1 Choices and implications

> **Unit aims**
>
> **READING**
> · Researching texts for essays
> · Skimming and scanning
> · Identifying the sequence of ideas
> · Understanding implicit meanings
> · Inferring the meaning of words
> · Vocabulary building: adjectives
>
> **LISTENING AND SPEAKING**
> · Introducing presentations and clarifying key terms
>
> **WRITING**
> · Understanding essay organisation
> · Drafting an essay introduction
> · Common knowledge

Reading

1 Researching texts for essays

1.1a Focus students on the essay title and ask what they think the essay's purpose is (to identify the relevant factors which affect people's choice of careers; to provide relevant supporting evidence, such as case studies, research and surveys; to evaluate how important the various factors are – i.e. which factors are more relevant than others).

Focus students on the four text types and ask them to suggest features which are characteristic of each, e.g.:

– *an academic textbook:* formal language and structure, appropriate title, respected author and publisher

– *a general information website:* website name, a 'dot com' suffix, unknown author, wiki feature

– *a company website:* a 'dot com' suffix; less formal language, focus on selling a product rather than research

– *a research article:* specific structure (e.g. methodology–results–discussion), academic language

👤 Students try to match the text types to the sources of information. If they are finding this difficult, use the information above to guide them towards an answer.

b Students check their answers to **1.1a**.

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

c Guide students towards the following criteria, which can be used to decide which sources are appropriate for an academic essay.

– *audience:* Who the text is intended for?

– *authority:* How qualified is the writer? Is it a respected publisher? Has the article been peer-reviewed (reviewed by another expert)?

– *time:* When was it written? Is the information still relevant?

– *reliability:* Has it been altered in any way (or censored)? Is the author biased or neutral?

> Sources A and C are much more likely to be acceptable. They have authority and are likely to be more reliable.

> **Optional extension**
>
> **1** Widen the discussion to debate the advantages of using the internet for academic research (e.g. it is quick and inexpensive, but it may be less reliable or academic).
>
> **2** Ask students to evaluate any internet resources they have recently used for academic purposes and to say why they were appropriate. They prepare and give a short presentation in small groups or to the whole class about the online resources they use.

1.2a

> **Optional lead-in**
>
> Ask students how points 1–6 might be used in the essay:
>
> – *summary of the current state of knowledge on the topic:* this would show the relevance of the topic to the reader;
>
> – *research papers on the topic:* this would provide a general theoretical background;
>
> – *the latest statistics on the number of people in different careers:* this would provide supporting evidence;
>
> – *definitions of specialist terms:* this would clarify certain words and expressions;
>
> – *reports of the most up-to-date research:* this would provide fresh information on the topic;
>
> – *a personal view:* perhaps this wouldn't be used in the essay (since it would have a narrow focus), but it might inform your general understanding of the topic.

> 1 textbooks, online encyclopedia entries, monographs
> 2 edited collections
> 3 official reports
> 4 textbooks, online encyclopedia entries, monographs
> 5 journals, monographs
> 6 blogs

b Students evaluate the strengths and weaknesses of the text types.

> **blogs:** Generally speaking, like online encyclopedias, these may be an interesting and useful starting point for research.
> **edited collections:** These provide useful academic information and a good range of relevant, authoritative ideas on a subject.
> **journals:** These are excellent sources of academic information – up to date, easy to search and usually free through your institution.
> **monographs:** These are an appropriate academic source, but since they are often focused at experts, the level of knowledge required might be quite high.
> **official reports:** These can provide useful information and accurate statistics, but if produced by governmental agencies they may be subjective and biased (or even censored).
> **online encyclopedia entries:** These are not appropriate to use in your essay as the reliability of the information is questionable. However, they may be a useful starting point and may lead you to more academic texts.
> **textbooks:** These can provide good, high-quality academic information, but may be too general for an academic essay.

Alternative

👤 / 👥 Students rank the text types in order of relevance for academic research. They then defend their rationale with a partner.

