

Reading

Teacher's Book

John Slaght

Credits

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Book map

	Unit	Skills focus
1	Reading for academic purposes	
	Reading for academic purposes	<ul style="list-style-type: none"> ■ Reading for general understanding ■ Reading for specific details ■ Paragraph reorganisation ■ Inferring meaning from context ■ Identifying word class ■ Reading for a purpose ■ Recalling information ■ Reflection
	The SQ3R reading and study system	<ul style="list-style-type: none"> ■ Reading and mind mapping ■ Summarising the SQ3R system
2	Sustainable energy	
	Using waste, Swedish city cuts its fossil fuel use (1)	<ul style="list-style-type: none"> ■ Reading for specific information ■ Synonyms and word classes
	Using waste, Swedish city cuts its fossil fuel use (2)	<ul style="list-style-type: none"> ■ Reading for specific information ■ Differentiating between main ideas and supporting details ■ Ways of making notes ■ Creating mind maps ■ Summarising in note form
3	The business of science	
	Stop selling out science to commerce	<ul style="list-style-type: none"> ■ Fast reading ■ Reading for specific details ■ Understanding rhetorical questions and identifying the thesis ■ Scanning and close reading ■ Reading recall ■ Inferring meaning from context ■ Paragraph reorganisation ■ Text-referring words
	Is business bad for science?	<ul style="list-style-type: none"> ■ Predicting text content ■ Comparing texts and reading for details ■ Scanning and close reading ■ Identifying and using reporting language ■ Understanding and using modifying language
4	Society today	
	Growing grey	<ul style="list-style-type: none"> ■ Considering the title and the introduction ■ Considering subheadings and displayed information ■ Making notes ■ Writing a summary

Unit	Skills focus
Well connected? The biological implications of “social networking”	<ul style="list-style-type: none"> ■ Considering the title and abstract ■ Reading and making notes ■ Making notes and drawing conclusions ■ Writing a summary

5

Food security

Diet and sustainability key to feeding the world: A food security report	<ul style="list-style-type: none"> ■ Surveying the text ■ Search reading: Practising fast, accurate reading ■ Identifying functions of the text: Annotating the text ■ Examining the writer's choice of language for emphasis
The challenge of feeding 9 billion people	<ul style="list-style-type: none"> ■ Understanding the Focus task ■ Predicting specific content in a text ■ Identifying the main ideas ■ Developing notes ■ Organising paragraphs into a logical order ■ Working out meaning from context and considering word class
Closing the yield gap	<ul style="list-style-type: none"> ■ Identifying the function of paragraphs ■ Annotating the text using the Cornell system
Dealing with the situation	<ul style="list-style-type: none"> ■ Predicting the content of the text ■ Identifying the main ideas: Matching headings to sections ■ Identifying and dealing with assumed knowledge ■ Making use of displayed information ■ Producing notes

6

Human resource management

Background and origins of people management	<ul style="list-style-type: none"> ■ Defining the topic ■ Expanding definitions ■ Completing notes: Building background information ■ Vocabulary extension: Producing sentences to activate use of words ■ Developing ideas about the topic ■ Reading for general understanding: Considering section headings ■ Making use of the text: Simulating preparation for a group presentation ■ Identifying and summarising key points ■ Main points and supporting ideas: Considering the function of sentences
International human resource management	<ul style="list-style-type: none"> ■ Practising fast, accurate reading ■ Using research as evidence ■ Identifying the writer's purpose ■ Preparing notes to support a topic

	Unit	Skills focus
7	Sustainable fashion	
	Material diversity	<ul style="list-style-type: none"> ■ Reflection and discussion ■ Surveying the text ■ Identifying the main ideas: Matching headings to sections ■ Identifying functions of the text: Annotating the text ■ Identifying the writer's purpose: Annotating the text ■ Producing a selective summary: Scanning the text and selecting ideas
	Sustainable fashion	<ul style="list-style-type: none"> ■ Reflection and discussion ■ Identifying main ideas ■ Reading for specific details ■ Finding supporting information
	The future of eco-fashion: A design-driven approach	<ul style="list-style-type: none"> ■ Analysing the title ■ Working out meaning from context ■ Asking questions about the text ■ Reading for a purpose: Using annotation, summarising ■ Dictionary work: Identifying words and definitions
8	The tipping point	
	An extract from The Tipping Point: How Little Things Can Make a Big Difference	<ul style="list-style-type: none"> ■ Reading and discussion: Examining specific points
	Mental epidemics	<ul style="list-style-type: none"> ■ Pre-reading: Definitions ■ Identifying functions of the text ■ Reading for specific information ■ Dealing with unfamiliar words: Identifying word meaning from context and function ■ Analysing the writer's choice of expression ■ Writing a selective summary: Deconstructing a question
	An interview with Malcolm Gladwell	<ul style="list-style-type: none"> ■ Identifying main ideas
	The Tipping Point by Malcolm Gladwell: Book review	<ul style="list-style-type: none"> ■ Reading for specific information ■ Understanding general ideas: Matching questions to sections ■ Academic style

Aims of the course

This course is based on the needs of international students who are studying, or intend to study, tertiary level academic courses through the medium of English.

Students on tertiary level academic courses can, in some instances, be faced with literally hundreds of pages of text to read per week. Academic literature, whatever the source, is mostly conceptually challenging and, for the international student, there is the added burden of understanding and remembering what they have read in a foreign language.

New edition

This new edition has been specifically developed with the needs of international students in mind. The texts and tasks have been trialled extensively with pre-sessional students and have been selected on the principle that students entering tertiary level education are 'reading to learn, not learning to read' (Shih, 1992). However, these come with the caveat that developing the ability to learn effectively through a foreign language requires a scaffolded approach while simultaneously nurturing the ability to work and think independently.

Principles and approach

Student needs

These include:

- understanding what is being read and dealing with the unfamiliar words, collocations and word order often found in academic texts without embarking on word-for-word deciphering and inappropriate use of the dictionary
- learning to identify and make use of the range of organizational features that are typically found in academic texts, such as cause and effect, problem/solution, compare and contrast or question/response patterns
- developing an understanding of the textual and linguistic relationships at word, sentence, paragraph and whole-text level through the recognition of text-referring words, phrases and ideas, i.e., the cohesive and coherent functions of language
- identifying and distinguishing between main and supporting points
- understanding the relevant function of sentences, paragraphs and sections of extended texts
- identifying and appreciating the difference between supported and unsubstantiated claims
- appreciating the difference between fact, opinion and bias
- identifying similar or comparable information, expressed in different ways, between texts and noting new information contained in a second or subsequent texts
- reading selectively in order to best achieve the reading purpose
- reading critically to make best use of the above and to think critically about what has been read, i.e., not just reading the text and comprehending at this level but reading the lines, reading between the lines and reading beyond the lines
- learning how to make best use of the text for whatever the reading purpose might be (revision for an exam, building on existing knowledge, finding evidence to support or refute claims, arguments or theories) in order to produce notes or a mind map or plan in order to complete a

report, essay, dissertation, or perhaps to produce a set of slides to present during a seminar or to support a conference presentation

- reading quickly but effectively (i.e., expeditiously)
- being able to monitor their own reading efficiency and approach before and while reading
- tolerating ambiguity by reading on in order to work out meaning

The rationale

Effective reading

The list of needs above is fairly extensive. All students will benefit from learning to read efficiently. This may involve expeditious reading by reading at a speed which is appropriate to the heavy demands of a tertiary level course. Effective reading can be defined as reading with sufficient understanding to be able to recall or discuss at least the salient features of the content after the initial completion of the text. Most units in this edition contain timed-reading activities. There are also four extra timed-reading texts and tasks in this Teacher's Book which can be used for extra practice or for testing purposes. These appear in the unit appendices and are photocopiable.

Selective reading

Because of the large amount of reading that academic courses normally entail, it is important for students to learn to read selectively and also tolerate ambiguity by reading on in order to extract greater understanding. Both of these aspects involve developing the competence and confidence to read quickly through the less relevant sections of the text. This allows students to have the time to concentrate more fully on the parts which are of greater immediate relevance, or are more conceptually or linguistically complex. There are activities in the book which encourage understanding from the surrounding contextual clues and which encourage students to discuss their views about the texts. Voicing an initial understanding of a text will often serve as a springboard for greater understanding.

Promoting active reading

Good readers interact with the text. They strike up a communicative rapport with the writer whilst utilizing a blend of criticality and empathy. Students need to be good readers, and it is hoped that pre-sessional students using this book will further develop their reading in order to perform to their full potential on their future academic courses. The aim is to encourage experimentation with the traditional reading strategies (skimming, scanning, surveying, etc.) so that, no matter how idiosyncratic the adopted or natural reading style is, at least some of these strategies will evolve into skills unconsciously applied to the best effect. There are also activities to help develop: note-taking, directed reading through task analysis, lexical development, critical reading and thinking, the synthesis of ideas from the text and recognizing organizational text patterns.

Managing heavy reading loads

Effective time management plays a crucial part in coping with a heavy reading load. For many tertiary level students, activities related to reading will occupy the greatest part of their academic life, whether it be simply reading, note-taking, mind-mapping, annotating or highlighting the text, or re-reading for greater understanding. For international students whose first language is not English, the burden is twofold because they are not only wrestling with conceptually challenging theories and information, but doing this in a foreign language. All the units contain at least two texts related to the topic of the unit, and students have the opportunity to approach ideas from different perspectives and to prioritize their reading.

Texts as models for writing

It is important to communicate to pre-sessional students that the texts they study, as well as being a source of information, ideas, claims and counter-claims, also serve as a model for writing. A well-crafted text consciously or unconsciously teaches or consolidates the readers' understanding of the structure, organization and the effective presentation of ideas. Texts vary widely in their purpose, and students benefit from being exposed to texts from sources as wide-ranging as possible.

There are model answers provided in this Teacher's Book for reference. It is recommended that these are used with caution, emphasizing where appropriate that the model is only an example and that their summaries may contain exactly the same information or more but expressed in a different way.

Good readers make good writers – and good language learners

This is one message which is worth emphasizing repeatedly. Regular exposure to the written word in the target language will help consolidate the language that is being taught in all areas of the syllabus. As Bassett (2010) explains, the more frequently you read, the more you will improve your reading fluency by increasing the automaticity in processing the text. Automaticity allows students/readers to retrieve words quickly from memory and reduce cognitive overload so they can then focus their attention more on other areas of work in their future academic courses. The gradual development of automaticity will enable students to read more expeditiously, and the extra topic-related timed-reading activities mentioned above are added to encourage practice in this when appropriate.

A final word for students is that the best readers read because they want to and they recognize that the written word is one of the greatest means of satisfying their quest for knowledge.

Using EAS: Reading

What the Teacher's Book contains

The Teacher's Book is intended to be a resource to accompany the Course Book. It is hoped that the information and advice will help teachers understand the rationale, the pedagogical implications and the most effective management of activities in the student materials, as well as providing answer keys.

It is suggested that teachers unfamiliar with these new materials should read the information and guidance accompanying each unit before teaching the materials. Included within each unit are methodology notes as well as language notes focusing on specific problematic or recurring lexical and grammatical issues. There are also extra photocopiable timed-reading texts together with tasks for Units 2, 3, 6 and 7. These can be used for expeditious reading practice or mini-testing purposes.

Models are provided for activities such as summarizing tasks. It is worth explaining to students that a. reading and writing are interchangeable skills; and that b. reading is all about the written word. Model answers, therefore, should always be open to critical evaluation and comment and, as such, these should be encouraged as part of the reading activity and the development of critical reading and thinking. You may well prefer to refer to model answers as 'sample' answers for this reason.

With regard to answer keys, these too are open to scrutiny by teachers and students alike. In some instances, it is impossible to provide a definitive key, as the response to questions can be open to interpretation. Encourage students to challenge answers if they think they have an alternative answer, but insist that they explain the reasons for their challenge.

No specific guidance is given for the timing of tasks. This is too dependent on the level and needs of the students in any particular context. However, it is suggested that tasks involving short answer questions (SAQs) should be timed – again depending on the level of the student group – and that students should be encouraged to keep a record of how long they took to complete such tasks and how effectively, i.e., how many correct answers they managed in the time taken. With SAQs, it is good practice to encourage students to answer as briefly and as succinctly as possible – one mantra is the idea that 'long is usually wrong'; this should discourage students from simply copying out chunks of text with the vague idea that the answer is embedded somewhere within.

It is recommended that students will be expected to complete a number of the tasks as homework assignments. It is important, however, that this work is marked by the teacher or self-marked as appropriate. The feedback on answers is often more fruitful than the actual marking.

It is advisable that for each unit attempted, attention is paid to the Focus task in order to emphasize the importance of purposeful reading and how this can impact on the way a particular text is read. Having some end-product to each unit completed, e.g., a global or selective summary, a set of notes, a mind map or an annotated text is highly recommended.

Recognizing different styles of referencing

Students need to recognize that different sources will be referenced in different ways, for example:

- magazine articles intended for the general reading public or for educational purposes, such as from *Geography Review* (Text 4a – Growing grey) or *New Scientist* (Text 3a – Stop selling out science to commerce)
- texts taken from more academic sources, such as a food security report in Unit 5 (Godfray et al., 2010) and a textbook on international human resource management in Unit 6 (Scullion & Linehan, 2008)

Exposure to and general discussion comparing the style, content and intended readership is an important study skill, which should not be neglected in the development of academic reading proficiency.

It is important that the differences in text styles are regularly pointed out to students, so that for example in Unit 3, *The business of science*, there are a range of examples of internal referencing.

Acknowledging sources

Students need to appreciate the importance of acknowledging their sources. They should be made aware that failure to reference sources in their own writing amounts to theft of intellectual property and can have serious repercussions. At the same time they need to realize that by quoting and/or acknowledging their sources, writers actually add more weight to their arguments and ideas.

Evaluating sources

Students clearly need to assess the currency of any text they use to fulfil their reading purpose and the credentials of the authors.

Students need to take into consideration the source of any text they use and the original intended readership. At some stage during the teaching of every unit, this should be a general teaching point. The students should consider the relative academic weight that certain texts may carry. In addition, teachers should draw students' attention to the fact that a range of texts has been used in the materials in order to expose students to relatively dense and content-packed texts, in preparation for their future academic studies.

Unit summaries

These provide an opportunity at the end of each unit for students to reflect on what they have done. You may wish the students to complete the unit summaries in class or in their own time. If they complete them out of class, make sure you find time to discuss what the students have done.

Other features

Extra timed-reading texts

These appear in this Teacher's Book at the end of Units 2, 3, 6 and 7.

Glossary

This contains a useful list of terms that the students will need to know during the course.

Study tips

These contain additional information that can be used by the students as a ready reference to a range of study issues related to the speaking skill.

Web resources

There are suggested web resources at the end of each unit. These also provide further areas of practice or study on topics or skills related to the unit.

A final word

These EAS: Reading materials can either be used in combination with the EAS: Writing course published in this series, or as a stand-alone course. The books are designed for international students of English intending to pursue academic study in an English-speaking environment, whose IELTS level is between 5.0 and 7.5. However, much of the material can be adapted for use with less proficient students studying on extended courses.

One of the key principles underpinning the approach taken to academic reading is the idea that it should be purposeful. The type of information required to complete the writing task will determine the type of reading needed to extract the relevant information and ideas from the text. Note: A writing task is indicated in many of the units of the EAS: Reading materials. However, an extended approach to integrated reading and writing skills can be fully developed through using the EAS: Writing course.

Students requiring additional help with any issues relating to the use of language should be encouraged to refer to a general grammar reference text, such as Swan & Walter.

Note: By the time students progress to later units, they should have developed their reading strategies sufficiently to work on at least some of the texts independently outside class; this should certainly be the case with Units 5 and 7, for example. The ability to work independently by the time students begin their academic studies through the medium of English is an essential goal of any international student.

Routes through the materials

The book consists of eight units of varying length. Unit 1, for example, uses two texts, one of which is quite short. On the other hand, Units 4, 5, 7 and 8 have between three and four texts, with a selection of tasks focusing on each text separately.

The route you choose to take through the course will be very dependent on the needs of the individual students, the level of the group of students being taught and the time available. Higher-level students would be expected to move at a fairly rapid pace through the materials and to be entrusted with a significant amount of independent reading. Their focus might be concentrated on the macro-level skills during non-contact time, with more detailed scrutiny of at least some of the texts in each unit during classroom contact hours. Macro-level skills would tend to involve using the texts for a specific reading purpose identified by the Focus task, with note-taking and mind-mapping playing an important role. More detailed scrutiny might involve inferencing; working out meaning from context; looking at models of academic English at word, phrase and sentence level; analyzing the coherence and cohesion evident in the text; and learning to read critically.

The routes below suggest a time allocation for each unit based on the initial piloting of the work with a group of students who were at B2 level. Four possible routes are suggested for courses of 16, 10, 8 and 6 weeks in duration. In some cases, reading and writing are subsumed under the name of written language, as is the case at the University of Reading, and teachers make decisions on how to allocate time between these two sub-skills based on their own management of the timetable. The routes below may also vary if EAS: Writing is used in conjunction with the EAS: Reading course.

16-week course (four contact hours per week)

Note: Non-contact hours = homework and private study related to the materials

Unit	Contact	Non-contact
Unit 1: Reading for academic purposes Text 1a: Reading for academic purposes Text 1b: The SQ3R reading and study system	3 hours 1 hour	3 hours 1 hour
Unit 2: Sustainable energy Text 2a: Using waste, Swedish city cuts its fossil fuel use (1) Text 2b: Using waste, Swedish city cuts its fossil fuel use (2)	1.5 hours 1.5 hours	1.5 hours 1.5 hours
Unit 3: The business of science Text 3a: Stop selling out science to commerce Text 3b: Is business bad for science?	4 hours 4 hours	2 hours 2 hours
Unit 4: Society today Text 4a: Growing grey Text 4b: Well connected? The biological implications of "social networking"	2 hours 2 hours	2 hours 2 hours
Unit 5: Food security Text 5a: Diet and sustainability key to feeding the world: A food security report Text 5b: The challenge of feeding 9 billion people Text 5c: Closing the yield gap Text 5d: Dealing with the situation	3 hours 3 hours 3 hours 3 hours	1.5 hours 1.5 hours 1.5 hours 1.5 hours

Unit	Contact	Non-contact
Unit 6: Human resource management Text 6a: Background and origins of people management Text 6b: International human resource management	3 hours 3 hours	2 hours 2 hours
Unit 7: Sustainable fashion Text 7a: Material diversity Text 7b: Sustainable fashion Text 7c: The future of eco-fashion: A design-driven approach	3 hours 3 hours 3 hours	2 hours 2 hours 2 hours
Unit 8: The tipping point Text 8a: An extract from The Tipping Point: How Little Things Can Make a Big Difference Text 8b: Mental epidemics Text 8c: An interview with Malcolm Gladwell Text 8d: The Tipping Point by Malcolm Gladwell: Book review	2 hours 2 hours 2 hours 2 hours	2 hours 2 hours 2 hours 2 hours
Unit summaries and extra timed-reading	10 hours	
Total	64 hours	39 hours

10-week course (four contact hours per week)

Note: Non-contact hours = homework and private study related to the materials

Unit	Contact	Non-contact
Unit 1: Reading for academic purposes Text 1a: Reading for academic purposes Text 1b: The SQ3R reading and study system	3 hours 1 hour	3 hours 1 hour
Unit 2: Sustainable energy Text 2a: Using waste, Swedish city cuts its fossil fuel use (1) Text 2b: Using waste, Swedish city cuts its fossil fuel use (2) (lower level)	1.5 hours 1.5 hours	1.5 hours 1.5 hours
or		
Unit 4: Society today Text 4a: Growing grey Text 4b: Well connected? The biological implications of "social networking" (higher level)	2 hours 2 hours	2 hours 2 hours
Unit 3: The business of science Text 3a: Stop selling out science to commerce Text 3b: Is business bad for science?	4 hours 4 hours	2 hours 2 hours
Unit 5: Food security Text 5a: Diet and sustainability key to feeding the world: A food security report Text 5b: The challenge of feeding 9 billion people Text 5c: Closing the yield gap Text 5d: Dealing with the situation	3 hours 3 hours 3 hours 3 hours	1.5 hours 1.5 hours 1.5 hours 1.5 hours

or		
Unit 7: Sustainable fashion Text 7a: Material diversity Text 7b: Sustainable fashion Text 7c: The future of eco-fashion: A design-driven approach	3 hours 3 hours 3 hours	2 hours 2 hours 2 hours
Unit 6: Human resource management Text 6a: Background and origins of people management Text 6b: International human resource management	3 hours 3 hours	2 hours 2 hours
Unit summaries and extra timed-reading	7 hours	-
Total	53 hours	31 hours

