supporting citation - *not included*
- Thesis statement - *sentence 6*

4 Necessary:

- Background information to contextualize the topic, explain its importance, and provide any definitions and examples
 - Thesis statement
- Optional:
- Initial statement to gain the reader's attention
 - Supporting citation

TASK 2 Analysing and evaluating essay structures

1 and 2

Answers

- 1 Essay structure A: introduction 2
Essay structure B: introduction 1
- 2 1 Structure A is more balanced; Structure B offers a point-by-point argument analysed from different perspectives; the answer to the question *Which is a more convincing argument?* is more subjective – arguably Structure B is more convincing and more authentically academic, with Structure A being more typical of essay questions set for students to practise their essay writing skills.
2 Structure B is more closely suited to the essay question.

TASK 3 Evaluating and ordering supporting arguments

1

Answers

Argument	For / against	Evaluation
1 The internet can be the 'means to an end', i.e. criminals can use the internet to commit physical crimes.	against	Anyone can be affected by internet-inspired crime.
2 The internet can be used to steal intellectual property, such as research into a new product done by somebody else, and use this stolen knowledge for financial gain.	against	Internet-related crimes can be serious because you can lose money.
3 The internet helps anonymity – people can 'disguise' their identity easily.	against	If you are anonymous, you can commit serious crimes.
4 A significant proportion of the population does not regularly use the internet.	for	Not directly relevant to the title
5 The internet covers every area of crime – finance, education, intellectual property, sex – leading to many possibilities to commit different crimes.	against	The internet increases opportunities for serious crime.
6 Crimes such as robbing a bank or assaulting a person cause actual harm and injury.	for	As such, you don't physically assault someone over the internet, though you may have cyber-bullying.
7 It is very difficult to 'police' and regulate the internet.	against	Again, not completely relevant

TASK 4 Selecting and integrating evidence from a source

1 and 2

Answers

Student notes

- Perspectives: *business, technology, law, commerce, finance*
- Definition of 'cybercrime': *crimes using computers and the internet*
- Examples of threats: *identity theft - to gain money illegally; hacking - to gain confidential business information; creation of viruses and worms; blackmail; illegally downloading films and music*
- Supporting evidence / statistics: *UK - 6 million people illegally download films and music every year, costing £10 billion a year; USA - cybercrime costs £33 billion a year*

2

Answers

1 problem 2 a mistake 3 misinterpretation 4 invalid
5 questionable 6 wholly unjustified

3

Answers

1 4 2 1 3 3 4 5

4

Answers

1 argued 2 problems 3 invalid 4 questionable
5 perceive 6 claim

TASK 5 Making a text more cohesive

1 and 2

Answers

- 1 Identity theft, hate crimes, and cyber-bullying.
2 That all crimes are significant and should be treated seriously whether online or 'real world.'
3 The growth of internet-related crime.
- 2 1 These crimes 2 These worrying developments
3 Such criminal activity 4 challenge 5 significant
6 These crimes are

TASK 6 Planning and writing an introduction

1 and 2

Answers

Introduction 3

- 1 an interesting contextualizing sentence - sentence 1
- 2 background information - not included
- 3 a definition of key terms - sentence 2
- 4 further information - sentences 3, 4, 5
- 5 a clear thesis statement - sentence 6

10E Vocabulary Argument

TASK 1 Presenting and assessing views

1

Answers

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

UNIT 11 Energy

ACADEMIC FOCUS: PROBLEM AND SOLUTION

11A Listening Lectures (8)

TASK 1 Using background knowledge to prepare for a lecture

1 and 2

Answers

Industrial: 52%
Transportation: 27%
Residential: 14%
Commercial: 6%

TASK 2 Understanding the purpose of a lecture

2  11.1

Answers


- 1 The shortage of energy resources, and the limits to future supplies.
- 2 Solutions

TASK 3 Using language to refer to problems and solutions

1

Answers

problem - crisis, dispute, issue, shortage, threat
solution - address, improve, option, overcome, resolve

2 and 3  11.2

Answers

- 1 threat 2 crisis 3 issue 4 overcome 5 improve
6 address 7 option 8 dispute

TASK 4 Taking detailed notes on solutions

1  11.3

Answers

Power plants - close small to medium plants that are more inefficient. Build large power plants such as Beihua plant
Energy cap - reduce growth in energy consumption from 8% pa to 5% pa
Emerging technologies - invest in solar, wave, and wind technologies. Invest in electric cars. Also bio-breeding energy efficient crops.
Local solutions - 5 provinces / 8 cities leading the way in much the same way as the economic zones led economic reforms. Local solutions to local problems targeting industrial parks and residential communities, products, and services.


