

ENGLISH FOR ACADEMICS

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A communication skills course for
tutors, lecturers and PhD students

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BOOK 1 TEACHER'S GUIDE

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Reading

Module 1

Unit 1: International academic conferences

By the end of this unit, learners will be able to

- ➔ scan conference programmes for relevant information
- ➔ identify the main point or important information in conference texts
- ➔ guess the meaning of unknown words from context
- ➔ understand and use the vocabulary of conference announcements

Lesson 1: Conference announcements

Time: 90 minutes

By the end of this lesson, learners will be able to

- ➔ skim conference announcements for the gist
- ➔ scan conference announcements for key details
- ➔ guess the meaning of unknown words from context

Lead-in

1 Divide the class into groups of 3–4 and encourage them to think about their own experience. Help with the vocabulary if learners do not know or remember some of the words. Elicit a report from each group.

Reading focus

2 Accept all well-reasoned answers, encouraging discussion of an interdisciplinary approach.

Suggested answers

1 A, C 2 B 3 B, E

3 As the expressions in bold belong to broad academic vocabulary, encourage learners to use them in their answers.

Suggested answers

1 A, C 2 A, E 3 D

4 Answers

- 1 to inform readers of a forthcoming conference
- 2 its theme, the topics covered at the conference, criteria of acceptance
- 3 service words: articles, prepositions, auxiliaries, etc.
- 4 yes

As an additional task, ask students to complete the gaps with suitable words.

Suggested answers

The IADIS e-Learning 2013 conference aims to address the main issues and concerns of e-Learning.

The conference covers the technical and non-technical aspects of e-Learning. Main topics are identified. However, innovative contributions which don't fit into these areas will also be considered as they might be of benefit to conference attendees. Acceptance is based primarily on originality, significance and quality of contribution.

5 If necessary, clarify the meaning of the word *skim* (read in order to get an overall meaning). Set a time limit of around 2–3 minutes.

Answers

1 C 2 A 3 B

6 Encourage learners to highlight or underline the details in the text. You could copy or project the table onto the board and take answers from learners to complete it. You can also ask learners what other important details can be found in the announcements. They may respond with date, place (prompt the word *venue*), hosting institution (may be different from *location* and *organisers*), programme outline, etc.

Suggested answers

Announcement	Location	Theme / Purpose	Organisers	Contact
Culture, Mind, and Brain: Emerging Concepts, Methods, Applications	California, USA	to highlight emerging concepts, methodologies and applications in the study of culture, mind, and brain	Not stated	cmb@cmb135.org
2nd International Conference on Environmental Pollution and Remediation	Montreal McGill University	to bring together the Canadian and international community working in the field of environmental sciences, engineering, and technology, and to foster an environment conducive to present advances in this field	International ASET Inc.	icepr2013@icepr489.com
World Congress on Internet Security	Ontario, Canada	advancement of the theory and practical implementation of security on the internet and computer networks	Not stated	Email: info@wcis396.org website: www.wcis396.org

7 Answers

- 1 March 15, 2013 (conference 2)
- 2 Conferences 2 and 3
- 3 Conference 2
- 4 Montreal
- 5 Conference 1, two days

Vocabulary focus

8 Comment on the phenomenon of the same word being a noun and a verb in English. Elicit examples from general English, such as *present*, *increase*, *import*, etc. Comment on changes of word stress in some of these cases, e.g. *increase* (noun), *increase* (verb).

Answers

nouns: advances (Text 2), focus (Text 3), host (Text 2), study (Text 1), trust (Text 3), aim (Texts 1, 2), research (Texts 1, 3)
 verbs: advance (Text 1), share (Text 2), shape (Text 1), focus (Text 2), host (Text 2), highlight (Text 1)

9 Answers

- | | |
|-----------------|---------------------------|
| 1 host (v) | 4 advance/share/shape (v) |
| 2 highlight (n) | 5 shape (n) |
| 3 study (n) | 6 aim (v) |

10 If learners have difficulties, refer them back to the texts where the context will help them to understand the meaning. Point out that the words have a different number of possible definitions.

Answers

- 1 b 2 c 3 c 4 b 5 a 6 c 7 a

Follow-up

11 The activity requires internet access in the classroom. If it is not available, prepare a set of cards with conference announcements (service words deleted) beforehand. Make sure you have another set with keys (service words restored).

12 Learners work in pairs, checking each other's work.

Lesson 2 Calls for papers

Time: 90 minutes

By the end of this lesson, learners will be able to

- ➔ understand the structure of calls for papers
- ➔ skim and scan conference texts more confidently
- ➔ learn common conference collocations and prepositions

Lead-in

1 The Cambridge Advanced Learner's Dictionary definition of the target word is a piece of writing about a particular subject written by 'someone who has been studying that subject'. The activity presents some typical collocations with this word.

Answers

- 2, 4, 5, 7

Reading focus

2 Ask learners to explain the meaning of the vocabulary items. Suggest that they use each word or phrase in a sentence.

3 Accept all well-reasoned answers, encouraging learners to express their answers as in the example.

Suggested answers

- a to provide a platform, to announce, take place
 b areas of research, interdisciplinary, welcome contributions
 c to submit papers, registration fee, abstracts

4 Answers

- | | |
|-------------------------|---------------------|
| 1 to announce | 6 areas of research |
| 2 take place | 7 Abstracts |
| 3 to provide a platform | 8 to submit papers |
| 4 interdisciplinary | 9 registration fee |
| 5 welcome contributions | |

5 Learners can use the structure of the text in Activity 4 as a model.

Answers

The correct order is: B, E, A, C, D

6 Brainstorming the question *Where are you most likely to find these calls for papers?* may help learners understand the differences between the texts.

Answers

- 1 a both
 b First International Young Scholars Symposium
 c both
 d First International Young Scholars Symposium
 e First International Young Scholars Symposium
- 2 The first (First International Young Scholars Symposium) comes from a specific conference website, and the second (Mid-Atlantic Conference on British Studies) comes from a conference aggregator (special resource listing lots of forthcoming academic events). That is why the text in Activity 5 is more detailed and contains some extra information such as subtopics, keynote speakers, proceedings and registration fee details.

7 Encourage learners to underline or highlight key words and clues.

Answers

- 1 American vs. British conventions for writing dates: the American convention is year, month, date (2013–08–21) and the British convention is date, month, year (10 September 2013). Also, the Symposium gives the date in full because the conference dates (18–20 March 2013) appear directly above in the call for papers.
- 2 road and rail
- 3 No
- 4 Mid-Atlantic Conference on British Studies; North (North American Conference on British Studies)
- 5 January 10, 2014
- 6 panel and individual proposals
- 7 250-word abstract, a CV, a description of the aim of the panel and a primary contact name from the panel members
- 8 BA, MA, PhD students and young researchers

Vocabulary focus**8 Answers**

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

9 Answers

- 1 by/via 2 by 3 on 4 on 5 in 6 between 7 with 8 by

Follow-up

10 If the classroom is not equipped with an internet broadband connection, prepare a set of calls for papers for your group keeping in mind their research and teaching interests or set it as homework.

11 Learners can practise here the language of presentations covered in Speaking Module Unit 2.

Lesson 3: Academic and professional events

Time: 90 minutes

- By the end of this lesson, learners will be able to
- ➡ extract the gist from a conference announcement
 - ➡ understand texts on a variety of academic events and conference sessions
 - ➡ find specific information and transfer it to a table

Lead-in

1 You could draw a simple table on the board: face-to-face vs. online events.

Suggested answers

face-to-face: round table, forum, summer school
online: e-conference, video conference, webinar, forum

Reading focus 1

2 Each text announces only one professional event, so learners just have to decide which. In two gaps they will need to use the plural form of the noun.

Answers

Text A: 1, 2 webinars, 3 webinar
Text B: 4–7 forum
Text C: 8–10 summer school
Text D: 11–14 e-conference

3 Elicit any specific features learners have noticed about the titles (no articles, no auxiliaries, all content words are spelt with capitals, in some cases the word standing for the professional event (conference, congress) appears in the title, and in other cases it does not). Elicit from learners that in A and B the subject of the events is not stated, and so the title will need to be more general. In C and D it is stated and so the title can be more specific.

You may want to put learners in pairs and then ask them to exchange their titles and compare.

Suggested answers

A ICNC's Academic Webinar Series
B 2014 International Forum
C 2014 Summer School in Neuroscience
D 2014 E-conference in Addiction Studies

4 Activities 4 and 5 further practise identifying important information in conference texts. Ask learners to back up their answers with information from the texts.

Answers

1 A, D 2 C, D 3 A 4 A, D 5 B, C 6 D 7 B, C, D
8 D 9 A

5 Answers for Student A

Text A: general learners, students, and interested professionals
Text B: all registered delegates
Text C: postgraduate students of psychology/neuroscience, mathematics / computer science, post-docs and junior faculty
Text D: PhD students studying any aspect of substance use or misuse (or closely related topic) in any country

Answers for Student B

Text A: hour-long webinars, bi-weekly, typically on Thursdays from 12:00–1:00pm EST (Eastern Standard Time)
Text B: March 29–31, 2014
Text C: 27 June–1 July, 2014
Text D: 23 April–27 April 2014, accessible 24 hours a day

6 Suggested answers

Academic conference	Webinar	Forum	E-conference	Summer school
a talk	a text chat	a plenary	an online talk	a workshop
a panel discussion	a slide presentation	a round table	a podcast	an interactive talk
a poster presentation	an e-whiteboard comment	panel debates	online coverage	video & PowerPoint presentations
video & PowerPoint presentations	a video presentation	multi-presentation sessions	preliminary readings	a seminar
a world cafe	a Q&A session		a professional forum	
preliminary events	a podcast			

Reading focus 2

7 Prompt learners to consult the table from the previous activity.

Answers

A a talk at an academic conference
B a round table
C a poster presentation

8 Ask learners to give reasons for their choice.

Answers

1 b (*materials ... must not include advertising*)
2 a (*members would expect the speaker to spend most of the time addressing them*)
3 c (*to create a small group space for those interested in the same issue / ... even if it is a broad theme*)
4 b (*all the materials will be on display throughout the conference and available for viewing during breaks*)
5 c (*benefited primarily from the speaker's knowledge and expertise in a specified area*).

Vocabulary focus

9 Answers

2 broad (theme)
3 designated (time slot)
4 specified (area)
5 traditional (format)
6 focused (tasks)
7 busy (area of the venue)

10 You can save time by putting learners in pairs or small groups.

Follow-up

11 This activity requires learners' independent work online and can be given as homework.

Unit 2: University teaching, learning and research

By the end of this unit, learners will be able to

- ➔ recognise the main information in academic texts
- ➔ predict what a text will be about
- ➔ distinguish main ideas from supporting details
- ➔ understand relations between parts of a text through the use of linking words/phrases
- ➔ guess the meaning of new words/expressions from context

Lesson 1 Teaching and learning at higher education institutions

Time: 90 minutes

By the end of this lesson, learners will be able to

- ➔ better understand the language of titles
- ➔ extract key information from academic texts more confidently
- ➔ define the main function of academic texts

Lead-in

1 If learners tick all the points, you can ask them to prioritise. You could explain to the learners that notes on the cover are also called a 'blurb'.

Suggested answers

In an article: the title, the preview, (learners might also suggest conclusions)

In a book: all of the items on the list

Reading focus 1

2 The language of titles, to attract the readers' attention, often contains groups of words with a special meaning. Here there are two examples: *to make a difference* means to have an important effect; *to be in deep water* (Activity 3) means to be in trouble or in a difficult situation (a play on words). Give these explanations (if the learners don't find them themselves) either before or after they have worked in pairs.

Answers

1 b 2 c

3 Prompt learners to use Activity 2 as a model. What is important here is the process of predicting the contents. Do not provide answers as learners will meet these titles again in Activity 4.

4 Answers

1 B 2 D 3 A 4 C

5 Recommend learners to read all the items on the list first so that they know the suggested alternatives. In discussing learners' answers you can practise the emphatic structure: *What influenced my interpretation of the titles most was ...*

6 This is a good opportunity to work on speed reading, so try to keep it as dynamic as possible.

Answers

- 1 The prospectus is about postgraduate education in the UK and is promoting different universities or programmes/courses. It is aimed at students looking for courses.
- 2 A (University of Leicester and Central Saint Martins College of Art and Design), B (University of Edinburgh), D (University of Bath). Text C is not from a university but a company, United Utilities.
- 3 C; water shortages
- 4 A, D (not C, which mentions subjects undergraduates may have studied before they come to United Utilities)
- 5 B; health practitioners from developing countries

7 Learners interpret the reference, which helps understand relations between parts of the texts.

Answers

- 1 **which** refers to being forced to choose between arts and science
- 2 **both** refers to science and art
- 3 **This** refers to the information in the second paragraph 'decision to develop the courses'
- 4 **their** (together with *they* earlier in the sentence) is connected to the word *someone*. Point out that *they* is often used in English to refer to a singular 3rd person whose gender is not known, instead of *he* or *she*.
- 5 **We** refers to water companies
- 6 **these** is used instead of *future challenges*
- 7 **this path** refers to *the area in engineering, known as water management* mentioned in the first paragraph
- 8 **which** refers to the whole of the previous phrase: *their having close relationships with industry and the public sector*
- 9 **This** refers to the preceding phrase: *departments being highly active in research*.

8 Check that learners know *however* and *therefore*.

Answers

- | | |
|-------------|---------------|
| 1 they | 4 this |
| 2 However | 5 for example |
| 3 therefore | 6 These |

Vocabulary focus

9 English tends to 'lend' to other languages vocabulary items having to do with technology, research, academy, institutions, etc. and so it is often possible to work out the meaning without referring to a dictionary. This activity can be done as a timed competition of small groups whose task is to make a collection of as many target words as possible in three minutes.

Suggested answers

talent, project, interest, basic, mentality, central, college, student, anatomy, gender, identity, online, distance, medicine, programme, academy, practical, local, engineer, traditionally, expert, company, management, decade, effect, revolution, transform, professional, academic, business, risk, geography, biology, mathematics, enthusiasm, innovative, organisation, career, industry, public, sector, real, orientated, programme, faculty, design, humanities, social, department, active, innovation (51 words)

10 Ask learners to do the gap-fill first and then check their answers in the text.

Answers

- 1 of 2 for 3 in, to 4 for 5 through

Reading focus 2

11 The main function (or purpose) of an academic text defines its structure, the author's grammar and vocabulary choices.

Answers

- 1 C (dictionary entry structure, abounds in facts, *contains information*)
- 2 E (a lot of details about the event useful for visitors, advertisement-related expressions (*you can/must book, don't miss out, book your place*), inviting expression (*please contact us ...*))
- 3 B (typical letter of request with the corresponding structure, grammar, and lexis)
- 4 A (*adhere to the following rules*, bullet points with the rules (instructions), strong modals or equivalents *must, aren't allowed, not permitted*)
- 5 A, D (same as A, but also introducing the consequences of breaking the rules)

Follow-up

12, 13 These activities can be set as homework.

Lesson 2: Virtual learning environments

Time: 90 minutes

By the end of this lesson, learners will be able to

- ➔ predict the contents of a text by its title and preview
- ➔ understand the role of the topic sentence in a paragraph
- ➔ recognise key information in academic texts

Lead-in

1 You could ask learners to do an online search for "virtual learning environment" before the lesson, so that you can start the lesson by discussing their findings. The best one will be the definition that explains what the term means and how it operates in practice.

Suggested answer

VLE is a web-based education platform aimed at enhancing learners' experience via online interactive technologies.

Reading focus

2 Accept all well-reasoned answers. You can tell learners that there is play on words in the title. 'In the Moodle' here implies being 'in the mood' for something, which hints at a positive approach to the topic. Tell learners that they only have to highlight three key words.

Suggested answers

OSS, impact, revolutionise

The article is probably about an OSS which may revolutionise e-learning.

3 Learners continue working on the title, preview and introduction.

Answers

- 1 Yes
- 2 has made a huge impact, to revolutionise e-learning, allows users to build e-learning courses and communities, the most high-profile piece of free open source software

4 Answer

complimentary

5 Work on question 1 as a class. You could invite one learner to interpret the first title, ask if everyone agrees, then read the corresponding paragraph and check if the group was right.

Answers

Pedigree: ask learners to check the meaning if learners do not know it. This key word hints that the paragraph will be about the underlying features of the OSS.

Distance learning: this expression, which will be familiar to learners, emphasises a particular strength of Moodle.

Case study: Customer 1st International: ask learners what the second part of the heading means (a company name). 'Case study' prepares the reader for analysing a specific example,

Question 2 is on topic sentences. The topic sentence normally comes first in the paragraph or shorter part of the text. You can draw learners' attention to the fact that, in each part, the first (topic) sentence contains the same words as in the subtitle.

6 Answers

1 c 2 e 3 b 4 a 5 d

7 Suggested answers

- 1 allows users to build e-learning courses and communities
- 2 easy to use
- 3 free of charge
- 4 based on pedagogical principles
- 5 users constantly perfect it thus making it alive and sustainable
- 6 communication-oriented with contents of high quality
- 7 allows to keep costs of education low
- 8 customisable
- 9 can be used to meet the needs of businesses

8 Answers

- 1 anyone
- 2 educators / people in learning and development (the people 'Moodle was developed for')
- 3 CIH
- 4 registered sites
- 5 the online course *Best Practice Guide for Customer Service Professionals*

Vocabulary focus

9 You could set up a competition between pairs. The pair that manages to create the most complete spidergrams wins.

Suggested answers

Students: self-enrol, contribute in a forum, upload an assignment, collaborate in a wiki, download documents

Teachers: present their learning resources and activities to students, enrol students manually, grade activities, add static resources to the course, track students' progress in a number of ways

10 The activity may be set as homework.

Suggested answers

Lack of social interaction with other students, higher drop-out rates, problems with course design, maintenance, rapidly changing technologies, etc.

Lesson 3: University research**Time:** 90 minutes

By the end of this lesson, learners will be able to

- ➔ identify the purpose and function of a text
- ➔ distinguish the main idea from supporting details
- ➔ find words with a similar meaning

Lead-in

1 This pre-reading activity will help you to see how much vocabulary for describing research your students know.

Reading focus 1**2 Answer**

to inform the reader of the research done in the university and to promote this research

3–4 Learners predict the contents of each part. Accept answers supported with good arguments.

5 Tell learners that more than one section may match the topics a–f.

Answers

a 1, 2 b 4 c 2, 3 d 1 e 2, 3 f 2, 4

6 This is a time-consuming activity, so it is best to assign enough time here. You can check the answers as a class, in chain.

Answers

- 1 interdisciplinarity
- 2 faculty members, scientists, researchers, graduate students, theorists, visiting scholars, post-doctoral fellows, undergraduate students, experimentalists, theorists, historians, archaeologists, philosophers, art and literary critics, linguists, recipients of the Nobel Prize for Economics
- 3 institutes, micro-biology lab, field station
- 4 to test hypotheses and theory (although this can only be inferred from the text)
- 5 the university structure of four institutes which allows a multidisciplinary approach and rapid response to world problems

Vocabulary focus**7 Answers**

One of the leading research universities; renowned for; world's most distinguished scientists; among the world's finest; at the forefront of; respond rapidly, tackling the greatest scientific questions; to allow multidisciplinary research, teaching and postgraduate training to flourish; the development of ideas, processes, materials and devices that will improve the lives of people; the Institute undertakes high-quality independent research that will assist in furthering social and economic development; prepared to inform public policy effectively.

The expressions are used to promote the university to prospective students.

8 The expressions are used to add information/details in a text.

9 Learners do the activity individually, then check as a class.

Answers

- 1 In addition to
- 2 including
- 3 as well as
- 4 in particular
- 5 both, and

10 Answers

- | | |
|----------------------|-----------------------------|
| a areas | f improve, promote, advance |
| b evolving, emerging | g exploring |
| c research | h enables |
| d tackling | i approach |
| e problems | j techniques |

11 If learners have difficulties, refer them back to the texts where the context will help them to understand the meaning. Point out that the words have a different number of possible definitions.

Answers

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

Reading focus 2

12 Extracting information from visuals may be time-consuming, so allow 2–3 minutes to study the graphs. Check if they know that the first diagram is a pie chart, and the second is a bar chart. You could refer to the section on types of visual in the Writing module, Unit 5, Lesson 1.

Suggested answer

The survey conducted among postgraduate students from different areas, as can be seen in the pie chart, is probably about their motivations for their studies.

13 Answers

- 1 learners' own answers
- 2 the original title is: A survey into the career motivations and expectations of doctoral researchers
- 3 to inform researchers about career options

14 Answers

- 1 Physical Sciences, Engineering, Biology, Biomedical Sciences
- 2 647; 1140; because respondents could select more than one reason
- 3 'Other'

Follow-up

15, 16 If you want to do Activity 15 in class, it is best to speed it up with teamwork, so put learners in small groups. In case their institution lacks a description of research effort, comprehensive enough for the activity, prepare one beforehand. Activity 15 can also be set for homework.

Unit 3: Academic publications

By the end of this lesson, learners will be able to

- ➔ identify the reader, type and purpose of academic texts
- ➔ examine features of academic texts
- ➔ understand similarities and differences between texts
- ➔ understand relations between parts of a text
- ➔ understand the structure of abstracts and popular science articles

Lesson 1: Publishing matters

Time: 135 minutes

By the end of this lesson, learners will be able to

- ➔ identify the intended readership of academic publications
- ➔ recognise elements of academic texts format
- ➔ understand the structure of an abstract
- ➔ recognise and understand compound nouns more readily

Lead-in

1 This is a lead-in activity to the whole of the unit. If time allows, divide the class into pairs and then collect opinions in plenary – this will take a little longer, or do it as a whole class activity.

Reading focus

2 This is a kind of a lead-in to the reading task that follows.

Answers

Accept all well-reasoned answers which may vary from 'a magazine mostly for women' to 'professionals, students in economics, political science, etc.'

3 Set a time limit of 3 minutes. This activity is intended to help learners to recognise the target readers of a publication and its purpose, basing their conclusions on skimming the text and paying attention to its linguistic features.

Suggested answers

Text A: readers, writers for the Journal

Text B: readers

Text C: writers, potential editors

Text D: readers and writers (draw learners attention to the use of the modal verb *should* which indicates that the text is also for potential authors of articles)

4 Answers

- 1 Text B, brackets contain specific data, details
- 2 Names of journals and their acronyms in the text, titles of articles, subtitles; to highlight them.
- 3 Titles of journals, names of subsections
- 4 In Text A, the first paragraph contains general information about the journal, and the second is mostly intended for those who want to send articles there.
In Text B, each part is numbered and performs its own function, e.g. 1 describes the reason for research. (the structure of an abstract is the topic of Activity 6 but encourage learners to start discussing it here).
In Text C, the first and second paragraphs are addressed to a potential reviewer and contain recommendations, and the third paragraph deals with one of the criteria for evaluating an article.
In Text D, the paragraphs contain information about the journal

from more general to more specific; the last two paragraphs deal with the areas of research that *Computer Monthly* focuses on (named in the headings).

5 The aim is to help learners to understand the use of pronouns as elements of text cohesion and style.

Answers

In Text A the pronoun **it** (in the second sentence) refers to the journal *Oxford Review of Education*. In Text C there is one instance of the pronoun **it** (in the second sentence under the heading *Originality*) referring to the word *article*; the pronoun **you** is used several times addressing a potential reviewer. Its use is characteristic of a fairly direct and informal style of writing.

6 Answers

The correct order is b, e, d, a, c

The abstract generally follows the standard pattern, though you can point out – or elicit from learners – that numbering parts in an abstract is not very common. Part 2 (problem) can also be described as 'statement of purpose'.

7 One of the aims of this activity is to demonstrate that abstracts may be very different in structure and style depending on the type of research described.

Answers

- 1 No. Instead of 'reason for writing' and 'problem' there is what can be called a 'statement of purpose'.
- 2 The differences are:
 - the nature of the research project described – an experiment in B vs. a review of the existing literature in E
 - B has its individual parts numbered; E is a single paragraph
 - the description of the findings in E (*20 articles were identified, most did not make a strong connection to professional identities*) may be considered part of the 'methodology/process' description; B has no methodology/process description but most of E is about it.
- 3 B is an empirical paper describing the results of field observation, and E is a theoretical paper.

8 It is important to do this activity in class (without access to dictionaries).

Answers

extant: existing. The words have similar bases and the context is such that makes the meaning transparent.

drew on: were based on, used as a source. The phrase *theories, pedagogies and learning strategies* helps with understanding the verb.

generic: general, broad. The word is part of the opposing meaning to *discipline* (specific), and it has the same base as *general* (and sounds similar).

9 You could ask learners to work in pairs for 3–4 minutes and then discuss the question in plenary.

Answers

article title, subtitles, graphics, conclusions, list of references. Learners can also mention first sentences of paragraphs – thesis statements

Vocabulary focus

10 Ask learners to work by themselves first, then in pairs.

Answers

Text A: policy makers, peer review policy, research articles, editor screening

Text B: egg production, light intensity, background noise, stress response

Text C: research question, literature search

Text D: computer science, research scale (scope and novelty), computer world, laboratory experiments, research methods,

system design, research efforts, design techniques, user interfaces, classification guidelines, interface development, laboratory tests

11 Tell learners that they need not group all the compounds; they may select those that suit the criteria they decided on.

Suggested answers

Suggested groupings may be:
 by use of the same nouns as first or second part of the combination, e.g. *system design, design technique*
 by meaning, e.g. characteristic + process, e.g. *egg production, literature search*, etc.
 by nouns denoting persons as first or second elements, e.g. *policy makers, editor screening*.

12 You could also discuss here the way the meaning of a compound changes when its parts change place, e.g. *system design* (abstract noun referring to the process) vs. *design system* (a specific type of system).

Answer

Text C contains the least, Text D contains the most. Text D is (apart from being the longest) the most technical of the texts.

13 Answer

In Texts C (novel and interesting) and D (novel interfaces) novel means 'new'.

14 Answers

- 1 issue (b in Texts C and D)
- 2 review (b in Texts A and E, c in Text C, d in Text A)
- 3 abstract (b in Text B)
- 4 field (b in Texts C and D).

Follow-up

15–17 These can be given as homework and Activity 15 done in class as a pair-work activity.

Lesson 2: Popular science articles

Time: 90 minutes

- By the end of this lesson, learners will be able to
- ➔ understand the organisation of text in a popular science article
 - ➔ recognise elements of text cohesion
 - ➔ identify essential information in a popular science article
 - ➔ recognise collocations typical of the language of science

Lead-in

1 If time allows, divide the class into pairs or groups of three, then discuss opinions in plenary – this will take a little longer. Alternatively, do it as a whole class activity.

Reading focus 1

2 Ask learners to work in pairs. At this stage, they simply sort out the parts into two articles.

Answers

Text 1 Atheists turn to science during times of stress: parts b, d, f, g
 Text 2 Take a peek inside the brain's filing cabinet: parts a, c, e, h

3 Learners continue working in pairs, then report their results to the class.

Answers

Text 1: 1 g, 2 d, 3 f, 4 b
 Text 2: 1 c, 2 e, 3 a, 4 h

Learners may be helped by: the suggested model of articles contents, repeating names, words referring to, or connected with, what was said before, e.g. **similar relief**; **the results suggest**; **Gradually, a map emerged**; **those about to race** or absence of such elements.

4 Suggested answers

Student A (Text 1): Who: team of psychologists led by Miguel Farias; What: belief in science; Where: University of Oxford; When: before a regatta / at a training session; Why: to find out how the belief system helps relieve stress; How: by asking rowers to fill in a questionnaire.

Student B (Text 2): Who: Jack Gallant with colleagues; What: the human brain; Where: University of California, Berkeley; When: recently; Why: to determine how brain organises things we see into categories; How: by scanning the brains of people being exposed to selected videos.

5 Learners do the activity working only with their completed spidergrams, without referring to the texts for information.

Vocabulary focus 1

6 Suggested answers

Planning	Process	Results
to see how ... interact Recent studies have suggested that To determine how ... works It's well known that It now seems that might do the same for	Gradually ... emerged seems to occur begun a similar study fill in a ... questionnaire gave the same test The questionnaire assessed ... levels and degrees of colleagues identified ... and recorded The team divided ...The team didn't measure	speculates that easy to interpret are grouped together gives some insight into discovered that rated ... higher than the effect was modest the findings reflect a growing body of the results suggest that appears to The method opens a new door to

Reading focus 2

7 Ask learners to write down their sentences and then share them in small groups. Answers may vary.

Sample answer

Research into gun violence has been endorsed by Barack Obama, but will the Congress approve the required budget?

8 Learners work either individually or in pairs, then report to the class.

Answers

1 c 2 a 3 b

Such elements of the sentences as in **a**: reference to *the panel*, which follows the reference to the panel in the previous paragraph; **b**: *however* and mention of *the budget* in the paragraph that follows; **c**: pronoun *that* referring to the previous description of Obama's actions.

9 Suggested answers

- paragraph 1: problem, Congress, gun laws, cash
- paragraph 2: gun violence research
- paragraph 3: priorities for investigation
- paragraph 4: previous studies, correlations, not ... causation
- paragraph 5: more rigorous research
- paragraph 6: budget, Congressional approval, controversial

Vocabulary focus 2

10 Answers

Planning: *directed ... to identify pressing questions; has given ... a list of priorities for investigation; Many previous studies have simply looked for ...; to demonstrate causation, require ... approval*

Process: *rigorous research; based on controlled trials (from 8a)*

Result: *show cause and effect (from 8a), has been controversial all along*

Follow-up

11–12 Activity 11 can be set as homework with the subsequent check (Activity 12) done in class.

Lesson 3: Research reports

Time: 90 minutes

By the end of this lesson, learners will be able to

- ➔ understand the structure of research reports
- ➔ identify the topic of a research report
- ➔ scan research reports for relevant information
- ➔ analyse use of vocabulary in report summaries

Lead-in

1 Learners need to synthesise the two definitions into a topical one.

Suggested answer

Research report – a description of a study

Reading focus

2 Learners study and complete the table with the missing parts of a research report.

Answers

- 1 Title of report
- 3 Abstract/Synopsis
- 5 Literature Review (sometimes included in the Introduction)
- 7 Results
- 8 Discussion
- 9 Conclusion
- 11 References or Bibliography
- 12 Appendices

3 Conduct this as a closed-books activity to prevent learners from using Activity 4 as a source of ideas.

4 Learners arrange the stages in the right order and check their answers in pairs.

Suggested answers

Suggested order: b, f, c, e, a, g, d

5 Encourage learners to compare and contrast their lists with the suggested list from the Adelaide Writing Centre. The differences between learners' own lists and the one from the AWC could be subject-specific approaches, different conventions for writing research reports in the country, merging two or more stages into one, simply overlooking one or more stages, etc.

6 Learners continue working in pairs.

Answers

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

7 Answer

attitudes to use of mobile phones in staff meetings

8 Learners identify and write down the sections (from Activity 2) which are missing in the report. Then ask them to identify if the order of the sections in the report follows the table in Activity 1. The results are compared in pairs.

Answers

Sections 1, 2, 5, 11, 12 are missing in the report.

The order of the sections in the report follows the one suggested in the table in Activity 2.

