# Oxford EAP

## A course in English for Academic Purposes

ADVANCED / C1

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## Answer Key

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# Contents

# UNIT 1 **Behaviour**

## ACADEMIC FOCUS: TEXT STRUCTURE – NAVIGATING ACADEMIC TEXTS

### 1A **Reading** Academic texts

**TASK 1** Understanding genre, audience, and purpose in texts

**1**

| Sample answers | | |
| --- | --- | --- |
| **Genre (What?)** | **Audience (For whom?)** | **Purpose (Why?)** |
| 1  subject-specific dictionary – *lists short definitions in alphabetical order for key concepts in a discipline (e.g. medicine)* | *students / staff of the subject* | *to define technical terms / explain key concepts* |
| 2  university textbook – *information based around chapters with different themes relating to the discipline* | *students, academic tutors* | *to present and explain key information on an aspect of the topic; to argue for and against certain positions and theories* |
| 3  abstract of a journal article – *a text of about 200 words at the beginning of an academic article* | *students, academics, researchers* | *to summarize a whole article in order to enable the reader to decide whether to read it or not* |
| 4  journal article – *research-based, peer-reviewed (i.e. academics in the field critically review articles before publication) conventional texts (i.e. based around accepted structures and conventions)* | *academics, students studying at a higher level (e.g. Master's / research level)* | *to present the results of research; to present arguments; to give overviews of current thought on a specific topic* |
| 5  newspaper article – *a text of up to about one page in length, often shorter* | *the general public* | *to inform and entertain through a mixture of facts and opinion* |
| 6  encyclopaedia entry – *a concise text giving information on a factual topic related to the world or universe* | *anyone looking for information* | *to present key facts about a topic* |
| 7  essay – *a text usually of 500+ words usually written by a student in response to a task or question* | *tutor, examiner* | *to demonstrate familiarity with and understanding of a subject* |
| 8  review / critique – *a text of a few hundred words, in a journal, which assesses published work or a book, or more generally, in a newspaper or magazine, which assesses a book, exhibition, film, etc.* | *the general public or specialists interested in what is being reviewed* | *to offer (mainly subjective) evaluation* |
| 9  scientific report – *an extensive academic or professional text, usually conventionally structured* | *specialists in the field such as students, researchers, professors, professionals* | *to present a piece of ongoing or completed research, including its limitations and main findings* |
| 10  Master's dissertation – *a text of 10-20,000 words usually written by a student to achieve a degree award, e.g. a Master's or Doctorate* | *a student's tutor and an external examiner, research students who consult it in a library* | *to present the results of research; to provide evidence that the student has reached the required level* |

**2**

| Answers |
| --- |
| 2  Academic genres: subject-specific dictionary, university textbook, abstract of a journal article, journal article, scientific report, Master's dissertation. Student essays and reviews / critiques can be academic depending on how they are written and referenced. |
| Newspaper articles and encyclopaedia entries are not academic. |

## TASK 2  Understanding reading lists and references

**1**

> **Answers**
> **a** subject-specific dictionary   **b** journal article
> **c** review   **d** university textbook

**2 and 3**

> **Sample answers**
>
> | 2 | author surname(s) | Black, Gleeson |
> |---|---|---|
> | | author initial(s) | G.D., K |
> | | edition | 3e, 2e |
> | | page numbers | 351–366, 1447–1449 |
> | | place of publication | Oxford |
> | | publisher | Oxford University Press |
> | | title of article | What assumptions about human behaviour underlie asylum judgments? |
> | | title of book | *Oxford Dictionary of Economics, Health and Human Behaviour* |
> | | title of journal | *International Journal of Refugee Law* |
> | | volume number | 22, 38 |
> | | year of publication | 2009, 2010 |

## TASK 3  Identifying and comparing features of a genre

**1 and 2**

> **Answers** (3.1 and 3.3)
>
> **Text 1**: Reference – d, Jones, K. & Creedy, D. (2008). Genre – university textbook. Key words – motivation, (human) behaviour, Maslow, needs.
>
> **Text 2**: Reference – b, Herlihy, J., Gleeson, K., & Turner, S. (2010). Genre – abstract of a journal article. Key words – human behaviour, asylum, assumptions.
>
> **Text 3**: Reference – a, Black, J., Hashimzade, N., & Myles, G. D. (2009). Genre – subject-specific dictionary entry. Key words – behavioural economics, decisions.
>
> **Text 4**: Reference – c, Hothersall, S. J. (2008). Genre – review. Key words – interrelationships, macro / micro, group behaviour, community, individual.

**3**

> **Answer**
> The word *behaviour* links all four texts.

## TASK 4  Identifying purpose in texts

**1**

> **Answers**
> **1** define   **2** exemplify   **3** evaluate   **4** explain
> **5** outline   **6** describe   **7** claim   **8** state

**2**

> **Answers**
> Text 1: b   Text 2: c   Text 3: a   Text 4: d

## TASK 5  Identifying perspective in texts

**1**

> **Answers**
> **1** academic / theoretical   **2** physiological   **3** social
> **4** philosophical / theoretical

**2**

> **Answers**
> **1** implicit   **2** implicit   **3** explicit   **4** implicit

## TASK 6  Understanding the language of perspective

**1**

> **Sample answers**
> Language examples given in brackets.
>
> **Text 1**: behavioural (*when a behaviour occurs*); psychological (*the study of motivation*); physiological (*the fundamental physiological ones*); military (*danger, defence*); social (*social*); individual (*our own unique potential*)
>
> **Text 2**: political (*asylum, refugee, decision-makers, immigration*); legal (*legal definition, judgments, refugee, crucial area of law*); individual (*individuals*); economic (*refugee*); behavioural (*human behaviour*); geographical (*UK*); psychological (*psychological*); psychiatric (*psychiatric*); theoretical / academic (*empirical evidence*); interdisciplinary / academic (*cross-disciplinary research*)
>
> **Text 3**: individual (*individual behaviour*); behavioural (*behavioural*); economic (*economics, economic analysis, economic decisions*); psychological (*psychological insights*); theoretical / academic (*observation of anomalies, standard models*); human (*human*); social (*social*); cognitive (*cognitive*); emotional (*emotional biases*)
>
> **Text 4**: social / societal (*social milieu, social, the family within society, community, society, social life, social work*); individual (*individual, individual and society*); theoretical / academic (*theoretical frameworks*); psychological (*psychology*); behavioural (*group behaviour*); cultural (*the relevance of culture*); natural (the *natural environment*); religious (*the faith community*).

**2**

> **Answers**
> **1** political   **2** politics   **3** politically   **4** politics

## TASK 7 Using cover and Contents to navigate a textbook

**1**

> **Answers**
>
> Audience: students of health science and related subjects (e.g. pharmacy, psychology); nurses
>
> Topics: health & illness, behaviour, cognition and beliefs, social context, childhood, ageing, mind and body, pain, stress, promoting health, professional issues. Perspectives: medical, behavioural, cognitive, social, biological, psychological, professional
>
> Limitations: specific conditions, causes of illness

**2**

> **Sample answers**
>
> 1 Audience profile: as 7.1, students of health science and related subjects (e.g. pharmacy, psychology); nurses
>
> 2 The headings provide a broad rationale for the more detailed coverage in the chapters within each part. They serve to organize the content and make it easier for readers to navigate the text and find what they want.

**3**

> **Answers**
>
> 1 Glossary   2 References   3 Chapters 6-9 (Part 2)
> 4 Preface   5 Chapter 1

## TASK 8 Navigating and analysing a textbook extract

**1**

> **Answer**
> Text 1

**2**

> **Answer**
> c

**3**

> **Answers**
>
> 1 Makes a claim / offers explanation: 5, 6, 8, 9
> 2 Introduces and defines a technical term: 4, 7, 10

**4**

> **Answers**
>
> Instincts: patterns that are hard-wired or programmed to occur in response to internal or external events.
>
> Primary drives: either deprivation or stimulation produce a need state in the organism, which in turn gives rise to a drive to satisfy that need.
>
> Cognitive appraisals: judgements that people make about the situations they are in.
>
> Each of these key terms relates directly to the appropriate sub-heading, i.e. instincts are genetic factors, primary drives are biological factors, and cognitive appraisals are cognitive factors.

# 1B Writing Academic writing

## TASK 2 Understanding the purpose of writing

**1 and 2**

> **Sample answers**
>
> **Task 1**: Genre – summary. Audience – academics within the discipline. Purpose – to present the main points of a presentation to a wider audience. No. of words – 800 (max). Comments – Most of the audience did not see the presentation.
>
> **Task 2**: Genre – timed / exam essay. Audience – the assessing tutor(s). Purpose – to establish whether the student can meet the required standard for a formal assessment. No, of words – not specified, but students must write two essays in two hours. Comments – Two discussion questions leading to timed essays.
>
> **Task 3**: Genre – research essay. Audience – the assessing tutor(s). Purpose – to provide a 'vehicle' for students to demonstrate that they have carried out research in their discipline; to establish whether the student can present it in an appropriate argument. No. of words – 2,000. Comments – A longer essay with time for reading and research; students have to decide their own essay title.
>
> **Task 4**: Genre – research report. Audience – internal tutors, external examiners, other scientific staff. Purpose – to summarize a research project (and possibly add interpretation and recommendations). No. of words – unknown, as specified in Writing Guidelines. Comments – Writing guidelines are given on the website, e.g. re presentation, structure, style, typical errors, etc. – these should be closely followed.

## TASK 3  Reflecting on your own writing process

**1**

> ### Sample answers
>
> | | |
> |---|---|
> | write the body of the text | while-writing |
> | generate ideas | pre-writing |
> | read good examples of similar texts written by other students / academics | pre-writing |
> | logically organize your ideas | pre-writing / while-writing |
> | write the introduction to the text | while-writing |
> | narrow down the topic to a clear focus | pre-writing |
> | decide on which perspectives to include | pre-writing |
> | critically read what you have written to check the logic, and rewrite as necessary | post-writing |
> | work with other students and discuss your ideas | pre-writing / while-writing |
> | delete any points that are not relevant | pre-writing / while-writing |
> | search for sources – research the topic to find supporting evidence and examples | pre-writing |
> | critically evaluate the chosen sources | pre-writing |

**2**

> ### Sample answers
>
> | | |
> |---|---|
> | *come up with a topic of particular interest* | *pre-writing* |
> | *prepare a preliminary question to answer or a working title* | *pre-writing* |
> | *work out your main argument* | *pre-writing* |
> | *delete some of the more peripheral ideas and add any new ones* | *pre-writing / while-writing* |
> | *reach a conclusion or an answer to your question* | *pre-writing / while-writing* |
> | *prepare a list of useful sources and possible citations with references* | *pre-writing* |
> | *plan the text at paragraph level, including topic sentences* | *pre-writing / while- writing* |
> | *check the text for language accuracy, and rewrite as necessary* | *post-writing* |

**3**

> ### Sample answers
>
> Most likely to be repeated:
> - work with other students and discuss your ideas
> - critically evaluate the chosen sources
> - critically read what you have written to check the logic, and rewrite as necessary
> - check the text for language accuracy, and rewrite as necessary

## TASK 4  Identifying features in an introduction

**1**

> ### Sample answers
>
> Essential: b, c, g, h
>
> Optional: a, d, e, f, i (conclusion is stated in deductive style, not in inductive style)

**2**

> ### Answers
>
> g and h (and i, optional)

## TASK 5  Analysing an introduction

**1**

> ### Answer
>
> Sentence 8: *This essay aims to examine altruistic behaviour from an evolutionary perspective, leading to three possible motivating factors, which are then evaluated.*

**2**

> ### Answers
>
> 1 a  2 b  3 d  4 b  5 e  6 e  7 c  8 g and h
>
> Not included: f, i

**3**

> ### Sample answer
>
> By the end of the introduction the audience of the text should *be clear about the topic, focus, and aims of the text, the reason for writing it, and have an idea about how the text is organized.*

## TASK 6  Using noun phrases

**1**

> ### Sample answers
>
> 1  predictable individual <u>behaviour</u> in a variety of global contexts …
> 2  recent psychological <u>research</u> into altruistic behaviour …
> 3  individual psychological and financial <u>benefits</u> …
> 4  further <u>studies</u> into human behaviour during stress …
> 5  people's <u>actions</u> that are motivated by self-gain …
> 6  employee's / employee behavioural <u>changes</u> related to workplace tensions …

**2**

> **Sample answers**
>
> 1 These factors led to predictable individual <u>behaviour</u> in a variety of global contexts.
> 2 Recent psychological <u>research</u> into altruistic behaviour suggests that while people act selflessly they do have an expectation of receiving something back in return.
> 3 Acting selflessly can bring individual psychological and financial <u>benefits</u>.
> 4 Further <u>studies</u> into human behaviour during stress are needed.
> 5 In order to determine the limitations of altruistic behaviour, we observed people's <u>actions</u> that are motivated by self-gain.
> 6 We found that the main cause of lower productivity were employee's behavioural <u>changes</u> related to workplace tensions.

## TASK 7  Evaluating essay introductions

**1 and 2**

> **Answer**
> - Introduction A is the most effective introduction – relevant to essay question and logically organized, but quite long.
> - Introduction B opens with two eye-catching rhetorical questions which are not always appropriate for an academic text, and no rationale is given.
> - Introduction C contains some irrelevant content and the ideas do not always flow logically from one to the next.
> - Neither B nor C define the key term *altruistic*, nor do either of their thesis statements indicate the organization of the essay.

**3**

> **Sample answers**
>
> Introduction B could be improved by: more focus – generalized comments are related to essay question but do not lead to an answer; style more academic – converting rhetorical questions to statements, e.g. *Possible reasons why altruism is important are* ...; provide rationale; add definition of key term *altruism*; add comment on citations – provide evidence (citations), then say why relevant; thesis statement should add something new and specific to that essay.
>
> Introduction C could be improved by: improving flow by making clearer connections between ideas in sentences, e.g. by introducing new topics clearly; simple linking language would help achieve this, e.g. *A further factor is* ...; add rationale saying why question is important / interesting; improve relevance by focusing on question set, not a different (though related) question.

# 1C  **Listening** Lectures (1)

## TASK 2  Navigating a lecture: understanding the introduction

**1 and 2  ▶ 1.1**

> **Answers**
> 1 The five features are best presented both orally and visually.
> 2 1 Lecture title and topic: O/V  2 Lecturer biodata: O/V  3 Limitations: O  4 Rationale and aims of the lecture: O/V  5 Interaction with audience: O/V

**3**

> **Answers**
>
> Lecture title: Making the most of higher education in English-speaking countries
>
> Lecturer: Dr Kathleen Quinlan
>
> Comments: American, with experience in several English-speaking countries
>
> Discipline: Education
>
> Topic / main focus: Education / international students studying for degrees in English
>
> Rationale & aims: Exploring assumptions in such contexts, and answering the questions *What is university learning? How can you make the most of that educational experience? What do you want to get out of a university education?*
>
> Limitations: Restricted to English-speaking countries; does not cover differences between these
>
> Key terms & definitions: None
>
> Supporting information: Slides

## TASK 3  Using navigational language to aid listening

**1 and 2**

> **Sample answers**
> 1 1 Slide 1 uses a visual image as a metaphor – this can help understand abstract concepts.
>    2 Slide 2 shows a pile of rocks representing learning as an increase in knowledge (quantitative), and some close-up details of trees to illustrate looking at the same thing in different ways (qualitative).
> 2 1 a  2 b

## TASK 4 Navigating a lecture

### 1 and 2

> **Answers**
>
> **1** g First we need to …   **2** a So your first reflection question is …   **3** d Now let's take a look at …   **4** b On the right hand side, you'll see …   **5** f … he came up with five …   **6** e So I could give you an example of …   **7** c Another way of looking at things is …

### 3 and 4 ▶1.2

> **Sample answers**
>
> **3** **1** Lecturer's accent and pronunciation – clear, American accent
> **2** Type of delivery – some use of notes, not scripted in great detail, fairly fast delivery
> **3** Use of visuals – PowerPoint slides used; these add useful detail
> **4** Lecturer's questions and interaction with the audience – audience are given tasks to do while listening; limited audience interaction
>
> **5** Other – some personal anecdotes, but these are relevant to the points she is making rather than digressions
>
> **4** **1** A concept, e.g. *transportation* or *learning*, means different things to different people.
> **2** Students reflect on how they know they've learnt something.
> **3** Research shows you can learn in two different ways: quantitative and qualitative.
> **4** By looking at things from a different perspective you can change the way you understand things.
> **5** **1** quantitative – accumulated knowledge;
> **2** quantitative – memorizing; **3** quantitative – acquiring facts to apply; **4** qualitative – connecting new knowledge to the world around you; **5** qualitative – interpreting and understanding reality in a different way
> **6** Giving an illustration of a quantitative outlook (learning vocabulary)
> **7** Giving an illustration of a qualitative outlook; showing the change from a quantitative to a qualitative outlook

### 5 ▶1.3

> **Sample answers**
>
> Kathleen Quinlan sums up her lecture briefly but effectively. She:
> - signals using a sentence stem (*So that brings me to the end of the talk.*)
> - reviews the main questions covered
> - rounds off by referring back to an earlier metaphor (*So you've started down an important path, … whatever those might be around the bend.*)
> - reminds students of the relevance of the lecture to the real world.

## 1E Vocabulary Flexibility

### TASK 1 Recognizing word forms and how they are used

**1**

> **Answers**
>
> **1** credibility; reliance   **2** security; common
> **3** analysis; behaviour

**2**

> **Answers**
>
> **1** credible – adjective; credibility – noun; rely – verb; reliant – adjective; reliance – noun
>
> **2** secure – adjective or verb; security – noun; commonly – adverb; common – adjective
>
> **3** analyse – verb; analysis – noun; behave – verb; behaviour – noun

**3**

> **Sample answers**
>
> **1** which involves **relying on** assumptions … (*involving + relying* on would sound awkward); which is **reliant on** assumptions …
>
> **2** people who put themselves in a less **secure** position for …; occur too **commonly** to ignore
>
> **3** an approach to **analysing** economic situations; insights into the way individuals **behave** to …

### TASK 2 Using different word forms to express perspective

**1**

> **Answers**
>
> | | Noun | Adjective | Adverb |
> |---|---|---|---|
> | 1 | finance | financial | financially |
> | 2 | the economy / economics | *economic / economical* | *economically* |
> | 3 | *history* | historical | *historically* |
> | 4 | *geography* | geographical | *geographically* |
> | 5 | science | *scientific* | *scientifically* |
> | 6 | society | *social* | *socially* |
> | 7 | *psychology* | *psychological* | psychologically |
> | 8 | *medicine* | medical | *medically* |
> | 9 | the law | *legal* | *legally* |
> | 10 | *technology* | technological | *technologically* |
> | 11 | language | *linguistic* | *linguistically* |
> | 12 | culture | *cultural* | culturally |
> | 13 | *behaviour* | behavioural | *behaviourally* |
> | 14 | *theory* | theoretical | *theoretically* |

**2**

> **Answers**
>
> **2** social   **3** financial   **4** the law

**3**

> **Sample answers**
>
> **1** In a historical context; From a historical perspective; In historical terms
>
> **2** a child's immediate environment, socially speaking, is family and home
>
> **3** Financially speaking; In terms of finance; In financial terms;
>
> **4** Legally (speaking); From a legal perspective; In legal terms

# UNIT 2 Sustainability

## ACADEMIC FOCUS: DISCURSIVE TEXTS – PRESENTING AN ARGUMENT

### DISCUSSION

**1**

> **Sample answers**
> Avoiding / creating waste; conserving / using up limited resources; efficient / inefficient (use of resources); limiting / causing environmental damage; recycling / consumerism; long-term / short-term solutions

**2**

> **Suggested definition**
> Sustainability = the use of natural resources in a way that does not harm the environment and can be continued in the long term

## 2A Reading Argumentative texts

### TASK 1 Establishing a purpose for reading

**1**

> **Sample answers**
> 1 The main topic can be found in the title or subheadings and the introduction (or abstract if there is one).
> 2 Selective reading is very important when students have a lot to read in a limited time.

**2**

> **Sample answer**
> How the wind energy industry has developed in past years and something surprising or unusual about this development (students can suggest what this might be).

### TASK 2 Understanding the topic of a text

**1**

> **Sample answers**
> 1 a
> 2 **Energy potential** is the amount of energy that could *possibly* be generated by wind power in a particular area.
> **Installed capacity** is the amount of energy that is *actually* being produced using wind power in an area.

**2**

> **Answers**
> 1 b   2 c   3 a

**3**

> **Answers**
> a **bold**
> b **bold** & normal
> c grey

### TASK 3 Identifying the main points and stages in a text

**1**

> **Sample answers**
>
> | Para | Stage in the argument | Main point |
> |---|---|---|
> | 1 | Describes the background and identifies an issue / question. | The development of the wind energy industry worldwide is uneven. Why? |
> | 2 | Puts forward one perspective on the situation. | *Technological innovations* mainly influence the growth of the wind energy industry. |
> | 3 | Puts forward *another / an alternative perspective* on the situation. | *Economic issues mainly influence the growth of the wind energy industry.* |
> | 4 | Critiques these two perspectives. | These views *cannot fully explain* why the development of wind energy is so uneven in different parts of the world. |
> | 5 | Puts forward *the writer's stance / perspective.* | *The main influence on the development of the wind industry has been social / environmental movements.* |

**2**

> **Answers**
> Paragraph 2: Words to do with mechanics / engineering / technology
> Paragraph 3: Words to do with business / economics

## TASK 4  Recognizing the writer's stance

**1–3**

> **Answers**
>
> 1  b
>
> 2  Paragraph 5, last sentence: This book argues that the global development of the wind energy industry cannot be understood without examining the interactions of environmental activists and organizations with governments, energy sector actors, various institutions, and the general public over the last four decades.
>
> 3  Writers often establish other common arguments (alternative stances) in order to critique them before putting forward their own stance.

## TASK 5  Recognizing citations in a text

**1**

> **Answers**
>
> Specific published text (S): CNN, 2001; Johnson and Jacubsson, 2000; Paul Gipe; Redlinger, Anderson, and Morthorst, 2002; the International Energy Agency; Heymann, 1998; Lauber, 2005.
>
> General group (G): wind power advocates, energy professionals.

**2**

> **Answers**
>
> 1  CNN, 2001
>
> 2  Heymann 1998, Johnson and Jacubsson 2000, wind power advocates, Paul Gipe
>
> 3  Redlinger, Anderson, and Morthorst 2002, Lauber 2005, energy professionals, the International Energy Agency

**3**

> **Sample answer**
>
> The references provide examples of studies which support the point made in grey.

## TASK 6  Presenting alternative arguments

**1 and 2**

> **Sample answers**
>
> 1  activist / advocate; critic / opponent; expert / professional; movement / supporter; research / studies
>
> 2  opponents of air travel; alternative energy experts; research into climate change; the environmental movement; advocates of public transport; population trends; supporters of recycling; waste experts (many other combinations possible)

**3**

> **Sample answers**
>
> 1  Supporters of recycling point out that recycling campaigns are …
>
> 2  Research into public transport usage has found that areas with restrictions …
>
> 3  Waste experts argue that many consumer goods …
>
> 4  Recent research into climate change suggests that global weather patterns …
>
> 5  Opponents of air travel maintain that greenhouse gas emissions …

## TASK 7  Identifying supporting evidence in a text

**1**

> **Sample answers**
>
> a  Paragraph 1: Recent studies show the United Kingdom has the strongest, most dependable, and most convenient onshore winds, as well as the highest offshore wind potential (CNN, 2001). However, the United Kingdom ranked sixth in Europe in installed wind power capacity at the beginning of 2008 …
>
> b  Paragraph 2: Wind turbines now provide commercial bulk power in California, Hawaii, … (Gipe, 1995)
>
> c  Paragraph 3: A 2008 report of the International Energy Agency exemplifies this approach: The group of countries with the highest effectiveness … used feed-in tariffs (FITs) to encourage wind power deployment.