8-week course (four contact hours per week)

Note: Non-contact hours = homework and private study related to the materials

Unit	Contact	Non-contact
Unit 1: Reading for academic purposes Text 1a: Reading for academic purposes Text 1b: The SQ3R reading and study system	2 hours 1 hour	3 hours 2 hours
Unit 2: Sustainable energy Text 2a: Using waste, Swedish city cuts its fossil fuel use (1) Text 2b: Using waste, Swedish city cuts its fossil fuel use (2)	1.5 hours 1.5 hours	1.5 hours 1.5 hours
Unit 3: The business of science Text 3a: Stop selling out science to commerce Text 3b: Is business bad for science?	2 hours 2 hours	2 hours 2 hours
Unit 4: Society today Text 4a: Growing grey Text 4b: Well connected? The biological implications of "social networking"	2 hours 2 hours	2 hours 2 hours
Unit 5: Food security Text 5a: Diet and sustainability key to feeding the world: A food security report Text 5b: The challenge of feeding 9 billion people Text 5c: Closing the yield gap Text 5d: Dealing with the situation	2 hours 2 hours 2 hours 2 hours	3 hours 3 hours 3 hours 3 hours
Unit 6: Human resource management Text 6a: Background and origins of people management Text 6b: International human resource management	3 hours 3 hours	3 hours 3 hours
Unit summaries and extra timed-reading	4 hours	2 hours
Total	32 hours	36 hours

6-week course (four contact hours per week)

Note: Non-contact hours = homework and private study related to the materials

Unit	Contact	Non-contact
Unit 1: Reading for academic purposes Text 1a: Reading for academic purposes Text 1b: The SQ3R reading and study system	1 hour 1 hour	3 hours 1 hour
Unit 2: Sustainable energy Text 2a: Using waste, Swedish city cuts its fossil fuel use (1) Text 2b: Using waste, Swedish city cuts its fossil fuel use (2)	1 hour 1 hour	2 hours 2 hours
Unit 3: The business of science Text 3a: Stop selling out science to commerce Text 3b: Is business bad for science?	1 hour 1 hour	3 hours 3 hours
Unit 5: Food security Text 5a: Diet and sustainability key to feeding the world: A food security report Text 5b: The challenge of feeding 9 billion people Text 5c: Closing the yield gap Text 5d: Dealing with the situation	2 hours 2 hours 2 hours 2 hours	3 hours 3 hours 3 hours 3 hours
Unit 6: Human resource management Text 6a: Background and origins of people management Text 6b: International human resource management	2 hours 2 hours	2 hours 2 hours
Unit 8: The tipping point Text 8a: An extract from The Tipping Point: How Little Things Can Make a Big Difference Text 8b: Mental epidemics Text 8c: An interview with Malcolm Gladwell Text 8d: The Tipping Point by Malcolm Gladwell: Book review	1 hour 1 hour 1 hour 1 hour	2 hours 2 hours 2 hours 2 hours
Unit summaries and extra timed-reading	2 hours	2 hours
Total	24 hours	40 hours

This unit will help students:

- practise and review the reading strategies outlined in the introduction
- develop strategies for deciding whether a text is useful
- build vocabulary through reading
- identify the organization of a text

Introduction

The unit serves two main purposes. Firstly, it introduces a range of key reading strategies that will be practised and developed in further units, such as reading for general understanding and recalling and using information. Secondly, the topics of Texts 1a and 1b – Reading for academic purposes and The SQ3R reading and study system – provide authentic contexts for furthering students' knowledge of the requirements, skills and processes involved in academic reading.

Before starting the unit, introduce the title Reading for academic purposes. Explain that this is the title of the first text students will be reading.

Working in pairs or small groups, ask students to think about the title and try to guess the kind of information the text will contain. Point out that predicting the content of a text will help their understanding once they start reading, and that they will do a lot of this during the course.

Students could note down any ideas they have, or you could ask each group to write down three questions they think the text will answer, e.g., How can I be a better reader? How can I read difficult texts when I do not know enough vocabulary?

Accept any reasonable suggestions during feedback. Explain that you will come back to their ideas/questions later (after Task 2). It is important that students have an opportunity to find out which ideas they successfully predicted or which of their questions were answered by the text.

Let the students read the aims of the unit in their Course Books before going further. With regard to the first bullet point (practise and review the reading strategies outlined in the introduction), explain that they will have an opportunity to look at the introduction when they have completed Unit 1. However, there will probably be occasions when you want to draw their attention to particular sections of the introduction at relevant points during the unit.

Methodology note

Finding out about your students' knowledge and experience of academic reading through a prediction activity can help when allocating time for specific tasks later on. It can also help you to plan extra scaffolding within tasks, or devise simple follow-up activities where appropriate, depending on your students' general level.

Text

Reading for academic purposes, Text 1a

Task 1

Reading for general understanding

This task will encourage students to read globally for main ideas rather than for details. Learning how to skim-read a text for gist will not only improve students' reading speed, but will also help develop effective strategies for dealing with heavy reading loads in their future studies.

When students read the introductions to tasks, it is a good idea to check their understanding (see Methodology note below). In this case, you could ask why they should not stop to look up unknown words. Students need to get used to working with the Course Book, so this will set them up for Ex 1.1.

- 1.1 Allow enough time for students to read the instruction. Check understanding if you think necessary.

Ex 1.1a and 1.1b are for individual work, but you might want to vary the way you organize the students.

Feed back with the whole class after the pair discussion.

You may wish to check how students have coped with the summary headings after the first part of the task, as there are several important words they may not know. Some of these words are important for the EAP syllabus, so are listed below along with a brief definition:

effective: efficient and successful

acquire: to gain knowledge of something

critically: with careful consideration of the quality, aim, currency and relevancy, etc.

motivation: what makes someone do something or drives them to do it; incentive

habits: routine; ways of doing something

syllabus: what is covered in a programme of study

Answers:

See the table of answers for Ex 1.2 on page 19 for the answer to Ex 1.1b.

You may wish to display electronically Appendix 1a, page 33 (a photocopiable resource of the table of summary headings), and build up answers to Ex 1.1 and 1.2 below as students complete the exercises.

Methodology note

It is important to establish with students that reading all parts of a task carefully is a key aspect of their reading development. All the elements of a task (information about the text, the task introduction, task instructions and questions) contain key information such as reading purpose, key terms and vocabulary, and sometimes examples, which will help to stimulate ideas before reading and therefore help students to read texts more efficiently and with a purpose.

It is essential, especially in the first few units, to check students' understanding of what they are asked to do in a task.

- 1.2 Remind students not to stop to look up unknown words.

Depending on their general level, this task could be completed section by section, in pairs of sections or all the sections in one go. You may wish to set a time limit.

If you are using Appendix 1a, page 33 for feedback, continue building up the answers in the table. Check how students arrived at the answer for each heading, e.g., asking about words or phrases from particular sections that helped them. Make sure students understand why The difficulties of reading academic texts is not an appropriate heading for any of the sections.

Answers:

Summary headings	Sections
Linking <u>effective reading</u> to <u>vocabulary acquisition</u>	6
Reading widely and <u>critically</u>	3
Good reasons for reading	1
The <u>difficulties</u> of reading academic texts	n/a
<u>The motivation</u> behind reading	4
Acquiring good <u>reading habits</u>	5
The EAP reading <u>syllabus</u>	2

Follow-up

Discuss the reading strategies students used to complete the task. For example:

- Did they read through the whole of each section?
- If not, which parts did they read first?
- Did they have to re-read any sections?
- Did the time limit affect their normal reading style?

Draw students' attention to the Study tip. Explain that they can use these for revision purposes, as reminders of key points – or, in this case, to find where to find additional information. You may wish them to refer to the explanation of skimming on pages VIII - IX of the Course Book at this point.

If you choose to follow up the task, be careful not to pre-empt the content of tasks coming later in the unit.

Methodology note

Most of the task instructions in the Course Book suggest individual work and pairwork checking/comparing. However, you will need to use your own judgement and may decide to use more pair and group work during certain tasks. Working on exercises together, especially at the beginning, can increase students' confidence and help them to get to know each other more quickly.

Task 2 Reading for specific details

This task will help students develop strategies for search reading to identify specific details in a text. It is also part of the process of developing expeditious reading habits (quick and effective reading) as well as a further step towards gaining a closer understanding of the text.

- 2.1 Ask students to think about the reading strategy they will use to find the answers quickly, e.g., reading the questions first, so they know what they will be looking for and have a purpose for reading.

Suggest that they underline key words in the questions to help them to find answers quickly, e.g., in question 1 they could underline type of reading material and Bassett. Make sure they understand that only short answers are required.

While reading and finding answers, students should underline relevant parts of the text (words or phrases) and note the line number in their answer. This will make it easier to refer to the text if necessary during pairwork checking.

You may wish to set a time limit. As there are quite a lot of questions, the task could be divided into sections with a time limit for each section.

When students are comparing their answers, they should refer back to the text where there are differences or missing answers.

Whole-class feedback is a good opportunity to monitor students' understanding and deal with any queries. Build up the answers using an OHT (or other visual medium).

Answers:

1. graded readers (Section 1)
2. automaticity/automaticity in processing (Section 1)
3. confidence (Section 1)
4. [they should be] academic and interesting (Section 2)
5. in-session courses/dedicated courses (Section 2)
6. critical thinking powers (Section 3)
7. there is a difference between critical reading and critical thinking (Section 3)
8. the reading purpose (Section 4)
9. to learn something; to complete an assignment; to prepare for a lecture/tutorial; to revise for an exam (Section 4)
10. 30 minutes (Section 5)
11. his/her lexicon (Section 6)
12. a reading list (Section 5)
13. (at least) twelve instances of exposure, in different contexts (Section 6)

Follow-up

Refer students to their predictions or questions about the content of Text 1a at the beginning of the unit. Find out which ideas they successfully predicted or which of their questions were answered in the text. This is a useful activity for recall. It is also a useful guide to how much students have understood after reading.

Methodology note

Another useful follow-up to Task 2 would be to relate some of the answers to students' own expectations of studying at university, where appropriate. For example, the answer to question 5 (in-session courses) provides an opportunity to inform students about the type of support they can expect in your institution or where they can enquire about such support.

Language note

At any stage during a task, you may wish to check the meaning of certain words (e.g., criteria in the exercise above), but in many cases it would be better for students to try to work out the meaning of a word from the context. (See Task 4: Inferring meaning from context.)

Task 3 Paragraph reorganisation

This task will encourage students to consider how paragraphs are developed and how language is used to provide cohesive links between sentences. Indirectly, the task also demonstrates the need to plan or think ahead before writing.

3.1 Point out that this is quite a difficult paragraph, which is why the first and last sentences have been given.

Encourage students to identify and highlight any cohesive markers and other clue words while reading through the sentences. This will help them to see how ideas are linked between sentences. For example, in sentence 6: International academics, i.e., students, have to do this ... would suggest that the previous sentence states something that students in general have to do.

Encourage them to think about the importance of logical presentation of ideas in shaping the paragraph and how this can be reflected in their own writing.

It would be a good idea to ask students to write out the sentences as a complete paragraph once they have decided on the order, and to re-read it. This will help them to see more clearly whether they have worked out the correct order.

Students should have an opportunity to discuss their order during feedback, especially where there are differences of opinion.

After feedback, you could use Appendix 1b, page 34, to show cohesive markers, as indicated in the paragraph that follows the answer key.

Answers:

Sentence numbers	Sentences	Correct order
1	This is one of the reasons why most reached university level in their home countries.	3
2	Fluency in both written and spoken language will only develop with practice.	1
3	Thus, the more students work on developing good reading habits, the more fluent they should become and the more successful they are likely to be in their academic studies.	6
4	Nonetheless, university students are expected to read a considerable amount during a typical week.	4
5	In fact, international students studying through English are normally already fluent readers in their own languages.	2
6	International academics, i.e., students, have to do this in a foreign language – English.	5

Correct order of sentences as a paragraph (see Appendix 1b, page 34)

Fluency in both written and spoken language will only develop with practice. In fact, international students studying through English are normally already fluent readers in their own languages. This is one of the reasons why most reached university level in their home countries. Nonetheless, university students are expected to read a considerable amount during a typical week. International academics, i.e., students, have to do this in a foreign

language – English. Thus, the more students work on developing good reading habits, the more fluent they should become and the more successful they are likely to be in their academic studies.

Follow-up

For further practice in cohesion, you could use other parts of Text 1a to show how sentences are linked together logically. The following extract from the beginning of Section 2 is a good example. Tell students to highlight or underline words or phrases in the text that link meaning within and between sentences. They could also draw arrows to show these connections.

Extract from Section 2

If the focus is English for academic purposes (EAP) then most of the materials used will normally be on academic topics, or at least topics which are thought to be interesting for 'serious' readers. The topics are chosen because it is considered that they should be interesting for language learners to read no matter what they are going to study on their academic courses. Selected texts normally contain examples of vocabulary which are typically academic and the types of language structures commonly found in academic texts.

Task 4 Inferring meaning from context

This task will encourage students to become less dictionary-dependent by either working out the meaning of a word from the context, thinking about the root word, e.g., argue, or by reading on in order to work out the meaning from the information, ideas, or words that follow in the text.

After students have read the task introduction, ask them what they normally do when they find an unfamiliar word while reading. Discuss briefly but try to avoid giving advice at this stage.

- 4.1 Allow students enough time to discuss the word in pairs. If they knew the meaning of arguably before, ask them to discuss how they would explain the meaning using other words in the sentence as clues.

It would be a good idea to draw students' attention to the Key reading skills below Ex 4.1, either before they do the task, or immediately after.

During feedback, accept any reasonable suggestions, but make sure that students refer to the context.

Possible answer:

In the sentence, the word but is used to indicate a contrast or difference. Thus, although Bassett is interested in graded readers, the writer is saying there is arguably more to reading than just readers, which suggests there is some sort of debate or argument involved. In other words, the writer is saying that some people might disagree.

- 4.2 It is important that students locate each of the words in context first. This is because a familiar word may have a slightly different meaning, depending on the context. For example, relevant is used to express significance or importance in Section 1, though in other contexts its meaning might be more to do with something being applicable or related to the matter in hand.

Suggest that students highlight or underline each of the words in the text, and also mark any other words or phrases that helped them to work out the meaning – this could be within the same sentence, or in a sentence before or after the word.

Students could compare answers in pairs before feedback.

Answers:

Defining words	Synonyms	Line numbers
proof/confirmation	evidence	7
a wide range of	extensive	11
closely connected/significant	relevant	16
get something back	retrieve	20
help/make easier	facilitate	22
without being aware of or without thinking about something	unconsciously	23
ability/skill	competence	25
something which is aimed at or is the main focus	target	27

Methodology note: Language

A very useful resource for both teachers and students is the Academic Word List (AWL) developed by Averil Coxhead (2000).

- The list contains 570 words selected from a large academic corpus, according to frequency.
- Excluded from the AWL are the 2,000 most frequent words of English in the General Service List.
- For more information, including suggestions on how to use the AWL, see the Victoria University website at: <http://www.victoria.ac.nz/lals/resources/academicwordlist/>
- The same website features an EAP science-specific word list (Coxhead and Hirsh, 2007) at: http://www.victoria.ac.nz/lals/about/staff/publications/Sci_EAP_sub_lists_Coxhead_and_Hirsh.pdf
- An Internet search will reveal many other useful sites that feature the AWL. Nottingham University's site at <http://www.nottingham.ac.uk/~alzsh3/acvocab/>, for example, has a large range of activities for teachers and students and is well worth a visit.

The ten sublists of headwords have been reproduced as a resource for teachers on pages 194–196 of this book.

Task 5 Identifying word class

This task will familiarize students with the most common forms of word class and appropriate terminology. Identifying the word class (part of speech) to which unfamiliar words belong can help students make decisions about the meaning of words and/or whether or not certain words are important.

You may wish to find out about your students' existing knowledge of word classes by doing the simple identification activity below.

- Tell students to locate the sentence below from Text 1a and copy it down in a notebook (Section 2, lines 36–38).
Students will be exposed to language which is directly relevant to their specific fields of study when their own academic programmes begin.
- Ask them to try to identify within the sentence an example of a noun, a verb, an adjective, an adverb, a preposition, a conjunction and a pronoun by underlining each example they find and writing the word class above or below the word.
- Tell the students that you will return to this activity after they have completed Ex 5.1.

Examples of word classes

nouns: students, language, fields, study, programmes

verbs: expose, begin

adjectives: relevant, specific, academic

adverb: directly

prepositions: to, of

conjunction: when (in this context)

pronoun: their (See Language note below.)

5.1 Students should work individually and check their answers in pairs.

After feedback, if you did the pre-exercise activity above, let students check their sentence again and the word classes they originally identified. Having done Ex 5.1, they should now be able to correct any wrongly labelled words. It would be useful for them to compare their sentence with a partner's and discuss any differences.

Answers:

1. noun
2. verb
3. adjective
4. adverb
5. preposition
6. pronoun
7. conjunction

Language note

Possessive pronouns are often referred to as possessive adjectives when they describe a noun*, as illustrated in the sentence in the identification activity above:

Students will be exposed to language which is directly relevant to their specific fields of study when their own academic programmes begin.

*Note: Other possessive adjectives used with nouns to show ownership are my, your, his, her, its, and our.

5.2 Check that students understand the sort of reading that scanning involves. You may wish them to refer to the explanation of scanning on page IX of the Course Book at this point.

Focus on the first word, topics, that has already been done. Ask students to locate the word in the text and establish its position in the sentence as a noun. Note: The second

instance of the word in the same sentence. Try to elicit why the same noun has been used rather than a pronoun, i.e., if *those* was used, the meaning wouldn't be clear; it could apply to either materials or topics.

Set the rest of the exercise for individual work and pairwork checking. You may wish to set a time limit. If students have difficulty identifying the word class of a particular word, advise them to try a process of elimination, e.g., It can't be a noun/verb/preposition, etc., because ...

During feedback, follow-up questions would be useful, e.g., What does 'this' refer to in line 46? (reading a selection of different texts on the same topic in the previous sentence). It would also be useful to discuss how individuals worked out the word classes. They may have looked at: the position of the word in the sentence; the word adjacent to it; or the function of the word in the sentence; the spelling/word ending, etc.

Answers:

Words	Line numbers	Word classes
topics	31	noun
typically	35	adverb
this	42	pronoun
blends	43	verb
consideration	59	noun
simply	66	adverb
through	78	preposition
embark	82	verb
their	47, 82, 87	possessive pronoun
only	86	adverb

Possible follow-up activities include:

- writing individual sentences using the word(s) appropriately
- mind-mapping or brainstorming word forms related to the original, e.g., topic-topical-topically-topicality, and noticing some common patterns of word endings for parts of speech such as adjectives and adverbs
- finding appropriate synonyms in a dictionary for the nouns, verbs and adverbs

5.3

Students will need to know the meaning of each word to be able to make decisions. If necessary, they will need to look back at the sentence containing the word and guess its meaning from context. They should also think of suitable synonyms for words they choose, where appropriate. This will be useful during class feedback.

Students could also discuss and evaluate any of the approaches to dealing with vocabulary in the follow-up activities in Ex 5.2 above, if you used these. If not, make a note to suggest these ways of recording and dealing with words during feedback.

During feedback you could nominate individuals to share one or two of the words from the table that they would choose to record and why, including a suggested synonym for the word or words. Their reasons might be to do with general usefulness for academic writing, or a particular word that they might normally have difficulty with, e.g., the difference between their/there/they're.

One important reason that students might not suggest a word relates to the research on vocabulary acquisition in Section 6 of the text. If so, ask them to re-read lines 100–106, and make sure they understand that being able to recognize a word passively does not necessarily mean that they can use the word successfully in their own writing. Recording and exploring such 'known' words can help turn them from passive to active items in their lexicon.

Invite suggestions for good ways to record words. You may need to prompt by referring to the methods in the follow-up activities at the end of Ex 5.2 and the suggestions in the Study tip and the Key reading skills in Task 5.