TASK 5 Reviewing notes to identify further questions

1

Answers

1, 3, 4

TASK 6 Understanding evaluation in a lecture

1 and 2  11.3

Answers

Power plants - may not address fundamental issue of increased energy consumption, or longer-term environmental impact, but does improve short-term energy production. (mainly positive)
Energy cap - would still make China the largest energy consumer (negative)
Emerging sectors - all fairly small-scale technologies. Concerns about efficiency and cost (neither negative or positive)
Local solutions - innovative. localization of resources worked in past. May lead to too many resources in too few areas. (neither negative or positive)

11B Speaking

Presentations (2)

TASK 1 Reading to prepare for a presentation

1

Answers

- 1 USA, China
- 2 BRIC (Brazil, Russia, India, China) and newly industrialized countries
- 3 Increased demand on diminishing resources

2 and 3

Answers

Situation

- Current global energy consumption: 3 CMO per year, of which:
 - 1.0 CMO from oil
 - 0.8 from coal
 - 0.6 from natural gas
 - 0.2 from hydropower
 - 0.2 from nuclear
 - 0.2 from biomass
- USA has 1/20th of world's population, but uses 1/5th of the world's energy
- Global energy demand will increase due to the rising living standards of 3 billion people

Problems

- Expected annual global demand for energy in 2050 is 9 CMO, or 6 CMO with lower growth
- An additional 3 CMO / year needs to be delivered
- In 50 years, the 1 CMO from oil will need to be found from alternative sources
- If coal and gas are reduced, alternative sources need to provide 4-5 CMO / year by 2050

TASK 3 Analysing structure and content in a group presentation

1 11.4

Answers

Situation and problem: fossil fuels (coal, oil, gas) are running out & new sources of energy need to be found
Main energy solutions: solar energy, wind power, marine energy

2

Answers

- 1 So **this presentation is about** some of the possible solutions to the future of energy supplies.
- 2 Louisa's **going to talk about** solar energy, and the idea that it's too expensive. Then Yakut **is going to look at** wind power, and the concern that it's unreliable. **And finally, I'll talk about** a third possible solution, marine energy, energy from the sea, and the idea that it's too expensive and difficult to produce.
- 3 But I should say that **these are only some of the possible solutions - there isn't time to talk about all of them.**

3 11.5-11.7

Answers

Extract 2

- 1 solar power
- 2 used to be expensive, now more efficient, (used to convert 10%, now 35%) cheaper, & more cost-effective
- 3 solar panels can generate substantially more electricity, people's beliefs are changing

Extract 3

- 1 wind power
- 2 an old technology (people have been using it for thousands of years); one of the most efficient ways of generating electricity; people believe it is unreliable
- 3 wind energy could make a significant contribution to carbon-free electricity supply

Extract 4

- 1 wave energy / marine energy
- 2 high initial costs, meaning that running costs need to be low; tough equipment needed; more investment leads to lower costs; costs may reduce by 60% in next 20 years; large potential market
- 3 could become much more competitive in long term; all three solutions will become increasingly important

4 11.5-11.7

Answers

Extract 2

- 1 The solution I want to talk about is
- 2 What this means is
- 3 Now I'd like to hand over to

Extract 3

- 1 What I want to look at is
- 2 So, as... and... say in...
- 3 So, I'll hand over to... for the last part

Extract 4

- 1 Lastly, I'm going to look at...
- 2 So, while the costs may be high
- 3 -

TASK 4 Using *wh*- clauses

1 and 2 ◀▶▶ 11.8

Answers

- 1 1 What I'm saying is (that) environmental and economic considerations need to be balanced.
2 What is now possible, but expensive, is to capture and store CO₂.
3 What I'd like to emphasize are the difficulties involved in dealing with nuclear waste.
4 Where 1,200 new wind turbines a week can be situated is hard to see.
- 2 Stressed words are in bold.
1 **What** I'm **saying** is (that) **environmental** and **economic** considerations need to be **balanced**.
2 **What** is now **possible**, but **expensive**, is to **capture** and **store** CO₂.
3 **What** I'd like to **emphasize** are the **difficulties** involved in dealing with **nuclear waste**.
4 **Where** **1,200** new **wind turbines** a **week** can be **situated** is **hard** to see.