1.3a After reading the introductory information about Fei He, students predict what the answer to the questions will be. Then play ◀))1.1. Students listen and check their answers.

> 1 textbooks
> 2 monographs, online journals

b 👥 Students discuss their own experience. Get feedback from two or three students.

Homework option: internet research

Students search the internet for other websites about career choice which could be categorised according to each of the text types in **1.2b**. This would also enable you to check whether your students understand the differences between text types.

Language note

Fei He says: '… I think students are passive to[*] learn.'
We would normally say: '… I think students are **passive learners**.'
He says: 'And students seldom to[*] find papers …'.
We would normally say: '… And students seldom **find** papers …'.
He also says: 'But this thing is different in[*] British university.'
We would normally say: 'But this (thing) is different **to** British universit**ies**.'

2 Skimming and scanning

2.1

Optional lead-in

Ask students about the way they read. Ask them about their experiences in English and in their own language.
– *How would you look through a travel guide if you just wanted specific information about the hotel you were staying in?* (you would scan the guide – looking only for the name of the hotel)
– *How would you look through a newspaper if you just wanted to check if there was anything you wanted to read?* (you would skim the newspaper – not reading every word, focusing on the general message of each article)

> 1 skim
> 2 scan
> 3 skim
> 4 skim
> 5 scan

2.2a Elicit criteria which might be used to rank the topics, such as *priority, need, cost,* etc. You might want to suggest strategies for reaching agreement, such as changing your mind (by listening to a better argument proposed by somebody else), negotiating (e.g. *if you place x higher than y, I'll allow b to come before a*), conceding (yielding on a particular point because you are not that strongly attached to it).

b Get feedback from the whole class.

2.3 Elicit the best way to identify the main idea of a text (identifying 'high-value' parts of a text, such as the title, subtitles, sentences which represent the main idea, the introduction and conclusion, and keywords). Give a time limit of two minutes to skim the text and identify which sentence is the correct answer

> sentence 2

3 Identifying the sequence of ideas

3.1 This task encourages students to look at a text in more detail and understand the logical progression of ideas. Ask students to read alone before checking their answers in pairs.

> **2** c   **3** a   **4** f   **5** h
> **6** d   **7** b   **8** g

4 Understanding implicit meanings

4.1a Explain that indicating consequences and reasons are an important aspect of academic English. Elicit the meanings of *consequence* and *reason*.

– *consequence:* the effect of an action
– *reason:* why something happened

> **Extract 1:** the second sentence is the <u>consequence</u> of the situation described in the first, as indicated by the linking device 'As a result'.
> **Extract 2:** the second sentence gives a <u>reason</u> why national governments prioritise all the time. This can be inferred from the content of the individual sentences.

  b Elicit the meanings of *example* and *expansion* in relation to academic writing.

– *example:* giving supporting evidence to support a more general theory
– *expansion:* giving more details, particularly when dealing with complex issues

> **Extract 1:** 'example' – the second sentence provides examples of how progress has been made.
> **Extract 2:** 'contrast' – the second sentence contrasts the situation of the 'unlucky' ones with that of the minority 'lucky' ones.
> **Extract 3:** 'reason' – the second sentence gives a reason why global leaders can rarely answer the question.
> **Extract 4:** 'expansion' – the second sentence expands on (gives more details about) what is meant by 'the world's woes'.

> **Optional extension**
>
> PHOTOCOPIABLE
> Understanding implicit meanings, page 138
> (instructions page, 132)

5 Inferring the meaning of words

5.1
> **Optional lead-in**
>
> Ask the class to brainstorm strategies for checking the meaning of unfamiliar words. Write them on the board (e.g. using dictionaries, asking another student or the teacher, guessing the meaning from context, guessing the meaning using clues such as prefixes, suffixes, etc.). Ask students to work in pairs and discuss how often they use these strategies.
> When they have finished, point out that guessing meaning from context and using word clues will help their long-term English development, in that these strategies:
> – increase the likelihood of remembering the word;
> – increase the chances of the word becoming active (you can *produce* it and not just *understand* it);
> – help make reading quicker and more effective.