9 Ask learners to correct the false statements.

Answers

- 1 true
- 2 false: it is recommended that UniLab develops a company policy banning the use of mobile phones except in exceptional circumstances
- 3 false: there has been a massive increase in the use of personal mobile phones over the past five years
- 4 true
- 5 false: no personal information was collected – the survey was voluntary and anonymous
- 6 true

10 Answers

- | | |
|--------------|-----------------|
| 1 analysis | 5 opportunities |
| 2 similar | 6 programmes |
| 3 hypothesis | 7 alternative |
| 4 problem | 8 standards |

11 Encourage learners to identify in what fields the research is done. To do this, they work individually and underline the key words and phrases that help them decide. Encourage them to compare their answers with other pairs and to choose the best title for each report.

Suggested answers

- 1 A biology, B adolescence psychology, C automobile industry
- 2 A A comparison of salamanders' feeding habits
B Ways to eliminate teen gang violence
C A comparative study of environmentally friendly vehicles

Vocabulary focus

12 If learners have difficulty with the task, they can refer to the context in which the word is used.

Answers

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

13 Answers

- | | |
|-----------------|------------|
| 1 questionnaire | 4 method |
| 2 survey | 5 purpose |
| 3 findings | 6 response |

14 Learners find words which are close in meaning; if learners have difficulty, they can refer to the text once again to find the context in which the word is used.

Answers

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

Follow-up

15 This task can be done as homework. Ask learners to make a list of recommendations on writing a research report, with which they agree, to share them with the whole group in class.

Unit 4: International cooperation

By the end of this unit, learners will be able to

- ➔ consolidate the skills developed in the Reading module
- ➔ recognise the writer's intention and attitude
- ➔ identify functions of different type of text
- ➔ select and present information from different texts in the form of a table
- ➔ develop awareness of linguistic features of different genre texts on international cooperation
- ➔ understand relations between parts of a text describing grant programmes

Lesson 1: International cooperation programmes

Time: 90 minutes

By the end of this lesson, learners will be able to

- ➔ identify relations between parts of texts about international programmes
- ➔ enhance the skill of scanning for relevant information
- ➔ summarise information in the form of a table
- ➔ identify text style

Lead-in

1 Put learners into pairs or small groups. Check that learners understand *international academic cooperation*. Allow no more than 10 minutes for this activity.

Suggested answer

2 Some other forms of international academic cooperation are: exchange programmes, visiting scholars, double degree programmes, research grants, etc.

Reading focus 1

2 Answers

1 paragraph 2 starts with: *Particularly in the ...*
paragraph 3 starts with: *Higher education institutions are ...*
paragraph 4 starts with: *The overall aim of Tempus is ...*
2 Suggested answers: new topics, key words, topic sentences + supporting details, etc.

3 To suggest titles, encourage learners to identify key words in each paragraph. Accept all reasonable answers.

Suggested answers

paragraph 1: About Tempus
paragraph 2: Problems universities face
paragraph 3: Universities' key role
paragraph 4: Tempus aims

4 Answers

style: formal
language features: long complex sentences; formal vocabulary, e.g. *inception, currently, notably, crucial, enhance, capacity, reciprocal*; a lot of compound nouns

5 When discussing 2 (numbering / bullet points) you may want to point out that in the first example the numbers can be given in the body of the text, with additional information provided in brackets and the end of the

sentence (as it was done in the original text), whereas the second passage can be presented as a list.

Answers

- 1 has contributed successfully, sustainable university partnerships, enhancing, key players (and some others)
- 2 There are two sequences that would benefit from being numbered or with bullet points: the first starts with the phrase *... major challenges linked to ...*; the second starts with *The specific objectives of Tempus are as follows*
- 3 successful transition to a knowledge-based economy and society

Vocabulary focus

6 Answers

as well as, Particularly, notably, last but not least, as follows, in particular; placing information in brackets

7 Answers

- 1 notably, particularly
- 2 as well as
- 3 as follows
- 4 particularly (*in particular* is also possible, but then *in* would appear twice)

Reading focus 2

8 Answers

- a the 'People' Specific Programme and its aims
- b the topic sentence, key words

9 Answers

Information	Text A	Text B
Background of the programme	Start in 1990, new phase 2007–2013	Reference made to experiences with the Marie Curie actions and previous Framework Programmes
Territory	EU and Partner countries	Europe, European Research Area
Participants	Higher education institutions	Researchers, especially women
General aim	Creation of an area of cooperation between higher education	To develop the human potential / human resources in science and technology
Causes of existing problems	Demographic changes, global competition, changes (in science and technology, organisational and societal innovation)	—

10 Answer

c the end and the means to the end

11 Answers

- 1 The sentence beginning: *The Specific Programme aims to ...* and the sentence beginning *Efforts will also be made ...*
- 2 *by stimulating people to ...; encouraging European researchers to ...; attracting to Europe researchers ... by encouraging equal opportunities ...; by designing the actions to ensure ...; by facilitating resuming ...*
- 3 Ends are expressed by the infinitive *to ...*, e.g. *aims to strengthen*. Means are expressed by phrases with *by*, e.g. *by stimulating people*.

12 Answer

As the focus in this part of the text is on women researchers, the implication is that a) they generally have to combine work with home-making responsibilities and b) they often stop working to have babies.

Follow-up

13 This task is given as homework. Reporting on the results is done in small groups in class.

Lesson 2: Grants

Time: 135 minutes

By the end of this lesson, learners will be able to

- ➔ identify the functions of different types of texts about grant programmes
- ➔ scan tables of contents of grant documents for information
- ➔ identify the register of texts on grants
- ➔ express the main idea of a text on research ethics in one sentence

Lead-in

1 Suggested answers

All are possible, though writing a textbook is less likely to be supported by a grant.

2 Ask learners to exchange information in pairs before reporting back to the whole class.

Reading focus 1

3 Answers

A 2 B 5 C 3 D 1
not used: 4

4 Answers

Although all the texts have been taken from sites about grant programmes, their contents and style differ.
Text 1 has a question addressing a potential applicant directly with the *you* pronoun. There is a suggestion that it is a good idea to apply which briefly mentions the benefits.
Text 2 is presented as a list; each sentence starts with a verb in the imperative; the modal verb *must* is emphasised; the text contains such verbs as *encourage* and *recommend*.
Text 3 is a description (story) containing details of one person's project.
Text 4 contains information with dates; it is impersonal and formal.

5 Suggested answers

1 informed 2 given 3 begin 4 first

Reading focus 2

6 Answers

- 1 five sections
- 2 B2.5 Curriculum Vitae, B5 Ethical issues
- 3 excess pages will be disregarded
- 4 B1.3 (state-of-the-art research)
- 5 'European Charter for Researchers' and the 'Code of Conduct for the Recruitment of Researchers'

7 Draw learners' attention to the language of the text.

Answer

most of the items are noun phrases, details added with *including*.

8 A text on ethical issues will follow in Activity 12. The aim here is sensitising and note-taking.

Vocabulary focus

9 Answers

- 1 Abstract nouns are used to refer to non-tangible concepts that are common when referring to research.
- 2

-ness	appropriateness, timeliness
-ity	quality, originality, feasibility, credibility, capacity, maternity
-ology	methodology

-ship	relationship, leadership
-ence	excellence, absence
-ance	relevance
-tion	description, implementation, organisation, contribution, integration, co-operation, collaboration, dissemination, exploitation
-ment	management, arrangement, development, recruitment

3, 4 The words ending in *-ology*, and *-ship* are formed from nouns. Those ending in *-ness*, *-ity*, *-ence* and *-ance* are formed from adjectives. Those ending in *-tion* and *-ment* are formed from verbs.

10 This activity will require another round of attentive reading. Encourage learners to use the vocabulary of the text in their answers.

Reading focus 3

11 Note that *benefit/burden* is in the text and is not an item for learners to choose.

Answers

- | | | |
|--------------|-------------|--------------|
| 1 1 central | 4 submitted | 7 incomplete |
| 2 considered | 5 pose | 8 sought |
| 3 funds | 6 concerns | 9 cause |
- 2 The text is written in formal style.

12 Learners compare their predictions in Activity 8 with the ethics issues mentioned in the text.

Some of those mentioned are: *benefit/burden balance of the research activities, impact of the research in terms of human dignity, social and cultural impact, balance between the objectives and the means.*

13 Once learners have prepared their summaries, ask them to compare their answers in pairs and report back to the class.

Suggested answers

- 1 central to scientific integrity; ethics issues; aspects; clarification of; the quality of research; benefit / burden balance of the research activities; balance between objectives and means.
- 2 As ethics issues are seen as essential, proposals to the 7th Framework programme may be delayed and clarification will be sought for any incomplete proposals. In order to enhance the quality of research, applicants should consider the ethical issues.

Reading focus 4

14 If learners do not know the term *flow chart*, explain the meaning.

Suggested answers

- 1 (1) grant agreement signed by beneficiary ➔ (2) employment contract between beneficiary and grantee signed ➔ (3) grant agreement signed by REA ➔ (4) start of project (might come before stage 3 in rare cases)

15 Answer

to stress that such cases are not common, and their possible consequence needs to be clarified

Follow-up

16 This activity can be set for homework.

Suggested answers

Suggested criteria for question 2 are: relevance to learners' research interests, possible outcomes (e.g. a degree), length of the project, work conditions, travel opportunities, impact and potential in dissemination, etc.

Listening

Module 2

Unit 1: Attending a conference

By the end of this unit, learners will be able to

- ➔ use a variety of clues to predict the language and the content of listening
- ➔ extract detailed and specific information from short conversations at arrivals hall and at a hotel reception desk

Lesson 1: Arrival

Time: 45 minutes

By the end of this lesson, learners will be able to

- ➔ use a variety of clues to predict the language and the content of listening
- ➔ extract specific information from short conversations at arrival
- ➔ extract detailed information from short conversations at arrival

Lead-in

1 Encourage learners to think about their own experience and discuss the questions as a whole class. You may want to ask some additional questions below to encourage learners to contribute:

Where is the woman? (in the arrival area / at the airport)

What problem might she have? (nobody has come to pick her up)

Have you ever been in a similar situation?

What did you do then?

2 Draw a spidergram on the board and complete it with learners' ideas. Refer to the spidergrams in the Reading module, pages 30 and 44, if necessary. Make sure that the ideas listed in Suggested answers are included as they are going to be used later in the lesson.

Suggested answers

- The car is stuck in a traffic jam.
- The car has been involved in a road accident.
- The car has broken down.
- The driver is at the wrong terminal.
- The traveller is in the wrong place.
- The driver is late as he got the time wrong.

Language focus

3 Elicit two or three examples from the class and then ask learners to complete the task first individually. Make sure that the phrases listed in Suggested answers are mentioned.

Suggested answers

- a Let me introduce ... / Hello, I'm ...
- b Tell me ... / What is ...?
- c There is ... / It is ...
- d What shall I do? / Should I ...?

- e Will you ...? / Can you ..., please?
- f I'm wondering if ... / Could you ...?

4 Ⓣ2 With less confident learners you may find it necessary to pause the recording after each phrase. You could ask learners to check their spelling in an online dictionary. Answers are underlined in the audioscript below.

Audioscript Ⓣ2 (Unit 1 Lesson 1 Activity 4)

- 1 Hello, it's Kate Cornfield here.
- 2 I'm just wondering how to get to the conference.
- 3 I'll go to Terminal 1 and wait there, shall I?
- 4 I'm just wondering what I should do.
- 5 Could you please hold on a minute?
- 6 There doesn't seem to be anyone here to pick me up.
- 7 I'm just wondering where I should go.
- 8 Can you tell me where the taxi rank is?
- 9 How can I help you?
- 10 Someone was supposed to meet me at the bus station.
- 11 If you'll wait for a minute, I'll find out what the problem is.
- 12 Can you wait a little bit longer?
- 13 I've just heard that the taxi broke down on the motorway.

5 Tell learners to do the task in pairs, giving reasons for their ideas.

Answers

- a 1 b 2, 7 c 6, 10, 13 d 3, 4, 8, 9 e 11 f 5, 12

Strategy focus

6 Discuss the questions as a class before learners complete the gaps in the box.

Suggested answers

- 1 Relying on their personal experience learners are expected to predict a situation the traveller might find herself in, and vocabulary to describe the situation.
- 2 Learners are expected to predict the content of the conversations to follow and the language to express the language functions. These predictions may vary as learners have different personal and language experience.
- 3 We expect that predictions learners made in Activities 1, 2 and 3 will help them to do Activity 4.
- 4 The purpose of Activity 5 is to identify the functions of the phrases used by native speakers in the situation. Also, learners will be able to spot the differences between the phrases they suggested for the functions with those used by native speakers.
- 5 Learners' own answers.

Answers

- 1 context 2 language

Skills development focus

7 Ⓣ3 With less confident learners pause after each conversation and elicit the answer. Tell learners that one of the problems does not match any of the people.

Answers

- | | |
|------------------|----------|
| 1 Adam and Bolek | 4 Kate |
| 2 Tasha | 5 Tamara |
| 3 Reiko | 6 – |

Audioscript ③ (Unit 1 Lesson 1 Activities 7, 8)**Conversation 1**

Kate Cornfield: Hello, it's Kate Cornfield here. I've just arrived at the airport and there's no one here to pick me up, so I'm just wondering how to get to the conference.

Colleague: Hi, Kate. I have the driver waiting for you in the Arrivals area in Terminal 1.

Kate Cornfield: Well, let me see what Terminal I'm in. Oh, it's Terminal 2. So I'll go to Terminal 1 and wait there, shall I?

Colleague: Yeah, that's right. The driver has a sign with your name on it.

Kate Cornfield: OK. Thanks.

Conversation 2

Adam Murray: Hello. It's Adam Murray here. I've just arrived at the railway station and there's no one here to pick me up. I'm just wondering what I should do.

Colleague: Oh, I'm really sorry about this, Adam. Could you please hold on a minute? Adam, I've just asked the driver and he's stuck in a traffic jam. Do you mind waiting there until he gets there?

Adam Murray: Oh, not at all. I'll wait just outside the main entrance.

Colleague: Thanks.

Conversation 3

Tasha Blueberry: Hello, it's Tasha Blueberry here. I've just arrived at the bus station, and there doesn't seem to be anyone here to pick me up. I'm just wondering where I should go.

Colleague: I'm sorry, Tasha. There ought to be a driver there. Do you mind holding on while I find where they are? Oh, Tasha? I've found out that there's been a road accident and it might take hours for the driver to get to you. Would you mind taking a taxi instead?

Tasha Blueberry: OK, can you tell me where the taxi rank is?

Colleague: Sure. Go to the main entrance, you'll see a sign that says 'taxi rank'. You can get a taxi there.

Tasha Blueberry: OK. Thanks. Sounds good.

Conversation 4

Tamara Orlova: Hello! May I please speak with the manager?

Manager: Speaking. How can I help you?

Tamara Orlova: This is Tamara Orlova. Someone was supposed to meet me at the bus station to pick me up.

Manager: Where are you exactly?

Tamara Orlova: I'm by the luggage office.

Manager: Ah, I see. You should go to where you see a subway sign. They're waiting for you there.

Tamara Orlova: OK. What do they look like?

Manager: They should be holding a sign with your name on it.

Tamara Orlova: Thank you so much.

Manager: You are very welcome.

Conversation 5

Bolek Grabowski: Hello! This is Bolek Grabowski. I'm waiting at the port authority offices. I think you were supposed to send someone to pick me up.

Manager: I did send someone. If you'll wait for a minute, I'll find out what the problem is.

Bolek Grabowski: OK.

Manager: It seems that your driver is stuck in traffic. Can you wait a little bit longer? It should be no more than 20 minutes.

Bolek Grabowski: Yes, no problem.

Manager: Thank you. Have a nice day.

Conversation 6

Reiko Taketo: Hello! This is Reiko Taketo. I believe you were supposed to send me a taxi.

Manager: Hi, Reiko, I'm really sorry. I've just heard that the taxi broke down on the motorway and I need to get you another one. Would you mind waiting for a while? I'll call you back in a few minutes.

Reiko Taketo: Sure.

Manager: Reiko? Your taxi will be there in 10 minutes. You should wait for it at the main entrance.

Reiko Taketo: Thank you so much.

Manager: You're very welcome. Good luck.

8 ③ Tell learners to read the statements and note key information in them before you play the recording. Encourage learners to take notes of the information which does not support the statements while listening.

Answers:

- 1 F (she should go to Terminal 1)
- 2 F (he says he doesn't mind waiting)
- 3 F (she should take a taxi)
- 4 NG (Tamara is at the bus station and there is no mention of a flight)
- 5 NG (Bolek is at the port authority offices now. We don't know where he is going to wait)
- 6 T

Follow-up

Follow-up assignments can be used as homework. As this is the first one in the Listening module it is worth giving a comment on it. Tell learners that Follow-up activities are designed to provide them with more practice in the skills dealt with in the lesson and that learners decide by themselves how many times they would like to listen to the recordings to do the activities. The answers will usually be checked in the following lesson. Allow a minute for learners to read the instructions for Activities 9–12. Deal with learners' queries.

9 ④ Tell learners that the purpose of Activity 9 is to practise predicting responses relying on the previous context. Tell learners that not all the letters are used in each conversation and there is a short pause after the gap number. They may wish to pause the recording after the gap number to think about which answer a–k they will choose.

Answers

- Conversation 1: a 3 b 1 c – d 2
 Conversation 2: e – f 5 g 4
 Conversation 3: h 8 i – j 7 k 6

Audioscript ④ (Unit 1 Lesson 1 Activities 9, 12)**Conversation 1**

Female voice: Organising Committee. Mary Flynn speaking.

Male voice: Hello.¹ //

Female voice: How can I help you?

Male voice: I've just arrived at the railway station and ...² //

Female voice: I'm sorry, Hank. Do you mind holding on while I find out where they are? Oh, they're at Platform 1 waiting for you. Could you go there then?

Male voice:³ //

Conversation 2

Male voice: Hello. Can I speak to your manager, please?

Female voice:⁴ //

Male voice: This is Bartley Brown. I'm at the airport and there's nobody to pick me up.

Female voice: Oh, I'm really sorry about that.⁵ // ... while I check where the driver is?

Male voice: Sure.

Conversation 3. You start the conversation. Your name is Julia Gassings.

Female voice: ⁶ // I've just arrived at the airport and there's no one here to pick me up.

Male voice: Oh, I'm sorry. There ought to be a driver there. Could you please wait a bit while I check? Julia, the driver is stuck in a traffic jam, sorry. Would you mind taking a taxi instead?

Female voice: ⁷ //

Male voice: Sure. Go to the main entrance, you'll see a sign that says 'taxi rank'. You can get a taxi there.

Female voice: ⁸ //

10 Ⓢ **5** Advise learners to listen to the conversations in Activity 9 as many times as they need to do the task, and only after that do Activity 10 to check their predictions. Answers are underlined in the audioscript below; the letters indicate the letters in Activity 9 on page 62.

Audioscript Ⓢ **5** (Unit 1 Lesson 1 Activities 10, 11)

Conversation 1

Female voice: Organising Committee. Mary Flynn speaking.

Male voice: ^b Hello. It's Hank Bright here.

Female voice: How can I help you?

Male voice: I've just arrived at the railway station and ^d there doesn't seem to be anyone to pick me up.

Female voice: I'm sorry, Hank. Do you mind holding on while I find out where they are? Oh, they're at Platform 1 waiting for you. Could you go there then?

Male voice: ^a OK. Thanks.

Conversation 2

Male voice: Hello. Can I speak to your manager, please?

Female voice: ^g Speaking. How can I help you?

Male voice: This is Bartley Brown. I'm at the airport and there's nobody to pick me up.

Female voice: Oh, I'm really sorry about that. ^f Could you please hold on a minute while I check where the driver is?

Male voice: Sure.

Conversation 3

Female voice: ¹ Hello. It's Julia Gassings here. I've just arrived at the airport and there's no one here to pick me up.

Male voice: Oh, I'm sorry. There ought to be a driver there. Could you please wait a bit while I check. Julia, the driver is stuck in a traffic jam, sorry. Would you mind taking a taxi instead?

Female voice: ^k OK, can you tell me where the taxi rank is?

Male voice: Sure. Go to the main entrance, you'll see a sign that says 'taxi rank'. You can get a taxi there.

Female voice: ^h OK. Thanks. Sounds good.

11 Ⓢ **5** Tell learners that Activity 11 is similar to Activity 8. Suggest that learners first listen to identify T/F/NG statements, then listen again and take notes to correct the wrong statements.

Answers

- 1 F (he has arrived at the railway station)
- 2 F (he should go to Platform 1)
- 3 NG
- 4 T
- 5 T
- 6 NG

12 Ⓢ **4** Tell learners to practise saying the phrases from Activity 9 as much as possible to make their responses close to the speakers in terms of pronunciation, intonation and rhythm.

Lesson 2: Welcome to the Grand Hotel

Time: 45 minutes

By the end of this lesson, learners will be able to

- ➔ use a variety of contextual clues to predict phrases (collocations) typically used in a situation at a reception desk
- ➔ extract specific and detailed information from short conversations at a hotel reception desk
- ➔ recognise the function of intonation to signal the information structure of utterances (requests)

Before you start it is recommended to check the answers to the Follow-up activities in Lesson 1. You could give the keys to Activities 9 and 11 for learners to compare. Discuss if necessary. To check Activity 12, arrange pairs and allow 2–3 minutes to practise the conversations.

To make feedback available to every learner in Activity 12, you could ask learners to use a recording device (a mobile phone, an iPad, any other recorder) to record their conversations for you to listen to them and evaluate in terms of pronunciation and intonation later.

Lead-in

1 Do this activity as a brief warm-up. Elicit as many ideas as possible.

Language focus

2 Ask learners to look at the example in item 1. Elicit one or two examples for item 2 from the class and then ask learners to work in pairs.

Suggested answers

- 2 When you sign something, you write your name to show that you agree with rules.
- 3 When you say I'm just wondering, you are going to ask a question.
- 4 When you ask if something is available you want to know if you can buy or use it.
- 5 When someone makes a booking they reserve a room in a hotel, a seat on a plane, etc.
- 6 If there is an extra charge, it means you have to pay more.
- 7 You check out when you leave a hotel.
- 8 You need directions, when you have lost your way.

Skill development focus

3 Ⓢ **6** Explain to learners that they have to write in from one to three words in each gap. You may want to play the recording one more time, pausing after each phrase to check. Answers are underlined in the audioscript below.

Audioscript Ⓢ **6** (Unit 1 Lesson 2 Activities 3, 4, 8)

Receptionist: Hello. Welcome ¹ to the Grand Hotel. Can I help you?

Keith Clemens: Yes, my name is Keith Clemens and I have a reservation here.

Receptionist: OK, Mr. Clemens, so you have a double room for three nights.

Keith Clemens: That's right.

Receptionist: Could you fill out ² this form with your details and car registration number, please?

Keith Clemens: Yes, no problem.

Receptionist: Thank you. You're in room 203 on the second floor. Here's your key card. Just insert it into the slot and then pull it out again, and the door should open.

Keith Clemens: OK. Thanks. Great. *I'm just wondering if there's access to ³ the internet in the room.*

Receptionist: Yes, there is.

Keith Clemens: OK. Great. And is there a business centre I could use?

Receptionist: Yes, certainly. We have one available 24 hours a day. Just let me know when you need it and I will make the booking.

Keith Clemens: OK. Is there an extra charge for that? And how will I pay for it?

Receptionist: Yes, there is. You can pay for it when checking ⁴ out, with cash or credit card.

Keith Clemens: OK. Great. *Does your restaurant here serve ⁵ vegetarian food?*

Receptionist: Yes, it does.

Keith Clemens: I'm meeting with the conference organising committee now. *Can you give me directions to the meeting room?*

Receptionist: Of course. They're meeting in room 17. There are ⁶ signs to all the conference meeting rooms. Just follow those signs.

Keith Clemens: OK. Thanks.

4 Ⓣ6 It is important for learners to realise that although all the topics listed in the activity are mentioned in the conversation, not all of them are 'the information the traveller requests'.

Answers

3, 5, 6, 8

Strategy focus

5 Ⓣ7 If necessary explain that a *request* is 'a question which politely or officially asks for something' (Cambridge Advanced Learner's Dictionary Online). Encourage learners to give reasons for their answers but do not give the correct answers. Then play the recording and check the answers. Answers are underlined in the audioscript below. In feedback, point out that in this context 'I saw a sign for the gym' means that the speaker is asking about the gym.

Answers

2, 3, 5, 6

Audioscript Ⓣ7 (Unit 1 Lesson 2 Activities 5, 7)

Receptionist: Good afternoon. Welcome to the Tower Hotel. How can I help you?

Park Lee: Hi. I'd like to check in. I have a reservation.

Receptionist: OK. What's your name, please?

Park Lee: Park Lee.

Receptionist: OK. Can I see your passport, please?

Park Lee: Sure. Here you are.

Receptionist: Thank you. Are you here with an organisation?

Park Lee: Yes, I'm with the International Conference on Teaching and Learning.

Receptionist: OK, thank you. Would you mind completing and signing this registration form, please?

Park Lee: Certainly.

Receptionist: Thank you. There are a few things you should know about the hotel. No smoking, please, and we would be grateful if you would keep the noise level down after 11 pm.

Park Lee: Of course.

Receptionist: Thank you. And here's your key card. You're in room 404 on the fourth floor. Please, let me know if you have any problems. Can I help you with anything else?

Park Lee: Yes. I'm wondering if there is wi-fi in my room.

Receptionist: Yes. We have wi-fi in all rooms.

Park Lee: Oh, fine. Thank you. And I need to do some ironing. Do you have an ironing room?

Receptionist: Oh, yes. If you call Housekeeping, they'll do it for you or you can use Room 907, which has all you need for ironing.

Park Lee: I see. And there is a café in the hotel, isn't there?

Receptionist: Yes. There's a café on the ground floor, and a restaurant on the top floor.

Park Lee: Thank you. Oh and one more thing. I saw a sign for the gym ...

Receptionist: Yes, we have a fully-equipped gym. It's open from 6 am till 11 pm. There's a small extra charge for using it.

Park Lee: Great. Thank you.

Receptionist: You're welcome.

6 Suggested answers

- 1 a statement, a question
- 2 a speaker asks for some information / wants to get information
- 3 1 context 5 question
- 2 language 6 rising
- 3 who 7 wondering
- 4 requested

Follow-up

7 Ⓣ7 The requests are underlined in the audioscript.

8 Ⓣ6 The phrases are in italics in the audioscript

Lesson 3: I seem to have a problem

Time: 45 minutes

By the end of this lesson, learners will be able to

- ➔ predict the content of listening relying on the situation and learners' personal experience
- ➔ extract gist and relevant information from short conversations on the phone
- ➔ infer information based on what learners heard
- ➔ follow a partner in conversations

Lead-in

1 Arrange a brief whole class discussion. You may want to provide learners with language support. Write on the board:

I am likely to use the in-room safe because I have some important documents with me.

2 Answers

All the situations, except Situations 2 and 4.

In situation 2 a traveller usually puts a sign on the door.

Situation 4 cannot be solved only on the phone as in this case, one has no access to the phone.

Skills development focus

3 Ⓣ8 Play the recording once and ask learners to explain what helped them to choose the right situations. Answers are underlined in the audioscript below. When learners have finished, you could discuss what someone might say in the two situations that do not arise in the recording (1 and 5).

Answers

A 2 B 4 C 3

Audioscript 8 (Unit 1 Lesson 3 Activity 3)

- A:** Hi, there. It's Kate Wince. I'm in room 840. I'm just wondering ... How can I get my laundry done?
B: Oh, hi, there. It's Jane Oland in room 844. I seem to be having a problem getting an internet connection in my room.
C: Oh, hi, I seem to have locked myself out of my room.

4 Encourage learners to make predictions about the way the situations might develop, for example:

- send someone to solve the problem
- explain what to do/give instructions
- explain why the problem might have arisen
- ask the guest for personal details

Listening for relevant information

You may want to explain the meaning of the word *relevant* as 'related or useful to what is happening or being talked about'. (Cambridge Advanced Learner's Dictionary Online).

5 9 Print out the cards and answer sheets on page 18. Give each learner a card (A, B or C). Play the recording. Ask learners to listen to all three conversations, but answer the questions only on their card (A, B or C). Put learners into three groups (A, B and C) and give each learner an answer sheet. Ask learners to compare their answers and fill in one part of the answer sheet (A, B or C). Do not check the answers as a whole class at this stage.

Answers

Card A Room number: 840 1 c 2 b 3 b 4 c	Card B Room number: 844 1 b 2 c 3 b 4 c	Card C Room number: 817 1 c 2 a 3 b 4 a
--	--	--

Audioscript 9 (Unit 1 Lesson 3 Activity 5)

- A**
Kate Wince: Hi, there. It's Kate Wince. I'm in room 840. I'm just wondering ... How can I get my laundry done?
Receptionist: OK. In your wardrobe you'll see a bag that says LAUNDRY on it. Put your washing in that, leave it by the door in the morning and the housekeeper will pick it up. It will be returned in the evening.
Kate Wince: Oh, great! Thanks. Easy.
- B**
Jane Oland: Oh, hi there. It's Jane Oland in room 844. I seem to be having a problem getting an internet connection in my room.
Receptionist: That might be because the internet access you paid for has run out.
Jane Oland: No, I haven't used all the time yet in my room, and I don't want to pay for it if it's not working. What do you suggest?
Receptionist: Have you checked the network settings?
Jane Oland: Yes, the settings are all OK.
Receptionist: OK. I'll send a technician to you straight away then.
Jane Oland: Thank you.
- C**
Susan Dale: Oh, hi. I seem to have locked myself out of my room. And my key card is still in the room.
Receptionist: OK. What's your name?
Susan Dale: Susan Dale.
Receptionist: Ms Dale, right. And what's your room number?
Susan Dale: 817.
Receptionist: OK, I'll send someone up with you to let you into your room.
Susan Dale: OK, thanks

6 Ask learners to form new groups (Learner A+ Learner B+ Learner C). Tell learners that they will have to elicit the information about the other two conversations they heard in Activity 5 from their partners. Ask learners to read the two other parts of the answer sheet, ask questions for the missing information and complete the answer sheets.

Answers

Card A Room number <u>840</u> 1 The receptionist sent a <u>housekeeper</u> to solve the problem. 2 The guest should <u>find a bag</u> . 3 The guest should leave the laundry bag <u>by the door</u> . 4 The laundry will be returned <u>in the evening</u> .
Card B Room number <u>844</u> 1 The receptionist sent a <u>technician</u> to solve the problem. 2 The guest should <u>check the network settings</u> . 3 The way the receptionist explains the disconnection is that <u>the guest has exceeded the limited time</u> . 4 The real reason of the disconnection is <u>not mentioned</u> .
Card C Guest name <u>Susan Dale</u> 1 In the situation the receptionist <u>shows understanding and encourages the guest</u> . 2 To help the guest the receptionist <u>sends someone to sort it out</u> . 3 The guest should <u>give personal details</u> . 4 The receptionist asks the guest for her <u>name and room number</u> .

7 Encourage learners to give evidence for their answers using the information from the answer sheets they completed. Then, check the answers as a whole class.