11C Reading Textbooks (11)

TASK 1 Discussing problems from a range of perspectives

1-3

Answers

- 1 A hydroelectric, B biomass energy, C biofuels, D PV (photovoltaic) solar power, E wind, F nuclear power
- 2 1 Windy areas (mountains or at sea) - wind power
Areas with rivers (and steep gradients) - hydroelectric power
Sunny areas - solar power
The coast - nuclear power (seawater used to cool rods)
2 Renewable: hydroelectric, biomass, solar, wind.
Nuclear is not renewable due to limited uranium/plutonium resources needed in the reaction process.

TASK 2 Gaining an overview of a text

1-3

Answers

- 1 All of them (including the table in the text)
- 2 1b, 2a
- 3 2

TASK 3 Identifying and reporting essential information

1 and 2

Answers

- 1 1 The main benefits of renewable-energy
2 Environmental consequences of renewable-energy sources
3 Hydroelectricity development in the UK and EU
4 MSW biomass contribution to renewable-energy
5 Other examples of biomass
6 Cultivation of energy crops
7 Analysing costs, including external costs, of different energy technologies in the EU
8 Global warming costs of conventional energy sources
9 Greenhouse gas emissions for coal and gas.
- 2 Paragraph 1: benefits of renewable versus conventional energy
Paragraph 2: All renewable energy sources have some environmental problems.
Paragraph 3: Hydroelectricity will not develop much in the UK and EU.
Paragraph 4: Biomass is a renewable energy source, but may emit dioxins.
Paragraph 5: examples of biomass, including firewood, which give off air pollution
Paragraph 6: Energy crops may use fossil fuels for fertilizer and transportation.
Paragraph 7: cost analysis of energy sources, and introduces the concept of 'external costs'
Paragraph 8: global warming costs for the main energy sources
Paragraph 9: Greenhouse gas emissions for coal and gas vary in current technologies.

3

Sample answers

Paragraph 2 states that there are environmental problems with all renewable energy sources.

Paragraph 3 speculates that hydroelectricity will not develop much in the UK and EU.

Paragraph 4 explains that biomass is a renewable energy source, but may emit dioxins.

Paragraph 5 offers further examples of biomass, including firewood, which give off air pollution.

Paragraph 6 reports that energy crops may use fossil fuels for fertilizer and transportation.

Paragraph 7 analyses the costs of energy sources, and introduces the concept of 'external costs'.

Paragraph 8 evaluates the costs in terms of global warming for the main energy sources.

Paragraph 9 explains the differences in greenhouse gas emissions for coal and gas.

TASK 4 Identifying problems, solutions, and evaluation in a text

1-3

Answers

- 1 a 4 b 8 c 1 d 9 e 3 f 6 g 2 h 5 i 7
- 2 3 It is unlikely that / the problems are sufficient to rule out [i.e. exclude] further expansion [i.e. growth]
- 4 Similarly ... yet ...
- 5 Other forms of ... also
- 6 ... although ...
- 7 It is difficult to ... the relative benefits and disadvantages of ... normally ... What is missing ... (see Table 10.3). It has taken into account a wide range of factors, including ... These are, of course, the extra costs in addition to ...
- 8 However ... specifically excluded global warming costs ... these costs are small ... it is important to look at the likely carbon dioxide costs ...
- 9 there are significant differences in ...
- 3 3 unlikely, problems: negative; sufficient: positive; rule out: neutral
- 4 similarly: neutral; yet: signals contrast
- 5 other forms of, also: neutral
- 6 although: contrast / concession - normally the opposite of the material in the main clause, i.e. positive - negative or negative - positive.
- 7 difficult, disadvantages, missing, extra costs: negative; benefits: positive; normally, take into account, including, in addition to: neutral
- 8 However: contrast; see note on although above; costs: negative; small: positive (in this context); important, likely: neutral
- 9 significant differences: neutral, but this depends on the context