**2**

> **Answers**
>
> a  statistics from CNN and AWEA in grey text in paragraph 1; studies mentioned followed by references, in paragraphs 2 and 3; statistics from the IEA in paragraph 3
>
> b  none
>
> c  Paul Gipe in paragraph 2; the IEA in paragraph 3
>
> d  throughout, but especially paragraphs 4 and 5

## 2B Writing Discursive essays

### TASK 1 Presenting an argument at paragraph level

**1 and 2**

> **Sample answers**
>
> 1 **Text 1**
> The main point: congestion charging schemes can be successful in reducing traffic congestion.
>
> Supporting points: as well as reducing city centre traffic, they increase public transport use; existing schemes (London) could be successfully adopted elsewhere (New York).
>
> Evidence: figures from the London congestion tax system (from Transport for London, 2004); projections about how a similar scheme could affect traffic in New York (from Zupan & Perrotta, 2003).
>
> **Text 2**
> The main point: changing consumer behaviour is an important strategy for curbing greenhouse gas emissions & oil use.
>
> Supporting points: America is important in influencing other countries on this issue; consumers need to be educated and motivated to change their behaviour for 'the greater public good'.
>
> Evidence: quotation from politician John McCain – a non-academic source with no specific reference.
>
> Note: although it is a non-academic source, the quote from John McCain supports the argument and provides evidence about public attitudes on this topic, so it is a legitimate source to quote in the introduction.
>
> 2 Topic: both texts are about strategies for reducing road traffic / congestion / pollution
>
> Perspectives & stances: Text 1 takes a fairly narrow, practical perspective, looking at the effectiveness of congestion charge schemes – the stance is not strongly expressed, but the text implies the authors' approval for this approach. Text 2 takes a wider social / political perspective and takes a clear stance that favours changing people's attitudes and behaviour.
>
> Source: Text 1 is from a journal article; specialist audience (researchers); likely to contain specific details and analysis in order to make detailed comparisons of different policies. Text 2 is from an academic book; audience of academics and students interested in the problem from a range of disciplines; its purpose is to propose solutions and persuade.
>
> Use of citation: Text 2 includes specific references – to a primary data source (Transport for London) and another academic study (Zupan & Perrotta). Text 1 only uses a quotation from a politician (John McCain) to demonstrate that this is an approach with mainstream political support.

### TASK 2 Critical thinking – generating and organizing ideas

**2**

> **Sample answers**
>
> **Text 1**: One strategy for reducing *car usage and its effects that has already proved effective is to introduce congestion charging schemes which discourage people from driving into city centres* (Timilsina & Dulal, 2011).
>
> **Text 2**: Strategies to reduce our dependence on fossil fuels for transport will only be effective if *there is a shift in the attitudes and behaviour of consumers, that is ordinary road users* (Sperling & Gordon, 2009).

### TASK 3 Analysing and evaluating a main body paragraph

**1**

> **Sample answers**
>
> Essential: a, e (if necessary & not defined before), f, h
> Optional: c, d, g (but expected in most essays), i (but usual), j
> Not relevant: b (comes in the introduction)

**2 and 3**

> **Sample answers**
>
> 2 • technological (solutions) perspective
> • a, c / d, e, f, g, h, j
> • the writer is wary about the issues surrounding these technologies
> • a discussion of problems and issues with green vehicles (e.g. cost, infrastructure, continued congestion)
>
> 3 1 Yes, the main argument is clear in the opening sentence: progress in vehicle technology to solve environmental problems.
>
> 2 Each point flows fairly logically into the next:
> Main point: huge progress has undoubtedly been made in vehicle technology.
> • manufacturers are making more efficient cars
> • evidence that consumers are switching to these cars 'demand for hybrids has increased'.
> Explanation: specific type of vehicle technology = electric cars 'Perhaps the most prominent development has been …'
> • description of electric cars & why they are effective 'which produce almost zero emissions'
> • description of hybrids
> • why hybrids are a popular choice.
> Evidence: effectiveness of electric & hybrid cars in reducing emissions, indicated by evidence from a study. Link to next paragraph – reservations and problems with this technology.
>
> 3 Electric cars and hybrids both explained (but is this necessary?); SUVs not defined / explained.
>
> 4 Yes. The citation from Sperling & Gordon supports the trend; the citation from the study (Cruickshank & Kendall) supports the effectiveness of electric/hybrid cars in reducing emissions.

**5** Evaluation acknowledging progress in vehicle technology at the start: 'huge progress has undoubtedly been made'; evaluation of research 'the adoption of electric and hybrid cars can significantly reduce ...'; writer's stance, i.e. they have reservations about this approach, is expressed in the final sentence linking to the next paragraph: 'However, whilst progress in vehicle technology seems promising, there are still a number of issues and problems to consider around so-called 'green' vehicles.'

## TASK 4 Incorporating citation in an essay

### 1 and 2

**Answer**

Two sentences contain citations as below. The remainder express the student's own ideas.

**As Sperling and Gordon (2009, p.151) point out**, even in the United States, the market for large, 'gas-guzzling' SUVs has been shrinking, and demand for hybrids has increased.

**Studies have shown that** the adoption of electric and hybrid cars can significantly reduce atmospheric emissions and, after the initial investment, they could be comparable in cost terms in the future **(Cruickshank and Kendall, 2012)**.

### 4

**Answers**

1  **a** a: paraphrase of sentence 1
   **b** b: summary of ideas in several sentences
   **c** a / b: mainly paraphrase of sentence 2 (includes some ideas from next sentences)
   **d** a / b: mainly paraphrase of sentence 2 (includes some ideas from next sentences)
   **e** a: paraphrase of final sentence

2  **a** b  **b** b  **c** a  **d** b  **e** b

### 5

**Sample answers**

**b** As Sperling and Gordon (2009, p.161) point out, most Americans drive to work ...

**c** In the US, increased suburbanization and urban sprawl mean that ... (Sperling and Gordon, 2009).

**d** Sperling and Gordon (2009) explain how poor urban planning often means that ...

**e** Americans have struggled to reduce ... (Gordon and Sperling, 2009).

# 2C Listening Lectures (2)

## TASK 1 Critical thinking – evaluating an argument

### 2 and 3

**Sample answers**

demographic, growth, change, inequality, population, poverty, resources, slums, urban, urbanization, waste

## TASK 2 Establishing the topic of a lecture from the introduction

### 1  ▶2.1

**Answer**

population growth

### 2–4  ▶2.2

**Answer**

2  Sustainable cities. Repeated focus on sustainable cities, sustainability, urban areas.

4  To set the scene and capture the audience's attention in an engaging way.

## TASK 3 Recognizing signposting language

### 1 and 2  ▶2.3

**Answers**

1  Extract a: the UN Security Council
Extract b: the international UN human rights mechanisms, the charter-based bodies
Extract c: community ecology
Extract d: population distribution and access to resources

2  Extract a: For (the) purposes of this lecture, I'm going to be concentrating on ...
Extract b: I'm not going to look at ... as a whole ... I'm going to focus narrowly on ...
Extract c: So today we are going to focus this lecture on ...
Extract d: But really what we're concerned with today is ...

## TASK 4 Listening critically

### 6

**Answers**

Seaside: b   Celebration: a   Critiques: c

# 2D Speaking Seminars (1)

## TASK 2 Supporting an argument with evidence

**1** ◀))2.6

> **Sample answers**
>
> |   | Main argument | Support |
> |---|---|---|
> | A | *Transport is a key factor.* | Traffic congestion affects: <br> - people's everyday lives (travelling to work or school) <br> - business efficiency (adds to delivery time, fuel costs) <br> - people's health and the environment (greenhouse gases) <br> The London congestion charge has reduced traffic and pollution |
> | B | Economic factors override everything else. | *The cities at the top of the list in Text 1 can afford to spend money on urban planning because they don't have to deal with so much poverty and crime.* |
> | C | Crime is an important factor. | None |

**2**

> **Answers**
>
> A **2** evidence from other sources in this unit: London Congestion Charge (Text 2 page 029), but not explicitly referenced
> **3** examples from their own general knowledge: increase in transport costs due to longer delivery time; effect of greenhouse gases
> **4** examples from their own experience: own experience with congestion in London
>
> B **1** ideas from the texts in Task 1: Bluestone et al. (distribution of income), Global Liveability survey
> **2** evidence from other sources in this unit : Dr Howard's lecture (New Urbanist towns)
> **3** examples from their own general knowledge: information about the situation in Zimbabwe
>
> C none

## TASK 3 Introducing your argument and linking to others' ideas

**1**

> **Sample answers**
>
> **a / b** Yes, I completely agree (that's important for some people), but …
>
> **c / d** I think that's a really important point. …
>
> **e / f** Yes, of course we need to consider waste and consumption, but …

# 2E Vocabulary Accuracy

## TASK 1 Choosing prepositions in noun phrases

**1**

> **Answers**
>
> debate on / about / over; interaction with / between; investment in / of; participation in; research into / on

**2**

> **Answers**
>
> These are the prepositions used in the original sentences.
> **1** emergence *of*
> **2** accounts *of*; growth *of*; research *on*
> **3** quality *of*; level *of*; participation *in*
> **4** interaction *between*; adoption *of*; supply *of*; deregulation *of*

**3 and 4**

> **Sample answers**
>
> **3 1** attitude + to + the thing or group that people have an opinion about
> **2** evidence + for + the argument, theory, etc. you want to prove
> **3** evidence + of + something that exists or is true (**Note**: The difference in usage here is fairly subtle and in many cases they are interchangeable. The preposition *for*, though, suggests evidence that proves or supports a particular argument, theory, or position (*evidence for* vs *evidence against*). You would not normally use *evidence for* + a negative concept (~~evidence for bias / corruption~~). *Evidence of* is more neutral and simply suggests the existence (or not) of some evidence).
> **4** relevance of + something + to someone / something e.g. the relevance of art to everyday life
> the role of + someone / something + in something e.g. the role of women in the workplace

## TASK 2 Identifying adjective / verb + preposition combinations

**1 and 2**

> **Answers**
>
> | **1** | **1** responding | **5** incorporate |
> |---|---|---|
> | | **2** participated | **6** ignorant |
> | | **3** appropriate | **7** benefitted |
> | | **4** oriented | **8** capable |

# UNIT 3 **Creativity**

## ACADEMIC FOCUS: SUMMARIZING TEXTS

## 3A **Reading** Journal articles (1)

### TASK 1 Understanding academic journal articles

**2**

> **Sample answers**
>
> a Yes – journal articles typically focus on a more specific area – a single issue or piece of research.
>
> b They tend to be more formal (and technical) in style than some other genres, such as textbooks, because they're for an expert audience of peers, but style varies across disciplines and individual authors.
>
> c Although they often report on primary research, journal articles can also discuss an issue or review other research.
>
> d Yes, the reason why journal articles are considered to be reliable sources is because they have been peer-reviewed (read and checked by other academics in the field) before they are published.
>
> e Yes, they can be written by one person or a team.
>
> f Often they are more up-to-date, because they can generally be published more quickly than a book, but not in all cases.
>
> g Yes, most academic journals are now available in print and online.
>
> h There is no fixed length for a journal article but 4,000–7,000 words is the average length.
>
> i Most journal articles start with an abstract.
>
> j No, but some journals will specify a format and in some disciplines, there are common formats for journal articles.

### TASK 2 Navigating journal articles

**1**

> **Sample answers**
>
> | | Article 1 | Article 2 |
> |---|---|---|
> | a | 1 | 1 |
> | b | 1, 2 | 1, 2 |
> | c | 3, 4 | 3 |
> | d | 3, 4 | 3 |
> | e | 5 | 4 |
> | f | 5 | 5, 9 |
> | g | 6 | 5, 6 |
> | h | 6 | 6 |
> | i | 9 | 11 |

**2**

> **Answers**
> 1 abstract
> 2 conclusion
> 3 references

**3**

> **Answers**
> 1 D   2 A   3 C   4 B

### TASK 3 Identifying general features of abstracts

**1 and 2**

> **Sample answers**
>
> 1 **Text 1**: *Applied Linguistics*, Linguistics / Business, one author (Holmes), 173 words
> **Text 2**: *Journal of Economic Geography*, Economics / Geography, a team of authors (Crescenzi, Rodríguez-Pose, and Storper), 134 words
>
> 2 An abstract is the text at the beginning of an academic article which summarizes the whole article, usually about 200 words; abstracts are also available and searchable separately. You can use an abstract to get a quick overview of the contents of a journal article, in order to decide whether it is relevant and whether it is worth reading or bookmarking to read later.

## TASK 4 Describing aims

**1**

> **Sample answers**
> 1 Text 1: uses style b only
>   Text 2: uses a mix of both styles, a and b

**2**

> **Sample answers**
> 2 1 *In this article, we examine* the role …
>   2 *This paper investigates* possible …
>   3 *This paper discusses* the findings …
>   4 *In this paper, I study how* …
>   5 … *it will focus on* some new developments …
>   6 *In this essay, it is suggested that* the decision-making process …

## TASK 5 Identifying the features and structure of abstracts

**1–3**

> **Sample answers**
> 1 a **Text 1**: *There is a long research tradition associating humour with creativity* …
>   **Text 2**: None
>   b **Text 1**: *this paper analyses ordinary everyday workplace interaction in a range of New Zealand white collar organizations in order to* …
>   **Text 2**: *This article analyses the geography of innovation in China and India.*
>
>   c **Text 1**: *this paper analyses ordinary everyday workplace interaction* … **Text 2**: *Using a tailor-made panel database for regions in these two countries, we show that* …
>   d **Text 1**: *The analysis provides evidence that humour not only contributes to* …; *The analysis suggests that the first category is pervasive and examples abound throughout our data set* …
>
>   **Text 2**: *we show that both countries exhibit* … (the remainder of this abstract is dedicated to explaining the findings)
>   e **Text 1**: … *the effective use of workplace humour to generate new ideas and stimulate intellectual progress is strongly associated with what has been labelled 'transformational' leadership.*
>   **Text 2**: Doesn't explicitly include conclusions, although implications can be inferred from the way the findings are described.

## TASK 6 Using abstracts for writing and research

**1 and 2**

> **Sample answers**
> 1     **Article 1**     **Article 2**
>   a ✓ / ?        ✓ / ?
>   b ✗            ✓✓
>   c ?             ✓
>   d ✓✓         ✗

**3**

> **Sample answers**
> 2, 4, 5   All useful techniques.
> 1 This is insufficient information to include in a bibliography.
> 3 This can be very helpful, but remind students that they need to make sure they print out the title page of the article that usually includes all the reference details.
> 6 Reference management software will usually be more relevant to PhD students.

## 3B Writing Essay conclusions

## TASK 1 Identifying features of a conclusion

**1**

> **Sample answer**
> There is a clear link between learning disabilities and increased creativity, but the reasons for the link are not yet understood.

**2**

> **Sample answers**
> a 1   b 1, 2   c 1, 2   d 3   e 3   f 4   g none

## TASK 2 Using minimizing language

**1 and 2**

> **Sample answers**
> 1 **Text 1**: but *may* also stimulate intellectual activity; The analysis *suggests* that the first category is pervasive; and *tends to* characterize some communities of practice more than others
>   **Text 2**: *seem to* produce strong backwash effects

**3**

## TASK 3 Ensuring coherence throughout an essay

**2**

> **Answers**
> B clearly matches the introduction and outline as it:
> • recaps the thesis statement
> • summarizes the points mentioned in the outline
> • maintains the same focus (emerging economies, education, and innovation).
>
> A doesn't achieve the above and brings up new points that haven't been mentioned in the introduction or main body.

**3**

> **Answers**
> Conclusion A: a recaps topic, but not thesis statement
> Conclusion B: a, b, c (ref to Brahmbhatt & Hu), f/g it leaves the question open about possible implications for the future

**4**

> **Answers**
> It *seems that* these shifts are due *largely* to changing ideas about ...; *It remains to be seen how ...*

## TASK 4 Understanding coherence and cohesion

**1 and 2**

> **Answers**
> 1 *coherence* – ideas – meaning – language – *cohesion*
> 2 knowledge economy: *knowledge flow, knowledge bases*
> emerging economies: *emerging economies, BRIC nations*
> education: *education*
> innovation: *new ideas, innovations, innovation in the workplace*

## TASK 5 Writing a coherent conclusion

**2**

> **Sample conclusion** (152 words)
> It is becoming clear that in an information age, the role of education is increasingly to teach students the creative and critical thinking skills they need to select and process information effectively. This essay has put forward a variety of classroom activities that can be applied to good effect in encouraging these skills. The challenge, however, may come in changing the traditional teacher–student relationship to allow such free flow of ideas in a classroom with more emphasis on student participation. As studies into international students have shown, students from cultures where there is traditionally a greater distance between teacher and student already tend to find it difficult to adapt to the more interactive nature of Western academic culture. Changing the attitude and behaviour of both teachers and students in these cultures will undoubtedly take time and new ways of accommodating ideas about critical thinking alongside cultural norms may need to be found.

# 3C **Listening** Lectures (3)

## TASK 2 Establishing key themes in an introduction

**1 ▷3.1**

> **Sample answers**
> People and disciplines involved in materials science:
> scientists, engineers, chemists, physicists, mathematicians, biologists, biochemists, computer scientists, design technologists
> Words / phrases related to materials:
> structure, composition, properties, atomic structure, carbon fibre, fibres, mechanical strength, electrical properties, optical properties

**2 and 3**

> **Sample answer**
> 3 Materials science is an interdisciplinary subject that is concerned with *the structure and composition of materials and how we can control their properties.*

**4 and 5** ▶3.2

> **Sample answers**
> 1 greater dedication – professionalism, time, sponsorship
> 2 biomechanical engineering
> 3 materials science

## TASK 3 Inferring the meaning of unknown vocabulary

**1**

> **Answers**
> 1 a & b (bio & nano)
> 2 e
> 3 a (tiny – nano)
> 4 d
> 5 c & d (plates & springs)

**2**

> **Sample answers**
> 1 massive structures – examples (*bridges, cars, nuclear reactors*)
> 2 biochemist – word parts
> 3 atomic structure – words parts / definition (*controlling the atomic structure, so arranging atoms in a material and adding new atoms of maybe a different material*)
> 4 nano-wires – word parts / synonyms (*very tiny little wires*)
> 5 double amputee – visual cue (*picture on slide*)
> 6 biomechanical engineering – word parts / definition / examples

# 3D Speaking Seminars (2)

## TASK 1 Reading in preparation for a seminar discussion

**2**

> **Answer**
> The writer is sceptical about banning drugs in sport. He does not argue *for* the use of drugs in sport, but he does point out flaws in the arguments traditionally used to support banning drugs in sport.

**4 and 5**

> **Sample answers**
> 4 *Cooper points out flaws in some of the traditional arguments put forward for banning drugs in sport.*
> *Cooper suggests that the idea of banning drugs in sport may not be as logical as it first seems.*
> *I think that the writer here raises some interesting questions about the reasons for banning drugs in sport.*

# 3E Vocabulary Identifying senses

## TASK 1 Identifying general and specialized senses

**1**

> **Sample answers**
> These are from the *Oxford Advanced Learner's Dictionary*; students' definitions can be much simpler.
> **concentration** the ability to direct all your effort and attention on one thing, without thinking of other things. *This book requires a great deal of concentration.*
> OR a lot of something in one place. *A concentration of industry in the north of the country*
> **corridor** a long narrow passage in a building, with doors that open into rooms on either side. *His room is along the corridor.*
> **corruption** dishonest or illegal behaviour, especially of people in authority. *The new district attorney has promised to fight police corruption.*
> **majority** the largest part of a group of people or things. *The majority of people interviewed prefer TV to radio.*
> **metre** a unit for measuring length; a hundred centimetres. *The table is two metres long.*
> **stress** (*noun*) pressure or worry caused by the problems in somebody's life. *Things can easily go wrong when people are under stress.*

**2 and 3**

> **Answers**
>
> **2  1** Law  **2** Ecology  **3** Computer Science
>   **4** Literature  **5** Engineering  **6** Chemistry
>
> **3** Definitions are from the *Oxford Advanced Learner's Dictionary* or *Oxford Dictionary of English*
>
> **majority**: Law: the age at which you are legally considered to be an adult
> **corridor**: Ecology / Geography: a long narrow strip of land that follows the course of an important road or river
> **corruption**: Computing: the process by which a computer database or program becomes debased by alteration or the introduction of errors
> **metre**: Literature / Poetry: the arrangement of strong and weak stresses in lines of poetry that produces the rhythm
> **stress**: Engineering / Physics: pressure put on something that can damage it or make it lose its shape
> **concentration**: Chemistry / Science: the amount of a substance in a liquid or in another substance

## TASK 2 Understanding grammatical differences in usage

**2 and 3**

> **Sample answers**
>
> **2 and 3** Definitions are from the *Oxford Advanced Learner's Dictionary*
>
> **1  a** the production of something, especially electricity, heat, etc. – uncountable noun
>    **b** all the people who were born at about the same time – countable noun
>
> **2  a** an object or a work of art put in a public place, for example a museum, so that people can see it – noun
>    **b** to show clearly that you have or feel a particular feeling, quality, or ability – verb
>
> **3  a** the way that somebody behaves, especially towards other people – uncountable noun
>    **b** the way a person, an animal, a plant, a chemical, etc. behaves or functions in a particular situation – countable noun
>
> **4  a** action rather than ideas; in reality – uncountable noun
>    **b** a way of doing something that is the usual or expected way in a particular organization or situation – countable noun
>
> **5  a** an idea or a belief that is based on various pieces of evidence which are not always true – noun
>    **b** to build or make something such as a road, building or machine – verb
>
> **6  a** a way of achieving or doing something – plural noun
>    **b** the value found by adding together all the numbers in a group, and dividing the total by the number of numbers – countable noun (usually singular)

# UNIT 4 **Information**

## ACADEMIC FOCUS: COMPARING, CONTRASTING, AND EVALUATING

## 4A **Reading** Textbooks (1)

### TASK 1 Critical thinking – evaluating objectivity in texts

**1 and 2**

> **Sample answers**
>
> 1 **More closely related to objectivity**
>
> | **More closely related to objectivity** | **More closely related to subjectivity** |
> |---|---|
> | fact | critique |
> | investigation | guesswork |
> | news story (in both) | interpretation |
> | observation | news story (in both) |
> | proof | opinion |
> | reporting (in both) | prediction |
> | | reporting (in both) |
> | | speculation |
> | | viewpoint |

**3**

> **Sample answers:** giving selected items to illustrate the range of possible responses
>
> a newspaper article / editorial – *subjective: through expressing opinion arising from events; objective: through reporting of events, e.g. the number of votes cast in an election*
>
> the discussion section of a research article – *subjective: through interpretation of selected results to fit with the writer's argument; objective: through analytical responses to the results of the research*
>
> a university prospectus – *subjective: through selection of positive aspects (and attractive settings / students for the photographs); objective: through stating facts such as the number of students in particular departments*
>
> a university textbook on media studies – *subjective: through its presentation of events within a political agenda (e.g. left / right wing); objective: through presentation of media structures and control*

### TASK 2 Engaging with a text

**1 and 2**

> **Sample answer**
>
> Journalist: flexible; good observer; able to report what they see / hear / read; works to deadlines and briefs; fits in with the style and aims of who they report for (e.g. a particular newspaper / TV company); good user of the language; possible knowledge of other languages; able to deal with a wide range of people; confident, and needs initiative and self-direction.

**3**

> **Answers**
>
> 1 primarily (b) students of journalism (who are likely to want to become journalists); also (a) the general public (if they are interested in this topic).
> 2 (b)
> 3 (c)

**4**

> **Sample answers**
>
> 1 The authors strongly argue for this.
> 2 The authors agree with this.
> 3 The authors accept that newspaper reporters are widely accepted to interpret the news, but the authors express scepticism about it.

### TASK 3 Identifying the main points in a text for a summary

**1**

> **Sample answers**
>
> **1.1**
>
> 1 Information requires corroboration.
> 2 Charges against people must be proven.
> 3 Reporters should have a minimum of two reliable sources, or documented proof, for each news story.
> 4 Newspaper reporters increasingly are asked to interpret the news.
> 5 Interpretation too often leads to guesswork and subjectivity.
> 6 Where are the facts there?
> 7 Too frequently, reporters take their orders to explain causes and effects as license to take leave of the facts.
> 8 As usual in journalism, the solution is to include more facts.

9 The order to interpret, to analyse, to explain the news should be seen as an order to find more, not fewer, facts – to conduct that extra interview in search of a quote that might explain why, to read that extra document in search of a crucial explanation, to observe the scene more closely in search of a telling detail.

