

Oxford EAP

A course in English for Academic Purposes

UPPER-INTERMEDIATE / B2

Edward de Chazal & Sam McCarter

Answer Key

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Contents

- 1 **EDUCATION** *Page 003*
- 2 **SYSTEMS** *Page 008*
- 3 **COMMUNICATION** *Page 015*
- 4 **ORDER** *Page 020*
- 5 **INTELLIGENCE** *Page 026*
- 6 **CHANGE** *Page 032*
- 7 **CULTURE** *Page 038*
- 8 **INTERPRETATION** *Page 044*
- 9 **PERSUASION** *Page 050*
- 10 **CONNECTION** *Page 058*
- 11 **TECHNOLOGY** *Page 066*
- 12 **INDEPENDENCE** *Page 074*

Audio CD track listing *Page 082*

UNIT 1 Education

ACADEMIC FOCUS: PREPARATION FOR ACADEMIC STUDY

Discussion

3

Sample answer

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

1A Speaking Seminars (1)

TASK 2 Understanding question forms

1 ▶▶▶1.1

Answers

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

2 ▶▶▶1.1

Answers

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

So you have two education systems?

So these private schools - how are they different?

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

It must be expensive. Is it?

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

Are the classes big? What about the classes?

Why? How is it different in Brazil?

Anyway, what about your universities?

TASK 3 Using question forms

1 and 2

Answers

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

TASK 4 Critical thinking - responding to an opinion

2 ▶▶▶1.2

Answers

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

TASK 5 Recognizing language for expressing opinions

1 and 2

Answers

Phrases which feature in Extract 2 are in italics.

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

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

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

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

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

TASK 8 Expanding notes into sentences

1

Answers

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

TASK 9 Noticing reporting verbs in a summary

1

Answers

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

2

Answers

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

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

1B Reading Dictionaries

TASK 3 Skimming a text to find key information

1

Answers

A kinaesthetic B visual C auditory

TASK 4 Reading for more detail

1

Answers

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

TASK 5 Reflecting on learning styles

1 and 2

Sample answer

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

TASK 7 Using coordinators to create compound sentences

1

Answers

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

3

Answers

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

TASK 8 Reading to understand the main idea

1 and 2

Answers

1 c 2 e 3 b

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

1 and 2

Sample answers

The learner:

- allowed to explore
- self-directed / actively engaged

The teacher:

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

Engagement:

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

The environment:

- rich learning environment
- interesting + relevant topics

Philosophy:

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

1C Writing Starting the process

TASK 2 Understanding essay titles

1

Answers

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

2

Sample answers

The answers to the questions are underlined:

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

TASK 3 Understanding verbs in essay titles

1

Answers

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

2 and 3

Answers

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

TASK 4 Differentiating between verbs in essay titles

1

Answer

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

2

Answers

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

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

TASK 5 Generating ideas for writing tasks

2

Sample answer

('Ideas words' in italics)

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

3

Sample answers

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

TASK 6 Creating simple plans for writing tasks

1

Answers

1 C 2 A 3 B

3

Sample answers

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

TASK 7 Introducing paraphrasing in writing

1

Answers

- parental influence
- potential earnings
- influence of friends
- being cut off
- access to knowledge
- connected to the world
- fewer opportunities
- more expensive
- work more quickly

1D Listening Lectures (1)


TASK 1 Predicting before listening

1 and 2

Answers

1-7 are all possible.

TASK 2 Understanding the introduction to a lecture

1 and 2  1.3

Sample answer

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

3  1.3

Answers

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


TASK 3 Critical thinking - predicting the content of a lecture

1 and 2

Sample answer

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

TASK 4 Listening for the main idea

1 and 2  1.4

Answer

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

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

1

Answer

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

2

Answer

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

TASK 6 Listening for noun phrases to identify the main idea

1 1.4

Sample answers

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

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

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

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

TASK 2 Using a monolingual dictionary

1

Answers

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

2

Answers

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

TASK 7 Practising listening for the main idea

1 and 2

Sample answers

2 Main idea: the quality of skills training on university courses (how well graduate engineers thought their university engineering courses helped them to develop these skills)

Noun phrases: personal experience, university engineering courses, huge variety, 'real life' engineering role, university business schools, engineering departments, business-oriented skills

1E Vocabulary Using a dictionary

TASK 1 Working out the meaning of unknown words

1 and 2

Answers

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

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

facilitator: positive / noun / enabler, helper; obstructor

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

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

UNIT 2 Systems

ACADEMIC FOCUS: DESCRIPTION AND DEFINITION

Discussion

2 and 3

Sample answers

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

2A Reading Textbooks (1)

TASK 1 Critical thinking - discussing reading strategies

1 and 2

Sample answer

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

TASK 2 Predicting the content of a text

1 and 2

Sample answers

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

Answers

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

3

Answers

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

TASK 3 Understanding key information in a text

1 and 2

Answers

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

TASK 4 Writing simple definitions

1

Sample answers

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

TASK 5 Linking information from the text to key terms

1

Answers

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

Match with original information:

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

2

Sample answers

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

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

TASK 6 Using noun phrases to summarize key information

1 and 2

Answers

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

3

Answers

- 2 c 5 a 6 b

4

Sample answer

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

5

Answers

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

Sample answers

(Contexts and descriptions)

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

TASK 7 Writing paraphrases of key information

1

Answers

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

2

Answers

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

3

Sample answer

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

4

Sample answer

Summary of key information:

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

Paraphrase of paragraph 4:

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

2B Writing Descriptions (1)

TASK 1 Identifying types of diagram

1

Answers

1 B 2 C 3 E 4 A 5 D

2

Answers

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

3

Answers

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

TASK 2 Recognizing features of a description

1

Sample answer

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

2

Answers

1 c 2 a 3 a 4 b

3

Answers

a illustrates b shows, demonstrates c should increase

4

Answers

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

TASK 3 Writing a short description of visual information

1

Answers

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

Sample answer

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

TASK 4 Describing trends

1

Sample spoken answer

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

Sample written answer

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

2

Answers

1 b 2 a 3 d 4 c

3

Answers

1 f 3 e 4 g 5 h

4

Answers

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

Sample answer

See Student's Book, page 213.

TASK 5 Listening to a description of visual information

1 ▶▶▶2.1

Answers

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

TASK 6 Using relative clauses to add information

1

Answers

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

2

Answers

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

2C Listening Lectures (2)**TASK 1 Understanding background information**

2

Answers

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

TASK 2 Critical thinking – predicting the content of a lecture

1

Answers

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

TASK 3 Completing and correcting notes

1  2.2

Answers

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

2  2.2

Answers

Lecture topic: legal systems ~~around the world~~ **in England**

English legal system: civil **common** law system, based on case law

System goes back nearly 1,000 years, ~~but not~~ influential

Normans invaded England ~~before~~ **in** 1066 – introduced a ~~number of~~ **a single** legal systems

Judges appointed **by** King Henry II

Formal written constitution has ~~gradually~~ **not** evolved

TASK 4 Recognizing definitions

1  2.3

Answers

(Definitions in *italics*; phrases to introduce definitions underlined)

a) *that is to say, a system which is based on case law*

b) *The word 'like' here means 'similar' or 'comparable to'*

c) *we can define a precedent as something that happened before, but which has a bearing on what happens now*

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

1

Answers

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

2 and 3

Answers

2 and so on: *etc.*; for example: *e.g.*; led to: *→*; or: */*; the same as: *=*; very: *v.*

3 approx.: *approximately*; c.: *century*; CL: *common law*; imp: *important*; sb: *somebody*; yr: *your*

4

Sample answers

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

TASK 6 Using noun phrases in note-taking

1

Answers

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

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

TASK 7 Practising note-taking techniques

1  2.4

Sample answers

The role of jdgs

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

How new laws are made

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

Other forms of law-making

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

3

Answers

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

2D Speaking Seminars (2)

TASK 2 Describing a system in a diagram

1

Answers

Airtrain, railway, and road systems

2

Sample answers

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

TASK 3 Recognizing language for referring to visuals

1 2.5

Answer

1 3

2

Answers

(Any two of the following are acceptable)

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

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

3 2.5

Answers

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

4

Sample answers

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

5 2.6

Answers

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

TASK 4 Recognizing noun phrases in explanations

1 and 2 2.6

Answers

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

3

Answers

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

TASK 5 Preparing to present visual information

1 and 2

Answers

- 1 1 data processing 2 retail

TASK 6 Asking for information, clarification, and repetition

1

Answers

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

2 2.7

Answers

1, 5, 8

2E Vocabulary Building

academic vocabulary

TASK 2 Recording information about academic vocabulary

3

Sample answer

word class: *verb*

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

definition: *support sth*

translation: (depends on student L1)

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

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

opposite words (antonyms): *oppose, discourage*

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

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

UNIT 3 Communication

ACADEMIC FOCUS: USING EVIDENCE

3A Reading Textbooks (2)

TASK 1 Gaining an overview of a text

1 and 2

Answers

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

3

Answer

a

TASK 2 Identifying the main idea in a paragraph

1 and 2

Answers

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

TASK 3 Building word families

1 and 2

Answers

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

TASK 4 Recognizing and responding to ideas in a text

2

Answers

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

3

Answer

2

TASK 5 Identifying main ideas and supporting evidence

1

Sample answers

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

TASK 6 Critical thinking - identifying the authors' stance

1 and 2

Answers

1 1 no 2 no 3 no

2 1 apparently 2 arguably 3 blatantly

In 1 and 2 these words minimize (soften) the message in the sentence, and removing them changes the meaning by making the message more absolute and more like a fact.

In 3 *blatantly* maximizes (strengthens) the message in the sentence, so taking it out makes the message less strong.

TASK 7 Expressing stance using adverbs

1 and 2

Answers

1 indeed (maximizer), arguably (minimizer)

2 possibly (minimizer), perhaps (minimizer)

3 generally (minimizer), apparently (minimizer)

4 certainly (maximizer), unfortunately

5 arguably (minimizer), overall (minimizer)

6 surprisingly, relatively (minimizer)

3B Writing Topic sentences; paragraphs

TASK 1 Critical thinking - analysing paragraph structure

1

Answer

3

2

Answer

a 2 b 1 c 4 d 3

3 and 4

Answers

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

TASK 2 Critical thinking - analysing topic sentences

1

Answer

1

2

Answer

5 (the evidence comes after the topic sentence)

3

Sample answer

The subject of the paragraph is: *The latest communications devices*. The topic sentence outlines what will follow: *have revolutionized the transport system in recent decades*.

The limits are: the transport system/ in recent decades. It is the first sentence in this paragraph, but it could also be the second sentence. The topic sentence helps the writer to focus on and narrow their writing. It acts as a map for the rest of the paragraph.

TASK 3 Identifying the correct topic sentence in a paragraph

1 and 2

Answers

1 1 a 2 b 3 b

TASK 4 Writing a topic sentence

1 and 2

Sample answer

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

TASK 5 Matching supporting evidence to topic sentences

1

Answers

1 e 2 c 3 d 4 b 5 a

Sample answers

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

TASK 6 Creating noun + noun phrases

1

Answers

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

2

Answers

business communication, human communication, mass communication, satellite communication

business culture, human culture, mass culture, minority culture

body language, business language, computer language, human language, minority language(s), programming language, sign language

business technology, communication technology, computer technology, human technology, information technology, mass technology, programming technology, satellite technology, technology business

3

Answers

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

TASK 7 Using noun + noun phrases to paraphrase text

1

Answers

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

3C Listening Lectures (3)**TASK 1 Critical thinking – identifying a lecture theme**

1 and 2

Answer

- 2 b

TASK 2 Identifying main ideas in a lecture introduction

2 ▶ 3.1

Answers

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

Phrases used by lecturer to identify main ideas:

... from an international perspective

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

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

the second part will focus on ...

TASK 3 Recognizing main ideas and supporting evidence

1

Answer

supporting evidence

2 and 3 ▶ 3.2

Answers

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

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

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

TASK 4 Analysing language for introducing evidence

1 and 2

Answers

- 1 Giving an example: Think about, like, Let's take X as an example, such as
Giving a definition: X is the term for
Giving an explanation: In other words, How does X work? To put it another way, Let me clarify, What is meant by X is, Let me explain what I mean by, Why is it important to ...? Well, ...

Sample answers

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

TASK 5 Listening for main ideas and supporting evidence

1 3.3

Answer

2

2

Answers

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

3

Answers

1 c 2 a 3 a

4 and 5 3.4

Answers

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

3D Speaking Tutorials (1)

TASK 1 Critical thinking - discussing the influence of the media

1

Answers

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

TASK 2 Reading to prepare for a tutorial

1

Answer

2

2

Answers

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

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

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

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

3

Answers

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

TASK 3 Listening to a tutorial

1 🎧 3.5

Answer

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

2 🎧 3.5

Answers

- 1 a 2 b 3 a 4 b

TASK 4 Identifying assumptions in questions

1

Answers

- 1 a 2 b 3 b 4 b

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

2

Sample answers

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

TASK 5 Recognizing language to check understanding

1 and 2 🎧 3.6

Answers

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

3 🎧 3.6

Answers

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

3E Vocabulary Inferring meaning

TASK 1 Inferring the meaning of unknown words in sentences

1

Answers

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

TASK 2 Using prefixes to infer meaning

1

Answers

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

2

Answers

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

UNIT 4 Order

ACADEMIC FOCUS: CLASSIFICATION

4A Reading Textbooks (3)

TASK 1 Critical thinking - discussing consumer behaviour

1

Answers

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

2

Answer

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

TASK 2 Identifying the purpose of a text

1

Answer

2

2

Answer

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

3

Sample answer

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

TASK 3 Recognizing the classification of information in a text

1

Answers

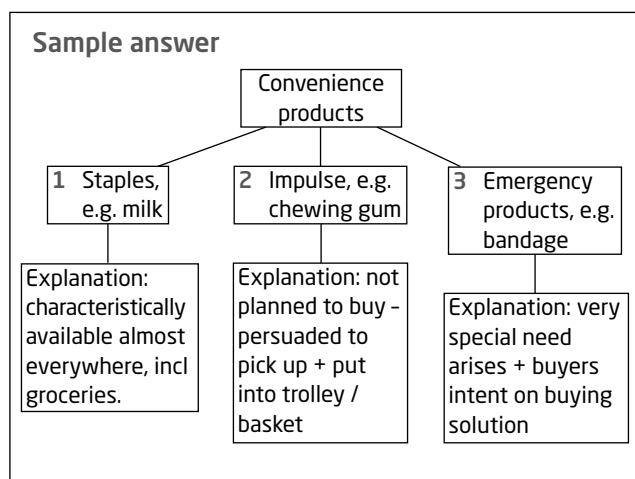
- 1 products
- 2 consumer products
- 3 business-to-business products
- 4 personal / family needs
- 5 business operations
- 6 production of new products for resale

TASK 4 Using classification to make effective notes

1 and 2

Answers

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



TASK 5 Paraphrasing using noun and verb transformations

1

Sample answers

- 1 The classification of research data by region helps companies identify key markets.
- 2 Once the products had been categorized by price band, it was possible to calculate their relative value more easily.
- 3 It is possible to group surveys according to group consumer feedback.
- 4 Items such as basic food belong to the category of staple products.
- 5 Categorizing the products into four different groups is the next step.
- 6 The subdivision of consumer products into several categories is helpful in defining their target markets.

TASK 6 Using notes to write a summary

1

Sample answer

The classification of convenience products

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

4B Writing Essay introductions

TASK 1 Identifying features of an introduction

1

Answers

a 4 b 5 c 2 d 1 e 3

2

Answers

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

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

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

3

Sample answers

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

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

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

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

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

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

TASK 2 Analysing and evaluating thesis statements

1

Sample answers

Sentence 1: a statement to gain the reader's interest; sentence 2: a basic definition; sentences 3-5: contextualizing background information; sentence 6: rationale

2 and 3

Answers

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

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

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

TASK 3 Using the passive to maintain focus

1

Answers

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

2

Sample answers

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

TASK 4 Writing a thesis statement (1)

1

Sample answer

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

TASK 5 Writing a thesis statement (2)

1-3

Sample answer

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

Sample analysis

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

TASK 6 Writing an introduction

2

Sample answer

See page 213 of the Student's Book.

4C Listening Lectures (4)

TASK 1 Understanding the organization of a lecture

1

Sample answers

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

2  4.1

Answers

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

3

Answers

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

TASK 2 Using your own knowledge to prepare for a lecture

2

Sample answers

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

TASK 3 Listening for specific information

1  4.2

Answers

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

TASK 4 Recognizing signposting language

1  4.3

Answers

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

2  4.4

Answers

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

TASK 6 Note-taking (4) - using diagrams

2

Answers

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

4  4.5

Answers

The Dewey Decimal System classification is as follows:

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

The Google Scholar classification is as follows:

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

4D Speaking

Presentations (1)

TASK 1 Critical thinking - evaluating presentation guidelines

1 and 2

Answers

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

TASK 2 Predicting the content of a presentation

1-3

Sample answer

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

Answers

- 2 positive image
- 3 other reasons for maintaining an active lifestyle: peer pressure, guilt; potential barriers to an active lifestyle: money, perception of family and/or peers

4

Answer

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

Purpose: 3

TASK 3 Critical thinking - evaluating presentation styles

1-3  4.6, 4.7

Answers

2 Version 1


Positive: some examples are given; the pace is fluent
Negative: the speaker looks at the notes and slide, not at the audience; he doesn't vary the pace; he doesn't use signposting language; his speech is sometimes unclear due to clearing his throat and sniffing

Version 2

Positive: the speaker engages with the audience; he looks at the audience; he doesn't just read notes; he is fluent and varies the pace; he gives the audience a chance to listen by pausing; he sounds and looks natural; he uses signposting to help the audience navigate the presentation and slides; he repeats ideas using other words

Negative: it is questionable whether there are any negative aspects - possibly the speaker's use of emphasis is overdone, making him sound slightly unnatural

TASK 4 Listening and note-taking

1 and 2  4.8

Answers

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

TASK 5 Recognizing and using signposting language

1

Answer

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

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

TASK 6 Presenting a slide

1

Sample answer

Personal determinants of physical activity:

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

4E Vocabulary Classification

TASK 1 Categorizing words

1 and 2

Answers

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

Nouns: economy, business, individual, consumer

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

TASK 2 Creating and using classification phrases

1

Answers

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

2

Answers

a 2 b 5 c 4 d 3 e 1

3

Answers

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

4 and 5

Answers

4 look more closely at business, terms of finance

UNIT 5 Intelligence

ACADEMIC FOCUS: CONNECTING IDEAS

Discussion

2

Answers

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

5A Reading Textbooks (4)

TASK 1 Predicting a logical order for information in a text

2

Answer

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

TASK 2 Identifying the argument and structure of a text

1

Answer

2

2

Answers

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

4

Answers

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

5

Answers

1 B 2 D 3 C 4 A

TASK 3 Understanding cohesive language in a text

1

Answers

Paragraph 2

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

Paragraph 3

it	the distribution of advantages and disadvantages
It	intelligence

Paragraph 4

these assumptions	the three bullet-pointed assumptions explained in paragraph 3
any such common factor	a common factor such as (the cognitive ability of) general intelligence
one another	mathematical and verbal intelligence
it	general intelligence

Paragraph 5

this	this cultural bias towards Western (American and European) culture
it	a person's understanding of a subject

Paragraph 6

its	intelligence
It	intelligence
this capacity	a capacity to learn the kinds of skill and understanding that make up a particular ability

Answers

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

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

TASK 4 Understanding the authors' stance

1

Answers

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

Sample answers

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

3

Sample answers

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

TASK 5 Identifying hedging language

1

Answers

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

2

Sample answers

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

5B Writing Essay conclusions

TASK 1 Linking a conclusion to other parts of the essay

1

Answers

1, 2, 4

2

Answer

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

4 *the two types of intelligence*

2 *evaluates their relative importance*

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

3

Answers

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

4

Sample answers

Predictions in the form of topic sentences:

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

5

Answer

Any answers except 4 and 9

TASK 2 Identifying features of a conclusion

1

Answers

a 3 b 1 c 4 d 5 e 2

2 and 3

Answers

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

Sample answer

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

TASK 3 Critical thinking - evaluating a conclusion

1

Answers

a 3 b 4 c 1 d 2

2

Answers

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

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

Completeness: Does the conclusion:

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

Clarity: Is all this information clear to the reader?