TASK 5 Understanding and summarizing detailed information

1

Answers

Geographical / political context: *The European Union*

Year of publication of data: *2001* (the book was published in 2004, and is the second edition)

'External costs' relate to: *the wider costs affecting society, e.g. health risks, environmental damage*

Energy source with highest external cost: *coal*

Approx. external cost of a typical renewable energy source: *0.5 euro cents*

Exchange rate: *1 euro cent = 0.6 pence sterling*

2

Sample answers

1 Hydroelectricity

- unlikely to be developed further in UK and EU
- problem of flooding land
- problem of possible methane emissions
- small global warming costs
- external costs = 0.4 euro cents / kWh

2 Biomass

- Widely used
- Renewable
- Faces opposition due to dioxin emissions
- Omitted from many promotion schemes
- Need to be burned cleanly, e.g. firewood
- Energy crop cultivation is being encouraged, but requires fossil fuel use
- Small global warming costs
- External costs = 1.6 euro cents / kWh

Extension: notes on further energy sources

Nuclear

- Small global warming costs
- External costs = 0.4 euro cents / kWh

Coal

- Emits greenhouse gases, CO₂, methane, and nitrous oxide
- External costs = 5.7 euro cents / kWh

Gas

- Renewable
- Emits greenhouse gases, CO₂, methane, and nitrous oxide
- External costs = 1.6 euro cents / kWh

PV solar

- Renewable
- Small global warming costs
- External costs = 0.6 euro cents / kWh

Wind

- Renewable
- Small global warming costs
- External costs = 0.1 euro cents / kWh

All renewable energy sources (in paragraph 1)

- cut carbon dioxide emissions
- decrease a country's reliance on imported fuel
- cut acid rain pollutants, sulphur dioxide, and nitrogen oxide

TASK 6 Using complex prepositions

1 and 2

Answers

- 1 Using renewable-energy technologies in preference to conventional sources can benefit the environment.
- 2 As with any technology, the benefits of wind power need to be evaluated in relation to other technologies.
- 3 There are other factors which must be taken into consideration when planning a new power station, apart from simply the financial cost.
- 4 Renewable energy sources need to be considered as part of the wider picture, including fossil fuels like coal and gas.
- 5 Because of concerns about safety, many governments are unwilling to commit to nuclear energy programmes.
- 6 To be successful, energy policy has to be thought about not only in terms of a country's geography but also in terms of its political structures.

11D Writing Problem-solution essays

TASK 1 Analysing an essay title

2

Answers

- 1 Describe = instruction
the main alternative green energy sources = main topic
- 2 Evaluate = instruction
the alternative renewable energy sources = main topic
in the UK = limitation
long-term solutions = focus
- 3 Discuss = instruction
Biomass fuel is not an effective solution to the energy crisis = main topic
it leads to additional problems such as increased food shortages = focus
- 4 Analyse = instruction
renewable energy resources = main topic
efficiency = focus
three = limitation

3

Answers

2 and 3 are problem solution and both require evaluation.

TASK 3 Identifying organization in a problem-solution essay

1

Answers

Both possible but A more likely as students are required to explore a range of diverse solutions. Evaluation is probably best done problem by problem to ensure it is relevant, and clear to the reader.

2

Answers

Topic sentence:

Lower consumption of animal products is one of the most effective solutions to reducing energy consumption.

Evidence:

America is the second largest energy consumer in the world and currently uses one-third of its energy consumption on producing animals for food (UN, 2010). The Food and Agricultural Organization of the UN (2006) also reports that twenty per cent of greenhouse emissions come from the meat industry and that fifty per cent of the world's crops are produced to feed animals.

Positive evaluation:

It could be argued that such a change would not only reduce energy consumption but could also increase health throughout the world. There might be a reduction in the intake of calories in the developed world, which would help to ease the health problems related to obesity. An increase in calorie intake in the developing world would also help combat the issue of malnutrition.