Explain to students that they are going to learn a new strategy which will help them deal with unfamiliar words. Explain that looking up new words in a dictionary can often be a time-consuming process (although checking a few words will not take up much time, doing it regularly and repeatedly will). Also explain the importance of guessing the meaning from context – dictionaries can only provide a general explanation of a word, so guessing from context is more likely to be accurate. This is a useful strategy for exams and other situations where a dictionary may not be available.

> Suggested answers
> **1** projects which are most cost-efficient
> **2** negative
> **3** 'deal with' collocates strongly with 'problems' and 'difficulties' (negative ideas)
> **4** 'challenges', 'problems', 'issues'
> **5** ending poverty, eliminating ethnic or racial hatred, improving maternal health

5.2a Students work through the words using the strategy in **5.1**. Get feedback from the whole class. Ask them to talk you through the process they went through before arriving at their answer.

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

  b
> remit – responsibilities
> overt – open

Optional extension

Ask students to find the following words in the text in **2.3**. Ask them what clues they have which could help them identify the meaning.
– *universal* (line 6): from the same word family as *universe*
– *disproportionately* (line 7): *dis* = negative prefix; *ly* = adverb suffix
– *finite* (line 16): from the same family as *final/finish*
– *unsustainable* (line 22): *un* = negative prefix; *able* = adjective suffix
– *communicable* (line 35): from the same word family as *communicate*; *able* = adjective suffix

6 Vocabulary building: adjectives

6.1   **Optional lead-in**

Elicit the following information about how adjectives work, specifically in the context of academic English:
– they provide additional information about nouns;
– they should be used in academic English only when they genuinely add meaning to the text;
– they usually precede nouns (unlike in many languages).

   1 finite
   2 straightforward
   3 communicable
   4 crucial
   5 universal; assured
   6 widespread; infinite

Optional extension: stronger classes

Ask students to explain the different connotation between the adjectives used in **6.1** and why certain adjectives used may be preferable in academic English.
1 *Finite* suggests a greater degree of finality than *limited*.
2 *Straightforward* is more specific than *simple*.
3 *Communicable* is a more technical word, and more precise than *passed from one person to another* – it also collocates strongly with *diseases*.
4 *Crucial* is a powerful, one-word adjective rather than the more complicated adverb + adjective *extremely important*.
5 *Universal* collocates strongly with *education*. In this context, *assured* suggests that the food supply is not dependent on any third party, whereas *guaranteed* suggests the more significant role of external factors.
6 *Among many people and in many places* is a clumsy phrase and not very academic sounding (*people* is also quite a general term). *Infinite* is a stronger word than *unlimited*.

Listening and speaking

7 Introducing your presentation

7.1   **Optional lead-in**

Ask students to brainstorm the kind of information which they would expect in the introduction of a presentation (e.g. overview of main topics, general background information, rationale, importance of topic).

👥 Students look at slides A and B and predict which words go in the spaces. Play ◀)1.2.

Talk 1
proportional **representation**
alternative voting
first-past-the-post

Talk 2
income tax
sales tax
property tax

8 Clarifying key terms

8.1   Elicit the following information about basic text-organisation principles:
   – subject-verb-object is the normal word order;
   – auxiliary verbs usually come before main verbs;
   – prepositions usually come before nouns;
   – adjectives usually come before nouns.

   Students try to complete the talk, based on the principles outlined above. Students check their predicted answers with a partner. Then play ◀)1.3 to check.

   2 here I'll focus on
   3 This is when
   4 What's meant by this is that
   5 In other words

8.2a   **b** 2
       c 3, 4, 5

   b   **a** 7
       b 6
       c 8, 9, 10

Language note

The following language features are generally acceptable in presentations, but less so in academic writing:
– use of *I* (*here I'll focus on*)
– use of present continuous to outline ideas (*I'm going to highlight*)
– contractions (*That's*)
– cleft sentences (*What's meant by this is …*)
– rhetorical questions (*Why is this important?*)

8.3a **Optional lead-in**

Draw a horizontal line on the board and write *I speak without any notes at all* at one end and *I write out a whole script* at the other. Ask students to think about presentations they have given, and to decide where on the line they would place themselves.

