1 Advertising and critical thinking

Unit aims

READING

- · Reading critically
- · Preparing to read
- · Note-taking
- · Vocabulary in context: compound nouns
- · Inferring relationships between sentences
- Nominalisation
- Reading in detail

LISTENING AND SPEAKING

- · Pros and cons of group work
- · Getting an opportunity to speak in a group discussion

WRITING

- Writing a summary
- · In-text referencing conventions

Reading

Reading critically

Optional lead-in

- Focus students' attention on the importance of questioning and evaluating academic texts critically. Elicit what it means to be a critical reader. Ask questions such
- Can anyone remember the first time they read something critically?
- If a text has been published, does that mean it is
- What different motives do writers have when carrying out
- Why might it be especially important to approach texts critically with the development of the internet?

If necessary to help students' understanding, write the following possible definition of critical reading on the board: reading with the goal of finding deep understanding of a material [and] analysing and evaluating what you are reading as you progress, or as you reflect back.

- 1.1 Students discuss questions 1 and 2 together. Invite group feedback on any points not already raised during the initial class discussion.
 - 1 Possible responses include:
 - to understand a writer's point of view and compare it with the student's own;
 - to judge the validity of information or views presented;
 - to evaluate information in an unbiased way;
 - to separate good evidence from bad;
 - to be mindful of any prejudices or unreferenced implications evident in the author's writing (e.g. if the author implies that statistics support his or her argument, does he or she actually provide those statistics or simply invite the reader to accept them as fact?).
 - 2 Answers will vary.

Optional extension

Suggest to students that critical readers should be prepared to read texts with an open mind. Ask the group:

- What else does it take to be a critical reader?

Suggested answers are as follows.

A critical reader should:

- consider the author's anticipated audience (e.g. was the text written for a primarily academic audience?).
- consider the title.
- read carefully to help make the connections within the
- use a dictionary and other reference works where necessary and/or appropriate.
- be prepared to change his or her mind about a subject if there is good evidence to support another point of view.

1.2a Tell the class that they are going to do a critical reading of a text about the consumer society.

Students discuss the question in pairs.

Invite comment and lead a group discussion on what constitutes a 'consumer society'. You could prompt students, using the following definition: a consumer society is a society in which people often buy new goods, especially goods which they do not need, and which places a high value on owning many things.

Suggested ideas

everyone goes shopping at the weekend as a pastime; consumer habits change – people shop on Sundays; people's identities are based on objects; people work in order to earn money to buy more things; city centres are reorganised around leisure and consumption; brands and logos become fashionable; people become a walking advertisement for a company – carrier bags with shop names, T-shirts with slogans, etc.

- b Students read Extract A and then discuss the questions in pairs. For question 6, encourage students to question some of the assumptions made by the writer (e.g. that the consumer society is the only way of generating wealth; that strong brands produce economic growth) and to think of alternatives.
 - 1 It suggests that the writer will highlight the social value of brands rather than their negative effects. (Although there is no certainty in this.)
 - 2 That the 'social contribution' of the consumer society is greater than its 'ills' (although these are recognised), and that 'strong brands' are a factor in strong economic growth.
 - 3 Generating wealth (through the consumer society) allows social progress, including improvements in health, education, living standards and opportunities; without brands, less wealth is created, and so the government has less money (through taxation) to spend on social goods.
 - 4 No evidence is provided.
 - 5 There are 'many ills' in a consumer society, such as negatives of brands (e.g. encouraging people to spend more than they need and to see achievement in terms of acquiring brands, etc.). The writer acknowledges this position, but does not give details.
 - 6 Answers will vary.
- c / M Students read questions 1 to 6 again and apply the questions to Extract B. Once they have read Extract B, students discuss their answers.