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

TASK 4 Ensuring coherence between the parts of an essay

1

Answers

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

2

Sample answers

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

5C Listening Lectures (5)

TASK 1 Critical thinking - discussing lecture strategies

1 and 2

Answers

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

Sample answers

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

TASK 2 Identifying relevance and main points

1  5.1

Answers

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

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

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

2

Sample answers

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

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

2-4  5.2

Answers

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

TASK 5 Using linear notes to reconstruct what a lecturer says

1 and 2 ▶ 5.3

Answers

1 Poor leadership

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

Identifying talent

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

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

TASK 6 Taking linear notes for a longer extract

1 and 2 ▶ 5.4

Answers

Identifying talent

Survey: 50 Human Resource (HR) respondents

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

Key qualities

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

Most important qualification

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

Other skills and knowledge

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

5D Speaking Tutorials (2)

TASK 1 Interpreting and discussing written feedback

1

Sample answers

Good points:

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

What could be improved:

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

2

Sample answers

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

Sample answers

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

TASK 3 Listening and responding to feedback

1 🎧 5.5

Sample answer

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

2 and 3 🎧 5.5

Answers

Part 1

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

Part 2

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

Part 3

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

Part 4

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

Answers

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

- (b) Sorry, what do you mean?
- (c) Well, for example ... you write ... but it's ... and you don't
- (d) I would say that actually you do have some very useful ideas. And the organization of the essay is fine - really, it's clear and it's easy to follow. You might want to develop your ideas a bit more / you do offer some relevant points, but these tend to be rather general
- (e) So, let's talk about style. / You can say something like
- (f) So what words can I use?
- (g) Oh, there is something that I need to ask you about.
- (h) So, is there anything else you want to ask about?
- (i) Well, that's probably it then for today, so shall we meet again next week at the same time?

TASK 4 Understanding suggestions

1 🎧 5.5

Answers

1, 2, 4, 5, 6

5E Vocabulary Collocation

TASK 1 Creating adjective + noun collocations

1

Answers

1 idea 2 ability 3 feedback 4 difference

TASK 2 Using verb + noun collocations

1

Answers

1 make 2 do 3 have 4 develop 5 put

2

Answers

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

UNIT 6 Change

ACADEMIC FOCUS: DESCRIBING PROCESSES

Discussion

1 and 2

Answers

1 1 C 2 A 3 B

6A Reading Popular academic texts

TASK 1 Predicting the content of a text

1

Sample answers

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

2

Answers

2 a 3 b 5 d 6 c

TASK 2 Understanding the general meaning of a text

1 and 2

Answers

a 3 b 2 c 1

TASK 3 Understanding the stages of a process in a text

1-3

Answers

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

4 and 5

Answers

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

TASK 4 Using transitive and intransitive verbs

1 and 2

Answers

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

3

Sample answers

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

TASK 5 Identifying and using signposting language

2

Answers

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

TASK 6 Writing a short description of a process

1 and 2

Sample answer

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

6B Writing Descriptions (2)

TASK 1 Critical thinking - understanding types of process

1

Sample answers

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

TASK 2 Analysing descriptions of processes

1

Sample answers

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

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

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

2

Answers

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

3

Sample answers

Text 1: social, environmental

Text 2: ecological, environmental

Text 3: cultural, biological, chemical

4

Answers

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

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

5

Sample answers

Generic language in **bold**

Text 1

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

Text 2

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

Text 3

The traditional process for making soy sauce is still used for making sauce of high quality. In Japan **it starts** in April and **continues** for a whole year, making use of the changing temperatures in the different seasons. **There are several stages**, and fermentation is carried out by many different moulds, bacteria, and yeasts which **successively** predominate in the developing sauce as conditions change to suit them. **In outline the process is this.** Defatted, steamed soya beans and roasted, crushed wheat are mashed together. The mixture is inoculated with *tane-koji*, a starter culture of the two necessary *Aspergillus* moulds, and is allowed to ferment, **then** mixed with a strong salt solution and inoculated with another starter containing several kinds of bacteria and yeasts **for a further** fermentation which lasts from 8 to 12 months. **The reactions in this last period** create a complex blend of substances contributing to the final flavour. **The chief elements are** salt, amino acids, organic acids (lactic and acetic), alcohols, sugars, and numerous volatile aromatic substances including vanillin, the flavour principle of vanilla. **When** fermentation is complete, the mixture is filtered or racked to extract the sauce; **and this is commonly** pasteurized to kill the remaining organisms and arrest fermentation. One ton each of defatted soya beans, wheat and salt **produce** 5,000 litres of soy sauce.

6

Sample answers

Text 1

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

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

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

Text 2

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

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

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

Text 3

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

Language used to connect or describe the sequence of stages: There are several stages, then, then, When

Language used to show a connection between ideas and events: successively, for a further (fermentation), The reactions in this last period, and this is commonly (pasteurized)

TASK 3 Using verbs in the active or passive

1

Answers

Active verbs from Text 3: starts, continues, making use, are, predominate, change, is, lasts, create, are, is, produce
Passive verbs from Text 3: is still used, is carried out, are mashed, is inoculated, is allowed, mixed, inoculated, is filtered or racked, is ... pasteurized

2

Answers

- 1 involves
- 2 is usually understood
- 3 are reduced or removed
- 4 is called
- 5 grow
- 6 become
- 7 promotes
- 8 can have
- 9 can also carry
- 10 leaves

TASK 4 Writing about a process

1

Answer

Graph 2

2

Sample answers

- There are a number of possible stages in the process of adapting to a foreign culture when people move abroad to live.
- When someone decides to live abroad, they first move to a foreign country, initially feeling optimism and interest in new cultural experiences.
- They meet new people from different cultures, including their home culture and the host culture.
- In the second month they might start learning the local language, but difficulties and frustrations soon arise, for example when carrying out basic administration.
- Some of the early novelty then begins to wear off.
- As the months go by, perhaps six months after first arriving, the person has fewer new experiences and makes little progress in the language: they might perceive local cultural differences more negatively.
- Soon these negative feelings set in, with local conditions being seen as worse than in the person's home country, whereby the person feels some hostility towards the local culture.
- The final stage in this year-long process is a period of rebalancing, where the person readjusts to local conditions, feeling less negative than earlier but not as optimistic as in the first month.

Sample answer

There are a number of possible stages in adapting to a foreign culture. When someone decides to live abroad, they first move to a foreign country, initially feeling optimism and interest in new cultural experiences. They meet new people from different cultures, including their home culture and the host culture. In the second month they might start learning the local language, but difficulties and frustrations soon arise, for example when carrying out basic administration. Some of the early novelty may then begin to wear off. As the months go by, perhaps six months after first arriving, the person usually has fewer new experiences and makes little progress in the language; they might perceive local cultural differences more negatively. Soon these negative feelings set in, with local conditions often being seen as worse than in the person's home country, whereby the person can feel some hostility towards the local culture. The final stage in this year-long process is a period of rebalancing, where the person tends to readjust to local conditions, feeling less negative than earlier but not as optimistic as in the first month.

6C Listening Lectures (6)


TASK 1 Using background knowledge to predict the content

1 and 2

Sample answer

The essential nature of photosynthesis is how plants transform carbon dioxide and water into carbon-based energy using the energy from light. Oxygen is the waste product, which is released into the atmosphere.

TASK 2 Listening and note-taking (1)

1 and 2  6.1**Sample answers**

- 1 primary production: starting point of all life in marine systems / *the process by which organic compounds are produced from carbon dioxide*, i.e. organic compounds – building blocks of life
- 2 photosynthesis: at the centre of primary production process / *the process by which plants and algae use energy from sunlight to produce new organic matter* / photosynthesizing plants are the fundamental food source of marine ecosystems
- 3 plants and algae: absorb sunlight energy → this energy converts CO₂ into organic compounds (esp. sugars). Oxygen is a by-product. Plants, e.g. sea grass. Algae, e.g. seaweed.

TASK 3 Using notes to give a detailed explanation of a process

1

Answer

The actual order mentioned in Extract 2 (which students are about to listen to) is: absorb, use, convert, break down, release, produce, grow, take in, (grow), generate.

2  6.2**Sample answer**

- Energy from sunlight absorbed by plant / algae
- This energy converts CO₂ to organic compounds, esp. sugars
- This organic matter is broken down (process of respiration) + releases energy / heat
- Oxygen produced as by-product
- Plants + algae (seagrasses / seaweeds / kelp), i.e. photosynthetic organisms are primary producers
- These grow like land-based plants / take in CO₂ through photosynthesis → grow by absorbing nitrogen + phosphorus, etc. → generate new biomass (i.e. biological organisms in oceans)

TASK 4 Recognizing referencing language (1)

1

Answers

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

2  6.1**Sample answers**

Other examples of similar language could include: today we're going to be talking about; as we've seen; As we know; If you think about; That is to say; And in the process

TASK 5 Listening and note-taking (2)

1  6.3**Sample answers**

- fishing methods in use today: hand-held line and hook – spotter planes tracking bluefin tuna, then shot with electrified harpoons from high-speed boats – active gear – trawl net towed behind a boat; giant seine net; spears; harpoons; dynamite; passive gear – gill net; long line method; lobster pots; fish traps
- the impact of commercial fishing on the marine ecosystem: these methods are not very selective – lots of by-catch – environmental costs – damage to seabed, coral reefs, coastal ecosystems (e.g. kelp forests)

TASK 6 Recognizing referencing language (2)

1 and 2 📺6.3

Answers

- 1 OK, moving on now to fishing methods / We're going to be talking about
- 2 One of these, as we've seen, is
- 3 what I also want to do is focus on / So we'll be looking at
- 4 Put simply / That is to say
- 5 However
- 6 You might think that's extreme, but

6D Speaking Presentations (2)

TASK 1 Identifying the stages in the production of a poster

1 and 2

Answers

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

Sample answers

- 2 1 looking at other posters; finding out how to make posters; searching for appropriate software; finding out how to present posters and any special tips or problems; finding a cardboard tube for storage of the poster; finding a reprographic centre that will produce the poster
- 2 searching for information on the internet and in books and journals; asking a tutor for information or help
- 3 using software to work on the layout; working out the size and dimensions of the poster; measuring the dimensions of the different boxes; thinking about colour, diagrams, and photographs
- 4 editing material to fit the poster boxes; making a paper and/or electronic mock-up of the poster
- 5 making a list of different options
- 6 printing a sample; checking; printing or laminating the poster; making two copies in case one gets damaged

TASK 2 Analysing the design and organization of a poster

1-3

Answers

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

TASK 3 Referring to various parts of the poster

2

Sample answers

- 2 just below the title here on the right are the aims and objectives
- 3 this image in the top left is an example of the project
- 4 here in the box below the image we have a flowchart showing the process involved in the development of the project
- 5 in the bottom left-hand corner we have details of the main sponsors
- 6 on the right hand side there are some background details
- 7 and below that are the outcomes and quotations

TASK 4 Giving a brief overview of a project

1 and 2 📺6.4

Answer

- 1 title, background, development, visual / image, aims and objectives, outcomes, main sponsors

TASK 5 Responding to requests for further details

1-3 📺6.5

Answers

- 1 1 b 2 e 3 a 4 d 5 c
- 3 Question asked: Could you run through the aims and objectives in a little bit more detail?
Other ways to ask for more information:
 - 1 Can you take me through the process?
 - 2 I'd like to know more about how you got sponsorship for the project.
 - 3 Are these quotes from people genuine?
 - 4 There are some outcomes here. Is the project still running and has it ...?
 - 5 I'm interested in the background to the project as it's something we might like to replicate in our own community. Can you expand a little bit on it?
 - 6 Was the photograph taken by one of the people on the project?

TASK 6 Using *wh*- clauses in explanations

1

Answers

- 1 What happens next is the movement of people from city centres to the suburbs / What happens next is that people move from city centres to the suburbs.
- 2 What we did first was to establish the extent of the damage.
- 3 When to hold the final interviews was a major problem.
- 4 What allows fermentation to take place is the addition of the starter culture.
- 5 Why we became involved in the first place was to help motivate young people.
- 6 How we approached the project was as facilitators rather than participants.

6E Vocabulary Suffixes

TASK 1 Building word families through suffixes

1–4

Answers

- 1 2 connective 3 generative 4 infectious / -ive
5 influential 6 interactive 7 inventive
8 respective / -ful 9 repellent 10 truthful
- 2 2 create (v) → creation; creativity; creativeness
3 connective (adj) → connection; connectivity
4 develop (v) → developer; development 5 infirm (adj) → infirmity 6 mature (adj) → maturation; maturity 7 rough (adj) → roughness 8 smooth (adj) → smoothness 9 store (v/n) → storage 10 treat (v/n) → treatment
- 3 2 carbonate 3 differentiate 4 diversify
5 electrify 6 intensify 7 internationalize
8 privatize 9 publicize 10 subsidize
- 4 1 attractively, generatively, infectively, influentially, interactively, inventively, respectively / -fully, truthfully
2 bravely, creatively, developmentally, infirmly, maturely, roughly, smoothly
3 differently, diversely, intensely, internationally, privately, publicly

TASK 2 Using multiple suffixes to build more complex words

1 and 2

- 1 connectivity 2 developmental 3 dramatization
4 electrification 5 interactivity 6 internationalization
7 nationalization 8 standardization 9 subsidization
10 urbanization

UNIT 7 Culture

ACADEMIC FOCUS: COMPARISON AND CONTRAST

7A Reading Textbooks (5)

TASK 2 Reading extended definitions in context

2

Answers

Bates and Plog: *Culture can be seen as ...*

Hofstede: *Hofstede ... described these elements of culture as ...*

Dahl: *Culture is dynamic ...*

The first of these (Bates and Plog) is hedged, using a modal verb: *Culture **can** be seen as ...*. In addition, in the middle of the paragraph a definition is introduced with the verb *comprise*. The reader has to assume this represents the idea of the authors.

3

Answers

Bates and Plog: 3; Hofstede: 1; Dahl: 1

TASK 3 Recognizing similarities and differences

1

Answers

- 2 West focuses more on detail
- 3 Americans focus on detail (e.g. tiger); Chinese focus on context
- 4 West prizes individuality
- 5 Japanese follow agendas flexibly
- 6 Australians are self-centred, one-sided; Koreans apparently not so

2

Answers

Social perspectives: points 1, possibly 3, 4, and possibly 6
Business perspectives: points 2, 3, 5, 6

TASK 4 Linking in-text references with main ideas

1

Answers

- 1 (Oudenhoven and van der See 2002)
- 2 (Nisbett 2005)
- 3 (Hofstede 1991; 2001)
- 4 (Hofstede 2007)
- 5 (Hofstede 1994)

2

Answers

Author's own evaluation: *The upshot is that business has to take cultural differences into account when considering entry to foreign markets through exports, joint ventures, or through takeover or greenfield investment.* (This is the first sentence of the concluding paragraph, where the reader would expect the text writer to express their view.)

Reported evaluation: *Similarities ... their culture* (This is the second sentence, and is referenced.)

3

Sample answer

The authors conclude by emphasizing the importance of taking cultural factors into consideration when doing business in other cultures.

TASK 5 Using comparison and contrast language

1

Answers

Noun phrases: *a completely different (cultural context); A similar point; a more flexible approach; (cultural) differences between; Such differences; Subordinators: Whereas; Even though; Adverbials: On the other hand; However; also; nevertheless; Verbs (including extra material): can vary significantly; (has to take cultural) differences (into account)*

2

Answers

The grammatical categories are given in the Answers to 1 above.

Items expressing similarity: *A similar point; also.* Items expressing contrast include: *a completely different (cultural context); a more flexible approach; (cultural) differences between; Such differences; Whereas; Even though; On the other hand; However; nevertheless; can vary significantly*

4

Answers

1 also 2 differences 3 larger 4 and 5 -
6 whereas 7 Similarly 8 may vary significantly
9 however 10 - 11 but 12 -

3

Sample answers

Similarities and differences: regarding the point of job satisfaction, in a business career this is attained by contributing to the success of a company and achieving personal success; in a teaching career, job satisfaction is attained by doing a valuable job where children and young people are helped to succeed in their studies. The similarity between the two different jobs lies in the fact they both give job satisfaction.

Effectiveness of outline: Outline A (block structure) is more logical, because it allows students to write about all the points relating to one career together in a block and then do the same for the other career. Outline B (point-by-point structure) allows students to compare the two careers in one paragraph from a particular point (of view), e.g. job satisfaction.

7B Writing Comparison essays

TASK 1 Critical thinking – generating ideas

1

Possible answers

personal, social, national, international

2

Answers

Business career: 1, 3, 5, 6

Teaching career: 2, 4, (5), 6

Additional items: contributing to the success of the company; helping to create jobs; helping young people to become productive members of society

TASK 2 Identifying ways of organizing a comparison essay

1

Answers

1 point-by-point structure 2 block structure

2

Answers

Outline A: block structure

Outline B: point-by-point structure

TASK 3 Writing an outline for a comparison essay

1–3

Sample answers

2 Perspectives: international vs national; points: awareness of place in the world – living in ‘global village’ / awareness of individual background
Perspective: linguistic; points: world languages / keeping local language alive

3 Block structure:

Introduction

Paragraph 1: Item 1 – World culture

Point A: Awareness of place in the world – living in ‘global village’

Point B: World languages

Paragraph 2: Item 2 – Your own culture

Point A: Awareness of individual background

Point B: Keeping local language alive

Point-by-point structure:

Introduction

Paragraph 1: Point A – Awareness of place in the world
Item 1: World culture – awareness of living in ‘global village’

Item 2: Your own culture – awareness of individual background

Paragraph 2: Point B – Language awareness

Item 1: World culture – world languages

Item 2: Your own culture – keeping local language alive

TASK 4 Identifying the structure of a comparison paragraph

1

Answer

Point-by-point paragraph. Evidence: the main point is the benefit of globalization, which is mentioned in the first sentence. The paragraph then compares the two items from the essay title (the present of *today* and the past of the *pre-internet age*) using three perspectives.