Negative evaluation:

While there are clearly a number of benefits to this change it might be challenging to implement. In many cultures meat is seen as a luxury product and its consumption tends to increase in line with the wealth of a nation. Changing dietary habits ingrained within the history of a culture is likely to be a slow process.

3

Answers

It could be argued, would not only reduce, but could also increase, might be, would help to reduce, would also help, While there are clearly a number of benefits, it might be challenging, tends to increase, is likely to be a slow process

4

Answers

It is important to present a balanced view in academic writing.

5

Answers

block

TASK 4 Using evaluative language with *It* and *There*

1

Answers

- 1 There is some debate about
- 2 It could be argued that
- 3 While it may be true that
- 4 There is little doubt that
- 5 There is little to be said for
- 6 It must also be recognized that

11E Vocabulary Problems and solutions

TASK 1 Recognizing problems

1 and 2

Answers

- 1 1 problem 2 solution 3 solution 4 problem
5 problem 6 problem 7 problem 8 problem
- 2 1 dilemma 2 adopted 3 responded 4 threat
5 address 6 setback 7 deal with 8 burden

TASK 2 Introducing and responding to problems

1

Answers

- 1 burden 2 address 3 resolution 4 setback
5 threat 6 dilemma 7 responded 8 relief

UNIT 12 Progress

ACADEMIC FOCUS: CAUSE AND EFFECT

12A Listening Lectures (9)

TASK 2 Gaining an overview of a lecture

1 12.1

Answers

Progress - associated with: *economic growth, industrialization, urbanization*

Focus of lecture: *urbanization, in particular the impacts of urban climate on human health*

The two main effects / impacts: *heat stress during summer conditions, and air pollution*

Urban heat island - cause / effects:

cause: urban areas retain heat through lack of vegetation; release heat in form of energy from buildings, traffic, etc.

effects: impact on health of city dwellers in resulting heatwaves, and related deaths.

TASK 3 Using cause and effect language

1 12.1

Answers

Mentioned: consequences, impacts, effects, influence, due to, since, outcome, because, for these reasons, result(ed) in
Not mentioned: lead to, therefore, affect, origin

2

Answers

- a
- 1 cause: high temperatures; effect: human health
 - 2 cause: heat in urban areas; effect: human health problems (especially older people)
 - 3 cause: traffic emissions; effect: health problems
 - 4 cause: fewer green spaces and more buildings and roads in urban areas; effect: they are hotter
 - 5 cause: unusually high air temperatures; effect: human body temperature
- b
- 1 consequences
 - 2 Therefore / For these reasons
 - 3 lead to / result in / influence / affect
 - 4 because, since
 - 5 impact / effect, due to

TASK 4 Understanding causes and effects in a lecture

1 and 2 12.2

Answers

Bio-climate → important factor for human health

↓ Meteorological variables → *these variables influence body temperature*

- air temperature
- air humidity
- wind speed
- shortwave solar radiation
- longwave terrestrial emission from the earth

Thermal stress (too much heat) → *negative health effects*

Global warming → *summer temperatures will increase*

Food digestion & a person's activity → Humans produce energy

Cool air → humans use more energy to keep warm → *we lose energy*

Warm air → Humans *gain energy*

Sweating, breathing deeply → *produces a lot of humidity*
→ *releases energy / loss of energy*

Increased air humidity → *the process becomes less effective*

Two local environmental factors → body temperature ↓
The wind & the sun

12B Speaking Seminar discussions (9)

TASK 2 Identifying related ideas

1 and 2

Answers

a 4 b 1 c 2 d 3

TASK 3 Evaluating cause and effect relationships

1 and 2 ▶ 12.4

Answers

- 1 A agrees, B disagrees
- 2 A agrees because it is not an accurate measure and income might not be equally distributed.
B disagrees because he feels it measures enough and it's not realistic to measure everything. He also disagrees because richer people will pay more taxes anyway so the unequal distribution doesn't matter.
B disagrees with the logic in the argument that high GDP means high unemployment and thinks there would be higher unemployment with low GDP. He feels that predicting the future is challenging, anyway.