Suggested answers

- 1 The title is *Consumer culture*. There doesn't seem to be anything in this title that indicates the writer's position.
- 2 The writer seems to be very critical of a consumer society (in particular the opening sentence, which highlights its disadvantages).
- **3** There are three main claims related to the disadvantages picked out by the writer:
 - 'The freedom of the individual consumer has limited the freedom of the community.'
 - 'The society that has fed, clothed, and housed people has also damaged the environment and created more trash than any other society in history.'
 - 'our options for addressing [the] problems [of the consumer society] seem to be narrowing.' The remaining claims (e.g. 'Most people [...] are deeply concerned about the ecological damage caused by consumption'; 'the response to [ecological damage] has been channelled into individual consumer choices') relate to ways in which 'options [...] seem to be narrowing'.
- **4** No evidence for any of the claims is provided in this extract, although this may be given in other parts of the publication, of course.
- **5** The most obvious alternative is that there are advantages of a consumer society. These are not acknowledged in this extract, but may be in other parts of the book.
- **6** In this extract, the writer's position is based on claims unsupported with evidence. Readers should not be persuaded by the information in this extract alone.

Optional extension

- Draw the famous McDonald's 'golden arches' logo on the board and ask the students for other examples of famous brands. Ask these questions:
- Can they think of any brands that would be recognised throughout the world?
- Are there any sounds that are closely connected with certain brands?

Invite students to give examples of such sound branding (e.g. the Nokia ringtone or the 'Intel Inside' chimes) while the class tries to guess the associated brand.

1.3 Ask students to discuss the question in pairs. Follow up with a group feedback session.

Suggested answer

No, it's not necessary in this particular case. Texts that give information, rather than the writer's interpretation of information, may not need to be read critically (for example, reference books that present knowledge that is well established and accepted in the field).

Optional extension

To expand on the concept of reading critically, write the following three definitions on the board and ask students what word is being defined (answer: murder).

- **a** the crime of intentionally killing a person
- **b** the unlawful premeditated killing of one human being by another
- **c** the notifiable offence of killing someone illegally and intentionally

Elicit the word *murder* from the students, and tell them to discuss the differences between the three different definitions in pairs.

Ask the class these questions.

- 1 Which definition is best, and why?
- 2 To what extent must reference materials also be read critically?
- 3 Are some reference materials more reliable than others? If so, give examples.

Suggested answers are as follows.

- 1 It is difficult to say which definition is best (a is probably the most suitable for a learner of English to understand its meaning, but \boldsymbol{b} and \boldsymbol{c} both add important information that the act must be unlawful/ illegal).
- 2 In addition to reading writers' opinions critically, reference resources should also be read in the light of the context in which they were written and the purpose for which they are intended to be used. The date of publication and editorial policy might also be important, in case the material is out of date.
- 3 Answers will vary.

Optional extension

PHOTOCOPIABLE

Review of word class, page 141 (Instructions, page 134)

2 Preparing to read

2.1 Ask students what an Abstract is, and how they can be useful when researching a topic. Ask the class to read the Abstract and find out what the aims of the research were. Invite one of the students by name to report back.

Suggested answer

The aims of the research are to evaluate the success of media literacy programs. This includes assessing the effectiveness of teaching and finding out whether students are able to critically analyse what they read, see or hear in the media.

3 Note-taking

3.1 Students read the extract and make notes on the three questions. If you wish, first write the questions on the board, and allow a few minutes for discussion in pairs; then ask the students to read the text quickly and make notes.

Suggested ideas

What are the reasons for studying it?

- some argue that knowledge of advertising tactics leads to more critical skills (and so reduces vulnerability to advertising)
- increases ability to produce counter-arguments

What is it?

- analysis of print, audio, visual and electronic messages from today's culture (e.g. analysis of contexts, purposes, audience, point of view, persuasive techniques in adverts)
- it sometimes looks at the processes of creating advertising messages

Does it work?

- limited evidence that learning about advertising leads to more critical skills and greater advertising
- some evidence that it makes young people better consumers (showing better judgement in what they
- Students check each other's notes and comment on the checklist provided.

Optional homework

Ask students to bring their notes along to the next few classes. Wait until an appropriate occasion, and then ask the students to each write a summary of the article based entirely on their notes. Allow the students up to 30 minutes to write a summary of around 200-250 words. Take the summaries in to correct. Give feedback during the following class.

3.3 Ask the class where gaps, limitations or weaknesses in the previous research were noted in the article. Students report on the implications of these gaps to answer the question on further research.