10 They should also be interested in nuances, concepts, and ideas, but they should be looking to translate these subtler thoughts into what is essentially the language of journalism – the language of facts.

**1.3**

1 Reporters need to corroborate and attribute facts in order to protect people's reputations.

2 Journalists need to 'prove' charges against people.

3 Reporters need to ensure that they have at least two reliable sources for a story, and when making a charge, they should interview the accused person.

4 Newspaper readers want newspaper reporters to interpret news stories.

5 Interpretation can be dangerous, as it can lead to guesswork and subjectivity.

6 If there are no facts, interpretations of the same event can be very different.

7 Reporters should not ignore facts.

8 Guesswork is problematic; instead, a reporter should include more facts.

9 Although it can be difficult to find facts, reporters need to try harder to do so.

10 Reporters need to notice detail and body language, but ultimately they need to communicate by reporting facts.

## TASK 4 Summarizing a text

**1**

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

**2 and 3**

> **Sample answer**
> In their text on *Interpretation*, Lanson and Stephens (2008, p.192–3) argue that the growing trend in interpretation in news reporting is worrying, particularly when news reporters offer interpretation based on limited facts. They conclude by stating that facts are essential in news reporting.

## TASK 5 Identifying cohesive words to confirm themes

**1–4**

> **Answers**
> 1  1 attribute  2 better  3 information
> 2  1 documented, attributed, unsupported, unfounded
>    2 reality, interpretation, speculation, guesswork
>    3 transcribe, report, interpret, comment
> 3  1 Words related to facts: *facts, information, sources, records, interview*
>    2 Words related to activities around facts: *corroboration, attribution / attributed, report, double-checked, transcribed, confirmation, investigate*
> 4 These words are essentially evaluative words related to facts and doing things with facts. Further examples from the texts could include: *documented proof, better, trustworthy, needed, of course, credibility*.

## TASK 6 Extracting and noting down key information in texts

**1–5**

> **Answers**
> 1-3, 5
>
> | | | Text 1 | Text 2 |
> |---|---|---|---|
> | 1 | Date of publication | 2008 | 2011 |
> | 2 | Place of publication | USA / New York | Australia / Melbourne |
> | 3 | Genre | textbook, professional handbook | university textbook |
> | 4 | Audience | students of journalism, media analysts | university (?sixth form) students |
> | 5 | Purpose | to present an argument | to present information on recent media trends, and present an argument |
> | 6 | Main topic and themes | reporting, journalism , establishing facts | news publishing / broadcasting, journalism, information, entertainment media, e.g. TV, social media, e.g. Facebook; other themes include the fact/opinion balance in news media |
> | 7 | Main point | facts are essential in reporting the news, despite pressure on journalists and reporters to interpret the news | news has shifted towards entertainment (infotainment) |
> | 8 | Authors' stance | supportive of reporters who present facts | journalists have a key role to play in democracy, identifying malpractice, and connecting with their audience |

> 4 The yellow words are related to new media & infotainment; the blue ones are related to traditional news media.

**6**

> **Sample answer**
>
> In their text '*The infotainment monster that ate the news industry*', Bainbridge, Goc, and Tynan (2011, p.43–4) report how 'infotainment' (i.e. information and entertainment) has begun to sideline traditional media such as TV. They state that while current audiences do to some extent engage with news programmes, they access news through non-traditional outlets such as social media.

## TASK 7 Comparing and evaluating information in two texts

**1 and 2**

> **Sample answer**
>
> Content and commonalities: Both texts make the point about the importance of facts in news reporting; Carl Bernstein is cited in both texts. The first text mentions only news reporting, while Text 2 gives examples of several more modern media technologies such as YouTube and Facebook. The stance of the two author groups varies: the Text 1 authors take the traditional view that the job of journalists and reporters is primarily to report facts, while the Text 2 authors accept that journalists have a role beyond this, and need to find ways of connecting with their audience.

# 4B **Writing** Comparison essays

## TASK 1 Analysing an essay question

**1 and 2**

> **Answers**
>
> 1 *Compare and contrast* – instruction
>   *the presentation of information in two different types of media today* – main topic
>   *focusing on how effectively the information is communicated* – limitation

**3**

> **Answers**
> • Definition and discussion of what we mean by 'effective communication'
> • Selection of media: TV broadcasting, and individually accessible media (blogs, social media)
> • Major types of information presented: news / current affairs; public service info.; personal information

## TASK 3 Researching: selecting relevant material in a source text

**1**

> **Sample answers**
>
> | | |
> |---|---|
> | Date and place of publication | 2011, Melbourne |
> | Context and relevance to essay task | Covers the topic of media & digital revolution, and presents relevant information on recent media trends through a relevant argument; certain media are mentioned, e.g. social media, which may be selected as one of the media types. |
> | Main point(s) | that the recent digital revolution has resulted in a serious decline in TV viewing |

**2**

> **Sample answers**
>
> Relevant information: newspaper circulation figures have declined; YouTube and Facebook have to some extent taken their place; the future of communications is 'user-led'.

**3**

> **Sample answers**
>
> Bainbridge, Goc, and Tynan (2011, p.45) report that the future of communications is 'user-led'.
>
> It has been argued that YouTube and Facebook have to some extent taken the place of newspapers (Bainbridge, Goc, and Tynan, 2011).
>
> The impact of the digital revolution on news viewing patterns suggests that newspapers are in terminal decline (Bainbridge, Goc, and Tynan, 2011).
>
> YouTube and Facebook have to some extent taken the place of television.

## TASK 4 Comparing and evaluating ideas

**2**

> **Sample answers**
>
> 1 Partly – although the text states that newspaper circulation figures have been declining, it doesn't mention online content, which is growing.
> 2 It is relevant, but limited and not well evaluated (see below).
> 3 Limited – the extract relies on one main source (Sorensen, 2007).
> 4 The writer does not appear to evaluate these citations effectively.
> 5 The text it does not mention that these newspapers' online content is expanding.

## TASK 5 Comparing specific points across multiple texts

**1**

> **Sample answer**
>
> Lanson and Stephens (2008, p.191) argue that news reporters should position facts above all other considerations, including their opinions, and resist pressure to do otherwise.

**2**

> **Sample answers**
>
> | | | Text 1 | Text 2 |
> |---|---|---|---|
> | 1 | Date of publication | 2011 | 2008 |
> | 2 | Place of publication | Melbourne | New York |
> | 3 | Genre | university textbook | textbook, professional handbook |
> | 4 | Audience | university / older high-school students | students, journalists, media analysts |
> | 5 | Purpose | to present information on recent media trends, and present an argument relating to the same topic | to present an argument (relating to the topic of reporting facts) |
> | 6 | Main topic & themes | media & digital revolution | news reporting & facts and interpretation |
> | 7 | Main point | that the recent digital revolution has resulted in a serious decline in TV viewing | that news reporters should position facts above all other considerations, including their opinions, and resist pressure to do otherwise |
> | 8 | Specific media mentioned | newspaper, social media, television | blog, talk TV, news (implicitly newspapers) |

**3**

> **Sample answers**
>
> *Evaluative language*
>
> Text 1: significant impact, dramatic impact, decline, phenomenon, dubious quality, trend, no one … / no one …, user-led, fundamental shift
>
> Text 2: suspicious, solid fact, uncomfortable … predictions, speculations, attempts at mind reading, evasions, distortions, piecing together (positive connotation), voicing an opinion, struggle, urgent, not that much clearer, ultimately, facts do matter
>
> *Explanation of how the evaluative language demonstrates the authors' stance:* This language helps express the authors' stance in relation to the specific media mentioned in each text. In Text 1, the authors appear to accept that the new media are bringing about a revolution, while in Text 2, the authors are suspicious of the new media and opinion-based media; they support the primacy of facts in news reporting.

**4**

> **Sample answer**
>
> Text 1 argues for the decline in TV; Text 2 emphasizes the production of news and the importance of facts rather than opinion which is associated with blogs, etc.

## TASK 6 Focusing back on the essay question

**1**

> **Sample answers**
>
> 1 Agree: the essay title explicitly states 'two different types'.
> 2 Agree: although no geographical perspective is explicitly stated in the title, this kind of essay title allows the student to limit their answer, e.g. geographically / historically / culturally.
> 3 Agree, depending on the context: academic essays require support, although at lower levels / ages this is less expected.
> 4 Agree: ultimately writers should develop their 'voice', which is related to their style and way of selecting and presenting their material.

## TASK 7 Structuring an essay

**1 and 2**

> **Answers**
>
> 1 a present evaluation at the end of the essay: essay 1
>    b integrate evaluation throughout the essay: essays 2 and 3
> 2 a have a 'theme-driven' focus: essays 2 and 3
>    b offer a 'media types-driven' focus: essay 2

# 4C Listening
## Presentations (1)

## TASK 1 Identifying and explaining key components in a poster

**1**

> **Answers**
>
> a 4  b 1  c 2  d 3  e 5

## TASK 2 Comparing a poster and a poster presentation

**1** ▶4.1

> **Sample answers**
>
> <u>Section 1</u>
>
> Knowledge Transfer (KT):
> - the exchange and dissemination of knowledge and information
> - particularly associated with research universities
> - increasingly being recognized as valuable activity
> - at the heart of activities at universities (e.g. lecturers & professors are disseminating knowledge & information through their lectures and seminars, also disseminating to a wider audience, through their publications, which are reaching a global audience)
>
> Publications:
> - essentially global
>
> <u>Section 3</u>
>
> Open access journals
> - free at the point of use: users, e.g. students / public don't pay
> - users (e.g. university libraries) had to pay for journals in the traditional model
> - important to maintain quality → content is peer-reviewed, i.e. other researchers, from the same subject area, review the work
> - plagiarism detection is easier – using anti-plagiarism software
>
> <u>Section 2</u>
>
> Universities
> - need to look at what they do with innovation
> - the cycle starts: direct investment in educational research → the development of increased levels of research in universities & emergence of high-tech companies → an increase in economic competitiveness → economic growth → more money for investment

**2**

> **Answers to extension task**
>
> Section 1 extra information:
> - KT is increasingly being recognized as valuable activity
> - at the heart of activities at universities (e.g. lecturers & professors are disseminating knowledge & information through their lectures and seminars), also disseminating to a wider audience, through their publications, which are reaching a global audience
>
> Section 3 extra information:
> - users (e.g. university libraries) had to pay for journals in the traditional model
>
> Section 2 extra information:
> - universities need to look at what they do with innovation

**3** ▶4.2

> **Answers** (comparative and evaluative language in **bold**)
>
> 1 KT is **increasingly** being recognized as being **a valuable activity**, as I say particularly by researchers and developers in universities.
>
> 2 And **increasingly** publications are reaching a **truly global** audience.
>
> 3 Yes, **in the past** publications tended to be more restricted in their reach, whereas nowadays they're **essentially global** – in terms of their access but also in terms of their authors, the researchers who write for them.
>
> 4 **This contrasts with** the more traditional model, which is on a payment basis – journals were published in print form only, **which can be expensive**, and you had to pay.

## TASK 3 Listening to a question and answer stage

**1**

> **Sample answers**
>
> The first quotation means: Britain needs more innovation, which is vital in increasing the country's wealth. It needs to invest in knowledge, and use knowledge in business and services.
>
> The second quotation means: University research is very important in contributing to business innovation, although it shouldn't be too commercialized so as not to threaten company research.

**2** ▶4.3

> **Answers**
>
> Question 1: What they're saying is that universities are expensive and they are a vital part of a country's knowledge base. And universities are also vital in coming up with innovation. As the quote says, innovation is essential to Britain's growth and economic development.
>
> Question 2: I don't think they're saying we shouldn't have knowledge for its own sake, but that the country needs to invest more, and invest more wisely.
>
> Question 3: Universities have a central part to play in research, and creating value and so on, but they should remember that they are universities, not companies. Perhaps it's best to leave companies to get on with more market-focused products, and allow universities to flourish in the more traditional areas of original thought and freer research.

**3 and 4** ▶4.4

> **Answers**
> - greater investment in digital publishing & open access publishing
> - publishers are not going to give all their content away
> - more open access publishing compared with more restricted, expensive publishing for those who can pay for it

# 4D Speaking
## Presentations (2)

### TASK 1 Critical thinking – selecting a topic

**1 and 2**

> **Sample answer**
>
> 2 It is important for a poster to have a reasonable balance between text and visuals; a very wordy, text-heavy poster is likely to be seen as unattractive and off-putting for many potential viewers. Therefore a visual dimension is highly desirable. Certain abstract concepts can be challenging to represent in partly visual form. Of the topics in 1.1, an argument for a specific approach could be difficult, as could a detailed analysis of works of literature (as in the Student's Book example). This is partly because arguments and analyses are associated with text – both written and spoken text – which tends to be dense and abstract.

# 4E Vocabulary Variety

### TASK 1 Understanding how synonyms alter meaning

**1**

> **Sample answers**
>
> 1 *traditional* (*conventional* and *mainstream* would seem awkward as both YouTube & Facebook are quite usual or normal nowadays)
>
> 2 *conventional* or *mainstream* (*traditional medicines* would include things such as herbal remedies, i.e. those used before the development of Western, science-based medicine)
>
> 3 *traditional* (this suggests a cultural perspective in which a *traditional practice* is viewed as somewhat old-fashioned or not necessarily in line with modern ideas)

**2 and 3**

> **Sample answers**
>
> 2 a **range** – many / several different types of a thing (emphasis on the number of things) – *a wide range of activities*
>    **choice** – different things you can choose from – *the choice of treatment / method*
>    **diversity** – many things that are very different from each other (emphasis on the differences) – *genetic / cultural / ethnic diversity*
>
>   b **disclose** – to make something known (usu. sth to do with the speaker / writer) – *disclose personal information*
>    **uncover** – to discover sth previously unknown (sth to do with sb else) – *uncover evidence about sth*
>    **leak** –to make secret information public (journalism) – *leak documents to the press*
>
>   c **analyst** – a person who studies a particular area and gives their opinion, esp. finance or business – *a financial analyst*
>    **critic** – a person who expresses an opinion about a book, film, etc. – *a literary critic*
>    **commentator** – a person who is involved in a particular area and gives their opinion, esp. on politics or society – *an influential commentator on US foreign policy*
>
>   d **information** – things that you know, read, or find out about; a very general word – *For more detailed information, see …*
>    **data** – information that has been gathered to find out about sth, esp. as part of research – *research data*
>    **statistics** – numerical information gathered about sth to perform calculations – *government statistics on homelessness*

### TASK 2 Using antonyms to avoid negatives

**1 and 2**

> **Sample answers**
>
> 1 … in the news media is **vague** / **ambiguous**.
>
> 2 … there was a **more limited** / **narrow** range of news media …
>
> 3 … on people's **irrational** fears.
>
> 4 … who have / with a **conservative** approach to …
>
> 5 … he was clearly **tense** and **reluctant** to …
>
> 6 … which they condemn as **unreliable**.

# UNIT 5 Patterns

## ACADEMIC FOCUS: CITATION AND REFERENCING

### DISCUSSION

**1**

> **Suggested definitions** (from *Oxford Advanced Learner's Dictionary*)
>
> **cycle**: a series of events repeated many times, always in the same order
>
> **distribution**: the way that something is shared or exists over a particular area or among a particular group of people
>
> **structure**: the way in which the parts of something are connected together, arranged, or organized
>
> **tendency**: a new custom that is starting to develop
>
> **trend**: a general direction in which a situation is changing or developing

## 5A Reading Journal articles (2)

### TASK 2 Identifying arguments from sources

**1**

> **Answers**
>
> genre: academic journal article
>
> audience: academics / students in Sociology
>
> purpose of the text: to compare different ways that poverty is / can be measured across the EU
>
> date of publication: 2010

**2**

> **Sample answers**
>
> Issues and problems raised:
> - measuring absolute vs relative poverty
> - the differences in standards of living between the richest and poorest member states make comparisons difficult
> - relative measures reflect wealth inequalities not necessarily poverty
> - low income doesn't take account of other factors (for example, how much government support is available for those on low incomes or the availability of free health care in one country but not another)

**3**

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

**4**

> **Sample answers**
>
> **a** Townsend (1979), The European Commission (2004)
>
> **b** Guio (2005), Förster (2005), Nolan & Whelan (2007)
>
> **c** Fahey (2007), Brandolini, (2007), Kargas & Ritakallio (2007)

### TASK 3 Recognizing different types of citation

**1 and 2**

> **Sample answers**
>
> **a** **a short quotation**: Townsend's (1979) definition of poverty as 'exclusion from ordinary living patterns and activities due to lack of resources'.
> Reason: see example
>
> **b** **a long quotation**: … by the European Commission in the following terms: An absolute notion is considered less relevant for the EU for two basic reasons. [...] which tends to vary considerably across countries (European Commission, 2004).
> Reason: a long quote from a key authoritative source (the European Commission) to establish the current situation
>
> **c** **a paraphrase**: Förster (2005, p. 32) notes that the labelling of the relative income measure as 'at risk of poverty' reflects the tendency of governments to interpret it as an indicator of inequality in income distribution rather than as a measure of poverty as such.
> Reason: explanation of a specific point
>
> **d** **a summary**: Fahey (2007) argues for the development of an EU-wide measure alongside a nationally relative measure
> Reason: a summary of a whole argument
>
> **e** **a footnote**: 1. For a recent review of this evidence, see Nolan and Whelan (2007).
> Reason: the reference is not directly relevant, but may be of interest to the reader
>
> **f** **more than one reference**: … recent exercises of this sort include Brandolini (2007) and Kangas and Ritakallio (2007).
> Reason: examples of several studies that give evidence for this point

**3**

> **Sample answers**
>
> **a** a summary
>
> **b** several references as evidence for a point
>
> **c** a short quotation
>
> **d** a paraphrase + short quotation
>
> **e** a footnote

**4**

> **Sample answers**
>
> - A longer quotation (such as from the European Commission in Text 1) is indented and has space before and after.
> - Where the source of a citation appears at the start of a sentence (and may be slightly separated from the actual citation), the full reference is repeated directly after to make it completely clear – see long European Commission quote in Text 1 and Alan Greenspan quote in 3c.
> - Where a citation continues over more than one sentence (as in 3d), reference reminder language is used to make it clear that the ideas in the second sentence come from the same source – 'the Forum's report goes on to stress' – see more on reference reminder language in Unit 6B.
> - Where the whole reference is shown in brackets, there is a comma between the name and the date (Greenspan, 2003).
> - Where a page number is shown, there is a comma after the date, before the page number – Forster (2005, p.32).
> - Where more than one reference is shown in brackets, they are separated by semi-colons (Sastry, 2004; Machado & Hill, 2005 ...).
> - et al. can be used where there are more than three authors of a single text – the names of all the authors are shown in the reference list though.

## TASK 4 Differentiating between cited material and comment

**1 and 2**

> **Sample answers**
>
> **1** **a** An absolute notion is considered less relevant ...
>    **b** (European Commission, 2004)
>    **c** *relies heavily on* ('heavily' suggests maybe 'too much'), *purely relative* ('purely' suggests is doesn't take other possibilities into account), *has been justified by* (you only need to 'justify' something that can be criticized)
>
> **2** The alternative version has the evaluative language removed so presents a more neutral stance. Note the difference in connotation between 'justify' and 'explain'.

**3**

> **Sample answers**
>
> **a** *It is **important** to remember however ...* shows that the writer is pointing out what they consider to be an important limitation of something that has gone before.
>
> **b** Neutral
>
> **c** Fairly neutral – although choice of the reporting verb *warning* – suggests that this is a bit alarmist.
>
> **d** *but similarly **cautious*** – writer's comment making a comparison (to a previous citation) and evaluation; ***Appropriately**,* – evaluative adverb shows writer's stance, i.e. there are solutions to the problem, it isn't as bad as Greenspan suggests.
>
> **e** Neutral

## TASK 5 Identifying supporting evidence from sources

**1**

> **Answers**
>
> Points mentioned: 1, 2, 3, 5, 6, 7
>
> Points not in text: 4 & 8

**2 and 3**

> **Answers**
>
> **2** **1** No citation
>    **2** Bosch *et al.*, 1994
>    **3** No citation
>    **5** Blossfeld and Hakim, 1997; Rubery *et al.*, 1999; Blossfeld and Drobnič, 2001
>    **6 & 7** Gershuny, 2000; Anxo *et al.*, 2002
>
> **3** b

## TASK 6 Understanding focus in citations

**1 and 2**

> **Sample answers**
>
> **1** Text 1: a & d
>    Text 2: b & c
>
> **2** Text 1 contains more citations, more quotations and paraphrase, and more focus on authors as it is presenting potentially controversial arguments and stances which need to be clearly attributed.
>
>    Text 2 contains fewer citations, mostly in the form of general summaries, with a focus on content rather than author, because it is presenting general background information, much of which is common knowledge and fairly uncontroversial.

# 5B Writing Citation

## TASK 1 Critical thinking – why do we reference sources?

**2**

> ### Sample answers
> 1 is less persuasive because it doesn't contain any citations; less clear because the ideas are not well explained.
>
> 2 & 3 both include citations to support the key idea.
>
> 2 contains more comment and explanation to explain the wider relevance of the example cited.
>
> In 3 the cited material is just dropped in without comment or explanation.

**3**

> ### Answers
> 1  no citation (see note above re. plagiarism)
> 2  paraphrase – content–author
> 3  quotation & paraphrase – author–content

## TASK 2 Attributing citations

**2 and 3**

> ### Sample answers
> **1 and 3 a** This is always plagiarism.  **b–d** These all constitute plagiarism **if** the source is not attributed using appropriate referencing conventions.
>
> **Note: b** To cut and paste a whole paragraph into a student essay would probably only be appropriate on rare occasions, even if correctly attributed.
>
> **c** (short quotes) and **d** (paraphrase / summary) are, of course, encouraged when correctly attributed.

**4**

> ### Sample answers
> **Reasons for plagiarism**:
> • Not understanding the concept of attributing sources
> • Not understanding how to use referencing conventions correctly
> • Not keeping a track of reading and source details accurately
> • Not understanding what counts as common knowledge and what needs to be attributed
>
> **Intentional plagiarism** is where the student knows they are cheating.
>
> **Accidental plagiarism** is where the student forgets to add a reference (because of poor note-keeping, etc.), wrongly assumes that something doesn't need a reference (i.e. it is common knowledge or a common phrase), or doesn't make their referencing clear enough.
>
> Teachers and examiners can easily **spot plagiarism** because:
> • they are generally familiar with the literature in their subject, so spot others' ideas / language
> • plagiarized content generally doesn't match the student's writing style so stands out 'like a sore thumb' and can easily be cut and pasted into a search engine to check the source
> • institutions now use software to spot plagiarism (such as TurnItIn).
>
> **Penalties for plagiarism** (at UK institutions) can vary from the individual piece of work receiving an automatic 'fail' grade to the student being expelled from their course.

## TASK 3 Avoiding plagiarism

**1 and 2**

> ### Sample answers
> 1  This is completely plagiarized. Much of the language is completely lifted from the original with no attribution.
> 2  Correct in-text references, good paraphrasing, and appropriate comment / explanation.
> 3  Mostly correct in-text references. Accurate and correctly attributed quotation (although no page number). The second sentence starts with 'They' to show that it's from the same source (could possibly add *ibid* at the end to be even clearer). However, the final two sentences are copied almost word-for-word from the original – without the use of quotes, this could also constitute plagiarism.

## TASK 4 Varying reporting structures

**1**

> ### Answers
> 1 proposed   2 placing   3 developed   4 made
> 5 provides   6 gave   7 offers   8 presented

**2**

> **Answers**
> 1 b  2 e  3 a (f also possible)  4 d  5 c  6 f

## TASK 5  Citing accurately from sources

**1 and 2**

> **Sample answers**
>
> **Text 3**: Thorup *et al.* (2010, p. 320) predict that with the development of a global tracking system for small animals, the resulting research will 'enable a quantum step forward in our understanding of bird migration'.
>
> **Text 4**: Research has shown that ant foragers are able to learn the location of a renewable source of food and employ systematic strategies to locate it if it is moved (Schultheiss & Cheng, 2012).
>
> **Text 5**: Starks *et al.* (2004) describe how bees are able to control the temperature inside their hive by contracting their muscles or fanning their wings.