Answers:

Answers will depend on students. Words such as blends and embark would be quite low-frequency words (not contained in the Academic Word List, for example), but synonyms of these words might be useful instead. Words that would be more useful to record are: topic, typically, consideration and through. Topic appears in Sublist 7 of the AWL, and considerable (a different form of consideration) appears in Sublist 3. Listed below are some of the words from the table in Ex 5.2 with possible synonyms in context. Point out that the choice of a suitable synonym always depends on the context.

topic: subject/subject matter; issue

typically: normally; usually; in general

blends: combines

consideration: thought; reflection; deliberation

simply: purely; just; solely

embark (on): begin; commence

only: just; merely; purely

Task 6 Reading for a purpose

The aim of this task is to help students to develop skills in summary writing in response to the Focus task: Summarize the main points of the text "Reading for academic purposes".

6.1 Refer students to the Focus task and explain that the type of summary they will be writing is called a global summary. This means summarizing the main ideas of a text.

You may wish to set a time and word limit for the paragraph, or allow a range of 200–250 words.

Remind students that a paragraph needs a topic sentence. You may wish to brainstorm possible topic sentences with the class. This can often help with students who tend to find it difficult to know how to start a piece of written work.

Encourage students to use their own words as far as possible. They will need to use certain key academic terms from the text, but they should try to find synonyms for more general words, and their sentence structures should be their own.

When students compare completed summaries, make sure they are checking that all key information is included. Although styles of writing will be different, encourage students to be supportive and offer each other suggestions on how to improve expression or clarity, where appropriate.

After pairwork, hand each student a copy of the model summary (Appendix 1c, page 35) to compare with their own, or display it electronically. Invite students to comment on the model, for example:

- Is the summary clear and well-organized?
- Does it contain all the key points?
- Is it the writer's own style or is it too 'close' to the text?

Model summary (see also Appendix 1c, page 35):

In order for students to be prepared for the large amount of reading they will have to do on their academic courses, it is important that they develop automaticity in order to easily retrieve vocabulary from memory. EAP students can expect to work with materials which are sufficiently academic to be of interest to educated readers, as well as matching the level of texts they will read during their studies, thus expanding students' general academic lexicon. At the same time, they are encouraged to develop their critical reading and thinking skills and to be able to identify bias and relevance in the texts they are reading. Normally, university students are reading for a specific purpose, for example, to find information in a relevant text before attending a lecture. Keeping this purpose in mind is essential for helping students to adapt their reading method to a specific need. One key point about becoming an effective reader is to read as often and as widely as possible. Research by Nation (1990 and 2001) emphasizes the need to activate as much vocabulary as possible in order to comfortably read and understand academic texts.

Task 7 Recalling information

The task guides students through the process of reading, recalling, note-making and writing a summary. It encourages them to monitor their success at each stage.

- 7.1/ 7.2 By this stage, students will be familiar with the structure and content of the text, and should be able to read with more confidence and speed.
- It is important that students understand and follow the two different approaches to reading and note-making in Ex 7.1 and 7.2. During reading and recall, they will need to self-monitor in order to be able to discuss their experience of the two approaches in Ex 7.3.
- 7.3/ 7.4 It would be useful to ask for some feedback after students have discussed both strategies during pairwork. In some cases, students will have found the second approach (underlining or highlighting) more successful, as such a method encourages engagement with the text and leads to better recall. However, some will have preferred the first approach because of the opportunity to discuss their notes and share ideas.
- 7.5 Point out that both methods have their merits, but it is up to students to decide how they would prefer to proceed with Sections 5 and 6. If they are not sure, they could try both methods again. Make sure that those using the first approach have a partner or partners to discuss their notes with.

Task 8 Reflection

Reflecting on methods of reading can encourage students to adopt a more proactive approach to their reading. This task gives students a further opportunity to reflect on their experience of reading and recall in the previous task.

- 8.1 You may wish to start by discussing the example answer and whether it applies to any of the students. Finding out whether they agree with this one or not can provide some useful feedback, as agreement could mean that individuals have difficulty generally in extracting main ideas while reading. If so, this feedback will provide an opportunity to arrange for additional practice.

Before students choose any of the expressions to use, make sure they understand that only some of the effects will apply to them.

When they have finished, allow enough time for discussion in small groups.

During feedback, you could nominate individuals to share one of their sentences and reactions, and invite others to comment. Again, this process can produce useful formative feedback.

Following Task 9, you could use this task again (orally) to find out how students felt about making notes using mind mapping.

Text The SQ3R reading and study system, Text 1b

Task 9 Reading and mind mapping

The aim of this task is to provide practice in reading efficiently and effectively in order to complete a set of notes (a mind map). The task provides a second opportunity for reading and note-making in preparation for a global summary. Mind mapping can be a very effective way of note-making: it helps to 'fix' the pattern (or the organization) of information in a text in the mind, thereby facilitating the recall of key information.

- 9.1–9.4 Draw students' attention to the title and brief description of Text 1b in their Course Book and ask if any of them are familiar with the study system and whether they have tried using it. Avoid eliciting or explaining the system at this point, as too much discussion will have an impact on the outcome of the reading task, which is to recall information from memory.

Allow enough time for students to study the mind map and all the given information before reading. For the task to be successful, it is important that they fully understand which sections of the mind map they will need to complete after reading the text.

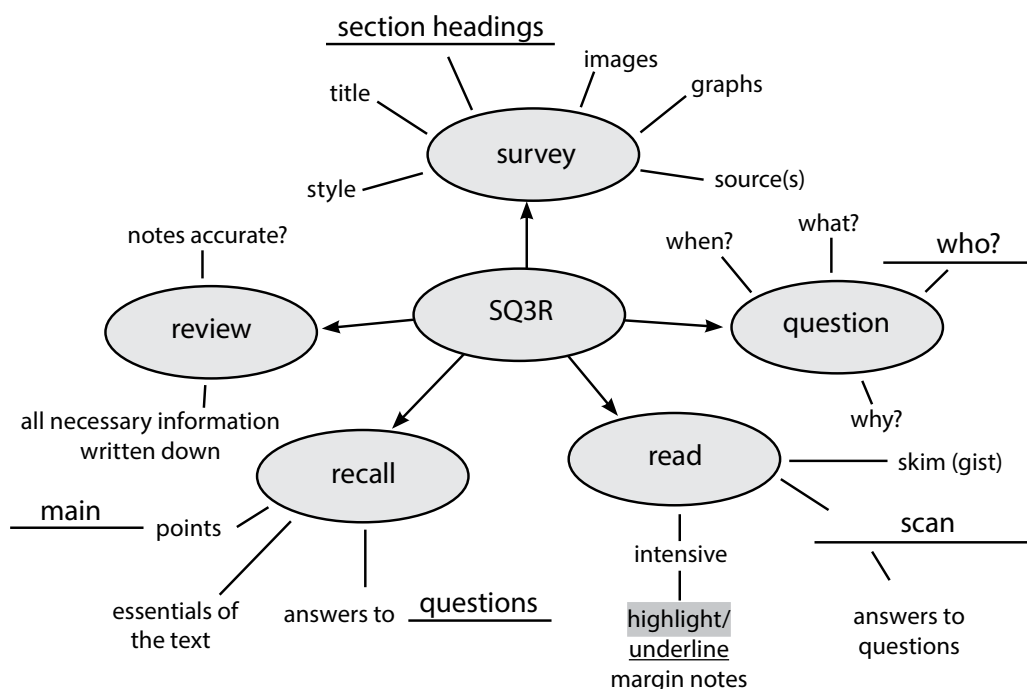
Before reading the text, insist that students close their Course Books so that they are not tempted to complete the mind map while reading. This would negate the purpose of the task and slow down their reading.

Monitor the exercise carefully so that you can gauge how long it takes different individuals to read the text, and how they then cope with completing the mind map from recall. You may wish to set a time limit for completion of the mind map.

When comparing mind maps, encourage students to ask their partner questions if they have missing information, rather than just copy from their partner's mind map. Allow them time to then check the information in their maps against the text.

For feedback, you could either display Appendix 1d, page 36 (the uncompleted mind map), and build up the answers section by section, or copy the completed mind map in the Answers section that follows as a handout for each pair of students.

Answer:



Follow-up

One option is to return to Ex 8.1 and ask students to use the same or similar words to express (orally) their feelings about note-making using mind mapping. Draw their attention to the Study tip below the mind map in the Course Book, either before or after feedback.

Task 10 Summarizing the SQ3R system

The aim of this task is to help students to develop skills in summary writing from a set of notes: in this case, a mind map. It will further help students to decide whether making notes in this format suits their personal learning style.

- 10.1/ 10.2 Tell students to look again at their mind maps and think about how they will organize their summary, e.g., they could number the stages in order on their maps and then number the sub-points they will need to mention. Depending on your group, you might want students to do this in pairs, as it will be easier to recap if they discuss the organization together.

Remind students that a paragraph needs a topic sentence. You may wish to brainstorm possible topic sentences with the class.

Set a time limit for the summary if you wish.

When students compare completed summaries, make sure they are checking that all key information is included. Encourage them to be supportive and offer each other suggestions on how to improve expression or clarity, where appropriate.

After pairwork, hand each student a copy of the model summary (Appendix 1e, page 37) to compare with their own, or display it electronically. Invite students to comment on the model, for example:

- Do they think the summary is accurate?
- Does it contain enough information for anyone to understand the SQ3R system?
- Is it clear enough or is it difficult to understand – why?

For students who may need more support, an alternative approach is to use the model as a gapped summary with a list of phrases to insert (Appendix 1f, page 38). The gapped summary and list of phrases for insertion are reproduced after the model summary below.

Model summary – see also Appendix 1e, page 37

SQ3R is a system to help develop a fuller understanding of reading. The system involves five stages. Initially, the reader surveys the text by quickly looking at the title, any section headings, pictures and graphs. Surveying also includes considering the style and source of the text. The reader then goes on to consider what he or she would like to find out from the content. This is the question stage. The next stage is to read the text by first skimming it for gist before scanning it in search of specific answers to the questions that have been raised. If any parts of the text seem to provide the answers then the reader will look at this section more intently and highlight, underline or annotate in the margin where the answers seem to be specifically located. The fourth stage involves closing the text and noting down the main points, any additional important information and any specific answers that have been identified, from memory – the recall stage. Finally, the reader reviews these notes for accuracy, ensuring that all the necessary information has been written down.

Answer: Appendix 1f gapped summary, page 38

SQ3R is a system to help develop a fuller understanding of reading [D]. The system involves five stages. Initially, the reader surveys the text by quickly looking at the title [E], any section headings, pictures and graphs. Surveying also includes considering the style and source [A] of the text. The reader then goes on to consider what he or she would like to find out [F] from the content. This is the question stage. The next stage is to read the text by first skimming it for gist [B] before scanning it in search of specific answers to the questions [K] that have been raised. If any parts of the text seem to provide the answers then the reader will look at this section [J] more intently and highlight, underline or annotate in the margin where the answers seem to be specifically located. The fourth stage involves closing the text and noting down the main points [H], any additional important information and any specific answers that have been identified, from memory – the recall stage [C]. Finally, the reader reviews these notes for accuracy [I], ensuring that all the necessary information has been written down.

A	the style and source
B	skimming it for gist
C	the recall stage
D	understanding of reading
E	quickly looking at the title
F	to find out
G	first understanding it
H	noting down the main points
I	these notes for accuracy
J	look at this section
K	specific answers to the questions

The redundant phrase is G.

Unit summary

1

Decide when you would like students to complete the unit summary. It would be useful for them to complete unit summaries during class time, particularly at the beginning of the course, as they act as reminders of the skills covered in each unit. They also provide teachers with useful formative feedback on how students feel they have coped with particular tasks. If you allocate unit summaries for homework, ensure that time is given in class for feedback.

Where students feel they have experienced particular difficulties with Unit 1 tasks, point out that they will have many opportunities to practise key reading skills throughout the course.

Encourage students to explore the website mentioned on page 14 of the Course Book for Unit 1. This dedicated website (www.englishforacademicstudy.com) will direct students to weblinks relevant to this unit.

Answers:

Answers depend on students.

2

Answers:

- 'Word class' means the various types or functions of words such as nouns, verbs, adverbs, adjectives, pronouns, prepositions, conjunctions and determiners. These types or functions are also sometimes referred to as 'parts of speech'.
- Highlighting or underlining can be used to identify important or relevant ideas in a text in relation to the reader's reading purpose.
- SQ3R stands for survey, question, read, recall, review.
- A mind map can be used for summarizing the main ideas of a text. It is also used as a way of noting the key ideas in a lecture or seminar. Mind maps help readers to frame the main ideas to suit their reading purpose.

Further activity: Academic Word List

You may wish to select some words to recycle from Sublist 1 of the Academic Word List on pages 194–196 of the Teacher’s Book. For example, you could explore word families, create gapped sentences, or adapt an activity from one of the websites mentioned in the Methodology note on page 23.

At least 10 of the 60 words in Sublist 1 have occurred in Unit 1 in the Course Book, e.g., area, benefit, context, involve, individual, identify, process, research, section, similar, source, specific and structure. Pointing this out to students may encourage them to explore the Academic Word List for themselves.

Appendix 1a

Summary headings	Sections
Linking effective reading to vocabulary acquisition	
Reading widely and critically	
Good reasons for reading	
The difficulties of reading academic texts	
The motivation behind reading	
Acquiring good reading habits	
The EAP reading syllabus	

PHOTOCOPIABLE

Appendix 1b

Fluency in both written and spoken language will only develop with practice. In fact, international students studying through English are normally already fluent readers in their own languages. This is one of the reasons why most reached university level in their home countries. Nonetheless, university students are expected to read a considerable amount during a typical week. International academics, i.e., students, have to do this in a foreign language – English. Thus, the more students work on developing good reading habits, the more fluent they should become and the more successful they are likely to be in their academic studies.

PHOTOCOPIABLE

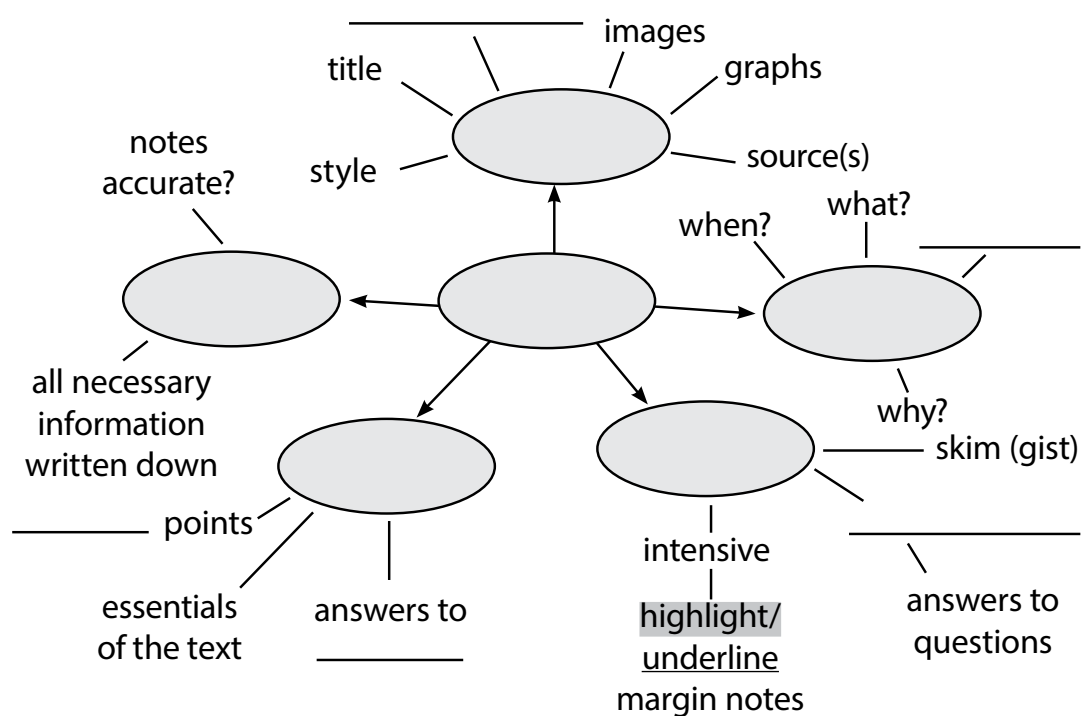
Appendix 1c

Model summary:

In order for students to be prepared for the large amount of reading they will have to do on their academic courses, it is important that they develop automaticity in order to easily retrieve vocabulary from memory. EAP students can expect to work with materials which are sufficiently academic to be of interest to educated readers, as well as matching the level of texts they will read during their studies, thus expanding students' general academic lexicon. At the same time, they are encouraged to develop their critical reading and thinking skills and to be able to identify bias and relevance in the texts they are reading. Normally, university students are reading for a specific purpose, for example, to find information in a relevant text before attending a lecture. Keeping this purpose in mind is essential for helping students to adapt their reading method to a specific need. One key point about becoming an effective reader is to read as often and as widely as possible. Research by Nation (1990 and 2001) emphasizes the need to activate as much vocabulary as possible in order to comfortably read and understand academic texts.

PHOTOCOPIABLE

Appendix 1d



PHOTOCOPIABLE

Appendix 1e

Model summary:

SQ3R is a system to help develop a fuller understanding of reading. The system involves five stages. Initially, the reader surveys the text by quickly looking at the title, any section headings, pictures and graphs. Surveying also includes considering the style and source of the text. The reader then goes on to consider what he or she would like to find out from the content. This is the question stage. The next stage is to read the text by first skimming it for gist before scanning it in search of specific answers to the questions that have been raised. If any parts of the text seem to provide the answers then the reader will look at this section more intently and highlight, underline or annotate in the margin where the answers seem to be specifically located. The fourth stage involves closing the text and noting down the main points, any additional important information and any specific answers that have been identified, from memory – the recall stage. Finally, the reader reviews these notes for accuracy, ensuring that all the necessary information has been written down.

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Appendix 1f

Complete the gapped summary below. Rearrange the phrases below to fit the gaps. There is one extra phrase which you will not need.

Insert the letter only.

SQ3R is a system to help develop a fuller _____. The system involves five stages. Initially, the reader surveys the text by _____, any section headings, pictures and graphs. Surveying also includes considering _____ of the text. The reader then goes on to consider what he or she would like _____ from the content. This is the question stage. The next stage is to read the text by first _____ before scanning it in search of _____ that have been raised. If any parts of the text seem to provide the answers then the reader will _____ more intently and highlight, underline or annotate in the margin where the answers seem to be specifically located. The fourth stage involves closing the text and _____, any additional important information and any specific answers that have been identified, from memory – _____. Finally, the reader reviews _____, ensuring that all the necessary information has been written down.

A	the style and source
B	skimming it for gist
C	the recall stage
D	understanding of reading
E	quickly looking at the title
F	to find out
G	first understanding it
H	noting down the main points
I	these notes for accuracy
J	look at this section
K	specific answers to the questions

PHOTOCOPIABLE

This unit will help students:

- identify synonyms and word classes
- differentiate between main ideas and supporting points

Introduction

The main aim of the unit is to help students to develop efficient reading practices to enable them to cope with long texts in their academic studies. Tasks involve scanning and search reading for specific information, as well as reading to locate main ideas. The Focus task also requires students to read selectively in order to prepare a summary. The combination of reading purposes encourages them to consider the appropriate strategy or strategies to use in each case. Further practice in dealing with unfamiliar words complements the main focus on efficient reading.

The unit text is a case study of a city that is successfully moving away from fossil fuels to more sustainable energy use. The text is divided into two parts so that students can monitor their reading speed and recall ability more effectively through use of the same topic and text type.

Text

Using waste, Swedish city cuts its fossil fuel use (1), Text 2a

Task 1

Reading for specific information

This task encourages students to read quickly to locate specific information, using short-answer questions, including multiple choice. Studying the questions beforehand will give them an overview of the text and a purpose for reading. Students are encouraged to time themselves.

- 1.1–
1.4 When students have read the task instructions, you might like to discuss the reading strategies they will use when reading for specific information – this usually involves both scanning and search reading. Sometimes they will know the exact words they are looking for (scanning), but sometimes they will be looking for ideas (search reading). This task provides practice in using both these strategies to find information quickly.