Suggested answers

Further research is needed to:

- investigate the impact of increased knowledge of advertising production processes on critical thinking about advertising. The extract notes that: 'empirical research has not yet examined the impact of increased knowledge of advertising production processes as it may affect critical thinking skills in responding to advertising messages.'
- provide further evidence of the influence of media literacy teaching on critical thinking about advertising. The extract notes that: '[t]here is only limited evidence that shows that learning about advertising and discussions about advertising in school can reduce children's vulnerability to advertising appeals and increase their ability to produce counterarguments in response to advertising.' If no evidence is found, this devalues media literacy teaching.
- use different methods for looking at the influence of media literacy teaching on critical thinking about advertising. The extract notes the weakness of using attitude statements in meaning scepticism: 'Young (1990) criticizes the validity of research that has used superficial measures of children's skepticism including responses to attitude statements using Likert-type scales.' This suggests that future research should use and evaluate alternative methods.

4 Vocabulary in context: compound nouns

- 4.1 Ask students to work out the meanings of the compound nouns in pairs. Before looking up any new words, they should first find the compound nouns in the text and try to work out the meaning from context. Once the students have had the chance to go through the eight compound nouns, check through their meaning with the whole group.
 - 1 texts that is, pieces of writing and, possibly, other visual material – that are intended to advertise something
 - 2 teaching people how to analyse media texts so that they can be more critical readers of them
 - **3** making or producing newspapers, radio, television, or other forms of communication
 - **4** work set during a course on English taken at a high school that is, for young people from about 14 upwards
 - 5 the skills or abilities you need to be able to analyse or study advertising in detail so that you can judge it and give your opinion about it
 - **6** the ways or processes in which advertisements are made
 - 7 the messages or information that an advertising text tries to convey to someone; usually this is to do with why they should buy a particular product
 - 8 showing how a product or an item for sale works

5 Inferring relationships between sentences

- **5.1** Students complete the activity.
 - 1 for example: links back to the previous sentence and gives an example of the (limited) evidence that learning about advertising in school can reduce children's vulnerability to advertising
 - 2 instead: used to contrast Young's arguments with earlier research based on what Young views as superficial measures of children's scepticism

Language note

Sentence connectors are used to link ideas from one sentence to the next, and help guide a reader through the text. They can be used to express a variety of meanings, including:

- the order of a series of ideas (e.g. next, last, finally)
- the order of importance (most, more importantly, above all, etc.)
- contrast (however, in contrast)
- result (as a result, consequently)
- comparison (similarly, likewise)
- reason (the reason for)

Optional extension

Students go through the text on page 16 of the Student's Book and find an example of another sentence connector used in two different ways. They then discuss the meanings of the sentences in which the connector is found.

Suggested answers are as follows.

- 'While it may be common for students enrolled in media production or marketing electives to learn about advertising production processes, it is far less common for students to gain this information in the context of their high-school English coursework.' (line 11) While (it may be) emphasises a contrast in the fact that university students learn about advertising production processes, but that high school students do not. It is used to indicate a contrast and is similar in meaning to whereas, although or in spite of the fact that. It can also be used to add emphasis to a statement.
- 'While older children and teens may have more knowledge about advertising, they also may not necessarily employ critical thinking skills in response to advertising, or have more skepticism about advertising in general.' (line 27)

While emphasises that, although children today may know more about advertising than previous generations did, they may not take a critical approach to the adverts to which they are exposed.

- 5.2 Tell the students to discuss the question briefly in pairs and then open up the discussion to the whole class.
 - 1 This exemplifies research showing that children 'may not necessarily employ critical thinking skills in response to advertising or have more skepticism about advertising in general'.
 - 2 This gives additional details of what is meant by 'advertiser tactics' mentioned in the previous sentence.

Nominalisation

Language note

Nominalisation refers to the practice of turning verbs, phrases and adjectives into nouns, and this is common in academic writing. (For example, the sentence Producing food is an important source of income for this country. may be better expressed as: Food production is one of the most important sources of income for this country.)

- 6.1a 4 / Ask students to complete the task guickly. Do not take feedback at this point.
 - b Students check their answers in the text on page 16 of the Student's Book.
 - 2 the importance of knowledge structures
 - 3 middle-school students' knowledge of advertiser tactics; their skepticism of advertising
 - students' understanding of the way advertising works
 - c Elicit possible answers from the class.