Answers

- 1 Nobody, as in all three situations the receptionist promises to send someone to help the guests.
- 2 All of them because their room numbers are 840, 844, 817.
- 3 Kate Wince: she should find a laundry bag, put her washing in it and leave it by the door.
- 4 Jane Oland: this might be because at this moment the access to the internet is on limited time, and the guest might have exceeded the time limit.

Strategy focus

8 Encourage learners to compare their answers in pairs first and give reasons for the answers by referring to a particular activity in the lesson. Ask learners in which activities they used each strategy. Then, check the answers as a whole class.

Answers

- 1 T (e.g. Activities 3 and 4, Activity 7)
- 2 T (e.g. Activity 4, Activity 7)
- 3 T (e.g. Activities 3, 4 and 7)
- 4 F
- 5 T (e.g. Activities 4 and 7)
- 6 F

Follow-up

9 10 Recommend learners to play the recording once to say what is happening in each situation, then play it again to answer the questions. Answers are underlined in the script below.

Audioscript 10 (Unit 1 Lesson 3 Activity 9)

Conversation 1

Guest 1: Who can I speak to about having some clothing washed?

Receptionist: Hi, we have a laundry service that can pick your clothes up by 11 and have them dried by 11 the next morning.

Guest 1: Oh, great. Thank you so much.

Receptionist: Very welcome.

Conversation 2

Guest 2: Hi, I'm really sorry to bother you, but I seem to have locked myself out of my room.

Receptionist: Do you have any identification with you?

Guest 2: I don't. My identification is in my locked room.

Receptionist: I see. Well, let me see what we can do. One moment, please. Well, I can make you a temporary card, but it will only be good for about 24 hours.

Guest 2: That's fine. I really don't even need you to do that.

I just need someone to open my door now. I can show you my ID once we are in the room. My key is actually still in the room as well.

Receptionist: Ah, I see, well, I'll send someone with you then. He'll check it out.

Guest 2: Great. Thank you.

Receptionist: You're welcome.

10 © 11 To imitate a real-life situation, recommend learners to play the recording only once. There is a beep signal in the recording which is indicated with a // in the script below after each speech of the receptionist. Learners can pause the recording after the beeps to have more time to give their answers. You may want to check the activity in the following lesson by asking a confident learner to speak in the pauses for the guest. Ask the class to follow the conversation and say if all of the guest's responses were correct. Encourage learners to provide reasons for their answers. Answers are underlined in the audioscript below.

Audioscript © 11 (Unit 1 Lesson 3 Activity 10)

Guest: Hi, I'm calling from room 23. We seem to have a problem with our internet.

Receptionist: Are you able to connect to the internet?

//

Guest: No, there's no connection at all.

Receptionist: OK, have you been on the internet today?

//

Guest: Yes, all morning.

Receptionist: Ah, we do have a time limit for the internet.

You get three hours of free internet to use per day. And if you exceed the time limit, you have to pay for the internet after that.

//

Guest: Oh, I see.

Receptionist: Would you like to pay for extra usage?

//

Guest: Yes, how much is it?

Receptionist: Six euros per hour.

//

Guest: OK. Do I have to pay now?

Receptionist: No, your total usage will be added to your bill.

//

Guest: That's fine. Can I connect to the internet again straight away?

Receptionist: Yes, just enter your password and you should be connected.

Cards for Activities 5, 6, 7 (Listening Module, Unit 1 Lesson 3)

Card A: (Conversation A)

Guest's name: Kate Wince Room number _____

- Who did the receptionist send to solve the problem?
 - an engineer
 - a technician
 - a housekeeper
- What should the guest do?
 - find a wardrobe
 - find a bag
 - find the laundry
- Where should the guest leave the laundry bag?
 - on the bed
 - by the door
 - in the wardrobe
- When will the laundry be returned?
 - in the morning
 - in the afternoon
 - in the evening

Card B: (Conversation B)

Guest's name: Jane Oland Room number _____

- Who did the receptionist send to solve the problem?
 - an engineer
 - a technician
 - a housekeeper
- What should the guest do?
 - try to get a connection to the Wi-Fi router
 - check the password for the Wi-Fi connection
 - check the network settings
- How does the receptionist explain the disconnection?
 - the guest should pay for the service first
 - the guest has exceeded the time limit
 - the settings might be wrong
- Which of the causes above is the case in the conversation?
 - all of the above
 - none of the above
 - one of them

Card C: (Conversation C)

Guest's name: Susan Dale Room number _____

- How does the receptionist behave in the situation?
 - gives instructions on what to do in the situation
 - gets nervous because she is new to the job
 - shows understanding and encourages the guest
- What does the receptionist do to help the guest?
 - sends someone to sort it out
 - personally lets the guest into the room
 - makes a temporary key
- What should the guest do?
 - show her identification
 - give personal details
 - wait till the receptionist checks what can be done
- What does the receptionist ask the guest for?
 - her name and room number
 - her name and ID card
 - her name and credit card

Answer sheets for Activities 5, 6, 7 (Listening Module, Unit 1 Lesson 3)

Answer sheet A

Guest name Kate Wince

Room number _____

- The receptionist sent _____ to solve the problem.
- The guest should _____
- The guest should leave the laundry bag _____
- The laundry will be returned _____

Answer sheet B

Guest name Jane Oland

Room number _____

- The receptionist sent _____ to solve the problem.
- The guest should _____
- The way the receptionist explains the disconnection is that _____
- The real reason of the disconnection is _____

Answer sheet C

Guest name Susan Dale

Room number _____

- In the situation the receptionist _____ (describe his behaviour)
- To help the guest the receptionist _____
- The guest should _____
- The receptionist asks the guest for _____ and _____

Unit 2: Troubleshooting

By the end of this Unit, learners will be able to

- ➔ use a variety of clues to predict the content of listening
- ➔ recognise the communicative functions of utterances according to situations, participants and goals
- ➔ extract specific and detailed information
- ➔ infer the meaning of unknown words from a listening text

Lesson 1: Is there any technical help?

Time: 45 minutes

By the end of this lesson, learners will be able to

- ➔ use a variety of clues to predict the linguistic content of listening
- ➔ recognise the communicative functions of utterances according to situations, participants and goals
- ➔ extract detailed and specific information from conversations about technical problems

Lead-in

1 Encourage learners to think about their own experience while discussing the questions.

Language focus

2 Elicit two or three examples from the class. Then, ask learners to make a list of possible phrases in pairs. To check the activity, project the grid on the screen and tick the appropriate boxes as learners suggest their answers.

Answers

	socket	laptop	IWB	memory stick	extension lead
1 to stop working	✓	✓	✓		
2 to set up		✓	✓		✓
3 to use	✓	✓	✓	✓	✓
4 to show			✓	✓	
5 to have a picture on			✓		
6 to recognise				✓	
7 to plug in	✓	✓	✓		✓
8 to put in				✓	
9 to have got a virus		✓		✓	
10 to check	✓	✓	✓	✓	✓
11 to save something on		✓	✓	✓	
12 to reboot		✓			
13 to connect up		✓			✓
14 to switch on/off		✓	✓		✓

3 ☉ **12** Play the recording once. You may want to allow a few minutes for learners to practise the vocabulary. Answers are underlined in the audioscript below. Once they have completed the listening task, ask learners to use the phrases from Activity 2 to describe any problems with equipment they have ever had.

Audioscript ☉ **12 (Unit 2 Lesson 1 Activity 3)**

- 1 Look. My computer has just stopped working.
- 2 Have you already tried to reboot the laptop?
- 3 They say they didn't plug the projector in the socket.
- 4 Can you connect this extension lead up for me?

- 5 I've saved my presentation on my memory stick.
- 6 Will you help me to set the IWB up?

Skill development focus

4 ☉ **13** Play the recording once making pauses after the signals (indicated by // in the script below). Elicit learners' answers as a class. Play the recording on for learners to check their predictions.

Audioscript ☉ **13 (Unit 2 Lesson 1 Activity 4)**

Presenter: Hi. Are you the IT technician?

Technician: Yes, I am. Can I help you?

Presenter: I hope so. I'm just about to start my presentation and the laptop // has suddenly stopped working. My battery was low so I plugged the laptop into the socket. Can you have a look at it for me?

Technician: OK, I'll see what I can do. Wait a minute. I'll try to // reboot it. Oh, it's switched itself off again. Something's not working. Let's look at // the connections. There might be a fault in // the socket. We need //an extension lead to use another socket.

Presenter: Have you got one?

Technician: Yes, there's one here. OK, I'll // connect it up. Yes, it's working now.

Presenter: Thanks, I really appreciate your help.

Technician: My pleasure.

5 ☉ **14** Elicit from the class two or three examples of phrases which can express the first function. Allow some time for learners to work in pairs and predict possible phrases for the rest of the functions. Play the recording.

Answers

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

Audioscript ☉ **14 (Unit 2 Lesson 1 Activities 5, 6)**

1 I'll see what I can do.

2 Are you the IT technician?

3 My pleasure.

4 Let's look at the connections. There might be a fault in the socket. We need an extension lead to use another socket. OK, I'll connect it up.

5 Can you have a look at it for me?

6 Thanks. I really appreciate your help.

6 ☉ **14** Tell learners to write down the exact words (from 1 to 4) used by the speakers. Allow some time for learners to compare the answers in pairs. You might find it necessary to play the recording twice. Answers are underlined in the audioscript above. To check the activity you might want to project the utterances on the screen for learners to compare and check the spelling.

7 ☉ **15** Play the recording once for learners to understand the whole conversation. Then play it a second time for them to identify the functions in Activity 5.

Answers

- | | |
|-------|-------|
| a Yes | d No |
| b Yes | e Yes |
| c Yes | f No |

order of functions: checking someone is the right person to help with a problem, asking for help, showing readiness to help, offering help, expressing gratitude, asking for help again, showing readiness to help, expressing gratitude
Learners might say that though both conversations in Activities 5 and 7 are about problematic situations that can occur before a presentation, their structure is different.

Audioscript ⑩15 (Unit 2 Lesson 1 Activities 7, 8)

Presenter: Oh, hello. Are you in charge of the equipment for this room?

Technician: Yes, I am.

Presenter: Can you help me? There isn't a laptop here for my presentation.

Technician: Hmm. I don't have it on the list of equipment ordered. But I can lend you my laptop. You can return it after the session.

Presenter: Thanks, that would be great. I'm sorry I didn't request one.

Technician: That's OK. Here you are.

Presenter: Thanks. Er, I'm not sure how to set up your laptop or connect it to the projector. Can you help me with that?

Technician: Don't worry. I'll ask the IT technician to set it up for you.

Presenter: Thanks a lot.

8 ⑩15 Ask learners to think of the possible ways to fill in the gaps from memory. There are 2–4 words in each gap. Allow learners to compare their answers in pairs. Play the recording once, then check the answers as a whole class.

Suggested answers

- | | |
|----------------------|-----------------------|
| 1 for a computer for | 3 set the computer up |
| 2 equipment ordered | 4 to set it up |

9 Tell learners to do the activity in pairs. Check as a whole class.

Answers

- | | |
|--------------|-----------|
| 1 hear | 4 next |
| 2 understand | 5 explain |
| 3 Why | |

Follow-up

10 ⑩16 Remind learners that while doing the activities they should rely on the skills practised in the lesson. Tell learners they can pause the recording after beep signals to have more time to make their predictions. // in the script below indicates a beep followed by a short pause.

Audioscript ⑩16 (Unit 2 Lesson 1 Activities 10, 11, 12)

Presenter: Hi, is there an IT technician in this room?

Technician: Yes, that's me.

Presenter: Great! I've got to start a session in about ten minutes time and the laptop // doesn't recognise my memory stick.

Technician: OK, I'll tell you what we can do. We'll use // another laptop. Let's just plug this one in. We'll change the leads over.

Presenter: Any luck?

Technician: Let me just // put the memory stick in. Oh, that's the problem. // You've got a virus!

Presenter: Oh, you're joking!

Technician: No, you really have. Do you have another // backup of any sort for your presentation?

Presenter: No. No!

Technician: This laptop isn't going // to open your presentation.

Presenter: Oh, I've got // the presentation in my email. Is there an internet connection in this room?

Technician: Oh, yes. You can log on to our network. Just a minute. Here's // the password. It's 'lemontree1'.

Presenter: L-e-m-o-n-t-r-e-e-1. Yes, OK, I'm just getting into my email. Ah, there it is.

Technician: Great. Can you open it OK?

Presenter: Yes, and it's just // downloading now. That's it! I've saved it to the desktop. And it opens OK. Thank you so much!

Technician: My pleasure.

Presenter: I'm really sorry for the delay in starting the presentation.

Technician: That's OK.

11 ⑩16 If learners do the Follow-up as homework, recommend that they listen to the recording twice. You may wish to do the activity in class. First play the recording for learners to identify the T/F statements, then to take notes to correct the wrong statements.

Answers

- 1 F (it will start in about 10 minutes.)
- 2 T
- 3 F (he changes the leads to check the memory stick)
- 4 F (the memory stick has a virus)
- 5 F (the presenter needs the internet connection to get the presentation from his email)
- 6 T
- 7 T

12 ⑩16 Recommend learners to listen for the first time and count the number of missing words. Then, listen again and write them down. Answers are underlined in the audioscript above.

Lesson 2: Are you in charge here?

Time: 45 minutes

By the end of this lesson, learners will be able to

- ➔ use the context to predict the content of listening
- ➔ extract specific information from conversations describing a process of dealing with a technical problem
- ➔ work out the strategy to infer the meaning of unknown words from context

Lead-in

1 ⑩17 Play the recording for learners to match what they hear to the statements a–c.

Answers

- 1 b 2 c 3 a

Audioscript ⑩17 (Unit 2 Lesson 2 Activity 1)

- 1 You know an IWB is quickly becoming a common tool in many classrooms. I think the whiteboard is an extension of teaching capacity.
- 2 I think that IWBs are not, in themselves, interactive. Actually it's a person's ability to interact with the IWB. For most people that one person is the teacher. A well-trained teacher is able to make an IWB interactive.
- 3 I'm sure the Interactive White Board is interactive by its very nature. It can be an interactive learning tool with images, sounds, video, text, multimedia and other resources.

2 Hold a brief class discussion.

Listening for specific information

3 ⑩18 Play the first part of the recording once. Stop the recording where // appears in the script. Check the answers as a whole class.

Answers

- | | |
|----------------------------|-------------------|
| 1 Yes, he has. | 3 a few minutes |
| 2 The IWB stopped working. | 4 No, she hasn't. |

Audioscript ⑩18 (Unit 2 Lesson 2 Activities 3, 5, 11)**Presenter:** ¹ Excuse me. Are you in charge of this room?**Technician:** Yes, I am. Can I help you?**Presenter:** I hope so. You see, the IWB has just stopped working. ² Can you advise me what to do?**Technician:** ³ Are you giving a presentation soon?**Presenter:** Yes, I am, in a few minutes.**Technician:** Oh, dear. ⁴ There's nothing I can do by myself about the IWB. We can set the data projector up with the screen. It can be ...

//

Presenter: I'm sorry, but ⁵ I really need the IWB urgently. I have interactive activities in the presentation and it involves the participants being able to use the board.**Technician:** So you want them to actually come and do things with the board?**Presenter:** Yes.**Technician:** OK, the only alternative I can suggest it is that we move you to the room next door. I know that it's free because somebody cancelled. ⁶ Would it be OK with you if we changed the room?**Presenter:** ⁷ Yes, absolutely. That's a great solution. Thank you very much. We can just tell the participants to move to the next room. It would be perfect. ⁸ Could you put a note on the door about the room change for anyone who is late?**Technician:** ⁹ Yes, sure. No problem.**Presenter:** Good. Thank you.**4** Put the list of learners' ideas on the blackboard. Do not check them at this stage.**5** ⑩18 Play the rest of the recording once, starting after the sign // in the audioscript above. Check ideas as a whole class. You might want to discuss what helped learners to make the right guess.**Answer**

They moved the presentation to the room next door.

6 Put learners' ideas on the board. Do not check the activity at this stage.**7** ⑩19 Play the recording once, stopping where the sign // appears in the script below. Check ideas as a whole class.**Answer**

The picture is on the desktop but there is no picture on the screen.

Audioscript ⑩19 (Unit 2 Lesson 2 Activities 7, 8)**Presenter:** Excuse me. Are you the person in charge of this room?**Technician:** Yes, I am.**Presenter:** I'm afraid I've got a problem and I don't have much time. There's a picture on the desktop of my laptop, but it won't show on the screen. Can you help?**Technician:** Yes it's a common problem. I'll check.

//

Technician: Sorry, there's nothing I can do immediately. I've asked a technician to come and help. You're going to have to wait for a few minutes.**Presenter:** OK. Another thing: have you got a remote control with a digital pointer?**Technician:** I think we've got one of those in here. Yes, here we are. Let me see if it's working. Oh, here's the technician now. This is Jenna Wade.**Jenna:** Hi.**Technician:** Jenna, we've got a problem: there's a picture on the desktop but not on the screen. Can you help?**Jenna:** No problem.**Presenter:** Everybody, would you mind just waiting for a couple of minutes while we fix this technical hitch and then we'll be ready to start?**8** ⑩19 Encourage learners to make predictions about the way the conversation may develop. Tell learners not to worry about the wording of the answers. Play the whole recording.**Answers**

- 1 checks and then asks a technician to come and help
- 2 a remote control with a digital pointer
- 3 looks for and finds a remote control in the room
- 4 a technician, Jenna Wade
- 5 to put this technical hitch right

Strategy focus**9** ⑩20 Refer learners to the last question in Activity 8 (why they ask the audience to wait for a couple of minutes).**Answers**

- 1 we fix this technical hitch
- 2 The computer starts working properly.
- 3 noun
- 4 b

Audioscript ⑩20 (Unit 2 Lesson 2 Activity 9)**Technician:** Oh, here's the technician now. This is Jenna Wade**Jenna:** Hi.**Technician:** Jenna, we've got a problem: there's a picture on the desktop but not on the screen. Can you help?**Jenna:** No problem.**Technician:** Everybody, would you mind just waiting for a couple of minutes while we fix this technical hitch and then we'll be ready to start?**10** Encourage learners to give evidence for their answers.**Answers**

- 1 T 2 T 3 T

Follow-up**11** ⑩18 Deal with any of learners' queries about the meaning of the statements. Suggest learners listen to the recording twice. Answers are underlined in the audioscript in Activity 3.**Lesson 3: Is the problem solved?****Time:** 45 minutes

By the end of this lesson, learners will be able to

- ➔ follow a spontaneous conversation with a partner about a technical problem
- ➔ extract specific information from conversations with a partner

Lead-in**1** Ask learners to answer the questions in pairs first. Then, briefly discuss them as a whole class.**2** Ask two pairs of learners to act out their conversations for the class. Do not correct any mistakes at this stage.

Suggested answers

A

Presenter: I've got a problem. There's no signal with this computer. Are you able to help?

Technician: Oh, yes, I think I can help. Let's check the connection between the computer and the monitor.

B

Presenter: I've got a problem. My mouse has stopped working. Can you help?

Technician: I think I can help. Let's check if the computer recognises the mouse. You need a special program to download this mouse. It'll take some time.

Listening for specific information

3 ㊦ **21** Play the recording. Allow some time for learners to compare their answers in pairs. Then, check the answers as a class.

Answers

	object	problem	solution	who helped
1	mouse	there isn't one and the touchpad isn't comfortable to use	the person in charge goes to look for one	a person in charge
2	screen	there isn't one and the presenter needs it in 10 minutes	the person in charge offers to bring one from next door	a person in charge

Audioscript ㊦ **21** (Unit 2 Lesson 3 Activities 3, 8)

Conversation 1

Presenter 1: Hi, I've got a problem. There's no mouse with this computer. And I'm afraid it's not very comfortable for me to use only the touchpad. Are you able to help?

Technician: Yes, I think I probably can. It might take me a little time to find a mouse, though, so if you can wait for a couple of minutes, I ...

Presenter 1: That's OK. I've got a few minutes. Thank you. I'll wait here while you go and look.

Conversation 2

Presenter 2: Hi, I've got a problem. I'm giving a presentation soon, but there's no projector screen. I'm due to start in about ten minutes. Can you help?

Technician: Yes, that's what I'm here for. If you can wait a moment, I do know that the screen was used in the next room in the previous session. I'll go and see if it's still needed. If it's not, I'll bring it in straight away.

Presenter 2: OK, thank you. I've only got ten minutes though. So I'll need it as soon as possible so I can prepare.

Technician: I'll do my best.

Presenter 2: Thanks.

4 Tell learners to write down all the ideas that come up at this stage. You might want to complete the spidergram on the board for learners to have a visual support for further activities.

Suggested answers

a laptop has stopped working; a computer doesn't recognise a mouse; a socket doesn't work; a memory stick has got a virus; a computer needs to be rebooted; can't connect a computer up; can't switch a projector on/off; an extension lead is needed, etc.

5 Ask learners to work in two groups and write down the phrases which can be used to discuss the problems they identified in Activity 4.

6 Put learners into pairs. Ask them to choose one problem from the spidergram and role-play the situation. You could ask learners to role-play several situations, each time with a new partner.

7 Ask learners to role-play as many situations as time allows.

Follow-up

8 ㊦ **21** To check the activity, project the right answers on the screen in the following lesson and allow some time for learners to correct their answers.

Answers

Function	Conversation 1	Conversation 2
explaining the problem	There's no mouse with this computer.	I'm giving a presentation soon, but there's no projector screen.
asking for help	Are you able to help?	Can you help?
agreeing to help	Yes, I think I probably can help.	Yes, that's what I'm here for.
explaining the situation	It might take me a little time to find a mouse.	I'll go and see if it's needed. If it's not, I'll bring it in straight away.
approving of the actions of a person in charge	That's OK.	OK, thank you.
thanking the person for their help	Thank you.	Thanks.

Lesson 4: Good news... Bad news...

Time: 45 minutes

By the end of this lesson, learners will be able to

- ➔ infer the meaning of unknown words from context
- ➔ extract gist and specific information from announcements at a conference
- ➔ differentiate between similar sounding numbers relying on stress
- ➔ extract information expressed by numbers from announcements

Lead-in

1 Encourage learners to describe their experience.

2 Allow learners to discuss the questions in pairs. Then, elicit the answers as a whole class.

Language focus

3 ㊦ **22** Tell learners that it is important to listen carefully to numbers as it can be difficult to distinguish numbers that sound similar. Play the recording once for learners to decide which of the numbers in each pair they hear twice in each group of three.

You may want to encourage learners to practise pronunciation of the numbers. Play the recording again. Ask learners to listen and repeat the numbers after the speaker.

You may want to practise identifying strongly stressed syllable in each word. Ask learners to say the numbers and knock on the table in time with the stressed syllables.

Audioscript ㊦ **22** (Unit 2 Lesson 4 Activity 3)

- 1 twelve, twelve, twenty
- 2 thirty, thirteen, thirty
- 3 fourteen, fourteen, forty
- 4 fifty, fifteen, fifty
- 5 sixty, sixteen, sixty

- 6 seventeen, seventeen, seventy
- 7 eighteen, eighteen, eighty
- 8 ninety, nineteen, ninety

Strategy focus

4 **23** Play the recorded extracts one by one.

Answers

- 1 a pay the conference fee
b it can be paid
c yes
d some amount of money to pay for your participation
- 2 a pay the fee to our treasurer
b count money
c noun
d a person who receives money/fee, and who counts money
- 3 a postponement of the keynote speaker's talk
b her flight was delayed
c today
d yes, tomorrow
e act of putting a planned event off to a future time
- 4 a cancellation of today's session
b The presenter was suddenly taken ill and cannot take part, so a *session* is something a presenter will take part in.
c the act of deciding that an organised event will not happen

Audioscript **23 (Unit 2 Lesson 4 Activity 4)**

- 1 The fee for attending our annual conference is €90. You must pay the conference fee when you register.
- 2 If you would like to register for the conference today, you can go to room A295 and pay the fee to our treasurer.
- 3 We are sorry to announce the postponement of the keynote speaker's talk. Her flight has been delayed. She was due to give her talk today at 9.30, but now you can hear her tomorrow at 2.00.
- 4 This is to inform you about the cancellation of today's session. The presenter has been taken ill suddenly and we have no time to find a replacement.

Skill development focus

5 **24** Play the recording. Allow some time for learners to check the answers in pairs. Encourage learners to explain what helped them to identify the purposes of the announcements.

Answers

- 1 c 2 b 3 d 4 a 5 e

Audioscript **24 (Unit 2 Lesson 4 Activities 5, 6)**

- 1 Our treasurer is not going to be here today. So could those people who still haven't paid the conference fee, please pay tomorrow? That's Thursday, the 31st, the last day for payment. The treasurer will be in Room B487.
- 2 Unfortunately we have to announce the postponement of one of our keynote talks. Dr Bakar's flight from Malaysia has been delayed, so his talk, which was scheduled for 9.15 today, has been postponed until tomorrow at 2 pm. Please make a note of that in your programmes.
- 3 For those of you not returning home straight away, we are pleased to announce a tour on the day after the conference. There will be a bus tour to East Sussex and Kent. The bus will leave at 9.30 am and return about 10 pm. The price of the ticket includes lunch and refreshments and entry fees to the gardens and stately homes that you will be visiting.
- 4 Some people still haven't signed up for the parallel sessions this afternoon. They start at 2 pm and 4 pm. Please sign up by 1 pm for the 2 pm sessions, and by 3 pm for the 4 pm sessions.

Please sign up by writing your name on the list on the notice board next to the session rooms.

- 5 Unfortunately, we have to announce the cancellation of the parallel session on the Impact of Internet Addiction among Asian College Students. The presenter, Dr Chang, is ill and won't be able to give that presentation. It's too late for us to find a replacement, so we will have to cancel that session.

6 **24** Play the recording of the first announcement and allow learners to do the task. Repeat the procedure for the other announcements. Do not play Announcement 5. With more confident learners you may want to play the recordings of all the announcements without making pauses.

Answers

- 1 31st 4 2.00 pm
- 2 B487 5 9.30 am, 10.00 pm
- 3 9.15 6 1.00, 2.00, 3.00, 4.00

Follow-up

7 **25** Tell learners that they do not need all the items in the list. Play the recording and check. Ask learners to explain their answers.

Answers

- 1 c 2 f 3 h

Audioscript **25 (Unit 2 Lesson 4 Activities 7, 8)**

- 1 Will all participants please note a change in the schedule?
There has been so much interest in the workshop on Reform in the Education Systems of European Countries, with special reference to Scandinavia, that we've decided to relocate it from Room H203 – the original venue – to the Conference Hall, at 2.15 this afternoon.
- 2 Please note that we are unable to keep our staff team on the information desk all day. If you would like to sign up for a session or need information, the desk will be open between 3 and 5 today, Thursday; between 8 in the morning and 6 in the evening on Friday and Saturday; and again between 8:30 in the morning and 6 in the evening on Sunday.
- 3 The conference dinner is on Saturday evening at 8 o'clock in the Warm Spot restaurant, near the Conference Centre. All conference delegates are welcome to invite friends or family who are travelling with them. The dinner is included at no extra charge for conference delegates. For friends and family the price, with all drinks included, is £30. You will need to book in advance for this, by 11 am on Friday.

8 **25** Encourage learners to use the strategies practised in the lesson.

Answers

Announcement 1

14.15	Workshop	Reform in the Education System of European Countries	Conference Hall
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Announcement 2

Thursday	Friday	Saturday	Sunday
3.00–5.00	8.00–6.00	8.00–6.00	8.30–6.00

Announcement 3

- a conference dinner
- b Saturday evening at 8.00 pm
- c friend and family members
- d participants free, friends and family members £30

Unit 3: Networking

By the end of this unit, learners will be able to

- ➔ extract specific information from short conversations while socialising
- ➔ recognise stress and rhythm in spoken English
- ➔ build a strategy to identify core ideas in utterances
- ➔ identify communicative functions of phrases while listening

Lesson 1: Have we met before?

Time: 45 minutes

By the end of this lesson, learners will be able to

- ➔ build a strategy to identify specific words in the flow of speech
- ➔ extract specific information from short conversations while socialising

Lead-in

1 ②6 Play the recording. Encourage learners to discuss the answers in pairs, reflect on their experience and report their answers to the class.

Answers

- 1 a session on group dynamics
- 2 informal
- 3 learners' own answers

Audioscript ②6 (Unit 3 Lesson 1 Activity 1)

Sophie Jones: Excuse me! I think we were in the same session yesterday at the conference.

Brian Jacobs: Oh, yes, we were. It was the session on group dynamics. I saw you there. I'm Brian Jacobs.

Sophie Jones: Pleased to meet you, Brian. I'm Sophie Jones.

Brian Jacobs: Very pleased to meet you too.

Sophie Jones: The session was rather good, wasn't it?

Language focus

2 ②7 Play the recording. Check the answers as a whole class.

Answers

- 1 just after a presentation that the woman has given
- 2 from the articles she has written

Audioscript ②7 (Unit 3 Lesson 1 Activity 2, 3)

Man: Hello. I hope you don't mind my interrupting you but ¹ I was in your presentation just now and ... actually, I'm a big admirer of yours. ² I've read several of your articles as well. Do you have a moment to talk?

Woman: Of course, yeah.

Man: Yes? You know, I really respect your work.

3 ②7 Play the recording. Answers are underlined in the audioscript above. Elicit the sentences and put them on the board. Allow some time for learners to answer the questions and discuss them as a whole class.

Answers

- 1 Sentence 1, Past Simple
- 2 Sentence 2, Present Perfect
- 3 Learner's own answers. Present Perfect short form might be difficult to hear because the speaker uses a contracted form.

Skill development focus

4 ②8 Play the recording. Make a pause after each sentence. Let learners check their answers in pairs first. If appropriate, you may also want to ask learners to repeat the sentences. Answers are underlined in the audioscript below.

Audioscript ②8 (Unit 3 Lesson 1 Activity 4)

- 1 I've had a lot to do.
- 2 How's the conference going for you?
- 3 Well, sorry I wasn't there to see you.
- 4 What's your area of expertise?
- 5 And I've got an abstract as well which you could have if that helps.
- 6 I've had to cancel the meeting.
- 7 I'd really appreciate that.
- 8 I'll go for the first method.
- 9 Sorry, I didn't hear about that.

Strategy focus

5 ②9 Play the recording. Make a pause after each utterance. Draw learners' attention to the fact that the first utterance is numbered for them. Check the activity as a whole class. You may want to attract learners' attention to differences in pronunciation. Accept any observations at this stage. You will deal with the in detail in Activity 7.

Answers

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

Audioscript ②9 (Unit 3 Lesson 1 Activity 5)

Speaker 1: Yeah, I was. I don't know if ...

Speaker 2: I think you were at my presentation yesterday, weren't you?

Speaker 3: Fine, thanks. And how's the conference going for you?

Speaker 4: Very well, thanks.

Speaker 5: How are you?

Speaker 6: You know, I'm a great admirer of your work and the presentation really impressed me.

Speaker 7: Hello, it's Alan, isn't it?

Speaker 8: I wonder if we could perhaps ... meet up later on to discuss ...

6 ③0 Play the recording and let learners check their ideas.

Audioscript ③0 (Unit 3 Lesson 1 Activity 6)

Woman: Hello, it's Alan, isn't it? How are you?

Man: Fine, thanks. And how's the conference going for you?

Woman: Very well, thanks. I think you were at my presentation yesterday, weren't you?