While studying the questions, they could underline words that will help them to find answers. In the case of multiple-choice questions, it would be better only to underline words in the sentence stem and not the options. For example, in question 2, it may only be necessary to underline and try to remember main industry.

Remind them to note down the time before and after reading. They could note this in their Course Book by the side of the exercise.

When recalling information to answer the questions, reassure students that they are not expected to be able to recall everything after a first reading.

After comparing and discussing answers, allow enough time for students to check their answers with the text, and locate answers they were unable to recall.

Whole-class feedback is a good opportunity to monitor students' understanding of the questions and the text, and deal with any queries and differences of opinion. It would be a good idea to find out how discussing their answers before checking Ex 1.3 helped with recall.

Answers:

1. c. fossil fuels
2. c. food production
3. b. rotting fruit
4. the outskirts
5. b. landfill
6. renewable energy
7. farm and food waste
8. a. a half
9. b. 151
10. b. build biogas plants

Follow-up

Students could be asked which type of questions they had the most difficulty with when recalling information from the text (e.g., questions that involved numbers/amounts, or those where two or more options appeared possible and which needed more careful reading).

It would also be useful to find out from students how they might approach the task differently to improve their reading and recall, as they will be doing the same task later in the unit using Text 2b. You may wish to draw their attention to the Key reading skills at this point.

Additional timed-reading text

You might want to give students extra practice in developing fast, accurate reading techniques. This unit has a reading passage with short-answer questions. See Appendices 2b (pages 50–51) and 2c (questions, pages 52–53). Appendix 2d (page 54) provides the answers to the questions.

Task 2 Synonyms and word classes

This task builds on the strategy for dealing with unknown vocabulary introduced in Unit 1. In this case, students are not provided with any explanations to match with the words from the text; instead, they should try to work out the meanings in context. The process encourages them to look for clues in the information, ideas or words that follow in the text.

2.1 Before starting this exercise, you might like to recap on what a synonym is.

Ask students to look at the list of words in the left-hand column and think about possible synonyms. Let students do this individually and then check their ideas in pairs or small groups.

Students can then scan the text for words or phrases with the same or similar meanings to those in the left-hand column. Again, you might want students to compare their answers in the same pairs/small groups before feedback.

Suggest that students highlight or underline each of the words in the text, and also mark any other words or phrases that helped them to work out the meaning – this could be within the same sentence or in a sentence before or after the word. At the same time, students should decide on the word class.

Students could compare answers in pairs before feedback.

Answers:

Words	Line numbers	Synonyms in text	Word classes
detach from something	2	to wean from	verb
ambition/hope	3	aspiration	noun
icy cold	10	frozen	adjective
a turnaround/change	11	reversal	noun
replaced	16	substituted	verb
accumulation of rubbish	26	detritus	noun
exploiting/making use of	30	harnessing	verb
extremely important	6, 44	crucial	adjective
to be in charge of something	55	overseeing	verb
create/set up	66	install	verb
achieve what is necessary	84	meet requirements	verb; noun

Language note

Note the two different meanings of the adverb effectively ‘efektlii...’

In Text 2a, its meaning is in effect, in reality or as good as:

... many European countries have increased their reliance on renewable energy ... because fossil fuels are expensive on the Continent and their overuse is, effectively, taxed by the European Union’s carbon trading system.

Its second meaning is to do something well or successfully:

Having a specific purpose for reading will help you to read more effectively.

See also Unit 1, Text 1a, where the adjective form of the second meaning is used:

The aim of EAP programmes is to help students develop effective reading skills before joining their academic departments.

- 2.2 Advise students to read through each sentence carefully and think about the word class of the missing word or phrase. The context clues should then help them to choose the correct word, though they may not always know what the form is (e.g., reversal/reverse). You may wish to do the first sentence with the whole class.

Students could work individually on the remaining sentences and then check in pairs, or they could work on the whole exercise with a partner.

Answers:

1. The dramatic drop in temperature resulted in frozen conditions throughout the country.
2. Current research into animal behaviour is being overseen by an emeritus professor of zoology.
3. A new suite of PCs has been installed in one of the seminar rooms at the university.

4. The identification of the parasite causing malaria was crucial in efforts to overcome this terrible disease.
5. The new prime minister's victory in the elections was a complete reversal of the defeat he suffered the previous time.

2.3/ 2.4 As with Ex 2.2 above, students could work individually and then check in pairs, or they could work on the whole exercise with a partner.

If necessary, you could allow students to use dictionaries to check different forms of words they are not sure about.

Students could be nominated to share sentences with the class during feedback.

Answers:

Answers will depend on students. Different forms of the remaining words in the table are listed below.

aspiration: aspire/aspiring/aspired (v)

substituted: substitute/substituting (v)

detritus: no other form

harnessing: harness, harnessed (v)

installing: install/installed (v); installation

meet requirements: meeting/met (v)

Follow-up

Students could discuss which of the words in the table would be useful to record and why.

Text

Using waste, Swedish city cuts its fossil fuel use (2), Text 2b

Task 3

Reading for specific information

This task repeats the same process as Task 1. The aim is for students to be able to see how quickly they can learn to adapt their reading style for a particular purpose. Note: All the questions in Ex 3.1 are multiple-choice.

3.1/ 3.2 Follow the same procedure as in Task 1 so that students can monitor their reading speed and recall by repeating the same process.

During feedback, deal with any queries and differences of opinion again. Some parts of Text 2b are quite complex and may need additional closer reading (e.g., lines 87–90, which contain the answer to question 9).

Find out whether students were more successful this time around. They may still have had difficulties with particular questions, but may also have approached the task with more confidence.

Answers:

1. b. biological waste
2. a. Wisconsin
3. b. 64 tons
4. d. \$3.8 million per year
5. c. charging money for waste disposal
6. d. the 1990s*
7. a. under the ground
8. b. a tax on CO₂ emissions
9. d. providing it cheaply
10. d. have no polluting emissions

*Note: Although Kristianstad's energy conversion project is 'rooted' in the 1980s, it did not begin until 1993 (see lines 72–78).

Task 4

Differentiating between main ideas and supporting details

Students often find it difficult to differentiate between main and supporting points. In most cases, a paragraph leader or topic sentence will be the guide to the main idea of a paragraph, but not always. Some paragraphs may contain more than one controlling idea, or the main idea might be summarized at the end of a paragraph rather than the beginning. This task encourages students to think about information at sentence level, and the type of information that is likely to be a main idea or a supporting point.

4.1 Ask students if they can explain the difference between a main idea and a supporting idea in a paragraph. Suggestions are:

- A main idea is usually a key, but general, idea that is developed in the rest of the paragraph, or it can be a summary statement of information to follow.
- A supporting idea will develop the main idea in several ways (for example: an explanation, examples, supporting details, or supporting evidence from research).

Point out that the sentences they will be studying from the text are not all direct quotations; some are paraphrases and come from different sections of the text.

You might want students to decide which sentences are likely to be main ideas and why, without referring to the text. They should mark each sentence M for main idea or S for supporting idea before they check with the text. If you do this first, it would be a good idea to ask for feedback and reasons for students' answers before they check with the text.

When they check with the text, encourage them to read the segments of text immediately before and after each sentence or sentence paraphrase in order to confirm their decisions.

The table on page 44 suggests some reasons why each sentence is M or S.

Answers:

M = main idea; S = secondary idea

1. Tanker trucks are now being used for delivering wood pellets. (lines 31–35)	S: detail; suggests that a previous sentence states something about heating oil or tankers in more general terms.
2. Both old fossil fuel technologies and a modern biomass replacement exist in Kristianstad. (lines 29–31)	M: suggests that the reader will then be given examples to illustrate this point (e.g., which ones and how they coexist).
3. Natural gas and biogas are polluting when burned, but much less than coal and oil. (lines 1–3)	M: suggests that this is a general point that will be explained.
4. The policy director of the Wisconsin group describes biomass as an 'opportunity fuel'. (lines 17–19)	S: suggests that a previous sentence has already mentioned the Wisconsin group and what it is/does, and that biomass has previously been defined, so this is a follow-up point.
5. Kristianstad no longer uses fossil fuels and is now making use of other sources of energy. (lines 91–93)	M: suggests that the reader will be told what the other sources of energy – described in the paraphrase as 'challenges' – are.
6. New York also uses a district heating system. (lines 69–72)	S: Continues the description of district heating systems and briefly mentions that New York City has one.

Follow-up

This additional exercise on paragraph organization (see Appendix 2a, page 49) will give further practice in identifying main and supporting ideas. It recycles skills developed in a similar exercise in Unit 1. The sentences below are taken from the first half of the final paragraph of Text 2a (lines 60–75). The task is to organize the sentences in a logical sequence by identifying the main idea and the correct order of each supporting idea, and number the sentences 1–6. Encourage students to look for cohesive markers as clues to the logical progression of ideas. When they have completed the exercise, invite feedback and discussion, but allow them then to check their order against the paragraph in the text.

- Still, a number of states and companies are considering new investment.
- However, so far, such projects have been limited by high initial costs, scant government financing and the lack of a business model.
- The EPA has estimated that installing such plants would actually be feasible at about 8,000 US farms.
- There are currently only 151 biomass digesters in the country, most of them small and using only manure, according to the Environmental Protection Agency.
- There is no supply network for moving manure to a centralized plant and no outlet to sell the biogas generated.
- In the United States, biogas systems are quite rare.

Answers:

- a. Still, a number of states and companies are considering new investment. (6)
- b. However, so far, such projects have been limited by high initial costs, scant government financing and the lack of a business model. (4)
- c. The EPA has estimated that installing such plants would actually be feasible at about 8,000 US farms. (3)
- d. There are currently only 151 biomass digesters in the country, most of them small and using only manure, according to the Environmental Protection Agency. (2)
- e. There is no supply network for moving manure to a centralized plant and no outlet to sell the biogas generated. (5)
- f. In the United States, biogas systems are quite rare. (1)

Task 5 Ways of making notes

Tasks 5 and 6 lead into the Focus task question: How has Kristianstad cut its fossil fuel use? in Task 7. Summarizing a text, or part of a text, is a key reading skill.

Make sure that students understand the difference between a 'selective' summary and a 'global' summary (as in Task 6, Unit 1).

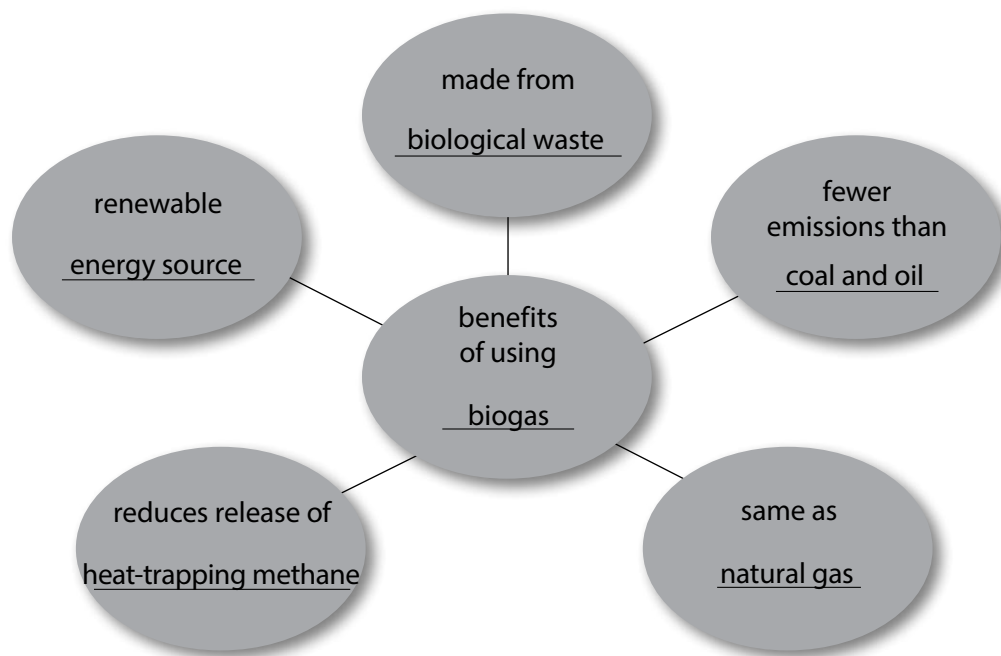
A selective summary contains the main points which are relevant to specific information that is needed from a text or texts, whereas a global summary contains the main points of the entire text. The Focus task question indicates that a selective summary is required for this task.

- 5.1 Remind students that they have already practised mind mapping in the previous unit and ask them to suggest reasons why this is an effective technique, e.g., to help them engage more fully with the text as a way of remembering the content more effectively and to help them avoid lifting the content word for word from the text in order to fulfil their reading purpose.

Encourage students to look at the gapped mind map and suggest what word or words might be used to fill the gaps first.

Students should then read the first paragraph as instructed and complete the mind map.

Answers:



Methodology note

Use opportunities to further exploit the texts in the unit. Some suggestions are:

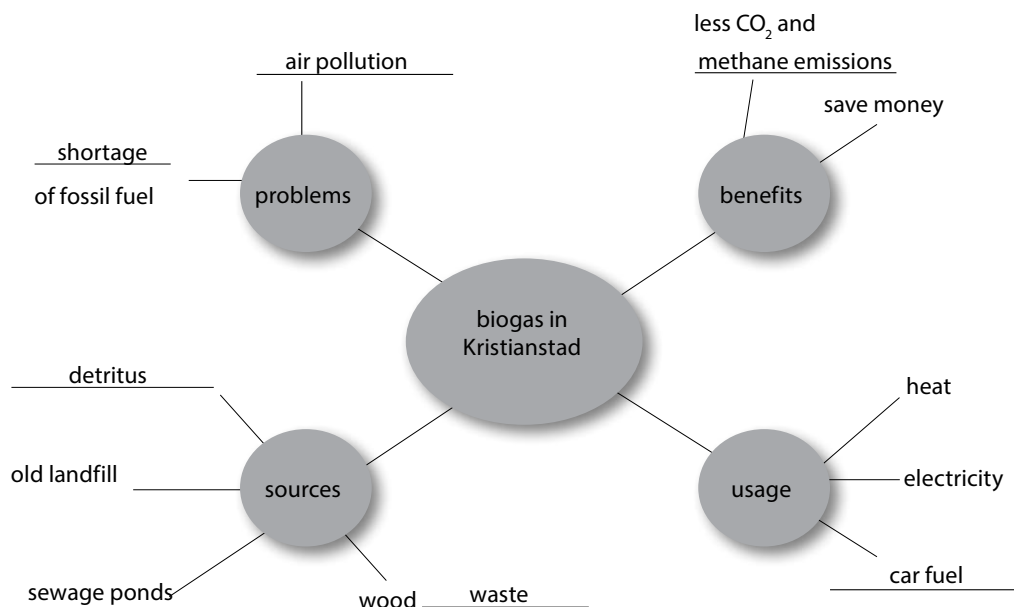
- further vocabulary work on useful/transferrable general academic words and phrases
- further practice in working out meaning from context
- paraphrasing and summarizing practice

Task 6 Creating mind maps

This task is an extension of Task 5.

- 6.1 Ask students to read the instructions and then complete the task individually. Encourage students to compare their completed mind maps in pairs or small groups and make any amendments they think necessary. You might like to display the completed version of the mind map that follows for students to consider and discuss any differences.
- 6.2/ 6.3 Remind students of the importance of critical reading and thinking and that by evaluating relevance they are developing these skills, even if they don't always find the same information useful or relevant.

Answers:



Task 7 Summarising in note form

- 7.1/ 7.2 The following notes have been converted into a summary using just the information in the mind map above. Show this to students as an example of how the mind map can be used to rewrite the information without direct reference to the original text.

Possible answer:

In order to deal with the shortage of fossil fuels and to reduce air pollution significantly, Kristianstad is converting sources such as detritus, old landfill, sewage ponds and wood waste into biogas. Biogas emits less CO₂ and methane gas than other energy sources and it can be converted into heat, electricity and vehicle fuel. A further benefit is that biogas is much cheaper to produce than other energy sources.

Unit summary

Decide when you would like students to complete the unit summary, as in Unit 1, but make sure that they have an opportunity to discuss any issues relating to the unit tasks in class time.

1

Answers:

Answers depend on students.

2

Possible answers:

1. Soft toys are synonymous with babies and small children/with warmth and comfort/childhood, etc.
2. Manufacturers hope that their products will become synonymous with commercial success/international recognition/reliability and customer satisfaction, etc.

3. Diamonds are synonymous with great wealth/marriage/expensive tastes, etc.
4. Punctuality is synonymous with reliability/professional attitudes/promptness, etc.
5. Sports and games are synonymous with good health/relaxation/fun and excitement, etc.

Extension activity:

Students could also explore the topic and do further reading practice by searching for related articles on the Internet. The Biocycle website at http://www.jgpress.com/archives/_free/002319.html, for example, has an accessible article entitled Kristianstad On Track To Meet Fossil Fuel-Free Goals. Being familiar with the topic, students should find that they have more confidence in reading related materials that they source themselves.

Appendix 2a

Paragraph organization

The following sentences are contained in the first part of a paragraph in Text 2a, but they are in the wrong order.

- Read the sentences and underline any words or cohesive markers that will help you to link ideas between sentences.
- Identify the correct order by numbering them 1–6.
- Compare your order with the correct paragraph in Text 2a.

- a. Still, a number of states and companies are considering new investment. ☐
- b. However, so far, such projects have been limited by high initial costs, scant government financing and the lack of a business model. ☐
- c. The EPA has estimated that installing such plants would actually be feasible at about 8,000 US farms. ☐
- d. There are currently only 151 biomass digesters in the country, most of them small and using only manure, according to the Environmental Protection Agency. ☐
- e. There is no supply network for moving manure to a centralized plant and no outlet to sell the biogas generated. ☐
- f. In the United States, biogas systems are quite rare. ☐

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Timed-reading text: Dealing with food waste

Section 1

Food waste can be avoided in many ways. The need to do this is very clear when evidence from the United States suggests that 2% of the national energy budget in that country is used up in growing, transporting, processing, selling and storing food and then finally disposing of quite a lot of it as waste. Evidence from recent research findings, produced by a team of scientists from an American university in Texas (2012), indicates that if people were less wasteful with food, it would be more effective than other energy-saving schemes. For example, a great deal of US money has been pumped into the production of ethanol, which is extracted from corn. However, there had been such an emphasis by the government on promoting ethanol as the fuel of the future, that by 2007 an ethanol glut had been created. In other words, too much ethanol had been produced without the government seriously considering alternative energy-saving schemes, such as the use of hydrogen fuel or hybrid vehicles. Meanwhile, there are claims that Americans waste up to 27% of the food they buy. This does not even include the wastage which occurs on the farm or in transit from the field to the plate. The problem, however, is not just an American one. Worldwide, especially in more developed countries, the amount of food waste is quite phenomenal.

Section 2

There is a lot of misunderstanding surrounding the issue of food waste. For example, it is often the mistaken belief that when food ends up in a landfill it will always compost naturally, i.e., it will rot down. In fact, unless rotting food is given sufficient air and light, it will create methane gas, which is a major cause of global warming. The extent of this problem can be appreciated when considering the American context. In the United States there are over 3,000 active landfills and over 10,000 old municipal landfills, according to the Environmental Protection Agency (EPA) (2011). In fact, there are probably many more old and abandoned commercial, private and municipal dumps than the 10,000 estimated by the EPA. Disturbingly, the fact is that all landfills will eventually fail and leak into ground and surface water. Even state-of-the-art plastic landfill liners and plastic pipes will allow chemicals and gases to pass through their membranes and, after time, become brittle, swell and break down.

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Section 3

There are a number of ways that consumers can prevent food being wasted.

- 35 One way is to plan meals in advance, say for the whole week, so that only necessary ingredients for meals are bought. It is also advisable to avoid supermarket offers that encourage shoppers to buy more than they need. One example is the offer to buy two of an item in order to get the third one free. Keeping food fresh and edible is also a way of avoiding waste.
- 40 Fresh food should be kept in a fridge which is working efficiently. A temperature of between one and five degrees Celsius is essential in a fridge where fresh food is being kept. Meanwhile, new food which is being stored in a fridge or in a cupboard is best placed behind older items so that the food closest to perishing is consumed first. It is also worth considering making use of the
- 45 freezer to keep items such as loaves of bread fresh for longer periods of time. By using only a few slices of bread for a meal and keeping the rest of the loaf in the freezer, this food is prevented from going off. Doing this also makes economic sense.