Nominalisation:

- allows the writer to be more concise (it is often used by academics and journalists as a way of keeping to strict word limits;
- leads to more efficient writing;
- can make a text sound more authoritative;
- can be used, like the passive voice, to hide agency (who carried out an action).

Reading in detail

7.1a Ask the students to complete the task quickly and to check their answers with a partner.

> Occasionally [...] students also learn about the processes pre-production, production, and postproduction processes before production, duringproduction, and after production involved in the creation of advertising messages.

b Elicit the answer from the class.

Because two of the authors shared the same surname.

c 1 / Ask the students to find the word elective in the text and to try and work out the meaning from the

An optional (i.e. not compulsory) course. The meaning of elective may be guessed from elect – to decide on or choose, especially to choose a person for a particular job, by voting.

d Ask the students to discuss the answer with a partner.

This information would be used because this is a piece of formal, written prose. In less formal, spoken English, that information would be more usual.

e A / Ask the students to try and work out the answer on their own and then to discuss their ideas with a partner.

In academic English, we sometimes put an auxiliary verb (and non-auxiliary have and be) directly before the subject of a clause; this is known as *inversion*. Inversion sometimes happens after as, than and so and has the effect of making the writing sound more formal or literary. The placing of the subject at the end of the sentence also emphasises the contrast, and helps to highlight the point that the writer wants to make.

Language note

This kind of inversion can only be done with auxiliary verbs (and with the non-auxiliary have and be). For example, He drives more carefully than does his sister is possible (although very formal) whereas He drives more carefully than drives his sister is not possible.

- f Elicit the answer from the class.
 - Because it's something that people often say.

O Corpus research

- Ask the students to complete the adverbs and then divide them into groups. They should then check their answers with a partner.
- 3 significantly
- 4 slightly
- 5 considerably
- 6 somewhat
- 7 rather
- 8 substantially

Adverbs meaning 'a lot': much, far, significantly, considerably, substantially, rather

Adverbs meaning 'a little': slightly, somewhat

Listening and speaking

- 8 Pros and cons of group work
- 8.1 Students read through the two texts and highlight/ underline the key ideas. They then discuss these ideas with a partner, saying which text they most agree with and why.

- 8.2 Students discuss the questions in groups of three.
 - 1 Answers will vary.
 - 2 Advantages of group work:
 - because there is more than one person working, there is likely to be a greater number of views and ideas covered;
 - by sharing ideas, some people may feel encouraged to explore ideas they would otherwise have ignored;
 - because the group would need to agree before accepting any particular ideas, participants may be more likely to take risks and to suggest things that they normally wouldn't;
 - ideas and solutions to problems are likely to be more diverse because of differing viewpoints.

Disadvantages of group work:

- there could be some people in the group who will go along with the majority viewpoint, even if they don't agree with it;
- a leader or chair is not always appointed to the group, which can mean that there is no direction to group discussions;
- solving group problems can also be a timeconsuming process because it requires individuals to agree with each other before a decision can be taken;
- if no note-taking has taken place, then some valid ideas may not be considered when it comes to making a final decision.

Optional extension

With a new class, this would be a good opportunity to discuss your own approach to group work and the extent to which different learner styles will be catered for during the course. It can sometimes be useful to give the students some insight into your views on pedagogy, occasionally explaining why you have chosen to adopt a particular approach to the current task. It is not always clear to students why you are asking them to approach the task in a certain way, and being explicit on this can help develop good group dynamics. It is important to do this task with the whole class, as the information the students give about their learner styles will be useful to you when planning the rest of the course.

During the class discussion, elicit the kinds of difficulties that people can have in contributing to group discussions. Invite contributions from students who until now have not had the chance to speak much during group feedback sessions. This will lead naturally to the topic of **9.1**.

- Getting an opportunity to speak in a group discussion
- 9.1 Tell the students that you will play (1)1.1 once and that they must answer the questions. Allow them to check with a partner.

Ken chose this chart because he thought that it might be good to get some data on a particular country. The limitation he mentions is that the information is a little out of date (2009).