2

Answers

technological (internet); industrial / manufacturing (speed of production and access to world markets); financial (cost)

TASK 5 Writing complex sentences using subordinators

1 and 2

Answers

- 1 1 ... **whilst** in the past such businesses rarely had access to a global market
- 2 **Even though** companies had access to world markets before the 1990s ...
- 3 ... **whereas** in the past it would have taken significantly longer
- 4 ... **although** in the past manufactured products such as TVs and mobile phones were widely available
- 2 1 *whilst* can be substituted by: while, whereas, although
- 2 *even though* can be substituted by: while, whilst, whereas, although
- 3 *whereas* can be substituted by: while, whilst, whereas
- 4 *although* can be substituted by: while, whilst, whereas, even though

3

Sample answers

- (4) Although observation of teamwork among players in team sports gives insight into group dynamics, (2) it is more useful to take part in team games in order to appreciate fully the interaction between participants. (Order probably cannot be varied.)
- (5) Whilst people think being in business provides an opportunity to travel, (3) a teaching qualification, especially in English, provides even greater opportunities. (Order probably cannot be varied.)
- (6) Even though it is essential to maintain a cohesive society by keeping one's own culture alive, (8) it is also very useful in the modern world to be flexible and aware of the culture of other countries. (Order cannot be varied.)
- (10) Whereas working in the field of business gives the satisfaction of creating jobs and helping the economy, (9) a teaching career is equally satisfying because teachers prepare young people for jobs and for life in general. (Order cannot be varied.)

TASK 7 Self-editing and correcting

1

Answers

- 1 wrong word / phrase - ~~conduct~~ operate/function - have **the** ~~an~~ understanding of world culture - ~~By contrast~~ Similarly
- 2 extra word - ~~are~~ working
- 3 missing word - such **as**
- 4 wrong preposition - ~~in~~ **at** a disadvantage
- 5 wrong spelling - ~~perpective~~ perspective
- 6 wrong punctuation - While ..., **doing** so ...


7C Listening Lectures (7)

TASK 2 Listening to confirm predictions about content

1

Sample answers

statistics on men, the gap between men and women, a comparison between different professions

2 and 3  7.1

Sample answers

- 2 1 Yes. If the lecture is about men and women, there is likely to be comparison and contrast between statistics relating to both.
- 2 The main focus will be both the past and the present to show how things have changed.

TASK 3 Note-taking (6) - taking detailed notes

1 and 2 7.1

Answers

The notes (in *italics*) are all noun phrases. They contain only the main points, and so they make the focus clearer by summarizing the information.

Previous lecture: history - scientific bodies, grown up - around world - last few centuries

Women scientists in history: everyone thinks Marie Curie - others 20th C: Maria Meyer, Lisa Meitner (nuclear physics); Gerty Cori (Nobel), Christiane Nusslein Volhard, Anne MacLaren (biology / genetics) - women under-represented in major scientific fields

Comment on image: One of most important images - medical science - science of all time / Many recognize this image

Subject of image: Rosalind Franklin structure DNA

Notes on Crick, Watson, and Wilkins: (obtained information about) Franklin's work before publication / publish famous article - Nature 1953 - footnote to Franklin's data / Nobel Prize in 1962 - three men awarded

Comment on Rosalind Franklin: contribution key discovery / recognized many ways since death / sense unfairly treated - deserved better

TASK 4 Taking detailed notes from a longer extract

1-3 7.2

Answers

Graph: (Answers in *italics*)

Women - veterinary and pharmacy degrees - 2001/02 *women made up bulk / professional*

Percentages: *just over 70 % veterinary / just under 70% pharmacy*

Comment: this has not always been the case

Veterinary degrees - 2000 - *may have been majority*

Before 1950s - *no such degrees awarded to women*

Early 1970s - *situation changed - explosion in degrees awarded to women*

Comment: interesting to note - *medical and dentistry degrees - women still under-represented - men still accounting for more than 50% both degree types*

Table: (Answers in *italics*)

Early 70s to early 2000s - *shows similar pattern*

Note: *figure 0.8% of degrees awarded to women*

18.9 % of degrees - awarded to women - 2001/2 significant increase

Men still outnumbered women - by wide margin

Biological and health sciences - number degrees women exceed men in 2001/02 - 60.8% and 85.5% respectively

TASK 5 Using recapping language

1

Answers

Phrases 1, 2, 4, 6, 7, and 8 can be used to begin to recap in a lecture. Phrases 3 and 5 are not suitable (both are examples of signposting language used to indicate that the speaker has finished speaking about something and is moving on).

7D Speaking Seminars (3)

TASK 2 Listening to short, informal presentations

1 and 2 7.3

Sample answers

Ben

Main idea: based around personality - aims to classify people into categories (Jung); recognizes four basic personality functions (Myers-Briggs); Key reference(s) (author, date): Jung, 1933, Myers and Briggs, 1962; Key words: distinct, extrovert, introvert, intuition, judgment, perception

Katerina

Name of theory: behaviourist approach; Main idea: environment conditions our behaviour through reinforcement; Key reference(s) (author, date): Skinner, in the 1970s; Key words: learning by association / reward, punishment, reinforcement

3 7.3

Answers

- Phrases to introduce the theory: *The theory I've been reading about is called / [Yes, well,] I'm going to talk briefly about ...*
- Phrases to introduce the main idea(s): *This theory, it's based around personality / essentially, the main idea is that this approach views us*
- Phrases to introduce any other key information: *it aims to / This [typology] led to / So what does that mean? / So to put it very simply*
- Phrases to signal that they have finished: *And that's probably just about it. / So, that's about all really, those are the main points.*

TASK 3 Summarizing and building on what the speaker says

1 🗣️ 7.4

Sample answers

Katerina's summary of Ben's presentation appears to be accurate in the key details. Also, it comes across as logical and clear. She asks the additional question to explain further about the Myers-Briggs theory.

Wang's summary of Katerina's presentation is basically correct although it could be more clearly expressed, i.e. our environment conditions us to behave in a certain way. The follow-up question is about the nature of Skinner's research - whether it was carried out on people or animals. This is a relevant question.

2 🗣️ 7.4

Answers

Katerina (a) *So my understanding is that ... / The key points are that ... / So, basically the main idea is that ...* (b) *Can you explain a bit more about how ...?*

Wang (a) *to summarize what you said ... / That means, basically, how ... / And I understood that over time ...* (b) *But I'd like to ask about ...*

4 🗣️ 7.5

Sample answer

Cognitive-behaviourist approach:

- Takes into account internal factors rather than environmental factors
- Internal factors, e.g. motives, intentions, goals, characteristics, etc.
- People are seen as active - active learners
- People learn by solving problems
- Key researchers: Plomin and others + Cooke and Sheeran
- Learning is key, especially discovery learning
- Behaviours are modified through learning
- Cognitive factors are also seen as important

5

Sample answer

The Cognitive-behaviourist approach takes into account internal factors rather than environmental factors. Examples of internal factors include motives, intentions, goals, and characteristics. This theory views people as active. They are active learners and they learn by solving problems. Key researchers in the field are Plomin, and Cooke and Sheeran. The approach sees learning as key, especially discovery learning. Behaviours are modified through learning, and cognitive factors are also seen as important.

7E Vocabulary General & technical meanings

TASK 1 Identifying general and technical meanings

1

Answers

- 1 (a) elements (b) elements (c) element
- 2 (a) conducts (b) conducted (c) conducted
- 3 (a) capital (b) capital (c) capital
- 4 (a) cultures (b) culture (c) culture
- 5 (a) agent (b) agent (c) agent
- 6 (a) organ, organs (b) organ (c) organs

2

Answers

- 1 (a) G (b) T (c) T
- 2 (a) T (b) G (c) G
- 3 (a) T (b) G (c) T
- 4 (a) G (b) G (c) T
- 5 (a) G (b) T (c) G
- 6 (a) T (b) G (c) T

TASK 2 Categorizing general and technical meanings

1

Sample answer

Science and Engineering: element, conduct, culture, agent
Arts and Humanities: conduct, culture, agent
Laws: capital, culture, agent, organ
Social Sciences and Business: capital, culture, agent, organ

3

Sample answers

Science and Engineering: model, fault, corruption, operate, even
Arts and Humanities: issue, model
Laws: issue, model, fault, corruption, limited, operate, firm, concern
Social Sciences and Business: issue, corruption, operate, firm, concern

Sample answer

Business: demand, contract, incorporate, competition, equity, organization

Sample answers

- 1 Use the word in a sentence in your writing and speaking. Try making interesting, unusual, or even funny sentences.
- 2 Use academic words in emails and texts to send to friends.
- 3 Regularly read the academic words highlighted in the *Oxford Advanced Learner's Dictionary*, starting at different letters each time.
- 4 Reorganize the words you encounter into word classes, topics, related meanings, or your favourite way of looking at words, e.g. abstract nouns, reporting verbs, words related to academic tasks, etc.
- 5 Practise identifying and using the other words in the family for each word, e.g. *analysis, analyse, analytic, analytical, analytically*.
- 6 Use software packages and websites.
- 7 Do searches, for example using Google Scholar, to find the words used in an academic context; collect samples by cutting and pasting into Word documents, thereby building up an individual corpus.
- 8 Write the words you want to learn on Post-it notes and put them around your accommodation.
- 9 Draw pictures and associated illustrations based on some of the words.
- 10 Be competitive – work in a small team and have a competition to see who can learn the most words in a given period of time.
- 11 Write quizzes and vocabulary tests based on the words you have identified to learn, and test other students.
- 12 Work on your vocabulary strategies and materials regularly, every day – 'little and often' is the key.

UNIT 8 Interpretation

ACADEMIC FOCUS: FACT AND OPINION

Discussion

1

Sample answers

developmental, social, agricultural, physical, spatial, financial

8A Reading Journals

TASK 1 Critical thinking - differentiating fact from opinion

1 and 2

Answers

- 1 1 (a) opinion (b) fact 2 (a) fact (b) opinion
3 (a) opinion (b) fact 4 (a) fact (b) opinion
5 (a) fact (b) opinion
2 1 (a) clearly, significant impact 2 (b) the main factor
3 (a) greater potential 4 (b) every (country)
5 (b) invaluable

TASK 2 Identifying the purpose and sections of a text

1 and 2

Answer

- 1 4 - evidence: The first and last sentences of paragraph 1. The first sentence of the second paragraph is a clear indication that this is the introduction, as is the first sentence of the third paragraph.

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

3

Answers

1 a 2 c 3 g

TASK 3 Identifying stance and perspective

1

Answers

- 1 True
2 False - Delete *offices and other* since there is no mention of them in the text (*shopping malls and other 'invented streets and reinvented places'*).
3 True
4 False - The opposite is true: *don't succeed in* could be replaced by *managed to*.
5 False - The word *considerable* could be replaced by *little*. The text describes the importance of alternative or quasi-public spaces as *often overlooked ... in the development process*.

2

Answers

- 1 and 5. Sentence 1 relates to the first sentence of the text; sentence 5 relates to the last sentence of the first paragraph.

3

Answers

- 2 environmental: *Many scholars cite the rise of shopping malls and other 'invented streets and reinvented places' (Banerjee, 2001)*
3 social: *and other 'third places' that exist outside home and work life (Oldenburg, 1989)*
4 social: *Further, despite the rise of pseudo-public spaces, people adapt and appropriate the street, sidewalk, and other unclaimed spaces in many neighborhood and commercial areas (Chase, Crawford and Kaliski, 1999; Franck and Stevens, 2007)*

4

Answers

- 1 environmental, commercial, physical
2 political, democratic
3 developmental, physical
4 democratic, developmental
5 commercial

5

Answers

- 1 art 2 cooperation 3 career 4 claims 5 faults
Author's stance: 4, 5; perspectives: 1, 2, 3

TASK 4 Proofreading in-text references

1

Answers

- 1 ... open and inclusive participation and interaction among strangers (**Young, 1990; Walzer, 1995**).
- 2 As Jacobs (**1961**) long ago emphasized, specific physical characteristics ...
- 3 However, as documented by **Loukaitou-Sideris and Banerjee (1998)**, when public space is approached primarily for its economic potential ...
- 4 ... technology intended to remove people considered undesirable by management (**Mitchell, 2001**).
- 5 ... can also demarcate territory (**Chase, Crawford and Kaliski, 1999; Franck and Stevens, 2007**).
- 6 As reported by Philips, and Seifert and Stern (**2004; 2005**), certain disused buildings ...

8B Writing Citation and referencing

TASK 1 Incorporating citation in an essay

1

Sample answers

Title (d) is not appropriate. The text is not comparative; it is discursive. Language which indicates the discursive nature of the text includes *Arguably / controversial / not everyone agrees / the question is whether / problematic / It has been argued that / There is, however, widespread agreement on / One further area of agreement ... is / can have both negative and beneficial effects, which are discussed in the next paragraph*. The four questions (a, b, c, e) which are essentially discursive each contain clear indications: *To what extent ...? / Is ...? / Discuss the extent to which ... / Discuss*. All these questions are appropriate as possible titles for Text 1.

2

Answers

1 b 2 d 3 c 4 e 5 a

3

Sample answers

- 1 The theme of vitamin B12 has been brought up in the beginning part of the sentence, which citation (b) continues.
- 2 This is introduced as something positive, so citation (d) is most likely.
- 3 This is introduced as the same theme, i.e. CHD protection, and is also given as an explanation, so citation (c) fits.
- 4 The sentence following this extract elaborates on the topic of saturated fat, so citation (e) seems most likely.
- 5 The new topic of body weight is elaborated on in the following sentence, leading to the conclusion that citation (a), on the same topic, is the right fit.

TASK 2 Analysing and rephrasing reporting structures

1

Answers

- 2 There is, however, widespread agreement on ...
- 3 Truswell and Man (ibid) also explain that ...
- 4 Langley stresses that ...
- 5 One further area of agreement ... is that ...

2

Answers

2, 5

3

Answers

- 1 Truswell (2003, p.39) has argued that ... / There has been some argument about ...
- 2 Truswell and Mann (2007, p.302) and Langley (1995, p.18) agree on... / It is widely agreed that ...
- 3 There is an explanation concerning ... / It has been explained that ...
- 4 It has been stressed that ... / There has been a considerable emphasis on ...
- 5 Geissler and Powers (2011, p.361) report that there is agreement on ... / It is also agreed that ... / There is also agreement on ...

Sample answers

- 1 The *it* and *there* structures seem to work well, as the focus is on the message. If the writer uses *Truswell (2003, p.39) has argued that ...*, the reader may ask 'Who is Truswell?' or 'Why is Truswell's view so important?'
- 2 Similar to 1: the impersonal *it* and *there* structures work well. If the author focus is used, the subject of the sentence becomes rather long: *Truswell and Mann (2007, p.302) and Langley (1995, p.18) agree on ...*
- 3 The author focus of the text is appropriate because they have already been introduced, and the sentence develops their ideas by introducing new material. The two impersonal structures *There is an explanation concerning / It has been explained that ...* do not sound very natural in the context, but are acceptable.
- 4 As with 3, the author focus fits the context, as Langley has already been cited. The impersonal *it* structure is fine, but the *there* structure does not sound very natural.
- 5 The text has an impersonal structure with *one*, as in *One further area of agreement*. Alternatively this could be *A further area of agreement*.

TASK 3 Using reporting verbs

1

Answers

say: state, point out (neutral)
 talk about: discuss, argue (neutral)
 think: believe, feel (hedged)
 emphasize: stress, highlight (strong)
 show: demonstrate, illustrate (neutral)
 suggest: indicate, speculate on (hedged)

2

Answers

1 emphasized 2 emphasize 3 emphasize / have emphasized 4 emphasizes

Sample answers

Smith (2011) has argued that a vegetarian diet is more suitable for some people than others.

It has been suggested that a vegetarian diet is more suitable for some people than others.

Various researchers have speculated on the health risks of a vegetarian diet, but they have so far failed to demonstrate any negative health issues.

TASK 4 Analysing and paraphrasing text

1

Answers

(a) the lower reported concentrations of insulin-like growth factor 1 (IGF-1) in vegans compared with omnivores

(b) (Allen et al 2000)

(c) The lower BMI would be expected to be associated with a decreased risk of type 2 diabetes and gallstones. However, BMI tends to fall abruptly over the age of 60 in vegetarians and especially vegans compared with meat-eaters, which suggests that elderly vegans may have difficulty maintaining muscle mass in old age. This is of concern as a low body mass is associated with increased mortality particularly from respiratory disorders. As vegans have a low proportion of body fat, the decrease in BMI with age is likely to be due to a decrease in muscle mass. This finding would be consistent with

2

Sample answers

The example given in the Student's Book is probably easier to work out than that of the second half of the text. The word *reported* in the second piece of cited material indicates that this material is in fact reported, and the reference supports this.

TASK 5 Identifying fact and opinion

1

Answers

Facts from Text 3:

- *Vegans, who eat no animal products* - this is the accepted definition
- *Vegans ... are at risk of vitamin B-12 deficiency. Supplements are essential during pregnancy and for infants of vegans. Vegans lack the best dietary sources of calcium - milk, yoghurt, and cheese* - this crosses from fact to stance (and appears reliable, although some vegans might argue against it)
- *Lacto-ovo-vegetarians have no absolute nutritional risk. They miss the best absorbed form of iron in the diet, haem iron, but may largely compensate because ascorbic acid enhances the absorption of non-haem iron* - similar reasons to the above extract
- *On the whole vegetarians appear to have lower risk of obesity, coronary heart disease⁷, hypertension, and possibly some cancers* - this appears to be based on scientific evidence, with a reference given as support

Text 4:

- *One study suggests that the lower rates might be due to the relatively low intake of saturated fatty acids rather than meat avoidance* - reporting evidence which is not considered fact, but speculation / argument

Text 5 (more opinion-based):

- *A varied wholefood vegan diet contains adequate levels of energy and protein to sustain good health in all age groups, as evidenced by studies of vegans across the world* - the first part of the sentence is not widely accepted as fact, but many people, especially vegans, believe it. The studies referred to are cited in the section of the book preceding this evaluative section, and show mixed but on the whole persuasive evidence.
- *National and international recommendations for protein intake can be easily met on a vegan diet* - because the author writes *can be met* the statement cannot be refuted
- *Vegans eat the recommended amounts of protein and energy, unlike most omnivores who consume too much protein, which can have health disadvantages* - this sounds more like opinion, but as mentioned above, evidence has been presented in support of the claim
- *And, from a wider health perspective, it is significant that animal protein is often associated with saturated fat, while plant protein is usually associated with fibre* - this is less contentious, and if evidence can be presented as support, it is essentially factual

2

Sample answers

- 1 Students could argue that any of the texts are objective; Text 3 appears more authoritative and factual.
- 2 As above, but Text 5 comes across as containing more opinion.
- 3 Text 5 has no citation. Text 3 has one numerical reference following the claim - this is clear. Text 4 has no references, so the reader is unable to check the source of the *one study*. (Note: this appears to be the editorial style of the source itself, which has no in-text references but a considerable number of references at the end of every chapter instead.)