Man: Yeah, I was. You know, I'm a great admirer of your work and the presentation really impressed me. I don't know if ... I wonder if we could perhaps ... meet up later on to discuss ...

7 Encourage learners to discuss the answers to the questions in pairs first.

Suggested answers

- 1 Some vowels in the words are missing but we can understand these words while listening anyway, because the remaining consonants help to recognise the words.
- 2 The preposition of is normally unstressed and in the phrase I am fond of it 'sticks' to the previous stressed word fond; we still can understand the phrase, because fond of is a collocation, so the context helps us to recognise it.

8 Encourage learners to give reasons for the choice of the options by referring to a particular activity in the lesson. Check as a whole class.

Answers

- 1 Activities 5, 7
- 2 Activity 5
- 3 Activities 5, 7
- 4 learners' previous experience
- 5 inappropriate strategy

Listening for specific information

9 31 Play the recording. Let learners compare their answers in pairs, then check as a whole class. Answers are underlined in the audioscript below.

Audioscript 31 (Unit 3 Lesson 1 Activities 9, 10)

Conversation 1

Claire: Good morning. Did you sleep well?

Julie: Yes, very well, thanks. The room was very quiet. And you?

Claire: Yeah, not too bad, thanks. Er ... I think I know you. It's Julie, isn't it? We both worked at the same company for a while, didn't we? I'm Claire Rogers.

Julie: Claire! Yes, we did! How are things?

Conversation 2

Caroline: Hello. Are you going for lunch now?

Simon: Oh, yes, I am.

Caroline: Were we in the same workshop this morning?

Simon: I think we were. Yes, I think I saw you there. I'm Simon.

Caroline: And I'm Caroline. Do you mind if I join you for lunch? I'd like to talk to you about ...

Conversation 3

Linda: Hello. Is this where we get the coffee?

Rod: Yes, it is.

Linda: Brilliant. Hello. My name's Linda. I'm a researcher.

Rod: And I'm Rod. I think we must both be from the UK.

Linda: Yes, I'm from Cambridge.

Rod: Ah, and I'm from Norwich.

Linda: Oh, not far away at all. I think we were at the same session yesterday, but we didn't have a chance to speak.

10 31 Play the recording again. Allow some time for learners to compare the answers in pairs first.

Answers

	Who are the speakers? (personal details, e.g. names, country/city)	Where/When does the conversation take place?	Where/When did the speakers see each other before?
Conversation 1	Julie, Claire Rogers	in the morning	worked at the same company
Conversation 2	Simon, Caroline	at lunch time	in the same workshop that morning
Conversation 3	Linda, British, Cambridge Rod, British, Norwich	during the coffee break	at the same session/yesterday

Follow-up

11 32 Tell learners that while playing the recording for Activity 11 they need to pause after each sentence.

Audioscript 32 (Unit 3 Lesson 1 Activity 11)

- a Have you had a chance to look around the city yet?
- b Were we checking into the hotel at the same time yesterday?
- c I think we were. I saw you there.
- d Not yet, unfortunately.
- e Oh, yes. It was great. And you?

12 33 Learners compare their version to the original recording.

Audioscript 33 (Unit 3 Lesson 1 Activity 12)

Man: Were we checking into the hotel at the same time yesterday?

Woman: I think we were. I saw you there.

Man: Have you had a chance to look around the city yet?

Woman: Oh, yes. It was great. And you?

Man: Not yet, unfortunately.

Lesson 2: What did you think of it?

Time: 45 minutes

By the end of this lesson, learners will be able to

- ➔ build a strategy to detect key words in the flow of speech
- ➔ extract opinions from short conversations when socialising

Lead-in

1 34 Play the recording once. Put learners' answers to question 3 on the board.

Suggested answers

- 1 The woman thinks the conference is good.
- 2 The man's opinion about his talk is more negative than positive.
- 3 The woman's opinion is quite easy to understand as it is straightforward and the choice of words helps. She says the conference is going pretty well. The man's opinion is more difficult to identify. He says that his talk was OK, but then he adds he was not sure how the audience felt about the research methods he used.

Audioscript 34 (Unit 3 Lesson 2 Activity 1)

Jeanie: Hi, Richie! How're you doing?

Richie: Oh, hi, Jeanie! Nice to see you again. How's the conference going for you?

Jeanie: I think it's going pretty well. I'm really sorry that I didn't get the chance to hear your talk. How did it go?

Richie: Don't worry. I felt it went OK, but I'm not sure that everybody was confident about the research methods I used.

Jeanie: Oh, really?

Language focus

2 Explain that the head noun is the noun that the other words depend on. If appropriate, you could discuss with learners the structure of the noun phrases by asking them to match the noun phrases with the models.

Answers

- 1 workshop (a + Adj + Head noun)
- 2 workshop (the + Head noun + on + Adj+noun)
- 3 workshop (the + Head noun + by + noun [person])
- 4 presentation (the + possessive form of a noun + Head noun)
- 5 study (noun + noun + noun + noun + Head noun)

3 35 Play the recording. Pause after each phrase.

Answers

- 1 interesting
- 2 project
- 3 workshop
- 4 students'
- 5 case

Audioscript 35 (Unit 3 Lesson 2 Activity 3)

- 1 an interesting workshop
- 2 the workshop on project development
- 3 the workshop by O'Brien
- 4 the students' presentation
- 5 an online learning performance case study

4 Encourage learners to discuss the questions in pairs. Then, have a brief whole class discussion.

Answers

- 1 The speaker emphasised the key words with the stress.
- 2 The key words are not always the same as the head nouns. The key words are important for the speaker and the listener as they add something new to what was said before.

5 36 Play the recording. Pause after each statement for learners to complete the statement. Answers are underlined in the audioscript below.

Audioscript 36 (Unit 3 Lesson 2 Activity 5, 6)

- 1 It was the conference on project development, wasn't it?
- 2 Do you mean the one on the correlation of population growth of different species?
- 3 What did you think of the workshop by Professor Morgan?
- 4 They have two sessions that look quite interesting to me. One's on academic performance and learning styles.
- 5 And the other is a case study on gender.

6 36 Play the recording. Pause the recording after each statement for learners to compare their answers in pairs. Then, check the answers as a whole class. Ask learners to explain what helped them to identify the key words.

Answers

- 1 project
 - 2 one, population, species
 - 3 Morgan
 - 4 case, gender
- The speaker emphasised the key words.

Skill development

7 Ask learners to discuss the question in pairs before whole class feedback.

Suggested answers

- 1 The sentence does not make sense because the substantive information is missing.
- 2 It is important to understand what part of a sentence has the key information as it helps to focus on this part while listening and understand what is really important to understand.

8 Follow the procedure described in the suggested answers below. Repeat the procedure with the other two statements. At the end of the activity help learners to notice that the key information is usually at the end of the statement.

Suggested answers

Learners say: *The presentation is about / technologies.*
 You say: *The presentation is about students.* Invite learners to express their ideas to continue the statement.
 Learners say: *The presentation is about students' / projects.*
 You say: *The presentation is about students' behaviour.* Invite learners to express their ideas to continue the statement.
 Learners say: *The presentation is about students' behaviour / in group work.*
 You say: *The presentation is about students' behaviour towards e-learning.* The end of the statement.

Strategy focus

9 Allow some time for learners to choose the options and compare their answer in pairs. Encourage learners to give reasons for the choice of the options by referring to a particular activity in the lesson. Check as a whole class.

Suggested answer

All the options are correct. They can all help to detect key words in speech flow.

Listening for opinions

10 37 Play the recording. Let learners compare their answers in pairs first. Answers are underlined in the audioscript below.

Audioscript 37 (Unit 3 Lesson 2 Activity 10)

Kate: Er, what did you think about yesterday's presentation on e-learning?

Stuart: Mm, well, to be honest with you I thought it was pretty awful. Er, you know, I thought it was superficial. I wanted to hear more about how the presenter interpreted the data he got.

Kate: Oh, really?

11 Encourage learners to discuss the answers to the questions in pairs and report them to the whole class.

Answers

- 1 The man's opinion is negative. We can understand from his choice of words. We can also understand it because of the woman's response of surprise with the rising intonation.
- 2 The position of the words in the sentences, sentence stress, use of the contrasting but after partner's opinion, hesitations before the man expressed his opinion.

12 38

Answers

	liked	disliked
Male	the data on variations in student performance	irrelevant stuff
Female	interesting bits	irrelevant details

Audioscript 38 (Unit 3 Lesson 2 Activity 12)

Man: Did you go to the session on academic performance audit this morning?

Woman: Yeah, I did. I thought it was all right. It was ... there were some interesting bits about school initiatives, but quite a lot of irrelevant details.

Man: I think you're right. I thought there was quite a bit of stuff there that was irrelevant too. But I'll tell you what was really interesting – that was the data that he gave on all those variations in student performance. I thought that was good.

Woman: Yeah, you know, you're right. That was useful.

Follow-up

13 39 If learners are doing this as homework, advise them to listen to the conversation without pauses to identify the key words (underlined in the script below).

Audioscript 39 (Unit 3 Lesson 2 Activity 13)

Man: What did you think of the presentation about students' attitudes towards e-learning?

Woman: Well, you know, I thought basically there was nothing there that I learned. It was one of those presentations where you thought, yeah, well, I do that every day. I'm aware of all those issues, so I came out feeling as though I'd wasted my time, to be honest.

Man: That's a shame. Quite a bit of it was new for me.

Woman: Yeah, well, we all have different levels of experience, but I just had the feeling I've been there, done it all before ...

14 ☉ 40 Briefly check the activity in the following lesson.

Answers

- 1 The presentation is by Rozali.
- 2 The presentation is on the correlation between calculus achievement and knowledge in general mathematics.
- 3 Both speakers liked the presentation. The man liked the conference, the venue, the presentations and the presentation by Rozali on the topic. The woman liked the conference and the modern venue, free wi-fi everywhere.

Audioscript ☉ 40 (Unit 3 Lesson 2 Activity 14)

Man: What do you think of this conference and venue? I'm really impressed.

Woman: Me too. Really modern. Free wi-fi everywhere which is excellent.

Man: Yes. And I also think the presentations have been really good so far. What about you?

Woman: Me too. What did you think of the presentation by Rozali?

Man: Which one? Do you mean the one on the correlation between calculus achievement and knowledge in general mathematics?

Woman: That's the one, yes. It was not really my area of interest or expertise, but I was really interested in the topic.

Man: Yes, I thought she was really very good. Well organised and very clear.

Lesson 3: What we'll do ...

Time: 45 minutes

By the end of this lesson, learners will be able to

- ➡ recognise stress and rhythm in spoken English
- ➡ build a strategy to identify core ideas in utterances
- ➡ extract specific information while making arrangements
- ➡ identify communicative functions of utterances while listening

Lead-in

1 Encourage learners to share their ideas, e.g. meet for coffee and talk later.

2 ☉ 41 Play the recording. Elicit the answers as a whole class.

Answers

- 1 The man will send the abstract and the PowerPoint of his talk to his colleague.
- 2 The woman will look at the abstract and the presentation and give feedback on them.
- 3 Learners might say that predictions in Activity 1 and personal experience helped them.
- 4 Learners might say that in spoken English speakers do not always get immediately to agreement, their utterances can be long and identifying main things in them can be a difficult task. Speakers might change their mind while making an arrangement.

Audioscript ☉ 41 (Unit 3, Lesson 3, Activity 2)

Woman: I'm sorry I didn't get the chance to hear your talk.

Man: Well, I'd be really interested to have your opinion on it. Perhaps I could send you the PowerPoint?

Woman: Yes, of course. Send it through and I'll have a look at it.

Man: OK, yeah ... and I've got an abstract as well, which you could have too, if that helps.

Woman: Yes, It would do. I'd be really interested to know more. I'll take a look at them and send you my comments.

Man: I'd really appreciate that. Thanks a lot.

Skill development focus

3 ☉ 42 Encourage learners to reflect on characteristic features of spoken English.

Suggested answers

- 1 The speaker's utterance is quite long.
- 2 He stresses some words more than others – these are the ones that are important to him. The stressed words are underlined in the script below.

Audioscript ☉ 42 (Unit 3, Lesson 3, Activities 3, 4)

So, I think, probably, what we'll do is agree, er, maybe, to meet for lunch.

4 ☉ 42 Ask learners to explain what helped them to identify the key words.

Answers

probably, what we'll do, agree, meet, lunch

5 ☉ 43 Play the recording twice. Check by projecting the sentence on the screen or writing it on the board and underlining the stressed syllables. Answers are underlined in the audioscript below.

Answers

- 1 The words with stressed syllables are underlined in the script below.
- 2 They include nouns, verbs, adjectives and pronouns – all words which carry the meaning.

Audioscript ☉ 43 for Activity 5 (Unit 3, Lesson 3, Activity 5, 6)

- a Er ... I'd be inclined to go to the session on the gender case study, the comparative gender case study.
- b Er ..., but you know, the learning styles one... you can catch up on the research in the presenter's article.
- c Well, er ... It was not really my area of interest ... not really my area of expertise, but I ... was really interested in the topic.

6 ☉ 43 After going through answers, you may want to play the recording a second time for learners to be able to catch the rhythm.

Answers

- 1 The intervals are about the same. This makes the rhythm of spoken English.
- 2 The stressed words which appear in spoken English after equal intervals make the rhythm of a spoken utterance. They are the most important words which help to identify the main idea.

Strategy focus

7 Encourage learners to draw a conclusion about how to identify core ideas in an utterance. Allow some time for learners to do the activity and compare their answers in pairs. Then, check the answers as a whole class.

Answers

- 1 more important
- 2 Rhythm/Stress
- 3 stress/rhythm
- 4 stressed
- 5 equal
- 6 Unstressed

8 ④4 Discuss with learners what they are going to rely on to identify the core ideas. Play the recording. Let learners compare their answers in pairs first. The key words are underlined in the script below.

Audioscript ④4 (Unit 3, Lesson 3, Activity 8)

- 1 Yeah. Let's do that. I'd be interested to know more about, about ... you know, what you thought about my presentation and what else you could suggest.
- 2 So, what about, er, lunch time, say, one o'clock here?

Listening for specific information

9 ④5 Before listening, ask learners to say what kind of information they are going to focus on while listening. Play the recording. Allow some time for learners to compare their answers in pairs. Check the answers as a whole class.

Answers

Question	What do the speakers agree to do?	When?	Why?
Conversation 1	meet up to discuss something, probably the presentation Alan attended.	later on	the man (Alan) is a great admirer of the woman's work
Conversation 2	to meet after lunch	at coffee, after lunch time	the man wants to meet the woman's colleague Rozali

Audioscript ④5 (Unit 3, Lesson 3, Activity 9)

Conversation 1

Woman: Hello, it's Alan, isn't it? How are you?
Man: Fine, thanks. And how's the conference going for you?
Woman: Very well, thanks. I think you were at my presentation yesterday, weren't you?
Man: Yeah, I was. You know, I'm a great admirer of your work and the presentation really impressed me. I don't know if ... I wonder if we could perhaps ... meet up later on to discuss ...

Conversation 2

Woman: Yes, I agree. What did you think of the presentation by Rozali?
Man: Well, I'm not sure actually which presentation you mean. Do you mean the one on the correlation between calculus achievement and knowledge in general mathematics?
Woman: That's the one. Yes. It wasn't really my area of interest or expertise, but I was really interested in the topic. And I actually met Rozali when she visited the university.
Man: Oh, really? So she's been over?
Woman: Yes.
Man: Well, she was really very good. Well-organised and very clear. I'd love to meet her.
Woman: I'm actually meeting her for lunch. I could tell her that you'd like to be introduced and you could perhaps join us for coffee after lunch.
Man: Oh, that would be great. Thanks a lot.

Follow-up

10 ④6 Remind learners that this activity is set for their independent work. Answer learners' questions about the task. Refer learners to the strategy focus sections of the lessons. Advise learners to listen to the conversations without pauses, if necessary, twice. Check the activity in the following lesson using the IWB or print out the key.

Answers

- Conversation 1: 1, 2, 4, 5, 6, 7, 9
 Conversation 2: 1, 2, 3, 4, 5, 7, 8

Audioscript ④6 (Unit 3, Lesson 3, Activities 10, 11)

Conversation 1

Woman: Oh, hello, Stuart. How are you?
Stuart: Well, thanks. And you?
Woman: Yeah, not too bad. Thanks. Er ... What did you think about yesterday's presentation on e-learning?
Stuart: Mm, well, to be honest with you ... I thought it was pretty awful. Er ... you know, I thought it was superficial. I wanted to hear more about how the presenter interpreted the data he got.
Woman: Oh, really?
Stuart: Yeah, I thought, you know, basically there was nothing there that I learned. It was one of those presentations where I thought, well, I do that every day, I'm aware of all those issues. So, I came out feeling as though I ... wasted my time to be honest.
Woman: That's a shame. There were one or two points that were new for me.
Stuart: Well, that's good. Everyone has different levels of experience, but I just had the feeling I've been there, done it all before ...
Woman: Anyway, why don't we go to different sessions today and then meet for lunch to share our findings? I think that way we'll both benefit from the conference.
Stuart: Yes, let's do that because yesterday was a bit of a disappointment. And I'd be interested to know your views on some of the presentations today.
Woman: So, what about lunch time, say, one o'clock here?
Stuart: Fine, I'll see you here at one.
Woman: OK. Thanks.

Conversation 2

Linda: Hello. Is this where we get the coffee?
Rod: Yes, it is.
Linda: Brilliant. Hello. My name's Linda. I'm a researcher.
Rod: And I'm Rod. I think we must both be from the UK.
Linda: Yes, I'm from Cambridge.
Rod: Ah, and I'm from Norwich.
Linda: Oh, not far away at all. I think we were at the same session yesterday, but we didn't have a chance to speak.
Rod: No, that's right. What do you think of this conference and venue? I'm really impressed.
Linda: Me too. Really modern. Free wi-fi everywhere, which is excellent.
Rod: Yes. And I also think the presentations have been really good so far. What do you think?
Linda: Yes, I agree. What did you think of the presentation by Rozali?
Rod: Well, I'm not sure actually which presentation you mean. Do you mean the one on the correlation between calculus achievement and knowledge in general mathematics?
Linda: That's the one. Yes. It wasn't really my area of interest or expertise, but I was really interested in the topic. And I actually met Rozali when she visited the university.
Rod: Oh, really? So she's been over?
Linda: Yes.
Rod: Well, she was really very good. Well organised and very clear. I'd love to meet her.
Linda: I'm actually meeting her for lunch. I could tell her that you'd like to be introduced and you could perhaps join us for coffee after lunch.
Rod: Oh, that would be great. Thanks a lot ...

11 ④46 Recommend learners to write down only those phrases which they feel they want to use actively in their speech. Briefly check the activity in the following lesson.

Answers

Functions	Phrases
initiating a conversation	Oh, hello, Stuart. How are you? / Hello. Is this where we get the coffee?
referring to the context of the previous meeting	What did you think about yesterday's presentation on e-learning? / I think we were at the same session yesterday, but we didn't have a chance to speak.
introducing oneself	My name's Linda. I'm a researcher. / I'm Rod and I think we must both be from the UK.
asking for opinion	What did you think of yesterday's presentation on e-learning? / What do you think of this conference and venue? / What did you think of the presentation by Rozali?
expressing opinion	I thought it was pretty awful. / I'm really impressed.
changing the topic	Anyway, why don't we ...
making arrangements for the future (suggestion/request)	So, what about lunch time, say, one o'clock here? / you could perhaps join us for coffee after lunch.
asking for clarification	Do you mean the one on the correlation between ...?
confirming information	Fine. I'll see you here at one..

Lesson 4: Can we talk?

Time: 45 minutes

By the end of this lesson, learners will be able to

- ➔ extract relevant information from less formal conversations with colleagues
- ➔ infer information from what they hear
- ➔ recognise certain cultural and politeness norms for less formal conversations with an unknown partner
- ➔ identify communicative functions of utterances while listening

Lead-in

1 Encourage learners to discuss the statement in pairs first and then to share their opinions with the whole class.

Suggested answers

Learners might say that if a person is unaware of the politeness norms in a particular culture it can cause difficulties and be considered impolite.

If appropriate, you may want to discuss with learners other statements related to politeness, e.g.

*There is always some room for more politeness.
A polite enough person is polite enough.*

Language focus

2 To check the activity, ask learners to compare their answers in pairs or in small groups. You may want to ask learners to use the Speaking module (Language Support boxes in Unit 1, Socialising) to find the phrases for the functions.

3 ④47 Play the recording once. Ask learners to give evidence for their answers.

Answers

- 1 F (they haven't met before)
- 2 T
- 3 T
- 4 F (she does research but we do not know where)
- 5 T
- 6 F (he thinks he might be bothering her)

Audioscript ④47 (Unit 3, Lesson 4, Activity 3, 4)

Man: Excuse me. I know we haven't met before, but ¹ could I have a word with you, please?

Woman: Yes, of course.

Man: I just heard your presentation. ² It was fantastic, very inspirational. I really enjoyed it. And I learned a lot.

Woman: I'm glad. That's really kind of you. Thank you. What's your interest in my field of work?

Man: Well, ³ I'm a researcher and I work at a university. ⁴ And actually that's one of the reasons I wanted to talk to you, because I saw you've done a lot of work with the government through your research. And that's something I want to do.

Woman: OK.

Man: I'm doing a lot of government research, but er ...

Woman: Not an easy thing to do, I have to say.

Man: ⁵ Could you give me some advice? ⁶ I'm sorry if I'm bothering you.

Woman: No, no. I'd be delighted because it's great to meet someone else who's interested in the same sort of issues that I am.

4 ④47 Play the recording. Check the answers as a whole class. Answers are underlined in the audioscript above.

5 Ask learners to work in pairs. Then check the answers as a whole class. Encourage learners to remember the phrases used by the native speakers.

Suggested answers

- 1 starting a new topic of conversation
- 2 expressing approval
- 3 giving details about your employment
- 4 stating the purpose of the conversation
- 5 asking for advice
- 6 apologising

Listening for relevant information

6 Encourage learners to make predictions about the advice his colleague might give him. Write learners' answers on the board.

7 ④48 Tell learners that they are going to hear the next part of the conversation, following on from the previous recording.

Answers

- 1 b 2 c 3 c

Audioscript ④48 (Unit 3, Lesson 4, Activities 7, 9)

Woman: First of all, you have to have some really good evidence. So, that's the starting point, of course. Some really excellent quantitative research – governments really like statistics. That's an important part of being able to show them evidence that they will really take seriously.

Man: OK.

Woman: But then winning government support is a tough task. And I think ... lobbying is the answer.

Man: Seriously?

Woman: Yes, definitely. But it's who you lobby and how you find out which person to lobby that is the toughest task of all.

Man: So what you mean is: phoning people, emailing people or speaking to people at conferences like this?

Woman: Speaking to people at conferences like this, definitely. This kind of informal situation is your best bet, I think. People are relaxed after dinner or a cup of coffee, and more willing to reflect on issues or perhaps discuss a little bit more informally, whereas if you phone them directly they are often too busy to

deal with you, and perhaps will just ask you to write to their secretary or something like that, which is not the best way forward. Anyway getting government support for research is a long and slow process, and it all depends on developing networks. I have a very extensive networking system which I've built up over the years. It's not so easy.

8 ©49 Learners now hear the end of the same conversation. Play the recording. Ask them to work in pairs and decide on the conclusions. Check the conclusions as a whole class. You may want to ask additional questions to help learners draw sound conclusions.

For Conclusion 1:

*How many times does the man repeat his request?
Does the man use 'can' or 'could' to make a request?
What phrase indicates that the man will be happy with minimal help?*

For Conclusion 2:

*Does the woman agree to read the whole paper?
What exactly does she say?*

For Conclusion 3:

What does the man say when the woman agrees to help?

Answers

Conclusion 1:

The man is quite persistent with his request. The man sounds polite. The man does not feel comfortable about his request.

Conclusion 2:

The woman is polite. The woman explains to what extent she is ready to help.

Conclusion 3:

When the woman agrees to help, the man responds by showing how happy he is.

Audioscript ©49 (Unit 3, Lesson 4, Activities 8, 10, 11)

Man: I have a favour to ask.

Woman: OK. I'll help if I can.

Man: Could I send you my research? ... I could send you ... er ...

Woman: Well, I'd be interested in, say, an abstract to begin with. And then I could see whether your work is something I could give you further comment on. I'd be happy to do that.

Man: If you could just point me in the right direction for my research ...

Woman: I'll try. I'd be really interested to see it and obviously to learn more about the background to the work that you're involved in at present.

Man: Wonderful. Here's my card.

Woman: OK, thanks. And of course you'll need my address ...

Man: That's OK, Your email address is in the programme. So, I'll email you. Thank you for your time and enjoy the rest of the conference.

Woman: Fine. I'll look forward to hearing from you. Thanks a lot. Good to meet you.

Man: Bye-bye.

Woman: Bye for now.

Follow-up

9 ©48 Tell learners that they will have to write down the exact words as the answers. Encourage learners to do the activity on their own and use the same strategy as they used while listening for relevant information, i.e. making predictions, getting a clear focus for listening.

Answers

- 1 quantitative research, statistics
- 2 best bet, best way forward
- 3 reflect on issues

10 ©49 Advise learners to write down only those phrases which they feel they want to use actively in their speech.

Answers

making a request	responding to a request politely
1 I have a favour to ask.	1 I'll help if I can.
2 Could I send you my research?	2 Well, I'd be interested in, say, an abstract.
3 If you could just point me in the right direction ...	3 I'll try. I'd be ... interested to see it and obviously to learn more about the background to the work.

11 ©49 Use the same procedure as for Activity 10.

Answers

- 1 ... you'll need my address. Your e-mail address is in the programme.
- 2 Thank you for your time.
- 3 Good to meet you. Bye-bye. Bye for now.

Unit 4: In the audience

By the end of this lesson, learners will be able to

- ➔ extract gist and specific information from oral presentations
- ➔ use a variety of strategies for listening to a presentation

Lesson 1: Your participation is welcome

Time: 90 minutes

By the end of this lesson, learners will be able to

- ➔ use a variety of listening subskills, such as extracting the meaning of unknown words from explanations and examples, discriminating between phrases that sound similar, using a variety of clues
- ➔ use discourse markers and content clues to identify specific information
- ➔ extract information specified in various ways

Lead-in

1 Tell learners to read the unit and lesson titles. Elicit learners' predictions about what they are going to do in the lesson. Ask if they find the titles controversial: *What kind of participation can be expected of the audience?* Hold a discussion about the active position of the listener, point out that for effective listening the audience has to be actively engaged in processing what they hear.

Encourage learners to use the words in the box. Hold the discussion as a brief starter.

Suggested answers

An oral presentation is expected to be short and to the point, but it can also include several speakers and use various media. Normally, presentations are used to

- present the research results to a group of experts
- speak to the public about the situation in an organisation
- present a project to potential investors or sponsors
- update the members of a team/department about the latest developments inside the team/department. The speaker and the audience are supposed to be on equal terms.

Lectures, as a rule, are longer and more detailed, when a more knowledgeable person (e.g. a professor) talks on an academic subject to a group of less knowledgeable people (e.g. students or colleagues who are not specialists in a particular area).

Language focus

2 ⑤0 Play the recording. Pause after each item for learners to write down the equivalent meanings. Answers are underlined in the audioscript below.

Audioscript ⑤0 (Unit 4 Lesson 1 Activity 2)

- divide** You can divide people or things into smaller groups or parts, like divide the class into two groups.
- overview** When I give an overview of something, like a lecture or a presentation, I describe the main parts of it.
- exactly** If I say that something is exactly five centimetres long it means that it is five centimetres long, no more, no less.
- define** When you define something you say what its meaning is.

attempt When you attempt to do something, you try to do it, for example, you can say, In this article the author attempts to describe the causes of the Second World War.

dimension We live in a three-dimensional world, which means that in our world things have length, width and height; if I say that something has another dimension, it means that it has another important characteristic feature.

3 ⑤1 Revise the ways of identifying whether a word is a noun or verb in an utterance: noun/verb suffixes, position in a sentence, context (determiners, adjectives and prepositions, adverbs, *to* to indicate an infinitive, etc). With less confident learners you might want to pause after each sentence. Answers are underlined in the audioscript below.

Answers

noun	verb
participation	participate
welcome	welcome
behaviour	behave
definition	define
meaning	mean

Audioscript ⑤1 (Unit 4 Lesson 1 Activity 3)

- 1 The speaker wanted the audience to participate in the discussion.
- 2 She gave us a warm welcome and invited us to dinner.
- 3 I don't believe that society can correct unethical behaviour.
- 4 Your definition of unethical behaviour is quite clear.
- 5 He is asked to clarify what his last remark means.

4 ⑤2 Play the recording, pausing after each item for learners to write the exact phrases. If appropriate, elicit the equivalents for the phrases in the learners' native language. With less confident learners you might want to ask them to write down the entire sentences so that they could refer to them when identify the difference in meaning. Answers are underlined in the audioscript below.

Answer

All the words are used as heads in prepositional phrases; they slightly change the meaning when used in phrases, so it is better to learn the phrases as chunks.

Audioscript ⑤2 (Unit 4 Lesson 1 Activity 4)

- 1 A I'm going to define the problem in general.
- 1 B The article provided only a general description of the experiment, so I had to search for the details elsewhere.
- 2 A She wants a particular type of cactus.
- 2 B I will talk about research problems in particular.
- 3 A In addition to that, I'd like to give an example of a typical observational problem in research.
- 3 B Most working environments are improved by the addition of a few plants and pictures.

5 ⑤3 Play the recording and elicit the number of words that are missing in the script; then play it again and elicit the actual words that are missing. If necessary, ask learners about what they expect to be in a particular phrase, e.g. *What do you expect to come after 'to make an effort', an ing-form or to-verb form?* Answers are underlined in the audioscript below.

Audioscript ⑤3 (Unit 4 Lesson 1 Activity 5)

- 1 I'm going to divide it into sections.
- 2 I'm going to make an effort to do that.

- 3 What do they mean, in an institution?
- 4 You can see what STEM stands for.
- 5 What are the pressures that they work under?

Strategy focus

6 Set the time limit to do the task in pairs. Elicit the answers as a whole class.

Answers

- a Activity 4
- b Activity 3
- c Activity 5
- d Activity 3
- e Activities 2, 3, 4, 5

Skills development

7 Ⓞ⁵⁴ Discuss each pair of phrases separately. Pronounce each pair a few times to make sure that learners can hear the difference in sound and identify the difference in meaning. Encourage learners to practise the pronunciation imitating you. Then, play the recording. Point out that the phrases they hear are not all in the same order as in the activity.

Suggested answers for the discussion before listening

- 1 In (a) so is used to intensify the word many while in (b) it serves for starting a talk. The stress / absence of stress and the pause / absence of a pause after so indicate it.
- 2 There are more syllables in (b); (a) refers to the future, it is used to talk about a plan for the future; (b) refers to a plan that doesn't work any more and has to be changed for some reason.
- 3 The difference in sound is that we say along with the short /ɒ/ and the nasal /ŋ/ whereas alone has got the diphthong /əʊ/ and /ŋ/ at the end; the phrasal verb come along means to appear unexpectedly; come alone means to come without any other people.
- 4 The difference is in the way we pronounce /f/ (using the upper teeth and the lower lip) and /θ/ (when the tongue is flat between the teeth); in (a) the second syllable is stressed but in (b) it is the first one.
- 5 In (b), the phrase to you makes it longer.