- Food experts recommend that people, especially children, should eat small
- 50 servings of food. They can always ask for more, and any unused food can be kept and used on another occasion. It is often reported that it is more sensible to buy loose fruit or vegetables rather than pre-packed, so that the consumer only needs to buy as much fresh produce as they are going to use.

- Leftover food can also be turned into compost, which householders can then
- 55 use as fertilizer for the plants in their garden. This can be achieved by putting food waste, such as potato or fruit peel, into a garden composter. Kitchen composters are often used for this purpose as well. These are sometimes called bokashi bins and are used for leftover cooked food including fish and meat. It is essential to sprinkle this waste with special microbes to encourage
- 60 it to ferment quickly.

Section 4

- Bioscientists have analyzed and created a range of preservation methods for the journey from farm to fork. Some of these methods, such as salting and pickling, have existed for thousands of years. Vegetables, for example, are
- 65 given an extended shelf-life through the salting process because salt absorbs much of the water content of vegetables. At the same time, the addition of salt creates acid-producing bacteria, which has the effect of limiting the growth of other bacteria. In the modern era other methods have developed. Freezing is the most obvious example. The modern method of modified
- 70 atmosphere packaging (MAP) is a further way to prevent early vegetable spoilage. Vegetables can be kept fresh for longer by reducing the amount of oxygen where they are stored, to prevent them respiring and breaking down. These methods clearly go some way towards preserving the freshness and nutritional value of food, but ultimately, they do not solve the problem of
- 75 food wastage in society as a whole.

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Appendix 2c

Timed-reading questions: Dealing with food waste

Task 1

- The text is divided into four sections (1–4).
 - Read the five headings listed below and underline the key words.
 - Read through the text in no more than five minutes and, as you read, match the headings below (a–e) with the appropriate sections.
 - You will not use one of the headings.
- a. The problem with disposing of food in landfill sites
 - b. Why food becomes contaminated
 - c. The necessity to control levels of food wastage
 - d. Old and new methods of food preservation
 - e. How to avoid food waste

Sections	Headings
1	
2	
3	
4	

Task 2

- Read the 15 questions that follow and underline the key words or phrases.
 - Re-read the text and answer the questions in as few words as possible.
 - Try to answer the questions in 15 minutes or less.
1. What does this refer to in line 1?

 2. Who does the Texas research suggest should be responsible for avoiding food waste?

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3. What is the source of ethanol?

4. What resulted from the emphasis on ethanol production in 2007?

5. What two energy-saving alternatives were neglected by the US government?

6. How much food is wasted every year in the US?

7. What gas is sometimes produced when food is dumped in landfills?

8. Which organization has reported on landfill concerns in the USA?

9. What eventually happens to landfill liners?

10. What are shoppers advised not to be tempted by?

11. What is the recommended temperature at which fresh food should be refrigerated?

12. What two benefits can be had from storing bread in a freezer?

13. How can shoppers avoid wasting unused fruit and vegetables?

14. Which two modern methods of food preservation are mentioned in the text?

15. What helps create acid-producing bacteria when composting food waste?

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Appendix 2d

Timed-reading answers: Dealing with food waste

Task 1

Sections	Headings
1	c
2	a
3	e
4	d

Task 2

1. avoiding food waste
2. people (society)
3. corn
4. a glut
5. using hydrogen fuel; using hybrid vehicles
6. 27%
7. methane gas is created
8. Environmental Protection Agency/EPA
9. they leak (become brittle, swell and break down)
10. special offers
11. 1–5° Celsius
12. it doesn't go off; more economical
13. buy it loose, not prepacked
14. modified atmosphere packaging (MAP); freezing
15. salt/salting

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This unit will help students:

- handle rhetorical questions and identify the thesis
- quickly identify the main points of the text
- infer meaning from context
- identify and use reporting language and modifying language

Introduction

This unit considers two texts in which students will be able to identify similar information as well as ideas that differ between the two. Students practise reading for specific information, requiring search reading and scanning techniques to achieve their reading purpose without laborious word-for-word deciphering. There are also activities to encourage the identification of the main argument (thesis) of a text where it is not overtly identifiable. Students are also encouraged to infer meaning from the context at sentence level and beyond, and recognize elements of text cohesion and coherence as essential ingredients of text-building. Further activities include identifying and analyzing the main ideas in a text section by section, and recognizing and using both reporting language and modifying language.

Text

Stop selling out science to commerce, Text 3a

Task 1

Fast reading

This task provides practice in skimming a text for overall understanding. It will also help students to develop reading fluency and speed.

- 1.1/ 1.2 Before reading, draw students' attention to the title of the text and image on page 143 of their Course Books. Either elicit or explain the expression selling out (a phrasal verb meaning to compromise principles or ethical standards in exchange for money/other benefits). Ask what the title and image suggest about the content of the text.

Encourage students to keep an accurate check on the time at the start and end of reading and note it down.

Remind them that they are reading for general understanding, so they should read quickly but carefully. As they read, they could underline or highlight particular sentences that they identify as expressing main ideas.

Parts of the text (particularly the discussion of issues in Sections 2–4) are quite complex, so advise students to try to follow the main thread of the argument in each section by paying closer attention to the beginning and end of paragraphs rather than the detail (i.e., sentences that begin For example... or Similarly ... indicate that their function is to support the main idea in a paragraph).

After reading, they should look at all the statements carefully and think about how they would sum up the whole text. This will help them to decide which of the statements would serve as a good summary of the writers' argument. It would be useful to discuss their decision with a partner and explain their choice.

During feedback, ask students to explain their answer and say why the other statements are less appropriate. You could also ask them to identify specific parts of the text which helped them to decide.

Answer:

The most obvious choice is 3: Academic research should be carried out with an open mind. The other options tend to be too specific, although all three have some relevance; refer students to Section 4 and most of the conclusion.

Task 2 Reading for specific details

- 2.1 Point out that students are not expected to be able to answer all questions from recall after focusing only on general meaning in Task 1. After answering as many questions as possible, an alternative approach to the Course Book instruction is to check their answers in pairs and discuss questions they were unable to answer, before re-reading the text. During feedback, you could build up the answers on the board using the following Answers section, or display Appendix 3a, page 72 electronically.

Answers:

1. Scientists for Global Responsibility
2. Pharmaceuticals and tobacco (Section 1)
3. Taking out patents; prioritising research that promises short-term economic gains (Section 1)
(patent = an official document granting sole rights to make/sell an invention/product for a period of time)
4. Involved in research into new military technology (Section 4)
(A huge proportion of funding goes toward developing military hardware, as opposed to researching the roots of conflict, negotiation, etc.)
5. Denying health research findings, sponsoring climate sceptics (Section 2)
(climate sceptics = those who dispute the research/impact that human activity has on climate change)

6. b. has no immediate commercial value (Section 3)

(May be a difficult one to answer: look for clues in the sentence before and the sentence where the term occurs: As a result, environmental and social problems and 'blue-sky' research commonly lose out to short-term commercial gain.)

7. Because it involves minimal use of chemicals; does not suit commercial interests (Section 3)

(The text implies – low-input agriculture requires minimal use of fertilisers*, etc. – therefore, cheaper, but neglected by commercial interests because no big profits. Note: You may need to ask further questions to help students infer this from the text.)

8. Research on how to improve food distribution (Section 3)

9. military hardware (Section 4)

10. The Open University (in the UK) (Section 4)

(The Open University is an online and campus-based university established in 1969 in the UK; it has an 'open entry' policy: traditional university entry qualifications are not required.)

11. Follow the example of the Open University

12. New Scientist

(See reference at the end of the text. New Scientist is a weekly science and technology magazine, also available online.)

Task 3

Understanding rhetorical questions and identifying the thesis

The task aims to familiarize students with the function of rhetorical questions and introduces the concept of the thesis or thesis statement (see Language note at the end of Task 3).

3.1 After students have completed the task, explain that rhetorical questions are one way of introducing a topic, theory, idea or thesis. Suggest a second rhetorical question, e.g., What has the government done to change the academic landscape? (Section 1).

Encourage students to suggest other rhetorical questions that could introduce different sections of the text, e.g., To what extent does the government support 'blue-sky' research? To what extent do military needs dictate research?

Point out that the use of rhetorical questions is not normally acceptable as a strategy in most academic writing (it is considered rather journalistic). However, asking such questions when researching and planning a piece of writing can help with formulating a thesis statement. (See Language note below for a definition of a thesis statement.)

Answer:

The rhetorical question is Do commercial pressures have a negative impact on science?

1. Yes, they have a negative impact. (lines 5–9: A new report ... exposes problems so serious that we can no longer afford to be indifferent to them.)

- 3.2 You may need to explain the meaning of thesis and thesis statement before students do the task. Alternatively, depending on your group, you may wish to draw out the meaning after they have done the task.

Answers:

1. commercial pressures
2. negative impact on science
3. very serious
4. cannot be ignored

- 3.3/ Encourage students to use their own words, as far as possible, when summarizing the thesis.

- 3.4 A suggested sentence is:

Commercial pressures on academic research have such a negative impact that something has to be done about it.

Language note

A thesis statement is usually a sentence in the first paragraph that presents the writer's argument to the reader. It makes a claim that others might disagree with. The rest of the essay or article draws together evidence to support the argument.

A thesis is therefore an interpretation of a subject or topic. The subject of an essay might be the impact of climate change on food production; the thesis or thesis statement must then present the writer's position on the subject. For example, the writer may argue that climate change is having a positive impact on food production, or alternatively he/she may argue that climate change in certain world regions will cause a global food crisis if current agricultural practices continue. Either way, the writer will need to support the thesis with research, evidence and argument.

Task 4 Scanning and close reading

This task takes students through the process of re-reading to identify key ideas in Text 3a in preparation for writing a summary in Task 5.

- 4.1– In Ex 4.1, 4.3 and 4.4, it is important that students read the options first in each case, as
4.5 this gives them a reading purpose.

Depending on your group, you could ask students to complete each exercise from recall, and then check with the text to confirm their choice of heading.

You may also wish to set a time limit for re-reading each section, as students should be fairly familiar with the themes of the text by this time.

It would be better to check and discuss answers after each exercise, as this can help students to improve their strategy use as they go through the process.

Answers:

- 4.1 1. Huge commercial influence on research is a major problem.
The other two choices are referred to but with less emphasis.
- 4.2 Answers depend on students, but one suggestion is Conflicts of interest.
Discuss other ideas that students have.
- 4.3 2. Short-term interests come first.
The words always and never in the other two choices should suggest that these are too sweeping.
- 4.4 3. Scientists are manipulated by political interests.
1. is an example of the manipulation; 2. is compelling but less so than 3., which is the key point. It is good for students to debate these answers as it gets them to engage with the text and apply their own interpretation.
- 4.5 Answers depend on students, but one suggested summary is Reform is needed – again, open this to discussion.

Task 5 Reading recall

- 5.1 Students should discuss the Focus task question and decide exactly what they are being asked to do. They could also underline key words in the question.

Focus task: To what extent should academic research be supported by commercial interests and political decisions?

The question implies that only certain sections of the text will be useful, so remind students that this will be a selective summary rather than a global summary.

Point out that the summary should be based on information from the text, and should not include students' own opinions. Remind them that when making notes, they should try to reformulate the ideas (i.e., use their own words as far as possible).

As in Unit 2, they could present their summary as a bullet point list. You may wish to set a word limit.

Invite students to compare summaries and discuss any differences.

After comparing summaries, provide each student with a copy of the model summary notes (Appendix 3b, page 73) to compare with their own, or display it electronically. Invite students to comment on the model summary, for example:

- Do they think it answers the question effectively?
- Have any important points been omitted?
- Does it contain information not relevant to the Focus task?

Note: It should be pointed out that the text is strongly critical of business and government handling of scientific research activities, but that students should stick to the facts as reported in the text.

Possible answer: Model summary

As funding from businesses is vital for academic research, it is inevitable that commercial interests and political decisions influence this research. A report by the Scientists for Global Responsibility (SGR) suggests strongly that these commercial and political influences can have negative consequences on science. The problems of commercial influence include 'sponsorship bias' (scientists altering how they report their results in order to suit the industry that funds them), misleading messages sent out from industry-funded lobby groups, and the fact that industry is much more inclined to provide funding for profitable research than for 'blue-sky' research. Although policy makers argue that commercial influence has a minor impact on academic research, governments set out to increase competitiveness and are driven by profit, therefore the public research agenda is set to favour commercial gain more than anything else. SGR have made wide-ranging recommendations at all levels to safeguard the independence of academic, scientific research from commercial pressure and politically driven influence. These recommendations include: more transparency of funding arrangements, journals to investigate conflicts of interest, ethical standards for business-university partnerships and more public involvement when setting the research agenda.

Task 6 Inferring meaning from context

This task practices scanning and then close reading in order to work out meaning in context. It encourages students to pay attention to phrases as units or 'chunks' of meaning, e.g., noun phrases and two-word compounds (all the compounds in this task are adjective + noun compounds).

- 6.1 Students should read through all the phrases first and look at how they are composed (i.e., academic landscape = adjective + noun).

You may wish to look at the first phrase with the whole class. This is an interesting example because students will very likely know the meaning of both words, but not be familiar with the phrase. By locating the phrase in the text (line 24) and studying the context (the sentence where it occurs and the following sentence), they should be able to work out that it means the academic environment, or the ways that academic institutions operate.

Students could work in pairs on the remaining phrases. Stress the importance of looking at the wider context if the meaning is not evident from the sentence in which the phrase occurs.

During feedback, you could build up the answers on the board from the Answers section on page 61, or display Appendix 3c (page 74) electronically.

Answers:

Phrases	Possible meanings	Line(s)
academic landscape	the academic environment or the way that academic institutions operate	24–25
commercial mindset	thinking/acting in a businesslike way	27
conflicts of interest	a situation where someone can be influenced or corrupted by having opposing interests with different objectives/aims	44
research is undermined	research is weakened or is manipulated	58
cornerstone of science	a basic part of science, like a foundation	72
the roots of conflict	the basic causes of war/fighting/disagreement	99
becoming discomfited	being embarrassed or uneasy about something	111
ethical standards	the rules of what is right or wrong; morals/values	114–115
to this end	in order to achieve or accomplish something	126–127
do worse than	it's a good idea (this is an understatement which is often used in British English)	140

Follow-up

In addition to adjective + noun compounds, there are many instances of noun + noun compounds in Text 3a. Students could work in pairs to find and list as many examples as they can. Discuss the meanings by inviting students to explain the information that they contain relative to the context, from simple ones, such as food distribution (the distribution of food) to more complex ones, such as funding bodies (organizations that provide research funding in the form of grants or scholarships, such as arts and research councils). Allow the use of dictionaries if necessary.

Some further examples are:

- defence/biotech(nology) sector
- government policy
- oil companies
- engineering department
- arms industry
- sponsorship bias
- tobacco/oil industries
- business interests
- security issues
- military technology/military contract
- business partnerships
- industry funds
- industry partnerships
- funding arrangements

- health research
- climate sceptics
- policy makers (an example of a 'closed' compound, where the two nouns are joined together)
- research priorities
- lobby groups*
- patient groups

*Note: The noun + noun compound lobby group is an example of tautology because the word lobby in one of its meanings is 'a group of people who try to influence governments, politicians, etc. on a particular issue'. Therefore the word group is really unnecessary in this example.

Note: There are also some three-word compounds in the text:

- life sciences departments (n + n + n)
- public research agenda (adj + n + n)

Language note

Stress in two-word compounds:

- In most adjective + noun compounds, the main stress is usually on the noun, e.g., commercial "mindset, ethical "standards. But note that in speech, it will depend on the context and the word that the speaker intends to stress (the adjective may be stressed to make a point/for emphasis).
- In most noun + noun compounds, the main stress usually falls on the first word, e.g., "oil companies, "health research. But note military tech"nology.

Task 7 Paragraph reorganisation

This task provides further practice in paragraph organization, with an emphasis on lexical clues, such as cohesive markers, pronoun references and other words that refer back to previously mentioned information (see the following the Language note). Particular attention is given to pronoun referencing in Task 8.

7.1 Students should do this task without reference to the text and then check their answer in lines 5–9.

Suggest that they underline any lexical clues and other words that refer back to something previously mentioned, to help identify the progression of ideas.

During feedback, get students to notice the link between the final sentence of the Introduction: A new report ... and the first sentence in the re-organized text: The report looks at ...

Answers:

The correct order is shown in brackets at the end of each sentence.

1. We found a wide range of disturbing commercial influences on science, and evidence that similar problems are occurring across academic disciplines. (4)
2. But we also looked at the oil and gas, defence and biotech sectors, which have been subjected to less scrutiny. (3)
3. The damaging influence of two of these, pharmaceuticals and tobacco, has been noted before. (2)
4. The report looks at the impact of five commercial sectors on science and technology over the past 20 years. (1)

Language note

Text cohesion is built in various ways to refer back to something previously mentioned. Sometimes different words will be used (synonyms or pronouns), or the same word with a different adjective.

In the sentences in Ex 7.1 above, examples of this are:

- five commercial sectors/two of these/oil and gas, defence and biotech sectors
- the impact/the damaging influence/disturbing commercial influences/similar problems

Task 8 Text-referring words

This task continues to look at text cohesion by focusing on pronoun referencing. When reading, it is important that students notice when pronoun use is clear, and when it can sometimes create ambiguity or confusion (i.e., it should always be clear what or which ideas a pronoun refers back to, but this may not always be the case in practice).

- 8.1 Students should first look at the example given (This) and locate it in the text. It is a good example, as it shows that a pronoun may be used to refer to a large amount of previous information. Discuss whether the use of the pronoun is clear, or whether another reference word along with it (e.g., This situation creates ...) would improve understanding.

Students work through the remaining pronouns and then compare their answers with a partner's. You could suggest that they circle or mark the pronoun in the text and show, using an arrow or line, the information it refers to.

During feedback, discuss which pronouns were clear references and which, if any, were ambiguous. For example, they may have found the use of them (line 109) ambiguous. It is not very clear, so either answer given in the table below should be accepted.

Answers:

Lines	Text-referring word(s)	Refers to ...
43	This	most of the previous paragraph, i.e., the conflict between traditional academic and business-oriented research
50	they	problems, i.e., conflicts of interest in previous sentence
60	these	misleading messages ... by industry-funded lobby groups
69	This	the previous sentence: Less attention ... to the funding of some patient groups by pharmaceutical companies and ... use of PR companies ... in the debate over genetically modified crops
112	them	(damaging) effects (of commercial influence)
128	These	recommendations
139	them	scientists or their concerns or both scientists and their concerns
139	They	scientists

Task 9

Predicting text content

This prediction task provides a useful link between both texts. It encourages recall of relevant information from Text 3a, whilst preparing students for Text 3b.

- 9.1 To check understanding of the title, ask students to reformulate it (e.g., In what ways can big business be bad for scientific research? or What are the negative impacts of big business on scientific research?).

Remind students of the summary they wrote in Task 5 based on Text 3a, and point out that they can use any information they can recall in considering and discussing the question.

Ask them to look at the first reason given and explain what the implications of this pressure to complete research quickly would be (e.g., insufficient time to test a product or process adequately, which could have serious consequences).

During feedback, try to elicit the implications where appropriate.

Possible answers:

- restricts sharing of information between scientists and other interested bodies (information belongs to the sponsor/funder/business)
- restricts academic/scientific research for its own sake (pressure from business interests and economic gain)
- restricts range of research carried out
- scientists and scientific institutions lose their autonomy/independence
- research results can be unreliable (biased towards sponsors'/business interests)
- research findings, if against commercial interests, may be ignored or hidden in unethical ways

- 9.2 You may wish to do this exercise with the whole class. The question might be easier to deal with if students think in terms of a specific enterprise, such as a medical drug company. Again, during feedback, try to elicit the implications, where appropriate.

Possible answers:

- Research findings might be negative, with serious financial implications for funding (e.g., if drugs prove to have dangerous side-effects).
- Affects long-term profits because of the need for trials to be fully completed (especially medical trials).
- Conducting drug trials can be very expensive for companies even if the outcomes are positive.
- Shareholders may withhold or withdraw investment as a result of any of the above.