TASK 4 Using cautious language

1 ▶ 12.4

Answers

Giving an opinion

An indication of good performance now **tends not to be** a reliable indicator of future performance.

I think arguably there's a lot of economic activity going on that can't be measured.

Responding, etc.

But what about the fact that it might not be an accurate measure?

I know what you're saying, but in a sense we can't expect to measure everything.

That's true to a certain extent. But then, presumably the argument is that rich people will be paying higher taxes ...

OK, it appears that there might not always be very high employment ... **but surely** unemployment would be higher in an economy that's performing badly?

2

Answers

- 1 I think that, arguably, wealth contributes towards happiness.
- 2 It's perhaps understandable that countries measure progress in terms of economic growth.
- 3 Admittedly there might be other measures of progress but economic growth is key.
- 4 The argument for better health and education is true to a certain extent but neither are possible without economic growth.

TASK 5 Identifying cause and effect relationships

1 and 2 ▶ 12.5

Answers

- 1 Education and economic progress
Better access to jobs. Education leads to high salaries and control of working environment. Opens minds to wide perspectives that improve quality of life. More creative society.
2 Health and economic progress
People are more able to work.
Reduces poverty, participate fully in society.
3 Education and health
Make better decisions about health, improve quality of life.
Better diet and nutrition
- 2 Increased access to education, improvements in healthcare, and healthier lifestyles are better indicators of progress than economic growth.

12C Reading Textbooks (12)

TASK 2 Gaining an overview of a longer text

2 and 3

Answers

3 b

TASK 3 Identifying the main ideas in a longer text

1

Answers

a 2 b 3 c 1 d 5 e 4

TASK 4 Understanding cause and effect relationships in a text

1

Answers

Paragraph	Cause	Effect
1	Changes in cultural habits and biomedical practices	¹ <i>Demographic changes</i>
1	² <i>Birth rate, death rate, and net migration</i>	The age structure of the population
1	³ <i>Health and biomedical interventions</i>	Reductions in early death
1	People living longer and fewer children being born	⁴ <i>A higher ratio of older to younger people</i>
1	Several European countries have a stable age structure and a low death rate.	⁵ <i>These low birth rate countries are dominated by one-child families</i>
2	⁶ <i>Population growth in less developed societies</i>	Projected population growth
2	Half the world's population lives in regions with a fertility rate of less than 2.1.	⁷ <i>Less developed regions are changing</i>

2

Answers

Paragraph 1

due almost entirely to, determines, have greatly reduced, leads to, This means that

Paragraph 2

must be the result of, for

Paragraph 3

Because, force

Paragraph 5

driven by, caused by, means that

3

Answers

a cause, effect b effect, cause c cause, effect
d cause, effect

4

Sample answers

- a Societies with low birth rates are changing. This means that the ratio of older to younger people is increasing.
- b Changes in a society's age structure can create other changes to people's opportunities and obligations because all societies have age-structured roles and opportunities.
- c The ratio of older to younger people is increasing. As a result, other changes to people's opportunities and obligations can happen.
- d Other changes to people's opportunities and obligations can happen. Consequently, people may work longer and start a family later.

5

Sample answers

- 1 maintained higher than replacement birth rates
- 2 get smaller
- 3 fluctuate

6

Answers

- 1 decreases in fertility 2 socioeconomic considerations
- 3 decreases in adult death 4 cultural and biomedical considerations
- 5 proportion of old people may continue to increase

TASK 5 Identifying stance in cause and effect relationships

1

Answers

- a apparently, quite extraordinary
- b not logical
- c important implications, almost certainly, will be needed

2

Answers

Help underdeveloped countries make the transition, work longer, retire later, better understanding of biological aging process

TASK 6 Using prepositional verbs

1

Answers

- 1 account for 2 contribute to 3 associated with
- 4 focus on 5 led to 6 resulted in 7 based on

TASK 7 Critical thinking – evaluating a text as a source

1

Suggested answer

2

12D Writing Cause and effect essays

TASK 1 Analysing a cause and effect paragraph

1

Answers

b

2

Answers

2

3–5

Answers

- 3 Causes: technological progress; urbanization; construction of buildings, roads, and airports
Effects: damage to animal habitats; loss of agricultural land; decline of animal species such as birds and bats; forest destruction
- 4 Urbanization → loss of agricultural land / forest
Construction of buildings and roads → declining numbers of animals such as birds, bats, deer, foxes
Air travel → dangers for birds
Building & expansion of airports → loss of habitats
Rapid development of urban areas & increase of air travel → problems are increasingly serious
- 5 can result in, as a result of, resulting in, due to, because of

6

Answers

Examples of evaluation are given in bold.