Answers

- 1 a 2 a 3 a 4 b 5 b

Audioscript Ⓞ⁵⁴ (Unit 4 Lesson 1 Activity 7)

I'm going to talk to you today about research ethics and it's really nice to see so many people from so many different universities here and also from so many different disciplines. Thank you for coming along.

8 Answer

I'm going to talk refers to the future; can't be in the middle because normally the middle deals with the main content; in this part the speaker tries to set up contact with the audience by saying *It's really nice to see so many people ... Thank you for coming along*; this is normally done at the beginning.

9 Ⓞ⁵⁵ Ask learners what other ways of starting a presentation they know. Encourage learners to give examples from their experience. Learners are not supposed to guess the right words/phrases. At this stage they need to produce a variety of options to choose from while listening based on grammatical structure, logic or common sense.

Play the recording and let learners compare their predictions with what they hear. To sum up the activity, tell learners that they managed to give predictions that are right in meaning, although not always in wording.

Answers are underlined in the audioscript below.

Suggested answers before listening

- 1 I'm going to / I want to / I will
 - 2 colleagues / ladies and gentlemen; talk is going to be about / presentation is about
 - 3 today /here; to see many people / to see my colleagues; will come up / will live up
- Learners may say that they would prefer to go to presentation 3 as the speaker gives more information and speaks clearly.

Audioscript Ⓞ⁵⁵ (Unit 4 Lesson 1 Activity 9)

Speaker 1: Hello. I'm Ron Smithers, and today I'm going to talk about how much scientists really know.

Speaker 2: Good afternoon everybody. My name is Joanna Richards and my presentation is about the role of metaphors in science.

Speaker 3: Well, in my presentation here today I will try to answer the question: How is mathematics like a language? And I'm really glad to see so many people in the audience and I hope the presentation will live up to your expectations.

10 Ⓞ⁵⁶ It is important to check this activity in class as it will help learners to do Activity 14. Before they listen, point out that the slide summarises the main points of what the speaker says and so what the learners hear is not exactly the same as the wording on the slide.

Answers

- 1 ethics
- 2 research ethics
- 3 humanities, STEM
- 4 not ethical
- 5 do to make sure that you and your colleagues behave ethically

Audioscript Ⓞ⁵⁶ (Unit 4 Lesson 1 Activities 10, 11)

I'm going to talk to you today about research ethics and it's really nice to see so many people from so many different universities here and also from so many different disciplines. Thank you for coming along. Er, the talk will be about fifteen minutes and I'm going to divide it into sections. To get an overview you might like to look at the screen. First, I'm going to try to define ethics in general. I'm not Aristotle, Socrates or a Greek philosopher, but I'm going to make an attempt to do that. Er ... and to look at what the different kinds of ethics are. Then I'm going to focus on research ethics in particular: what exactly they are, and what they mean in an institution. I will then look at whether the dimensions of research ethics are different in humanities on the one hand and in the STEM disciplines on the other hand ... you can see what STEM stands for ... the science, technology, engineering and mathematical disciplines. After that, I'm going to look at why some researchers are sometimes not ethical. What are the pressures that they work under? Finally, we're going to have a quick look at – and this is where your participation will be welcome – a quick look at what you can do within a university department to make sure that you behave ethically in your research.

11 Ⓞ⁵⁶ Play the recording twice. Check the answers as a whole class. With less confident learners you might find it more appropriate to pause after each item. Answers are underlined in the audioscript above.

12 Put learners into groups of three and allow some time to prepare a presentation opener, one from each group.

13 Invite a representative from a group to talk while other learners listen to the presentation opener and write an overview slide similar to the one in Activity 10. Check after each talk. You could ask learners to prepare and record an individual presentation opener at home.

Follow-up

14 ⑤7 Encourage learners to notice in the listening text and take notes of the evidence to support their answers. Ask learners to pay attention to the discourse markers showing transitions from one part of the plan to the next one (underlined in the audioscript below).

Answers

- How do the human sciences differ from natural sciences?
- Twelve to fifteen minutes plus discussion; perhaps 20 minutes in total.
- Four: (1) defining science in general. (2) an attempt to identify the natural and human sciences (3) a comparison of typical natural and human sciences (4) the limitations of two different positions, suggesting a different approach.

Audioscript ⑤7 (Unit 4 Lesson 1 Activity 14)

Good afternoon, colleagues. It's really nice to see so many people here. It will take us twelve to fifteen minutes to cover the main points and I will try to answer your questions at the end. So, how do the human sciences differ from natural sciences? On the first slide you can see the overview of my talk. As you can see, first, I will try to define what we call science in general, and how different it is from other areas of human knowledge. Then I will identify what we mean when we talk about the natural and human sciences: what kind of assumptions there are behind this distinction. After that, I will use physics as a typical example of a natural science on the one hand, and economics as a typical example of a human science, on the other hand, and compare them against certain criteria. Finally, I will dwell on the limitations of both reductionist and holistic positions ...

Lesson 2: The three golden rules

Time: 45 minutes

By the end of this lesson, learners will be able to

- ➔ use a variety of subskills to distinguish between relevant and irrelevant information
- ➔ identify key words in longer stretches of speech and use them to understand the gist

Lead-in

1 Elicit learners' opinions. Accept all answers, even negative, e.g. *Mathematics has nothing to do with ethics*. Keep this activity fairly brief.

Skill development focus

2 ⑤8 Tell learners that to understand a definition they need to identify the key words. To provide support you could first ask learners to underline the key words in the definition in Activity 1.

Suggested answers for the after-listening discussion

They are verbs and nouns; they are stressed and pronounced very clearly by the speaker.

Audioscript ⑤8 (Unit 4 Lesson 2 Activities 3, 4)

What are ethics? Well, you know, there's a very simple definition we can give to ethics. It's something which comes into play when ¹ there is a conflict between ² what you do and ³ how you act on the one hand, and ⁴ what you believe and ⁵ your principles on the other hand.

3 Go through the options to make sure that learners are aware of the difference in meaning and pronunciation (e.g. say each phrase a couple of times and encourage learners to imitate you). Answers are underlined in the audioscript above.

Answers

1 a 2 b 3 b 4 b 5 a

4 Ask learners to complete the definition and check as a class.

Suggested answers

- there is a conflict
- what you do
- how you act
- what you believe
- your principles

5 Suggested answer

In the speaker's definition, the most important part is when we start thinking about ethics, i.e. when there is a conflict between actions and beliefs.

6 ⑤9 Play the recording once. If needed, identify that two words are used to describe the second level, play the recording again to make sure that learner get the point about intonation which helps to hear that the speaker considers professional and institutional levels to be one. Answers are underlined in the audioscript below.

Audioscript ⑤9 (Unit 4 Lesson 2 Activity 6)

So, ethics come into play when there is a conflict between principles and action. And there are three different levels of ethics that we need to look at: the personal level, the professional and institutional level and finally, the legal level of ethics, when ethical questions have to be resolved in law courts. So, what are research ethics? Well, actually, they touch all three levels, ¹ the personal, ² the professional and the institutional, and ³ the legal level.

Strategy focus

7 Encourage learners to provide examples from the activities in this lesson.

Suggested answers

- Key words help to keep track of what is being said in a longer talk. While listening to a longer talk we cannot retain concentration all the time. That is why even native speakers inevitably miss some pieces of information. Keeping focused on key words helps to follow the general logic of a talk and reconstruct missing parts.
- Yes: Activities 2 and 6. The speaker is normally aware of their importance for getting the message across and makes an effort to make them clear by stressing them.
- Yes: Activity 3.
- Yes: Activity 3.

Language focus

8 ⑥0 Make sure that learners are clear about the difference in meaning and sound. Lead learners to the conclusion that both phrases in every pair are quite likely to appear in the presentation. If learners don't know the word/phrase, or cannot pin down the difference, offer help. Answers are underlined in the audioscript below.

Suggested answers

- 1 b In (a) we talk about what we ought to do whereas in (b) it is about what the rules are for.
- 2 a Discipline is another word for subjects / subject areas; (a) across all disciplines means something which applies to all disciplines; (b) a crossover of disciplines means that an area of study / research is covered in two or more disciplines.
- 3 a The phrase in (a) means the feeling that something / someone is important / has outstanding achievements and therefore deserves attention; (b) is used when we want to introduce a new topic or go back to something mentioned before, e.g. With respect to my subject area, I don't see how ethics can be applied.
- 4 b The phrase in (a) gives a quantitative characteristic of a society whereas the one in (b) can be rephrased as society in general.

Audioscript ⑥0 (Unit 4 Lesson 2 Activity 8)

So what are research ethics? Well, actually, they touch all three levels: the personal, the professional and the institutional level, and the legal level. And there are three golden ¹ rules which govern ethics ² across all disciplines, whether we are talking here about the humanities, the social sciences or those STEM groups of disciplines in universities. Er, these three golden rules are, first of all, respect, and this is ³ respect for other human beings, respect for your colleagues, respect for other researchers in the field, and respect for ⁴ society at large. And there must also be respect for life.

Listening for gist and for specific information

9 ⑥1 If needed, help with unknown words/phrases. Point out that they will hear all the words and phrases but they should only tick the key words and phrases. Play the recording and elicit the answers. With less confident learners allow some time to discuss the answers in pairs.

Answers

The first rule: respect, human participants

The second rule: truth, honesty

The third rule: accuracy

All the words in the activity appear in the recording but these words show what each of the rules is about.

Audioscript ⑥1 (Unit 4 Lesson 2 Activities 10,13)

These three golden rules are, first of all, respect, and this is respect for other human beings, respect for your colleagues, respect for other researchers in the field, and respect for society at large. And there must also be respect for life. So, human participants in research must always be respected. You can never treat a human participant as just an object of research. Their humanity always takes precedence over the research that you are doing. A researcher in linguistics, for example, cannot secretly record the natural conversations of people on a bus or in a train station without the knowledge and agreement of those people. ¹ A researcher in psychology or sociology has to make sure that all the data they have on a participant is confidential and that the participant is anonymous. Respect for life doesn't just mean human life. Respect for animals and the environment is also important. And research is all about improving knowledge in a field but never at the expense of losing your respect for your subjects.

The second golden rule is truth and honesty. Truth and honesty are a really key part of research ethics. They make sure that standards remain high and it means that researchers must always be objective and honest in what they do. An important point here is ... is that the field of research is always more important than the individual researcher. It must sometimes be hard for researchers to discover new evidence that proves that their ideas are right or wrong, but if they have respect for their discipline then they must be honest and admit when they are wrong. Sometimes you can spend years chasing a hypothesis and then you finally find that you've been barking up the wrong tree: you can be dishonest or you can be honest about it. And of course researchers have to be honest and have to tell the truth.

² If you are honest and you tell the truth you'll be trusted by others working in the same field.

³ The third golden rule is accuracy. Every researcher wants to improve the quality of knowledge in their own field er, so they have ^a to plan their research carefully; they have ^b to choose the best tools and instruments for carrying out their research. They have ^c to keep accurate records of every stage of their research. ^d accurate collection of data and ^e all the correspondence which surrounds research. So I think you can argue that these three core golden rules, core values of ethics, apply right across the spectrum of disciplines, regardless of whether they are social science, humanities or STEM research areas.

10 Answer

2 (it covers all important points)

11 Remind learners that to express the gist one has to cover all important content. Key words might help here.

Suggested answers

Rule 1: Treat human participants in research with respect, not just as objects of research.

Rule 2: Be truthful and honest about the results of your research.

Rule 3: Be accurate about everything in your research.

Strategy focus

12 To develop strategies for different types of listening it is important for learners to be able to distinguish between them.

Answer

Activity 9: listeners have to focus on specific things in a talk, i.e. key words. When you listen for specific information you know what exactly to focus on. Anyway, listening for key words (specific information here) is a rather vague specification of information needed. That is why it can be looked upon as a step to listening for gist.

Follow-up

13 ⑥1 Answers are underlined in the audioscript above.

14 ⑥2 Encourage learners to focus on the questions and ignore the unknown words. Some learners may find the following vocabulary difficult: *tetraethyl lead, engine knock, to hush the matter up, inhaled the vapours*. The vocabulary items will not prevent learners from doing the task. You could ask learners to share their experience and the strategies they used to find out what these phrases mean.

Answers

Professional and institutional level. The rule about truth and honesty.

Audioscript 62 (Unit 4 Lesson 2 Activity 14)

Presenter: The story of Thomas Midgley, the engineer who suggested adding tetraethyl lead to petrol. He had been working for an American car producing company, General Motors, and discovered that tetraethyl lead reduced engine noise and made the engine run more smoothly. It's very effective. But consuming too much lead is extremely dangerous too, as you know. It can cause lots of health conditions, from blindness to cancer. It accumulates in the body and affects how the brain works. These effects of tetraethyl lead were discovered early in the automobile era, somewhere in the early 20s. But the petrol producing corporations – they did everything to hush the matter up. And Midgley himself even held a demonstration for journalists to show that it was absolutely harmless: he bathed his hands in tetraethyl lead and inhaled the vapours.

Voice 1: Perhaps he didn't know about the danger?

Presenter: On the contrary – he knew about it! He himself had had lead poisoning a few months before the demonstration. And for the rest of his life he kept away from it. But when it came to protecting his invention in front of the reporters ...

Voice 1: Just imagine what harm he has caused to the environment! They stopped using lead in petrol only in the 70s?

Voice 2: But he can't take all the blame. There were the big industries ... their interests.

Voice 1: And big money for the man!

Lesson 3: A story to illustrate my point

Time: 45 minutes

By the end of this lesson, learners will be able to

- ➔ use a variety of subskills, such as distinguishing between words using acoustic clues, anticipation based on content and linguistic context, focusing on relevant and neglecting irrelevant information
- ➔ extract specific information using a combination of clues from longer stretches of listening
- ➔ extract gist using key words

Lead-in

1 Use guiding questions to revise the previous lesson. This lesson is closely connected to the previous one through the listening text. It is important to review the content so that learners could refer to it. Checking homework at the beginning of the lesson might be helpful.

2 Elicit a couple of ideas and quickly go to Activity 3.

Skills development focus

3 63 Let learners look through the options and help with the vocabulary as necessary. Discuss each group of options. Identify differences in pronunciation and meaning. Say each phrase several times with slight variations in speed. Play the recording for learners to choose the option they hear. The options are underlined in the audioscript below.

Answers

1 b 2 c 3 c 4 b 5 c 6 c

Audioscript 63 (Unit 4 Lesson 3 Activity 3)

- 1 Well, you know, there can be conflicts of interest.
- 2 And there are cases which finish in courts, in law courts, because of this.
- 3 So, there are commercial interests.
- 4 And there is – and many of you are aware of this in the audience – in academic settings, there is a pressure to publish all the time.
- 5 So, these are some of the issues that challenge us as academics and as lecturers.
- 6 They may be attracted by the money.

4 64 Remind learners that while giving their predictions they have to stay within the topic of the presentation. Do the task item by item as a whole class. Let learners first read the phrase out and give their versions, then play the recording. Encourage them to repeat the complete version. Answers are underlined in the audioscript below.

Audioscript 64 (Unit 4 Lesson 3 Activity 4)

- 1 Why are researchers sometimes tempted to be unethical?
- 2 Well, you know, there can be conflicts of interest.
- 3 And in most countries – in Russia, in Britain, in the United States, big corporations sponsor research and they pay researchers.
- 4 And sometimes the big corporations want certain results to be found by the research and to be proved by the research.
- 5 The researchers may want the money.
- 6 And they may be tempted to push the research results towards what the big corporations want.
- 7 On the other hand, they lose their honesty.
- 8 They lose the respect of others if they do this.
- 9 And there are cases which finish in courts, in law courts, because of this.

Listening for specific information

5 Encourage learners to refer to the text in Activity 4. Tell learners to do it in writing. Then form groups of four, so that there are people from different pairs in each group. Let them compare their answers and choose/formulate the best one. Invite one person from each group to read aloud the chosen/resulting best text.

Suggested answers

- 1 Conflict of interest: between academic honesty and need for money
- 2 Big corporations sponsor the research. Researchers want the money. Corporations might want a certain kind of result. Researchers might distort / conceal the truth resulting from this research.

6 65 Split learners into groups A, B and C. Play the recording once. Set a minute to discuss the answers in groups, then replay the recording to check. Answers are underlined in the audioscript below.

Suggested answers

- Group A: commercial interests, funding interests, a pressure to publish
- Group B: plagiarism
- Group C: Plagiarism means using another researcher's work and presenting it without acknowledging the source.

Audioscript 65 (Unit 4 Lesson 3 Activity 6)

So, there are commercial interests, there are funding interests, and there is – and many of you are aware of this in the audience – in academic settings, there is a pressure to publish all the time. If you don't publish, you are lost. And many academics' reputations depend on publishing articles in refereed journals. And so you may be tempted sometimes just to borrow the results of another researcher and use those results in your article or in your presentation at a conference without acknowledging those results. This is called plagiarism. And plagiarism is a disease, an academic disease, which you are probably aware of in your students. Of course, not in yourselves. You would never do it. So, these are some of the issues that challenge us as academics and as lecturers.

7 66 This activity is close to a testing format, so learners can form an opinion about their progress. Allow a minute for learners to read the options then play the recording and check the answers. Provide the key then replay the recording item by item and discuss each of them using evidence from the text, e.g. *The answer is 1b as (1) according to the speaker it is unethical to use a real person's name in this situation; (2) the way the speaker says the name and a little pause before he uses it for the first time; (3) the name itself sounds artificial. Answers are underlined in the audioscript below.*

Answers

1 b 2 b 3 c 4 c 5 b

Audioscript 66 (Unit 4 Lesson 3 Activity 7)

So, I want to finish off in a moment with a question for you. But first I want to tell you a little story just to illustrate the whole issue of research, and ethics in research. ¹ Five years ago Professor Hardworking received a large government grant, and some more grant money from an international charity. ² She used the money to carry out a large research project with more than eleven hundred volunteers and participants. The professor and her team collected a large amount of data on the participants and she plans to publish many different papers using that data. She's just ³ published the first paper in a major international journal in the field and now everyone is happy. She's happy, the team is happy, the university is happy, the charity is happy, the government is happy – everybody is happy. But now she has a problem. Or a dilemma. You can put it this way. Everybody knows about her data, and she's just received a request from a research team in a university on the other side of the world, or in Singapore. ⁴ Can they use her data for their own research? Will she give them access to her data? Her problem is this: if she shares the data, they may publish a paper that her team could have published. If she doesn't share the data, she may be preventing progress in her field. If some of the funding comes from an international charity ⁵ it's possible that one of the conditions of the funding was that all the data she collected should be made public and should be open-access. She might, therefore, break the conditions of the grant if she doesn't share her data. That's a typical ethical dilemma which scientists face in the modern world today. Research is expensive and ...

8 Encourage learners to write several versions then choose the best and share it with the class.

Suggested answer

If Professor Hardworking shares the data, researchers from other institutions may publish papers that she and her team had collected data for. If she doesn't share the data, she may be preventing progress in her field.

Strategy focus**9 Suggested answers**

- 1 When you have specific questions in mind.
- 2 Focusing on the questions (ignoring unknown words), identifying key words.
- 3 Listening for specific info you have to focus on facts, numbers, etc. Listening for gist requires identifying key words.

Follow-up

10 67 Check by holding a brief discussion as a whole class. Elicit details.

Suggested answers

The story is relevant because it gives examples of unethical behaviour in research: hiding the research results from public, using other researcher's results without their consent.

Audioscript 67 (Unit 4 Lesson 3 Activities 10, 11)

That makes me think of a story that happened in a ¹ breakthrough area of science. It was an international, or ... I'd say inter-institutional competition. Most people expected ² well-established names to be the winners, but ... it was a weird bunch of people who did it after all. They didn't even work as a team. What's more, some of them seemed to really ³ distrust each other. One of the researchers had access to very good equipment to produce the best possible ⁴ X-ray images and had a real commitment to succeed, which meant years and years of dangerous work and exposure to X-rays, but was extremely cautious about sharing the results. The others had the ability to look at familiar things in a different way, were capable of a ⁵ leap of imagination, so to speak. Probably because they came from a different area. And there was a person who knew all of them, but was unable to bring them together and share their ideas. He himself had his own hypotheses concerning the problem too. Finally, this person showed the images to other researchers without the owners' agreement. It helped them to make a breakthrough. But I can't ⁶ help feeling sad when ...

11 67 Elicit what strategy learners used to spell the proper names and unknown words (using dictionaries, encyclopedias, etc). Answers are underlined in the audioscript above.

Lesson 4: And finally ...

Time: 45 minutes

By the end of this lesson, learners will be able to

- ➔ use a variety of subskills, such as anticipation based on connectives, identifying the meaning of words in a context, understanding reference patterns in a flow of speech, using intonation to point to specified information.
- ➔ choose a strategy appropriate to the listening situation
- ➔ specify for themselves the information to listen for

Lead-in

1 Allow learners a minute to discuss the answer in pairs and encourage them to speak. Accept any reasonable answers.

Language focus

2 68 Do not discuss the meaning before listening. Explain to learners that they will be able to understand

the meaning of unknown words or check the familiar ones on their own from what they are going to hear. Play the recording.

Answers

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

Audioscript 68 (Unit 4 Lesson 4 Activity 2)

- a It means to use something in a particular situation.
- b It's the condition that something is in.
- c It's right and not wrong. It's correct.
- d You make something known that has been hidden or unknown before.
- e When you do it you give a fact or example to support what you are saying.
- f It's very unusual and noticeable in a way that you admire.

3 69 Answers are underlined in the audioscript below.

Answers

1 b 2 c 3 a

Audioscript 69 (Unit 4 Lesson 4 Activity 3)

- 1 Appearances may lead us to believe that things are exactly as our eyes tell us, like the Earth is flat.
- 2 I could go on and on telling success stories of scientific discovery. In other words, the history of science is a story of remarkable achievements.
- 3 'Not to fool ourselves' means to be aware of the true state of things, despite appearances.

Skill development focus

4 70 Play Part 1 of the recording. Encourage learners to express their opinion straight away.

Suggested answer

This presentation is less formal. The speaker goes straight to the point, she tries to sound more energetic and to win the audience with the help of presenting an interesting/paradoxical idea.

Audioscript 70 (Unit 4 Lesson 4 Activity 4, 5, 6, 7, 9)

Part 1

I'd like to start my presentation with this quotation. Here ¹ it is. // You can see ² it on the screen: // 'Science is a long history of learning how not to fool ³ ourselves.' // adapted from Richard Feynman. 'Not to fool ourselves' presumably means to be aware of the true state of things despite appearances that may lead ⁴ us // to believe that things are exactly as our eyes tell us, like ... the Earth is flat, and the Sun and the stars move around ⁵ it.

Part 2

I could go on and on telling success stories of scientific discovery and how science revealed the true state of things. In other words, the history of science is a story of remarkable achievements. So it is not surprising that this extraordinary success of the natural sciences has led some people to believe that it is the dominant cognitive paradigm, or model, of knowledge.

Part 3

But what is science? Here is one more authority I'd like to quote, Carl Sagan: 'Science is more than a body of knowledge. It is a way of thinking; a way of sceptically interrogating the universe.' What he probably means is that it is more a method used in research than it is a result that we get by applying this method. More a way to get knowledge than a set of truths we already know.

5 70 Ask if the words in the list have any meaning. Play Part 1 of the recording, pausing as indicated by // in the audio script above. The pronouns learners deal with in the activity are underlined in the audioscript above (Part 1). After each pause elicit the answer. Encourage learners to sum up the activity by reflecting on what helped them to do it.

Answers

- 1 quotation
- 2 quotation
- 3 people
- 4 people
- 5 Earth

6 70 Play Part 2 of the recording for learners to supply the punctuation. Discuss whether any discrepancies occur. Answers are underlined in the audioscript above (Part 2).

7 70 Accept any reasonable ideas, make sure that learners recollect certain markers, e.g. *My interpretation is ...* or *This is a quotation from ...*, etc. Play Part 3 of the recording for learners to do the task and check the answers. Phrases which help to do the activity are underlined in the audioscript above (Part 3).

Answers

(2) is the quotation; The phrase: *Here is one more authority I'd like to quote. Carl Sagan helps to identify the quotation and the phrase What he probably means is ...* helps to identify the speaker's interpretations.

8 Tell learners that they have already heard the three parts of the presentation, and it is time to try and sum up what they have heard. Put learners in groups of three and set three minutes to do the task as a group.

Answers

Learners' own answers.

9 70 Play the whole recording once. Give the groups some time to discuss and ask the groups to report on their results.

Strategy focus

10 Encourage learners to reflect on the strategies they dealt with in the listening module. Allow some time for learners to do the activity in pairs. Then, check as a whole class.

Answers

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

Speaking

Module 3

Unit 1: Socialising

By the end of this unit, learners will be able to

- ➔ introduce themselves and others in formal and informal contexts
- ➔ start a conversation and keep it going
- ➔ show interest and react to news
- ➔ invite people, accept or decline invitations
- ➔ pay and receive compliments
- ➔ thank people, apologise and say goodbye

Lesson 1: Greetings and introductions

Time: 45 minutes

Lead-in

1, 2 Ask learners to discuss the questions. Encourage them to think about their own experience and remind them that cultural conventions of greeting vary from culture to culture. Conversation 3 looks inappropriate as in Germany titles are important in academic life, and calling a German woman by her first name without asking permission is considered impolite.

Formal and informal greetings

3 Play the recording and ask learners to say how well the speakers know each other. Ask which words in each conversation indicate the level of formality.

Answers

- 1 The speakers don't know each other. This is their first (formal) meeting.
- 2 The speakers know each other quite well.
- 3 The speakers don't know each other. This is their first (formal) meeting.
- 4 The speakers don't know each other. This is their first (formal) meeting.
- 5 The speakers don't know each other. This is their first (formal) meeting.
- 6 The man knows both Max and Kate quite well. Max and Kate meet for the first time.

Audioscript 71 (Unit 1 Lesson 1 Activity 3)

Conversation 1

Dr Santos: I don't think we've met formally yet.

Mrs Fletcher: No, no I don't think we have.

Dr Santos: My name's Dr Santos and I work for New Mexico State University.

Mrs Fletcher: Nice to meet you. And I'm Mrs Fletcher.

Conversation 2

Victor: Hello, Wendy. It's lovely to see you again. How are you?

Wendy: Hello, Victor. I'm very well, thank you. It's been a long time, hasn't it? How are things with you?

Victor: Oh, fine, thanks.

Conversation 3

Professor Philipson: Pleased to meet you. My name is Professor Philipson.

Dr Schulz: Pleased to meet you too, Professor Philipson. My name is Doctor Schultz.

Conversation 4

Jessica Hudson: Hello, my name is Jessica – Jessica Hudson.

Sarah Boulton: Nice to meet you, Jessica. My name's Sarah Boulton.

Conversation 5

Man: I'm sorry, I didn't catch your name.

Sharon Urtaza: It's Sharon Urtaza. And you are ...?

Conversation 6

Man: Do you know each other? This is Kate and this is Max.

Max: Hello, Kate.

Kate: Hello, Max. Nice to meet you.

If time allows, you could ask learners to role play the conversations after listening, imitating the intonation.

4–6 Allow time for learners to discuss their answers with a partner. Play the recording 72 to check the answers. Remind learners that more than one answer may be correct. Ask them to practise the conversations.

Answers

- 1 b 2 b, c 3 b, c 4 c 5 c

Audioscript 72 (Unit 1 Lesson 1 Activity 5)

Situation 1

Olaf: Hello, Harry. Remember me? I'm Olaf Swenson.

Harry: Oh! Yes, of course. How are you?

Situation 2 Version 1

Val: Peter, this is Andrew Painter, a colleague of mine from Ashcroft Business School.

Peter: Nice to meet you. I'm Peter.

Situation 2 Version 2

Val: Peter, this is Andrew Painter, a colleague of mine from Ashcroft Business School.

Peter: Hello, Andrew. Nice to meet you.

Situation 3

Nick: Hey, Roberta, how are things?

Roberta: Not bad. And you, Nick?

Situation 3

Nick: Hey, Roberta, how are things?

Roberta: Fine, thanks.

Situation 4

Speaker: You must be Professor Compton.

Professor Compton: Yes, that's me. What's your name?

Situation 5

Simon: Do you know Mike? Mike, this is my friend Alex from Russia.

Alex: Hello, Mike. Glad to meet you.

Role-play

7 Put learners into pairs. Direct Learners A to page 123 and Learners B to page 126. Answer any questions that may arise. If appropriate, ask learners to change their

partners and do several role plays. Monitor the activity and take notes of the language. When learners have finished, hold a short feedback session.

Formal introductions

8 First, play the recording 73 and ask learners to repeat the phrases after the speaker to practise stress and intonation.

You could organise this activity as a role-play. You could bring business cards or short bios of real people, conference presenters, or imaginary ones and ask learners to play the role of these people.

Audioscript 73 (Unit 1 Lesson 1 Activities 8, 9)

Language Support: introductions at a conference

Introducing yourself

I'm honoured to be here.

It's a pleasure to be here.

I'm glad to be here again.

Introducing other people

I am happy to introduce our guest to you.

It is an honour to introduce our colleague from Sweden.

I'd like to introduce Alice Adams. She is our guest speaker from Cambridge University.

9 With books closed, ask learners how they would introduce their colleague, if they would give a full name, position, area of expertise, mention publications, etc. After the discussion, ask learners to open their books and look at the example.

Then ask learners to choose the person from the group they would like to introduce. Encourage them to talk to this person first in order to find out the necessary information. Finally, ask learners to introduce the person/colleague in front of the whole class.

You may want to invite the group to give feedback on presenters' non-verbal behaviour: eye-contact, gestures, voice, pauses, etc.

You may want to recommend the following resource for further individual practice:

<http://www.bbc.co.uk/worldservice/learningenglish/language/howto/> It contains conversations with scripts, language, and quizzes and is organised according to the function, e.g. how to converse, with narrower topics included: closing topics, extending a conversations, likes, dislikes, responding to compliments, getting back on topic, showing interest, etc.

To practise greetings and introductions in different situations, learners can go to http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1142_greeting/index.shtml.

You could ask learners to record their presentations in order to give feedback to each other, or/and you can embed recorded presentations on a class Wiki or your blog. Draw learners' attention to these online resources:

<http://recordmp3online.com/>, <http://vocaroo.com/> are free, easy-to-use tools which do not require registration

<http://www.voxopop.com/> allows to create a talkgroup; requires registration

<http://voicethread.com/> allows speaking in a cloud with various sharing options and comments. The number of free voicethreads is limited and registration is required.

Lesson 2: Starting and keeping a conversation going

Time: 45 minutes

Lead-in

1 Encourage learners to think about their own experience.

Suggested answers

Interesting topic, asking and answering questions, phrases to react to your partner's speech, good listening skills (other answers are possible)

2 Ask learners to write the correct word from the box on the line at the end of each sentence.

Answers

- 1 Ask
- 2 Answer
- 3 Add
- 4 Ask

3 Ask learners to work out a rule of successful communication for Speaker B. This rule will be used throughout this lesson and other lessons of the unit.