TASK 7 Checking references for accuracy

1

Answers

- a) Text 2 (also Text 1: the student essay)
- b) Text 3
- c) Text 4, 5

2

Answers

(Eds.): editors

2007: year of publication

Essentials of Human Nutrition: title of book

3rd ed: edition number (the third edition)

Oxford: place of publication

Oxford University Press: publisher

3

Answers

Author's surname: ✓ ✓

Author's initials: ✗ ✓

Year of publication: ✓ ✓

Page number(s): ? ✗

Title of publication including edition: ✗ ✓

Place of publication: ✗ ✓

Publisher: ✗ ✓

8C Listening Interviews

TASK 2 Listening for perspectives

1 8.1

Answers

The following perspectives are explicitly referred to in Extract 1: scientific, political, economic, technological, social, international / global. The actual words used are: *science, economics, policy, international, technologies, societies, socially, global, political*. Medical and historical perspectives are not mentioned explicitly or implicitly in Extract 1.

2

Answers

The *environmental* perspective is not explicitly mentioned but is naturally implicit in any discussion of climate change.

The *financial* perspective is not explicitly mentioned, but one action is said to be *much cheaper* and *affordable*, so it is implicit.

TASK 3 Taking specific notes on perspectives and stance

1 8.1

Answers

Political: Centre for Climate Research links science to policy / research on international agreements on climate change

Economic: probably cheaper to avoid risk than suffer consequences / shift towards low-carbon economies

Technological: shift towards low-carbon energy systems

Social: shift towards low-carbon societies

Global: action on a global scale

Financial: probably cheaper to avoid risk than suffer consequences

2

Sample answers

Political: The Centre for Climate Research links science to policy. Some research is being done about big international agreements on climate change.

Economic: It is probably cheaper to avoid risk now than suffer the consequences later. There needs to be a shift towards low-carbon economies.

Technological: There should be a shift towards low-carbon energy systems.

Social: We need to shift towards low-carbon societies.

Global: There needs to be action on a global scale.

Financial: It is probably cheaper to avoid risk now than suffer the consequences later.

3

Sample answers

Facts

Political: The Centre for Climate Research links science to policy. Some research is being done about big international agreements on climate change.

Stance

Economic: It is probably cheaper to avoid risk now than suffer the consequences later / There needs to be a shift towards low-carbon economies

Technological: There should be a shift towards low-carbon energy systems

Social: We need to shift towards low-carbon societies

Global: There needs to be action on a global scale

Financial: It is probably cheaper to avoid risk than suffer the consequences

TASK 4 Using perspective and stance language

1

Answer

Economics is

2

Answers

1 ↓ It's vital that we act now without further delay.

2 ↓ Even small changes like switching to low energy light bulbs can make a difference ↓.

3 ↓ It's probably much cheaper ↓ to avoid that risk than it is to suffer the likely consequences.

4 ↓ We need workable solutions to mitigate future risks.

3

Answers

1 benefit 2 opportunity 3 measures 4 require
5 criticize 6 achievable

TASK 5 Critical thinking - responding to perspective and stance

1 8.2

Sample answers

- research: Centre for CR researches impacts + risks of climate change, low-carbon technologies, global agreements
- aims: shape policy + accelerate transition to low-carbon economy
- impacts: attempts at decarbonizing cities - including a UK city - politicians + businesses are being persuaded - evidence fed into international + national policies
- role of the individual: recognize risks + change lifestyle, e.g. use energy-efficient light bulbs + appliances, drive + fly less

2 and 3

Sample answers

Why do you believe climate change is such a serious risk?

Do you think the Centre for Climate Research will achieve its aims?

How can international agreements be reached?

4 8.1, 8.2

Answers

1 F 2 F 3 O 4 F/O 5 F 6 O 7 F/O

5

Sample answers

Politicians and businesses, and the wider public, need to be persuaded to adopt low-carbon options.

There needs to be action on a global scale.

8D Speaking Informal discussions

TASK 1 Critical thinking – accessing informal discussions

1 🗣️ 8.3

Answers

1 bridges 2 Tom 3 Eduardo 4 Tom 5 Eduardo
6 Yemen, France 7 South America 8 Tom

2

Sample answers

Students might agree with statement 1, although it happens less as the discussion develops (and Eduardo's confidence grows). Statement 3 is only partially true since it's questionable whether the speakers talk over each other *several times*. Students are likely to agree with statement 5.

TASK 3 Identifying rising or falling intonation

1 and 2 🗣️ 8.4

Answers

1 1 ↓ falling 2 ↑ rising 3 ↓ falling 4 ↓ falling 5 ↑ rising
6 ↑ rising 7 ↑ rising 8 ↑ rising 9 ↓ falling
2 a 1 3 4 6; b 2 5 7 8 9

8E Vocabulary Prefixes

TASK 1 Understanding the meanings of prefixes

1

Answers

1 false 2 art / skill 3 in a sense / in appearance only
4 the same 5 heart 6 everything 7 milk-egg
8 over / more than normal

2 and 3

Answers

2 techno- technocrat, technology, technologist
cardio- cardiovascular, cardiac, cardiology
hyper- hypertext, hyperactive, hypersensitive
pseudo- pseudonym, pseudo-science, pseudo-intellectual
omni- omnipresent, omnipotent, omnidirectional
quasi- quasi-autonomous, quasi-scientific, quasi-official

Sample answers

3 homo: *homogenous* means consisting of things or people that are all the same or all of the same type; *homosexual* means attracted to people of the same sex; *homogenized* (referring to milk) means treated so that the cream is the same as, or mixed in with, the rest
techno: *technocrat* means an expert in science, engineering, etc. who has a lot of power in politics and/or industry; *technology* means scientific knowledge used in practical ways; *technologist* means an expert in technology

cardio: *cardiovascular* means connected with the heart and the blood vessels (vascular system); *cardiac* means connected with the heart or heart disease; *cardiology* means the study and treatment of heart disease

hyper: *hypertext* means text stored in a computer system that contains links that allow the user to move from one piece of text or document to another; *hyperactive* means too active and only able to keep quiet and still for short periods; *hypersensitive* means very easily offended or extremely physically sensitive to particular substances, medicines, light, etc.

pseudo: *pseudonym* means a name used by sb, especially a writer, instead of their real name; *pseudo-science* means a branch of science which most people would not consider to be a real or genuine science; *pseudo-intellectual* means a person who would like to appear more intellectual or cleverer than they really are

omni: *omnipresent* means present everywhere; *omnipotent* means having total power, or able to do anything; *omnidirectional* means receiving or sending signals in all directions

quasi: *quasi-autonomous* means having the appearance of, or being almost, independent; *quasi-scientific* means having the appearance of being scientific; *quasi-official* means having the appearance of being official, or an administrator

4

Answers

homo- (opposite of *hetero-*); *hypo-* (opposite of *hyper-*)

Heterogeneous: consisting of many different kinds of people or things

Heterosexual: a person who is sexually attracted to people of the other, or opposite, sex

Hypodermic: a medical instrument with a long thin needle that is used to give somebody an injection under their skin

Hypothermia: a medical condition in which the body temperature is much lower than normal

Hypo-allergenic: (describing substances and materials) unlikely to cause an allergic reaction in the person who uses them

TASK 2 Using prefixes to complete words in context

1

Answers

1 pseudo(nym) 2 techno(logy) 3 pseudo(-scientific)
4 cardi(ac) 5 omni(potent) 6 hyper(active)

UNIT 9 Persuasion

ACADEMIC FOCUS: DEVELOPING AN ARGUMENT

Discussion

1

Sample answers

Easy: being concise and clear; being organized; using only what you know, but picking up other people's arguments and developing them

Difficult: not listening properly; people thinking of counter-arguments rather than the arguments being presented; a lack of knowledge; a lack of logic; the difficulty of organizing arguments; being concise and clear; being persuasive; using emotion

2 and 3

Sample answers

Persuasion is about *presenting a logical argument* and *using persuasive language*, so they should come near the top of the ranking. The second, fifth, and sixth methods should come at the bottom.

4

Sample answers

being logical, persuasive, organized, patient, being considerate to others and knowledgeable; having an ability to synthesize and link ideas, having a clear mind, having an ability to listen.

2

Answers

d a 5 b 3 c 4 d 1

TASK 4 Identifying evidence in supporting arguments

1

Answers

a 1 b 2 c 3 4 b 5 c

2

Answers

Supporting argument:

None of the three alternatives wins a majority of first choices; However, it might be fairer to give extra weight to first choices over second ones since that would reflect more genuine strength of preference.

Evidence / example / explanation:

but if we just count first choices, then C wins with ten votes out of twenty-two. If the first two choices are counted equally, then B wins, with eighteen votes out of forty-four; Suppose first choices are given two points, and second choices are given one. In that case, A wins with twenty-four points out of a possible sixty-six.

9A Reading Textbooks (6)

TASK 2 Predicting the logical structure of a text

1-3

Answers

3 a 2 b 4 c 1 d 3

TASK 3 Recognizing the main argument

1

Answer

2 (Note: this is given as the key point at the end of the text in the book *Introduction to Politics*.)

TASK 5 Critical thinking - evaluating the main argument

1

Sample answers

Students may agree with all of statements 1-3. Reasons: the main argument is structured and has several distinct stages with clearly presented supporting evidence, sometimes in table form; there are appropriate supporting arguments and these are clearly explained; whether the main argument is successful in persuading people is perhaps open to discussion - some students may be persuaded, others not.

TASK 6 Building and analysing adjective phrases

1

Sample answers

- 1 The authors cannot say the preference is objective, because they are arguing that it isn't - they say *supposedly* to indicate that people suppose it to be objective, therefore they are mistaken.
- 2 As explained above, the authors are arguing that the preference is not objective. They go on to use evidence to back up this argument.
- 3 If *supposedly* is omitted, the meaning changes to become the opposite. The authors are in that case validating the claim, agreeing that it is objective.
- 4 quite difficult - difficult - very difficult - extremely difficult
- 5 In practical terms, the authors say it is *extremely difficult* because it is arguably impossible; but to say it is *impossible* opens them up to criticism. The authors go on to argue how difficult, indeed unresolvable, it actually is.

2

Answers

- 1 To give one *very / quite / (rather) / particularly / (supposedly) / extremely* famous example.
- 2 However, it might be *even* fairer to give extra weight to the first choices.
- 3 that would reflect *even / rather / considerably* more genuine strength of preference
- 4 this problem gets *even / rather / considerably* worse with a greater number of alternative choices
- 5 the choice of method for assessing votes is *absolutely / quite / rather / particularly / supposedly / extremely* crucial
- 6 It is another *absolutely / (quite) / particularly / supposedly / (extremely)* key ingredient in the concept

TASK 7 Recognizing persuasive language

1

Answers

- 2 None of the options ever achieved a majority of the total votes or points available, whichever system was being used, so it would be impossible to conclude that the general preference was 'clearly' in favour of one particular option. (Paragraph 3)
- 3 As you can easily imagine, this problem gets worse with a greater number of alternative choices, whether they are candidates or policy options. (Paragraph 3)
- 4 In this way, even though it might seem artificially to constrain the choices that are being voted upon, it will result in an unambiguous outcome. (Paragraph 3)
- 5 Therefore, the choice of method for assessing votes is crucial and really can alter the outcome. (Paragraph 4)

2

Sample answers

- 1 *However* shows contrast and is associated with argument, as explained above. The next phrase is hedged with the modal verb *might*, which is in keeping with the writers' argument - it is hypothetical at this point. The adjective phrase *more genuine* is in the comparative form to indicate that the hypothesis can be compared with the previous hypothesis.
- 2 The opening part is extreme: *none of the options* rather than *few of the options*, with the maximizing adverb *ever*. This style is followed up with *whichever* (neither one system nor the other), and the extreme language of *it would be impossible to conclude*. This is very decisive, persuasive language. Furthermore, *clearly* emphasizes that the hypothesis does not work.
- 3 The opening phrase, interestingly, is interactive: it invites the reader to imagine something. This reflects the persuasive nature of the text, for persuasion is associated with having someone to persuade, in this case the reader. The previous argument or hypothesis is then given the label *problem*; the cohesive noun phrase *this problem* refers back to the previous stretch of discourse. The continuing language, *gets worse*, carries on with the negative theme.
- 4 The choice of subordinator *even though* is stronger than the default *although*. The language continues with the message of clarity: referenda *might artificially constrain* something (this phrase itself is minimized with *seem to* - which plays down the seriousness of the objection), but they are presented as *unambiguous*, not something weaker like *reasonably certain*.
- 5 The opening linking adverbial *therefore* is associated with logic, mathematics, and so on. It is robust and authoritative. The adjective *crucial* is strong and decisive, while the emphazer *really* strengthens the authors' argument.

9B WRITING Argument essays

TASK 1 Critical thinking - organizing ideas

1

Sample answer

Approach 1 is probably one of the best. If young people are educated about the way people live (or should live) looking, for example, at the consumption patterns of human beings, they then are likely to have healthier habits in later life. They might also educate their parents and peers.

Sample answers

- 1 educational (behavioural / social / group / financial / national)
- 2 financial (economic / medical / social / national)
- 3 behavioural (psychological / social / group / communal)
- 4 individual (psychological)
- 5 behavioural (psychological / social / group / communal)
- 6 behavioural (psychological / social / group / financial)
- 7 financial (social / individual / psychological)
- 8 social (individual / communal / group / behavioural / psychological)

Sample answer

- 1 The best strategy is probably to use a range of approaches because one strategy is unlikely to work with everyone, no matter how sound it is.
- 2 All of the approaches are effective and sound, but some of them may be difficult to achieve or implement. For example, approach 2 might prove difficult because it would affect people financially, and hence affect politicians' popularity. Approach 4 could also be problematic from a behavioural or psychological perspective. However, such approaches need to be considered.
- 3 Different answers are possible. They could all be long-term, except approaches 3 and 7. As regards approach 3, over-emphasis in the long-term might be off-putting, so a periodic approach might be advisable. Approach 7 is primarily a short-term measure.
- 4 It is unlikely. It is also unlikely that the approaches will work with all groups of people within any one country.

TASK 2 Selecting a body paragraph structure

Sample answer

Structure A seems most logical because the stages within the paragraph are clear. To argue for the overall argument there are two supporting arguments. Supporting argument 1 is against the main arguments and is followed by evidence and explanation. This sequence is repeated for supporting argument 2, which is for the main argument. The last stage is the evaluation in support of supporting argument 2, which acts as conclusion.

Answers

- 1 Supporting argument: education (at primary and secondary school) about the way we live
Evidence and explanation: *educational approach: start early → educate about not harming the world + about making informed choices*
- 2 Supporting argument: encouraging engagement with local people through groups and community action
Evidence and explanation: *group action to improve conditions → individuals follow / people with different expertise → responsibility for own actions → growing own food → long-term behaviour change*
- 4 Supporting argument: giving vouchers to encourage people to buy healthy food
Evidence and explanation: *financial approach: incentive → what is to stop people selling vouchers for less money? → buy more unhealthy foods → short-term solution → wasteful initiative*

3 and 4

Answer

- 3 Structure A

Sample answer

Structure C:

Supporting argument 1 giving vouchers to encourage people to buy healthy food

Evidence and explanation against - *financial approach: incentive → what is to stop people selling vouchers for less money? → buy more unhealthy foods → short-term solution → wasteful initiative*

Supporting argument 2 education (at primary and secondary school) about the way we live

Evidence and explanation for - *educational approach: start early → educate about not harming the world + about making informed choices*

Supporting argument 3 showing TV programmes on lifestyle change

Evidence and explanation for - *documentaries and soap operas - educational approach - reach mass audience - public discuss - long-term approach - effective*

Evaluation in favour of supporting arguments 2 and 3
non-financial approaches - more effective

TASK 3 Stating and supporting the main argument

1

Answers

- 1 *This essay argues that the most effective way to involve people in making decisions about their lives is not through financial inducement or penalties, but through strategies that engage not just individuals but also communities and families in taking responsibility for their actions.*
- 2 Against financial incentives: *is not through financial inducement or penalties, but through strategies that engage not just individuals but also communities and families in taking responsibility for their actions.*
- 3 Yes. It is clear that the focus is non-financial. The writer emphasizes that they are not arguing for a financial approach by putting it first and using a negative word (*not*) and then introducing their own approach after *but*.
- 4 Approaches 7 and 6 are used. The writer argues against approach 7 in the first sentence of body paragraph 1: *A recent government initiative in the UK suggests giving individuals £50 vouchers to buy healthy goods at participating outlets.* The writer argues for approach 6: *Perhaps, as Gonzalez and Parker (2003, p.074) propose, a better option would be community involvement, not just individual involvement.*
- 5 Students' own answers. For approach 7, the evidence and explanation are in sentences 2-7 of the body paragraph. For approach 6, they are in sentences 9-12. Sentence 12 contains the writer's overall evaluation of the two approaches and reiterates the writer's stance in the thesis statement. The evaluation acts as conclusion to body paragraph 1.

2

Answers

- 1 Yes. See the thesis statement in the introduction. See the second sentence of body paragraph 1: *This is perhaps a waste of public money*, which makes the writer's argument clear. See also the evaluation in the last sentence: *... this strategy is much more likely to lead to long-term behaviour change than the distribution of vouchers.*
- 2 Yes. The overall argument is given in the thesis statement in the final sentence in the introduction. Body paragraph 1 first argues against financial inducements, which is stated in the second sentence in the paragraph. From sentence 8 onwards, body paragraph 1 argues for *community involvement*. The writer's stance is stated in the evaluation in the final sentence of body paragraph 1, reiterating the thesis statement.
- 3 Very clear. The writer gives examples and in-text references which relate to the argument against for the first supporting argument. The writer then explains how the voucher system is likely to fail: *... such schemes for their focus on short-termism and not dealing with the issue.* The pattern is the same for the second argument. The writer ends the paragraph with an evaluation in support of a more social approach emphasizing the long-term aspect.
- 4 The link occurs in three ways: (a) through the demolishing of the first approach (sentences 1 and 2 in body paragraph 1), which relates to *not through financial inducement* in the thesis statement; (b) through the positive stance in the second approach in sentence 8 (*Perhaps, ... a better option would be community involvement*), which relates to *through strategies that engage not just individuals but also communities and families in taking responsibility for their actions* in the thesis statement; (c) through the evaluation in the final sentence of body paragraph 1.
- 5 Students' own answers.