- 9.3 Remind students that they should be searching for ideas they have discussed in both Ex 9.1 and 9.2, but that they should also be looking for any additional reasons given in the text.

As well as underlining relevant parts of the text, encourage students to annotate the text by making margin notes, e.g., lines 55–59 could be annotated with a note such as companies hiding neg. rsch. findings. This will make it easier for students to refer back to the text during feedback, if they need to.

Students could compare and discuss their findings in their group before whole-class feedback.

- 9.4 Students should read and consider each statement carefully. If they are not sure, allow them time to refer back to the text.

When they have chosen the best statement, they should be prepared to say why the others are less appropriate.

Note: It is important that this question involves an element of discussion.

Answer:

The best answer would appear to be 3, because appropriate scientific practice can cover ethics, duration, openness and the impact on public health and welfare. The other possibilities have a narrower focus, although all of them have some relevance.

Task 10 Comparing texts and reading for details

The first part of this task (Ex 10.1) provides a useful opportunity for students to explore matters of style, structure and content in both texts. Attention to such features of academic texts will also help them to develop their own writing skills.

- 10.1 Students should do this exercise individually before working with a partner to discuss ideas.

With regard to style, students should think about various features such as level of formality, in-text referencing, modifying language, language that expresses certainty or caution (i.e., is one text more cautious in its claims than the other? See the following Language note). Encourage students to highlight examples of style in both texts.

With regard to structure, they should look at how each text is organized.

For content, they need to consider how the texts are similar, and whether one of the texts presents more detail, and if so, what sort of detail.

During feedback, it would be useful to ask students to provide examples where appropriate.

Possible answers:

- Style: both texts contain features of academic style (e.g., the use of passive forms and complex noun phrases), although Text 3a contains some less formal expressions, for example, using a question form in the introduction. Text 3a also tends to be less cautious when making claims or statements (e.g., Scientists must now voice their concerns publicly ...). Discuss any other issues of style that students raise.
- Structure: Text 3a is structured like a report, with numbered sections and with a clearly labelled Introduction and Conclusion. This will tend to make it easier to follow.
- Content: both texts address the controversial relationship between business and scientific research and potential for conflicts of interest, but there is significant extra information in the second text, which deals specifically with medical research and provides more specific detail. The views of individual 'experts' are analyzed in this text. Discuss any other content issues that students raise.

Follow-up

Students could look through other parts of both texts for expressions of caution and record those they think will be useful in their own writing.

Language note

An important feature of academic texts is language that expresses caution (also referred to as hedging language). When discussing issues about which there may be differences of opinion, or when making claims about research or drawing conclusions from facts, writers have to be careful not to make false claims or draw false conclusions. There are various ways caution is expressed:

- the use of modal auxiliaries such as can, could, may, might, would, etc. In Text 3b, for example, the writers say Commercial interest in scientific research can have a detrimental effect ..., rather than has a detrimental effect.
- the use of words expressing probability: e.g., probable, possible, likely, little doubt, etc. For example, again in Text 3b: as a result, any interpretation of the outcome was likely to be biased.
- the use of adverbs of frequency, such as sometimes, often, usually, frequently, etc.

For further examples of expressions of caution/hedging language, see <http://www.uefap.com/writing/feature/hedge.htm>

10.2 Students should read through the questions and underline key words before re-reading the text.

They could search for each answer as they read, or alternatively they could re-read the text and try to recall the answers after reading. You may wish to set a time limit.

Allow time for students to discuss their answers in pairs before feedback, if you prefer.

Answers:

1. biotechnology/medical research (accept either or both)
2. scientists (including specific individuals, e.g., Olivieri, Ziman, Weatherall, Monbiot and Pisano)
3. she believed it was contrary to the principles of the Hippocratic Oath (an oath or promise to practise medicine ethically)
4. instrumental and non-instrumental (the meanings of both are explained in the text)
5. serious scientific research in cooperation with businesses, underpinned by government support
6. have review panels to monitor all scientific research to prevent exploitation by business interests
7. the radon factor
8. revolution in the laboratory
9. Peter Saunders and Mae-Wan Ho
10. research and development timetable, i.e., lengthy time required to test the safety and effectiveness of a new drug, conflicts with how businesses manage risk and deadlines

10.3 The basic message of the two texts is that commercial and/or government interests can have a detrimental impact on scientific research. The essential difference between the two texts is that Text 3b focuses on the views and experiences of various experts in the field of research, whereas Text 3a gives a more general outline of the situation.

It is important here to get students to appreciate similar information between the two texts, even if these similar ideas are expressed in different ways. They should also be able to identify new information found in the second text. The new information in Text 3b is mostly related to the views expressed by a range of opponents of commercial and government

exploitation of scientific research. This identification of 'new' information is one of the key skills that students can develop in most units of the book where there are two texts or more on the same topic.

Encourage students to highlight the key point or points being made by individuals in Text 3b.

Point out that the Nancy Olivieri situation is a well-documented, ongoing case study.

Task 11 Scanning and close reading

This task provides practice in both search reading and closer reading. It also provides practice in working out meaning in the context of longer extracts. It is important that students pay particular attention to the paraphrased opinions of experts in sentences 1–7, so that they can search for similar expressions in the text.

- 11.1 Students should study the list of opinions (1–7) carefully, and underline key words and phrases to help while reading.

Point out that they will need to match these opinions to similar ones expressed in the text, so they need to make sure they understand the gist of each of the opinions first. It would be a good idea for students to work in pairs and discuss the meaning of each sentence. To help with matching, they could also think about possible synonyms for some of the words in the paraphrased opinions before reading.

While reading, they should underline relevant parts of the text to make it easier to refer back to them during feedback, if necessary.

Answers:

Summaries	Experts
1	Weatherall
2	Pisano
3	Monbiot
4	Ho & Saunders
5	Olivieri
6	Pisano
7	Monbiot

Task 12 Identifying and using reporting language

This task introduces students to the different ways in which writers report the opinions of others. It is an essential skill in academic writing, so it is important that students learn how to recognize and use reporting language.

- 12.1 When studying the four examples, students should underline the reporting verb in each case. You could ask them to explain the difference between categorized, described, noted and argued with respect to the information reported.

Point out that until students have located the examples in the text, they will not be able to say whether Ziman's views are paraphrased or quoted by the writer.

You may need to explain the difference between paraphrase and quotation before students complete the task (see the following Language note).

Students could discuss their answers in pairs before feedback.

Answers:

	1.	2.	3.	4.
Direct				
Indirect				

Note: The sentence in the text which contains example 4 involves both quotation and paraphrase, which is a very common way of reporting. Particular key expressions are quoted (underlined in the whole sentence below) instead of paraphrased because the expressions used by the expert would either be difficult to paraphrase, or would lose their originality or preciseness when reworded.

Ziman argued that a 'post-academic culture' had evolved in which science was no longer the province of universities or non-commercial research institutes, but was treated as a 'saleable commodity' not necessarily in the interests of the public.

Language note

- A quotation reports the exact words of another writer or expert and must be contained inside quotation marks.
- Paraphrasing involves restating someone else's ideas in your own words, whilst retaining the original meaning.

In both cases, what is reported must be attributed to the original source.

For more information on when and how to quote or paraphrase, the following resource has good explanations and examples:

<http://www.lc.unsw.edu.au/onlib/sumpara.html>

- 12.2 As there are many further examples of reporting verbs and expressions in the text, you may wish to divide the text up and apportion certain sections to different pairs of students. They could then come together in groups to share their findings.

During feedback, you may wish to display Appendix 3d (page 75) on an OHT (or other visual medium). You could also use the resource to highlight those reporting verbs that tend to be used with that. Some common uses are claims that, argues that, states that, suggests that, etc., but not discusses that (this is a common error in student writing).

Further examples (See Appendix 3d, page 75):

Note: The line number refers to the place where the reported information begins.

- Many would claim that ... (line 16)
- A major cause for concern highlighted by ... (line 52)
- Olivieri maintained that ... (line 64)
- Olivieri argued that ... (line 70)

- This was a viewpoint emphasized by ... (line 118)
- He stressed the importance of ... (line 121)
- Weatherall concluded that ... (line 123)
- ... and suggested that ... (line 126)
- ... was also tackled by ... (line 132)
- He laid the blame on ... (line 134)
- He also argued that ... (line 136)
- ... referring to this as ... (line 138)
- Monbiot suggested that ... (line 142)
- ..., he asserted, ... (line 148)
- Monbiot contended that ... (line 153)
- He urged a ... (line 156)
- ... was a further point delegates raised ... (line 161)
- ... was highlighted in various presentations ... (line 164)
- The compilers of the report ... concluded: ... (line 164)
- A different viewpoint ... is presented in ... (line 173)
- He explains that ... (line 178)
- Pisano blamed this failure on ... (line 187)
- He said ... (line 189)
- Pisano's view was that ... (line 193)

12.3 It would be a good idea to draw students' attention to the Key reading skills on page 38 before they start the exercise.

Students could work individually, but it would benefit them to work together or discuss their ideas in pairs afterwards.

The example given below the exercise is a paraphrase of the beginning of Weatherall's view that research institutions should resist exploitation by business interests:

Weatherall emphasized that research institutions clearly needed outside funding, but at the same time they needed to guard against exploitation by business interests.

Inform students that further examples may require some slight rewording, and that in some cases it may be difficult to ascertain the original reporting expression. It is important to point out that these are only examples and that each statement could be reported in a variety of ways depending on the writer's purpose and opinion.

Answers:

Answers depend on students, but some examples include:

- It was Ziman's view that scientific knowledge should be shared and should not be the sole property of certain commercial funders.
- Monbiot claims that research tied to business interests is liable to be biased towards those interests.
- Olivieri criticized some drug companies for promoting medical malpractice by concealing the results of their funded research.
- The biotech industry cannot be managed in the same way as other modern industries, according to Pisano.
- Monbiot strongly asserted the view that government funding of research is often misdirected in order to suit the aims of business interests.

Task 13 Understanding and using modifying language

- 13.1 Work through the two examples of adjective and adverb modifiers and explain how they can provide clues to a writer's attitude towards the subject and show the emphasis a writer places on certain issues.

Students work through the remaining words, highlighting both the words and their modifiers in the text and then comparing their answers with a partner's. It is also important that they discuss how they felt the modifying language helped them to understand the text and the writers' purpose.

During feedback, discuss with students the positioning of the modifiers (which ones, for example, do not come directly after the word being modified). In complex sentences, it can sometimes be difficult to locate modifiers when they do not occur directly after the noun or verb.

Answers:

Words or phrases	Modifying languages	Word classes
1. The impact	substantial	adjective
2. demand	quite reasonably	adverb
3. return	much quicker	adjective
4. questions	controversial	adjective
5. scientists and institutions	naïve and greedy	adjectives
6. business tactics	aggressive	adjective
7. serves	more equitably	adverb

Follow-up

Students could be asked to suggest or find synonyms in context for the modifying language in the table, as a way of both understanding meaning and increasing vocabulary.

Examples are:

substantial: significant, considerable

quite reasonably: quite rationally, rather sensibly

much quicker: more rapid

controversial: contentious

naïve: gullible, susceptible, trusting, credulous

aggressive: hard-line, powerful, controlling

more equitably: more rightfully, more fairly, more impartially, more justly

- 13.2 Students could work in pairs or work individually and then discuss their examples with another pair or a partner.

Explain that they should look for examples that are not just descriptive, but which illustrate stance or emphasis.

Answers:

Words or expressions	Modifying languages
1. physicist	noted
2. instrumental research	immediately useful
3. instrumental research	practical, proprietary and partisan
4. interest	vested
5. foundation	crucial
6. motivation	much less immediately obvious
7. rationality	critical

Unit summary

Decide when you would like students to complete the unit summary, as in previous units, but make sure that they have an opportunity in class time to discuss any issues relating to the unit tasks.

It is worth checking that students fully understand what a rhetorical question is and why it is used, i.e., as a signpost or indication that the question is going to be answered by the writer themselves.

It is also worth reiterating that many texts don't actually contain a thesis statement in a single sentence or two, but rather the thesis is evident from the introduction and the general thread of the text without being explicitly stated.

Remind students that text-referring words or phrases mostly refer to something which has already been stated earlier in the text (known as an anaphoric reference), e.g., If you feel the need to take a break after the exams, do so (here do so refers back to the need to take a break after the exams). It can also refer to something which is going to be mentioned or developed further on in the text (known as a cataphoric reference), e.g., After checking their results, Professor Cai and his team published them in the journal of Biochemistry. Also remind students that text-referring words or phrases do not always occur immediately before or after the idea or word that is being referred to and there may be several words, phrases, sentences or even paragraphs separating them.

1

Answers:

Answers depend on students.

2

Answers:

- The more you can recall, the more you will have understood a text.
- A rhetorical question is one that the writer or speaker answers themselves.
- A thesis statement outlines the argument, belief or claim made by the writer.
- Text-referring words link between words, names or concepts in a text.
- In order to predict the content of a text, it is usually necessary to use your prior knowledge.
- Reporting language refers to statements made by some other speaker(s) or writer(s).

Appendix 3a

1. Scientists for Global Responsibility
2. Pharmaceuticals and tobacco (Section 1)
3. Taking out patents; prioritising research that promises short-term economic gains (Section 1)
(patent = an official document granting sole rights to make/sell an invention/product for a period of time)
4. Involved in research into new military technology (Section 4)
(A huge proportion of funding goes toward developing military hardware, as opposed to researching the roots of conflict, negotiation, etc.)
5. Denying health research findings, sponsoring climate sceptics (Section 2)
(climate sceptics = those who dispute the research/impact that human activity has on climate change)
6. b. has no immediate commercial value (Section 3)
(May be a difficult one to answer: look for clues in the sentence before and the sentence where the term occurs: As a result, environmental and social problems and 'blue-sky' research commonly lose out to short-term commercial gain.)
7. Because it involves minimal use of chemicals; does not suit commercial interests (Section 3)
(The text implies – low-input agriculture requires minimal use of fertilisers*, etc. – therefore, cheaper, but neglected by commercial interests because no big profits. Note: You may need to ask further questions to help students infer this from the text.)
8. Research on how to improve food distribution (Section 3)
9. military hardware (Section 4)
10. The Open University (in the UK) (Section 4)
(The Open University is an online and campus-based university established in 1969 in the UK; it has an 'open entry' policy: traditional university entry qualifications are not required.)
11. Follow the example of the Open University
12. New Scientist
(See reference at the end of the text. New Scientist is a weekly science and technology magazine, also available online.)

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Appendix 3b

Model summary:

As funding from businesses is vital for academic research, it is inevitable that commercial interests and political decisions influence this research. A report by the Scientists for Global Responsibility (SGR) suggests strongly that these commercial and political influences can have negative consequences on science. The problems of commercial influence include 'sponsorship bias' (scientists altering how they report their results in order to suit the industry that funds them), misleading messages sent out from industry-funded lobby groups, and the fact that industry is much more inclined to provide funding for profitable research than for 'blue-sky' research. Although policy makers argue that commercial influence has a minor impact on academic research, governments set out to increase competitiveness and are driven by profit, therefore the public research agenda is set to favour commercial gain more than anything else. SGR have made wide-ranging recommendations at all levels to safeguard the independence of academic, scientific research from commercial pressure and politically driven influence. These recommendations include: more transparency of funding arrangements, journals to investigate conflicts of interest, ethical standards for business-university partnerships and more public involvement when setting the research agenda.

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Appendix 3c

Phrase	Possible meanings	Line numbers
academic landscape	the academic environment or the way that academic institutions operate	24-25
commercial mindset	thinking/acting in a businesslike way	27
conflicts of interest	a situation where someone can be influenced or corrupted by having opposing interests with different objectives/aims	44
research is undermined	research is weakened or is manipulated	58
cornerstone of science	a basic part of science, like a foundation	72
the roots of conflict	the basic causes of war/fighting/ disagreement	99
becoming discomfited	being embarrassed or uneasy about something	111
ethical standards	the rules of what is right or wrong; morals/ values	114-115
to this end	in order to achieve or accomplish something	126-127
they could do worse than	it's a good idea (this is an understatement which is often used in British English)	140

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Appendix 3d

Reporting verbs and expressions

Many would claim that ... (line 16)

A major cause for concern highlighted by ... (line 52)

Olivieri maintained that ... (line 64)

Olivieri argued that ... (line 70)

This was a viewpoint emphasized by ... (line 118)

He stressed the importance of ... (line 121)

Weatherall concluded that ... (line 123)

... and suggested that ... (line 126)

... was also tackled by ... (line 132)

He laid the blame on ... (line 134)

He also argued that ... (line 136)

... referring to this as ... line 138)

Monbiot suggested that ... (line 142)

..., he asserted ... (line 148)

Monbiot contended that ... (line 153)

He urged a ... (line 156)

... was a further point delegates raised ... (line 161)...

was highlighted in various presentations ... (line 164)

The compilers of the report ... concluded: ... (line 164)

A different viewpoint ... is presented in ... (line 173)

He explains that ... (line 178)

Pisano blamed this failure on ... (line 187)

He said ... (line 189)

Pisano's view was that ... (line 193)

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Timed-reading text: Funding for scientific research

Throughout history, much scientific research has been carried out for its own sake and some of the great inventors made little or no profit from their discoveries. This was even true during the 19th century, when significant scientific and technological research was carried out by individuals who had to rely on their own means of financial support.

Section 1

A system of granting patents was introduced, which meant that inventors were allowed a certain period of time (e.g., 20 years) to profit from their discoveries. It was not until 1883 at the Convention of Paris that patent laws became internationalized, when a union was established for the protection of intellectual property. However, the patent system still often failed to benefit the individuals who made the initial discovery. Charles Goodyear, the inventor of vulcanized rubber, is one of the most famous scientists who gained no personal profit from his invention. In fact, Goodyear spent so much time in court trying to verify his patent that he died with debts of some \$200,000. Even the company called Goodyear was not founded by the inventor himself, but was named in his honour posthumously. It was only after his death that his widow and children began to live in the comfort that was always denied to him. Today, once a patent has been applied for and granted, it prevents others from making, using, selling or distributing the patented invention or product without permission. This is a law officially accepted in over 150 countries.

Section 2

In modern times, there is little doubt that corporate business needs scientific research to help its expansion, perhaps as much as academia needs economic support in order to continue carrying out research for its own sake. This activity is sometimes referred to as blue-sky research. There are two major sources of funding for such research: the world of business and national government. Much smaller sources of funding are also available from charitable organizations and individuals, such as the founder of Microsoft, Bill Gates. However, in the most advanced industrialized countries, up to 60% of scientific research will be funded by business corporations, compared with 20% by universities and 10% by governments. The remaining 10% of funding will come from some form of charity or an individual with the necessary financial strength. However, in countries like Greece or Portugal, which in recent times have suffered greatly from economic hardships, the amount of funding from either industry or government sources is likely to have decreased significantly.

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Section 3

Research funded by business interests is mostly profit-driven. This is unavoidable because every business has to satisfy its shareholders and generate sufficient profit to sustain growth and continue to expand. Nonetheless, evidence of private enterprise demonstrating corporate responsibility is not difficult to find. This can, of course, be motivated not only by a sense of social responsibility, but also by the possible beneficial outcome for the corporation concerned. By associating itself with a charitable, potentially ecologically sound research image, business can benefit in more ways than one. Such an image may encourage the socially-conscious consumer to bring their custom to a particular company, for example. It may also encourage highly-qualified recruits with a social conscience to join the company. One particular company which achieved an improved reputation by promoting research for its own sake was IBM. In 1986, they supported blue-sky (or so-called 'basic') research that resulted in the discovery of high-temperature superconductivity, which has had a huge impact on the automobile and energy industries. This led to the Nobel prize for science being awarded the following year to Johannes G. Bednorz and Karl A. Muller, the scientists who led the research project.

Section 4

The allocation of funding for academic research may vary considerably. Certain major or emerging powers have directed the greater part of their funding towards military-related research rather than medical research. For example, in the 1980s, the US government invested at least 20% of all research funding to support the country's military needs. More recently, the UK government has identified a range of possible research areas that should be prioritized. According to the Department for Business Innovation and Skills (BIS) in their December 2010 report, health care was one such area. Other areas that would be supported include developments in digitalization, plus an emphasis on low carbon emissions as well as energy and resource efficiency. The report also highlighted the Space Agency programme so that the UK could continue to be a leading force in the global scientific study of space. An annual sum of £4.6 billion was allocated in support of research within these areas. Only time will tell whether economic problems may lead to a review of this financial support and whether political issues could impact on government spending on science.