## TASK 6  Citing from secondary sources

**1**

> **Sample answers**
>
> A **primary source** reports directly on new research or presents new ideas.
>
> Note: In the case of new research, this is often in the form of a journal article, but a book (such as a monograph) could also present new thinking, theories, etc. As Text 6 is from the field of biosciences, it assumes that primary sources will all be in the form of journal articles rather than books, but this is not always the case in other disciplines.
>
> A **secondary source** reports ideas from another (primary) source. Textbooks aimed at students will invariably be secondary sources.
>
> **Misrepresentation** is where ideas are changed in the process of reporting them. The writer reporting an idea (in a secondary source) may have misunderstood the original source, they may have explained it poorly, or may have just made an error in reporting. Sometimes a writer may only select certain information from a source that supports their point, so that their reader doesn't see the full picture without reading the primary source for themselves.

**2**

> **Answers**
> 1 Fahey, 2007, as cited in Whelan & Maitre, 2010
> 2 Bosch *et al.*, 1994, as cited in Anxo *et al.*, 2007
> 3 Sorensen, 2007, as quoted in Bainbridge, Goc & Tynan, 2011

## TASK 7  Identifying, recording, and using references in writing

**1–3**

> **Answers**
> 2 d  5 b  8 c  10 a

# 5C  Listening  Lectures (4)

## TASK 1  Critical thinking – activating real-world knowledge

**2**

> **Suggested categories**
> (others could be argued for)
>
> negative economic events: *crash, crisis, depression, recession*
>
> economic problems (effects of above): *deficit, inflation, turbulence, unemployment*
>
> positives in an economy: *development, growth, recovery*
>
> political attitudes / policies: *laissez-faire, orthodoxy, policy*

## TASK 2  Making notes on a chronological sequence

**1 ▶5.1**

> **Answers**
>
> | 1929 | Wall Street Crash & Great Depression |
> |---|---|
> | 1945 | end of WWII |
> |  | establishment of World Bank / IMF |
> | 1945–1973 | Golden Age of Capitalism & sustained economic growth |
> | 1979–2009 | deregulation & 'capitalism unleashed' |
> | 2009 | global recession |

## TASK 3  Recognizing citations in a lecture

**1 ▶5.2**

> **Sample answers**
> 1 end of WWI (1918) to 1936
> 2 after WWI Britain and France were imposing huge reparations on Germany to pay them back for the damage caused during the war
> 3 Keynes argued that this was economically wrong and that the reparations would prevent the German economy from recovering and so cause social and political problems in that country – which, of course, it did.

**2 and 3** ▷5.3

> **Sample answers**
>
> **2**
> * *The Economic Consequences of the Peace* – end of WWI, demand for reparations from Germany
> * another pamphlet (title & date not given) – Churchill's decision to go back to the Gold Standard
> * *The General Theory of Employment, Interest & Money*, 1936 – the Great Depression
>
> **3**  **1**  See above
>      **2**  The lecturer may give the reference details at the end of the lecture, otherwise, these sorts of details are easy to check if students are interested.

## TASK 4  Recognizing different styles of spoken citation

**1**

> **Answers**
>
> **N.B: reporting verbs shown in bold**, Keynes' works <u>underlined</u>
>
> **Keynes warned against saying that** was just old economic orthodoxy
>
> so after the First World War when **Keynes wrote** <u>his first famous pamphlet called *The Economic Consequences of the Peace*</u>, where **he warned that** the peace agreement …
>
> Keynes wrote <u>another pamphlet</u> **saying** the economic consequences of Mr Churchill, **warning that** again would …
>
> **Keynes warned that** the world just doesn't work like that …
>
> And then most famously in 1936 <u>Keynes published his major work, *The General Theory of Employment, Interest & Money*</u>, where **he basically said that** economies don't naturally return to equilibrium
>
> that was the first thing **he said** which, which quite radical at the time,
>
> **Keynes warned that** actually cutting the budget deficit
>
> and **Keynes said** it, it must be government spending,
>
> **Keynes said that** you can't force people to borrow
>
> so he likened, **Keynes likened** having a low interest rate …
>
> so **Keynes said** you must use fiscal policy …

**2** ▷5.4

> **Answers**
>
> **1**  Friedrich Engels and (Karl) Marx
> **2**  Engels's book *The Condition of the Working Class in England in 1844*
> **3**  **Friedrich Engels**, in the turn of the, the middle of the nineteenth century, **wrote about** the condition of the working class in England; but **Marx and Engels**, his co-worker, **noted** the great levels of poverty amongst many of the working class people; So **in his book, written in 1845 called** *The Condition of the Working Class in England in 1844*, **Friedrich Engels looked very closely at** city structures and **he noted that** 'in every great city …'

# 5D  **Speaking** Teamwork

## TASK 2  Planning a group research project

**1 and 2** ◀))5.5

> **Answers**
>
> **1**  Task: Research a person who *has been influential in their subject area*
>     Objective: Present a short *profile*
>     Possible subjects:  **1**  Schrödinger   **2**  *Marconi*
>     **3**  *Prof. Stephen Hawking*
> **2**  Schrödinger was rejected because his field (quantum mechanics) was too obscure and difficult to explain to a general audience. Marconi was rejected because although he was a well-known name, he was involved in a lot of different areas and so a simple profile would be difficult to compile.

**3** ◀))5.6

> **Answers**
>
> **1**  Basic biographical data, an overview of his most important work (but not details).
> **2**  They will all research the same information but in different sources.

## TASK 3  Preparing and giving a group presentation

**1**

> **Sample answers**
>
> **5.5**  Minimizing: 1, 2, 4, 6, 7, 8
>      Maximizing: 3, 5, 9, 10
>
> **5.6**  **I guess** the basics **would** be date of birth and …
>      This is an academic profile, **isn't it**?
>      So **I think** that **would** be relevant in this case.
>      … we **don't need** to go into lots of detail.
>      We **just need to** outline his most important work.
>      **It's important we don't** get bogged down …
>      **Perhaps** we **could** all just choose …
>      So it **might** be helpful starting point
>      Anyway I **could** check the University website …

# 5E **Vocabulary** Lexical patterns

## TASK 1 Recognizing verb + verb patterns

**1 and 2**

> **Answers**
>
> 1 g  2 d  3 f  4 c  5 a  6 e  7 b
>
> Group 1: 1, 3, 4, 5 – verb + particle (preposition / adverb) + *-ing*
>
> Group 2: 2, 6, 7 – verb + object (somebody) + to do

**3**

> **Answers**
>
> benefit from, concentrate on, persist in + *-ing*
>
> invite, permit, persuade + sb + to do sth

## TASK 2 Identifying and using clause patterns

**1 and 2**

> **Answers**
>
> 1  argue that
>
> 2  anticipate how
>
> 3  uncertain whether
>
> 4  conclude that
>
> 5  reasons why
>
> 6  questionable whether
>
> 7  unaware that
>
> 8  establish how

## TASK 3 Identifying repeated patterns to decode long sentences

**1**

> **Answers**
>
> 1  It is **unclear if** the behavior is opportunistic — that is, **if** any individual will do it — or **if** the behavior is specific to a class of honey bee workers.
>
> 2  Data presented here **suggest that** males avoid heat shielding, **that** worker bees … are most likely to heat-shield, and **that** the behavior is very sensitive to context.
>
> 3  The migratory orientation program **is considered to be** very important for the survival of individual birds and **to have** a strong impact on the evolution of migration routes.

# UNIT 6 **Responsibility**

## 6A **Reading** Reports

### TASK 1 Understanding the structure of a report

**1**

> **Sample answers**
>
> Main purposes: *to add to human knowledge*; *to inform*; *to persuade*; *to present an argument*
>
> The main purpose of a report is not to explain – secondary sources such as textbooks are more suited to that purpose. Also, they are not concerned with entertaining.

**2 and 3**

> **Sample answers**
>
> | Section heading | Purpose of section |
> | --- | --- |
> | 1 Abstract | to give an overview of the whole report including its conclusion |
> | 2 Introduction | to introduce the topic and context, brief background information and a rationale for the research |
> | 3 Literature review | to present an overview of relevant recent research in the field |
> | 4 Background | to give background information and a rationale for the research |
> | 5 Method | to describe how the research was carried out |
> | 6 Results | to summarize the findings of the research |
> | 7 Discussion | to interpret and evaluate the results and their significance |
> | 8 Recommendations | to make suggestions for further work in the area |
> | 9 Conclusion | to restate the main findings and discussion points |
> | 10 Appendix | to present any extra relevant material, such as raw data, which is not necessary / too long to include in the body of the report |
> | 11 References | to list the sources used in the report |

**4**

> **Sample answers**
>
> Abstract - briefly summarizes the whole report
>
> Literature review - summarizes (selectively) the main points in the relevant literature
>
> Results - possibly summarize the main results (though all the results should be reported)
>
> Conclusion - summarizes and restates the main findings and discussion points

**5**

> **Answers**
> 1 Background
> 2 Method
> 3 Results
> 4 Conclusion

**6**

> **Sample answers**
> - The Method and Results sections are objective, and should not include opinion of the writer / researcher.
> - The Recommendations and Conclusion are more subjective, in that they are the appropriate place for offering interpretation (which is subjective) and ideas for future work in the field. The Discussion has significant elements of subjectivity because this is where the writer can pick up on different aspects of the research and the results: selectivity is subjective because different people can select different things. The Literature review can be selective in what is included (i.e. this is subjective).

### TASK 2 Identifying objective language in a text

**1**

> **Answers**
>
> | | |
> | --- | --- |
> | 1 were examined | 6 are |
> | 2 were examined | 7 perform |
> | 3 are presented | 8 are reported |
> | 4 compared | 9 emerges |
> | 5 shows | 10 reduce |

**2**

> **Sample answers**
>
> The choice of the active or the passive is determined by the subject of the verb, and whether it is 'doing' the action or 'having the action done to it'. For example, in gaps 1 and 2, the action of 'examining' is done by the authors of the text, not the subjects of the sentences (i.e. 'private vehicles' and 'the same scenarios'), therefore the verbs are in the passive (it is not necessary to state who did the action because it is obvious from the context). For similar reasons, gaps 3, 4, and 8 are in the passive. The verbs in the remaining gaps are in the active because in each case the subject of the verb is 'doing' the action, i.e. in 5 Figure 1 actually shows the information stated; in 6 the emissions are lower; in 7 it was the electric vehicles which in fact performed well; in 9 the pattern emerged, and in 10 the type of vehicles stated reduced the emissions.

## TASK 3 Comparing and contrasting report abstracts

**1**

> **Sample answers**
>
> | | Text 1 | Text 2 |
> | --- | --- | --- |
> | **Context** | UK city council – adoption of low-emission vehicle fleet | *Global algae production for biodiesel as an alternative to petrodiesel production* |
> | **Aim** | *To present a study of low-emission vehicle adoption in a UK city* | To present the results of a case study of algal biodiesel and evaluate its competitiveness |
> | **Conclusion** | Low-emission vehicles achieved reduced air pollution and health benefits | *Algal biodiesel could replace petrodiesel entirely; it should be commercial by 2018* |

## TASK 4 Using report structure to find information

**1 and 2**

> **Sample answers**
> - evidence and arguments for the development of algae diesel – *likely to be included, as this is the title and main aim of the article*
> - points in support of other (i.e. non-algal) alternative energy technologies – *unlikely to be covered, as the aim of the article is to argue for algae as a potential replacement for diesel, and not to discuss a wide range of other alternative energy technologies*
> - a comparison of different types of algae – *probably not relevant, though this topic might briefly come up*
> - an analysis of the cost of algae biodiesel compared to conventional diesel – *highly likely to be discussed, as the reader would expect the relative costs of the two technologies (algae and diesel) to be covered*
> - a comparison of carbon emissions by various types of fuel – *likely to be included, but with certain limitations as the main focus is algae and diesel*

**3**

> **Answers**
> 1 Introduction: d
> 2 Background – Why use algae?: b
> 3 Method: e
> 4 Results & discussion: c
> 5 Conclusion: a

**4**

> **Answers**
>
> The main pieces of background information are repeated in both texts, i.e.
> - that algae has potential as a biofuel source
> - that currently it is inefficient / uneconomic.
>
> New information in the conclusion:
> - 'several major advantages' of algae mentioned; also that it can be produced on a large scale.
>
> Discrepancies between abstract and conclusion:
> - the main finding that biodiesel will be competitive (cost-effective) is repeated, but the date is different (2018 in the abstract / 2020 in the conclusion)
> - the finding that greenhouse gas emissions would be reduced is repeated, but the amount is different (by '~5%' in the abstract) / '4–5%' in the conclusion).

**5**

> **Sample answers**
>
> Reading the abstract and conclusion of a report gives a very useful overview of the whole report, and is particularly useful in deciding whether to use the text in your own writing / research.

## TASK 5 Critical thinking – identifying assumptions in a text

**1**

> **Answers**
> a is an assumption
> b is a finding based on the authors' research

**2**

> **Answers**
> The text makes assumptions 1 and 3, but not 2.

**3**

> **Answers**
> Assumption 1 is made. Items 2 and 3 are not mentioned.

**4**

> **Sample answers**
> The answers depend on the person's stance: many scientists believe that vehicle emissions contribute to climate change, though this is not proven and many do not believe it; there is a growing body of evidence linking conventional vehicle emissions with ill health effects.

## TASK 6 Asking critical questions about a text

**1**

> **Answers**
> Context: international; aviation $CO_2$ emissions
> Aim: to encourage global sectors to work together to reduce aviation $CO_2$ emissions
> Conclusion: not explicitly stated

**2**

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

## TASK 7 Independent research – searching for reports

**1**

> **Sample answers**
> 1 Agree: this is one of the main purposes of abstracts, although some abstracts are more helpful than others.
> 2 Partly agree: abstracts generally offer most of this information in brief, though the rationale may be implicit in the background information – it should be expanded on more in the introduction.
> 3 Possibly agree: you would need to read a number of Discussion sections to evaluate this statement. Many Discussion sections are likely to be angled in favour of the authors' thesis / hypothesis and may not be as balanced as possible.
> 4 Partly disagree: the Conclusion may be very brief and only re-state the main points, perhaps with one or two limitations / recommendations for future research. The interpretation may be in a dedicated section with that title, or be part of the Discussion section.
> 5 Disagree: this depends on the type of essay. Citing one or two reports in itself may not be sufficient; a fuller literature review may be necessary, depending on the aims and word count.

## TASK 1 Identifying topic and main points of a text

**2**

> **Answers**
> • Topic: consumer preferences for local production
> • Context: consumer willingness to buy a food product in the USA – Kentucky and Ohio
> • The main point: consumers seem willing to pay for locally-produced food products

## TASK 2 Preparing, writing, and evaluating a summary

**1**

> **Answers**
> Stage: *b*
> Inappropriate stages:
> • Copy down sentences from the text to use in your summary – the summary should use the writer's own language as far as possible.
> • Add your own evaluation of the material to complete the summary – this is inappropriate for a summary because it is adding material that is not in the original text.

**2**

> **Answers**
> The following terms relate mainly to content: 1 contextualized; 2 complete; 3 correct
> The following terms relate mainly to language: 5 clear; 6 creative
> Item 4, concise, relates both to language and content.

**3 and 4**

> **Sample answer**
> Hu, Batte, Woods, and Ernst (2012) investigated consumer preferences for value-added food products in two states in the USA. They found that certain US consumers are willing to support and pay more for locally-produced and other 'value-added' food such as organic.

## TASK 3 Analysing the structure of a text for a summary

**1 and 2**

> **Sample answers**
> 1 c – b – a – e – d
> 2 1 c  2 b  3 a  4 e  5 d

## TASK 4 Analysing and evaluating a student summary

### 1 and 2

> **Answers**
>
> **1** c  a  d  b
>
> **2** There is no statement to gain the reader's interest (item c in 3.1), because this is unnecessary in a summary.

### 3

> **Sample answers**
>
> In their article *[topic of article]*, *[name(s) of author(s)]* present their research into *[area of research]*.
>
> *[name(s) of author(s)]* focus particularly on *[main focus]*, defined as *[definition]*.
>
> The authors note the *[key background information]*, but cite the limited research into *[statement of gap in the research]*.
>
> They propose *[their main proposal]*.
>
> Their research findings indicate that *[main findings]* particularly in terms of *[first detail of findings]* and *[second detail of findings]*.

### 4

> **Sample answers**
>
> **1** The author selects synonyms for all the items except technical terms, i.e. 'product'. In general, technical terms are not paraphrased and there are usually no synonyms available.
>
> seek out – *locate*
>
> paucity of research – *limited research*
>
> product – *product*
>
> perceived – *view*
>
> willingness to pay – *willingness to pay / which they are prepared to pay more for*
>
> attribute – *qualities*
>
> heterogeneity – *variations*
>
> **2** a – they are technical terms

### 5

> **Sample answer**
>
> The summary is complete in that it contains all the main points of the original text. Also, it is correct, clear, and creative (it uses the student's own language where possible). Regarding conciseness, it could be shortened slightly, which is a point picked up on in Task 5.

## TASK 5 Writing a shorter summary

### 1–3

> **Sample answers**
>
> **1** Paragraph 1: research on farmers' markets in the USA → shows they benefit diversity and help develop localization
> Paragraph 2: new CSA model → potentially minimal impact, but influence of CSA farms on consumer buying habits needs further research
> Paragraph 3: summary of research from 2002 on CSA farms in the USA → raises various questions for future research into regional impact of local food selling
>
> **2** Brown and Miller (2008) reviewed previous research into farmers' markets and Community Supported Agriculture (CSA) in the USA. They reported research by Gillespie et al. (2007), which shows that farmers' markets benefit diversity and help develop localization and the development of a localized food system. Brown and Miller go on to evaluate the new CSA model, concluding that it has so far had potentially minimal impact. They acknowledge that the influence of CSA farms on consumer buying habits needs further research. Finally, their summary of research from 2002 on CSA farms in the USA raises various questions for future research into regional impact of local food selling.
>
> **3** Brown and Miller (2008) reviewed previous research into farmers' markets and Community Supported Agriculture (CSA) in the USA. They found that farmers' markets benefit diversity and localization, and that the CSA model has had minimal impact, but needs further research.

### 4

> **Sample answer**
>
> Longer summary: integrated into a literature review in a longer text (e.g. research essay, dissertation).
>
> Shorter summary: integrated into a shorter written text – an essay or paper; or a spoken text – a presentation or seminar discussion.

## TASK 6 Referencing in summaries

### 1

> **Answers**
>
> The first reference to the source in this extract is: *Gillespie et al.* (2007). This is followed by reference reminder language: *they …The authors found … In addition …* (*Gillespie et al., 2007*) … *The authors' final point is that …*

## TASK 7 Incorporating summaries into a literature review

**1–3**

> **Sample answers**
>
> 1 The rewritten student summary is clearly slightly shorter; it starts with the authors' names and gets to the point of their research. Certain material is deleted from the first summary: the reference to and definition of 'locavores'; and the detail of food market growth in the USA. These changes are partly to reduce the wordcount, and partly because they add an unnecessary amount of detail for the purpose of the new summary, i.e. to incorporate as part of a literature review.
>
> 2 **Consumer attitudes to buying local food**
> A number of researchers have conducted studies related to consumer attitudes to buying local food. Hu, Batte, Woods, and Ernst (2012) found that consumers in the USA are willing to pay more for 'value-added' foods, such as locally-produced and organic. Further research by Thilmany, Bond, and Bond (2008) looked into the buying habits of consumers of locally-produced food, again in the USA. While they found strong growth of farmers' markets, there appeared to be limited research into what motivates consumers to locate and pay more for local food products. Thilmany, Bond, and Bond (2008) also propose a new concept of 'willingness to pay' (WTP). They report considerable variations in buyers' habits and attitudes (*ibid.*). Meanwhile, Brown and Miller (2008) reviewed previous research into farmers' markets and Community Supported Agriculture (CSA) in the USA. They found that farmers' markets benefit diversity and localization, and that the CSA model has had minimal impact, but needs further research.

# 6C Listening Lectures (5)

## TASK 2 Understanding a lecture introduction

**1 and 2 ▶6.1**

> **Answers**
>
> a The lecture will focus on the Human Rights Council (some of the changes that have occurred organizationally to the UN human rights), and the Universal Periodic Review (the innovation captured within the UPR).
>
> b charter-based bodies and treaty-based bodies
>
> c The lecture won't cover:
> - when the Security Council acts taking note of human rights violations in a country
> - the World Health Organization
> - the nine core human rights treaties / treaty-based bodies
> - the UN as a whole and how all of its activities everywhere should focus on human rights.

## TASK 3 Summarizing a key concept from a lecture

**1 and 2 ▶6.2**

> **Sample answers**
> **1 and 2**
> - **What is the UPR?** the fulfilment by each state of its human rights obligations and commitments, a cooperative mechanism based on an interactive dialogue
> - **What are the objectives of the UPR?** to assess positive developments and challenges; to assess the fulfilment of each member state of the United Nations, in relation to its obligations and commitments in the field of human rights
> - **How does the UPR system work?** offers technical assistance to states as required, looks at the human rights situation of all 193 members of the UN on an equal basis
> - **When are UN member states reviewed?** every four years (48 states per year)
> - **What does the UPR review for each state? / What (points) does the UPR contain?** all the human rights treaties that the state has ratified, any additional voluntary commitments

**3**

> **Sample answer**
> The Universal Periodic Review (UPR) refers to the fulfilment by each state of its human rights obligations and commitments. It is a cooperative mechanism based on an interactive dialogue, and aims to assess positive developments and challenges, and the fulfilment of each member state of the United Nations in relation to its obligations and commitments in the field of human rights. The UPR system works by offering technical assistance to states as required, looking at the human rights situation of all 193 members of the UN on an equal basis. The UN member states are reviewed every four years, meaning that 48 states are reviewed per year. The UPR review covers all the human rights treaties that the state has ratified, plus any additional voluntary commitments. It is a cooperative system to enable UN member states to fulfil their human rights obligations by offering technical assistance to states as required.

**4 and 5 ▶6.3**

> **Answers**
>
> 4 1 The UN Secretary General, Ban Ki-moon, said that the Universal Periodic Review 'has great potential to promote and protect human rights in the darkest corners of the world'; it is enabling a global picture of human rights.
> 2 We can see where a state explicitly doesn't have commitment regarding human rights, i.e. where it actively rejects UPR recommendations.
> 3 We see every four years how the state has lived up to its commitments on human rights.

## TASK 4 Understanding the main points of a lecture section

**1** ▶ 6.4

> **Sample answers**
>
> **Basic facts about the UN**
> - made up of 193 member states
> - nearly every state in the world is a member
> - it is a more valid organization than the League of Nations (its predecessor) because USA and Soviet Union were not members.
>
> **The role / purpose of the UN**
> - It is an inter-governmental organization (not a world government) – it can only do what its members allow it to do
> - member states bear the responsibility for failures to act (e.g. in Bosnia and Herzegovina or Rwanda in the 1990s)
> - it lacks true autonomy
> - to maintain international peace and security
>
> **The make-up of the UN**
> - The UN consists not only of the Security Council but a wider family of bodies (he mentions the General Assembly, the World Court, etc.)
>
> **The aim of the lecture**
> - to focus on the Security Council and discuss collective security, i.e. that all members join forces to protect any one of its members from the unlawful use of force by any or any one or several states.

**2**

> **Sample answers**
>
> **Background information on the UN: facts, history, type of organization**
>
> The UN is made up of 193 member states; indeed nearly every state in the world is a member. It is a more valid organization than the League of Nations (its predecessor) because the USA and Soviet Union were not members. The UN consists not only of the Security Council but a wider family of bodies such as the General Assembly, the World Court.
>
> **Purpose, responsibilities, and limitations of the UN**
>
> The UN is an inter-governmental organization, rather than a world government. It lacks true autonomy and is only able to do what its members allow it to do. Its member states bear the responsibility for failures to act, such as in Bosnia and Herzegovina or Rwanda in the 1990s. Its main aim is to maintain international peace and security.

**The aim of the lecture**

The lecture aims to focus on the Security Council and discuss collective security, i.e. that all members join forces to protect any one of its members from the unlawful use of force by any or any one or several states.