TASK 4 Synthesizing citations, evidence, and explanation

1 and 2

Answers

- 1 a Harrison (2010) claims that this is not an effective use of public funds, as it is open to abuse.
b Johnson (2001) criticizes such schemes for their focus on short-termism and not dealing with the issue.
c Perhaps, as Gonzalez and Parker (2003) propose, a better option would be community involvement, not just individual involvement.
d If the people around an individual or group like a family or community take action to improve their conditions, an individual is then more likely to follow, as Cooper (2007) points out.
- 2 a 1 Yes, but see 4; 2 They are paraphrased, e.g. *has the risk of failure* is paraphrased by *is not an effective use of* and *can be circumvented* is paraphrased by *is open to abuse*; 3 Different; 4 No, the words *public funds* are mentioned in the citation, which paraphrases any financial inducement. To make it tighter, the reference to *public funds* could be changed in the paragraph to *resources*.
b 1 Yes; 2 They are paraphrased, e.g. *which does not take account of the underlying causes and beliefs* is summarized by *criticizes ... not dealing with the issue*; 3 Different; 4 Yes, the idea of *short-termism* is not the original source; it does not exactly paraphrase *largely ineffectual*. The phrase *for their focus on short-termism* could be changed to *for not being very sound*.
c 1 Yes; 2 They are paraphrased, e.g. *The engagement of communities in group activities ... has a greater probability of success* is paraphrased by *a better option would be community involvement*; 3 Different; 4 No, but note the emphasis on group activities rather than individual activities.
d 1 Yes; 2 The sentence is a paraphrase of the citation; 3 Different; 4 No

3

Sample answers

Citation (a) helps to argue against the approach of using voucher schemes.
Citation (b) also helps argue against voucher schemes.
Citation (c) supports the writer's argument for community involvement.
Citation (d) adds further support relating to the groups of individuals involved in a community, i.e. family and those around an individual in a community.

TASK 5 Synthesizing arguments and citations

1 and 2

Sample answers

Approaches used: 1, 3, and 5 (approach 3 is used as an argument against); structure used: B

Outline:

Supporting argument 1 education (at primary and secondary school) about the way we live

Evidence and explanation for - *educational approach: start early* → *educate about not harming the world + about making informed choices*

Supporting argument 2 showing TV programmes on lifestyle change

Evidence and explanation for - *documentaries and soap operas* - *educational approach* - *reach mass audience* - *public discuss* - *long term approach* - *not effective / long-term*

Supporting argument 3 discouraging consumption generally, not just of goods but also energy

Evidence and explanation against - *may only work* - *financial incentives or penalties such as taxation* - *not induce people to take responsibility* - *own actions* - *long-term*

Evaluation in favour of supporting argument 1

education - *sound approach* - *likely* - *long-term effect* - *people's lifestyle choices*

Paragraph:

Education at primary and secondary school about the way we live is another approach in helping people to make informed lifestyle choices, as this can influence people's exercise and obesity (Kenkel, 1991; Park & Kang, 2008; Webbink et al., 2010). Education can, for example, take the form of projects on the consequences of modern lifestyles. Such activities could raise awareness about the impact of modern lifestyles and are more likely to have a long-term effect lasting into adulthood. TV programmes on lifestyle change, such as documentaries and soap operas, could also be used to inform mass audiences. The idea, perhaps, is that the public will discuss the issues raised. However, as a long-term solution, TV programmes are perhaps not very effective as people may become bored if the themes are constantly repeated. Discouraging consumption generally, not just of goods but also of energy, is another possible approach, but this may only work through financial incentives or penalties such as taxation, and not induce people to take responsibility for their own actions in the long-term. It seems that education is a sound approach that is likely to have a long-term effect on people's lifestyle choices.

TASK 6 Using alternatives to conditional structures with *if*

1

Sample answers

- 1 *Suppose / Imagine* a broad-based approach is adopted taking in community involvement along with fostering individual self-awareness and individual responsibility. Lifestyle changes can be effected much more easily.
- 2 *Supposing / Let us suppose*, as some people advocate, taxation on a range of products such as 'fattening' foods is used as a financial tool to change people's lifestyles. This is unlikely to modify people's behaviour.
- 3 *Let us imagine / Suppose* taxation is used to change people's behaviour. It may have the unintended consequence of hitting the poor hardest as they may rely on such 'fattening' foods more than the rich because they are cheaper.
- 4 *Suppose / Supposing* we look at the example of taxation on petrol. We can see that the same applies.

4

Answers

What I mean is ...	explaining
That's the crucial question.	evaluating
This means that ...	explaining
Suppose that ...	expressing a condition
In that case, ...	expressing a condition
Not only [...], but ...	exemplifying
It's impossible to conclude that this is fair.	evaluating
Unless ...	expressing a condition

5

Sample answers

From certain perspectives Fatima's argument is compelling, but it does require greater evidence, e.g. how quickly / where English is becoming the language of education.

9C Speaking Seminars (4)

TASK 2 Evaluating the presentation of an argument

1 and 2 ◀▶▶9.1

Answers

Main topic of discussion: *Education*
Main argument: *That the trend towards English-medium education is unfair*
Student presenting the argument: *Fatima*

3 ◀▶▶9.1

Answers

Students should tick all of the phrases except the following:
If I were you, I'd ...
What do you mean by ... ?
What would you do if ... ?

TASK 3 Identifying parts of an argument

1 ◀▶▶9.2

Answers

Student presenting the argument: George
Main argument: A 'lingua franca' for education is advantageous and promotes equality
Main piece of supporting evidence (analogy): Latin in the middle ages
Perspectives mentioned: linguistic (language), historical, cultural, educational, geographical, social, medical. (Note: both explicit and implicit perspectives included)
Contribution from other participant: Arabic in the Middle East in the Middle Ages

TASK 4 Critical thinking - evaluating the main argument

2

Answer

It's very challenging for students studying in English as a foreign language. Therefore *studying for a degree course in a different language, such as English, is more difficult when compared with studying in one's first language.*

Sample answer

Natsuko's argument is circular – the first statement is essentially the same as the second, although the second statement is presented as a logical result (using *therefore*) of the first. She needs to think of a more logical result, e.g. more support should be given / special conditions should apply, etc.

TASK 5 Preparing and presenting an argument**2** 9.1–9.2**Answers**

So what I'm saying is / what I mean is / I mean / And this meant / In fact what I was going to say / basically / as I said, one advantage was / which means that / Actually I was thinking about / In my view / As I said / Therefore

TASK 6 Practising speculating and reflecting language**1****Sample answers**

1 What would you do if / Suppose that 2 Take 3 Could we perhaps / Shouldn't we 4 I was just wondering 5 Shouldn't we also consider

9D Listening Lectures (8)**TASK 1 Understanding the main points of an argument****1****Sample answers**

Advantages: efficiency; people working together; team spirit; happy working environment; support for team members; reduces likelihood of mistakes

Disadvantages: difficulty in coming to a collective decision; slow process; people end up not doing things; not suitable for all types of workers, e.g. creative or inventive people.

The advantages and disadvantages will possibly vary from field to field and within fields, e.g. sport or creative fields such as the art world. These can be contrasted with medical teams in hospitals and in businesses, but in the latter two fields individualism is also necessary on some occasions.

Answer**2 c**

- 3 1 explore briefly – last part – other fields – experiences – shared and exchanged
- 2 medical teams – hospital
- 3 everyone work together – hospital function efficiently
- 4 teamwork stifles creativity – reduces opportunity – new ideas develop
- 5 against: OK, I can see where this argument is coming from, obviously. / So to counter this particular criticism ... well, firstly I would like to remind us all that no one really works in complete isolation
- 6 I see where this argument is coming from
- 7 no one really works – complete isolation – more important – brilliance refined – participation others – best / most creative ideas – benefit opened up to scrutiny – looked at other points of view – key aspect of teamwork – take something good – idea, procedure, whatever – make it great

4**Answers**

a and c

5**Sample answer**

The purpose of the lecture is to explore the role of teamwork in modern medical practice with the secondary aim of exploring other fields where experiences of teamwork can be shared and exchanged. The exploration of teamwork is done within the context of hospital medical teams. Such teams comprise the full range of health personnel from nurses to managers, not just doctors. The first argument examined is a criticism of teamwork: essentially that it suppresses creativity, thus blocking the development of new ideas. It is acknowledged that teamwork can involve a lot of time if collective decisions are being made by everybody in a team. A counter-argument is put forward that people do not work in complete isolation and that brilliance can be refined through the participation of others. It is pointed out that the best or the most creative ideas can be improved through scrutiny and examination from other points of view. Essentially, teamwork can turn something good into something great.

TASK 2 Recognizing how evidence is presented

1 ▶9.4

Answers

- 1 So ... Let's start with a (common criticism of teamwork).
- 2 OK, I see where this argument is coming from.
- 3 So, to counter this particular criticism ...
- 4 I would like to remind us all ...
- 5 But perhaps even more important is that ... This is the key aspect of (teamwork)

TASK 3 Taking notes on evidence presented

1 ▶9.5

Answers

- 2 incident in hospital - accident / fight, medical or otherwise - improve logging procedure - logging incident - junior team members, e.g. doctor / nurse - deal with this all the time - may have good suggestion - need feel comfortable - suggestion taken seriously - senior members of team
- 3 senior staff - no monopoly on right answers or solutions - sometimes seems that way
- 4 affects working practices - needs checked / evaluated - decision made by individual / small group - decision needs looked at carefully + evaluated by everyone in team
- 5 may be ways - decision affects other people in team - may be consequences not considered
- 6 teamwork - efficient - not be way stifling creativity - but refining + taking it forward - refined + refined, again + again
- 7 art of persuasion - first, persuasion within a team - work effectively - every team member needs feel voice opinion - will be listened to - responsibility - make sure - team democratic - everybody matters - example: nurse / junior doctor - very easy feel overawed

2 ▶9.5

Answers

- 3 In this case
- 4 Similarly, ... If ...
- 5 because there may be ... there may be
- 6 So I think from this we can see that ... but of (refining it and taking it forward)
- 7 OK, moving on to the next point

9E Vocabulary Synonyms and formality

TASK 1 Using synonyms in phrases

1

Sample answers

- 1 the final choice
- 2 one further crucial component
- 3 highly challenging
- 4 a possible result
- 5 to offer extra support
- 6 more convincing power
- 7 to limit the options
- 8 a clear result
- 9 a great deal of
- 10 the best method

TASK 2 Deciding on the formality of synonyms

1

Answers

- 1 planned / wished
- 2 happened / taken place
- 3 essential / key
- 4 measuring / weighing up
- 5 reflect on / think of
- 6 approach / plan
- 7 effects / results
- 8 essentially / mainly

2

Sample answers

- 1 intended
- 2 occurred
- 3 crucial
- 4 assessing
- 5 consider
- 6 strategy
- 7 consequences
- 8 essentially

UNIT 10 Connection

ACADEMIC FOCUS: CAUSE AND EFFECT

Discussion

2

Sample answers

- 2 2 and 1 (not enough new urban accommodation is being constructed, 7 also being a reason)
- 1 and 3 (no other perceived means of escape from the situation)
- 2 and 6 (potential destruction of farming land for house construction as cities spread)
- 7 and 1 (less accommodation available for families or groups of people)
- 7 and 4 (lack of social support from family and friends)
- 8 and 5 (economic pressure to start work earlier)

10A Reading Textbooks (7)

TASK 1 Identifying cause and effect relationships

1 and 2

Answers

- 1 1, 3, 4, 5, 6, and 8 contain cause and effect relationships. (2 and 7 contain links.)
- 2 (Causes underlined; effects in bold)
 - 1 **The lives of countless numbers of people have been saved** through the introduction of antibiotics.
 - 3 The government's approach to Research and Development produced **considerable opposition**.
 - 4 **The relationship between universities and the manufacturing industry has improved markedly**, owing to the involvement of politicians.
 - 5 The scientific discoveries of Al-Jazari, the great 12th-century Arabic engineer, have had a **significant impact on the field of engineering**.
 - 6 **The world of finance is undergoing constant change** as a result of innovations in computing technology.
 - 8 **Construction at the new site was temporarily shut down** because of the risk of fire.

3

Answers

Sentences 2 and 7 show associations, or links, between the two phenomena. In sentence 2 it states that the phenomena *are connected*, but it does not state there is a direct cause and effect relationship. Sentence 7 states that there is a relationship between the two phenomena (*is clearly related*), but likewise no cause and effect relationship is indicated. While a cause and effect relationship may exist in both cases, it is not safe to assume that such relationships include cause and effect. In some respects, expressing relationships in this way is similar to hedging.

TASK 2 Understanding the purpose of texts

1

Answers

a 2 b 3 c 1

2

Sample answers

Purpose of Text 2 = to show the impact of Kuhn's ideas on philosophy of science. Evidence = the first sentence of paragraph 1: *Despite their controversial nature, Kuhn's ideas about science and rationality transformed philosophy of science.*

Purpose of Text 3 = to show the role of disturbance on the marine ecosystem. Evidence = the first sentence of paragraph 1: *Various processes operating in the marine ecosystem affect ecological processes and the structure of communities and habitats, such that they are in a continuous process of change.*

Answers

All three texts use a scientific perspective.

Text 1: In paragraphs 1 and 2, the perspective is geographical, e.g. *An avalanche is typically a falling mass of snow which may contain rocks, ice, or other debris.* In paragraph 3, the perspective is medical: *Avalanche deaths result from: Burial and suffocation: 65% of deaths / Collision with obstacles: 25% of deaths / Hypothermia and shock: 10% of deaths*

Text 2: The perspective is historical, e.g. *In part this is because Kuhn called into question many assumptions that had traditionally been taken for granted, forcing philosophers to confront them, and in part because he drew attention to a range of issues that traditional philosophy of science had simply ignored.* It is also educational and sociological, e.g. *Kuhn also paid considerable attention to how science is taught in schools and universities, how young scientists are initiated into the scientific community, how scientific results are published, and other such 'sociological' matters.*

Text 3: The perspective is ecological, as shown by the whole of the text.

TASK 3 Understanding the texts in detail

1

Answers

- Examples of hedging in Text 3, paragraph 2: Periodic outbreaks of ecosystem engineering organisms such as starfishes and sea urchins **can lead to** periods of prolonged habitat modification. Rising sea temperatures **may facilitate** the proliferation of non-indigenous species, which **can alter** the existing community assemblage through the process of competition for space and other resources.
- Abstract phenomena in Text 2, paragraph 1: Despite their controversial nature, Kuhn's ideas about science and rationality transformed philosophy of science.
- Examples of concrete phenomena in Text 1: avalanche, rocks, ice, other debris, snow, mountain ranges, obstacles

Answers

- 2 1 typically - falling mass of snow - rocks, ice + debris
- 2 increase - stress (fresh snow - weight of climber / skier) or decrease - strength - snowpack - caused heat of sun
- 3 triggered - victims
- 4 evaluate - risks - terrain - snowpack; knowledge - avalanche assessment - prudent group management strategies; skills and equipment - rescue - victims - prerequisites
- 5 burial + suffocation
- 6 50% of victims
- 3 The answers are all parts from the text.
 - 1 (In part this is) because Kuhn called into question many assumptions that had traditionally been taken for granted, forcing philosophers to confront them, and in part because he drew attention to a range of issues that traditional philosophy of science had simply ignored
 - 2 ... the idea that philosophers of science could afford to ignore the history of science appeared increasingly untenable, as did the idea of a sharp dichotomy between the contexts of discovery and justification.
 - 3 (Even those unsympathetic to Kuhn's more radical ideas would accept that in these respects) his influence has been positive.
 - 4 ... to focus attention on the social context in which science takes place, something that traditional philosophy of science ignored.
 - 5 ... a movement known as the 'strong programme' in the sociology of science, which emerged in Britain in the 1970s, owed much to Kuhn.
- 4 1 ecological processes and the structure of communities and habitats
- 2 they are in a continuous process of change
- 3 positive (e.g. habitat restoration) or negative (e.g. dumping of waste, direct effects of an oil spill, habitat damage by bottom fishing on the sea bed, walking across the seashore)
- 4 the proliferation of non-indigenous species, which can alter the existing community assemblage through the process of competition for space and other resources

Answers

(Cause and effect language in bold)

Text 1:

Paragraph 1

Avalanches **are released by** either an increase in stress (fresh snow or weight of a climber/skier) or a decrease in strength of the snowpack **caused by** the heat of the sun. ... estimates suggest that 90% of victims have **triggered** the avalanche themselves

Paragraph 3

Avalanche deaths **result from**: Burial and suffocation: 65% of deaths
shallow burial and rapid retrieval significantly **improve** survival rates.

Text 2:

Paragraph 1

Despite their controversial nature, Kuhn's ideas about science and rationality **transformed** philosophy of science.

Paragraph 2

Another important impact of Kuhn's work was to focus attention on the social context in which science takes place, something that traditional philosophy of science ignored.

Not surprisingly Kuhn's ideas have been very influential among sociologists of science. In particular, a movement known as the 'strong programme' in the sociology of science, which emerged in Britain in the 1970s, **owed much to Kuhn**.

Text 3:

Paragraph 1

Almost any human intervention in the marine environment, whether positive (e.g. habitat restoration), or negative (e.g. dumping of waste), **leads to** some form of ecological disturbance.

any discrete event in time that **disrupts** ecosystem

Paragraph 2

Changes in sea level, ocean temperature, and water circulation **modify** habitats and their associated fauna
Natural phenomena such as cyclones and hurricanes **have regional impacts** on a seasonal basis and **affect** a wide range of marine habitats

Periodic outbreaks of ecosystem engineering organisms such as starfishes and sea urchins can **lead to** periods of prolonged habitat modification.

Rising sea temperatures may **facilitate** the proliferation of non-indigenous species, which can **alter** the existing community assemblage through the process of competition.

Whatever the source of disturbance, it is a fundamental process that **contributes** to the maintenance of diversity in all ecosystems.

TASK 4 Expressing cause and effect relationships

1

Answers

(Nouns in bold; verb phrases underlined)

- 1 Sea fishing on an industrial scale has led to a considerable **transformation** of the marine environment.
- 2 The safety of modern wards in hospitals owes much to early pioneers in hygiene such as Lister.
- 3 The financial **collapse** was triggered by a computer **failure**.
- 4 Education can alter not just the way people behave, but the way they think.
- 5 Ideas and discoveries from past civilizations such as the Greeks and Sumerians still have a huge impact on our lives today.
- 6 The main cause of **change** in the modern world is not technological advances, but human imagination.
- 7 Human behaviour has contributed most to the **changes** that we see in the planet today.

2

Sample answers

(Causes underlined; effects in bold)

- 1 A range of marine processes are constantly **changing the marine environment**.
- 2 Science and medicine have both had a (huge) impact on **the well-being of society**.
- 3 **Many illnesses among the general public** have been caused by pollution and accidents.
- 4 **A knowledge of the marine ecosystem** will save the planet for future generations.
- 5 People's lives have been greatly improved by both **science and the arts**.

TASK 5 Note-taking (8) - representing relationships

1

Answers

- 1 B: 1 the 'strong programme', 2 Kuhn
- 2 C: 1 avalanche, 2 increase in stress, 3 decrease in strength of the snow, 4 heat of the sun
- 3 A: 1 victims, 2 avalanche
- 4 B: 1 avalanche deaths, 2 burial and suffocation
- 5 A: 1 shallow burial and rapid retrieval, 2 survival rates
- 6 A: 1 rising temperatures, 2 proliferation of non-indigenous species
- 7 A: 1 human intervention, 2 ecological disturbance

2

Sample answers

- 1 Increased literacy levels in schools ← the introduction of volunteer teachers
- 2 Film music → greater engagement with narrative developments ← the creation of emotions
- 3 Worries about future energy supplies → greater investment in alternative energy resources

TASK 6 Critical thinking - using diagrams

1

Sample answer

Using diagrams can help to highlight notes and make them more accessible. It can also help to show certain relationships (e.g. cause and effect).