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Appendix 3f

Timed-reading questions: Funding for scientific research

Task 1

Study the title Funding for scientific research and then consider the following questions:

- Where would you expect scientific research funding to come from?
- How might the source of funding influence research?

Discuss your ideas with other students or as a group.

Task 2

- Read the five headings listed below and underline the key words.
 - Read through the text in no more than five minutes and, as you read, match the headings below (a–e) with the appropriate sections.
 - You will not use one of the headings.
- a. Why research is supported
 - b. The importance of scientific research
 - c. The development of the patent system
 - d. The distribution of research funding
 - e. Sources of research funding

Sections	Headings
1	
2	
3	
4	

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Task 3

- Read the ten questions below and underline the key words or phrases.
- Re-read the text and answer the questions in as few words as possible.
- Try to answer the questions in 15 minutes or less.

1. How long are patents normally valid?

2. What event led to the global recognition of patent laws?

3. Why did Charles Goodyear have so much debt when he died?

4. How did the company Goodyear get its name?

5. What is blue-sky research?

6. Which countries may be forced to reduce financial support for scientific research?

7. When did IBM gain a reputation for supporting blue-sky research?

8. How much support did the US government give the military in the 1980s?

9. What UK organization outlined government support plans for research in 2010?

10. Why does the UK government want to support the scientific research of space?

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Task 4

Read the short paragraph below and complete each gap with one of the following words:

research
experimental

size
skewed

control
unfavourable

unreliable
findings

There are several ways in which research 1. _____ can be misleading. For example, the sample 2. _____ can be a factor. Similarly, a delay or complete failure to publish 3. _____ results can impact badly on the validity of the 4. _____. Likewise, some research can be conducted using 5. _____ methods. A further concern relates to the 6. _____ group, which is a group of participants in a clinical study who do not receive the drug or treatment being studied against which the reactions of individuals in the 7. _____ group may be compared. Finally, the data which is presented by scientific research may be 8. _____.

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Appendix 3g

Timed-reading answers: Funding scientific research

Task 1

Possible answers:

Where would you expect scientific research funding to come from?

- Commerce and industry
- Government (taxpayers' money)
- Charitable organizations/non-profit making organizations
- Philanthropists

How might the source of funding influence research?

- Investors may want a quick return on their investments
- Researchers' career/employment prospects may be dependent on the results of their research
- Longstanding relationships between companies (e.g., pharmaceutical companies) and scientists could lead to findings being biased or misinterpreted out of a sense of loyalty

Task 2

Sections	Headings
1	c
2	e
3	a
4	d

Task 3

1. 20 years
2. Convention of Paris
3. trying to verify his patent in court
4. it was named in Goodyear's honour (posthumously)
5. research for its own sake (basic research)
6. Greece and Portugal
7. 1986
8. 20% of research funding
9. Department for Business Innovation and Skills (BIS)
10. to continue as a leading global force in scientific research

Task 4

1. findings
2. size
3. unfavourable
4. research
5. unreliable
6. control
7. experimental
8. skewed

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This unit will help students:

- make use of prior knowledge to help their global comprehension
- choose appropriate strategies for a specific reading purpose
- develop their note-taking skills
- understand how the title and abstract of a text can help their reading

Introduction

The unit covers two separate topics which share the common thread of current social problems: ageing populations and increasing social isolation. Purposeful reading is a common theme throughout the book and in this unit, as elsewhere, a Focus task is included in order to encourage students to think about why they are reading and to recognize how their reading purpose will impact on their reading of a particular text. Activities encourage active note-taking and annotating in order to help achieve this reason for reading.

Text

Growing grey, Text 4a

Focus task: The population of the world is ageing. What impact will this phenomenon have on society?

Make sure students understand their purpose for reading Text 4a. Remind them that sticking to their reading purpose will determine how they might read the text, e.g., quickly identifying the most relevant ideas and focusing on these, thus paying less attention to other areas of the text.

Task 1

Considering the title and the introduction

Before starting this task, you might:

- elicit the value of predicting content before reading a text: e.g., motivating, schemata-raising, focusing the mind on the relevant area
- elicit ways of predicting: e.g., brainstorming the content, likely organization, likely vocabulary
- ask students if they ever predict before reading a newspaper or a novel (e.g., a detective novel). They may realize that 'predictions' in such cases are mostly done subconsciously, based on previous knowledge and expectations.

- 1.1 Depending on the time available and the interest and level of the students, it may be worth developing this issue as it could enhance their understanding of the text.

During their discussion, suggest that students try to think of any positive as well as negative impacts of an ageing society.

Accept any reasonable suggestions. Bear in mind that the following impacts relate to the situation in developed countries.

Some negative impacts are:

- a shrinking workforce and a smaller percentage of people having to support the elderly (an increase in the dependency ratio), leading to greater stress on the active workforce
- impact on tax revenues: more people claiming benefits such as state pensions and fewer paying taxes
- strain on public services, e.g., health services, care homes, regional public transport to take account of the needs of elderly people, etc.: as the retired population increases, this will increase the demand for residential and nursing home places and therefore increase government spending on health care
- socio-economic issues, e.g., problems of isolation, neglect and loneliness for older people (especially women); in the past, the elderly relied on their families for care, but family bonds in many societies have been affected by increased mobility and rising divorce rates. In the future, more elderly people will be living alone.

Some positive impacts are/could be:

- a return to extended family values in an effort to meet the challenges of ageing societies
- change in roles, e.g., grandparents looking after children: greater freedom for working mothers to develop their careers
- development of new cultural trends, e.g., because of the growth in the numbers of older people in the West with 'disposable' income, people's expectations are changing – older people will be healthier than they were in the past, more affluent and time-rich
- politicians and policy makers changing policies to attract 'the grey vote': the elderly may have a growing influence on social policy

1.2 Answer:

The title should indicate that the text will be useful. Make sure students appreciate the play on words: grey is associated with ageing, e.g., evidenced by grey hair. Grey can also suggest gloom and pessimism which might be associated with growing old; growing here means becoming. Get students to suggest these synonyms. Growing grey has a double meaning: firstly, referring to an individual growing old, and secondly, more importantly in the context of the essay, it refers to populations growing older (ageing populations).

1.3 Answer:

The third sentence begins This article considers ... Teachers could ask students to consider the function of the other sentences in the opening summary: sentences 1 and 2 provide background detail, sentence 4 identifies the (possible) target readership.

Task 2

Considering subheadings and displayed information

2.1 Elicit from students why previewing displayed information such as headings, figures, photographs, tables and charts may be a worthwhile exercise.

Possible reasons are:

- It may save time, i.e., the displayed information might be sufficient in itself or it may indicate that the text is not really worth reading.
- It is a schemata-raising strategy and may help students to predict with some confidence the information and ideas the text will contain; in which case, it will also help students to read more effectively.

If students find it difficult to think of possible content for each section, suggest that they use wh~ questions (who, what, why, when, where, how) to stimulate ideas.

Stress that detailed comments are not required – just brief ideas.

During feedback, accept any reasonable suggestions and return to the exercise after Task 3 to check whether predictions were accurate.

Possible answers:

Subheadings	Possible contents
Who are the old?	definition of 'old'
Who are the very old?	as above, possibly including some data
More old and very old people	How population is ageing, data to support this information (e.g., geographic regions) and reasons for the increase in the number of older people
More old women	reason for more older women in particular and data (e.g., where?); the possible impact = social and economic problems
Dependency burden	possibly a definition and discussion of why and how this may affect society, in particular working individuals
Age-selective migration	an explanation of why particular age groups move to particular regions and the implications of this

Task 3 Making notes

- 3.1– The time limit is to encourage students to develop their individual reading speeds.
- 3.3 The introduction and first two sections focus on defining and differentiating between the old and the very old. Students should appreciate that this information, although interesting, is possibly not relevant to the Focus task (although rebuttals of this viewpoint should be encouraged and discussed). With the remainder of the text, teachers may decide to encourage students to only make notes relevant to the Focus task.

While note-making, suggest that students think about using abbreviations of words where they can (those that will be obvious, e.g., pop. for population) and any symbols to represent words.

When discussing the content of their notes, students could also compare use of abbreviations and symbols.

- 3.4 Provide each student with a copy of the model notes (see Appendix 4a, page 91); it would be useful to display the notes on an OHT or other visual medium at the same time.

When they are comparing the model notes with their own, it is important that they focus first on the content. They should compare the type and level of information extracted (main ideas and amount of detail). Students often include either too much detail or not enough for the notes to make sense. However, they should be encouraged to suggest additions to, or deletions from, the model notes.

Afterwards, ask them to focus on the layout and the use of symbols and abbreviations in pairs. Firstly, they can work out the meaning of each of the symbols/abbreviations (they may be able to guess the meaning of LEDCs from the context: Less Economically Developed Countries). Secondly, they could be encouraged to suggest other possible symbols/abbreviations that they have used themselves.

It would be worthwhile spending time looking at the useful and possibly new vocabulary the model notes contain. Students could discuss meanings in pairs and use a dictionary to check them if necessary. They can make use of some of these words when they write their notes up into a summary (Task 4).

Finally, encourage students to feed back on their impressions of the model notes in relation to their own. Which did they find the most effective?

- 3.5 Students may have used the SQ3R approach in order to carry out this exercise. They may have created a mind map and written their summary from the mind map, or they may have relied on highlighting and/or annotating the text as they read and then produced a set of notes from the highlighted and annotated sections of the text.

Explain to students that they need to be comfortable with their strategies for carrying out the task, but they should experiment in order to identify the strategies that work best for them as individuals.

Methodology note

It can be more useful for students to see how abbreviations and symbols are used in the context of a task such as the one above, rather than presenting them with a list of common symbols/abbreviations to learn and use. However, teachers should decide how they wish to develop the mechanics of note-taking. A photocopiable list of common abbreviations and symbols is included at the end of this book (pages 192–193) which students could add to from their own preferences.

Task 4

Writing a summary

Students could write up either their own or the model notes as a summary to help complete the Focus task assignment. Provide them with a copy of the model summary to compare with their own (see Appendix 4b, page 92). The model summary is also reproduced below for reference.

Alternatively, they could complete a gapped summary (see Appendix 4c, page 93), using their own notes as a reference. The gapped summary and answer key are also reproduced below for teachers' reference. The gapped summary is based on the same model summary in Appendix 4b.

Model summary: (see Appendix 4b, page 92)

Possible answer:

While 7% of the global population is regarded as old, age discrimination is a growing problem. At present, people defined as 'old' or 'very old' live predominantly in the developed world, but by 2050 it is predicted that 80% of those aged 60 or more will be living in the developing world. Meanwhile, it is estimated that in some European countries there will be two elderly people for every single child. A decline in fertility rates is accelerating the growth of ageing societies. The increase in ageing populations is most significant in countries of rapid fertility decline such as China, South Korea and Iran, and lowest in very poor African countries such as Niger. It is further estimated that the growth of the 'oldest-old' sections of societies will increase annually at a rate of 4.2%, with the majority of the oldest people being women. This is particularly significant in male-dominated societies, leading to severe social and economic distress for elderly women. Ageing is also leading to a dependency burden on the active sections of society. At the same time, the elderly are not sufficiently integrated into society. In the developing world, urbanization is worsening the situation, as it is leading to the demise of the extended family and thus support for the elderly. International migration, including 'retirement' migration, is a further problem because ageing societies in the developed world attract young migrant workers, thus leaving behind increasingly ageing societies in LEDCs. It is thought that international migration may be the major cause of ageing populations in the 21st century.

Key for gapped summary:

While 7% of the global population is regarded as old, age discrimination is a growing problem. At present, people defined as 'old' or 'very old' live predominantly in the developed world, but by 2050 it is predicted that 80% of those aged 60 or more will be living in the developing world. Meanwhile, it is estimated that in some European countries there will be two elderly people for every single child. A decline in fertility rates is accelerating the growth of ageing societies. The increase in ageing populations is most significant in countries of rapid fertility decline such as China, South Korea and Iran, and lowest in very poor African countries such as Niger. It is further estimated that the growth of the 'oldest-old' sections of societies will increase annually at a rate of 4.2%, with the majority of the oldest people being women. This is particularly significant in male-dominated societies, leading to severe social and economic distress for elderly women. Ageing is also leading to a dependency burden on the active sections of society. At the same time, the elderly are not sufficiently integrated into society. In the developing world, urbanization is worsening the situation, as it is leading to the demise of the extended family and thus support for the elderly. International migration, including 'retirement' migration, is a further problem because ageing societies in the developed world attract young migrant workers, thus leaving behind increasingly ageing societies in LEDCs. It is thought that international migration may be the major cause of ageing populations in the 21st century.

Text

Well connected? The biological implications of "social networking", Text 4b

Task 5 Considering the title and abstract

This task gives further practice in predicting the content of a text by first activating schemata in relation to the title, and then by focusing closely on the opening paragraph.

5.1 Ask students to come up with a definition of social networking.

When discussing their use or knowledge of social networking, they could make a list of current popular platforms and their purposes, e.g., Facebook, MySpace, LinkedIn, Mumsnet, Youtube, Flickr, etc. Encourage students to think about social networking from various angles, e.g., advantages and disadvantages, current concerns, how trends develop, etc, as well as their own experiences.

Answers:

1. Social networking has come to be associated these days with online networking, although face-to-face social networking existed before online facilities. You may wish to use the following as an example of an extended definition, and invite students to critique it:

When it comes to online social networking, websites are commonly used. These websites are known as social sites. Social networking websites function like an online community of Internet users. Depending on the website in question, many of these online community members share common interests in hobbies, religion or politics. Once you are granted access to a social networking website you can begin to socialize. This socialization may include reading the profile pages of other members and possibly even contacting them. (Source: <http://www.whatisocialnetworking.com/>)

2. Answers depend on students. This question will probably produce an interesting range of responses and opinions. It may be worth exploring at length, depending on time available, as such discussion can operate as a good prediction of possible text content, generating both ideas and vocabulary.
3. Answers depend on students.

5.2 Students should read through the paragraph to understand overall meaning before focusing on the highlighted phrases. Ask them to try to summarize the extract in a sentence or two to check understanding.

The phrases are highlighted because they are complex phrases where meaning may be difficult to 'unpack'. Despite this, overall meaning should not be too difficult for students to fathom. The prediction exercise above will help, and students should also notice that the first sentence expresses the main idea, followed by supporting points in the subsequent sentences.

5.3 Students often find it difficult to paraphrase ideas from texts. One way is to think about the meaning of each phrase in context and try to express it aloud in more simple terms with their partner. Once they have an understanding of the general meaning of the paragraph, this may come more easily.

Explain to students that the purpose is to practise restating ideas from a text in their own words, and remind them that this is a key academic skill.

It would be useful to ask follow-on questions, such as:

- What does they refer to in the second line?
- What does She refer to in the last sentence?

Possible answers:

Phrases	Paraphrases
pronounced changes	strongly indicated/marked trends
reduction in the number of minutes per day	decrease in the time spent each day
people in marked retreat	people noticeably moving away from others
a culture of greater common experience	a society where people do things together
unprecedented magnitude	on a grand scale that has never been seen before

Task 6 Reading and making notes

- 6.1 Remind students that the notes they make in this and the following task will contribute to writing a global summary, and that they will need to be selective with the notes they finally use.

When students have read the exercise instruction, check what their reading purpose is – this is encourage them to read for the relevant information only.

As they read, suggest that they highlight specific examples in relation to the task, but complete their list using their own words, as far as possible. Note in the suggested list below how a few phrases from the text (i.e., 'tune out' and 'iPod oblivion') are in quotation marks to show that they have been borrowed from the text and acknowledged as such.

Ideas which students might note are:

- people are spending less time together at work or at home
- parental role and relationship with children has generally diminished, e.g., eating together at meal times
- more people working from home in isolation; more people living alone
- people seem less inclined to interact face-to-face
- development of technology → increase in use of social networking in more public and private space → can 'tune out' of social contact more (e.g., mobile phones, laptops, iPods, etc. ('iPod oblivion'))

- 6.2 Answers:

- Over time, as the amount of electronic media use has increased, social interaction has decreased.
- 1997

- 6.3 By now, students should be used to reading though sections of the text without worrying about unfamiliar vocabulary or checking words in a dictionary, but you may need to remind them.

Reading and then recalling will encourage students to note down ideas in their own words before checking back with the text. It will also help them to develop their skills in summarizing main ideas.

After students have completed their notes for this section, check on their understanding of the subheading Eye and ear contact (i.e., it expresses the idea of the increasing decline of face-to-face interaction).

Task 7 Making notes and drawing conclusions

- 7.1–
7.3 Ensure that students look through the instructions for each exercise before reading each section of the text, as each one asks them to focus on a specific point or complete their notes in a specific way.

You may wish to check their progress after each exercise, or allow them to read the remaining sections and complete their notes in one go. Elicit or explain the meaning of morbidity (Section 3): in this context, the word is used to relate to both an unhealthy state of mind and, in medical terms, the incidence of diseases, such as strokes and senile dementia which can be brought on by old age.

Allow enough time for the discussion of the Conclusion at the end of the task. This will help students to consolidate their understanding of the whole text. Remind them, however, that their own views should not be included in a summary of a text.

During feedback, you could ask students to respond orally to some of the activities. Remind students that discussing texts is a valuable use of time, as it aids comprehension.

Suggested questions to stimulate discussion:

1. Why do experts emphasize the importance of maintaining a culture of greater common experience? (Section 3)
2. What key point is made in Section 4?
3. What are your own views on the issues addressed? (Conclusion)

Possible answers:

1. Because research suggests that increased isolation and lack of face-to-face contact has an effect on physical wellbeing and leads to an increase in diseases such as strokes and dementia.
2. The key point is that marriage and cohabitation reduce suicide rates. It would be interesting to find out how students reacted to this research study finding.
3. Answers depend on students. There are quite a few issues to address, so you may want to focus on a specific issue, such as the effects of increased Internet use on children's social development.

Task 8 Writing a summary

- 8.1 After students have re-read the opening paragraph, ask them to think about two possible meanings of the phrase Well connected?, and why it is written as a question.

Students could discuss this in pairs or invite whole-class feedback.

Possible answer:

The question in the title suggests that we are all well connected in a technological sense, through advances in new technologies and access to various media, but no longer well connected in our day-to-day relationships. The question form in the title invites us to think about this aspect of modern life that we seem to take for granted.

- 8.2 Encourage students to use the SQ3R approach. During the 'recall' stage, get students to produce a mind map and to write their summary from the mind map and any additions they add during the 'review' stage.

You might want to provide them with a copy of the model summary to compare with their own or display it on an OHT or other visual medium (see Appendix 4d, page 94).

Unit summary

Decide when you would like students to complete the unit summary, as in previous units, but make sure that they have an opportunity to discuss any issues relating to the unit tasks in class time.

1

Answers:

Answers depend on students.

2

Answers:

- a. Readers can survey a text by: looking at the heading, subheadings, displayed information as well as the first and last sentences of each paragraph.
- b. What is meant by 'growing grey'? What is the difference between old and very old people? At what age are people classified as old or very old? Why are there more old women than old men? What is a 'dependency burden' and what causes it?
- c. By trying to find answers to questions like the ones above, the reader is reading for: a purpose.
- d. When the reader tries to recall the text, it means: he or she is trying to remember what they have read.
- e. Finally, it is important to review a text in order to ensure that: no significant ideas or information have been neglected during the recall stage and to consolidate understanding of the text.

Appendix 4a

Model notes

- Age discrimination growing.
- Yet approx. 7% of global pop. defined as 'old'.
- Old & very old at present live predominantly in developed world.
- By 2050, 80% of global pop. >60 will be living in the developing world, e.g., in some European countries there will be 2 elderly people for every child + shrinking population exacerbated by fertility decline = ageing population.
- Ageing pop. most significant where fertility decline greatest, e.g., China, S. Korea, Iran; lowest ageing pop. in very poor African countries, e.g., Niger.
- Oldest-old growth rate likely to be 4.2% annually.
- Majority older people = no. of women increase with age.
- This is real prob. in male-dominated societies → severe soc. & economic problems for elderly females.
- Ageing soc. → growing dependency burden on 'active' population.
- Older people not sufficiently integrated into society. In developing world situation worsened by urbanization: decline in extended family → decline in support for elderly esp. in LEDCs.
- International migration (including 'retirement' migration) problem, e.g., ageing societies attract young migrant workers who leave LEDCs → increasing ageing societies in LEDCs.
- In sum, international migration key cause of ageing populations in 21st century.