**3–5** ▶ 6.5, 6.6

> **Sample answers**
>
> 3 The UN has no separate authority; the UN is not itself responsible, but its member states are.
>
> 4 **Peacekeeping**
>
> UN Charter: not in the UN Charter, falls between Chapter 6 of the Charter (specific measures) and Chapter 7 (enforcement measures) → Chapter 6½
>
> Definition: UN operations in which international personnel, military and civilian, are deployed with the consent of the parties and under UN command, to help control and resolve an actual or potential international or internal conflict
>
> Purpose: to suspend the conflict & gain time to allow the parties to resolve the conflict, i.e. to create space for diplomacy to work; peacekeeping is not = peace enforcement
>
> Operations & cost: an innovation, established in 1956 in the Middle East (Suez) – or 1948; from 1948 to 1987: 13 UN peacekeeping operations; since 1987: 53 new operations (four times as many in the past 25 years); this year alone (2011) 15 active UN peacekeeping operations, at a cost of US$7bn
>
> Responsibilities: peacekeeping, ensuring the delivery of humanitarian aid, organizing and observing elections, demobilizing armed forces, training police, verifying compliance with human rights agreements, etc. (= complex peace operations)
>
> International security: preventative diplomacy; peacemaking (= bringing hostile parties to an agreement); post-conflict peace building (= efforts to strengthen and solidify peace to avoid a relapse into conflict)

## 6D Speaking Seminars (3)

### TASK 1 Reading to prepare for a seminar

**1–4**

> **Sample answers**
>
> 2 and 3
>
> **Text 1** Main points in note form, with evaluation in **bold**:
> - *The Responsibility to Protect* introduced in a 2001 report by the International Commission on Intervention and State Sovereignty (ICISS)
> - Adopted by the UN General Assembly at the 2005 World Summit
> - 'A **revolution** ... **in international affairs**' (Lindberg, 2005)
> - The report **broadens international responsibility** to protect to encompass both the responsibility to react to humanitarian crises and the responsibility to prevent such crises, plus the 'responsibility to rebuild' failed and tyrannical states
> - This **reframed the debate** away from state intervention towards international responsibility for protecting endangered peoples
> - A **new international political consensus emerged**, supporting what the ICISS report calls 'intervention for human protection purposes' (ICISS 2001: xiii).
>
> **Text 2** Main points in note form, with evaluation in bold:
> - **Non-governmental organizations contribute to human security**:
>   - as a source of early warning about conflicts;
>   - providing relief operations in conflict / natural disaster;
>   - supporting government / UN-sponsored peacebuilding.
> - NGOs **play a central role in promoting sustainable development**, e.g. International Committee of the Red Cross (ICRC), its authority based on Geneva Conventions to protect & provide for war & violence victims
> - Other NGOs include:
>   - *Médecins Sans Frontières* (emergency medical assistance);
>   - Save the Children (protection of children);
>   - Amnesty International (human rights).
>
> **Text 3** Main points in note form, with evaluation in **bold**:
> - The UN history of peacekeeping is **a 'failure', with little hope of change**
> - Two solutions are: use contract labour to add to UN peacekeepers; contract labour to use force against human rights abusers
> - Military contractors (i.e. private) are already used in conflict
> - UN law should permit their use
> - There are problems, but their use could provide great benefits
> - Opponents to this idea may say the UN Charter does not allow it; but international criminal tribunals are widespread yet not in the Charter
> - Political will needs to progress in this matter
> - Using private companies under strict conditions may improve current peacekeeping results.

## 6E Vocabulary Collocation

### TASK 1 Recognizing collocations in a text

**1**

> **Answers**
>
> responsibility + **rests**; responsibility + **for** (doing sth)
>
> **form** + the basis; the basis + **of** sth
>
> **generate** + consensus; **international** / **political** + consensus

### TASK 2 Identifying academic and discipline-specific collocations

**1 and 2**

> **Sample answers**
>
> | | Collocation(s) | Type | Field / discipline |
> |---|---|---|---|
> | 1 | a strong correlation between the two variables | 1 adjective + noun (strong correlation) 2 noun + preposition (correlation between) | statistical analysis / academic research |
> | 2 | women were asserting their rights as citizens | verb + noun (assert one's rights) | Law, Social Sciences |
> | 3 | infection is acquired through human contact | 1 verb + noun (acquire an infection) 2 adj + noun (human contact) | mainly Medicine |
> | 4 | an adverse impact on the individual | 1 adj + noun (adverse impact) 2 noun + preposition (impact on) | general academic |
> | 5 | issues of corporate responsibility | 1 noun + preposition (issue of) 2 adj + noun (corporate responsibility) | general, Business |
> | 6 | statistical analyses were performed | 1 adj + noun (statistical analysis) 2 verb + noun (perform an analysis) | statistical analysis, academic research |
> | 7 | the high species diversity found in the tropics | adj + noun + noun (high species diversity) | Ecology |
> | 8 | creating a complex network of social contacts | 1 verb + noun (create a network) 2 adj + noun (complex network) 3 noun + preposition (*network of*) 4 adj + noun (social contacts) | Social Sciences |

**3 and 4**

> **Sample collocations**
>
> adjective (major, new, serious, great, etc.) + **challenge**
>
> verb (pose, face, present, overcome, etc.) + **challenge**
>
> adjective (empirical, little, strong, convincing, etc.) + **evidence**
>
> verb (provide, find, present, etc.) + **evidence**
>
> **evidence** + verb (shows, suggests, supports, indicates, etc.)
>
> **evidence** + preposition (of, for, from, against) + sth
>
> **apparent** + noun (effect, difference, contradiction, lack of, etc.)
>
> adverb (readily, immediately, increasingly, etc.) + **apparent**
>
> **conduct** + noun (study, research, interview, analysis, survey, etc.)

# UNIT 7 **Data**

## ACADEMIC FOCUS: DESCRIPTION, INTERPRETATION, AND STANCE

### DISCUSSION

**2**

> **Answers**
>
> Largely quantitative: census, lab experiment
>
> Either / both: field work (could be collecting quantitative data or observing behaviour), questionnaire
>
> Largely qualitative: interviews, case study, focus group

**3**

> **Sample answers**
>
> Engineering example - largely quantitative
>
> Economics example - a mixture of both; data about price trends + social, demographic, political, etc. factors
>
> Medicine - largely qualitative
>
> History - a mixture of both; quantitative data such as from carbon dating + observation, expert opinion, etc.

## 7A **Reading** Expository texts

### TASK 2  Identifying purpose and main points

**1 and 2**

> **Sample answers**
> 1  **Genre**: academic textbook
>    **Date of publication**: 2012
>    **Audience**: university criminology students
>    **Topic of this section**: the British Crime Survey
>    **Main purpose of this section**: to describe the British Crime survey
> 2  crime recorded by the police and the BCS (British Crime Survey); to give a fuller picture of crime

**3 and 4**

> **Sample summary**  possible words / phrases picked out from the original text shown in bold (88 words).
>
> Maguire (2012) explains that since **2002**, official crime figures for England and Wales have included information from the **British Crime Survey** (BCS) as well as police figures. The BCS started in **1982** to find out about **unreported and unrecorded offences**, sometimes known as **the 'dark figure' of crime**. Maguire describes how every year a large sample of people are asked about their experiences of crime during the previous 12 months. This survey includes a **Core Victimization Module** which covers **vehicle and property-related crimes** and **personal crime**, **mainly assault**.

### TASK 3  Quickly identifying writer's stance

**1–3**

> **Answers**
> 1  1  heading
>    2  a / b  details, such as figures / tables; in-text references
>    3  d  topic sentences, e  italics
>
> 3
>
> | | Police-recorded crime statistics | British Crime Survey |
> |---|---|---|
> | 1 | no | yes |
> | 2 | no | no |
> | 3 | yes | yes |
> | 4 | no | yes |
> | 5 | yes | no |
> | 6 | no | no |
> | 7 | no | no |

**4**

> **Answer**
>
> Statement 2; the writer seems largely positive about the usefulness of the BCS, but expresses some limitations and reservations.

## TASK 4 Recognizing subtle evaluation

**1**

> **Sample answers**
>
> 1 *simply* – there's nothing more to read into these findings
> *apparently* – this looks like the case, but it hasn't been conclusively proven
> *to some extent* – this is only part of the answer
>
> 2 *clearly* – the evidence is clear
> *consistently* – the same results have been repeated over a number of studies
> *convincingly* – the evidence is persuasive and difficult to doubt
>
> 3 *not necessarily related* – may not be related (but could be, it hasn't been conclusively proven)
> *completely unrelated* – definitely not related in any way
> *apparently unrelated* – do not seem to be related (but it hasn't been conclusively proven)
>
> 4 *overwhelmingly* – the majority of studies found no evidence
> *largely* – most (but not all) studies found no evidence
> *obviously* – they didn't find evidence because the claim is clearly not true
>
> 5 *adequately* – the legislation should be better
> *fully* – some areas are not addressed
> *systematically* – the legislation is patchy or not consistently applied

## TASK 5 Asking critical questions about data

**2**

> **Sample answers**
>
> Why does the writer say *that questions remain about how accurately the BCS reflects actual crime*?
>
> Why are *other ways of measuring crime* not mentioned in this text?
>
> How reliable are *surveys as a methodology, such as used in the BCS*?
>
> How accurately does the writer *report the details of the BCS, including its disadvantages*?
>
> How significant are *the extra offences reported in the BCS but not in official police figures*?

## TASK 6 Comparing perspective and stance across texts

**1–2**

> **Sample answers**
>
> 1 **Genre**: academic textbook
> **Audience**: students interested in statistics in criminology – fairly advanced / postgraduate
> **Purpose**: to highlight problems with victim surveys
> **Main perspectives**: methodological / research methods
>
> 2 The writer focuses on critiquing the methodology of crime victim surveys.

**3–5**

> **Sample answers**
>
> 3 Three key points as shown in the three paragraphs:
> • The omission of crimes against children, commercial crime, victimless crimes, homicide, and fraud.
> • The sample is not necessarily representative of all households.
> • Questions about how reliable people's memories are.
>
> Only the first point is explicitly mentioned in Texts 1 / 2, and then not all of these categories are mentioned.

# 7B **Writing** Data commentary

## TASK 1 Understanding data in visual form

**2 and 3**

> **Sample answers**
>
> 2 1 figures for the pre-ban period
> 2 1989 to 2007 – from the time of the ban to the time of the study
> 3 the key showing which countries the numbers refer to
> 4 36 countries
> 5 not available – the footnote shows that data was not available for Eritrea, the 37th country
> 6 students' own answers
>
> 3 b a general summary of what the graph shows

## TASK 2 Understanding interpretation of data

**1**

> **Answers**
>
> **First**, it appears the ban helped to increase the overall number of elephants in Africa by about 140,000 between 1989 and 2007.
>
> **Second**, the ban has been effective at slowing the off-take of elephants from some countries that have continued to lose them.
>
> **Third**, the international ban has not yet benefited every African country.

**2**

> **Sample answers**
>
> 1  Eighteen countries had increases […] more than 10,000 animals each.
>    Two of the countries, Kenya and Tanzania, are particularly important …
>    … slowing the off-take of elephants from some countries …
>    a few countries are accounting for much of the total loss …
>    elephant loss was concentrated in Central Africa …
>    Only two of the seven countries saw population increases …
>
> 2  it appears the ban helped to increase …
>    the ban has been effective at slowing the off-take …
>    Much like the unregulated ivory markets, elephant loss was …
>    this is the result of the continued presence of unregulated ivory markets …
>
> 3  it appears the ban helped to increase the overall number of elephants in Africa …
>    the ban has been effective at slowing the off-take of elephants from …
>    the international ban has not yet benefited every African country
>
> 4  … important, as they suffered greatly from poaching in pre-ban years
>    … was one-fifth of the number of elephants lost in the DRC during the pre-ban period
>    As in the pre-ban years, a few countries …
>
> 5  … by about 140,000 between 1989 and 2007.
>    Eighteen countries had increases […] more than 10,000 animals each.
>    the loss of 60,000 elephants in the DRC (1) between 1989 and 2007 was one-fifth of …
>    In fact, since 1989, nearly 180,000 elephants were lost …
>    This region lost more than 130,000 elephants in the post-ban years.
>    Only two of the seven countries […] a total of about 4,000 elephants.
>
> 6  The following sections will argue this is the result of …

## TASK 3  Decoding and constructing long noun phrases

**1**

> **Sample answers**  head noun shown in bold
>
> 1  a **case study** [of abalone poaching] [in South Africa] and its **impact** [on fisheries management]
>    *abalone* = a species of tuna fish
>
> 2  [*ex situ* conservation] **status** [of an endangered Yangtze finless porpoise population] [as measured from microsatellites]
>    *ex situ* refers to conservation where animals are removed from their natural habitat, for example to a zoo – compare with *in situ* (= in place)
>
> 3  [the conservation management] **implications** [of potential augmentation] [of the wild population] [with immigrants] [from the captive population]
>
> 4  a **criterion** [to evaluate [the effectiveness of] [several conservation measures]] [that have been undertaken or proposed [for the American lobster fishery] [in Newfoundland]]

## TASK 4  Writing a data commentary – the data

**2**

> **Sample answers**
>
> • There has been a significant decrease in the proportion of forested land, including both closed forest and woodland, which has shrunk from just over 30 per cent to less than 20 per cent.
> • The amount of open woodland has increased slightly over the period by 4.5 per cent.
> • The proportion of grassland has more than doubled from 7 per cent around the time of European colonization to 16 per cent of total land cover in the figures for 1995.
> • The percentage of land with no vegetation, whilst small, has also doubled.

## TASK 5 Writing a data commentary – the context

**3**

> **Sample answer** (235 words)
>
> [1]Since European colonization some 200 years ago, Australia has undergone major changes in land usage. [2]Figure 1 (Bradshaw, 2012, p.110) illustrates changes in the overall proportion of vegetation type in Australia between the late eighteenth century and more recent data from 1995. [3]The most striking change has been the decrease in the proportion of forested land, including both closed forest and woodland, which has shrunk from just over 30 per cent to less than 20 per cent. [4]This deforestation has clearly been the result of extensive land clearance to make way for a growing population and demand for agricultural land (Braithwaite, 1996). [5]The figures seem to bear this trend out, showing that grassland, as used for farming cattle, has more than doubled over the period. [6]Whilst these figures may seem to be relatively small, as Bradshaw (2012, p. 114) points out, Australia had little forest cover in the first place. Thus even such apparently small changes can have a marked impact on wildlife, leaving remaining forest habitats 'highly fragmented' and 'ecologically compromised' (Gill & Williams, 1996, cited in Bradshaw, 2012), and so threatening many plant and animal species with extinction. [7]Australia is not alone, however, in terms of such dramatic land-cover changes. Man's activities continue to result in land degradation and deforestation across the globe, with many of the most-populated and rapidly changing areas now in Asia and the tropics (Lepers *et al.*, 2005, p.122).
>
> 1 Introduces the background
> 2 Briefly describes the chart, including in-text ref
> 3 Highlights a trend
> 4 Suggests a reason + citation & ref as support
> 5 Highlights a second trend
> 6 Evaluates the effects of the trends + citation & refs as support
> 7 Links to the wider context + citation & ref as support

# 7C Listening
## Presentations (3)

## TASK 1 Understanding visual data in a presentation

**2** ▶7.1

> **Sample answers**
>
> Part 1: average *working hours* & general trends in *the labour market*
>
> Part 2: 'extensification' = pressure to *work outside office hours*

## 3 and 4 ▶7.2

> **Sample answers**
>
> 3 Slide 1: There has been a fall in average working hours in the UK in the past two decades.
> Slide 2: This decrease is partly due to a shift in the economy towards sectors which traditionally work shorter hours, especially from manufacturing to services.
> Slide 3: There has been an increase in the number of people working part-time, including those who would like to work full-time.
>
> 4 1 b
> 2 the changing UK economy; part-time working

**5 and 6**

> **Sample answers**
>
> the construction sector: traditionally work long hours – now makes up smaller proportion of workforce
>
> the manufacturing sector: also work long hours – also falling proportion of workforce
>
> the service sector: tend to work shorter hours – now making up a much larger proportion of workforce
>
> agriculture: very small proportion of UK workforce
>
> part-time working: increasing share of employment is part-time – effect is to bring down average working hours
>
> the 1990s recession: increase in number of people working part-time who want to work full-time, this fell as economy recovered and started to rise again with 2008 recession

## TASK 2 Critical thinking – looking beyond the data

**2**

> **Sample answers**
>
> *Has the presenter offered sufficient evidence to* support his arguments?
>
> *Is the evidence the most* up-to-date available?
>
> *Does the evidence logically* support the presenter's arguments?
>
> *Has the presenter accurately interpreted* the data?

**TASK 3** Distinguishing between evidence and evaluation

**1 and 2** ▷7.3

> **Sample answers**
> - a flexible & mobile workforce – see example
> - 'overflow' & new technologies – workers who bring their laptops / smartphones home from work to do extra work in the evenings
> - 'intensification' → 'extensification' – instead of making workers more productive at work, employers try to get more from employees by giving them smartphones so that they are always 'on call'
> - 'balance model' → 'depletion model' – instead of balancing their work and home lives, employees now find work takes away from their time with family, etc.

**3 and 4**

> **Answers**
> 3  1  Pratt & Jarvis (2006)
>    2  flexible & mobile workforce; overflow
> 4  1  speaker's own comment – yellow text
>    2  supporting evidence from stated source – green text
>    3  supporting evidence, no source given – blue text

# 7D Speaking
## Presentations (4)

**TASK 4** Presenting visual data

**1**

> **Sample answers**
> … **we can see that** there's been a fall in …
> **If we look at** some major sectors in the British economy, **we see some differences** in …
> **To illustrate this, let's look at** the …
> **What we see is that** around 68% was …
> **Now looking at 2011**, what we see is that overall …
> **If we return to the first slide**, we see that …
> **Looking at this next graph**, we can see that …
> **Another interesting thing to look at** is …

# 7E Vocabulary Being
## specific

**1**

> **Sample answers**
> 1 a  2 b  3 b  4 c  5 c  6 a
> 7 c (could also be b)   8 c

# UNIT 8 **Influence**

## ACADEMIC FOCUS: CAUSE, EFFECT, AND ASSOCIATION

### 8A **Reading** Complex texts

#### TASK 1 Identifying connections in a text

**2 and 3**

> **Answers**
>
> 2 Title / date of publication: *The effects on stature of poverty, family size, and birth order: British children in the 1930s / Published 2010*
> Genre, Audience, Purpose: *abstract of journal article / students & academics of medicine; and social sciences (sociology, psychology, anthropology, geography, history, economics) / to present a concise summary of the whole journal article, including the aims of the research and its conclusion*
> Aim of research: *to determine the effects of socio-economic conditions on the standardized heights and body mass index (BMI) of children in Interwar Britain (i.e. sentence 1)*
> Background and context of research: *original data is from Britain in 1937–9; analysis in article is recent (2010)*
> Perspectives: *medical, historical, geographical, anthropological, sociological, cultural, psychological, economic*
> Main findings: *that household economic factors, e.g. income and number of children, affect children's height (but not their body mass)*
>
> 3
>                             Household income
>                               *positive*
>                               *effect*
>                               ↓            overcrowding
> Birth order   *negative* → children's height ←*negative*  disease
> Family size /   *effect*               *effect*  hygiene
> No. of children  ~~*no effect*~~ → ~~BMI~~
>       *negative*
>       *effect*
>        ↑
> height in adulthood
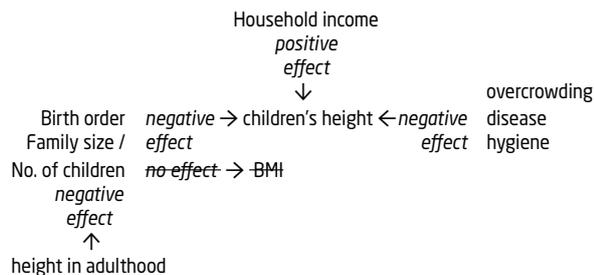
**4 and 5**

> **Sample answers**
>
> 4 1 Birth order & family size *can bring about* shorter children.
>    Increased household income *influences* height / *can lead to* increased height.
>    Increased number of children in a family *results in* shorter children.
>   2 Shorter children *can result from* larger families.
>    Shorter children *can result from* birth order.
>    Increased height *can be caused by* a higher household income per capita.
>   3 Shorter children *are associated with* overcrowding & a lack of cleanliness (hygiene).
>    Cleanliness *influences* instances of disease.
>    Instances of disease *are influenced by* the quality of cleanliness.
>
> 5 Birth order and family size *do not affect* children's BMI.

#### TASK 2 Preparing to read a complex text

**1**

> **Answers**
>
> Paragraph 1: c    Paragraph 2: a    Paragraph 3: b

**2**

> **Sample answer**
>
> Mostly the information in Text 2 is included in the abstract (Text 1). There is some further explanation, mainly in the long middle paragraph.

**3 and 4**

> **Sample answers**
>
> 3 (i) The authors find that two factors impact negatively on height, namely birth order and the number of children in a family. These factors do not affect BMI.
> (ii) Previous research on child development typically finds that chronic poverty has a long-term negative effect on height, but short-term poverty tends to be associated with reduced BMI.
> (iii) The number of children in a family affects child health through two main channels: less food and (less directly) worse household hygiene which can lead to higher levels of disease.
>
> 4 The authors use this kind of language in order to:
> • express a large amount of information in a limited number of words
> • meet expectations of academic style, especially conciseness and nominalization
> • make what they are saying sound important and significant.

## TASK 3 Identifying connections in a text

**1**

> ### Answers
>
> | | Factor 1 | Factor 2 | Connection |
> |---|---|---|---|
> | 1 | birth order & no. of children | height | negative effect |
> | 2 | birth order & no. of children | BMI | no effect |
> | 3 | enduring deprivation | height | association |
> | 4 | short-run privations | BMI | association |
> | 5 | hygiene | cleanliness | association |
> | 6 | income per capita | disease | association |
> | 7 | degree of household crowding | disease | association |
> | 8 | better quality housing | hygiene | cause → effect |
> | 9 | hygiene | height | cause → effect |
> | 10 | reduced food intake | child health status | cause → effect |

**2** Having focused on paragraphs 1 and 2, students now identify connections in paragraph 3 using their preferred way of recording these, as elicited in 1. When checking, focus particularly on the students' accurate use of connection language.

> ### Sample answers
>
> Poverty, family size, and housing conditions affect adult height & health.
>
> Child height affects future health.
>
> Reduced height is associated with heart disease & stroke.
>
> Heart disease & stroke can result in death.

## TASK 4 Recognizing confident and tentative interpretation

**1**

> ### Answers
>
> Type of connection:
>
> 1 cause – effect   2 association / influence   3 cause – effect   4 association   5 association
>
> Confidence:
>
> 1 confident   2 somewhat tentative   3 tentative   4 tentative   5 confident
>
> Language:
>
> 1 Thus … affect
> 2 … support the idea that … is influenced not only by … but also by ….
> 3 … may have a cumulative effect on … particularly ….
> 4 … are often associated with … and possibly … and …
> 5 … there is a strong correlation between … and ….

**2**

> ### Answers
>
> 1 own   2 others   3 own   4 own   5 others

**3**

> ### Answers
>
> **a** Paragraph 1: both have strong negative effects; the consequences of; the effects measured here capture the longer-term effects.
> Paragraph 2: does have an independent negative effect; the effect of; affects … directly through … via
> Paragraph 3: these effects; affect future health; the major causes of
>
> **b** Paragraph 1: is typically associated with
> Paragraph 2: be associated with; This in turn is negatively associated with … and positively with
> Paragraph 3: influenced; is associated with
>
> **c** Paragraph 1: are consistent with an interpretation that; often interprets … as reflecting …
> Paragraph 2: what channels of influence it represents; and one that appears to be associated with …; is suggestive rather than definitive; a variable that is likely to be associated with …; seems to reduce the effect of …, presumably …; more indirectly though
> Paragraph 3: Although … is less precise, it appears that …; that can affect …

**4**

> ### Sample answer
>
> Several factors have a potential impact on the height of children. Hatton and Martin (2010) state that enduring deprivation, or long-term poverty, is associated with reduced height in children. They go on to add that birth order and the number of children in a family are further factors negatively affecting height, although these factors do not appear to impact on BMI. Finally, height is also negatively affected by the level of hygiene in a household.