10B Writing Cause and effect essays

TASK 1 Identifying and ordering cause and effect phenomena

1 and 2

Answers

- 1 The topic sentences are ordered in the way they are because it is a chronologically clear and logical representation of the relationship, with the two causes preceding the two effects.
- 2 (Note that within each structure, the order of causes a + b, and/or the effects c + d can be switched.)
Cause-effect structure:
a b c d; b a c d; a b d c; b a d c
Effect-cause structure:
c d a b; d c a b; c d b a; d c b a

3

Answers

(Causes underlined; language in bold)

- a) Arguably the most important **cause** of rising house prices is limited supply.
- b) House prices may rise **on account of** imbalances in the financial system such as availability of credit for mortgage lending.
- c) One little-discussed area which rising house prices **affect** is politics.
- d) Rapid house price rises tend to have a number of serious social **consequences**.

4

Answer

1

5

Answers

Plan 1

Cause 1: limited supply; Cause 2 availability of credit for mortgage lending; Effect 1 politics; Effect 2 social consequences

Plan 2

Effect 1: politics; Effect 2: social consequences; Cause 1: limited supply; Cause 2 availability of credit for mortgage lending

TASK 2 Using the word *result* in cause and effect sentences

1-3

Answers

(Causes underlined; prepositions in bold)

- 1 Millions of homeowners across the USA saw the value of their houses drop significantly as a result **of** the property crash.
- 2 Headaches may result **from** stress and dehydration; alternatively there may be other causes.
- 3 One result **of** improving secondary school education is likely to be greater competition for university places.
- 4 This essay investigates whether increased trade liberalization actually results **in** more consumer choice.
- 5 Sudden adoption of a low-calorie diet may not result **in** weight loss as intended.
- 6 Arguably the phenomenon of low bone mass results **from** three major causes.

TASK 3 Using cause and effect language

1

Answers

- 1 e) are caused by
- 2 a) because of
- 3 c) may result from
- 4 d) result in
- 5 b) effect of

TASK 4 Writing cause and effect paragraphs

1

Answers

Note that the evaluative material can also be seen as speculation, which is closely related.

- increasing demand for well-qualified professionals – cause
- rising top salaries – main effect
- shortage of well-qualified professionals – cause
- ever greater premium placed on higher qualifications – cause / evaluation
- globalized market for well-qualified professionals – cause
- increasing supply of unskilled workers – cause
- likelihood of continuing salary gap – evaluation
- stable or falling lower salaries – evaluation
- limited university places relative to demand for courses – cause

2

Sample answers

- The widening gap in salaries is the main effect, as stated in the topic sentence
- The market is becoming globalized, thereby increasing demand for well-qualified professionals, which is also resulting in rising salaries.
- From an educational perspective, two further causes of the widening gap in salaries are an even greater premium placed on higher qualifications, and limited university places relative to demand for courses.
- A shortage of well-qualified professionals and an increasing supply of unskilled workers are also contributing to the widening gap in salaries.
- There is a strong likelihood that the salary gap will continue, with stable or falling lower salaries (This is an evaluation and speculation, logically following the earlier points).

3 and 4

Sample answer

Paragraph 1:

There are three main causes of the widening gap in salaries. The first of these is an increasing demand for well-qualified professionals. Another important cause is the emerging globalized market for well-qualified professionals. This is because a globalized market tends to fuel demand, as with tangible products such as Coca-Cola. From an educational perspective, an even greater premium is being placed on higher qualifications, together with limited university places relative to demand for courses. One further cause is the current shortage of well-qualified professionals, which together with an increasing supply of unskilled workers, is having the effect of raising top salaries. Given stable or falling lower salaries, there is a strong likelihood that the salary gap will continue.

10C Listening Lectures (9)

TASK 1 Critical thinking – connecting different disciplines

2 and 3

Sample answers

- History is likely to be connected to language death because all languages have a history, and over time things increase or decrease in importance – whether particular countries, empires, or languages.
- Geography is central to language death, as languages tend to be based in particular geographical areas unless they spread out through processes such as colonization.
- Linguistics is essential to language death and can be connected in various ways such as through the formal study and recording of endangered languages.
- Anthropology can be connected to language death through the study of people who speak minority languages.
- Politics is often implicated in language death through the political involvement, or interference, in certain languages.

TASK 2 Identifying connections to the topic

1  10.1

Answers

- History: *things move on*; Latin has no native speakers but was preserved through writing and continuing use as a language in restricted contexts
- Geography: Latin developed into modern European languages, e.g. French, etc.
- Linguistics: through the well-known example of Latin; (implicitly) why languages die and what happens when they die
- Anthropology: (implicitly) a researcher who carried out case studies in central Asia
- Politics: not explicitly mentioned although some countries are mentioned

2  10.1

Answers

- (a) the important question of why languages die and what happens when they die
- (b) process: it gradually died; cause: partly geographical; effect: it gradually developed into modern European languages

Answers

- 1 included - As is typical in case studies, this researcher repeatedly visited his subjects
- 2 not included - researching a key aspect of these people's existence - their native languages
- 3 included - researching a key aspect of these people's existence - their native languages
- 4 included but not central - involved living with the subjects, researching a key aspect of these people's existence - their native languages
- 5 included (if languages are seen as abstract)

TASK 3 Connecting causes and effects

1 10.2

Sample answers

- 1 The Tofa word *döngür* → 2 The loss of the Tofas' cultural knowledge + 8 The difficulty in referring to different types of reindeer ← 3 The loss of arcane pieces of knowledge
- 5 The fact that Russian has no word for *döngür* → 8 The difficulty in referring to different types of reindeer
- 8 The difficulty in referring to different types of reindeer → 10 The ability of the Tofa reindeer herder to pick out a specific type of reindeer
- 4 The fact that Tofa has five words for 'uncle' → 9 Tofa children learn different kinship roles
- 7 The pressures of globalization → 6 The decline of the Tofa language
- 7 The pressures of globalization → 3 The loss of arcane pieces of knowledge

2

Sample answer

The decline of the Tofa language has been brought about by a number of factors including the pressures of globalization. One major effect is the loss of the Tofas' cultural knowledge including obscure pieces of knowledge. For example, the loss of the Tofa word *döngür* has led to difficulties in referring to different types of reindeer and the ability to pick out different types of reindeer. This is partly because Russian, the language now mainly spoken by the Tofas, has no word for *döngür*. A similar effect may be seen with the effective learning of kinship roles by Tofa children, due to the fact that Tofa has five words for 'uncle'.

TASK 4 Connecting cause and effect statements

1 10.3

Sample answers

Monchak - nomadic people of Mongolia; move freely with their animals; small in number

They feel - crowded + threatened - physically + culturally; discriminated against (ethnically)

They officially have to use Mongolian names

Monchak language unrecognized - no media broadcasts / books / schools

Monchak speakers - 150 fluent speakers in early 21st century

Example: Demdi - says he won't marry a Mongolian girl

2 10.4

Answers

- Demdi's use of different languages: spoke to his father in Monchak, but to his son in Mongolian
- Language shift: *the process by which younger people in a community choose not to speak the ancestral language and opt for the dominant national language*
- Prediction for Monchak language: will die out within c. 50 years
- Recent Monchak migration: half the Monchak population have moved to edge of Mongolian capital Ulaan Bator, taking low-paid work
- Harrison's conclusion: Monchaks will lose language, parts of history, cultural heritage, songs

3

Answers

The lecturer concludes by saying *simple stories of people can illustrate a much wider phenomenon - the death of most of the world's languages, and with this, the erosion of human knowledge*. In other words, a case study of a small number of people can illustrate the process of language death and the *erosion of human knowledge*.

Answers

- 1 so
- 2 partly for geographical reasons
- 3 as, For various reasons
- 4 And the result of this is that
- 5 But one effect is that, since
- 6 And the reason he gives is, the most important reason is
- 7 As a result of
- 8 through

5

Sample answer

Extract 4 deals with the case of Monchak. The decline in the number of speakers of the language, and its expected death within fifty years, is illustrated by a Monchak speaker called Demdi, who is found to speak his ancestral language Monchak to his father, but Mongolian to his wife and son. Also, about half the Monchak people have emigrated to the Mongolian capital, Ulaan Bator, which has resulted in a faster decline of Monchak. The lecturer concludes by reporting the conclusion of the researcher, Harrison, that cultural knowledge dies when a language dies. He also gives his own conclusion that case studies can illustrate how stories of ordinary people illustrate the wider phenomenon of language death.

TASK 5 Critical thinking – discussing evidence

1

Sample answers

- Various perspectives combine to bring about language death: historical, geographical, linguistic, anthropological, and political.
- For example, the case of Latin illustrates how knowledge can decline, although in the case of Latin, so much was written down that a great deal has survived.
- By repeatedly visiting less familiar places such as in central Asia, researchers can find out in depth how other people exist.
- The case of Tofa shows that the loss of a local language contributes to the loss of understanding of specific concepts such as types of reindeer or kinship relations.
- The pressures of globalization can be observed in a tiny local context.
- The case of Monchak shows how the shift of one language to another can be observed within just one family across three generations, as illustrated by the case of Demdi.

10D Speaking

Presentations (3)

TASK 1 Explaining connections between phenomena

1

Sample answers

advantages: better economically, more convenient, freer / faster movement, more efficient, no need to look for change
disadvantages: not suitable for all groups, e.g. the elderly / the poor, open to fraud, lack of social interaction

2

Sample answers

- 1 a, b, c, e, f, h
- 2 a, b, c, d, e, f, g
- 3 a, b, c, e, f, g
- 4 a, c, h
- 5 a, c, f, g, h

3 and 4 10.5

Answer

to examine the impact of such a society from various perspectives, namely transport, commercial and financial, employment, and finally social, including the poor and the elderly

TASK 2 Analysing effective presentation notes

2

Answer

The notes consist of short noun phrases. This means the speaker doesn't need to read a lot of details while speaking. The notes act as a trigger, or memory aid, for the ideas related to them. Having to read longer notes would interfere with fluency and the delivery, especially contact with the audience.

3

Answer

The notes work well because they act as triggers or memory aids. For example, the notes *prepaid cards* → *travel – major cities, etc.*, act as a memory aid for the following information: *payment in advance by cash at machines – prepaid cards – phones – transformed travel – major cities – increasingly payments – credit card at machines – internet without people carrying cash – impact on individual members of society – considerable.*

TASK 3 Understanding and responding to feedback

1 10.6

Answers

- 1 very effective 2 very well structured
3 straightforward 4 easy to follow 5 fine

3

Answers

a) sensitive and helpful; b) mostly sensitive and helpful, but also critical

Evidence:

a) The tutor is less critical than the other students and uses positive feedback, e.g. *Yes, it was generally a very effective presentation*, and positive statements followed by questions, e.g. *You had a good range of individual ideas. Do you think they were connected well?*

b) The other student's comments are positive, e.g. *I think most of us found it interesting*, but also critical, e.g. *Well, maybe when Charlie was giving the effects, it would've been better to slow down even more. For me, it was fine to listen to, but for taking notes it could've been a bit slower.*

4 10.6

Answers

The speaker is sensitive to the feedback and cooperative.

- I'm not so sure I can say anything. I suppose it was OK as everyone clapped.
- Er ... thanks.
- Yeah, well, I think it was OK. I spent a lot of time planning and I made notes for each slide, as you can see here. Maybe I could reduce the amount of notes in future.
- Thank you. I did run through it two or three times with a friend and we ironed out a few initial problems.
- I think so. I seemed to be able to talk about them fluently - I think!
- That's good to hear.
- I wanted to ease the audience into the talk and not overwhelm them with statistics and facts.
- Maybe I could've been a bit quicker. The pace was a bit slow at times.
- Wouldn't I have seemed too slow, then?
- But I did that.
- Ah, OK.
- Yes, in some cases perhaps, but I'd probably need to cut something else out to keep within the time.

10E Vocabulary Cohesive noun phrases

TASK 1 Summarizing text using cohesive nouns

1

Answers

- 1 process 2 achievement 3 arguments 4 challenge

TASK 2 Using cohesive noun phrases in a text

1 and 2

Answers

- 1 This process 2 this effort 3 such advances 4 This complexity 5 Our understanding

UNIT 11 Technology

ACADEMIC FOCUS: EVALUATION

Discussion

4

Sample answers

Laptop: weight, fragile, not particularly durable; mobile phone: sometimes poor screen quality, batteries don't last long; iPad: physical problems while using (e.g. neck problems), cost; iPod: easy to lose, constant updates; mobile dongle: signal problems, cost while travelling

11A Reading Textbooks (8)

TASK 1 Predicting stance in a text

1

Sample answers

Language: GM crops, farming, agriculture; controversial, risky, benefits; opposition, resistance

2

Sample answers

- 1 The *Oxford Dictionary of Science* is likely to offer a broadly neutral, or objective, account of GM technology; this is because it is a subject-dictionary (like the *Oxford Dictionary of Education* extracted in Unit 1B), and is relied on for accurate, impartial information.
- 2 *Genetically Modified Planet* is harder to work out. It could go either way, i.e. be against, or in favour of, GM foods. In fact it is the source of the text in this module, and students will see that it is very much in favour of GM, i.e. positive.
- 3 *The Good Shopping Guide* looks likely to be against, i.e. negative, as GM foods in Europe have negative associations and are not widely seen as 'ethical'.
- 4 *Global Food Insecurity* looks to be science-based, and may well be offering GM technology as a solution to food shortages. Thus it is likely to be positive.

3

Answers

Extracts 1, 2, and 4 contain evaluation; extract 3 does not.

4

Answers

(Evaluative language in bold)

- 1 Genes for herbicide or insect resistance may spread from crop plants to wild plants, with **possible serious consequences** for both agriculture and natural ecosystems.
- 2 After growing trillions of transgenic plants in the United States during the past 14 years, **there have been no** ecological disasters, **no** injuries or deaths, **no** GM crops invading natural ecosystems, **and no negative measurable effects whatsoever; yet, surprisingly**, GM plants have not been universally accepted in agricultural systems on the global level.
- 3 During the 1990s there was a **dramatic growth** in the commercial applications of this new technology, ranging from the production of human hormones in bacteria and vaccines in yeasts to the development of genetically modified (GM) crop plants.
- 4 The GM crops of tomorrow will continue this trend, but, **on occasion, there may be significant environmental risks** that need to be assessed.

5

Answers

- 1 and 3: Publication A (Text 1)
2 and 4: Publication B (Text 2)

TASK 2 Identifying positive, negative, and neutral material

1

Answers

Section 1: informative and descriptive; section 2: informative and descriptive, with some evaluation; section 3: evaluative; section 4: evaluative.

Answers

- 1 Genetically modified organisms (the title): neutral; Techniques: neutral; Applications: neutral; Risks: negative
- 2 Section 1: neutral; section 2: neutral with some positive and negative evaluation; section 3: positive; section 4: negative
- 3 Section 1: technical overview; section 2: technical overview, with some positive and negative evaluation; section 3: evaluation, all positive points; section 4: evaluation, all negative points
- 4 Section 1: neutral (e.g. *developments, possible, exhibit, growth, applications, production*); section 2: neutral (e.g. *methods, techniques*), positive (*used successfully*), negative (*works much less well*); section 3: positive (*tolerance, improved ... resistance, therapeutic, improved*); section 4: negative (*potential problems, possible serious consequences, have to be fully evaluated, unforeseen side-effects, raises ethical issues*).
- 5 The hedging language includes: *certain potential, may* (x2), *possible, could, often*. The authors have to use this kind of language because the risks they are presenting are not certain; more research is needed and they are not facts. If the hedging language is taken out, the statements become absolute, and as such then become false statements – because they have not been proved.

TASK 3 Contextualizing and interpreting evaluative material

1

Answer
d

2

Answers

The author is strongly in favour of GM crops and argues that, unlike pesticides, they are risk-free.

3

Sample answer

Students may argue that the text is any of the following: *academic*, because it is based on research; *personal*, because it reports the author's experience and expresses his stance in quite personal language; *persuasive*, because it sets out a strong argument which is designed to persuade (although it may not do so); *informative*, because it presents evidence and useful information on the topic. Whether the text is formal depends on what it is being compared to.

TASK 4 Expressing degrees of evaluation

1

Answers

- 1 Both hedged and not: the choice of the modal verb *will* (rather than *may* or *might*) indicates a more absolute statement, while the language *on occasion ... there may be significant ...* is hedged. Note that the adjective *significant* is not normally seen as a hedging word, but contrasted with the sentence in the example, it is less absolute than language such as *of any magnitude*. Stronger adjectives include: *severe, extreme, serious, major*.
- 2 Not hedged: this statement emphatically answers the question 'Has it worked?' The phrase *so far* could be seen as a hedge, in that it is emphasizing 'up until now' rather than at any time in the future.
- 3 Not hedged: the statements are very robust, and are maximized using the negative *no*, rather than hedged quantifiers such as *few* or *almost no*. In addition, the maximizing adverbial *whatsoever* is added, plus the stance adverbial *surprisingly* – which adds an even more personal stance.
- 4 Both hedged and not: the verb *prove* is very strong – it is actually very difficult to *prove* something in most academic contexts. Balanced against this is the hedge *among the safest*, rather than simply *the safest* – the latter would have been more absolute.

2 and 3

Sample answers

- 1 The GM crops of tomorrow **may** continue this trend, but there **will** be **serious** environmental risks that need to be assessed.
- 2 It **appears / seems** to have worked so far.
- 3 After growing trillions of transgenic plants in the United States during the past 14 years, **there do not appear to have been any ecological disasters**, injuries or deaths, **with no evidence of** GM crops invading natural ecosystems, **and no reported negative measurable effects; yet, interestingly**, GM plants have not been universally accepted in agricultural systems on the global level.
- 4 GM plants **seem to have been the safest** of agricultural technologies.