- 9.2a Students listen to (1)1.2 and complete the gaps. Students should then work together and complete any missing answers. Play (4) 1.2 a second time while students check their answers. Quickly check through the answers with the whole class.
 - 2 Can I just come back to what you said about clothing?
 - 3 Can I just pick up a point you made a while ago?
 - 4 Can I say something here?
 - 5 Can I just go back to something you said earlier?
 - 6 Can I just make a point here?
 - b Elicit the answers from the class.

Can I just come in here?

Can I just say something here?

Can I just make a point here?

Can I just come back to what you said?

Can I just pick up a point you made?

Can I just go back to something you said earlier?

Optional extension

Write these functions on the board: agreeing, disagreeing, encouraging discussion, introducing information, explaining your opinion.

Tell students to work in pairs and find examples of language in the script on page 154 of the Student's Book that matches each function (e.g. agreeing: Yeah, sure.). Check through the answers with the whole class. When students have finished, give them a copy of the Model answer on page 20. This list is not exhaustive, and contains only the most obvious examples. (4) 1.2 contains other expressions that could also be useful in group discussions, as well as in other situations, depending on the context.

- 9.3a Students complete the task individually to prepare for 9.3b. Do not take feedback at this point.
 - b Students discuss their notes from **9.3a**. Encourage them to use the phrases from 9.2a (and from the chart above for the extension activity to 9.2b. if completed in class).

Option: weaker or mixed-ability classes

- Divide the class into groups and appoint one 'secretary' per group. The secretary should make a note whenever each member of the group speaks and give feedback at the end of the discussion. This can be useful where you have students that either tend to dominate discussions or who are reluctant to speak. The secretary could also give feedback on how successfully the group were able to use the language from the transcripts.
- Put the students into new groups, and ask them to discuss the chart. Again, encourage them to use phrases from 9.2a and from the extension activity to 9.2b (if completed in class).

Alternative

As a follow-up (or as an alternative to working with the second chart), you could ask the students to find charts from their own subject areas to discuss in class. The task of finding an interesting chart for discussion could be set as preparation for this class, or to feed in to a revision activity in a later class.



Writing

10 Writing a summary

Optional lead-in

Focus students on the introduction text, and if necessary, explain that summarising involves the student reading, or listening to pieces of information, and expressing the main points in their own words. This is a useful skill for students to develop, which has many useful applications both in academic study and in professional life.

- Elicit examples of situations in which the class might be required to summarise information (either written or spoken). Possible answers include the following.
- Summarising is an important part of note-taking, whether this is during a lecture or when researching a topic for an essay, dissertation or thesis.
- Summaries are often included in essays and other academic texts, either as part of the body of the text or as an abstract (a summary of the text's contents).
- In everyday life, people need to be able to summarise information when asked questions like 'What's the book about?', 'How was the film?' and 'What does your work involve?'
- Politicians, state authorities, companies and other institutions employ people to read and summarise vast amounts of information (e.g. some people are employed to read and digest the daily newspapers).
- 10.1 Ask students to look at the main heading (*Ethics* and advertising) and elicit the ideas that might be discussed in the text.

Go through the first of the four paragraphs (*Ethics and culture*) and model the four steps presented in the course book. Ask students to read the subheading and the first paragraph that follows and to find out what the writer's main point is.

Suggested answers

- 1 The choices made by advertisers cannot always be described in simple terms such as good and bad. There is a large area between these two extremes in which ethical decisions have to be made.
- 2 dilemma: a situation in which a difficult choice has to be made between two different things you could do
 - grey area: a situation which is not clear or where the rules are not known
- **3 & 4** See the notes and underlined sections on page 21 of the Student's Book.
- A / M Then ask students to work alone or in pairs, to go through each of the remaining paragraphs. For question 4, ask students to make notes on the main points. Tell them that they will use these notes to write a summary once they have read all four sections. When they have finished, get feedback on the whole text from the class.
- 10.2 Once the students have finished taking notes, tell them to work on their own and to write a summary based on their notes. See the Model answer on page 20.

Optional extension

Tell students to re-read the Model answer of the summary on page 20 and find examples of the techniques discussed in **10.1a**. This would provide useful reinforcement and lead-in to the next activity.