Answers

Ask + Answer + Add = success

Asking questions

4 Ask learners to read the Tip and invite comments (there may not be any). Then ask learners to work individually and complete the questions in writing. Check the answers with the class.

You may want to review question patterns in English, e.g. Present Simple, Present Progressive, Past Simple. Draw learners' attention to the difference in intonation patterns in yes/no questions (questions 3, 4, 8) and Wh-questions (questions 1, 2, 5, 6, 7)

Answers

- 1 Who do you work for?
- 2 Which part of the/your country do you come from?
- 3 Is it your first time in Brazil?
- 4 Do you know many people here?
- 5 How are you enjoying the conference?
- 6 How did you get here?
- 7 Where are you staying?
- 8 Do you often go to international conferences?

5 Ask learners to apply the '3As' rule of successful communication from the Lead-in to one of the questions they completed in Activity 4. Elicit one or two examples from the learners and write them on the board e.g.

Speaker 1: Is it your first time in Brazil? (Ask)

Speaker 2: No, it isn't. (Answer)

I attended the international symposium in Brasilia last year. (Add)

And what about you? (Ask)

Start the activity. Ask learners to change roles after each conversation. Monitor and provide help as required.

Follow-up questions

6 Ask learners to read the Tip and invite comments (there may not be any). Check whether they understand the meaning of *follow-up questions* and *prompt* (Activity 6 instruction).

Review with learners how to extend the prompts into sentences. Write the examples on the board. Ask learners to analyse what classes of words have been added. Focus on tenses (Present Simple or Past Simple), a need to add personal pronouns (*your day, your flight*) or/and articles (*the flight, the conference*).

Answers

- 1 How was your day?
- 2 How was the/your flight?
- 3 How was the conference?
- 4 How is your new boss?
- 5 How was your presentation?
- 6 How was/were the audience? (the word *audience* can be followed by a singular or plural verb)
- 7 How is/was the/your hotel?
- 8 How was the meeting?
- 9 How was the training course?
- 10 How was the weather?
- 11 How is the/your dessert?
- 12 How is your new job?

7 Put learners into A/B pairs. Direct Learners A to page 123 and Learners B to page 126. Explain that the activity consists of two parts: first Learner A asks questions 1–6 and Learner B responds with one of the responses a–f on page 126, then the roles are reversed so that Learner B asks questions 7–12 and Learner A responds with one of the responses g–l on page 123.

Answers

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

Role-play

8 Remind learners of the ‘3As’ rule of communication. Direct Learners A to page 123 and Learners B to page 126. Monitor the activity and take notes of the use of the language. When learners finish, hold a short feedback session. If appropriate, ask learners to role play several situations, every time with a new partner.

Lesson 3: Showing interest and reacting to news

Time: 45 minutes

Lead-in

1 With books closed, ask learners how they react to good and bad news in their native and English languages. Elicit two or three examples and write them on the board to illustrate that the ways might be quite similar in both languages, e.g. asking Wh-question words (e.g. *What did you say?*); using intonation; asking echo-questions (e.g. *It is my first visit to Russia – Is it?*); using ‘listening noises’ (e.g. *uh huh* to show that you agree with something or when you say ‘yes’ to a question).

With books open, ask learners to complete the diagram individually. You may want to practise the example with learners repeating chorally.

Answers

- 2 a 3 c 4 b 5 e

If necessary, remind or teach learners what ‘echo’ questions and words refer to. Write some sentences on the board, e.g. *It is my first visit to Russia – Is it? He can speak twelve languages – Can he? I’ve just come from Portugal – Have you? Sam didn’t come. – Didn’t he?*

Point out the importance of rising intonation to show interest in echo questions. Ask learners to formulate the rule for echo questions: Repeat the verb *to be* and other auxiliary verbs or use *do* in the correct tense if there is no auxiliary.

Responding to news

2 Play the recording 74 and ask learners to repeat the phrases after the speaker to practise stress and intonation.

Audioscript 74 (Unit 1 Lesson 3 Activity 2)

Language Support: showing interest

Reacting to good news

How nice!
Great!
Wow, that’s fantastic!
Lucky you. I wish I was going!
Congratulations – you must be delighted!

Reacting to bad news

How awful!
Poor you!
What a pity!
That’s too bad.

Reacting with surprise

You’re joking.
You’re kidding.
No! That’s strange!
Really?
What? You don’t say!

Then ask learners to decide in pairs on (i) an echo-question; (ii) a response; and (iii) a follow-up question in each situation. Encourage learners to practise their conversations, using several techniques.

Example answers

- 2 Really? That’s great! Where are you going?
- 3 Couldn’t you? What a pity! Where was he?
- 4 Was it? That’s fantastic! Where did you go?
- 5 Is there? Great. How do you know?

Active listening

3 You may want to ask learners to think about the differences in meaning and use of the following phrases:

Really?: used for showing surprise or interest

I see: used for showing that you are paying attention to what someone is saying and that you understand it

Right: used for saying that you agree with a statement or accept a suggestion

That’s great!: used for expressing pleasure or agreement

Well: used for thinking of what to say and asking a question

By the way: used for introducing a new or extra fact or comment into a conversation

Yeah: meaning ‘yes’ but more casually and perhaps indicating lack of interest

Suggested answers

Conversation 1

- 1 Yeah. / Yes.
- 2 Is it? / Really? / I see. / Right.
- 3 Yeah. / Yes.
- 4 What a coincidence! / Really? / That's great! / I see. / Right.
- 5 Really? / That's great! / I see. / Right.
- 6 Yeah. / Yes. / That would be great.

Conversation 2

- 1 That's right.
- 2 Well/Uhm
- 3 Well/Uhm
- 4 By the way
- 5 That's something I'd love to discuss with you

4 Remind learners of the language for expressing their opinion (they will study this in more detail in Unit 2, Lesson 1).

Suggested answer

The phrases help to make the conversation natural, to show that you're listening, to avoid an embarrassing situation, or to signal lack of interest.

5 Ask learners to practise the two conversations in pairs, concentrating on using appropriate intonation.

You may want to round off this activity with a discussion about learners' own experience, for example, you may want to mention that in some countries, a man would never approach a woman in this way at all and also that women would never travel alone.

Lesson 4: Inviting**Time:** 45 minutes**Lead-in**

1 You may want to start the activity by asking learners about their own experience of organising an entertainment programme for foreign guests. For example:

What was the most interesting social event you have experienced when attending international conferences?

How do you usually entertain guests in your city/university?

Social events in many countries include alcohol. Might this be a problem for you / for your guests?

Inviting

2, 3 ☉75 Before they listen, ask learners to work in pairs to put the phrases into the three groups a–c. When learners have grouped the phrases, play the recording for them to check their answers.

Audioscript ☉75 (Unit 1 Lesson 2 Activities 2–4)**Language Support: invitations****Inviting**

- Would you like to join me for dinner?
- Would you like to visit the museum?
- Would you be interested in going to see an exhibition?
- Why don't you join us for a cup of coffee? (*informal*)
- How about going to the theatre tonight? (*informal*)

Accepting invitations

- Thank you very much. That would be very nice.
- Thank you for inviting me. I'll look forward to it.
- Thank you. That'd be a pleasure.
- That's very kind of you. I'd love to come.

Thanks. That sounds great. (*informal*)

That sounds like fun. (*informal*)

Declining invitations

That's very kind of you, but I don't think I can.

Thanks but I can't make it then.

I'd like to, but I'm afraid ...

That would be nice, but unfortunately ...

4 ☉75 Play the recording again. Ask learners to repeat (individually or the whole class) the phrases after the speaker to practise stress and intonation.

Explain to learners that invitations can be made in a neutral or informal way depending on how well the people know each other. Neutral is appropriate when people meet for the first time or know each other only slightly. On a more personal level, informal invitations can be used. Then ask learners to identify the phrases that are more informal than the others.

5 Put learners into pairs. Monitor the activity. You may want to model the example yourself with another learner.

Accepting or declining

6, 7 ☉76 Before listening, learners work in pairs to put the two conversations in order. Then play the recording for them to check.

Answers

Conversation 1: 2, 9, 4, 1, 6, 3, 12

Conversation 2: 7, 11, 8, 10, 5

Audioscript ☉76 (Unit 1 Lesson 2 Activities 6, 7)**Conversation 1**

Man: I don't know what your plans are, but would you like to go out for dinner tomorrow?

Woman: Thanks. I'd love to. Where shall we meet?

Man: Shall I pick you up at the hotel?

Woman: Fine. About what time?

Man: Is 7 o'clock OK?

Woman: Great. See you tomorrow at 7, then.

Conversation 2

Man: Look, it's a bit chilly outside. How about having another drink in the house?

Woman: I'd love to, but I need an early night. My flight is at 6 tomorrow morning.

Man: That's a pity. Have a safe flight then.

Woman: Thank you very much for everything. I really appreciate it.

Man: Don't mention it. It was my pleasure.

8 When learners finish practising the conversations, ask them to change roles. You may want to encourage learners to rely on memory rather than just reading from the book.

Saying 'No'

9 Ask learners to read the Tip and invite comments (there may not be any). Write the pattern for declining invitations on the board: *Apologise – Thank – Give reasons*. Ask learners to decline the invitation using the pattern and the phrases from the Language Support box. Encourage learners to compare their answers with the example.

Explain to learners that the reasons for declining invitations are provided, so they have to think of possible invitations and ways of saying 'no' in each situation.

10 Ask learners to pair with a new partner in order to practise the conversations. Monitor the learners' pair work and take notes of any problem areas. When learners finish, hold a short feedback session.

Role-play

11 Put learners into pairs. Direct Learners A to page 123 and Learners B to page 126. Monitor the activity and take notes of the language use. If you have time, ask learners to role-play several situations, every time with a new partner.

Lesson 5: Paying and receiving compliments

Time: 45 minutes

Lead-in

1 Encourage learners to think about their own experience.

2 Draw learners' attention to the fact that paying compliments varies in different cultures. Most frequently, people pay compliments on someone's appearance, possessions, performance/skills/abilities, and personality traits.

If appropriate, ask learners to read 'Cross-Cultural Compliments: Lost in Translation' by Kathryn Williams at <http://www.divinecaroline.com/life-etc/culture-causes/cross-cultural-compliments-lost-translation> about cross-cultural differences and watch *Michael's Better Business English: How to Pay and Receive Compliments* at <http://www.englishcentral.com/video/15612/michael's-better-business-english%3A-how-to-pay-and-receive-compliments/module/default/controller/static/action/terms>.

Complimenting

3 ©77 Invite learners to compare their answers.

Answers

1 B 2 A 3 D 4 A, C 5 A, B, C, D

Audioscript ©77 (Unit 1 Lesson 5 Activity 3)

- 1 Oh, my, such a wonderful thing! Is it from Kenya?
- 2 Wow, it looks so stylish! How fast does it go?
- 3 It's so nice, isn't it? The colour really suits you.
- 4 Looks fantastic! Is it the latest version?
- 5 Terrific! I love it.

Being nice

4 ©78 First, play the recording. Pause after each phrase and ask learners to repeat the phrases after the speaker to practise stress and intonation. Then ask learners to work in pairs to complete the conversations. Suggested answers are given below but you may want to discuss possible alternatives in class (e.g. formal vs. informal language).

Audioscript ©78 (Unit 1 Lesson 5 Activity 4)

Language Support: complimenting

Paying compliments

What a wonderful picture!
 Good job. Congratulations!
 You've done a really good job. Congratulations!
 You were terrific.
 Your slides were fantastic!

Your presentation was terrific!

I thought your students were brilliant. Congratulations!

Responding to compliments

Do you really think so? Thanks.

I'm glad you liked it.

Thank you very much.

It wasn't difficult at all.

How nice of you to say so!

In fact, the credit should also go to my colleagues.

It was nothing special, really.

Suggested answers

- 1 B Do you really think so? Thanks. / It wasn't difficult at all. / Thank you very much. / I'm glad you liked it. / How nice of you to say so/that!
 B It is/was nothing special, really.
- 2 A Your slides/presentation were/was fantastic/terrific! / You've done a really good job. Congratulations!
- 3 B Do you really think so? Thanks. / Thank you very much. / Many thanks.
 B I am glad you like it.
- 4 B Do you really think so? Thanks. / Thank you very much.
 B In fact, the credit should also go to my colleagues.
- 5 A Good job. Congratulations! / You've done a really good job. Congratulations!
 B Do you really think so? Thanks. / I'm glad you liked it. / Thank you very much. / How nice of you to say so/that!

5 Ask learners to choose a new partner and practise the conversations.

Role-play

6 Put learners into pairs. Direct Learners A to page 124 and Learners B to page 127. Monitor the activity and take notes of the language use. You may want to remind learners of the '3As' rule of successful communication that they studied in Unit 1 Lesson 2.

Lesson 6: Saying thank you, sorry and goodbye

Time: 45 minutes

Lead-in

1, 2 Organise this as a group activity. Invite one learner from each group to report their answers to the class. Encourage others to add phrases to their lists.

Finishing a conversation

3 Ask learners to work individually first, then in groups discuss examples from the text that indicate the level of formality.

Answer

Conversation 1 is more formal. Learners may mention the choice of the vocabulary (e.g. *interested in participating, concept, the idea behind it*); complex sentence structures (*I suggest that we go to the conference room...*), forms of addressing a person (*Mr Borisov, Mr Allan*), the choice of functional language (see answers to Activity 4).

4 Ask learners to work individually. Elicit one or two examples from learners by asking questions, e.g.:

What phrase is used in Conversation 1 to say good bye? (It was nice talking to you. Goodbye.) What informal pair of this phrase is used in Conversation 2? (See you.)

Answers

- a It was nice talking to you. Goodbye. (formal) / See you. (informal)
 b Will you excuse me. I'm afraid I must go now (formal) / Oh, sorry. (informal)
 c Oh, yes, I see. I'm sorry. (formal) / Sure. (informal)
 d Thank you, Mr. Allan. (formal) / Thanks. (informal)

5, 6 Focus learners' attention on pronunciation and intonation patterns when practising formal and informal conversations.

Role-play

7 Put learners into pairs. Direct Learners A to page 124 and Learners B to page 127. If appropriate, ask learners to role-play several situations, every time with a new partner. Monitor the activity and take notes of the language use.

You may want to play the recording ㉞79 first and ask learners to repeat the phrases after the speaker to practise stress and intonation. You may want to remind learners of the language for making invitations that they studied in Unit 1 Lesson 4.

Audioscript ㉞79 (Unit 1 Lesson 6 Activities 7, 8)

Language Support: saying thank you, sorry and goodbye

Formal

I've enjoyed talking to you, but I'm afraid I must go now.
 Will you excuse me? Unfortunately, I have to go now.
 It was really enjoyable.
 It's been nice talking to you.
 I look forward to seeing you again.
 It has been nice meeting you, Ms Zaretsky. Goodbye.
 See you again soon, I hope. Please get in touch.
 I'm afraid I really must be on my way.

Informal

Thanks for everything.
 It's a pleasure to meet you.
 Sorry, have to leave now.
 Sorry, but I'd better get going. I'll give you a call.
 Sorry, but I'd better get going. I'll email you.
 Bye, take care.
 See you soon.
 See you around.
 Have a good trip back.

Follow-up

8 Tell learners that this activity will allow them to practise the skills they have developed in Lessons 1–6. Allow time for learners to think about their new identity and plan the stages of the conversation. Walk around and provide assistance if required. Encourage them to use the functional language they have learned. You may want to invite some pairs to act out the conversation in front of the class.

Unit 1: Resources for learners

<http://www.eslgold.com/speaking/phrases.html> contains phrases for conversations, organised according to the function and topic, with an audio option; it can be recommended for individual practice.

Unit 1: Resources for teachers

http://www.eslgold.com/speaking/speaking_situations.html contains tasks and situations on different topics.

Unit 2: Presentation skills

By the end of this unit, learners will be able to

- ➔ identify their strengths and weaknesses as a presenter
- ➔ use a stock of phrases for presentations
- ➔ use visuals effectively
- ➔ plan, structure and give a clear, effective final 10-minute presentation in English

Make learners aware of the final outcome at the beginning of the unit: a 10-minute presentation on the topic of their choice.

Provide opportunities for learners to practise short presentations in class and/or online. The first step is to help learners to identify their strengths and weaknesses as presenters. Then expose them to best practices and requirements for presentations, gradually expanding information with emphasis on various aspects. Practice, self-reflection on their own behaviour, observing others, and receiving feedback from peers and the teacher are the key principles of the unit.

Lesson 1: What makes a good presentation?

Time: 90 minutes

By the end of this lesson, learners will be able to

- ➔ identify their strengths and weaknesses as presenters and set goals for developing presentation skills
- ➔ devise criteria for a successful academic presentation
- ➔ start a presentation
- ➔ express opinions and give advice and recommendations

Lead-in

1 Ask learners to discuss the questions in class. Encourage them to think about their own experience.

Answers

2 politicians, managers, professional academics (other answers possible)

Successful presentations

2 Invite one or two learners to report their answers to the class.

3 Elicit one or two more examples of features of a successful lecture or presentation. Then ask learners to brainstorm their ideas in their groups. If appropriate, organise Activities 2–4 as a whole class activity, i.e. brainstorming ideas and then arranging them in a spidergram on the board.

4, 5 Encourage learners to use the ideas that they brainstormed in Activity 3 in their spidergrams. If appropriate, encourage learners to use online tools (see the Tip below). You may want to help learners start their spidergrams by guiding them to use Wh-questions, e.g. *Who* (presenter and audience), *What* (content, structure, stages, language, etc.).

Draw learners' attention to the following resources, which help to create online spidergrams.

<http://www.mindmeister.com> a free tool, registration is required.

<https://bubbl.us/> a free simple tool, easy to share; registration is required. Files can be printed out as *PDF* and *RTF*; embeddable option.

Questionnaire: reflect on your experience

6 Ask learners to read questions 1–12 and check the meaning of any words that may be unfamiliar (e.g. *rehearse*, *emphasise*, *eye contact*, *'pet' words or phrases*). You may want to set this activity as homework.

7 Ask learners to report on the results. If necessary, explain that setting specific goals will lead to improving presentation skills. You may want to pre-teach the language of goal setting. For example:

What I'd like to improve is ...	My aim is to + <i>verb</i>
I'm going to + <i>verb</i>	I set the goal of + <i>verb-ing</i>

We recommend asking learners to go back and complete this questionnaire at the end of Unit 2. Learners can then be asked to compare results and reflect on their progress (Unit 2, Lesson 4, Lead-in).

The audience

8 Ask learners to read the Tip and invite comments (there may not be any). Write the following on the board: *What I really hate is when a presenter ...*

Then ask learners what word comes next in the example (*reads*) and what tense it is in (*Present Simple*). Elicit one or two more examples from learners, and write them on the board.

Suggested answers

What I really hate is when a presenter ...
 ... reads the text from slides.
 ... talks to only one person at the front of the room.
 ... is late for the presentation.
 ... does not use the microphone.
 ... goes too quickly.
 ... does not allow questions at the end.
 ... spends too long answering a question in the middle of the presentation.

If appropriate, ask learners to make recommendations for each point. For example:

Problem: *What I really hate is when a presenter reads the text from slides.*

Recommendation: *He/She should talk to the audience.*

9 Allow time for the learners' discussion.

Suggested answers

The presenter should know / try to find out ...
 ... the audience's expertise and level of specialist knowledge to form expectations.
 ... the audience's average age, gender and cultural background.
 ... the size of the audience.
 ... the situation: formal or informal, consequently, formal or informal language.
 ... if there is a policy for audience questions.

Presentation criteria

10 Remind learners of the ideas they discussed in Activities 2–6. First, ask them to think of some big categories that are important for the success of the presentation. Then, ask learners to specify these categories. Allow 1–2 minutes for each group to present their ideas. You may want to ask learners to compare the result of their group work with the criteria provided in Feedback form on page 130.

Suggested answers

Structure: beginning, signposting, conclusion, strong ending
 Presenter's behaviour: eye contact, gestures, pauses, intonation
 Visuals: size, necessity, etc.

Presentation goal

11, 12 Ask learners to read the Tip on page 108 first and get the message across that a presenter should be absolutely clear about why he/she is presenting. A clear goal determines the structure of the presentation, choice of rhetorical techniques and leads to a predicted outcome.

Check whether learners understand the meaning of the words that may be unfamiliar (e.g. *style, delivery, primary, occasion*). Then ask learners to work in pairs to match the events to their definitions. In feedback, check how many of the events learners have participated in as delegates or presenters.

Answers

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

13 Check the meaning of any words that may be unfamiliar in the Language Support box: presentation goals (e.g. *inspire, persuade, explore, entertain, share*). Allow time for discussing answers.

Suggested answers

to inspire to act (briefing, demonstration, commercial presentation)
 to persuade, to gain agreement (briefing, commercial presentation)
 to teach or to pass on information (lecture, workshop, seminar, press conference)
 to explore or debate ideas (seminar, conference presentation)
 to entertain (demonstration, commercial presentation)
 to report on the results of projects/research (conference presentation, demonstration, press conference)
 to sell, promote something (commercial presentation, demonstration)
 to share ideas (workshop, press conference)

Presentation structure

14, 15 Encourage learners to discuss possible sequences, using the phrases from the Language Support box: opinions.

Suggested answers

Suggested order with alternatives: d, f/k, k/f, h, i/l, l/i, c, a, e, g, b/j, j/b
 In many presentations the introduction will be given by someone else, so stages d and f, which are not part of the actual presentation, may not be necessary.

16 Invite one or two students to report on the results of their discussion. You may want to combine this activity with materials from Listening module. See samples of how lecturers start their lectures in the Listening module, Unit 2, Lesson 1.

Suggested answers

A lecture is also a presentation, but longer. The beginning is likely to contain the reference to the previous lecture. There might be no self-introduction or/and thanking organisers. The body may contain more than three main points; the conclusion does not only have summary of the lecture, but also sources for further reading, or the plan for the next lecture/seminar. A lecture may or may not be interactive, depending on the presenter's style and complexity of the content. Usually, the information is also supported visually, but there may be more slides.

Starting a presentation

17, 18 ⑧0 Ask learners to work in pairs to categorise the phrases and compare the answers. Play the recording and check the answers. You may want to ask learners to repeat the phrases after the speaker to practise stress and intonation.

Answers

1 G 2 Q 3 G 4 P 5 G 6 T 7 T 8 P 9 Q

Audioscript ⑧0 (Unit 2 Lesson 1 Activities 17, 18) Language Support

To introduce the topic

My topic today is ...
 Today, I'm going to talk about ...

To introduce the plan of your presentation

I'm going to deal with three aspects of the subject ..., first ...
 I've divided my presentation into three sections.

To set goals

What I intend to do is to explain ...
 What I'd like to do is to discuss ...
 The aim of my presentation is ...

To deal with questions

If you have any questions, please feel free to interrupt.
 I'll be happy to answer questions at the end.

Encourage learners to go to the following links for additional practice:

<http://www.bbc.co.uk/worldservice/learningenglish/language/howto/> contains conversations with scripts, language, and quizzes. Organised according to the function.
<http://www.spokenskills.com/student-activities.cfm?section=studentpractice&practicepageID=1694> contains phrases of starting a presentation with a listen-record-practise option.
<http://www.spokenskills.com/student-activities.cfm?section=studentpractice&practicepageID=1695> contains phrases of stating the purpose of a presentation and question handling.

Follow-up

19 This activity can be organised as a whole class or group activity, depending on the number of learners. If time allows, let other learners ask questions after each presentation. Before giving the assignment, emphasise the need to follow the steps. Focus learners on the purpose of the presentation, elicit what information should be repeated several times or presented visually (name of the event, dates, deadlines, web page, etc). Ask learners to prepare their presentation as homework.

Encourage learners to use the language practised in Unit 1 Lesson 3 of the Reading module and phrases from Activity 17 that are normally used in the introduction of a presentation.

In class, provide an opportunity for everyone to present the results of the search. Ask learners to stand up and face the audience; let them use a whiteboard, if necessary.

Invite learners to give feedback to the presenters, using the criteria they discussed in Activity 10.

The feedback can be given either in English or in the learners' own language. The feedback is aimed at helping the person improve. It should be frank, but not too critical. Teach learners to always start with positive things and then provide ideas for improvement. They should understand that it is not the personality that is evaluated, but the person's performance, his/her presentation skills. Let the presenter speak first on what he or she feels has been achieved, then allow peers to comment on the presenter's performance; be the last to give your feedback.

In each presentation task in the unit, you can focus on one major aspect, e.g. gestures, voice, structure, or the person's particular problem. Thus, step by step learners will consciously work on their weak areas. This time you may want to focus only on learners' non-verbal communication skills: eye-contact, body language, gestures, voice. This can help learners to know their strengths and weaknesses as presenters and improve their skills.

This may also be a good opportunity to raise an issue of using notes while presenting. Small cards with key words can be recommended.

Lesson 2: Developing presentation skills

Time: 180 minutes

- By the end of this lesson, learners will be able to
- ➔ structure and signpost a presentation
 - ➔ use different techniques to open and close a presentation
 - ➔ agree and disagree and also ask and answer questions within the context of a presentation

Lead-in

1 ⑧1 Ask learners to work individually or in pairs. Allow time for learners to read through the Language Support box: agreement and disagreement. Play the recording and check the answers. You may want to ask learners to repeat phrases after the speaker to practise stress and intonation.

Audioscript ⑧1 and answers (Unit 2 Lesson 2 Activities 1, 2)

Language Support: agreement and disagreement

Agreement

- I fully agree with you.
- I fully agree with this statement.
- Absolutely!
- I think so too.
- That's true.
- That's very true.

Disagreement

- I can't agree with ..., I'm afraid.
- I don't see it quite like that.
- I'm not sure I quite agree that...

2 Invite learners to reflect on the best presentations they have heard. Lead learners to the conclusion that the way the content is presented has a definite impact on listeners.

Titles

3 Ask learners to start the activity in small groups. Finish it as a whole class activity.

Answers

Answers may vary. Learners may mention 3 or 4 as the best; 2 is too long and has a mix of registers.

Mention that a presentation title should be fairly short and attention-grabbing, while an article title is usually more serious, subject-oriented, not too open-ended. Make learners aware that article titles are not always suitable for presentation titles.

Draw learners' attention to capitalisation in titles: all words except articles and prepositions are capitalised. If appropriate, show the way to avoid using too many prepositions, e.g. using infinitive of purpose instead of noun phrases with prepositions.

If appropriate, encourage learners to read the article 'How to write a presentation title that gets people flocking to your session' by Olivia Mitchell at <http://www.speakingaboutpresenting.com/content/presentation-title/>.

Lecture on study skills

4 Ask learners to read the text first without paying attention to the gaps and answer the questions. If necessary, help them to identify the topic of each part.

Suggested answers

- 1 How to prepare a speech / How to make the text effective
- 2 Learners' own answers.

If time allows, you may want to organise a short discussion about the advice given. You could ask such questions as:

Do you agree that research reports may not be interesting for the audience?

Why is it advisable to focus a discussion on a particular problem?

Why are references important?

How do you usually organise information before a presentation?

What advice is new to you?

5 Point out to learners that alternative answers are possible in the first text (gaps 1–8). In the second text (gaps 9–18) there is only one possible answer for each gap. You may want to ask learners to compare the answers with their partners before class feedback.

Answers

- 1 The first point
- 2 Once you have chosen a topic
- 3 While getting ready / At this stage / After that
- 4 The second step
- 5 First of all
- 6 Then / After that / At this stage
- 7 After that / Then
- 8 At this stage / While getting ready
- 9 As for text organisation
- 10 Firstly
- 11 Secondly
- 12 Thirdly
- 13 Another way to
- 14 One more popular method for
- 15 For example
- 16 we can now move to the last point of

- 17 That is why
- 18 And the last piece of advice for today

If appropriate, you may want to ask learners these questions:

In what way are all the phrases similar? (They are used to link parts of the text.)

What function do these phrases serve? (They are signs that help the listener to follow the speaker's ideas.)

6 Discuss possible titles as a class.

Suggested answers

How to prepare a good presentation / Advice on preparing a presentation / Learn how to prepare a presentation

A good start

7 Ask learners to read the Tip and ask whether they agree or not. Explain that the activity gives some popular techniques of starting a presentation. You may want to check that learners understand *rhetorical question* (a question that does not require an answer, either because the answer is obvious or because the questioner goes on to answer it). You may want to combine this activity with the Listening module Unit 4 Lesson 1.

Answers

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

8 Encourage learners to reflect on their own style. Monitor group discussions.

Beginning your presentation

9 Ask learners to read the steps for preparing a beginning of their presentations. Answer any questions that may arise. You may want to set this as homework.

If appropriate, refer learners to Unit 1 Lesson 1, Activity 8, ©73 and Unit 2 Lesson 1, Activities 13, 17, ©80), and encourage them to use the phrases. You could ask learners to record or video record their presentations and share them on a wiki or class site.

10 Ask learners to read the Tip on page 114 and invite comments (there may be not any). Allot enough time for listening to presentations in class. It can be organised as a whole class or group activity, depending on the number of learners. Remind learners that they should use their notes to help them, but not simply read from them. Monitor the activity and take notes of the language use and presenter's behaviour.

11 Guide the feedback session using the questions. Be the last to give your feedback.

Supporting your ideas

12 Ask learners to read the Tip and invite comments (there may not be any).

Print out the cards with two opposing statements on the same topic and bring them to class. Make sure everybody has a card. Ask learners to choose one of the statements they would like to develop. Allow learners to change the card or think of their own idea.

It is expensive to get an education.
It is expensive to employ educated people.

School interferes with education.
School provides education.

Globalisation leads to the loss of personal identity.
Globalisation leads to better personal identity.

Work to live. Live to work.
Live to learn. Learn to live.

Professors are overworked and underpaid.
Professors are underworked and overpaid.

Research in humanities unlike in sciences is not considered a serious activity.
Research in humanities like in sciences is considered a serious activity.

Teachers will soon be replaced by computers.
Teachers will never be replaced by computers.

The internet encourages real communication.
The internet prevents real communication.

13 Make sure learners understand the vocabulary in the Language Support box: supporting ideas. Encourage learners to use the phrases while developing the idea.

14 Set this activity as homework.

15 This can be organised as a whole group or a small group activity, depending on the group size. Monitor the activity and take notes on the language use.

Remind learners of the language for expressing opinion (Lesson 1) and agreement and/or disagreement (Lesson 2). If time allows, ask other group members to suggest other ways of developing their partners' ideas. Organise a Q&A session.

Your mini-talk

16 Set this activity as homework. Ask learners to choose one of the options. Before assigning the task, elicit who the audience are, what the purpose is, what the level of formality is in each situation.

Remind learners to use the presentation structure and the appropriate functional language. Focus their attention on the outline of their presentations and summary as this will help other learners to take notes and later reproduce conclusions.

Encourage learners to use suitable links in their presentations from the Language Support box: signposting.

17, 18 ©82 Organise this as a whole class or group activity. Tell learners that they will need the notes later in Activity 20. Play the recording and ask learners to repeat the phrases after the speaker to practise stress and intonation. Explain that these phrases can help learners to sound polite.

Organise a Q&A (question and answer) session. Then ask learners to provide feedback.