TASK 5 Identifying evaluative meaning in a text

1

Answers

(Proposition / entity: *Author's evaluation* - positive / negative)

- 1 Environmental impacts of GM crops: *Most are positive and a few are negative* - mixed, but on balance positive
- 2 GM crops in the future: As above, but possibly *significant environmental risks*
- 3 Risk assessment so far: *It has worked so far* - positive
- 4 Serious impacts of GM plants in US so far, e.g. disasters: None - *no ecological disasters, no injuries or deaths* - positive
- 5 GM plants are not globally accepted: *surprisingly* - negative
- 6 GM plants as agricultural technology: Very safe - *among the safest* - positive
- 7 Farming in general: Dangerous - *inherently risky* - negative
- 8 Pesticide use: Dangerous - *risky* - negative
- 9 Genetic basis of GM plants: Safe - *predictable and measurable* - positive
- 10 Plants derived from crosses: Unregulated and potentially dangerous - *truly genetic black boxes* - negative (students may be able to infer the meaning of the metaphor *black boxes* from the context. Black boxes are the flight recording equipment on aircraft which are designed to withstand a crash; to most people they are a mystery, so we don't know what is going on inside them. In other words, non-GM crosses are potentially very dangerous.)
- 11 GM plants from genetic, physiological and ecological perspectives: Known - *the most deeply studied and understood ... plants grown anywhere* - positive
- 12 Other activities, e.g. irrigation, urbanization: Risky, unregulated, unsustainable - *only a finite level of land to build outward* - negative
- 13 Golf courses: *monocultures of turfgrass ... enormous chemical and energy inputs ... negative environmental impacts ... not regulated by the EPA or the USDA* - negative from many perspectives

TASK 6 Asking and answering evaluative questions

1 and 2

Sample answers

- 1 1 Is this true? What is the source? Are these figures reliable? Where are they published? What impact will this statistic have on society? What is the ethnic background of the prisoners?
- 2 What figures is this prediction based on? How likely is it to happen? Can we believe it? Why are past figures used for future predictions? Do they take disasters into account?
- 3 What is the source of this research? Is it published in a reliable journal? How big was the sample? How significant is the risk? Is there anything women can do to mitigate the risk? Why should vitamin tablets contribute to this increased risk?
- 4 Who said this? Have they got a vested interest (e.g. are they part of a GM food company)? Does this statement mean that non-organic food has no health risks? Has this research been published? Where? Is there widespread agreement on it?
- 5 How do you know? What research has been done? Is it reliable? Where is it published? What sort of deterioration? Is the deterioration permanent? What will be the likely impact of this for society and children?
- 2 It has been stated that China's economy will overtake that of the USA in 2016. Several important questions arise from this. Most importantly, we need to know how certain this is. Also, the source of this proposition needs to be established, and whether it is a reliable source. If it is likely, the effects on the global economy will need to be discussed.

TASK 7 Critical thinking – discussing evaluation

1

Sample answers

- 1 The comparison comes across quite clearly, with a bold opening statement in favour of GM crops, leading to negative evaluation of pesticide use. The paragraph gives statistics which show large numbers of poisonings and cancers attributable to pesticide use. What is not stated is the source of these, nor the support for the claim that no one has been harmed by GM plants.
- 2 The comparison clarifies the argument. By the end of the paragraph, the reader should be clear about the author's stance on GM crops vs pesticides.
- 3 The comparison may come across as somewhat extreme. The language is unusually strongly stated for an academic text, which may make it clear but may also invite disagreement.

2

Answers

The author's point in mentioning these new risks (i.e. the use of water, suburban development, and golf courses) is probably to contextualize the risks of GM plants. In other words, the author argues that there are much greater risks in other related land-use activities.

11B Writing Problem-solution essays

TASK 1 Critical thinking – evaluating problems and solutions

1

Sample answers

- 2 Context: lack of technology or limited access to technology among the elderly or unemployed; solution: effective / possible
- 3 Context: computer waste among general public in rich countries; recycling abroad or poorer nations; solution: effective / possible
- 4 Context: among young people and children, but affects people of all ages with a lack of proper furniture or screen filters, etc.; solution: a mixture – not always possible or effective
- 5 Context: the younger generation, lack of social or face-to-face interaction; solution: impossible / ineffective

2

Sample answers

- 2 If people such as the elderly or unemployed do not have computers, etc., they can be given them for free, or even on loan. Reduced rates for access to the internet can be given to these groups by companies to increase uptake of their services. Such actions are possible and highly effective. It just requires organization and a desire to do it.
- 3 The problem is the amount of technology waste of all kinds such as mobile phones among the general public, especially in rich countries. The phones can be recycled and sold abroad or the components can be reused. This is certainly possible and can be very effective.
- 4 The main health concern is among young people and even children. The solutions given are not always possible or effective as young people are often under enormous pressure from their peers. All in all, the solutions are probably ineffective.
- 5 One factor affecting social cohesion is the lack of face-to-face social interaction among young people with the increasing use of social networking sites. Young people would say that they are interacting, but not in a way adults used to do it when they were young. Banning social networking sites would be ineffective and impossible, especially on an international scale.

TASK 2 Recognizing evaluation

1

Answers

Problems:

The digital divide is a phenomenon that has been growing particularly since the arrival of the internet in the 1990s, which has led to this new form of inequality.

Let us take the digital divide between urban dwellers (particularly those in cities) and rural dwellers in many countries throughout the world.

Solution 1:

One solution is to make high-speed connections to the internet and computers available to every household, regardless of locality.

Evaluation:

This would certainly work. It is a clearly viable proposition and has huge implications for the future provided the financing of such a vast project has both private and public funding.

Solution 2:

It is also possible for urban users to subsidize part of the cost of expanding rural networks.

Evaluation:

This might be unpopular in urban areas. Nevertheless, it would be an effective way of raising revenue and could be made popular if it is a short-term venture.

2 and 3

Answer

2 b

Sample answer

A further practical and logical measure would be to have mobile technology units to bring technology and internet connections to remote areas of the countryside. This is already done for banking services and libraries, for example in the UK, so the same approach could be employed for internet access. Such an idea would probably be very beneficial, as it would bring people – both young and old – into contact with technology. The approach has the added benefit that it can be used anywhere in the world.

TASK 3 Using evaluation language**1 and 2****Sample answer**

1 A reduction in face-to-face contact between businesses and their customers has been a growing feature of modern companies as a result of, among other things, globalization and the rise of the internet. Take the UK, for example. Many companies, including banks, have relocated parts of their operations such as enquiries to call centres in cheaper locations in the UK or around the world. In fact, some companies selling books or clothes have only internet access to enquiries and sales with little or no human contact. One possible solution to this problem is for businesses to make sure they have a presence in as many urban locations as possible to facilitate face-to-face contact. Such personal contact could be beneficial for sales and increase employment. It is also possible for companies to make face-to-face facilities available on their websites via Skype as an optional means of contact. Although this does not address the problem completely, in the internet age it is cheap and introduces a human element. As such, it could have a positive impact on companies' sales.

Topic sentence: A reduction in face-to-face ... and the rise of the internet.

Solution 1: One possible solution to this problem is for businesses ... to facilitate face-to-face contact.

Evaluation: Such personal contact could be beneficial for sales and increase employment.

Solution 2: It is also possible for companies to ... as an optional means of contact.

Evaluation: Although this does not address ... could have a positive impact of companies' sales.

TASK 4 Recognizing hedging language**1****Answers**

the elderly seem to be able to and do use technology more than is realized / there seems to be great potential for / it is likely that both older people and young people would benefit from the former being involved in the school process / There is also the possibility that pupils at primary and secondary schools could be encouraged to teach a grandparent how to use technology / It is also even possible for special computer / internet clubs targeted specifically at the elderly / So it may seem initially impossible for

2**Answer**

2 (It is more authoritative because the writer is not imposing his ideas, but offering them for the reader to consider as examples or possibilities, backed up by evidence.)

TASK 5 Using hedging language**1 and 2****Sample answers**

- 1 **There** is a possibility that older people or the unemployed could be given laptops or PCs on loan until they are able to buy their own. / **There** is a possibility of older people being given ...
- 2 **It** is possible that advances in technology will speed up in the coming years. / **It** is possible for advances in technology to speed up in the coming years.
- 3 **There** is a possibility that laptops and computers will disappear in the future to be replaced with touch screens that are thinner than paper. / **There** is a possibility of laptops and computers disappearing in the future ...
- 4 **There** is a possibility that technology champions, who encourage people to use technology and the internet, could be employed to work with elderly groups. / **There** is a possibility of technology champions being employed ...
- 5 **It** is possible that a free, global, high-speed internet network will be introduced with the appropriate funding and support.
- 6 **It** is / will be impossible for older people to be able to bridge the 'digital divide', at least in the near future.
- 7 **It** is possible that personal robots will be the next technological revolution. / **It** is possible for personal robots to be...
- 8 In the future, as technology advances, **it** is likely that young people will develop even more sophisticated technology skills.

11C Listening Lectures (10)

TASK 1 Critical thinking - recognizing analysis and evaluation

1

Sample answers

Running costs, finding suitable premises, paying for training of new staff, retention of staff, paying taxes, upgrading technology, keeping up with pace of technological change, maintaining technology, cash flow, competing with other companies

2  11.1

Answers

Purpose: To examine in more detail probs small enterprises tech advances - financial + personnel point of view - offers solutions

Problems: 1 keeping up - pace technological change; 2 recruiting high-quality staff - skills shortages IT - highly competitive market; 3 retaining staff - recruited - trained

Problem 1

Explanation + example: small company / low profit - spends most income on overheads - keeping up to date - latest technology - benefit key staff - hugely expensive - sometimes prohibitively - allowances - capital expenditure - invest new computer hardware or software - paid for - claimed against tax

Solution: small groups - companies w similar requirements - not directly competing - share cost upgrading - same way - intranet operates larger organizations

Evaluation: achievable - to everyone's benefit - practical + feasible

3

Answers

- Yes, the explanation and example are clear.
- Yes, the solution is effective.
- Students' own answers.

4  11.1

Answers

Problems: So if we move on to the second slide ... now here we have three of the most important problems facing small businesses that I want to look at today / So let's come back to the first issue on our list

Solution: So in my view, some creative thinking needs to come in here to find ways to help companies in this situation to stay ahead of the game but at the same time to remain technologically competitive. / Well, there is the possibility that

Evaluation: Now admittedly ... Nevertheless, there's actually no practical reason why... / in fact it could turn out to

TASK 2 Recognizing how different stages are introduced

1  11.2


Answers

Solution 2: delay major technological purchases - as long as practical

Explanation / Example: don't upgrade system until have to - can have short-term benefits: helps maintain cash flow + allows company more freedom invest - day-to-day running business - but long term, cumulative effect disastrous - danger of falling behind technologically speaking - to point where difficult + expensive catch up → further financial difficulties

Solution 3: perhaps most effective measure = owners small companies to network + find suitable investors: large institutions / individuals ('angels') - people interested in taking risk - investing own money in sth new


Evaluation: approach may involve high costs initially time-wise - could be spent in company - but long term, can pay dividends in all senses of phrase

2  11.1-11.2

Answers

3 f 4 g 5 c 6 a 7 b 8 d 9 h

TASK 3 Recognizing language for introducing evaluation

1 and 2  11.3

Answers

1 Problem 2: recruiting suitable staff

Explanation: high unemployment, recruiting difficult - skills shortages - competing national international companies

Solution: recruit locally apprenticeships nurtured through training

Evaluation: simple solution - cost-effective, socially responsible - beneficial effects - positive + highly valuable

Problem 3: retention of staff

Explanation: (staff treated well, not just financially - strong team spirit) - not desert company

Solution: staff treated well, not just financially - strong team spirit (not desert company) - loyalty incentives + share offers - written agreements pay training in-house - pay back cost of training

Evaluation: (team spirit) - probably most effective

2 Problem 2: So now to our next problem

Explanation: Even in a time of

Solution: One simple solution here is to

Evaluation: This approach can be both / (It can also / So ...)

Problem 3: So, what about retention?

Explanation: However, if such staff ... then

Solution: (loyalty incentives) can be / (written agreements) can be

Evaluation: Nevertheless, as in much larger enterprises

TASK 4 Writing a short summary of the lecturer's evaluation

1 and 2

Answers

- 1 1 The lecturer presents the first problem: keeping pace with the constant advances in technology. He gives an example of a small company with expenditure problems. A possible solution is suggested relating to the sharing of upgrading technology to keep down costs.
- 2 Irrespective of the reservations over security, the lecturer is in favour of the suggestion, stating that it is workable and practical.
- 3 Yes. The problem is quoted; the general problems are summarized (expenditure problems). The evaluation reflects the lecturer's stance.
- 4 Keeping pace (with the constant advances in) technology / small company / expenditure / sharing cost of upgrading technology / practical

Sample answer

- 2 The lecturer then deals with two further problems: the recruitment of appropriate staff and the retention of staff. Regarding the former problem, the lecturer suggests local recruitment as a cost-effective solution, which will also benefit the local economy. As for retention, the lecturer suggests team building and loyalty incentives such as share options and binding agreements relating to paying back the cost of any training as effective solutions.

11D Speaking Presentations (4)

TASK 1 Gaining an overview of a short presentation

1 11.4

Answers

- 2 modern speech technology
- 3 speech recognition systems
- 4 she is interested in speech recognition systems, particularly in how the technology works
- 5 (1) How do speech recognition systems actually work?
(2) How effective are they?
- 6 limited time means not much time for detail or time to investigate all the technologies mentioned
- 7 technical aspects first

2 11.4

Answers

- 1 As you know, our theme for the first part of this semester is technology
- 2 So, my main area of research is modern speech technology
- 3 And speech recognition systems are what I want to focus on in this presentation
- 4 I've been interested in speech recognition systems for some time, and what particularly attracts me is ...
- 5 These are the two key questions I want to look at in this presentation
- 6 Now, as we only have about five minutes I won't be able to go into a lot of detail, and unfortunately we won't be able to investigate ...
- 7 So, firstly I'd like to tell you a little more about ...

TASK 2 Identifying the key information in a presentation

1 11.5–11.7

Answers

Extract 2

- (a) technical aspects
- (b) Automatic Speech Recognition (ASR) = machine equivalent of human process; starting point: waveform (what humans hear); ASR technology extracts acoustic features from waveform – cut up frames of 10 milliseconds – 'front end' of process; ASR matches this info with what it knows (words) – stored in phoneme form, e.g. matches /s/, /t/, /ɑ:/, /t/ with word *start*.
- (c) *hopefully*

Extract 3

- (a) effectiveness of speech recognition systems
- (b) not everyone speaks in same way; ASR needs to be adaptive; phoneme may be incorrectly interpreted, e.g. *f / s* (quite similar); humans + machines process sound differently; humans have 3-step process: 1) incoming speech, 2) convert sounds to words, 3) interpret words into meanings
- (c) goal of 100% accuracy not achieved yet; plenty of room for error; 90%+ already achieved; always risk of communication breakdown; machines *impressive* but still wide gulf between what machines + humans can do (evaluation from Dr Richard Sproat); little known about how human brain interprets speech

Extract 4

- (a) conclusion of presentation + round-up of main points
- (b) ASR technologies developing for decades; technology + human voice recognition are comparable, but different; ASR technology now used for smart phones – to be examined at a later date
- (c) machines breaking down is more serious problem than with human communication breakdown

Answers

- For a variety of reasons this goal hasn't yet been achieved
- Well, far from it, in fact
- At the moment, we can hope for around 90% accuracy, perhaps a little bit more
- It's not as accurate as we'd like it to be ... not yet
- There is always the risk of communication breakdown
- 'It is possible to do an impressive amount with these systems.' (Sproat)
- 'There's still a wide gulf between what machines can do and what humans can do.' (Sproat)
- In fact, we still don't know very much about how exactly the brain works

3

Sample answers

- 1 Yes, the aims are stated in Extract 1 (the introduction), and these are covered in the presentation.
- 2 Yes, the material seems presented clearly. Having taken notes using the three suggested headings for content, students are well-placed to evaluate the clarity of the organization (or even make suggestions for improvements).
- 3 There seems a fair balance. Some people may be interested in hearing more about the technical aspects, but the presentation is for the non-specialist or 'lay' audience. The evaluation is vital to an academic presentation and should not be cut out.
- 4 Students' own answers.

11E Vocabulary Phrasal & prepositional verbs

TASK 1 Using prepositional verbs

1

Answers

- 1 This book is aimed mainly **at** (b) undergraduate students.
- 2 The evidence is based **on** (d) a case study of a North American family growing up in the Amazon.
- 3 After allowing **for** (a) variations in soil fertility, the results demonstrated a clear tendency towards increased growth.
- 4 The population can be divided **into** (f) two main groups: technophiles and technophobes.
- 5 Overuse of pesticides is likely to result **in** (e) increased resistance to disease.
- 6 These results may be regarded **as** (c) unreliable on account of the unusual circumstances of the research.

TASK 2 Using phrasal and prepositional verbs

1

Answers

- 1 written (researcher on malaria)
- 2 spoken (presenter / lecturer)
- 3 written (writer of argumentative essay) or spoken (presenter / lecturer giving an argument)
- 4 written (writer of academic article on networking)
- 5 written (writer of report on environmental effects) or spoken (presenter / lecturer reporting such research)
- 6 written (writer of guidelines for a process)

2

Answers

- 1 wiping out
- 2 give out / hand out (although this latter option would mean the repetitive sequence *hand out handouts*)
- 3 look at / look into
- 4 keep up
- 5 came across / ran into
- 6 carrying out

3

Answers

- 1 eradicating
- 2 give out
- 3 examine / look at / look into
- 4 maintain (although *keep up* is also appropriate in this context)
- 5 came across / ran into
- 6 performing

UNIT 12 Independence

ACADEMIC FOCUS: INDEPENDENT LEARNING

Discussion

1

Sample answer

Independent learning in centre of mind-map; the following items arranged around it in circles: *studying individually, personal development, isolation, confidence building.*

12A Listening Lectures (11)

TASK 1 Responding to a pre-lecture text

1 and 2

Answers


The main criteria are: an initiating approach; individual responsibility for learning; critical awareness; an individual voice and style; niche.

TASK 2 Listening and extended note-taking

1

Sample answers

- Why is independence desirable?
- How can students achieve independence?
- Does the concept of independence vary across cultures?

2 and 3  12.1

Sample answer

- Independence - abstract but contextualizable
- Independence + of: teacher / materials (e.g. books) / time (timetabled lesson)
- → free, independent learning
- Learners: ↑ responsibility for who to study with + what / when / where to study
- Independence: thinking / cognition, e.g. about ideas / problems / issues
- Criticality - critical thinking / analysing
- Paradox re independence: input from expert (e.g. parent) needed first, then independence gradually follows
- Academic context - writing + referencing: teacher provides input (e.g. knowledge, materials); student moves away from that support
- Independence involves: responsibility, initiative, critical awareness, self-reflection (i.e. look at yourself critically)
- Issues which impact on independence, e.g. self-awareness / practical skills (e.g. time management) / attitude towards technology
- Communication: interacting with other people
- Transferability: transferring skills
- An example (lecturer): analysing poems at school - gradually teacher gave less input on how to work out poems → students reached independent stage
- Why aim for independence:
 - studying more effectively
 - learning
 - developing
 - learning to learn
 - learning to solve your own problems
- How to become more independent: responsibility to find information (e.g. library, online)
 - make new connections
 - write things down
 - link material together
 - look for patterns
 - analyse material
 - don't wait until you're good at everything - start now!

TASK 4 Writing a summary of a lecture

1 and 2

Sample answer

The lecturer opened his lecture by stating that independence is often seen as an abstract concept, but it can be contextualized. As a principle, he argued that students can be independent of the teacher; the materials, e.g. books; and time, in other words the timetabled lesson. The goal of independence is free, productive, independent learning. To do this, learners need to take more responsibility for what to study, and when to study it. Also, they need to work out who to study with.