- 10.3a Point out the underlined phrases in the text extract. Tell students to work alone and to quickly match the phrases to summarising strategies a–d. Set a strict time limit of 90 seconds (60 seconds for a stronger group). Once they have had the chance to do the task, check the answers with the group.
 - **1** c
 - **2** d
 - **3** b
 - 4

> **b** Students work alone to complete the task and then compare their ideas with a partner. Quickly check through the answers with the whole class.

Should products that can have harmful effects, 1like tobacco and alcohol, be advertised at all? Many advertising agencies respond in the affirmative. They 2back up their decision by saying that it is not an agency's 3responsibility to decide which products should be advertised and which should not. Rather, their reasoning goes: if it's legal to sell it, it's okay to advertise it. By contrast, there are other agencies and a handful of famous advertising men and women who refuse tobacco or alcohol accounts on ethical grounds. 4They do not want to be associated with the social ills of products that appear to be as harmful as these.

Advertisers are divided on whether they should advertise harmful products 1such as tobacco and alcohol (O'Barr, 2007). Some refuse to, because 4they do not want an association with the problems that such products can cause. Others are willing to advertise them, ²arguing that they should not ³be responsible for prohibiting the advertising of legal products.

- 1 = use a synonym
- 2 = reword a phrase
- **3** = change clause to an adverb
- = change the form of a verb
- 10.4 Tell students to work alone to review their summaries, improving where possible. Invite two or three of the students to read their summaries aloud, and give feedback.

Alternative

Before reviewing their summaries, students exchange summaries with a partner and comment on any improvements that could be made.

- 11 In-text referencing conventions
- 11.1 Students complete the task individually and then check their answers with a partner.
 - 2 Teresa Cairns (2006): the author's first name should not be included. (An exception is when two authors with the same surname and publications with the same date are referred to in a text: the first name, or initial, is included to distinguish them.)
 - 3 Willis (2012): this should be written as a 'nonintegral' reference - (Willis, 2012) or (Willis 2012)
 - 4 (e.g. Barry, 2011, May 2010, White, 2010): when a number of sources by different authors are listed, these are usually separated by a semi-colon; a comma may or may not be included between surname and date, but this needs to be consistent in a particular piece of writing. So this should be corrected to either (e.g. Barry, 2011; May, 2010; White, 2010) or (e.g. Barry 2011; May 2010; White 2010)
 - 5 (May, P, 2010): only the writer's surname should be included - (May, 2010) or (May 2010). (Note the exception mentioned in 2 above.)
 - (Levin, Advertising in focus, 2008): the title of the publication should not be mentioned -(Levin, 2008) or (Levin 2008).
 - (e.g. Marks, 2006, in Allen, 2008): this is a report of one writer (Marks) mentioned in another writer's work. This is correct, although a common alternative is (e.g. Marks, 2006, cited in Allen, 2008).
 - Alvin 2010: date should be in brackets -Alvin (2010)
 - 9 (Collins, 2011): correct
 - **10 (Petersen, 2012, page 13)**: 'page' is usually abbreviated to p. - (Petersen, 2012, p. 13)



Give this as a homework task.

Grammar and vocabulary

- · -ing clauses with prepositions and conjunctions
- · Prepositions after passive verbs
- · Problem words: affect vs effect

1 -ing clauses with prepositions and conjunctions

Language note

When we use verbs after prepositions, we use -ing forms, not infinitives.

In academic writing, it is common to start a sentence with a preposition or a conjunction to give information about the main clause that follows.

- 1.1 Students read the examples and then work individually to complete the task.
 - **2** e After reviewing the literature, I will outline the methods used in the research.
 - **3** b On becoming president, he made education the main priority of his government.
 - **4** f In comparing the two groups, both quantitative and qualitative data were used.
 - **5** a While not denying that there is discrimination in the workplace, Bright (2009) contends that it is not older workers who are a particular target.
 - **6** d Before starting school in September, children are immunised against tetanus and measles.

Optional extension

Students work in pairs and write down between three and five example sentences to illustrate the use of -ing clauses with prepositions and conjunctions. Elicit examples from the class, and clear up any questions arising from the language notes and from the tasks.