Audioscript ©82 (Unit 2 Lesson 2 Activities 17, 18)

Language support: questions and answers – techniques Getting more information

Could I ask you a couple of questions, please?

Could you tell me some more about...?

Excuse me, do you know ...?

Before answering a question

Thank you, that's a very interesting question.

I'm glad you asked that question.

I'm not sure, let me check.

Dealing with difficult questions

We don't have enough evidence to show that ...

I'd prefer to deal with that point later.

Maybe we could discuss that in more detail after the session.

Ending a questions and answers session

If there are no (more) questions, we'll finish there.

We only have time for one more question, please.

I'm afraid, that's all the time we have. Thank you.

Concluding a presentation

19 Do this activity in class. First ask learners to choose one of the presentations they have taken notes of in Activity 17.

Then ask them to read the Tip and invite comments (there may not be any). Remind learners that summarising

involves paraphrasing the main ideas of the presentation, avoiding minor details.

Ask learners to imagine that they are the authors of the presentation that they are going to conclude. Encourage them to make use of their notes on making a conclusion and the Language Support box: closing a presentation. If appropriate, remind learners of paraphrasing techniques, e.g. using synonyms, changing active into passive, changing verbs into nouns.

20 Ask learners to work in the same groups as in Activity 17 to provide feedback guided by the criteria. Monitor the activity. Be the last to give your feedback.

Remind learners of the resources that can be used for further individual practice:

<http://www.bbc.co.uk/worldservice/learningenglish/language/howto/> contains language and samples of conversations, categorised according to the function.

<http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit3presentations/expert.shtml> contains signposting language for presentations and an interactive game to check it.

Lesson 3: Working with visuals

Time: 90 minutes

By the end of this lesson, learners will become familiar with ways of creating, using and referring to visuals.

Lead-in

1 Ask learners to work in groups of three or four and recall slides they saw at conferences. Allow some time to create a list of recommendations (DOs and DON'Ts) for an effective slide-based presentation. Invite one learner from each group to report their answers to the class.

You could ask one group to work on the DOs list, and the other on the DON'Ts list.

You may want to pre-teach /review the vocabulary that learners may need to use in this lesson (e.g. *font, bulleted list, outline, point, background, slide heading*).

Information exchange

2 Divide learners into two groups and direct Learners A to page 125 and Learners B to page 128. First, ask them to work individually. Allow time for them to write their questions, if necessary. Then learners take turns to ask each other questions and fill in the gaps. Monitor the activity and provide assistance if required.

You may want to review what questions words are used when asking about people or objects (*What?*), quantity (*How much? How many?*), length (*How long/short?*), reason (*Why?*), type of person or thing (*What kind of...?*), time (*When?*), place (*Where?*).

Answers

Learner A

- 1 What does the first slide usually contain?
- 2 What does a 3.3. rule mean?
- 3 What does the last slide contain?

- 4 How long/short should the titles be?
- 5 How many lines are there on a slide?
- 6 What are the most suitable fonts?
- 7 What method can you use to estimate the number of slides? / How can you estimate the number of slides?

Learner B

- 1 What does the second slide show?
- 2 What slide is it important to have?
- 3 What does each slide illustrate?
- 4 How many words are there per line?
- 5 What kind of font is often used for titles?
- 6 What is the common rule for slides?
- 7 How long should the beginning be? / How long should the beginning take?

Improving slides

3 Direct learners to the Slides checklist on page 129. Ask them to match the terms 1–4 from the checklist with their definitions a–d.

Answers

1 c 2 a 3 d 4 b

4 Ask learners to use ideas from the Lead-in on page 117 and Slides checklist to evaluate the slides. Ask learners to read the Tip and invite comments (there may not be any).

Suggested answers

Slide A: There are two different topics on one slide: TLS in figures and TLS market share. The font size is too small to read at a distance. The background colour is too dark.

Slide B: The slide is overloaded with information; too many colours; lack of consistency in the use of fonts, which are small to read at a distance.

Slide C: Though the number of points on the slide is five and each point is worded carefully, the slide looks very 'heavy' because of the colour range: colours aren't balanced; using a different colour for each point is distracting and annoying. The combination of different backgrounds distracts from the content of the slide. Italics are used for no reason. The sentences should be turned into key points, e.g. *The subsidiaries are in German and abroad* → *Subsidiaries: in Germany and abroad*.

You may want to mention that specialists recommend using not more than three colours on a slide. Some experts advise using natural colours only for the background (soft greens, blues, etc); others state that black and white should be the only ones used. A colour scheme largely depends on the presenter's preferences, but the main requirement is that a slide should be easy to read for the audience. As for punctuation, the recommendation is to use minimum marks, and no full stops in headings and incomplete sentences.

You may want to set this as homework. Check the activity in class, asking volunteers to present their recommendations.

Creating slides

5, 6 Encourage learners to use the Slides checklist while preparing their own slides. Ask learners to read the Tip and invite comments (there may not be any).

You may want to discuss the sequence of slides:

Slide 1: Presentation title, presenter's name

Slide 2: Presentation plan/outline

Slide 3 (or 3&4): Content/body


Slide 4 (or 5): Conclusion.

You may want to set this as homework.

7 Ask learners to exchange their slides with a partner and give each other feedback, using the Slides checklist.

Presenting statistics

8 Ask learners to discuss the questions in groups. Encourage them to think about their own experience.

9  **83** Play the recording and ask learners to repeat each number as they hear it.

Audioscript  **(Unit 2 Lesson 3 Activity 9)**

two hundred
one hundred
sixty thousand
twenty thousand
eighty per cent
a quarter
fifty thousand
one thousand
seventeen
three hundred million
one hundred and seventy
forty three

10 If learners are not scientists with knowledge in this area, you could reinforce that the activity is a game and the task is to use all the numbers from Activity 9.

Answers

1	170	7	17, 43
2	1,000	8	200
3	80%	9	20,000
4	60,000	10	$\frac{1}{4}$
5	100	11	300,000,000
6	50,000		

Draw learners' attention to the online resources they can use for further reference: http://www.hobbyprojects.com/dictionary_of_units.html contains a Dictionary of Units/Measurements, categorised according to spheres, easy to use.

<http://www.unc.edu/~rowlett/units/> contains an alphabetical Dictionary of Units of Measurement with answers to most frequently asked questions.

Follow-up

11 You could set this as homework and allow time for pair work in class. Alternatively, you may want to do this in class without home preparation. Bring blank cards to the class. Give each learner a card and ask them to write one fraction, one date, one decimal, one price and a very large number. Ask them to exchange the cards with a partner and pronounce the written numbers.

12 Set this as homework and ask learners to bring diagrams to the class.

Draw learners' attention to the following online instruments for creating graphs:

<http://www.diychart.com/> allows users to create interactive colourful charts which can be saved as images, published online and shared. Free account covers only 5 charts.

<http://onlinecharttool.com/> helps to design and share online different types of charts, free.

13 ©84 Play the recording and ask learners to repeat the phrases after the speaker to practise stress and intonation. Ask learners to exchange the diagrams with the partner.

Audioscript ©84

Language Support: referring to visuals

If you look at the figure, ...
 As you can see, the figure gives ...
 As the diagram shows, ...
 As can be seen, ...
 Look at this flowchart, ...
 The horizontal axis represents ...
 The table summarises the data ...
 As the line graph shows, there was an upward trend in ...

14, 15 Remind learners of the phrases they studied in the Language Support boxes on pages 109 and 111. Ask learners to say if their partner's description of the slide is accurate and then comment on the quality of the diagram.

Lesson 4: Your presentation skills

Time: 90 minutes

By the end of this lesson, learners will be able to

- ➔ plan, structure and give a 10 minute presentation
- ➔ give feedback
- ➔ reflect on their progress in developing their presentation skills

Lead-in

1, 2 Organise this as a whole class or group activity. Encourage learners to report on the results. You may want to ask them questions, for example:

- What have you learned in the unit?
- What was most important in the unit?
- What else would you like to improve as presenters?

Academic culture checklist

3 You may want to start this activity by eliciting what *academic culture* is. If necessary, explain that in this context it is a way of professional behaviour, conventions of people who work in a college or university and specialise in a particular subject area, e.g. medicine, engineering, biology.

You may want to mention that in some disciplines (e.g. humanities) reading the paper aloud is the norm, in others it is almost a taboo (e.g. computer science). However, interaction with the audience and speaking from notes rather than reading make a more favourable impact on the audience. See blogs and forums <http://reassignedtime.blogspot.ru/2010/04/conference-paper-or-emphasis-in-some.html>, <http://chronicle.com/forums/index.php?topic=76969.30>

4, 5 Encourage learners to think about their own experience and reflect on their own style of presenting, as well as the strategies studied in Unit 2. Monitor group discussions. Lead learners to the conclusion that the styles of presenting may differ from one academic culture to another, but it is important that they follow basic rules of presenting and enhance their own style.

Revising what you have learned

6 Set this activity as homework, but allot time in class, too. Encourage learners to reflect on their progress and set goals for further development. Ask learners to go back to the activities of Unit 2 and be ready to report in class, using the questions as guidelines. Encourage learners to use the phrases from the Language Support box: reporting on results and goal-setting in their reports.

Your final presentation

7 This is the last activity of the unit. It is supposed to give learners the opportunity to demonstrate what they have learned.

Ask learners to read the procedure. Answer any questions that may arise. Set this activity as homework. Ask students to evaluate each other's performance using the Feedback form on page 130.

First, ask learners to read the Feedback form and answer any questions that may arise. Encourage them to add comments about their colleagues' presentation skills.

In class, ask learners to play the role of the audience in order to create an atmosphere of a real-life event, e.g. a conference. Encourage learners to take notes while listening.

Appoint a time keeper who will signal 3, 2, 1 minutes left.

After each learner's presentation (or during it – in accordance with the choice of the presenter), have a Q&A session. You may want to remind learners to use the Language Support phrases.

Ask learners to provide feedback on each other's presentations. First ask the presenter to speak on what he/she feels has been achieved. Then allow other learners to comment on his/her performance. Be the last to give your feedback.

For evaluating your learners' performance, you could use the Teacher's Feedback form on page 51 of this Teacher's Guide, which is given to the learner after the presentation and could be used by learners as a 'road map' for further improvement.

Unit 2: Resources for learners

<http://www.britishcouncil.org/professionals-study-academic-presentations-intro.htm>

Giving an academic presentation by Jo Bertrand can be recommended for learners' further reading and listening, with exercises.

<https://www.llas.ac.uk/video/6097>

Academic presentations: teaching presentation skills to foreign students videos by Rosemary Jane can be recommended for self-study. The video deals with the basic structure of an academic presentation, including useful words and phrases, signposting, the use of notes vs. reading from a script, the importance of key content words.

Unit 2: Resources for teachers

<http://www2.elc.polyu.edu.hk/EAP/Audio-visual/> contains lots of audio and video with presentations focused on different aspects. © The English Language Centre 2000–2013.

Appendix 1: Teacher's Feedback form

Presenter _____

Presentation Title _____

Time: from _____ to _____

What was good**Check pronunciation of ...****Correct grammar mistakes ...****Check the use of vocabulary...****Presentation structure / signposts****Quality of visuals****Advice for improvement**

Writing

Module 4

Unit 1: Academic correspondence

By the end of this unit learners will be able to

- ➔ follow the rules of formal e-mail etiquette
- ➔ distinguish between various types of formal letters
- ➔ organise and structure different types of letter

Lesson 1: Ready to start

Time: 45 minutes

Lead-in

1 Encourage learners to work in pairs. Elicit answers to the questions.

Suggested answers

- 1 Learners may think of good manners (saying 'thank you', 'good bye', 'please', holding the door open for other people, removing hats and caps indoors) or business etiquette (being on time, not entering someone's office unannounced, following the dress code, etc.).
- 2 These are norms accepted by society that help establish positive relationships with people.
- 3 It is a set of rules which help us communicate effectively via email, express our politeness, retain our status.

2 You may want to complete rules 1–3 as a whole class. Learners can work in pairs to complete rules 4–9.

Answers

- | | |
|---------------|----------------|
| 1 Address | 6 Write |
| 2 Write | 7 Be, don't be |
| 3 Don't write | 8 Don't attach |
| 4 Start | 9 Answer |
| 5 Give | |

3 Suggested answers

- Don't forward chain letters.
- Don't send credit card or other account information via email.
- Take care with abbreviations and emoticons.
- Use standard fonts.

Formal style

4 Answers

- I (Informal): a, d, f, h, j, k
- F (Formal): b, c, e, g, i, l

5 Ask learners to discuss in pairs what language features helped them to identify the style (e.g. contracted forms, informal vocabulary, form of address, etc.).

Answers

- An informal letter: d, k, f, a, h, j
- A formal letter: l, b, e, g, i, c

6 Elicit from learners that an academic letter is a formal letter.

Answers

- 2, 3, 4 You can advise learners to get more information about formal and informal writing styles by going to the following links:
- <http://www.youtube.com/watch?v=sdDBY2-Wmis>: a short video tutorial on the difference between formal and informal writing styles.
 - <http://blog.ezinearticles.com/2011/03/formal-vs-informal.html>: a blog entry concentrating on the difference between the writing styles.

Organising an email / a letter

7 Encourage learners to compare answers in pairs.

Answers

The correct order is e, b, a, c, d

8 Tell learners that these expressions are all commonly used in more formal emails and letters. You could also ask students which of them are used to open an email/letter and which are used to close one (one of them is used for both opening and closing).

You can set up feedback as a kinesthetic activity. Ask one learner to read out an expression. Learners raise the right hand if it is an opening, the left hand if it is a closing, and both hands if the expression can serve both purposes.

Answers

- a 1, 5, 7 b 2, 4, 8 c 3, 6
- To open: 1, 2, 4, 5, 7, 8
To close: 2, 3, 6

9 Encourage learners to compare answers in pairs.

Answers

- 1 We are looking forward to your reply.
- 2 We appreciate your interest in our project.
- 3 I am writing on behalf of the university to invite you to the conference.
- 4 Your early confirmation will be appreciated.
- 5 Do not hesitate to contact us.

10 You could set this activity as homework. Learners may want to print the letter out or send it to you via email.

Suggested answers

Subject: Enquiry about a grant for attending a workshop

Dear Sir or Madam,

I am writing to you about the grant for researchers that you announced on the website of your workshop.

I believe I am eligible to apply for this grant as I have more than 6 years of teaching experience and the research I am involved in is closely related to the topic of the workshop. In addition, I have been awarded scholarships for attending international professional development seminars twice.

I would be grateful if you could possibly give me the information about the selection criteria that the committee is planning to apply. Thank you in advance for your help with this. I look forward to receiving your reply.

Yours faithfully,

(Name)

Lesson 2: A reference letter**Time:** 45 minutes**Lead-in**

1 Tell learners this is a mingling activity. They should walk around the room, ask questions, and find a person who has characteristics mentioned in the checklist (a–c). When learners find someone they are looking for, they write that person's name on their paper and move on to the next person. The aim is to talk to as many people as possible within the time limit. Then ask learners to report their findings to the class.

Organising a reference letter

2 Tell learners to ignore Column 2 at this stage. Encourage learners to share their opinions in pairs and give reasons why the features they have chosen are important.

Answers

1, 2, 3, 6

3 Ask learners to do the activity individually, then ask them to compare their answers in pairs.

Answers

1, 2, 3, 6

You may want to compare the answers in Column 1 and 2. Encourage learners to use the letter as a sample.

You may want to discuss with learners why points 4 and 5 should be avoided in the reference letter. Normally, negative features or weaknesses are not mentioned because the referent's aim is to support the applicant and characterise him/her positively. Stating the applicant's religion, nationality, age, disability or gender contradicts cultural conventions and is illegal in many countries.

4 Answers

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

Language focus**5 Answers**

- a leading professional, highly respected, innovative thinker in the field, a very successful career, command of English is native-speaker standard*
- intelligent, well-read, articulate, maturity, self-discipline and independence, positive attitude*
- I am writing in support of ..., I am pleased to have this opportunity of recommending ...*

6 Encourage learners to compare answers in pairs. You could check comprehension of the adjectives by asking learners to describe their colleague/friend/student using one or two adjectives and giving reasons for their descriptions.

Answers

1 d 2 b 3 c 4 a

7 Elicit the meaning by asking learners to give definitions and/or provide examples.

You could ask learners to find the meaning of unknown words using an online dictionary such as Cambridge Dictionary Online (<http://dictionary.cambridge.org/>).

If learners need help to understand the meaning of the word, you can give examples and/or definitions. For example, you may read out definitions at random and ask learners to guess the word.

8 Answers

- | | |
|------------------------|---------------|
| 1 self-confident | 3 competitive |
| 2 creative/imaginative | 4 flexible |

Writing a reference letter

9 Encourage learners to use the language practised in the lesson.

If appropriate, you could offer more examples of reference letters using the following links:

<http://www.dailywritingtips.com/writing-a-reference-letter-with-examples/>

<http://www.wikihow.com/Write-a-Letter-of-Recommendation>

10 Remind learners to go back to Activity 4 for the list of elements when they comment on their partner's letter and make suggestions. You could ask learners to improve their letters of reference taking into account their partner's suggestions. You may want to set this as homework.

Lesson 3: Proposal for partnership**Time:** 45 minutes**Lead-in**

1 Encourage learners to make notes on what they have learned about the partnership from their colleague. Tell them they are going to make a report about this to the whole class. If learners are not familiar with the partnership the university has, you could ask them what kind of partnership they would like to participate in.

Suggested answer

- 2 Letters of proposal for partnership are written to invite another institution to participate in a project, to get them interested in the research and ask them to join the project.

Structuring a proposal for partnership

2 Allow time to work individually, then encourage learners to compare answers in pairs. You may want to postpone checking answers until Activity 4 is done.

Suggested answers

The suggested order is: c, a, d, e, b

3 Suggested answers

A partnership in the 'Developing Research Skills' programme is proposed in the letter. They want to establish a partnership with Mr Sanchez's institution because a survey conducted in the area revealed that colleges are interested in developing research skills with their learners.

4 Ask learners if their answers in Column 2 are the same as in Column 1. You may ask them if they find the sequence in the letter logical and appropriate.

Answer

the same as in Activity 2

Language focus

5 Explain that words that *collocate* are often used together, so it is useful to learn collocations commonly used in academic writing. Encourage learners to compare their answers in pairs.

Answers

- 1 to establish a partnership: b
- 2 to benefit from: c
- 3 to enclose feedback: a
- 4 to share the same interests: f
- 5 to have queries about: e
- 6 a brief outline: d

6 Allow time for learners to do the activity individually first, then to compare answers in pairs. As an option, write out the correct prepositional phrases on the board and encourage learners to come up with their own sentences with the prepositional phrases.

Answers

- 1 ... have already partnered *with* a number ...:
- 2 ... inform you *about* the main objectives in the research...
- 3 ... a brief outline *of* the advantages of such *a* partnership
- 4 ... interested *in* establishing a partnership *with* you.
- 5 ... am attaching *some* feedback *from* our previous partners.

Parts of the proposal in Activity 2:

- 1 d 2 a 3 e 4 c 5 b

7 Suggested answers

- 1 Should you have any queries, contact me by email.
- 2 We are willing to establish a partnership with your university.
- 3 The results have been very encouraging.
- 4 I am enclosing our partners' feedback.
- 5 It would be a pleasure to become associated with your organisation.
- 6 I would like to provide you with a brief outline of the partnerships we have already established.

Suggested order: 2, 5, 6, 3, 4, 1

8 Answers

- 1 These words are used to connect sentences or parts of a sentence logically.
- 2 Linking words

9 Answer

Sentence 3

To demonstrate how linking words can be classified, you could use the following link: https://www.dlsworld.com.au/lsu/content/4_writingskills/writing_tuts/linking_LL/linking3.html

10 Example answer

The following shows the type of information needed in each gap; learners' own answers will vary.

Our institution provides the opportunity to unite specialists in the field of ¹ *nanotechnology*. ² *Our research laboratories and well-equipped computer rooms give the resources* ³ *to create models and test them*. Scientists are facilitated to share their expertise and experience in ⁴ *an annually published journal*. It enables researchers to implement the innovations in ⁵ *both well known and newly developed areas*.

11 Allow time for learners to compare their answers in small groups.

Writing a letter of proposal

12 Remind learners of the structure of a proposal for partnership. Set a time limit of 15 minutes. You could set this as homework.

You can find more samples of letters if you go to the following link:

<http://www.pennsbury.k12.pa.us/pennsbury/Partners/ACTION%20TEAM%20RESOURCES/Templates/Partnership%20Sample%20Letter.pdf>

13 Learners could check their own letters first and then compare their letters in pairs. The questions can be used as a checklist for use in future letters.

Lesson 4: Writing a covering letter for a grant proposal

Time: 45 minutes

Before you start, you could give feedback on the learners' previous work. Start with positive comments. Point at the parts of letters learners had success with. On the board write the sentences learners had difficulty with when writing the proposal for partnership. Put learners in pairs and ask them to correct the mistakes.

Lead-in

1 Encourage learners to share their lists with a class.

Suggested answers

A covering letter is aimed to emphasise that the project is targeted to solve the problem that interests a funder. It should also clarify that the applicant has enough experience and is able to complete the project. In other words, the funder should be sure it is a good investment.

A covering letter is an introduction. It is one page only.

It should contain:

- 1 a salutation to a specific person
- 2 an introduction to the organisation
- 3 information about the project
- 4 the reason for submitting the proposal
- 5 thanks
- 6 contact information.

The covering letter provides the first impression the funder gets. It is important to indicate that the intended project fits a funder's aims. This can be done by showing that your organisation can handle the project and that you understand what the funder is looking for. Grantees usually need to say a lot in a little space.

2 Answers

- | | |
|---------------|---------------|
| 1 institution | 4 institution |
| 2 goals | 5 proposal |
| 3 research | |

Structuring a covering letter

3 Suggested answers

- 1 It is the Department of History, Cultural Studies and Ethnology which is interested in studying historical archives of the Vologda region.
- 2 Funding is requested to complete research work on compiling a list of documents from church archives in the Vologda region.
- 3 The aim will be achieved by trips to Saint Petersburg (to the Russian National Library) and Kiev (to the Ukrainian National Library) where researchers can get access to rare books and manuscripts about the history of the Vologda region.

4 You could ask learners to make suggestions on how the letter can be improved.

Suggested answer

An explanation of why the foundation is a fit with the institution (point 4) is not included.

Language focus

5 Suggested answers

- 1 Please contact me if you have any questions about our work or our proposal.
- 2 We are requesting financial assistance to enable us to ...
- 3 We appreciate this opportunity ...
- 4 On behalf of ... I am pleased to present this grant proposal for ...
- 5 It aims to complete our research work on ...

6 Answers

A 4 B 5 C 2 D 3 E 1

7 Suggested answers

- 1 short-term
- 2 support/assistance
- 3 further/additional
- 4 grateful

Writing a covering letter

8 Encourage learners to use the language from Activities 5 and 6.

9 Encourage learners to add any elements that may be missing.

Unit 2: Writing a summary

By the end of this unit learners will be able to

- ➔ organise a summary
- ➔ evaluate a summary
- ➔ write a summary of an academic article

Lesson 1: What makes a good summary?

Time: 45 minutes

Lead-in

1 Answer

A summary is written to demonstrate you clearly understood the main issues of the text and to communicate them to other readers. A summary is a shortened version of a larger text, giving its main ideas. It is written in your own words without comments or evaluation.

Organising a summary

2 Encourage learners to compare their answers in pairs and explain their choice. Do not provide correct answers until learners complete Activity 4.

You may refer learners to extra resources on how to write a summary. <http://depts.washington.edu/owrc/Handouts/How%20to%20Write%20a%20Summary.pdf>: a step by step guide on how to write a good summary.

<http://www.saddleback.edu/la/rl/powerpoints/summarywriting.pdf>: slides with samples and guidance on how to write a summary

Suggested answers

1, 4, 5, 9

3 Suggested answer

There is misunderstanding between teachers and students. Teachers assume that their students have some basic knowledge but it turns out that they do not. Also, students do not ask questions.

4 See Activity 2.

Suggested answers

1, 4, 5, 9 (As Activity 2)

Language focus

5 Explain that in a summary we report what others say or think using reporting verbs.

Answers

emphasise, claim, add, express

6 Answers

- 1 Jaime O'Neill emphasises ...
- 2 He claims that ..., expresses his opinion, supports his conclusions by ...
- 3 Finally, O'Neill expresses his opinion that ...

7 Answers

reporting verbs:

- a points out / emphasises
- b are raised
- c is informed
- d are examined/studied
- e suggests/assume/claims
- f —
- g concludes/assumes
- h demonstrated

order of events:

- a At the beginning
- b Next/Further on
- c In addition
- d Then
- e —
- f —
- g Finally
- h —

8 Tell learners that in some cases one expression can be used for more than one function.

Suggested answers

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

9 Tell students to ignore the gaps for the moment; they will complete the text in the next activity.

Suggested answers

The author's attitude to reforms is negative. He describes them as *harmful* and mentions *negative reaction of the public and teachers*. The author concludes that the reforms *should be opposed*.

10 Tell learners in some cases more than one verb may be used.

Suggested answers

- 1 expresses
- 2 informs
- 3 assumes/argues/adds
- 4 suggests/states
- 5 assumes/argues/adds
- 6 assumes/argues/adds
- 7 suggests/states

11 Tell learners to imagine they have read an article from a British newspaper and now have to report it to the co-author with whom they are doing research into the issues of distance education in different countries.

You could ask learners to summarise the article orally in pairs and then encourage them to present their summaries.

Lesson 2: Topic sentences

Time: 45 minutes

Lead-in

1 Ask learners to brainstorm what a topic sentence is.

Suggested answer

A topic sentence expresses the main idea of a paragraph and usually comes at the beginning of a paragraph. In order to collect ideas for a summary, it is recommended to read each paragraph and find topic sentences which present their key ideas.

You could advise learners to practise topic sentences using the following links:

<http://www.writingcentre.uottawa.ca/hypergrammar/rvtopic.html>: interactive on-line activity which can help learners to learn to select the best topic sentence for the paragraph.

<http://www.time4writing.com/writing-paragraphs/topic-sentence/>: exercises on paragraph writing which include practice with writing topic sentences.

Writing a summary

2 Suggested answer

There are several reasons why people prefer to study online:

- it can be done in free time (*people learn trades in their own free time*)
- it is available in remote areas and helps to reduce fuel costs (*educated students in remote areas; earn a degree from an accredited college without ever setting foot on campus, avoid paying higher fuel costs as commuter students*)
- post-secondary education has become an employer's

requirement in the modern world (*specialized skills are often a necessary requirement for finding a job, post-secondary education is now seen as critical for workplace viability*)

- it helps adult learners to build new skills (*to build new skills or enhance existing ones*)
- it allows students to complete a degree without giving up employment
- colleges find it easier to move programs online than to extend their campuses (*it's generally easier for colleges to move programs online than it is for them to build extensions to their campuses*),
- the internet has become easily accessible (*the majority of the population is now online*).

3 Answers

Distance education has been around for a long time.

Higher education, in general, has grown greatly.

And the majority of the population is now online.

The Sloan Consortium's findings have revealed that many institutions expect more working adults to continue education

4 Suggested answers

more specialized skills are often a necessary requirement for finding a job;

traditional campuses are having trouble maintaining facilities that meet the growing college population's needs;

build new skills or enhance existing ones to better their chances in the job marketplace;

the convenience of being able to complete a degree without giving up employment makes online education attractive to working adults

5 Encourage learners to discuss their opinion. Do not go through answers at this stage.

6 Elicit answers from each pair. Ask learners to justify their choice. Then ask which summary in Activity 5 is better.

Answers

Summary 1: 1, 2, 3, 4, 5, 6, 7, 8

Summary 2: 1, 2, 6, 8

Summary 1 is better as it includes more of the characteristics of a good summary.

7 This task may be optional or set as homework.

Suggested answers

The title of the article should be mentioned, e.g. *In her article 'The future of online Education' Tonya Troka examines the issues of learning via the internet.*

The author's language should be paraphrased, e.g. *without giving up employment = doing your job at the same time; campuses are having trouble maintaining facilities that meet the growing college population's needs = it is not easy for colleges to provide facilities for the growing number of students.*

8 Encourage learners to use reporting verbs and linking words.

9 Ask learners to work in pairs and give feedback to their partner. If appropriate, you could ask learners to rewrite their summary taking into account their partner's suggestions.

You could give an example of how feedback is provided (See the table in point 3 on page 57).

- 1 Start with positive comments, e.g. *In general, the summary reflects the main ideas of the article.*
- 2 Be specific, e.g. *In my opinion, the important point about*

... should also be mentioned.

- 3 Structure your comments as questions or suggestions, rather than as criticisms, e.g. *This summary is a bit too lengthy.* NOT *You cannot express your ideas briefly.*

1 Start with positive comments: Nice work! You did a great job. I think that is worth a round of applause. That's (very/really) impressive. That's very carefully done/ accurate/creative	2 Be specific: I liked ... You used ... It was good that ... What you did really well was ...	3 Make suggestions: It would be better if you ... You should ... I don't understand ... If I were you, I would ... How about ...? What would make it even better next time ...
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Unit 3: Writing an abstract

By the end of this unit the learners will be able to

- ➔ structure an abstract
- ➔ connect parts of an abstract using linking words
- ➔ notice particular features of abstracts from different fields of study
- ➔ write an abstract of an article

Lesson 1: Make your abstract cohesive

Time: 90 minutes

Lead-in

- 1 Organise a discussion about the purposes of writing abstracts.

Suggested answer

With an article a researcher usually provides an abstract, a list of key words and a list of references. An abstract is written to help readers decide whether to read the article. It outlines key points, and helps researchers to find articles quickly.

You can find more information on what an abstract is and why it is written at:

<http://writingcenter.unc.edu/handouts/abstracts>

- 2 Remind learners that they have completed spidergrams in the other modules, and check that they know how to complete it, by writing their own ideas in each of the boxes that are connected with the central idea.

Suggested answers

What: main ideas / new findings, results, aims, methods, background

How: short, brief, clear, able to meet/satisfy/fulfill the requirements of the journal

Why: to attract readers, to make readers interested in the article, because it is the requirement of the journal, to spread knowledge, for cross-referencing and quick search

Structure of an abstract

3 Answers

1 d 2 a 3 e 4 b 5 c

4 Answers

1 c 2 d 3 b 4 a 5 e

- 5 Tell students to ignore the highlighted words for the moment – they will study them in Activity 9.

Suggested answer

The author disagrees. Though it is widely assumed that equipping schools can lead to better results, the research shows that it is seldom the case. Access to computers sustains rather than alters existing patterns of teaching practice.

- 6 Encourage learners to do the task in pairs and explain their choice.

Suggested answers

1 background: *Most policy makers ... improved teaching and learning.*

2 aims: *This article examines ... Northern California's Silicon Valley.*

3 approach: *Our qualitative methodology included ... in the two high schools.*

4 results: *We found that ... existing patterns of teaching practice.*

5 conclusion: *We offer ... in teaching practices.*

Language focus

7 Answers

- 1 assume
- 2 distribute
- 3 examine
- 4 assumption
- 5 sustained, altered

8 Refer learners to the questions in Activity 3 for support.

Suggested answers

- 1 background: *Most ... assume that ... will lead to ...*
- 2 aims: *This article examines these assumptions in ...*
- 3 approach: *Our qualitative methodology included ..., interviews, observations, review of school documents, surveys*
- 4 results: *We found that ..., As a result ...*
- 5 conclusion: *We offer two interrelated explanations for ..., In general ...*

9 Draw learners' attention to the place of the word/phrase in a sentence.

Suggested answer

These are linking words that connect the parts of a sentence or sentences within a paragraph. *Firstly, secondly* and *finally* are sequencing words that give the position of items in a list, in this case the order of the activities undertaken by the writers of the article.