The lecturer went on to explain that independence requires a degree of thinking, i.e. cognition. This may involve thinking about ideas, problems, or issues. Criticality, or a critical state of mind, involves critical thinking and analysing. With regard to the development of independence, there appears to be a paradox: input from an expert such as a parent is needed first to quite a significant extent before independence can gradually follow.

In an academic context, where writing and referencing are necessary, the teacher firstly provides input, such as knowledge and materials. The student starts to move away from that support, gradually becoming more independent.

Independence involves several key notions, skills, and qualities. These include responsibility, initiative, critical awareness, and self-reflection. The latter means the ability to look at yourself critically. There are a number of issues which impact on independence, such as the following: self-awareness; practical skills, e.g. time management; and the student's attitude towards technology.

Further aspects related to independence can include communication, notably interacting with other people such as students. In addition, transferability is required, for example the transferring of skills from one context to another. The lecturer gave an example of analysing poems at school. Their teacher was initially quite dominant, essentially doing the work for the students, but gradually the teacher gave less input on how to work out poems, and students reached an independent stage. This stage was a realization that the students had achieved a good degree of independence - they could then do the challenging task of analysing a poem in an examination.

There are various reasons for aiming for independence: students can study more effectively and promote learning and development; students can 'learn to learn', and learn to solve their own problems.

Finally, the lecturer offered some pointers on how to become more independent. These revolved around the notion of responsibility. Students should learn to do things for themselves, such as finding information, for example in a library or online. They should make new connections and link material together, look for patterns, and analyse material. It is useful to write things down. The final message was: don't wait until you're good at everything, but start now!

12B Reading Textbooks (9)

TASK 1 Critical thinking - discussing evaluations

1

Sample answer

- 1 When people are with other people in social, family, or work situations their behaviour is modified by the way they think other people think of them. For example, looking at the statement from a cultural perspective, people's behaviour is modulated by the people around them in their family and society at large. From a commercial perspective, business people, for example, behave according to the norms of other business people and the culture within which they are operating or doing business.

TASK 2 Skimming and scanning a text

1-3

Answers

- 1
2. The text is not about linguistics, so 1 is not possible. The text is too formal and scholarly to be a beginner's guide to sociology. The text is clearly about human psychology, discussing judgements in different types of social and cultural settings.

Sample answers

- 1 See the title and the first line of the text. *Social appraisal* is a process where people assess or judge the (social) situations that they deal with in their daily lives, whether at home or at work.
- 2 See the penultimate line of the first paragraph. *Self-image* is the image, picture, or view that people have of their own character or personality.
- 3 See the last line of the first paragraph. *Individualistic* is to do with doing things independently of other people. An individualistic culture is one which values the individual more than society as a whole.
- 4 See the last line of the first paragraph. *Collective* is to do with doing things together as a group. A collective culture is one which places greater value on the culture as a whole within which an individual operates.
- 5 Second line of the third paragraph. The term *independent-based* is used to describe cultures centred on the value which is placed on individuals.
- 6 Second line of the third paragraph. The term *interdependent-based* is used to describe cultures where the focus is on the relationships between individuals operating with the society rather than individuals.

TASK 3 Summarizing information in a text

1

Answers

a 2 b 1

2

Sample answers

- 1 Paragraph 1: This is because people are generally concerned with how others think, feel, and act, and all the more so in emotional settings.
- 2 Paragraph 1: It is by now well established that cultures differ with respect to the way in which self is perceived and this may impact on the importance and strength of social appraisals.
- 3 Paragraph 1: A currently influential way of thinking about the differences between cultures, in terms of their impacts on self-image, is Markus and Kitayama's (1991) distinction between "independent" and "interdependent" self-image, which in turn can be related to Triandis's (e.g. 1989) distinction between individualistic and collective cultures.
- 4 Paragraph 2: The characteristic self-image in such a culture is one that focuses on internal attributes, such as ability, personality, preferences, and aspirations; attributes that set the individual apart from other persons. The self is seen as a separate entity, clearly distinct from others.
- 5 Paragraph 2: the individual is one that focuses on interdependent attributes, such as relatedness to others, and the rights, duties, obligations, and responsibilities that are involved in these relationships. The self is seen as a connected entity, not clearly separated from relationships with others. Culturally based variations in the way self is perceived are therefore likely to influence the way emotions and emotional situations are appraised.
- 6 Paragraph 3: Specifically, they expected that positive and negative emotions would be *negatively* associated in independent cultures and *positively* associated in interdependent cultures.
- 7 Paragraph 4: Bagozzi and colleagues also predicted that these cultural differences would be greater for women than for men, as a result of women's greater knowledge and skill in dealing with emotions.
- 8 Paragraph 4: Comparing American and Chinese respondents' reports of how intensely they felt each of a number of emotions "right now", the investigators found good support for their predictions.

TASK 4 Linking text using *-ing* forms

1

Answers

- 1 Having finished the survey, the researchers collated the results.
- 2 Having compared the results of the study on individualistic cultures with other research in the field, the investigators identified a number of similarities.
- 3 Having examined the data on cultural attitudes to interpersonal relationships from different perspectives, the students then prepared the seminar.
- 4 Looking at people's behaviour from an economic perspective, we can shed new light on people's actions in a community.

TASK 5 Annotating a text (1)

1

Answer

The annotations in this paragraph could also be organized by classification (cultures: individualistic and collective) and comparison (of individualistic and collective).

2

Answers

- 1 individualistic 2 comparison of cultures
3 definition 4 explanation 5 conclusion

The part of the text relating to the annotations in 2:

- 1 In individualistic cultures, the cultural task of the individual is to seek out, achieve, and maintain independence from others.
- 2 The whole paragraph
- 3 The characteristic self-image in such a culture is one that focuses on internal attributes, such as ability, personality, preferences, and aspirations; attributes that set the individual apart from other persons. (The self is seen as a separate entity, clearly distinct from others.)
- 4 (In collective cultures, the cultural task of the individual is one that focuses on interdependent attributes, such as relatedness to others, and the rights, duties, obligations, and responsibilities that are entailed in these relationships.) The self is seen as a connected entity, not clearly separated from relationships with others.
- 5 Culturally based variations in the way self is perceived are therefore likely to influence the way emotions and emotional situations are appraised.

4

Answer

See sample answer on page 081 of this Answer Key.

TASK 6 Annotating a text (2)

1 and 2

Answer

See sample answer on page 081 of this Answer Key.

12C Writing Examination essays

TASK 1 Ensuring clarity throughout an essay

1

Answers

1 essay question / title 2 thesis statement 3 topic sentence 4 topic sentence 5 topic sentence 6 topic sentence 7 concluding remarks

2

Sample answers

- 3 Based on the topic sentence, the first body paragraph will provide a definition of *learner independence*, or it may offer several definitions for comparison.
- 4 This paragraph moves into culture in order to define the concept and will probably say how it is related to learner independence.
- 5 The third body paragraph continues this theme, discussing, presumably with examples, how the two phenomena are related.
- 6 This paragraph will provide the main detail in response to the essay title. It links in with the thesis statement, focusing on the two countries mentioned: the United Kingdom and the Kingdom of Saudi Arabia.
- 7 The conclusion will probably add to the existing detail, to complete the essay with the following information: a reference back to the purpose of the essay as expressed in the thesis statement; a brief summary of the main points of the essay; evaluation of how significant these points are; something looking ahead, beyond the essay, such as speculation, prediction, or recommendations.

3

Sample answers

4 Defining culture 5 The interrelation of learner independence and culture 6 The cases of the United Kingdom and the Kingdom of Saudi Arabia

TASK 2 Maximizing coherence in an essay

1 and 2

Answers

- Topic sentence 1: For independent learning to be effective, ...
- Topic sentence 2: If too much independence is expected at an early stage, ...
- Topic sentence 3: In the UK, a significant degree of independence ...
- Concluding sentence: We have seen that in contexts such as the UK ...

TASK 3 Understanding examination questions

1

Sample answers

- 1 Main focuses: learning technologies; student learning. Main task: to work out how specific technologies help effective, independent student learning.
- 2 Main focuses: cultural differences; international educational context. Main task: to give examples and evaluate the importance of cultural differences in a specific context.
- 3 Main focuses: traditional lectures; guided discovery learning. Main task: to give examples of similarities and differences between these two approaches and evaluate which approach is more effective.
- 4 Main focuses: serious challenge for students; solutions to it. Main task: to come up with two solutions relevant to the given context and evaluate them.

TASK 4 Responding to examination questions

1

Answers

- 1 (a) problem-solution (b) university environment / underachieve / ineffective independent study techniques / suggest / measures / overcome / problem (c) a presentation of two measures; a statement of how these can overcome the problem of ineffective independent study techniques; an evaluation of their effectiveness
- 2 (a) discursive (b) effective / students / dedicated lessons / independent learning / discuss / specific educational context (c) a discussion including points for and against the idea; an analysis and definition of what lessons in independent learning are; the description of a specific educational context; an evaluation of how effective such lessons would be, given the discussion
- 3 (a) comparative (b) compare / timetables / different disciplines / university / differences (c) a description of the context and the two chosen disciplines; a presentation of similarities and differences, particularly differences; an evaluation of the significance of these
- 4 (a) cause and effect (b) two major factors / influencing / success / undergraduate level (c) a discussion and definition of *success*; the presentation of two factors; an argument for the importance of these factors; an evaluation of how important the factors are
- 5 (a) discursive (b) employers / value / employees' abilities / problem-solving / initiative / independence / explicitly taught / learned 'on the job' (c) a description and examples of abilities mentioned (e.g. problem-solving); a presentation of different approaches; a discussion of the advantages and disadvantages of where to teach / learn such abilities
- 6 (a) cause and effect (b) effects / independent study / student experience / university / wider learning environment (c) a description of the context including definitions of *independent study*, *student experience*, and *the wider learning environment*; an explanation of the main effects as stated in the essay title; an evaluation of the significance of these effects

TASK 5 Achieving effective academic style

1

Sample answers

- 1 (b) sounds better: it places the given information at the beginning and the new information second. It is more interesting to read this way round.
- 2 (b) sounds better: the *wh-* clause is a classic framing structure which contextualizes the material ready to feed in the new information. This structure 'primes' the reader / listener to receive the new, interesting information.
- 3 (b) sounds better: the first sentence (a) is perfectly possible, and stresses *independence*; this works better as part of a spoken text. (b) again contextualizes and frames the message, ready for the reader / listener to learn the main point or *ultimate goal* (independence).

TASK 6 Dealing with timed writing

1

Sample answer

c, e, b, d, a

2

Sample answer

There is a certain logic to this sequence. Students may not wish to write a topic sentence for each paragraph during the planning stage although this can help coherence, as studied earlier in Task 1.

3

Sample answer

See page 220 of the Student's Book, which offers a sample answer for a question from Task 3.1.

12D Speaking Presentations (5)

TASK 1 Critical thinking - evaluating qualities

3 and 4  12.2

Answers

1 c 2 f 3 h

TASK 2 Preparing for script independence

1-3 ▶ 12.2

Sample answer

- 1 It is probable students will prefer set b as the notes are clear and easy to glance at while speaking.

Answer

- 2 (Stressed words in bold)
Good afternoon and welcome. The title of my presentation today is *Entrepreneurs: is it success for all?* And what I aim to do in the next few minutes is to show that while it's now probably more **straightforward** for anyone to set up a business and become an entrepreneur than ever **before**, being a **successful** entrepreneur still requires a certain **elusive** quality that can be hard to define, something a little different from the average. In fact, I think being a **successful** entrepreneur is a **mindset**, it's about how you **think** as much as what you do. It's something that's defined **not** simply by money or business plans, but by a **combination** of certain personal qualities and the right circumstances.

4 and 5 ▶ 12.3

Sample answer

Extended notes:

check handout w space - summary presentation - department's website - start w 2 totally different definitions entrepreneur: 1) starting / running businesses, esp taking risks; 2) little difference obstacles + opportunities - both to advantage - interesting relevant today

successful entrepreneur - see opportunities - other people not see - obvious difficulties - not obstacles overcome - make opportunities - obstacles themselves - likely risks develop idea - willing take risks - typical characteristic past - obstacles - poverty - lack of education - social inequality - modern world - obstacles: regulations - health + safety + working conditions - obstacles overcome - opportunities - difficult - right person - seize moment + take risks - spontaneity

Shortened notes:

handout? → summary → 2 definitions → 1) risks → 2) obs + opps → successful → see opps not obs → past → poverty, etc. → modern world → regs → obs overcome → opps → right person → risks → spontaneity

TASK 3 Using notes to achieve script independence

1 and 2

Sample answer

Quality e: being able to think big and start small
patience → long-term → aim → steps → street stall → chain
→ national → international

TASK 4 Responding to participants' comments and questions

1 and 2 ▶ 12.4

Answers

- 1 The manner in all cases is tentative and polite, especially with the use of modals and the tone of voice.
 - 1 Could you, perhaps maybe have some more examples throughout the talk?
 - 2 Yeah ... I think ... maybe one or two, especially at the beginning to help us think about the context - that might've been useful.
 - 3 ... maybe you could've ... you could've had ... maybe one visual, a picture somewhere?
- 2
 - 1 Good point - you're right - could've put more examples in - but would've made it just too long + would've had to leave out some of other points - a question of balance - maybe one or two extra wouldn't've been a bad thing
 - 2 Yeah, OK - Anything else?
 - 3 Suppose that would've been possible.
- 2
 - 1 stubborn but also gentle 2 cooperative
 - 3 cooperative and gentle
- 3 Like special effects? - don't know - might've seemed less serious - it's a serious presentation - would've taken something away from the presentation
- 4 hesitant

TASK 5 Using modal verbs to give feedback

1 and 2 ▶ 12.4

Sample answer

I thought it was really good, but ... Could you, perhaps maybe have some more examples throughout the talk?
This is very tentative, because it is a positive comment, followed by a question containing a modal verb to hedge. In addition, the words perhaps and maybe are further 'softeners' and the tone is gentle. The following examples from transcript 12.4 are equally gentle:

- Yeah ... I think ... maybe one or two, especially at the beginning to help us think about the context might've been useful.
- Yes. I thought it was really good, I really liked it ... but maybe you could've ... you could've had ... maybe one visual, a picture somewhere?
- But ... well, maybe, maybe you should, should've had the slides a bit more lively. Like having animation ... or words coming in or ... flying in, or something. I don't know. What do you think?

12E Vocabulary Review of learning

TASK 1 Proofreading to review aspects of vocabulary

1

Answers

- 1 The country is ~~independence~~ because it is self-sufficient in a range of commodities. (word form: it should be the adjective *independent* rather than the noun *independence*)
- 2 Unemployment increased the cultural ~~dependents~~ on the state. (spelling: it should be *dependence*)
- 3 Having a successful career ~~depends~~ whether you are ambitious and lucky. (missing preposition: *depends* should be followed by *on*)
- 4 The two researchers came to the same conclusion ~~independent~~ of each other. (word form: it should be the adverb *independently* rather than the adjective *independent*)
- 5 He gained financial independence ~~on~~ his parents when he found his first job. (incorrect preposition: it should be either *of* or *from*, but not *on*)
- 6 A university should encourage students to become ~~dependent~~ of their tutors. (word form: it should be *independent*, rather than *dependent*)
- 7 The study raised a number of key questions concerning the accountability of academic staff. This paper ~~looks at~~ the idea from a legal perspective. (formality: it should be *considers*, *examines*, or *investigates* rather than *looks at*)
- 8 From a ~~polities~~ perspective, increased spending on education is attractive. (word form: it should be *political* rather than *politics*, to fit the framing structure)
- 9 Following an agenda of localism, decisions are now made in a more ~~centralized~~ way, independently of government. (missing prefix: it should be *decentralized*)
- 10 She established her consultancy business with a starting ~~sum~~ of £10,000. (incorrect technical word: should be *capital*)

General

prediction:
cultural differences

question

example

conclusion
(tentative)

quotation

Sample answer for TASK 5.4

Bagozzi and colleagues also predicted that these cultural differences would be greater for women than for men, as a result of women's greater knowledge and skill in dealing with emotions. Comparing American and Chinese respondents' reports of how intensely they felt each of a number of emotions "right now", the investigators found good support for their predictions. For example, intensity measures of joy and negative emotional response were negatively correlated for American men and women (but more strongly so in women than men), whereas they were unrelated in Chinese men and positively related in Chinese women. It seems, then, that the way in which self is perceived in independent and interdependent cultures can have quite a profound effect on the way in which emotional response is represented. Bagozzi and colleagues interpret these findings in terms of appraisal processes: "When asked how one feels at present, people respond in accordance with their own unique feelings which are the outcomes of appraisals of different situations and events. People will differ in intensity of felt emotional response but will interpret this in the light of their cultural world views and knowledge of their own emotions."

Specific

comparison
(men vs women)

findings

comparison

interpretation

evaluation: conclusion of findings = tentative (it seems then that ... can have... quite a profound effect)

General

website visits

examples

findings

predictions

quotation

b

c

comparison of data

significant factor

conclusion: impact

Sample answer for TASK 6

Having compared the number of visits to a range of culturally-related websites, such as heritage and museum and gallery websites, in one local area under study in the United Kingdom, the investigators turned their attention specifically to the numbers of visits using the websites to find out about or order tickets for an exhibition or an event over the period of the study. They found that the number of visits to such websites increased at a pace exceeding that of the national average. The researchers predicted various reasons for this development. For example, they assumed that the main factors behind this trend were: the uniqueness of the cultural venues in the area, the weather patterns over the period under study, the economic situation, especially exchange rates against the euro, with more visitors staying at home rather than travelling abroad and more tourists coming from outside the UK because of the favourable exchange rates. When the research data were compared with the results from surveys of visitors to the actual heritage and museum and gallery sites in the area under study, it was discovered that one of the most significant factors that attracted visitors to the cultural sites was the availability of virtual tours on the heritage and museum and gallery websites. Web-based virtual tours, it would appear, could have a significant impact on home tourist numbers and on those from abroad if such tours were available on all cultural websites at a national level.

Specific

local area

a

evaluation: virtual tours = effective strategy for tourist attractions (+ possibly other buildings: hotels, galleries)

AUDIO CD TRACK LISTING

TRACK NUMBER	UNIT NUMBER	TRANSCRIPT AND EXTRACT NUMBER
1	-	-
2	1A Speaking	1.1 Extract 1
3	1A Speaking	1.2 Extract 2
4	2B Writing	2.1
5	3D Speaking	3.5 Extract 1
6	3D Speaking	3.6 Extract 2
7	5D Speaking	5.5
8	7D Speaking	7.3 Extract 1
9	7D Speaking	7.4 Extract 2
10	7D Speaking	7.5 Extract 3
11	8D Speaking	8.3
12	8D Speaking	8.4
13	9C Speaking	9.1 Extract 1
14	9C Speaking	9.2 Extract 2
15	10D Speaking	10.5 Extract 1
16	10D Speaking	10.6 Extract 2