Technological progress can have **many negative consequences** for wildlife ...

Forest destruction is **particularly serious** in the Amazon region, sub-Saharan Africa, India, and the Himalayas (Beeby and Brennan, 2008, p.347).

Other examples of technological progress include an increase in air travel, resulting in **dangers** for birds ...

Clearly **these problems are becoming more serious** because of the rapid growth of urban areas in many developing countries, and the increase in air travel.

TASK 2 Varying cause and effect language

1–3

Answers

- 1 Cause and effect language is underlined.
Human beings are naturally driven to make progress in many areas, such as technology and medicine. There are many possible effects of this progress. One effect is an increasing gap between rich and poor, because keeping up with progress and development is expensive. Another effect is a negative effect on the environment such as destruction of the rainforests, because human progress tends to involve constructing new cities and infrastructure. Also, because populations in most countries are rising, there is increasing pressure on limited land resources to provide food to meet this demand. One further important effect of human progress is the increasing expectation to use the latest medical treatments and drugs. There is also a serious effect in terms of pressure on government budgets because of this. Therefore, there are many serious effects of human progress in many different contexts.

TASK 3 Evaluating the structure of a cause and effect essay

1 and 2

Answers

The plan is logical and clear, and each part should lead logically into the next. All the material is relevant to the essay title. There does not appear to be any irrelevant material. The conclusion does restate the main points in the essay, and refers back to the original essay question and thesis statement.

12E Vocabulary Cause and effect

TASK 1 Identifying cause and effect language

1 and 2

Answers

- 1 1 consequence 2 result in, for these reasons
3 due to 4 cause 5 impact 6 since
- 2 1 b 2 d 3 c 4 a

TASK 2 Identifying causes in a text and revising

1 and 2

Answers

Cause / effect language underlined; causes highlighted.

Air pollution in cities is the result of complex interactions between natural and man-made environmental conditions. Poor air quality in cities is a serious environmental problem and a growing one in developing countries. Emissions from motor vehicles are a very important source of air pollution throughout the world. [...] Urban population growth is caused by migration into cities and a surplus of births in the cities themselves, particularly the high birth rates in the developing countries. A deep structural change is mainly responsible for the migration into cities, especially in the non-industrialized countries. [...] Urban population growth has many consequences. One of them is higher emission of air pollutants. [...] A study of air pollution in 20 of the 24 mega-cities of the world shows that ambient air pollution concentrations are at levels where serious health effects are reported.

AUDIO CD TRACK LISTING

TRACK NUMBER	UNIT NUMBER	TRANSCRIPT AND EXTRACT NUMBER
1	2B Speaking	2.4 Extract 1
2	2B Speaking	2.5 Extract 2
3	2B Speaking	2.6 Extract 3
4	3B Speaking	3.4 Extract 1
5	6B Speaking	6.6 Extract 1
6	6B Speaking	6.7 Extract 2
7	7B Speaking	7.5 Extract 1
8	7B Speaking	7.6 Extract 2
9	7B Speaking	7.7 Clips 1-5
10	8B Speaking	8.5 Extract 1
11	8B Speaking	8.6 Extract 2
12	8B Speaking	8.7 Extract 3
13	8B Speaking	8.8 Extract 4
14	9B Speaking	9.5 Extract 1
15	9B Speaking	9.6 Extract 2
16	10B Speaking	10.5 Extract 1
17	10B Speaking	10.6 Extract 2
18	11A Listening	11.2
19	11B Speaking	11.4 Extract 1
20	11B Speaking	11.5 Extract 2
21	11B Speaking	11.6 Extract 3
22	11B Speaking	11.7 Extract 4
23	11B Speaking	11.8 Extract 5
24	12B Speaking	12.4