## TASK 5 Understanding complex connection language in a text

**1**

> ### Sample answer
>
> Title / date of publication: *Child Public Health (2nd Ed.) / Published 2010*
>
> Genre, Audience, Purpose: *university textbook or professional (i.e. medical) text / students & academics of medicine & medical practitioners / to present information on, and a case for, family size and how this relates to child health issues in the UK and globally*
>
> Aim of research: *to synthesize multiple sources into a clear description and argument*
>
> Background and context of research: *long-term changes in the UK and globally*
>
> Perspectives: *medical, geographical, historical, social, cultural, economic*
>
> Main findings: *that family size is decreasing dramatically in industrialized countries such as the UK; developed countries use most of the world's resources* (this could be a 'minor' finding); *women are achieving more independence; divorce levels are rising*

**2 and 3**

> **Sample answers**
>
> 2 Families, family size, birth interval, single-parent families / lone-parent families

**4 and 5**

> **Sample answers**
>
> **neutral**, **tentative (hedged)**, or **strong**.
>
> Connecting a cause to an effect / introducing an effect
>
> *Families are* **a potential influence both on** *a child's genetic constitution* **and**, as we have seen in the last section, **on** their health and related behaviour.
>
> The family **also** constitutes a child's immediate social network **and** has **a vital influence on** the development of socio-emotional health **and** wellbeing.
>
> In industrialized countries, **both of these factors** have changed dramatically over the last century, and these changes have had **a major influence** on the way children are looked after.
>
> **Partly as a result of** changing gender attitudes and expectations (Table 3.4), **which have given** women greater financial independence, marital breakdown is now very common.
>
> While these changes create problems for many children, (see below) for some they **may be a source of** resilience.
>
> The family **also** constitutes a child's immediate social network and has **a vital influence on** the development of socio-emotional health **and** wellbeing.
>
> Connecting an effect to a cause / introducing a cause
>
> *The key factors in* *reducing family size in developing countries are increasing income*
>
> Until fairly recently, epidemiological studies of **the influence of** families **on** children's growth and development have concentrated on easily measurable **determinants** such as family size and structure.
>
> Countries such as Kerala (a state of Southern India) and Sri Lanka, which have focused on **these factors**, have had remarkable success in reducing fertility. Family size and short birth interval are **important predictors of** nutritional status, but far more of the earth's resources are used by the small families of the industrialized countries rather than the large families of the poor world.
>
> Marital breakdown is **therefore an important cause of** childhood poverty.
>
> Expressing an association
>
> *The latter* **are more prone to** *break down than first time marriages*
>
> Becoming a single parent **is almost inevitably associated with** a drop in family income,

# 8B Writing Cause and effect essays

## TASK 2 Writing a cause–effect and evaluation paragraph

**1–5**

> **Answers**
>
> 1 Scenario 4
>
> 2 Three causes relate to her own behaviour (demotivated, insufficient work, emotional problems); one external reason (bullied); plus one medical reason (ADHD)
>
> 3 Sentence 2: an example / effect
>   Sentences 3, 4, 5, 6: speculation on possible causes
>   Sentence 7: speculation on a possible effect
>   Sentence 8: evaluation
>
> 4 Confident: the writer uses the expression *it's never too late to …*
>
> 5 **Cause and effect language**
>   There are a number of possible **causes** of educational underachievement. A **symptom** of such underachievement might be a promising student doing badly in her exams. To explain this failure, the student's poor marks **may result from** her own behaviour. She might have become demotivated and not worked hard enough, or she might have developed emotional problems **as a result of** her relationships with her friends and family. Alternatively there may be another **reason for** her underachievement which is essentially beyond her control, **because** she has been bullied for example. A different category of **explanation for** her academic failure could be medical: in cases of Attention Deficit / Hyperactivity Disorder (ADHD), young people "who show symptoms of inattention, hyperactivity, and impulsivity with or without formal diagnoses of ADHD also show poor academic and educational **outcomes**" (Loe and Feldman, 2007, p.643). While any of these **causes may have led to** the student's underachievement, the **effects** are likely to be similar, whether loss of confidence or a negative cycle of failure and lowered expectations. However, one poor set of exam results **does not necessarily mean** permanent failure; **therefore** it is never too late to change a pattern of behaviour.
>   Examples of tentative language: *may result from; there may be another reason for; a different category of explanation for x … could be; any of these causes may have led to*
>   Examples of neutral language: *a number of possible causes; a symptom; as a result of; because; outcomes*
>   Examples of confident language: *does not necessarily mean; therefore (it is never too late)*
>   Note that students may legitimately argue that some of these language items could be in a different category, e.g. '*as a result of*' is quite a confident statement.

## TASK 3 Exploring cause and effect essay structures

### 1 and 2

**Answers**

1 **b** Block 1 - cause 1, cause 2, effect 1, effect 2, evaluation
**c** Variation - cause 1, cause 2, effect, evaluation
**d** Block 2 - effect 1, effect 2, evaluation, causes

2 Structure 1 (Block 1) is a traditional structure and provides a balance between causes and effects, with evaluation 'saved' for the end of the essay. It reflects chronology - causes come first, then effects.
Structure 2 (Block 2) emphasizes the effects, putting these first. Less attention is therefore given to causes, though these are discussed later in the essay.
Structure 3 (Chain) emphasizes how causes lead to effects, which then lead to further effects (and so become causes themselves). This is suited to chronology and process, and chains of events, where one thing leads to another, and so on.
Structure 4 (Variation) allows the writer to vary their structure to suit their content and focus.

## TASK 4 Using cause and effect structures

### 1–3

**Answers**

1 1 typically leads to (c) 2 because (e) 3 is one possible effect of (a) 4 are sometimes associated with (f) 5 owing to (b) 6 can be caused by (d)

2 1 impact 2 association 3 may account for
4 moreover 5 so that 6 in relation to

## TASK 5 Analysing a cause and effect essay

### 2–4

**Answers**

2 Structure 4: variation

3 Several points are not included in the sample essay: in the opening statement - the case of an underachieving student / film; in the background and context - money, funding, poor teaching, poor facilities, other disruptive students, ?poor parenting, school curriculum; in key factors - migration, dedication / ability to study independently, distractions e.g. relationships; in the effects - poor facilities.

These may have been excluded in the final essay because: there was insufficient space to develop all these ideas; they are not all as relevant as the ideas actually included; there are too many ideas to write a coherent essay - each paragraph needs to develop one main topic, and the essay becomes less coherent if each paragraph has several ideas which are not very closely related.

4 1 (h) opening statement to gain the reader's interest
2 (c) definition of key term in title
3 (i) reference to the wider context
4 (j) thesis statement
5 (e) discussion of possible socio-economic causes
6 (d) discussion of possible clinical psychological causes
7 (f) discussion of possible personal psychological causes
8 (g) effects
9 (b) conclusion
10 (a) acknowledgement of limitations

### 5

**Sample answers**

1 This narrative illustrates **the importance of** expectations in achievement.

2 a number of **serious problems** including **poor** employment prospects.

3 Low expectations are **certainly** a contributing factor.

4 This essay investigates two **major** causes

5 Research […] **does indeed affect** a student's performance. […] students were '**strongly associated with**' greater success […] Triventi's **important** research underlines the **important** role

6 Also **of crucial importance** […] **In some respects it can be problematic** to […] were '**far less likely**' to graduate

7 **critical** for all students […] This is **arguably** connected to […] because of the **likely** correlation between […] unskilled worker **is unlikely to** aim for […] Such a goal **would seem unattainable**. […] are **likely to be important contributors** to […] child **are likely to be** aligned with …

8 These are both **likely to lead to** underachievement […] **This unfortunate cycle of negative effects** is […] and **may not be directly connected to** the […] are **negative**.

9 this essay has presented **the importance** of interconnected […] These factors **appear to play a major role** in

10 **Of course**, other factors […] **may also come into play to a greater or lesser extent. Most crucially though**, a child's […] low expectations **typically bringing about disappointing results**. Trying to change this situation is **extremely challenging**, but **a good starting point** would be to

# 8C Listening Lectures (6)

## TASK 1 Preparing – reading a pre-lecture handout

### 1–3

> **Answers**
>
> 1 Genre: textbook
>    Audience: medical students
>    Purpose: to present essential information on strokes –
>    what they are, the main types, historical background
>
> 2 a Background information
>    b Definition
>    c People affected
>    d Symptoms, process, and diagnosis
>    e Causes
>    f Specialist information
>
> 3 1 impact   2 diagnosis   3 symptom   4 prevention
>    5 risk   6 prognosis

## TASK 2 Listening for essential factual information

### 1 and 2 ▶8.1

> **Answers**
>
> 1 Aims and content of lecture:
>    • introduction to stroke – its importance, what it is,
>      what it means to have a stroke, diagnosis, prognosis,
>      impact on people
>    • treatment of stroke
>      – primary prevention
>      – secondary prevention
>      – acute treatment
>
> 2 Definition of stroke; what it means to have a stroke;
>    diagnosis

> **Sample answers**
>
> 3 **/ 2 seconds** – worldwide sb has stroke
>    **/ 6 secs** – sb dies
>    **5.8m** – stroke deaths / year; 2007 – WHO report, Geneva
>    **3rd** most common cause of death
>    **1 in 3** strokes fatal
>    **1 in 6** people have stroke in lifetime
>    **1 in 6** will have recurrence
>    **2005** – Lancet: vascular disease increases with age
>    **over 65** group – in EU: will increase by 2050 to 29% of
>    population (Social Trends Office for National Statistics)
>
> 4 Every two seconds somebody has a stroke worldwide.
>    Every six seconds somebody dies of a stroke.
>    There are 5.8m stroke deaths per year, according to the
>    2007 WHO report published in Geneva.
>    Stroke is the third most common cause of death.
>    One in three strokes are fatal.
>    One in six people will have a stroke in their lifetime.
>    One in six people will have a second or further stroke.
>    In 2005 in *The Lancet* it was reported that vascular
>    disease increases with age.
>    The number of people aged over 65 in EU will increase
>    to 29% of the population by 2050, according to the
>    Social Trends Office for National Statistics.
>
> 5 Stroke: *disturbance of cerebral function with symptoms
>    lasting 24+ hours → death, of vascular (blood vessels)
>    origin (WHO); NOT a CVA (cerebral vascular accident)*
>    Ischemic stroke: a *clot forms along a blood vessel →
>    blood supply is blocked → damage to brain tissue* (most
>    common cause, 80%)
>    Hemorraghic stroke: *a bleed from a blood vessel (20%
>    of strokes)*

## TASK 3 Listening for association and evaluation

**2–4 ▶8.4**

> **Sample answers**
>
> 2 **Associations**, using the symbols ← → reducing smoking, treating blood pressure, improving diet, promoting exercise ← → stroke prevention
> diabetes, high blood pressure ← → at risk of subsequent strokes
> aspirin, rehabilitation ← → stroke prevention
>
> **Evaluation**
> *Extracts from the lecture (taken from Extract 4):*
> So, primary prevention in the population group, reducing smoking, treating blood pressure, improving diet, promoting exercise **is obviously the principle strategy to prevent strokes. In those who have risk factors** and they are diabetes, high to- high blood pressure, previous warnings or TIAs as we've discussed earlier, **these groups of patients benefit from** treatment strategies that are rather more accelerated than the normal population, for example, starting aspirin for treating blood pressure very well, **and these have all been shown to reduce the, the risk of subsequent strokes**. […] **What's very exciting now** is the acute treatment of stroke with interventions and with rehabilitation, and one mightn't think that rehabilitation is **that exciting but in fact it is, and it is probably the best proven treatment for any stroke patient**.
>
> 3 **reducing smoking, treating blood pressure, improving diet, and promoting exercise** are the principle strategies for stroke prevention
> **aspirin** is an older treatment for those at risk of subsequent strokes
> **rehabilitation** is the best proven treatment for any stroke patient

## 8D Speaking Seminars (4)

### TASK 1 Reading to gather evidence for a seminar discussion

**1 and 2**

> **Sample answers**
>
> 1 Aims: to *quantify the effect of physical inactivity on major non-communicable diseases (e.g. coronary heart disease (CHD), type 2 diabetes, breast & colon cancers); to estimate how much disease could be averted and life expectancy extended*
>
> Main results: *physical inactivity causes 6% of CHD, 7% of type 2 diabetes, 10% of breast and colon cancers, 9% of premature death (i.e. 5.3m of 57m deaths worldwide in 2008)*
>
> Recommendations: *reduce or remove inactivity (an implicit recommendation)*
>
> 2 Explicitly mentioned in Text 1: Becoming active, i.e. inactive people becoming active.
>
> General statements in Text 1 to motivate people to become more active: Inactivity increases the risk of coronary heart disease, type 2 diabetes, breast and colon cancers.
>
> Inactivity shortens life expectancy.
>
> Selected more detailed information: Physical inactivity causes 6% of coronary heart disease, 7% of type 2 diabetes, and so on.

## 8E Vocabulary Word formation (1)

**1 and 2**

> **Sample answers**
>
> | Classification | Words from box | Possible additions |
> |---|---|---|
> | Noun from a phrasal verb: verb + particle | *breakdown, follow-up, trade-off* | *takeover, turnover, setup* |
> | Noun from a phrasal verb: particle + verb | *intake, outcome* | *input, output, uptake* |
> | Discipline / perspective prefix + discipline/ perspective adjective | *biophysiological, socio- economic* | See ex. 3 |
> | Simple compound noun of two words put together | *dataset, layman, well-being* | *textbook, wrong-doing* |
> | Adjective with negative prefix | *inadequate, unhealthy, non-communicable* | *inconsistent, indirect, unethical* |
> | Addition of a prefix with a general meaning | *interwar, postwar, overcrowding* | *prewar, overestimate, underestimate* |

**3**

> **Answers**
>
> a **neurolinguistic** – *neuro-* = to do with the brain; *linguistic* = to do with language → to do with the study of how language is processed in the brain
>
> b **biomechanical** – *bio-* = to do with living things and the body; *mechanical* = to do with machines and movement → to do with the study of how the body moves
>
> c **microelectronic** – *micro-* = very small in size/scale → to do with the study of very small scale electronic devices
>
> d **socio-political** – *socio-* = to do with society → to do with the connections between society and politics or involving both social and political factors
>
> e **geophysical** – *geo-* = to do with the land/Earth (*geography*) → to do with the study of physical features of the Earth

# UNIT 9 **Variation**

## DISCUSSION

**2**

> **Definitions from OALD**
>
> bairn – *Scottish English, North England English*: a child
>
> biltong – *South African English*: raw dry meat that is eaten in small pieces. Biltong is preserved by being treated with salt
>
> color – *US spelling* of colour
>
> lakh – *Indian English*: a hundred thousand
>
> sidewalk – *North American English*: a flat part at the side of a road for people to walk on (BrE pavement)
>
> sook – *informal, Australian English, New Zealand English, Canadian English*: a person who is not brave

**3**

> **Sample answers**
>
> The examples below are the extremes, other genres can be placed somewhere in the middle or could arguably vary depending on context; so an undergraduate essay / textbook could be at the simpler end of the scale, whereas an advanced postgraduate essay / textbook could be more complex, technical, and specialist.
>
> **Vocabulary**: formal (academic journal, PhD thesis) vs informal (an email between students)
>
> **Vocabulary**: technical / specialized (academic journal, lab report) vs general (popular science magazine)
>
> **Vocabulary / Grammar**: impersonal (lab report, academic journal) vs personal (email, popular science magazine)
>
> **Grammar**: long, complex constructions (academic journal, PhD thesis) vs short, simple sentences (email)
>
> **Organization**: fixed format and structure (lab report) vs no fixed structure (email) / lots of variety (student essay, textbook)

## 9A **Reading** Different genres

### TASK 1 Critical thinking – evaluating types of source

**1 and 2**

> **Sample answers**
>
> | Source | 1.1 | 1.2 |
> |---|---|---|
> | 1 | b | academic |
> | 2 | a | academic |
> | 3 | c | popular academic |
> | 4 | f | popular academic |
> | 5 | d | non-academic* |
> | 6 | e | academic (but informal) |
>
> * Views about Wikipedia vary widely; some academics would avoid it completely, others treat it with caution. By most it is not considered to be a reliable source and should not be cited in academic writing or discussion. Students may though find it an easy starting point to understand some general concepts, from which they can then go on to read more reliable academic sources.

**3**

> **Sample answers**
> - to cite in an essay: a, b
> - to cite in a seminar discussion: a, b, e, f (maybe c)
> - as background reading: a, c, f, d – but to be treated with caution (see note above)
> - to keep up to date with ideas: e, f

## TASK 2  Recognizing narrative in source texts

**1**

> **Sample answers**
>
> | | Location / host culture | Outsider(s) | Cultural difference |
> |---|---|---|---|
> | Text 1 | Tswana people in Botswana (southern Africa) | American Peace Corps volunteers | Ideas about spending time alone |
> | Text 2 | Mongolia | The author (Empson) | Beliefs about luck / fortune (keeping hairs from a cow's tail) |
> | Text 3 | Mixtec, Mesoamerican people (from Mexico) | John (a Western visitor / researcher) | Belief in 'coessential' animals |

**2**

> **Key concepts described in the three texts**
>
> Text 1: ethnocentrism
>
> Text 2: harnessing fortune
>
> Text 3: coessential animals

**3 and 4**

> **Answers**
>
> Text 1 & Text 3 – a
>
> Text 2 – b

## TASK 3  Identifying different writing styles

**1**

> **Sample answers**
>
> **A** **textbook**: overall fairly formal or neutral
> **vocabulary**: formal & specialized; *ethnocentrism*
> **impersonal language**: *anthropologists* (plural noun for a general group); *one's* (not *your / our*)
>
> **B** **monograph**: the most formal academic genre, but also quite personal here as it relates to fieldwork
> **vocabulary**: formal & academic; *actions, practices, attended*
> **grammar**: complex & formal, long sentences, passive structures / impersonal subjects
> **personal language**: *This leads me to consider* … typical of a researcher's own work as described in a monograph
>
> **C** **popular book**: generally simpler and less formal
> **vocabulary**: *a bit far-fetched* – fairly informal / non-expert
> **grammar**: short simple sentences
> **personal language**: *to us* – style tries to relate ideas to the audience (typical of popular books and some textbooks)

> **D** **journalism**: more colourful and evocative with more marked, non-academic language
> **vocabulary**: colourful / dramatic / emotive & informal – typical of journalism to create interest – *shielded from the outside world, colonial blundering, that shredded other societies*
>
> **E** **academic blog**: a new genre with often a mix of very formal academic and informal styles
> **vocabulary**: a mix of specialized academic, *indigenously-produced*, and language more typical of spoken academic discussion than academic writing: *plethora of, heavily weighted towards the informative end of the spectrum*
> **personal language**: very informal, 'spoken aside' in brackets: *at least, the ones I have seen*

## TASK 4  Recognizing levels of formality and marked language

**1 and 2**

> **Sample answers**
>
> | | |
> |---|---|
> | a bit *informal* | somewhat *quite formal* |
> | blunder *informal* | error *neutral / more formal* |
> | broke *informal* | insolvent *formal / technical* |
> | clear up *informal / neutral* | resolve *formal* |
> | deplete *formal* | use up *informal / neutral* |
> | envelop *literary* | surround *neutral* |
> | far-fetched *neutral* | implausible *formal* |
> | miss out *neutral* | omit *formal* |
> | nimbly *descriptive* | swiftly *also descriptive / literary* |

# 9B  **Writing**  Critical response

## TASK 1  Recognizing types of evaluation

**1**

> **Sample answers**
>
> | | Discipline | Topic | Stance |
> |---|---|---|---|
> | **A** | Engineering / Computing | A tool / technique (computational simulation models) | neutral but expressing limitations |
> | **B** | Agriculture / Ecology | A technique (use of non-synthetic pesticides) | critical |
> | **C** | Law | A section of a law | critical |
> | **D** | Business | A particular text | supportive |
> | **E** | Politics* (Sociology / Economics) | A theory (by Esping-Anderson) | critical |
>
> *decommodification* is a term / theory generally associated with the field of Politics, but students' guesses at Sociology or Economics would be reasonable

**2**

> **Sample answers**
>
> A *whilst … remain a guide* = extent; *significant uses* = usefulness; *should not be treated as absolute* = extent; *have to make assumptions* = basis; *not entirely consistent with* = consistency
>
> B *not fully in line with* = consistency / basis
>
> C *does not account for* = basis
>
> D *a useful model / easily applied to* = usefulness
>
> E *can only really / most likely to be* = extent

**3 and 4**

> **Sample answers**
>
> | | 1.3 Category | 1.4 negative / positive | 1.4 opposite(s) |
> |---|---|---|---|
> | assumption | 3 basis | largely (but not always) negative | principle / firm basis |
> | compatible | 4 consistency | largely positive | incompatible / not compatible |
> | comprehensive | 2 extent | largely positive | not comprehensive / limited |
> | conjecture | 3 basis | negative | proof / evidence |
> | consistent with | 4 consistency | largely positive | inconsistent / not consistent with / contradictory |
> | effective | 5 usefulness | positive | ineffective / not effective |
> | error | 1 precision | largely negative | correct / accurate |
> | exactly | 1 precision | positive | approximately / roughly |
> | limited | 2 extent | largely negative (*limited evidence / resources*) sometimes positive depending on context (*limited impact / damage*) | broad / comprehensive / wide-ranging / widespread |

## TASK 2 Identifying and responding to a writer's evaluation

**1**

> **Sample answers**
>
> 1 See example
>
> 2 There is often a gap between people's 'intrinsic values' about food; they enjoy eating certain foods, and their 'extrinsic values': the desire to eat healthily.
>
> 3 Diet-related health problems often develop gradually so are not immediately apparent.
>
> 4 In order to feel the health benefits, people need to change their diet over the long term.
>
> 5 Some changes in diet do not appear to have immediate and visible benefits.

**2 and 3**

> **Answers**
>
> 2 a & b

**4**

> **Answer**
>
> b

## TASK 3 Expressing evaluation confidently and tentatively

**1 and 2**

> **Sample answers**
>
> 1 The words in bold clearly fit in these positions, those in italics could be interchangeable.
>    1 **ensure**, **enable**, *aid*, *contribute to*
>    2 **revolutionize**, **transform**, *alter*, *modify*
>    3 **prove**, **show**, *indicate*, *suggest*
>    4 **invaluable**, *useful*, *beneficial*, **desirable**
>    5 **devastating**, *harmful*, *adverse*, *detrimental*
>    6 **reservation** (*have reservations about sth*), *resistance*, *opposition*, **hostility**
>
> 2 2 The internet has completely *altered / transformed / revolutionized* the way people communicate.
>    3 Clinical trials *indicate / show / suggest / prove* that the drug is effective in the majority of patients.
>    4 A strong currency is *beneficial / desirable / useful* for importers.
>    5 Doctors have been warning about the *adverse / harmful / detrimental* effects of smoking since the 1960s.
>    6 There was some *resistance / opposition / hostility* to the new proposals from staff.
>    There were some *reservations* about the new proposals among staff.

**3**

> **Sample answers**
>
> A stance = supportive of the campaign
>    was **dramatically** *accelerated* – confident evaluation
>    *some initial resistance* – choice of vocabulary downplays the negatives (only *some* resistance and only at the start)
>    have **undoubtedly** *made a **significant** contribution* – confident evaluation
>
> B stance = questioning the effectiveness of the campaign
>    ***may*** *have raised public awareness* – tentative evaluation
>    *the effectiveness of this message **seems to be** contradicted* – tentative evaluation
>    ***many*** *people **apparently** have **limited** control over* – tentative / qualified evaluation

## TASK 4 Responding critically to a text

**2 and 3**

| Factor | Evidence from studies | Foods tested in studies |
|---|---|---|
| Taste | Mennella *et al.*, 2001 | carrot juice |
| Exposure | *Cooke et al., 2004* *Sullivan & Birch, 1990* *Pliner et al., 1993* | tofu |
| | *Wardle et al., 2003b* | *red pepper* |
| Social transmission | Saint-Dizier *et al.*, 2007 *Baeyens et al., 1996* | *drinks* |

**Answers**

## TASK 5 Writing a critical response to a text

**1 and 2**

**Sample answer**

*Note:* it is important here that students take their own stance or angle on the text / topic as well as briefly summarizing the contents of the extract.