1.2 Students complete the task in pairs.

- 1 Incorrect. The implied subject of the -ing clause is '(the) children looked at in the research', while the subject of the main clause is 'the researchers'. Possible improvements might be: On starting school, the children had their achievement examined by researchers./
 When children started school, researchers examined their achievement.
- 2 Correct. The implied subject of the -ing clause is '1', and the subject of the main clause is also '1'.
- **3** Correct. The implied subject of the *-ing* clause is 'students', and the subject of the main clause is also 'students'.
- 4 Incorrect. The implied subject of the *-ing* clause is 'I' (= the author), while the subject of the main clause is 'managers'. Possible improvements might be:

While recognising that the results may not be generalisable to all businesses, in my view managers should have a working knowledge of accounting./

Although I recognise that the results may not be generalisable to all businesses, managers should have a working knowledge of accounting.

2 Prepositions after passive verbs

Language note

In a sentence using passive voice, the subject is acted upon. He, she or it receives the action expressed by the verb.

The overuse of the passive voice can sometimes make writing seem rather uninteresting. However, in academic writing (and especially in scientific writing) the passive voice is more accepted because it allows the writer to write without using personal pronouns or the names of particular researchers as subjects of the sentence. This can make a piece of scientific writing text feel more objective.

2.1 Students complete the task in pairs.

- **2** to
- 3 with
- **4** of
- **5** in
- 6 into
- **7** on
- **8** at

Optional homework

Ask the students to search the internet for common verb + preposition combinations in academic writing. You could assign each student a particular combination to research, e.g. verb + about; verb + with; verb + against.

- 2.2 Do this task with the whole class to check that the students are using the language correctly.
 - 2 divided
 - **3** to
 - with
 - regarded
 - 6 based
 - **7** in
 - **8** of
 - 9 as
 - 10 translated
- Problem words: affect vs effect
- 3.1 Students work individually to complete the task.
 - **2** d
 - **3** b
 - **4** e
 - **5** h
 - **6** a 7 g
 - **8** c

- 3.2 Students work individually to complete the task.
 - 2 came into effect / took effect
 - 3 effect
 - 4 takes effect / comes into effect / will be put into effect
 - 5 in effect
 - 6 adversely affect
 - 7 affect
 - 8 to good effect

O Corpus research

Corpora can be very useful in finding out how a word is used, which of two or more words is the more common and what collocations (words or phrases that are often used with another word or phrase) a word has. There are a number of corpora available for free online, and the internet itself can be used as a giant corpus by the careful use of search engines.

- Tell students that evidence from the Cambridge Corpus of Academic English shows that the word significantly occurs almost three times as often as strongly. Ask them to try and work out what the next most common adverbs are by completing the words in the box.
- 2 adversely
- 3 directly
- 4 negatively
- 5 strongly

Model answers



9.2b Optional extension: Model answer

agreeing	Yeah, sure.
disagreeing	I'm afraid (at the start of a sentence, I'm afraid that) You may be right that but [it might (just) be that] That's certainly true to some extent, but
encouraging discussion	Do you want to tell us (what it's about)? You said that
introducing information	(So) I thought it might be good to I found this on I think it's interesting that It seems to me that It seems very surprising to me that
explaining your opinion	I think it's (still) quite interesting Maybe this is because so it's really (perhaps) not surprising that and I think, in general and that's why It must be



10.2 Model answer

As O'Barr (2010) has pointed out, it can be difficult to draw a distinction between what is ethical and what is unethical in advertising. In the past, he suggests, it was not uncommon for sellers to make claims about their products that were untrue. Today such false advertising is rare because advertising is regulated by government or industry standards, and any resulting negative publicity might harm the company involved. However, it can be more difficult to judge the truthfulness of advertising. Some advertisements may be deceptive in that information given about a product is selective. That is to say, its attractions may be highlighted, but its disadvantages or even its dangers may not be mentioned. Another strategy common in marketing today is the use of disguised advertising, where an advertisement is made to look like a different kind of text. Consumers may not realise that what they are reading is, in fact, an advertisement, and it could be argued that this is an example of deceptive advertising.