10 Draw learners' attention to the words with the same root or the words that sound similar in their native language (e.g. *enumerate – number, causation – cause, comparison – compare, generalise – general*).

Suggested answers

- enumerate: to name one by one (*firstly, secondly, finally*)
- causation: the production of an effect by a cause (*as a result*)
- contrast: comparison in order to show difference (*although*)
- comparison: finding differences and similarities
- generalise: summarise the facts given before in a short phrase (*in general*)

11 Answers

- 1 thus
- 2 therefore
- 3 likewise
- 4 however
- 5 furthermore
- 6 initially
- 7 overall

12 Tell learners to ignore the highlighted words and gaps in the text at this stage.

Suggested answer

There are aspects of students' behaviour that seem to be technologically neutral, but in many cases the use of technology seems to have a positive impact on study (*technology tends to have a meaningful impact on student preparation for class ... the course and the instructor*).

13 Suggested answers

- 1 As a result
- 2 In contrast / However
- 3 Overall
- 4 secondly
- Not used: initially
- 5 thirdly
- 6 finally
- 7 However / In contrast
- 8 also

14 Answers

- 1 expected
- 2 impacts
- 3 interaction
- 4 enhanced
- 5 is likely to have
- 6 escalated
- 7 objective
- 8 administered to
- 9 aspects
- 10 examine

15 You could support learners by asking them to identify what part of speech the missing word is.

Answers

- 2 interaction
- 3 escalated
- 4 examine
- 5 expected
- 6 is likely to have
- 7 administered to
- 8 objective
- 9 impacts
- 10 aspects

Describing research

16 Prompt learners to use the vocabulary practised previously in the lesson. You may want to organise feedback in the following way. Each learner writes about their research on a separate sheet of paper. The papers are mixed and learners take turns reading out a random description; the rest of the group guess who the author is.

Lesson 2: Abstracts from different fields of study

Time: 90 minutes

Lead-in

1 Elicit words and explanations from each pair. If learners have difficulties with finding the words, you may want to read out the definitions as support.

Answers

S	R	E	S	U	L	T	S	A	C	H	X
X	C	O	A	B	S	T	R	A	C	T	O
M	B	V	P	A	D	B	I	I	J	N	Q
N	A	T	P	Z	P	R	P	M	H	Z	M
R	F	O	R	M	A	L	K	S	N	G	S
H	K	J	O	I	M	O	L	M	T	R	I
G	G	B	A	C	K	G	R	O	U	N	D
C	O	N	C	L	U	S	I	O	N	H	R
C	O	Z	H	B	S	T	R	A	C	T	E
K	U	L	I	N	K	E	R	S	S	C	E

Results: the part of an abstract which describes the main findings.
Abstract: a short form of an article giving only the most important facts.

Formal: the style in which an abstract should be written (without contracted forms, colloquial expressions, etc.)

Background: the part of an abstract which describes the context of the work, e.g. previous research.

Conclusion: the final part of an abstract which describes what research led to or provides predictions.

Linkers (linking words): words and phrases which join clauses, sentences and paragraphs together and help to organise what you have to say logically.

Approach: the part of an abstract which describes the methods used in research.

Aims: the part of an abstract which describes the purpose of research.

Spot the difference

2 You may want to elicit from learners which subjects are included in each field of study.

Answers

- A 3 B 2 C 1

Pure science: natural or physical sciences, such as chemistry, biology, physics, astronomy.
 Social sciences: fields of study concerned with the society and the relationships of individuals within a society, such as anthropology, economics, political science, psychology and sociology.
 Humanities: fields of study related to human culture, such as ancient and modern languages, literature, philosophy, religion, performing arts (e.g. music and theatre).

You can read more about differences in abstracts using the following links:

<http://edu-net.net/bus-writing/writing/guides/documents/abstract/pop2c.html> - comparison of descriptive and informative abstracts.

<http://sana.tkk.fi/awe/style/reporting/exercises/abstract01x.html> - interactive online activity aimed at differentiating between descriptive and informative abstracts.

http://www.adelaide.edu.au/writingcentre/learning/guides/learningGuide_writingAnAbstract.pdf - a learning guide on how to write different types of abstracts.

3 Answers

- 1 C
 Aim: *A process ... is described. Experimental values ... are reported.*
 Result: *The occurrence of the effect is justified ... Measurements performed during the experiments allow for the exclusion of neutron and gamma ray emissions.*
- 2 A
 Aims: *In this article I consider ...*
 Approach: *I adopt a cluster-based approach to naturalism, I focus on ..., I argue that ...*
 Conclusion: *I conclude ...*
- 3 B
 Aims: *This research assessed ...*
 Approach: *We tested 44 dyslexic university students ... and compared ...*
 Results: *In the phonological awareness tests, the dyslexic university students performed at the same level as ... The results show that ...*
 Conclusion: *These findings add to the evidence indicating that ...*
- 4 A (Hegel)
- 5 C: *is described, are reported, is justified, Measurements performed ...*
- 6 A: *I consider, I adopt, I focus, I argue, I conclude*
- 7 A: *I consider, I argue*
- 8 B: *tested, results, findings; C: experimental values, a certain number of experiments, experimental and theoretical results*

Language focus

4 Answers

- | | |
|-------------------|------------|
| 1 consider | 5 assess |
| 2 with respect to | 6 evidence |
| 3 adopt | 7 justify |
| 4 strand | |

5 Answers

- | | |
|------------|-------------------|
| 1 evidence | 5 justify |
| 2 assess | 6 strand |
| 3 consider | 7 with respect to |
| 4 adopt | |

6 Answers

- 1 A: *I consider, I focus on*
 C: *a process ... is described, experimental values ... are reported*
- 2 A: *I adopt a ... approach, I argue that, I conclude*

B: *this research assessed, we tested, students develop*

C: *is justified, measurements performed*

- 3 B: *the results show, these findings add to the evidence indicating that ... could play a beneficial role*

7 You could draw learners' attention to the fact that abstracts in pure sciences are more likely to be written with passive constructions as objective results of experiments are usually described.

Answers

The passive voice is used in abstract C.

is described, are reported, is justified, Measurements performed
 The passive voice helps to make a report less personalised, to describe objective results. The information about the action is more important than the information about who performs the action.

8 You could tell learners that noun phrases are widely used in academic writing. You may want to practise noun phrases using the following link:

<http://learnenglish.britishcouncil.org/en/english-grammar/clause-phrase-and-sentence/noun-phrase>: a web resource with grammar explanations and exercises.

Answers

A process capable of producing large amounts of energy by a nuclear fusion process between nickel and hydrogen, occurring below 1000 K, is described. Experimental values of the ratios between output and input energies obtained in a certain number of experiments are reported. The occurrence of the effect is justified on the basis of existing experimental and theoretical results. Measurements performed during the experiments ...
 They are noun phrases apart from *measurements* which is a noun.

9 Encourage learners to compare their answers in pairs.

Answers

- a The impact of social networks on society is examined.
 b The ways of interaction in the modern academic environment are considered.
 c The process capable of producing large amounts of energy is focused on.
 d The use of the approach described is justified.
 e The measurements of output and input energies are performed.

10 Ask learners to edit the abstract taking steps 1–3. Encourage learners to compare their answers in pairs.

Suggested answers

In the answers below:

- 1 gapfill words are underlined
 2 rewritten sentences are bold
 3 linking words are italic

The expansion of higher education systems, new demands on institutions and growing pressures on resources have become common trends across most developed countries. **(a) The early career paths of academics are explored in this paper. (b) Initial comparisons between different higher education systems are made. (c) This paper has been written with ¹ respect to the *Changing Academic Profession* study. Firstly, this study ² considers the following facts: respondents' degrees, age at which they qualified, disciplines they studied and now teach. Secondly, the conditions of academic work are ³ assessed. Generally, the collected data ⁴ justify various degrees of flexibility and mobility required of academics in the early and later stages of their careers. In addition, the study provides ⁵ evidence that academics are becoming more mobile domestically and internationally. Academics from the 17 countries in the study are quite satisfied with the technical resources provided by their institutions. However, **(d) the personnel and funds available to support teaching and research are criticised.****

11 When giving feedback, ask learners to work in pairs. One partner reads his/her short description. The other partner listens and then tells the class what the research is about.

Answers

Abstract A: *I consider, I adopt, I focus, I argue, I conclude*

Abstract B: *We tested*

The author may use the first person to take responsibility for the results of the research and to express his/her own opinion.

Writing an abstract

12 As an option, offer learners the 'Fold-over story' activity. Give each learner a sheet of blank paper. Explain that everyone will be writing a sentence which describes their research.

- 1 Tell them to write why their study or project was done. Ask them to fold the paper over once so nobody can see it, then pass the paper to the person on their right.
- 2 Tell them to write on the received paper how the research was done, fold it over and pass it to the next person on the right.
- 3 Tell them to write one sentence about what the findings were, fold and pass.
- 4 Tell them to write what conclusions can be drawn or what predictions can be made and pass it one more time.

Invite learners to unfold their 'abstracts' and read them silently. Help anyone who cannot read what the others wrote, or does not understand. Then ask one learner at a time to read their abstract aloud. Some of them can be really funny!

Answers

The order is: a, e, d, c, f, g, h, b

13 You may want to set this as homework.

14 Encourage learners to provide suggestions for improvement.

15 You may want to set this as homework or as an optional activity.

Unit 4: Writing an executive summary of a grant proposal

By the end of this unit, learners will be able to

- ➔ recognise characteristics of a grant proposal
- ➔ structure an executive summary of a grant proposal
- ➔ recognise features of formal and informal writing
- ➔ analyse and use appropriate language for writing an executive summary of a grant proposal
- ➔ write essential parts of an executive summary of a grant proposal

Lesson 1: A grant proposal

Time: 90 minutes

Lead-in

1 It may happen that nobody has ever applied for a grant. In this case, ask learners to imagine they are going to apply for a grant and discuss possible steps and probable obstacles in pairs. You may ask them to rely on the experience of their colleagues who applied for a grant and succeeded.

Answers

3 Learners may mention some key aspects of getting funding such as:

- first find a funding organisation
- the research project should be original/innovative
- the objectives of the research should be clearly defined and achievable
- the objectives of the project coincide with those of a funding organisation.

2 In feedback, you could ask Student A to read out a refusal and Student B to read out the tip to avoid it. The rest of the class raise their hands if they agree.

Answers

1 d 2 a 3 c

You could organise a discussion if other statements (b, e, f) may help in the grant-seeking process.

Executive summary

3 You may want to focus more on how to write a grant proposal. You could use the following links:

<http://www.content-professionals.com/How-to-Write-a-Grant-Proposal.php>: tips on how to write a nonprofit grant proposal.

<http://chronicle.com/article/How-to-Fail-in-Grant-Writing/125620/>: an article in *The Chronicle of Higher Education* on how to fail in grant writing.

<http://research.microsoft.com/en-us/um/people/simonpj/papers/proposal.html>: an article *Writing a good grant proposal* by S.P. Jones & A. Bundy.

Suggested answers

1, 2, 4, 6, 8

The primary points in an executive summary briefly cover the other basic sections of a grant proposal. It is better to write an executive summary last. It allows the writer to extract information from the body of the proposal and to highlight only the most

critical points. When a grant proposal is submitted, it will be sent to the appropriate person based on the executive summary. A grantee is always dealing with people who have very little time to waste. An executive summary allows the reader to gain a clear idea of the project without reading through pages of text. That is the main reason why Answers 3 and 5 are not appropriate: there is no space for detailed information of statistics, for a time chart or project organisation chart. Answer 7 is not appropriate as it is not enough to show one aspect of the project. If one wants to get funding, it is necessary to focus on all the aims and steps of the intended project.

4 Tell learners to ignore the gaps and the words in italics at this stage.

Suggested answer

Lightwood High School is seeking a grant to provide help for at risk students to increase their reading skills. They are going to buy assistive reading software and hardware for the school's resource room.

5 An executive summary usually includes:

- 1 a mission statement: a statement of the purpose of a company, organisation or person.
- 2 a statement of need: an explanation why the project is necessary in terms of target group needs.
- 3 a project description: information on how the project will be implemented and evaluated.
- 4 expected results: an indication of what one expects to get out of the research.
- 5 budget: a financial description of the project.

Answers

1 e 2 b 3 d 4 c

Formal style

6 Draw learners' attention to the style of the mission statements from Activities 4 and 6. Allow time to underline differences in language.

Answers

The mission statement from Activity 4 is more formal.
Differences in language: *looking for, weak, to do well, So how do we formulate our objective?, we want them, Luckily, good*

7 Written English, like spoken English, may be formal or informal. The main features of academic writing are as follows: it is formal in an impersonal or objective style (often using impersonal pronouns and phrases and passive verb forms); cautious language is frequently used in reporting research (e.g. *may V, tend to V, more concrete evidence is needed before ...*); vocabulary appropriate for particular academic contexts is used; the structure of the writing will vary according to the particular genre (letter, abstract, proposal, article, report, theses, etc.). Remind learners that in formal writing they may use some neutral vocabulary (e.g. *friend, good*) but formal words are preferable.

Suggested answers

- 1 *Luckily*: avoid adverbs that show personal attitude
- 2 *weak*: avoid too informal vocabulary
- 3 *looking for*: avoid informal use of multi-word verbs
- 4 *We're*: avoid contracted forms
- 5 *So, how do we formulate our objective?*: avoid rhetorical questions

You could advise learners to practise the use of formal and informal styles. The following links may be useful:

- <http://www.uefap.com/writing/feature/intro.htm>: features of academic writing with a number of exercises
- <http://www.library.dmu.ac.uk/Support/Heat/index.php?page=488>: general rules how to write in academic style
- <http://library.bcu.ac.uk/learner/writingguides/1.20.htm>: guidelines on how to use academic writing style with exercises

8 Refer to Activity 4. Ask learners to underline the more formal of the two phrases in italics 1–6 individually. Then encourage them to compare their answers in pairs. You could refer to the guidelines in Activity 7 and ask learners to explain their choice.

Answers

- 1 Additionally
- 2 are not given
- 3 identify
- 4 to enhance
- 5 continue
- 6 to implement this programme

A mission statement

9 **Answers**

- 1 Our mission is to provide high quality care and services to our members.
- 2 Our goal is to reduce air pollution in the city.
- 3 Our primary focus is on the development of distance-learning courses
- 4 The purpose is to deliver electricity safely.
- 5 Our aim is to serve society as a centre of higher learning.
- 6 Our institution is responsible for an increase of access to higher educational programmes.

10 Focus on sentences from Activity 9 again. Ask learners to circle the sentences with the infinitive (*to V*) and to underline the sentences with a preposition + noun. e.g. *for improvement*.

Remind learners that the infinitive is used after the verb *to be* if we talk about official plans and fixed arrangements, e.g. *Our company is to organise a conference*. There are some common combinations where prepositions are used, e.g. *good at, focus on, interested in, responsible for, similar to, satisfied with, etc.*

Answers

- to-infinitive: 1, 2, 4, 5
preposition + noun: 3, 6

11 You may want to advise learners to leave space after they have written their mission statement as they will continue to write their executive summaries later.

Stating a problem

Before you start, you may want to learn more about writing a problem statement. The following link shows slides on how to develop a strong need statement <http://livewell.marshall.edu/mutac/wp-content/uploads/2011/08/6-ARC-Grant-Proposal-Developing-a-Strong-Need-Statement.pdf>

12 Ask learners to read the text and answer the questions individually. Tell them to ignore the gaps at this stage.

Suggested answers

- 1 There are a number of high-risk young people who need support during the after school hours as violent crime peaks at this time. They are also at risk because when they are alone, they are more likely to use cigarettes, marijuana, and alcohol.
- 2 high-risk youth in low-income, mostly young people from 10 to 17 years old.
- 3 The problem was discovered based on some previous research, the report of Children's Defence Fund and data provided in Pediatrics magazine.
- 4 Supervised after-school programs can keep children safe and out of trouble and enhance their academic achievement significantly.

13 Answers

- | | |
|--------------|-------------|
| 1 provide | 4 found |
| 2 reported | 5 were left |
| 3 are needed | 6 indicates |

14 Encourage learners to compare the phrases in pairs first, then check as a whole class.**Answers**

- 1 *the Children's Defence Fund reported that ...*
- 2 *a study ... found that ...*
- 3 *we intend to enhance ...*
- 4 *Current research indicates that ...*
- 5 *Previous research has shown that ...*
- 6 *There is a tremendous need ... for programs that ...*

15 You may want to set this as homework. Tell learners to continue to write their executive summaries and to add the problem statement. Focus on the questions. Explain that they help to write their problem statements step by step.

You may want to show learners **The Academic Phrasebank**. Draw their attention to some useful language in formal writing. <http://www.phrasebank.manchester.ac.uk/index.htm>

Lesson 2: Polishing an executive summary

Time: 90 minutes

Lead-in

1 Ask learners to finish the sentences either in pairs or as a whole class. As an option, you could show 7–10 key words from Lesson 1 on the board or on the screen, e.g. *guidelines, application, mission, purpose, available, objectives, contact, institution, responsible, aim, research, need*. Ask learners to look at them for one minute and memorise them. Then close the board/screen and ask learners to say the words they remember and make up sentences related to grants.

Suggested answers

- 1 ... think about your research project / find a funder / apply for a grant / write a grant proposal / match your goals with the funder's
- 2 ... clearly state your aims, methods, and steps to accomplish your project / follow the guidelines / write it in a formal style
- 3 ... title, contact details, mission statement, problem statement, project description, expected results, and budget
- 4 ... formal / academic / not informal
- 5 ... contracted forms / informal vocabulary / rhetorical questions
- 6 ... give contact details / describe your mission
- 7 ... describe the situation from a client's point of view / explain how you identified the problem / explain how the needs will be met and what you can do to succeed in the project

Project summary

2 Ask learners to read the project summary quickly and choose the best title (reading for gist). If appropriate, draw their attention to the glossary below the text.

Answer

B: Evolution of the reproductive system in primates.

3 If appropriate, you may want to refer learners to Lesson 1 (Activity 7) and ask them to explain their choice.

Answers

- | | |
|-----------------|---------------|
| 1 traits | 4 could not |
| 2 address | 5 major |
| 3 in this study | 6 immediately |

4 Answers

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

5 Suggested answers

During the project special attention will be paid to the anatomical, behavioural, and physiological differences among lemurs and lorises and the social and ecological traits that influence these differences. The project starts with addressing three topics of great significance to understanding primate biology and evolution: (1) comparative anatomy of the reproductive system, (2) evolutionary changes in the reproductive system, and (3) rates of evolution. The plan will include the test of functional and evolutionary hypotheses about the reproductive system that could not be tested with existing data.

The next step is to involve international, collaborative research between scientists from America and Madagascar. Extra effort will be made to the conservation of endangered species in the wild as well as the maintenance of captive colonies involved in biomedical research. The study will provide the development of educational programs in both countries. Finally, the results of this work are likely to be of considerable public interest and will reach a broad public audience.

6 Allow time for learners to write the project summary for a grant proposal they could make. You may want to set this as homework.

7 Ask learners to tick sentences from the checklist if their partner's project summary contains necessary information. If appropriate, ask learners to rewrite their project summaries taking into account their partner's suggestions.

Expected results

8 Tell learners to go back to Activity 2 and find sentences about the results of the project. Then allow time to answer the questions in pairs.

Answers

- 1 *Will + V (will be; will be incorporated; will reach); present simple (are likely to be)*
- 2 *Will + V*
- 3 *are likely to be* (this structure expresses probability)
- 4 Learners' own answers, e.g. *will + V; may + V; to be expected to + V; to be going to + V*

You may want to explain the difference between the structure *to be likely to + V* and *will + V*. The structure *to be likely/unlikely to + V* is used to express the probability of the action, e.g. *We are likely to publish the results of our research in Conference Selections*. This sentence means that we would like to be published but we are not absolutely sure that our article will be accepted. *Will + V* is mostly used to express offers, promises and what people think or

believe about the future, e.g. *The computer will shut down if you press this button.* It is widely used in writing because written language tends to deal with less immediate future events. *Will + V* is also preferred when giving information about impersonal arrangements, e.g. *The book will cover a wide range of topics from the solar system to the whole Universe.*

9 Ask learners to read the text and say what the outcomes of the proposed research are (reading for specific information). Then tell them to complete the gaps with a suitable verb.

Answers

The main outcomes are 1) *important and applicable knowledge and tools for the planners and decision makers of urban land use planning*; 2) *collaboration between researchers, land-use officials, residents and other stakeholders.*

- 1 will provide
- 2 will offer
- 3 will promote
- 4 will have

10 Answers

Down: 1 publish 2 recommend 3 benefit 4 journal 5 field
Across: 6 achieve 7 result 8 expectation

11 You may want to set this as homework.

Budgets

12 If appropriate, you may explain that it is better first to state an overall budget for the project and then to state the amount of a grantee's request. It is recommended to outline the amounts which either a grantee's organisation or partners are contributing.

Suggested answers

- 1 In Text B the grantee is requesting \$18,000 while their partners provide only \$10,000.
- 2 In Text A it is clearly seen how money will be spent (*we will be able to help 25 disabled students to attend A-level classes and to send 25 more to college*). In Text B the grantee asks money for *initial support and cover salary expenses* which is not appropriate in a grant proposal.
- 3 The budget described in Text A is more likely to influence a positive decision about funding the project because they explain how they will spend money and show realistic numbers of those who will get support from the project.

13 Encourage learners to explain why the active voice is used there.

Suggested answers

Text A:

*We seek £50,000 as funds to support ...
With your assistance, we will be able to ...*

Text B

Our institution is requesting \$18,000 from the Help Fund to support this program ...

A contribution from our partners accounts for \$10,000 that will give us initial support and cover salary expenses.

The active voice is used in order to emphasise the responsibility of a grant seeking organisation in a future project. It is important to know who will accomplish the project and spend the money.

14 Encourage learners to paraphrase the words/phrases they underlined in texts A and B with those from the Language Support Box.

Suggested answers

Text A

We request £50,000 as funds to support the Education for the Disabled Youth Programme. The grant request is for funding for 25 disabled students to attend A-level classes and to send 25 more to college. We believe that providing educational programmes to all qualified disabled students will help in the economic growth of our county.

Text B

Our institution is seeking \$18,000 from the Help Fund to support this program that makes a meaningful difference in the lives of our youth. Our partners contribute \$10,000 for the project that will provide us initial support and fund salary expenses.

15 Put learners in pairs. Encourage them to improve the less successful example of the budget description from Activity 12. You may want to focus on what needs to be corrected first.

Suggested answers

It is estimated that the cost for one-year program would be approximately \$28,000. Our institution is requesting \$18,000 from the Help Fund to support this program that makes a meaningful difference in the lives of our youth. A contribution from our partners accounts for \$10,000 that will give us initial support in implementing our project. Our institution is covering salary costs which are about \$10,000. Funding would support a program coordinator working 20 hours per week, consultant fees for seminars, printing and postage, telephone and other costs associated with the development and implementation of this initiative.

You may want to ask learners to read out their budget descriptions. The rest of the class decide if the budget is likely to be accepted. Learners may also suggest points for improvement.

16 You may want to set this as homework.

17 Encourage learners to self-check by ticking the questions they answered.

18 You may want to show them some online tools for collaborative writing.

<http://pbworks.com/>: a website where users can create free basic wiki workspaces which can be public or private. In general, it is an online, collaborative tool that allows users to share documents, news, comments and ideas.

<https://drive.google.com/>: a file storage and synchronisation service provided by Google, which enables user cloud storage, file sharing and collaborative editing

Unit 5: Describing visual data

By the end of this unit learners will be able to

- ➔ identify the features of descriptions of visual information
- ➔ refer to visuals
- ➔ interpret visuals
- ➔ write a short description of trends

Lesson 1: Visual information

Time: 45 minutes

Lead-in

As a warm up activity, you could first show different visuals to learners and ask them to name them and try to interpret them. You could use the following links to find extra examples and tasks for describing visual information:

<http://www.wiziq.com/online-tests/5-practice-data-interpretation>: a website to practise data interpretation online.

http://www.ielts-exam.net/index.php?option=com_content&task=category§ionid=7&id=20&Itemid=32: samples of writing which show how learners can interpret visuals. The website is aimed at those preparing for IELTS examinations, but the information may be useful for other students and researchers.

Suggested answers

- 1 Depending on their field of study, learners can give various answers. The most commonly used visuals are diagrams, tables, maps, pie charts, bar charts, line graphs.
- 2 Research papers usually have to follow submission guidelines and are often limited in size and in the number of visuals that can be used in a journal. Scientists prefer to describe the most important issues and often show other data in a visual.

2 Find out if learners use any of the types of visual illustrated.

Answers

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

3 You could ask learners to give examples from their practice to describe what visual they use to describe what kind of information.

Answers

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

Features of descriptions of visual information

4 This is a task-based activity which may seem difficult for some learners. Encourage them to complete it because it requires focusing on the language structures which learners need to describe the histogram. You could tell learners that they will practise these structures later in the lesson.

The question about the number of women researchers in the learners' country is aimed to provoke their interest in the topic. The question appeals to learners' higher-order thinking skills (imagining, predicting, evaluating, analysing) and helps engage them cognitively.

5 Answers

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

6 You may want to focus on two skills which are necessary for researchers to develop in order to use visual information correctly. The first is *referring to visuals* which is mostly used during oral presentations but may be also used when a researcher wants to draw readers' attention to a particular visual in an article or other research papers. The second skill is *interpreting visual information* when a researcher describes, explains, and analyses data given in a visual.

You may want to remind learners of the language for referring to visuals they studied in the Speaking module (Unit 2, Lesson 3, Activity 13).

Suggested answers

referring to a visual	interpreting a visual
The chart in Figure 1 shows remained relatively stable
The vertical Y-axis illustrates with some fluctuations ...
The horizontal X-axis presents has not changed ...
It can be clearly seen that experienced no dramatic changes in ...
It also demonstrates that an overall increase ...

7 Answers

These phrases are used to *refer to visuals* when giving an oral presentation or writing an article or other research papers.

8 Answers

- 1 Korea
- 2 The Slovak Republic; Turkey
- 3 The Slovak Republic
- 4 Korea; Austria
- 5 Austria
- 6 Austria; Turkey
- 7 Greece

9 Put learners in pairs. Encourage them to improve the sentences by adding phrases which help to refer to visuals. Then ask learners to underline phrases which are used to interpret visual information from the histogram.

Suggested answers

- 1 *As shown in Figure 1*, in Korea figures continued to rise slowly and reached slightly less than 20% in 2010.
- 2 *It can be clearly seen that* in the Slovak Republic and Turkey the trend remained almost unchanged at over 40% and 35% respectively.
- 3 *The histogram illustrates that* the Slovak Republic proved to be the country with the highest rate of women researchers at approximately 41% in 2004 and 42% in 2010.
- 4 *It also demonstrates that* the rates in Korea were consistently the lowest, which is half of that of Austria.
- 5 *The histogram outlines that* the figures for women researchers in Austria grew slowly from about 23% in 2004 and they stabilised at around 28% in 2008 and 2010.
- 6 *It indicates that* throughout the whole period of time, the rates in Austria remained stable at around 25%, which put the country in mid-position between Korea, which is below, and the Slovak Republic and Turkey, which are above it.
- 7 *It is also seen that* Greece, however, appeared to be the only country with a steady downward trend from approximately 35% of women researchers in 2004 to slightly below 30% in 2010.

You may want to set this as homework. To organise feedback in class, you could ask learners to exchange their descriptions and check them.

As an option, ask learners to make the description in Activity 7 more coherent by adding linking words

for enumeration (*firstly, next, finally*), for contrast and comparison (*however, in contrast, whereas*), for generalisation (*generally, overall, mostly*). Remind learners that they can refer to the Writing module (Unit 3, Lesson 1) to recall how to use linking words.

You could show learners extra resources on how to use visual data in research papers. You could use the following link: <http://www.visionlearning.com/en/library/Process-of-Science/49/Using-Graphs-and-Visual-Data-in-Science/156>

Lesson 2: Writing about trends

Time: 45 minutes

Lead-in

1 Before you start, you may want to make sure learners know the word *trend*. Ask them to say what they associate with the word. Each association should begin with one of the letters of the word.

Suggested answers

T: tendency, try, together

R: research, recent

E: evolution, economic

N: new, national, necessary

D: dynamic, direction, development

- 1 Trends and changes are described in various fields of study: Arts, Humanities, Computing, Social Sciences, Mathematics, Medicine, Natural Sciences, etc. For example, sociologists may present changes in the number of residents of a particular country, birth or death rates, people's political preferences. Psychologists investigate and describe changes in people's behaviour and identify correlations. In medicine trends are shown to justify discoveries related to human health. Mostly trends and changes are described in longitudinal studies which involve repeated observations of the same variables over long periods of time.
- 2 Researchers may choose a line graph, a bar chart or a pie chart in order to describe trends and changes. By capturing the reader's attention, visuals help writers to emphasise important points.

Point out that visuals and text should both be self-supporting. It means that readers should not have to read the text to understand what a table/a graph is presenting or to read a table/a graph to catch what the text is about. Visuals should provide information needed for an understanding of the work and reduce the number of words required in a text. If its message is simple and clear, a brief reference to the figure may be all that is needed in a text.

Basic trends

2 Suggested answers

The most popular purpose of visits to the UK is to go on holiday.

3 Answers

1 d 2 a 3 c 4 b

4 As an option, ask learners to give the words opposite in meaning to those underlined in the text. To make the activity more interactive, put learners in pairs and ask them to write a new text replacing the underlined words by those with opposite meaning and draw a new line graph based on a new text.

Answers

a gradual increase; a slight decline; rose; grew; fell; showed an increase

5 This activity helps learners to build flexibility in using the language for describing trends and changes in their research papers. Encourage learners to compare their answers in pairs.

Answers

- 1 increased gradually
- 2 declined slightly
- 3 there was (a 2.9%) growth
- 4 there was (a) fall

Writing a short description of trends

6 Remind learners that their expressions should not be repetitive.

Suggested answers

- | | |
|-----------------------|---------------------|
| 1 Figure 3 | 7 slightly |
| 2 articles | 8 2007 |
| 3 between | 9 fall/drop/decline |
| 4 2012 | 10 growth |
| 5 rose/increased/grew | 11 stable |
| 6 to | |

7 You could advise learners to use online tools to create interactive charts and graphs, e.g. <http://www.chartgo.com/> and <http://www.diychart.com/>.

8 Put learners in pairs, A and B. Tell them to read out their descriptions of diagrams which they created in Activity 7. Student A starts, student B listens and draws the diagram. Then ask learners to change roles and repeat the activity.

9 Ask learners to read their partner's original description using the checklist provided. Encourage learners to rewrite their descriptions taking into account their partner's suggestions.