Get feedback from the whole class. Explain that students should be aiming to be closer to *I speak without any notes*. However, this strategy is risky (forgetting what you are going to say, hesitating when using English, lacking confidence) so it is probably better at this stage to use notes and guidance. Explain the problems of reading a whole script out loud (it sounds like you are reading an essay, there is less spontaneity, less engagement with the audience).

b Students prepare a short presentation (of under five minutes) based on the slide. Encourage them to use language from **8.1** and **8.2**.

Optional extension

Students perform their presentations again, with a different partner, attempting to implement the feedback given to them. Task repetition can help students to notice specific improvements in their performance. Students give their presentations. Each learner should listen actively to the other presentation and give feedback at the end.

Writing

9 Understanding how essay types are organised

9.1 **Optional lead-in**

Write the following essay titles on the board:
  1 *Compare and contrast the position and powers of the UK prime minister and the US president.*
  2 *Discuss the relative merits of private and state-funded education.*
  3 *"Governments should be able to use prisoners as a source of cheap labour." Discuss.*
Now ask these questions.
– *Which title is asking you to adopt a strong position and to present evidence as to why this position is right?* (3)
– *Which title is asking you to show you have a good general understanding of a particular topic, but not to necessarily take a strong position?* (1)
– *Which title is asking you to present the different viewpoints connected to a particular topic, and to assess which one you tend to agree with?* (2)

  1 **Discuss**. Some people consider the impact of shopping centres to be positive and others negative. The question asks students to present both positions and, probably, state which position they support.
  2 **Defend**. The question asks students either to agree or to disagree and argue in defence of their position.
  3 **Describe**. The question asks students to describe ways politeness is achieved in English and draw comparisons and contrasts with how this is done in another language. It is unlikely that there are different positions on this reported in the literature, and it is certainly unnecessary for the student to argue for or against a given position.
  4 **Defend**. Students are expected to support or challenge the position. It is likely that they will support it and so the essay will be an argument saying why this is a reasonable position to take.
  5 **Discuss**. It seems likely that the media does have an influence and the essay should acknowledge this and provide evidence. However, other influences should be presented.
  6 **Describe**. The question asks students to list factors and describe them. It doesn't ask students to take a position.

Note

The 'discuss' instruction in an essay may be used with describe, discuss or defend essays (as in 3 *Discuss the ways …*).

9.2

> **Optional lead-in**
>
> Ask students to think about how they think a full essay of each type (describe, defend, discuss) would be organised. Focus their attention on the introduction, main body and conclusion. Ask:
> – *In which type of essay would there be a statement of your position in the introduction?* (defend)
> – *In which type of essay would you identify a number of specific aspects in the introduction, and then go on to explain each in more detail?* (describe)

Students complete the exercise. Get feedback from the whole class.

> 1 introduction (This should be clear, focused and direct. It's generally considered acceptable to use 'I'.)
> 2 conclusion (Sentences which represent the main ideas can be a useful guide to identifying your main arguments. Ensure that the question has been answered.)
> 3 body (Generalisations go before examples and expansion.)
> 4 introduction (This provides a useful map to readers, so they can work their way through your essay. The present simple is preferred here.)
> 5 introduction/body (This should only define the key terms which are essential for the reader to understand.)
> 6 body (The evidence should be relevant and well-chosen.)
> 7 conclusion (It is best not to simply repeat the initial statement of your position, but rather to paraphrase and use slightly different language.)
> 8 introduction (It is important to show that you have a rounded view of the subject and to show the reader your competence.)