Wardle and Cooke (2010) present evidence from a number of sources suggesting factors that may influence an individual's food preferences. They divide these into three broad groups, taste, exposure, and social transmission, and report on a variety of studies to support each potential influence. Whilst the research reported is all from relatively recent studies, published between 1990 and 2004, it uses a wide range of subjects, including babies, young children, adults, and in several cases, animal experiments.

This disparate range of subjects, experimental contexts, and food types tested make it difficult to draw direct inferences that can be applied more widely.

Perhaps the most convincing of the three influences put forward by Wardle and Cooke (2010) is the idea that exposure promotes a liking for certain foods. They offer a number of studies, largely in children (Cooke *et al.*, 2004, Sullivan & Birch, 1990, and Wardle *et al.*, 2003) that show repeated exposure to a new food, in both experimental and more natural settings, increases a child's acceptance of it, a finding which intuitively fits with our own experiences of food. Whilst this finding has interesting implications in the area of child health and nutrition, it seems clear, however, that there may be other important influences at work that are not mentioned in this extract, such as genetic, biological, or even cultural factors, that need to be explored to build up a more complete picture.

# 9C Listening Lectures (7)

## TASK 1 Evaluating different lecture styles

**2**

**Answers**
1 Education
2 (Political) History
3 Philosophy

## TASK 2 Techniques for dealing with different lecture styles

**1–3**

**Sample answers**
1 c 2 d 3 d 4 b 5 a 6 e 7 e / a 8 f

# 9D Speaking Seminars (5)

## TASK 1 Critical thinking – comparing academic cultures

**1 ▶9.4**

**Answers**
The key ideas mentioned here are:
- authority and student–teacher relationships
- critical thinking and asking critical questions
- developing your own voice.

## TASK 3 Giving examples

**1 ◀))9.5**

**Answers**
See annotations in transcript page 234.

# 9E Vocabulary Idioms in academic writing

## 1 and 2

**Answers**

1 *come to the **fore*** = to become noticeable
Also: *bring something to the fore* = to make something noticeable

2 *come into **contact*** (*with*) = to meet or touch somebody / something
Also: *bring into contact* (*with*) = to cause people or things to meet or touch

3 *at the **expense** of something* = with loss or damage to something
(no obvious variation)

4 *in the same **vein*** = on the same topic, style or manner
Also: *in a similar vein*

## 3 and 4

**Answers**

1 *to a greater or **lesser** extent* – used to say that something is more or less appropriate or significant in different circumstances
Also: *to a lesser extent, to a certain extent, to some extent*

2 ***no** matter who* – regardless of who; whoever the person is
Also: *no matter what / how / whether*

3 ***give** rise to* – cause

4 *paint a disturbing **picture** of* – give a disturbing impression / description of something
Also: *paint a **picture** of* (= give a clear description of), *paint a grim / vivid / alarming / accurate,* etc. *picture of …*

5 ***came** into force* – (of a rule, law, etc.) to start being used
Also: *enter into force* and *bring something into force*

6 *followed **suit*** – did the same thing immediately after

# UNIT 10 **Globalization**

## 10A **Reading** Textbooks (2)

### TASK 1 Identifying problems and solutions in a text

**1 and 2**

**Answers**

1 Brain drain: the movement of highly skilled and qualified people to a country where they can work in better conditions and earn more money.

Brain gain: the opposite, i.e. the same thing from point of view of the receiving country.

2 The context / situation (time, place, people involved)
- International students gaining a higher education qualification and skills from abroad – language skills, technical knowledge, networking.

The problem(s) identified in the text
- Such students often do not return home, due to better employment prospects in the host country – this can be at the expense of economic growth in the home country.
- It is not easy to stop such students going abroad.
- The challenge of how a government in a home country can best make use of its students studying abroad.

The solutions proposed
- The CONACYT programme in Mexico enables PhD students to return home; also to offer higher pay for productive researchers to encourage them to remain in Mexico, and also to increase their productivity.
- The COLFUTURO programme in Colombia pays students to study, but requires them to return home afterwards.
- To build bridges between researchers in Colombia and those in the US.

**3**

**Answers**

**3**

| Problems | Solutions |
|---|---|
| Often, **however**, we observe that those individuals who migrate as students, or as temporary workers, do not return home. | **In fact**, from a policy point of view, and at least in the short run, promoting emigration by workers and students (the latter probably more than the former) in order to acquire higher levels of education and skills **may very well be a cost-efficient way to improve the quality of** domestic human capital, as opposed to establishing, say, universities or research institutes in the source country. |
| The ever-increasing number of skilled emigrants, as well as the increase in the number of students studying abroad, **is raising concerns of brain drain** for developing nations. | The programme **has a repatriating component for scientists** (i.e. recent PhDs). |
| **But this may be to the detriment of** growth and development in the source country. | CONACYT also **implements** a separate **initiative**, called the *Sistema Nacional de Investigatores,* in order to provide higher pay for productive researchers, **in order to make it more attractive for them** to remain at home (and, more generally, **in order to encourage their research productivity**). |
| **It also prevents the acquisition** by these individuals, and to some extent by the source country **of knowledge** available abroad. | The students **receive a stipend** that allows them to pay for part of their studies, but in return they must come back home after the completion of their study. |
| Preventing outflows of workers and students **is not easy**. | In this third programme, **the objective is to build bridges between** those undertaking research at home and Colombian nationals residing in the US, for example, in universities. |

**4**

> ### Sample answer
> International students are increasingly choosing to remain in their host country, rather than returning abroad to their country of origin. This can be for several reasons, including better career opportunities in the host country. Rather than preventing their students from studying abroad, which is difficult, home countries can adopt policies to maximize the potential of foreign-educated students. Typically, such solutions involve encouraging students to return home after their studies through incentives such as increased pay. The CONACYT programme in Mexico, for example, facilitates the return of PhD students, and offers higher pay to encourage productive research. In Colombia, the COLFUTURO programme pays students to study abroad, but requires them to return home afterwards. Colombia also aims to build links between researchers in Colombia and the US.

## TASK 2 Identifying evaluation in a problem-solution text

**1**

> ### Answers
> a  fragile global resources that are important to large numbers of countries
> b  climate change, fisheries, water resources, food security, pandemic threats, biodiversity, human security

**2**

> ### Answers
>
> | Problem | Solution |
> | --- | --- |
> | 1 environmental issues | multilateral environmental agreements (MEAs) |
> | 2 impact of climate change on the developing world | *international cooperation to protect vulnerable people and restructure emerging energy systems in the developing world* |
> | 3 food security | *related to climate change; reinvigorating the Consultative Group on International Agricultural Research (CGIAR)* |
> | 4 pandemic threats | *the World Health Organization (WHO)* |

**3 and 4**

> ### Sample answers
> *Confident evaluative language in **bold**:*
>
> Problems
>
> By global commons, we mean **fragile** global resources that are **important** to large numbers of countries; global management of economic systems is **vital** and how the existing institutional framework is **unfit for this purpose**; **Important** emerging global commons; Each poses **a difficult public policy problem** in its own right; With regard to pandemic threats, the **oft-forgotten** case of the 'Great Influenza' of 1918 stands as **a cautionary tale**; hundreds of millions, **health deprivation on a vast scale**. The **daunting nature of the task** cannot be **an excuse for inaction**, **however**. If it is, history **will not look kindly on** the current generation.
>
> Solutions
>
> **it will become increasingly clear** that a positive relationship between globalization and development depends on **the effective management** of the global commons; A **first best approach** to managing global commons issues is via multilateral agreements. These are **not easy to reach**, but **successes** in the area of multilateral environmental agreements (MEAs) suggest that **difficulties can indeed be overcome**; If we are to overcome parochialism to achieve global cooperation, **it is necessary that** the threats of non-cooperation **be made explicit**, that **any significant** economic losses inherent in cooperation be addressed; emerging food security issues **will be contingent on** international cooperation on climate change; **ignored for too long**; This is **insufficient preparation**.
>
> Other writers' ideas
>
> Schelling (2009) **rightly** pointed out; this is an issue of global cooperation in which '**parochialism interacts with globalization**'.
>
> *Tentative evaluative language in **bold**:*
>
> Problems
>
> The issue of global commons management is **not necessarily or primarily** economic; The global commons agenda is **admittedly huge and perhaps overwhelming**.
>
> Solutions
>
> Addressing **this potential damage** will require some form of international; **It is likely that** solving emerging food security
>
> Other writers' ideas
>
> world **is likely to** experience **the most significant potential damage**.

**5**

> ### Sample answer
> The style of Text 1 is more measured / tentative, while Text 2 is quite confident in style: most of the evaluative language and argument is stated quite strongly in Text 2. This arguably reflects the aim of the writers of Text 2, who seem to want to state their case and argument clearly and robustly as a wake-up call for action.

## TASK 3 Working out meaning in complex sentences

**1–3**

**Answers**

1 The subject of each **bold** verb in sentences 1–4 is highlighted in grey; the head noun is underlined. In sentences 2 and 3 there are two nouns in the head noun, joined by a coordinator (and).

1 Estimates based on panel data for fifty countries over the period 1990-99 **provide** some limited evidence on brain drain or gain.

2 In a process more akin to 'brain circulation' than 'brain drain', these US-educated engineers and entrepreneurs, aided by the lowered transaction costs associated with digitization, **are transferring** technical and institutional know-how between distant regional economies faster and more flexibly than most large corporations.

3 The interdependency of socio-ecological systems and the increased reach of human activity **have led** to major political and scientific challenges in the governance of environmental resources.

4 The global environmental processes commencing from the Stockholm Summit of 1972, the Rio Summit of 1992, and the Rio and non-Rio conventions of climate change, biodiversity, ozone depletion, the Basel Convention, and the POPS (Persistent Organic Pollutants) Convention **offer** many lessons on how to manage global goods.

2 1 a   2 b   3 a   4 a

3 **Sample answers**

2 Engineers and entrepreneurs educated in the US are acting more nimbly than large companies in transferring knowledge globally.

3 Social and economic systems are now interdependent, leading to a number of environmental problems.

4 There is much that can be learnt from the 1972 Stockholm Summit in terms of environmentally sound ways of managing global goods.

## TASK 4 Recognizing the influence of perspective in texts

**1**

**Sample answers**

The most likely intended audience for the book: policy makers; researchers in education; students; lecturers.

The stance of the writers in relation to globalization: possibly negative ('broken promises').

How the background of writers and audience might influence the ideas in the book: through their western background, the authors may feel negatively towards threats from other regions, e.g. Asia.

**2**

**Answer**

b: The striking example of China represents the main point of paragraph 1, while the text extract goes on to offer more globalized background information and evaluation. The example, then, is a detail of the text rather than the main point.

**3 and 4**

**Sample answers**

**3** Problems: the growth and investment in education in emerging economies poses a threat to the knowledge supremacy of developed nations (the US, Western Europe, Japan).

Solutions & evaluation: the huge flood of knowledge to emerging economies has led to a global abundance of skilled and educated workers. This is leading to increased competitiveness in emerging economies. Western universities and companies have greatly assisted in the process of global education and competition.

## TASK 5 Linking evaluative language and stance in texts

**1**

**Sample answers**

Problems
- Students are abandoning STEM subjects in favour of non-science subjects potentially leading to knowledge-based economy jobs in financial services and the creative industries.
- People working in the City (i.e. the financial district of London / New York) contribute to the huge wage gap in jobs.
- More students are doing business studies / media studies / journalism, etc., rather than engineering – as in the past.

Solutions
- Put STEM subjects at the core of education, as happens in some Asian countries, e.g. Singapore.
- Provide government support for such a focus, especially mathematics.

Evaluation
- The global distribution of key (STEM) expertise is obvious when taking account of the number of students studying such subjects in different countries: 37% in China down to 5% in the US.

**Sample answers**

a essentially negative – critical of the decline in the number of US / UK students studying STEM subjects, and opting for subjects such as journalism instead

b Statistical evidence (not referenced) provides support for numbers of students studying particular subjects; the then governor of the Bank of England, Mervyn King, adds weight to the writers' argument, while the policy of the Singapore government (unreferenced) provides further support.

c assumptions include:
  • students studying STEM subjects leads to innovation and economic growth
  • talented students avoid studying STEM subjects due to the influence of celebrity culture and the desire for financial reward
  • banking jobs are better paid than engineering jobs
  • STEM subjects are less highly regarded in western countries than they used to be, and than they are in Asian countries
  • a diversified economy requires not only STEM subjects but other subjects as well
  • studying engineering is important for the knowledge economy.

d Explicit evaluation: (as in 5.1 above): The global distribution of key (STEM) expertise is obvious when taking account of the number of students studying such subjects in different countries: 37% in China down to 5% in the US.

  Implicit evaluation: (closely related to the assumptions in (c) above): the US / UK are making a mistake in having so few students study STEM subjects, especially engineering. The US / UK should increase its number of students studying such subjects in order to maintain competitiveness.

# 10B **Writing** Problem-solution essays

## TASK 3 Refining your evaluations

**1–3**

**Sample answers**

1 a significant / serious / minor **problem**; a serious **crisis**; a significant / serious / considerable **challenge**

2 a quick / simple / practical / possible / definitive **solution**; a quick / simple **fix**; a quick / simple / practical / possible / definitive **answer**

3 a(n) adverse / positive / potential **outcome**; a(n) adverse / positive / serious / potential **impact**; a(n) adverse / positive / serious / potential **repercussion**

4 directly / successfully / effectively / explicitly **address**; successfully / effectively / explicitly **tackle**; directly / successfully / effectively **confront**

5 easily / largely / completely **solve**; easily / largely / completely **overcome**; easily / largely / completely **alleviate**

6 potentially / seriously / adversely / primarily **affect**; seriously **threaten**; potentially / seriously / primarily **attack**

## TASK 4 Incorporating voice in an essay

**1**

**Sample answers**

Essay plan: 1 material is relevant to title; 2 there is sufficient material; 3 generally it is logical and coherent.

Paragraph 1 Evaluation: work towards recalibrating university rankings metrics to include *all* languages, in order to end possible bias towards English (the language of many of the most prestigious journals).

Paragraph 2 Evaluation: only national political intervention can protect minority languages, as market forces favour a monoculture (cf. Latin in middle ages).

Paragraph 3 Evaluation: potential barriers to international agreement, e.g. by English-speaking countries with vested interest (UK, USA, etc.); only international intervention can be effective in limiting the monoculture of English.

## TASK 1 Reading a presentation abstract to predict content

**1–2**

> **Answers**
>
> 1 Main problems: The current pharmaceutical market has widespread monopolies, poorly-informed consumers, limited competition, and highly variable demand.
>
> Solutions: Address the financing of medicines and increase the use of policies such as using generic drugs, involving both governments and private providers.
>
> Evaluation: A greater balance is achievable.
>
> 2 1 Confident evaluative language in **bold**:
> *Characterized by **widespread** monopolies, **poorly-informed** consumers, **limited** competition, and **highly variable** demand, the global pharmaceutical market is **currently imperfect and imbalanced**. Given **extreme variations** in pharmaceutical expenditure across different income countries and **rising per capita expenditure**, solutions need to involve both governments and private providers.*
> Tentative evaluative language in **bold**:
> *This presentation [...] offers **possible solutions**. [...] Through strategic planning in public financing, health insurance, and user fees, the pharmaceutical market **can achieve a better balance**.*
>
> 2 Presenter's stance: critical of the current state of the global pharmaceutical market; supportive of active government intervention.

**3**

> **Sample answers**
> • students, researchers, and academics within the discipline of pharmacology and related disciplines such as medicine
> • professionals in pharmaceutical corporations
> • government ministers involved in health policymaking
> • NGOs and charities involved in global healthcare provision
> • other stakeholders, e.g. pressure groups, legal teams involved in healthcare provision

## TASK 2 Listening to and evaluating a presentation

**1–4** ▶ **10.1**

> **Sample answers** (these notes are presented in full detail; students may write less)
> The presentation topic and main aim is to present the challenges facing the global pharmaceutical market today, and how these can be addressed.
>
> **Situation (background and wider context)**
> The pharmaceutical market is not a perfect market where supply perfectly balances demand. And this leads us to the situation we have today.
> 1990 and 2000 expenditure figures WHO (published in 2011):
> • private expenditure on pharmaceuticals outweighs government expenditure in all income categories – high, middle, and low
> • total expenditure increased very substantially between 1990 & 2000: 50% overall, with higher increases in middle-income countries
> • extremely wide variation between countries with different incomes, e.g. in 2000 governments of low-income countries spent just over $1 on pharmaceuticals, vs high-income countries at $167
> • per capita pharmaceutical expenditure has been increasing steadily for many years: 2005 to 2006 $7.61 US dollars in low-income countries & $431.6 dollars in high-income countries
> • highest rate of increase is in low- and middle-income countries
> • 16% of the world population currently live in high-income countries, which account for over 78 per cent of global medicine expenditure
> • the *proportion* of total health expenditure which is spent on medicines in low-income countries is higher
> • total pharmaceutical expenditure referred to as TPE
> • since 1995 the *private* share of TPE has been increasing in low- and middle-income countries, but not high-income countries
>
> **Problems**
> The pharmaceutical market is not a perfect market where supply perfectly balances demand (source: Walley and Wright)
> • Consumers are not well-informed about the medical products they are using, e.g. their quality, safety, efficacy, & appropriateness
> • Not much competition: vast number of consumers, but rather few providers: health care providers, purchasers, and manufacturers
> • The issue of monopoly: manufacturers create a monopoly through their use of patents; also brand loyalty, achieved through intensive marketing; market segmentation by introducing therapeutic subclasses; many cases of price-fixing by producer cartels in order to keep market prices high
> • Externalities exist: treatment for some conditions, e.g. communicable diseases like tuberculosis and sexually transmitted diseases, benefits not only the patient but also the wider public – who will as a result have a reduced chance of themselves contracting the disease

**Evaluation of problems**
- The pharmaceutical market is far from perfect.
- It's quite unlike many other markets.
- It's a failed market.
- A key point is that the financing of medicines plays a critical role in the market.
- Governments are key players.

**Solutions**
- Medicine costs need to be kept down, and national governments have a key role to play in drawing up principled lists of medicines which people can be reimbursed for, including mainly cost-effective medicines
- Market competition can be increased, through generic medicines – the generic market can be promoted, and pharmacists can substitute more expensive branded drugs with the equivalent generic ones
- Therapeutic substitution is also possible, i.e. adapting a patient's therapy with a lower-cost programme
- Governments can promote medicine pricing policies using their buying power to negotiate with the manufacturer on prices, and comparing medicines on the market
- Parallel imports – where patented medicines are bought from countries in which they cost less
- Compulsory licencing – where a local manufacturer is licenced to produce a patented drug under licence & usually at a lower price, allowed by WTO under certain conditions

**Evaluation of solutions**
- These measures illustrate the choices available to stimulate local & global pharmaceutical markets.
- Any health financing system must be sustainable
- Health financing systems need to promote equity, efficiency and rational use of medicines.

**Overall evaluation**

Public financing
- raised through taxation
- advantages are:
  - medicine supplies can be better selected and targeted to those who need it most
  - the government can control the quality of the medicine
  - achieve economies of scale by buying in large quantities
  - cost of payment is effectively shifted to a wide base of the population, i.e. taxpayers, & those earning higher salaries pay more

Health insurance (a mechanism for sharing risk among a section of a population)
- has an important role to play in many countries
- health insurance schemes may be public / private; compulsory / voluntary
- common in developed countries (not USA); rare in developing countries
- an attractive option for developing countries as medicines account for a large share of total household expenses
- risks include over-prescription, abuse, and fraud
- to be effective, such schemes need cost control measures

User fees – in developing countries, = 2/3 of expenditure on medicine, mainly private
- Cost recovery schemes – where people have to pay back the cost of their medicines
- These fees are then ploughed back into general medical expenditure

- User fees can improve medicine availability and efficiency & reduce over-consumption, & allow public funds to be targeted
- The needs of the poorest are often not met
- Checks and balances needed, e.g. exemptions for those least able to pay

**Final evaluation**
- In short, the pharmaceutical market is an imperfect and imbalanced market, but there are a range of more or less successful options to improve it.

## TASK 3 Recognizing known and new information

**1–3**

> **Answers**
> 1 Sentence (a) is 3 (it has been mentioned before in the presentation)
> Sentence (c) is 1 (it can be seen in the visuals)
> Sentence (e) is 2 (it is assumed / general knowledge or common sense)
>
> 2 **Known information**; background / new information:
> a **The WHO** is the world's most visible global health organization, with a 193-country membership which means it operates at both a global and local level.
> b **This global reach** means that they are able to collect data from more countries than any other organization.
> c As we can see, this table shows the private and government per capita expenditure on pharmaceuticals in 1990 and 2000.
> d First, private expenditure on pharmaceuticals outweighs government expenditure in all income categories …
> e **Most parties agree that medicine costs need to be kept down**, so national governments have a key role to play in drawing up principled lists of cost-effective medicines.
> f **Governments can use their buying power** to negotiate with the manufacturer on prices.
> g **They can do this** effectively by comparing the medicines with other similar medicines on the market.

## TASK 4 Evaluating the summary of a presentation

**1**

> **Sample answer**
> The summary meets these six criteria satisfactorily.

## 10D Speaking
Presentations (6)

### TASK 1 Advice on giving a presentation

**1–3**

> **Answers**
>
> **1** **1** topic **2** research **3** content and structure
> **4** visuals **5** practice **6** abstract **7** delivery
> **8** post-presentation

## 10E Vocabulary Sensitive language

**3 and 4**

> **Sample answers**
>
> **3**
>
> **a** ***crippled*** – now very offensive about people, but used more widely metaphorically to describe, for example, an economy that is badly damaged; ***handicapped*** – now dated and considered offensive by some; ***disabled*** – the more acceptable term, although see note above about *people with disabilities*
>
> **b** ***an old lady*** – slightly old-fashioned, might be considered polite in conversation (*the old lady who lives next door*), but not appropriate in an academic context (note: '*lady*' is now considered slightly offensive or patronizing by many women); ***an elderly woman*** – appropriate to describe an individual; ***older women*** – appropriate to describe a general group
>
> **c** ***a lady doctor*** – this would now be considered dated and offensive / patronizing in most contexts (see note above about 'lady'): ***a woman doctor*** – appropriate in conversation and some academic contexts (especially referring to people's attitudes); ***a female doctor*** – a more neutral term would be likely in an academic context
>
> **d** ***a poor country*** – 'poor' is an emotive word and has negative connotations, so this would be used to make a point persuasively (for example, describing the exploitation of *poor countries by rich nations*), but would be less likely to refer to a specific country; ***a Third World country*** – 'Third World' increasingly has similar negative connotations to 'poor' and so, would only be used in a similar context as above; ***a developing country*** – this has more neutral or positive connotations and would be the appropriate term to use when referring to specific countries (*in developing countries like Uganda*)
>
> **e** ***a child from a poor family*** – again 'poor' has emotive, negative connotations, especially to refer to an individual child or family; ***children from deprived areas*** – 'deprived' still has negative connotations, but suggests a wider, external problem rather than a fault of the family; ***children from disadvantaged backgrounds*** – 'disadvantaged' also has negative

> connotations, but doesn't attach blame to the family, it covers a wider range of situations than 'deprived' (deprived = lack of money, resources; disadvantaged = lack of money, education, stable family life, etc.)
>
> **4**
> • generally more emotive, dated, or even offensive language might be found in the context of fictional or historical characters or contexts, for example, in the study of literature, film and media studies, history, classics, etc.
> • writers are generally more careful to use sensitive language which avoids offence, stigma, or stereotyping when referring to real individuals
> • less carefully hedged language may sometimes be used when referring to a general group rather than specific individuals – compare *poor countries* vs *X is a developing country*

# UNIT 11 **Observation**

## 11A **Reading** Case studies

### TASK 1 Understanding the case study genre

**1**

> **Sample answer**
>
> 4 To formulate a new beauty product to reduce the visual effects of facial wrinkles.
> *Because this research aim is broad in scope and application and requires an objective (e.g. laboratory-based) research programme to meet the needs of a wide range of people with different skin types. So it's not suited to a case study.*

**2**

> **Answers**
>
> GAP: *university textbook extract, aimed at students of business, to present an initial overview of case study design and research*
>
> Definition of case study: *the detailed and intensive analysis of a single case (essential point) – concerned with the complexity of the particular case (further detail)*
>
> Types of case: *single organization; single location; person; single event*
>
> Selected examples: *corporation (e.g. ICI, BBC); event (NASA space shuttle disaster)*

**3 and 4**

> **Answers**
>
> 1 single organization   2 a person   3 a single event
> 4 *N/A*   5 a single location

### TASK 3 Using generic language to express relationships

**1**

> **Answers**
>
> 1   1 represents   2 that is typically used to
>      3 has emphasized the importance of
>      4 through which   5 Such a   6 involves
>      7 is relatively little used in   8 based on
>      9 can allow   10 therefore
>
> 2   **Key: topic: underlined; generic language: bolded; characteristics / related features: highlighted.**
> What is longitudinal design?
> The longitudinal design **represents** a distinct form of research design **that is typically used to** map change in business and management research. Pettigrew (1990) **has emphasized the importance of** longitudinal study in understanding organizations as a way of providing data on the mechanisms and processes **through which** changes are created. **Such a** 'contextualist' research design **involves** drawing on 'phenomena at vertical and horizontal levels of analysis and the interconnections between those levels through time' (1990: 269). However, partly because of the time and cost involved, longitudinal design **is relatively little used in** business and management research. In the form in which it is typically found, it is usually an extension of social survey research **based on** self-completion questionnaire or structured interview research within a cross-sectional design. Consequently, in terms of reliability, replication, and validity, the longitudinal design is little different from cross-sectional research. However, a longitudinal design can allow some insight into the time order of variables and **therefore** may be more able to allow causal inferences to be made.