> **Optional extension**
>
> Give the class a particular topic tailored to their areas of study/interest. Ask them to write one example of each type of essay title (defend, discuss, describe). An example for the subject area of Economics is presented below.
> – *Describe: What are the main characteristics of neo-liberalism?*
> – *Discuss: Discuss the merits of the various approaches taken by national governments to the 2007 credit crisis.*
> – *Defend: Explain whether you think a neo-liberal or Keynesian approach to economics is the best solution to the current economic crisis.*
> Next, divide the class into three groups: 'defend', 'discuss' and 'describe'. Each group should choose one of the essay titles and write a brief plan for it. This will indicate whether the students have understood the difference between the different types of essay.

9.3 Students read through the sentences and identify which type of essay is represented. Get feedback from the whole class. Elicit from students their reason for this choice:
– phrases indicating contrast (*on the other hand*);
– adverbs/adverbial phrases indicating additional points (*too; in addition*);
– neutral, objective tone (*it has been found; some would argue; have been questioned*);
– clear outlining of different points of view.

> It is a 'discuss' question. The specific title of the essay is as follows: To what extent should large international companies make acting in a socially responsible manner more of a priority than increasing their profits?

> **Homework option**
>
> Give students one initial paragraph sentence each and ask them to write a short paragraph based on it. In this way, a complete discuss-type essay will be created by the class.

10 Drafting the introduction to an essay

10.1a

> **Optional lead-in**
>
> Write these headings on the board: *Background, Different views, Writer's position.* Elicit what kind of language could be used under each heading.
> – background: time phrases; general overview; adverbs such as *generally, typically, commonly,* etc.
> – different views: linking words such as *however, in contrast, on the contrary,* etc.
> – writer's position: words and phrases such as *I, in this essay, argue,* etc.

> the background: 1, 2
> a recognition of different views: 3, 4
> a statement of the writer's position: 5

> **Note**
>
> Some students may be familiar with the term 'thesis statement'. This is sometimes described as a sentence in the opening paragraph in which the main idea of the essay is presented. In this book, we do not use this term because it can be quite difficult for students to identify it precisely. First, it can sometimes be difficult to say exactly what the 'main idea of the essay' is or to pin this down to one sentence in the introduction. Second, some uses of 'thesis statement' suggest that it can include sub-topics that will be discussed in the body of the essay, and even an indication of the pattern of organisation that the essay will follow. This means, then, that sometimes the whole of the opening paragraph might be a 'thesis statement'.

Instead, we want students to take away the idea that in many essays, they will need to give their own position on the topic, having first prepared the ground in the opening paragraph by giving relevant background information, which might include a recognition of different views. They should also recognise that in some descriptive essays, they may not need to give their position at all.

b | **line 3** | these centres; they |
| **line 4** | their |
| **line 5** | they |

Optional extension

The structure *this/these* + umbrella term is common in academic writing but may be unfamiliar to students. Write these sentences on the board. Ask students to say a suitable umbrella term for each gap so the passage makes sense.

– *UNESCO is extremely important in this field. This _____ has provided millions of dollars of funding.* (organisation)
– *Modules in History and Philosophy are available. These _____ count as credits towards your degree.* (subjects)
– *Archaeology is important, although this _____ is declining in popularity in universities.* (field)
– *In political science, nationalism and patriotism are important ideas. It is important to note that these _____ cannot be used interchangeably.* (terms)

Other umbrella terms which could be presented include: *institution*, *association*, *concept*, *method*, *mechanism*, *topic*, *issue* and *discipline*.

10.2 Students complete the activity. Point out that the sentences here are only part of a first draft. If students find the activity difficult, ask:
– *Can you see any signposting language which might help?* (e.g. *however*)
– *Can you identify which sentence shows the writer's position?* (b)
– *Where in the passage does the writer's position normally come?* (towards the end)

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

Language note

The stages of the introduction are indicated here.
– background: f, c
– recognition of different views: e, a, g, d
– statement of writer's position: b

10.3 See the model answer on page 19.

10.4a See the model answer on page 19.

b Before doing this activity, emphasise the importance of drafting and redrafting. There are many benefits:
– improving the logical relationship between ideas in your text;
– ensuring that your position is consistent throughout;
– correcting any mistakes which may have been made;
– checking that there are no 'loose ends' which need to be corrected.

11 Language for writing: common knowledge

Optional lead-in

Check that students understand the difference between 'common knowledge' and information which should be referenced. Ask them to differentiate between these sentences about Magna Carta.
– *Magna Carta was signed in the year 1215.* (This is historical knowledge. Therefore, it is common knowledge and does not need to be referenced.)
– *Magna Carta was far from unique, either in content or form.* (This is a very specific point, which sounds like someone's specific analysis, and therefore should be referenced.)
– *Magna Carta has had a significant impact on the American constitution.* (This point is ambiguous – it could be considered common knowledge, it could be considered a specific point. Where there is this ambiguity, students should be cautious and reference accordingly.)

11.1 | **1** b
| **2** c
| **3** a

11.2 | **Language note**

When making statements of 'common knowledge' in academic writing, we avoid assuming that <u>all</u> people have the same view (so we avoid phrases such as *No-one can deny* …, etc.). We also prefer impersonal to personal constructions (*as is well-known* rather than *most people know that*). There are a number of structures which can be used to enable this, such as impersonal pronouns (*one can see that …*) and *it*-clauses (*it is widely/generally agreed* ...; *it is believed that* ...; *it has been claimed/said/suggested that* ...).

1 It is widely accepted
2 The consensus view is that
3 It is generally believed
4 There is broad agreement
5 As is well known

⊙ Corpus research

Focus on the corpus box, which demonstrates how common this language is in academic writing. Evidence from the Cambridge Corpus of Academic English shows that the most common adverbs are as follows (most frequent first):

– it is … *generally; widely; now; commonly;*
  well … accepted
– it is … *widely; generally; commonly; often … believed*

11.3 | Alternative

Students do not rewrite their own introductions, but a partner's. It is sometimes easier to see the mistakes in other people's writing than in your own.

Grammar and vocabulary

- Avoiding repetition: *that* (*of*) and *those* (*of*)
- Word families: linking parts of a text
- Verb–noun collocations

1 Avoiding repetition: *that (of)* and *those (of)*

1.1 | Language note

We can use *that of* or *those of*, often in comparisons, to avoid repetition where *that* and *those* are pronouns standing in for a noun phrase. *That* is used to replace uncountable nouns (e.g. *population*) and singular countable nouns (e.g. *brain*) while *those* replaces plural countable nouns (e.g. *imports*). Their use is common in academic writing, but rare in speech. They can be used to increase the cohesion and decrease repetition in a text.

1 that = work
2 those = the policy priorities

1.2

Check students' answers and get feedback from the whole class. Note that these are only model answers, and other answers are possible.

Suggested answers
1b The density of iron is much less than that of gold.
2a The rural population of the United Kingdom is more than half of that of France.
b The rural population of France is more than double that of the United Kingdom.
3a Human brains weigh much less than those of whales.
b Brains of whales have a weight roughly four times larger than those of humans.
4a The life expectancy of an average weight male is slightly more than that of an overweight male.
b The life expectancy of an overweight male is five years less than that of a normal weight male.

Language note

Often, a possessive form instead of *that/those of* can be used, particularly when the noun phrase refers to people.
*Women's average salaries have increased, although less rapidly than **men's**.*
→ *Women's average salaries have increased, although less rapidly than **those of men**.*
However, this is less common in academic writing that *that/those of.*

2 Word families: linking parts of texts

2.1 Highlight the importance of word families (they can create links between ideas and avoid repetition). Emphasise the importance of nouns and verbs in academic English as 'content-bearing' words.

> **1** priorities – prioritization
> **2** assumed – assumption

> **Optional extension**
>
> Make a list of common noun suffixes with the class and write them on the board. Examples include: *-ion*; *-ness*; *-ity*; *-ment*; *-ence*; *-er/-or* (often talking about a person); *-ism/-ist* (often talking about belief systems and their supporters); *-ship* (often an abstract noun indicating different relationships); *-hood* (often an abstract noun indicating different 'families'). Ask students to think of at least one example of a noun for each suffix. Ensure that the words are indeed nouns.