## TASK 5 Taking notes on a summary of a case study

### 1 and 2

**Answers**

2 Data capture methods in Text 3:
- (qualitative phase):
  - group discussions with public (esp. motorists)
  - in-depth interviews (e.g. vehicle dealerships, journalists [press])
- pilot surveys
  - quantitative questionnaires
- quantitative surveys
  - samples of key groups (e.g. motorists, employees), asking questions such as reliability, individuality
  - second survey undertaken 3 years later to monitor changes in perception

### 3 and 4

**Sample answers**

**3**
- the context of the research
  - UK & Ireland
  - motor industry – General Motors subsidiary Vauxhall
  - employees, general public, journalists, unionists
  - from 1983 onwards (follow-up research took place three years later)
- the aim of the research
  - to investigate the benefits of making GM companies such as AC Spark Plug more visibly part of the GM group
  - to provide information on awareness of GM
- the implications of the research
  - to inform future company strategy
- the main findings, conclusion, and evaluation
  - a successful research project
  - much new information found, e.g. that people who knew more about Vauxhall (i.e. that it was part of the American GM group) viewed it more favourably
  - Vauxhall was repositioned as a result

**4**

The Vauxhall research project (1983) aimed to determine whether it would be more beneficial to more visibly position its various UK-based motor companies as part of its US parent company, General Motors. Using a mix of data capture methods including qualitative and quantitative research, the project identified considerable new information, notably that people who were aware of Vauxhall's American heritage viewed the company more favourably. As a result of this successful research project, the Vauxhall brand was repositioned. (*78 words*)

# 11B Writing Complex descriptions

## TASK 1 Analysing and describing types of process

**1–3**

| Sample answers | | | | | | |
|---|---|---|---|---|---|---|
| **Process** | **One-off** | **Recurrent** | **Natural** | **Human-driven** | **Local** | **Global** |
| 1 photosynthesis | | ✓ | ✓ | | | ✓ |
| 2 desertification | | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3 the global financial crisis of 2007/8 | ✓ | | | ✓ | | ✓ |
| 4 passing a new law in a specific country | | ✓ | | ✓ | ✓ | |
| 5 building employee trust in a company | | ✓ | | ✓ | ✓ | |
| 6 industrialization in post-war Japan | ✓ | | | ✓ | ✓ | |
| 7 designing a new public space | ✓ | | | ✓ | ✓ | |
| 8 research and development of a new drug | | ✓ | ✓ | ✓ | | ✓ |

## TASK 2 Analysing a process and identifying evaluation

**3 and 4**

| Sample answer |
|---|
| 4 c Political systems – because the text extract (Text 1) does not coherently explain or exemplify an aspect of a political system. It is clearly closely related to (a) and (b), while (d) is also related, offering an environmental perspective. |

## Sample answers

### 6: order given numerically by each stage

| Stage in the process | Evaluation |
| --- | --- |
| =14 The 2007–8 global financial crisis began | → the biggest economic shock since the 1929 Great Depression |
| =14 Asset values crashed | → sent shock waves through global economy |
| =14 Sub-prime crisis emerged in US in 2007 | → warning signs of the coming crash |
| 2 Financial institutions made home loans to low-income people | → an egregious business practice |
| 5 US house prices fell | → borrowers and lenders later became losers |
| 3 Home loan debts were repackaged as securities called 'collateralized debt obligations' | → these were more risky than people believed |
| 7 The mortgage default problem spread | → a devastating process |
| 4 Companies, banks, governments bought CDOs | → these groups had false confidence / became widely recognized as a hazardous process |
| 6 Big credit ratings agencies gave reassurances on these debts | → these assurances were inappropriate |
| 8 The extent of the actual risks was revealed | |
| 9 Financial institutions wanted to sell their CDOs | |
| 10 Prices fell | → this was inevitable |
| 11 The institutions' holdings were near-worthless | |
| 12 Stock market values of the institutions also fell | |
| 13 These institutions began to collapse | |
| =14 A financial crisis emerged | → the US sub-prime crisis became a generalized global financial crash |
| 15 Global growth stopped | → this was inevitable |
| 1 There was strong economic growth in the 1990s & 2000s | → This was debt-fuelled rather than based on sound sustainable finance |
| 16 Governments used bailouts to restore confidence | → this did not work |
| 17 The downturn spread from financial markets to the real economy | |
| 18 A global recession followed as a result | → this was severe and prolonged |
| 19 Economists do not agree on what caused the global financial crisis (GFC) | → this is not surprising |
| | Political economic analysis identify neoliberal economic ideas as part of the cause of the GFC |

The GFC was major blow to the claims of free market economists

Economic instability is rife / endemic in capitalism

Role of the state in crisis management & stability is contentious

## TASK 3  Using chronology language

### 1–3

## Sample answers

1

| | Verb-based form | Nominalized form | Adverbial |
| --- | --- | --- | --- |
| 1 | *Asset values crashed* | The crash in asset values | *with crashing asset values* |
| 2 | sent shock waves through the global economy | *global economic shock waves* | *sending shock waves through the global economy* |
| 3 | An economic recession developed | *The development of an economic recession* | *developing into an economic recession* |
| 4 | *Incomes fell and unemployment rose* | *The fall in incomes and rise in unemployment* | with falling incomes and rising unemployment |
| 5 | *People sent warning signals about the coming crash* | The warning signs of the coming crash | *with warning signs of the coming crash (becoming evident)* |
| 6 | *The 'sub-prime crisis' emerged* | the emergence of the 'sub-prime crisis' | *with the emerging 'sub-prime crisis'* |
| 7 | the US housing price bubble burst and prices started to fall | *the burst of the US housing price bubble and falling prices* | *with the burst of the US housing price bubble and falling prices* |

2

(three alternatives are given for each sentence, but further answers may be possible)

Original sentence with events underlined:

1 ***The warning signs of the coming crash*** became evident during ***the emergence of the 'sub-prime crisis' in the United States in 2007.***
1 ***The 'sub-prime crisis'*** emerged in the United States in 2007, *leading to warning signs of the coming crash*.
1 The 'sub-prime crisis' emerged in the United States in 2007, warning signs followed, and the global crash came.
1 *With the 'sub-prime crisis' emerging in the United States in 2007*, the global crash came *amid* warning signs.

Original sentence with events underlined:

**2** The financial institutions had been making loans to **low-income people wishing to buy houses**.

   **2** Low-income people had wished to buy houses, so the financial institutions had been making loans to them.

   **2** *Wishing to buy houses*, low-income people had been given loans by the financial institutions.

   **2** **Low-income people wishing to buy houses** had been given loans by the financial institutions.

Original sentence with events underlined:

**3** Both borrowers and lenders would become losers when the US housing price bubble burst and prices started to fall.

   **3** *With the burst of the US housing price bubble and falling prices*, both borrowers and lenders became losers.

   **3** *The US housing price bubble burst and prices started to fall*, with both borrowers and lenders becoming losers.

   **3** **The burst of the US housing price bubble** led to falling prices and **both borrowers and lenders as losers**.

**3** **Evaluation**

In isolation, any of the above alternatives are valid. In a text, *variety* is important, partly to avoid monotonous structures, and partly to organize and present the information.

# 11C Listening Lectures (8)

## TASK 1 Using visuals to understand and explain key concepts

### 2–3 ▶ 11.1

**Sample answers**

Lecture Overview form

PART A  General information on the lecture

Lecture title  *An introduction to community ecology*

Lecturer  *Dr Kerry Lock*

Comments  *(student-specific responses)*

Discipline  *Biology / ecology / continuing education*

Topic / main focus  *Ecology, life forms, environments – in a global context (no locality is mentioned, and as it's ecology, a global context is logical)*

Rationale & aims  *To describe community ecology – the study of interactions between organisms and their environments*

Limitations  *No stated limitations – small to large (molecular to landscape)*

Key terms & definitions
- *organism (not defined)*
- *abiotic – non-living (e.g. water)*
- *population – individuals of a single species living together in one geographical location at the same time*
- *habitat – the physical area in which species live, e.g. a pond*
- *community – two or more populations*

- *resource partitioning – different areas or 'ecological niches', which are different in physical or temperature terms*
- *niche separation – a situation where different species coexist in the same place, separated by differences in the physical environment*

Supporting information

☐ pre-reading *unknown*

☐ handouts *unknown*

☐ slides *yes*

☐ other *no*

## TASK 2 Taking notes on multiple related processes

### 3 and 4 ▶ 11.2, 11.3

**Sample answers**

**3**

(given as bullet points – other note-taking systems welcome)
- Community structure
  - species richness – different types and amounts of various species
  - physical characteristics of organisms – e.g. plants with thick leaves in arid (dry) areas to reduce evaporation
- Energy transfer
  - trophic (food) relationships – green plants captures solar energy through chlorophyll; & using $CO_2$ & $H_2O$ through photosynthesis → generate carbohydrate, an energy source
  - food chains – fighter plankton at base of 'food web' (they contain chlorophyll) → fed on by krill
- Herbivory
  - krill are herbivores & primary consumers; also epilobian species → eaten by hawk moth caterpillar (primary consumer); also water vole (herbivore) → eaten by American mink (secondary consumer)
- Predation
  - krill are fed on by leopard seal (a predator & carnivore); the third title is a secondary consumer
  - only 10% of the energy is passed on at each stage → limitation on number of steps in a food chain (usually up to 3 or 4)
- Parasitism
  - a symbiotic interaction in which the parasite derives all / part of its nourishment from its host (harmed / killed in the process)
  - hemiparasitic plants, e.g. yellow rattle, latches onto competitive grasses & impedes their growth – which is 'fantastic' as this technique can enable less competitive species to break through
  - parasitic hymenoptera: this wasp can paralyse a tarantula, lay eggs on it, which will kill it
- Mutualism
  - interaction between two different species → mutual benefit for both, e.g. large blue butterfly & red ant: the ants feed on the caterpillar's honeydew & the caterpillar feeds on the ants' eggs; the butterfly hibernates with the ants, & survives partly through mimicking the ants' noises and smells. The ants take it up to the surface ready for its first flight

- Competition
  - e.g. the Natterjack toad & the common frog – the latter's faecal matter contains a unicellular organism which inhibits the growth of Natterjack tadpoles – which are then more vulnerable to predators for longer → fewer Natterjacks (a protected species)

**4**
- Eco-systems are vital to our survival.
- The global millennium eco-system assessment of 2001 & 2005 assessed the consequences of eco-system change across 95 countries – the largest assessment of the health of eco-systems in the UK.
- Eco-system services are the benefits that human beings gain from eco-system processes (i.e. nutrient cycling, primary production, solar energy, provisioning (i.e. gaining food and fuel), regulating (i.e. food & flood regulation), water purification, cultural aspects / aesthetics.
- These systems are very vulnerable – because of the level humans rely upon them, it is our responsibility to maintain them and to ensure their continuity.
- The future focus is reconnecting our fragmented landscape – vital in terms of continuing & maintaining these vital ecological processes and eco-system services.

# 11D  **Speaking**  Seminars (6)

## TASK 1  Analysing a process text to prepare for a discussion

**2**

> **Answers**
>
> Perspectives covered in Text 1: geographical (global / local), historical, cultural, anthropological, economic, financial, commercial, architectural, social, environmental, aesthetic, technological

**3–5**

> **Sample answers** (author's evaluation in **bold**)
>
> Renewal of city centres:
>
> ***Erasing*** bricks-and-mortar ***history*** to build a ***shiny*** vision of the future.
>
> ***Clearing out*** the rundown alleys; ***removing*** longtime residents; ***replacing*** small, old houses with expensive apartments and new skyscrapers.
>
> Perspectives: historical, architectural, cultural.
>
> Changing use of buildings:
>
> Liverpool and Bilbao have ***torn down*** their ***abandoned*** waterfronts and turned ***aging*** docks and warehouses into ***modern*** art museums.
>
> In London, Paris, and New York, ***artists*** and ***gentrifiers*** move into old immigrant areas, praising the working class bars and take-out joints but ***overwhelming*** them with new cafés and boutiques, which are soon followed by brand-name chain stores.
>
> Growth of city centres:
>
> A universal rhetoric of upscale growth, based on both the economic power of capital and the state and the cultural power of the media and consumer tastes, is driving these changes and exposing a ***conflict*** between city dwellers' desire for authentic origins – ***a traditional, mythical desire for roots*** – and their new beginnings: the ***continuous reinvention*** of communities.
>
> 'Manhattanization':
>
> … signifies everything in a city that is ***not thought to be authentic***: ***high-rise*** buildings that grow taller every year, ***dense*** crowds where ***no one knows your name***, ***high prices*** for inferior living conditions, and ***intense competition*** to be in style.
>
> Changing nature of authenticity:
>
> Lately, though, authenticity ***has taken on a different meaning*** that has ***little to do with origins and a lot to do with style***. The concept has migrated from a quality of people to a quality of things, and ***most recently to a quality of experiences***.
>
> This is done ***by preserving*** historic buildings and districts, ***encouraging the development of small-scale*** boutiques and cafés, and branding neighbourhoods in terms of ***distinctive cultural identities***.

# 11E Vocabulary Word formation (2)

## 1 and 2

> **Sample answers**
>
> | **a** Process | | **b** Quality / Characteristic | **c** Person/Actor | |
> |---|---|---|---|---|
> | Verbs | Nouns | Adjectives | Nouns | Nouns |
> | accumul**ate**, facilit**ate** | identific**ation**, Manhattan**ization** | distinct**ive** | authentic**ity**, comple**xity** | borrow**er** |
> | general**ize** | promo**tion** transmis**sion** | | instab**ility** | motor**ist**, theor**ist** |
> | | | | | particip**ant**, respond**ent** |

## 3

> **Sample answers**
>
> | **Process** | | **Quality / Characteristic** | **Person/Actor** |
> |---|---|---|---|
> | participate | participation | participatory | participant |
> | investigate | **investigation** | **investigative** | **investigator** |
> | **compete** | competition | **competitive** | **competitor** |
> | **respond** | **response** | responsive (responsiveness) | **respondent** |
> | **extend** | extension | **extensive** | – |
> | generate | **generation** | **generative** | **generator** |
> | **collaborate** | **collaboration** | collaborative | **collaborator** |
> | **produce** | **production** | **productive / productivity** | producer / **product** |
> | **stabilize** | **stabilization** | stable/stability | **stabilizer** |

# UNIT 12 **Research**

## 12A **Reading** Independent reading

### TASK 3 Reporting on and discussing reading texts

**1 and 2**

---

**Sample points to mention in discussion of texts**

Text A: Populations
- description of a technical aspect of research
- focus on quantitative research
- discipline here is Biosciences, but applicable to other Sciences and to some Social Sciences

Text B: Focus groups
- discussion of a specific research method (focus groups)
- focus on qualitative research
- mentions advantages and disadvantages
- discipline here is Health/Medicine, but could apply to other Social Sciences involving people

Text C: The Hawthorne effect
- practical issue/consideration for researchers; potential bias, reliability
- experimental/observation type of research (could be quantitative or qualitative)
- discipline here is Business, but applicable to any research involving people, so Social Sciences, Medicine, etc.

---

## 12B **Writing** Research writing

### TASK 2 Using feedback to edit a text for language accuracy

**1 and 2**

---

**Sample answer** - corrections in **bold**

According to Abutalebi **et al**. (2009: 9) '**the**\* bilingual brain is a special brain' and there **is** some **evidence** that **demonstrates** that. For example, higher activity has been found in memory and other areas of the brain when someone is **performing / completing / undertaking** a multilingual task (ibid). Other studies suggest that **a unique control structure exists in bilinguals that lets** them choose the right language to use, because both languages are always **active** in the brain, and this fact improves **a** bilingual's attention and cognitive control, giving them the ability to solve problems in **non-verbal**

---

tasks as well as verbal ones (Bialystok **et al**., 2004, Costa **et al**., 2007). Further still, this superior stimulation of the brain across **the / a / their** lifetime is thought to be good protection against cognitive decline due to aging (Bialystok, 2009).

\*As students are not able to check the original quote (which does in fact include the article), a 'safer' option would be to add the article outside the quotation marks … the 'bilingual brain …'

---

**3 and 4**

---

**Sample answers** - corrections in **bold**

1 It is essential to **recognize / understand / distinguish** the difference between early **bilinguals**, who learn two languages at the same time, and late **bilinguals**, who learn a second language once the first is known.

Or … between **the / an** early bilingual, who **learns** two languages at the same time, and **the / a** late bilingual, who **learns** a second language once the first is known.

2 Considerably more work will need to be done to determine how the human brain works, although '**the** neuroscience of multilingualism' (Abutalebi **et al**., 2009) is a growing field.

Note: As above, without being able to check the quote, students could add the article outside the quotation marks. … *although the 'neuroscience of …'*

Error 1: Errors with articles before nouns
Solution 1: Check all general nouns – do they need an article?

Error 2: Missing punctuation after *et al.*
Solution 2: Use a computer 'find' facility to find and correct all instances of *et al*

Error 3: verb + noun collocations
Solution 3: Check verb + noun collocations in a dictionary – use 'find' as above for recurring uses

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## TASK 4  Checking citations and references

**3**

> **Sample answers** (changes shown in **bold**):
>
> a **Masden et al**. (2009) conducted one of the few comparative studies to look at bird movement both before and after the construction of a wind farm.
> **Flaws**: Spelling errors in the authors' names; no need to show more than three authors in an in-text reference (should use *et al.*)
> **Good practice**: Good, clear, concise summary, appropriate for a literature review
> Note: Some institutions may even view minor errors in references, such as spelling mistakes, as plagiarism.
>
> b Whilst the economic burden of an ageing population is a cause for concern in many developed countries, research by **Bloom**, **Canning**, **and Fink (2010)** suggests that in **non-OECD** countries falling fertility rates will lead to a greater proportion of working-age people within the population, offsetting increases in the older age group and so **not significantly impeding / slowing** economic growth.
> **Flaws**: By putting the reference at the end of a long sentence, it is unclear which ideas are the student's own and which are from the source – not blatant plagiarism, but not clear attribution. Factual / copying error – should be **non**-OECD countries.
> Incorrect in-text reference – all three authors' names should be given; it could include a page reference.
> Misrepresentation – the text does not say the demographic changes will 'encourage' economic growth, just that they will 'not significantly impede' it.
> **Good practice**: Some of the paraphrasing does show an understanding of the key ideas in the source text. e.g. 'a greater proportion of working age people within the population'.
>
> c Heal (2012: 154) describes how in the modern world, 'we have built up our intellectual and physical capital […] while at the same time we have run down our natural capital'. He suggests that we have gained many of our material comforts at the expense of unique and irreplaceable wildlife and habitats that have been destroyed in the process of human development.
> **Flaws**: Plagiarism – the whole of this section comes from the source text, so should all be attributed. Much of the language in the first sentence is also copied exactly - it needs to be either paraphrased or quoted. There is no clear input to demonstrate understanding from the student.
> Quotation – copying error with 'built/build' – words missed out without ellipsis – needs a page number.
> Note: there are several possible ways to approach rewriting this but it should show some element of the student's own understanding / interpretation.

## TASK 5  Acting on feedback

**2 and 3**

> **Sample answer**
>
> **2.2 A profile of Chinese leisure tourists**
>
> Since the start of the Visit Japan Project in 2004, the Japanese Tourist Authority (JTA) has been surveying the consumption trends of foreign tourists. These surveys reveal some interesting figures regarding Chinese leisure tourists and their consumption behaviour. Over the period 2004–2010, 51.4 per cent of Chinese tourists came to Japan for leisure and their average expenditure on shopping during their trip was 95,239 Japanese Yen per person, the highest for any nationality and twice the overall average (JTA, 2010). In seeking explanations for this trend, we can look to Mok and Iverson's study of Taiwanese tourists, in which they describe how shopping abroad fulfilled an important cultural role in 'maintaining social relationships through the giving of gifts' (Mok and Iverson 2000 cited in Lehto et al. 2004, p.321). Although the Taiwanese context is slightly different, the same cultural ideas may be true for the current wave of tourists from the Chinese mainland, so that money spent on souvenirs during their trip has come to have an important social value through the giving of gifts to friends and family on their return home.
>
> The JTA survey (2010) also found that many Chinese tourists (65.2%) were attracted to luxury retail outlets such as prestige department stores, raising questions about why Chinese tourists prefer these more expensive, high-end, stores to other retail shops in Japan. Moeran (1983), in his study into the habits of Japanese tourists, identified that they did not just buy souvenirs as a reminder of their travel, but as a status symbol that came from having been abroad. He pointed out that they placed particular importance on the country of origin of their souvenirs, as an indicator of their ability to purchase the goods in their country of origin (ibid). At that time, Japan could be described as a 'bubble economy', an economic situation similar to that in contemporary China. Thus, it seems that Chinese tourists, living in a rapidly expanding economy where demonstrations of economic status are becoming increasingly important socially, may be drawn to Japanese department stores for their 'Made in Japan' products, gift-wrapped in paper with the store's logo, which verifies their status as authentic Japanese goods.

**Listening** Lectures (9)

**TASK 1** Preparing to listen – note-taking
and purpose

**1**

> **Sample answers**
>
> What are we trying to find out? = answering research
> questions
>
> What's already known? = literature review; selecting
> search terms
>
> What is the role of theory?
>
> Could the research do any harm? = research ethics
>
> How can data be gathered and analysed? = research
> processes; gathering data; selecting a sample;
> randomization
>
> How can research findings be combined? = combining
> multiple research studies

# 12D **Speaking**
## Presentations (7)

**TASK 2** Considering your audience

**1** 🔊 12.2

> **Sample answers**
>
> Student A: Use of a hypothetical example which the
> audience can relate to (an *Amazon* parcel) to illustrate
> the legal process and potential problems. Use of relevant
> pictures to help illustrate the process and make it more
> visually appealing.
>
> Student B: Focus on the most interesting, 'new'
> information, i.e. the case studies. Also mention of own
> experiences as an intern to make it more personal
> and screenshots of websites to make it more visually
> interesting. Audience of students from same / similar
> discipline so less need to explain the theoretical
> background.

**TASK 3** Preparing and giving a research
presentation

**1** 🔊 12.3

> **Sample answers**
>
> Student A: Personal reasons – link to own home country;
> significance of topic – importance of exports to Chinese
> companies
>
> Student B: Relevance/currency of topic – link to recent
> figures in the news; significance of topic – important for
> retailers to be competitive

# AUDIO CD TRACK LISTING 🔊

| TRACK NUMBER | UNIT NUMBER | TRANSCRIPT AND EXTRACT NUMBER |
|---|---|---|
| **1** | 2D  Speaking | 2.6 |
| **2** | 5D  Speaking | 5.5  Extract 1 |
| **3** | 5D  Speaking | 5.6  Extract 2 |
| **4** | 6D  Speaking | 6.7  Clips 1–4 |
| **5** | 9D  Speaking | 9.5 |
| **6** | 12D  Speaking | 12.2  Extract 1 |
| **7** | 12D  Speaking | 12.3  Extract 2 |