2.2

verb	noun(s)	verb	noun(s)
approach	approach	identify	identification
assess	assessment	indicate	indication
assume	assumption	interpret	interpretation
benefit	benefit	occur	occurrence
create	creation	prioritize	priority/ prioritization
define	definition		
distribute	distribution	process	process
establish	establishment	require	requirement
estimate	estimate/ estimation	research	research
		respond	response
function	function	vary	variation

> **Language note**
>
> There may often be more than one type of noun which comes from the same root. You may accept the following as possible answers to exercise **2.2**.
> – *assessor* = a person who assesses (e.g. an exam)
> – *creator* = someone who creates something
> – *creativity* = the quality of being creative
> – *distributor* = a person or organisation that supplies goods to shops or companies
> – *functionality* = any of the operations performed by a piece of equipment or software
> – *an interpreter* translates between two languages
> – *procession* = a line of people moving in one direction
> – *researcher* = a person who carries out research
> – *variety* = the quality of being varied

2.3a **2** variation **3** benefits **4** responses

b **2** exclusion **3** reaction **4** analysis

2.4

> Suggested answers
> **2** This assessment was used to determine whether learning had occurred during the course.
> **3** There is not always a requirement to have a PhD in Business Studies.
> **4** Each hypothesis was then tested individually.
> **5** However, a different interpretation has been put forward by White (2009).

3 Verb–noun collocations

> **Optional lead-in**
>
> To focus students on the concept of collocation, present the following word combinations and ask which sound more natural in English. The correct answers are underlined.
> <u>fast food</u> / quick food
> <u>strong tea</u> / powerful tea
> strong computer / <u>powerful computer</u>
> <u>heavy smoker</u> / fat smoker
> heavy face / <u>fat face</u>

3.1 Point out that good use of collocation can make students' English sound more competent and natural. Collocations are often 'arbitrary' (there are often no logical rules as to why certain words go with others).

> **2** take **3** measure **4** satisfy
> **5** achieve **6** make **7** take

3.2

> **find answers to problems:** solve, resolve, tackle, overcome, deal with
> **cause or encounter problems:** pose, face, raise
> **stay away from problems:** circumvent, avoid

> **Homework option**
>
> **1** Students identify other verbs which collocate with the nouns in **3.1**. For example:
> – *problems: identify, present, cause*
> – *action: agree on*
> – *benefits: derive, gain, accrue*
> – *needs: have, express*
> – *outcomes: influence, determine, evaluate*
> – *progress: achieve, assess, monitor*
> – *decisions: make, reach, abide by*
>
> **2** Students identify sentences from their subject area which include these collocations, e.g.
> – *Other people might <u>tackle problems</u> differently, but also reach the same goal.*
> – *Less developed countries may also <u>face problems</u> with initial implementation costs.*
> – *Bulmer claims that statisticians often go to many lengths to <u>avoid problems</u> with reliability and validity.*

Model answers

PHOTOCOPIABLE

10.3 Model answer

In modern society, the way that the general public views scientists and their work is important. One reason is that it can affect whether young people decide to take up a career in science. The media clearly has a significant influence on the image of scientists that is presented to people. In films and television, for example, they are often shown as being mad or out of touch with the real world. However, the media is not the only influence on people's view of scientists and their work. For example, most people study science at school, and this experience may have an impact. Here I will argue that although the media plays a part in forming people's views, other factors may be equally influential.

10.4a Model answer

The issue of social responsibility within companies has become increasingly important in recent years. The influence of globalisation has made this issue even more important for large international companies. Many companies feel that it is not only the 'right thing' to be more socially responsible, but that there are commercial advantages as well. This said, profits are still the driving force of the overwhelming majority of companies, and amongst certain types of businesses, old attitudes still prevail. This essay will explore the interplay of these various matters, focusing on several case studies in the process, and will attempt to predict what changes may occur in the future.