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Appendix 4b

Model summary

While 7% of the global population is regarded as old, age discrimination is a growing problem. At present, people defined as 'old' or 'very old' live predominantly in the developed world, but by 2050 it is predicted that 80% of those aged 60 or more will be living in the developing world. Meanwhile, it is estimated that in some European countries there will be two elderly people for every single child. A decline in fertility rates is accelerating the growth of ageing societies. The increase in ageing populations is most significant in countries of rapid fertility decline such as China, South Korea and Iran, and lowest in very poor African countries such as Niger. It is further estimated that the growth of the 'oldest-old' sections of societies will increase annually at a rate of 4.2%, with the majority of the oldest people being women. This is particularly significant in male-dominated societies, leading to severe social and economic distress for elderly women. Ageing is also leading to a dependency burden on the active sections of society. At the same time, the elderly are not sufficiently integrated into society. In the developing world, urbanization is worsening the situation, as it is leading to the demise of the extended family and thus support for the elderly. International migration, including 'retirement' migration, is a further problem because ageing societies in the developed world attract young migrant workers, thus leaving behind increasingly ageing societies in LEDCs. It is thought that international migration may be the major cause of ageing populations in the 21st century.

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Appendix 4c

Gapped summary

While 7% of the global population is _____ as old, age _____ is a growing problem. At present, people defined as 'old' or 'very old' live _____ in the developed world, but by 2050 it is _____ that 80% of those aged 60 or more will be living in the _____ world. Meanwhile, it is estimated that in some European countries there will be two elderly people for every single child. A decline in fertility rates is _____ the growth of ageing societies. The increase in ageing populations is most _____ in countries of rapid fertility decline such as China, South Korea and Iran, and lowest in very poor African countries such as Niger. It is further estimated that the growth of the 'oldest-old' sections of societies will increase _____ at a rate of 4.2%, with the majority of the oldest people being women. This is _____ significant in male-dominated societies, leading to severe social and economic distress for elderly women. Ageing is also leading to a dependency _____ on the active sections of society. At the same time, the elderly are not _____ integrated into society. In the developing world, the urbanization is _____ the situation, as it is leading to the _____ of the extended family and thus support for the elderly. International migration, including 'retirement' migration, is a further problem because ageing societies in the developed world _____ young migrant workers, thus leaving behind increasingly ageing societies in LEDCs. It is thought that international migration may be the _____ cause of ageing populations in the 21st century.

Choose from the words in the box (you will not need to use four of these words):

annually	demise	sufficiently	burden	discrimination
predicted	major	regarded	attract	worsening
particularly	leading	accelerating	largest	defined
predominantly	developing	increasing	significant	

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Appendix 4d

Model summary:

Social networking is of concern for a number of reasons. People spend less time together both at work and at home because of the impact of electronic media, which can cause significant physical and psychological damage. There is the concept of so-called 'iPod oblivion', as a result of which people are so focused on 'tuning in' that they are 'tuning out' from face-to-face social contact (Senator Carl Kruger, 2007). A related concern is the decline of the parental role and the distancing of parents from their children. There is an obvious link between morbidity rates and virtual social networking, and this lack of real social contact is leading to increased loneliness. This can cause higher blood pressure and thus the greater likelihood of illness in all age groups, especially the elderly. These effects contrast with the psychological and physical benefits of a happy marriage or cohabitation. Similarly, the 'Internet paradox' study demonstrates how social networking is eroding real social contact (Kraut, et al., 1998) and that increasing social isolation is a serious cause for concern.

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This unit will help students:

- apply reading strategies, making use of assumed knowledge and displayed information
- identify key words which convey the writer's stance
- identify paragraph function and understand text organization
- use enabling skills: annotating the text and writing notes and summaries

Introduction

There are four texts in this unit which have been adapted from a range of academic sources. The texts have been arranged in such a way as to provide the background to 'food security': the current situation and problems, possible solutions and an evaluation of the solutions with implications for the future.

Before starting the unit, draw students' attention to the Focus task assignment, which provides the reading purpose for the unit.

Focus task: The global population has increased from 2 billion to 7 billion in the past 80 years. In the next 40 years it is predicted to rise to 9 billion.

What are the challenges and what measures can be most effective in feeding such a rapidly expanding population?

Explain that they only need to read the assignment at this point, as it will be analyzed and referred to at various points during the unit.

Text

Diet and sustainability key to feeding the world: A food security report, Text 5a

Task 1

Surveying the text

- 1.1 Students should be able to suggest meanings for the term food security by thinking about the meaning of security/secure, then by applying it to the title of the text. If necessary, allow the use of dictionaries.

Answers:

Title deconstruction	Deductions
Diet	relating to <u>food and nutrition</u>
sustainability	something which can <u>be continued for a long time</u>
key	very <u>important/significant</u> factor(s)
feeding the world	<u>global concern; not confined to national, regional or local level</u>
food security	<u>having access to</u> sufficient and healthy food supplies
report	a <u>serious academic document</u>

- 1.2/ 1.3 Students could work on these exercises in pairs. Make sure they note down a few ideas, even if it is only single words. For the first question, you could ask whether students think the photograph shows a positive or negative aspect of the problem and why. For the second question, students should look at all aspects of the references, including dates and sources.

Depending on your group, you may wish to deal with answers after each exercise, or at the end of the whole task.

Possible answers:

- 1.2 The photograph shows how trees are being cleared to provide land for growing crops. It suggests that problems related to the population explosion include deforestation, i.e., the impact goes beyond the problem of feeding the starving and malnourished.
- 1.3 The list of references shows the various sources used as supporting evidence by the writer. The references to official reports and organizations suggest that the sources are both reliable and current.

Methodology note

The Global Food Security website at <http://www.foodsecurity.ac.uk/> has an excellent introductory video (with transcript) on the topic of this unit. It would be a useful resource to show in class if facilities are available. Alternatively, it could be used as a homework resource for students to refer to either at the beginning or end of the unit.

Task 2 Search reading: Practising fast, accurate reading

- 2.1 Remind students to underline key words in the questions before reading.

Students could be given a choice to either search for the answer to each question while reading, or to read the text first, try to answer the questions from recall, and then check with the text. They should also highlight relevant parts of the text which provide the answers. Point out that only short answers are required for open questions.

During feedback, students could say which method they chose and why, and whether they prefer the method they used.

Answers:

1. a policy of education and research
2. population growth and climate change
3. a. water b. land for food production
4. 2050
5. c. 3 billion
6. 2100
7. the spread of disease (due to increased numbers of disease-spreading rats and feral dogs)
8. it can increase the carbon footprint of food production, contributing to global warming
9. lower rates of production of staple crops, leading to poorer diets and malnutrition

10. in countries with temperate climates
11. protein
12. agri-food research

Methodology note

Where appropriate, it can be a good idea to allow students some choice in the way they read to complete a task. This will give them the opportunity to think about the reading strategies they will need to use, and to reflect on how successful they were after reading.

Task 3 Identifying functions of the text: Annotating the text

- 3.1 Students should recognize that this is the second paragraph of the text they have been reading. The task is not difficult, as it is mainly intended to demonstrate how annotation can be a useful reading strategy.

During feedback, elicit from students why annotating a text can be useful (it can help if/when reviewing a text later and in deciding which parts of the text would be useful for further note-making).

Answers:

Annotations	Text extracts (lines 6–20)
one reason	Firstly, there has been a population explosion.
further info.	... between 1930 and 2010 the world's population grew from 2 billion to 6.8 billion now, with a projected peak of 9 billion by 2050.
another reason + cause	A further major cause for concern is the impact on food production of climate change, brought about by global warming.
implication	Population growth and climate change will mean there is an increasing shortage of water and of land for food production, and therefore more competition for these resources.*

*Note: It is not necessary to highlight the first part of this sentence, as these two reasons are already highlighted and annotated in previous sentences. Most students tend to over-annotate a text, which makes it difficult to review and locate key ideas at a later stage.

- 3.2 Students should practise annotating the remainder of the text. An alternative to highlighting is to underline key phrases and sentences. Remind them to use a pencil when making notes in the margin – they may want to make changes.

Tell them to be fairly flexible with the list of possible functions. They may find, for example, that some sections have more than one function, as shown in the table in Ex 3.3.

Before starting Ex 3.3, it would be useful for students to compare their annotations with a another student's and discuss differences.

3.3 This exercise allows students to check their own annotations with the suggested order of functions in the table.

Students may have to adapt their own ideas to fit the table, but point out that it would be unusual for any two annotated texts to be identical, as it is an individual process.

The answers below are therefore open to interpretation and discussion. The table shows how all sections of the text can be annotated with a function or functions, but students may have decided only to annotate sections of text relevant to the Focus task.

It might be helpful to use Appendix 5a, page 113 (a reproduction of the uncompleted table in the Course Book) to build up the answers during feedback.

Possible answers:

Functions	Line numbers	Extra comments
1. background information	6–20	some reasons and implications mentioned + relevant to Focus task
2. general problems/ implications	21–63	some background data: obesity and malnutrition, food production mismanagement, species decline, overuse of drugs on farm animals
3. exemplification	30–63	species decline, overuse of drugs on farm animals
4. explication	43–63	continuing explication of above point plus overuse of drugs on farm animals relevant to Focus task plus evaluation of this solution
5. solution	64–108	relevant to Focus task
6. evaluation	80–119	relevant to Focus task
7. viewpoints	109–119	The writer seems to be giving an opinion here with a series of recommendations and a further solution relevant to Focus task
8. conclusion	109–119	plus some explication relevant to Focus task

Task 4 Examining the writer's choice of language for emphasis

4.1 Before you start the exercise, remind students about the function of adjectives and adverbs. There are not many adjectives to find in the first two paragraphs, but the ones used demonstrate the seriousness of the issue.

During feedback, ask students to find any other examples of 'marked' words (i.e., where a strong word has been used to indicate the writer's stance. Examples are: starvation instead of hunger, and explosion instead of growth or increase.

Answers:

Examples in lines 1–29 include: greatest problems, major cause (for concern), increasing shortage.

4.2 Answers:

Additional examples in lines 30- include:

- drastic declines (line 34)
- dramatic loss (line 48)
- dramatic fall (line 54)
- upsurge in numbers (line 55)
- population crash (line 59)

Examples of strong descriptive language elsewhere in the text are: population explosion (line 8) and vast numbers (line 25).

After feedback, students could be asked to identify any nouns or verbs in lines 30–60 that could be modified with a strong adjective or adverb.

Nouns or verbs that could be modified are:

- fallen significantly (line 38)
- deadly diseases (line 52)
- extremely high concentrations (line 60)

Point out that when using modifying language, the modifier must be true according to facts, i.e., deadly diseases can only be used if the diseases referred to are, in fact, deadly.

4.3 This exercise gives further practice in thinking about the writer's choice of language by first looking at definitions and then working out the meaning in context.

Students should pay particular attention to the way the word in the text is sometimes part of a phrase. They could underline the phrase when they locate the word they are looking for, including prepositions. This helps students to learn language in 'chunks' rather than single words, which can improve their reading speed.

During feedback, you could ask students to supply the whole phrase that contains the word.

Answers:

Definitions	Line numbers	Words or phrases	Word classes
a. deal with (P1)	4	addressed	verb
b. appear or emerge (P2)	7	surfaced	verb
c. estimated high point or maximum (P2)	12	projected peak	adjective
d. a large amount/many (P3)	22	numerous	adjective
e. having insufficient food (P3)	27	undernourished	adjective
f. opposite situation (P3)	29	conversely	adverb
g. total amount of greenhouse emissions (P6)	84	carbon footprint	noun
h. very possible (P7)	99	strong likelihood	noun
i. actions/policies (P8)	116	initiatives	noun

5.1/ These two exercises could be completed at the same time.

5.2 Ex 5.1 is designed to stimulate responses and also to check understanding of the text (i.e., the implications of the population explosion). Students could discuss and explain their responses in small groups and feed back to the class.

Note: Students can choose more than one response if they wish. It would be possible to respond with both amazement and concern, or lack of both surprise and concern.

In Ex 5.2, students will be activating their knowledge. Although Text 5b does not address reasons for population growth, a discussion of reasons will provide very useful background information prior to reading the text.

Answers:

Suggested answers for Ex 5.2 could include the following, but several of these reasons will depend on geographical/political/economic factors, and many of the reasons are interconnected:

- better health care
- improvements in public health (sanitation, housing, access to clean water)
- advances in medicine and the elimination of many types of diseases
- better nutrition/advances in technology with regard to farming and food production
- decline in infant mortality
- greater longevity (Note: Students should be able to make the connection between this topic and the topic of Text 4a in Unit 4.)
- growth of international organizations, e.g., UN, Red Cross, Médecins sans Frontières, Oxfam (with regard to famine relief)
- fewer wars involving huge numbers of casualties

5.3 Answers:

Answers depend on students and geographical context. A discussion of changes in eating habits can reveal/predict some of the issues that will be discussed in Texts 5b–5d.

General changes in eating trends could be the result of some of the following:

- more processed foods and 'fast food'
- more imported and 'exotic' foods; greater food choice and access
- travel and migration – an appetite for foods from other countries
- growth of large supermarkets and hypermarkets
- volatile food prices – affordable for some; shortages for others
- emphasis of healthy eating – more vegetarians; organic food available
- 'disappearance' of certain foods due to farming practices, policies and climate change
- changing attitudes to waste

5.4 Discuss these questions with the students to ensure that they understand the Focus task.

Answers:

1. What are the challenges in feeding the expanding population?
What measures can be the most effective in meeting these challenges?
2. the challenges: greatest difficulties/problems

3. measures: ways/methods of dealing with the challenges
4. all possible measures can be mentioned, but the most effective should be analyzed in depth

Task 6 Predicting specific content in a text

- 6.1 Students should have a fair idea of some of the challenges and measures after reading Text 5a. They can include in their notes anything they can recall from Text 5a without referring back to the text.

You may wish to feed back with the class after the task or return to it to check predictions after students have read the text and completed Task 8.

Answers:

1. Answers depend on students, but challenges that might be listed include:
 - loss of cultivable land due to climate change and poor land use
 - lack of water and access to water
 - protection of environment
 - lack of appropriate infrastructure
 - ensuring a fair share for all
2. Measures that might be listed include:
 - increase food production
 - improve management of land used for food production
 - increase access to and distribution of food
 - reduce waste

- 6.2 The abstract is a summary of the report, so does not contain much more detail than students have already come across in Text 5a. But it would be useful to elicit similarities and any additional information.

Similarities are: increasing competition for land and water, the effects of climate change; a global strategy needed to deal with the problem.

Additional factors mentioned are: competition for energy and overexploitation of fisheries (i.e., overfishing in both freshwater and seas/oceans).

Task 7 Identifying the main ideas

- 7.1 Remind students to look at the summary headings first and underline key words. The headings provide essential information about the content.

Before reading, students should briefly survey the text for displayed information and anything else that will give them an idea of the nature of the text, e.g., length, authorship, layout. Ask them what type of text they think it is (the abstract is a clue – it seems to be part of a research report).

Although Text 5b will seem denser and more difficult, students should find it relatively accessible after reading Text 5a and working on vocabulary and concepts. They may find that their first overview of the text will not pose too many difficulties. However, you may need to remind them to read without stopping to look up unknown words when reading for main ideas. Their impressions of the text can be discussed in Ex 7.2 below.

Also, remind students to think about different functions of the text (from Task 3) as they read. Combining a range of strategies will help them to read economically.

Answers:

Summaries	Sections
Finding new food sources for an expanding population	n/a
Evaluating some possible solutions	4
Providing for both planetary and human needs	2
Trends in food availability and prices	3
Identifying the future global challenges	1

Language note

In-text citation can be divided into two main types: integral and non-integral.

Integral citation is where the author's name is prominent and included in the sentence. The citation is introduced with a reporting verb:

Fargione et al., (2008) point out that recent policy decisions to produce first-generation biofuels on good-quality agricultural land have added to the competitive pressures.

Non-integral citation is where the information is prominent; the source is normally given at the end of sentences in brackets:

Recent policy decisions to produce first-generation biofuels on good-quality agricultural land have added to the competitive pressures (Fargione et al., 2008).

Task 8 Developing notes

- 8.1 Students could start by writing the section headings from Ex 7.1 onto the text. This will help to remind them where they are likely to find the information they need for this task.

Remind them that it also helps to identify the function of paragraphs as they read.

When locating the specific information they need, they could first underline relevant phrases/sentences and make a few margin notes before completing the table.

Discussing their notes with a partner is an important stage; you may need to remind students that discussion can improve their understanding of information.

The model notes below are available as Appendix 5b, page 114. Students should be encouraged to critique the notes and suggest improvements.

Note: Students should appreciate that more challenges than measures are covered in this particular text and therefore they will need to search for more relevant information from the other texts in the unit.

Answers: (see Appendix 5b, page 114)

Challenges	Measures
<ul style="list-style-type: none"> ■ rapidly expanding pop. (9 bn by 2050) ■ too many people without access to sufficient food ■ <u>but</u> increase in wealth of many → greater consumption of food → more pressure on food supply ■ increased competition for land, water & energy ■ impact of increasing food production on environment ■ significant impacts of climate change ■ govt. pressure on food producers to increase output ■ poor land management (desertification, soil erosion, etc.) 	<ul style="list-style-type: none"> ■ greater sustainable production ■ bring more land into food production (but unlikely) ■ needs combined global strategy to deal with food security

Task 9 Organising paragraphs into a logical order

9.1 Remind students to read through all the sentences carefully, underlining cohesive markers and other words/phrases that will help them to connect ideas in and between sentences.

You may wish to discuss students' ideas before they check their version with the text.

After checking with the text, students should be given the opportunity to discuss any differences. Note: There may be more than one way of organizing this text logically and linguistically, and other suggestions are up for discussion.

Note: The cohesive markers and other key words have been underlined in the table below. It would be a good idea for students to annotate the paragraph in the text in the same way so that they can see the connections more easily.

Answers:

Sentences	Numbers
<u>Particular emphasis</u> should be given to sustainability.	4
Recent studies suggest that the world will need 70 to 100% more food by 2050.	1
<u>Only</u> when <u>this</u> has been fully established might a global catastrophe be avoided.	5
Major strategies for contributing to <u>the challenge</u> of feeding 9 billion people, including the most disadvantaged, <u>therefore</u> need to be explored.	2
<u>At the same time</u> , the combined role of the natural and social sciences in analyzing and addressing <u>the challenge</u> of feeding the poorest must be prioritized.	3

Task 10 Working out meaning from context and considering word class

- 10.1 If necessary, remind students to underline words or phrases in the text. In some cases, the synonyms operate as direct replacements for words in the text, although there may be some subtle difference in meanings. Those that can operate as direct replacements are marked with an asterisk (*).

During feedback, you may wish to use Appendix 5c on page 115 to build up the answers. Students could say which of the words were familiar (including synonyms) and which ones were new. Remind them that even 'familiar' words can be recorded; this will help make them part of their active lexicon.

Answers: (see Appendix 5c, page 115)

S = section

Synonyms	Words or phrases	Word classes	Line numbers
significant* (S1)	marked	adjective	1
stop increasing (S1) (drop*)	decrease	noun	3
approximately* (S1)	roughly	adverb	16
competition* (S1)	rivalry	noun	25
concerning (S1) (affecting everything*)	overarching	verb (more commonly used as an adjective: an overarching aim/ concept/issue)	29
having greater wealth (richer*) (S2)	more affluent	adjective	39
far-reaching*/very significant (S2)	radical	adjective	45
interspersed (with*) (S3)	punctuated by	verb	60
sudden sharp rises* (S3)	spikes	noun	60
decreased* (S3)	subsided	verb	64
unstable* (S3)	volatile	adjective	68
encourage* (S3)	stimulate	verb	74

Text Closing the yield gap, Text 5c

Task 11 Identifying the function of paragraphs

- 11.1 This exercise asks students to think about the typical structure of a research report that examines a particular problem, as in Text 5c.

Ask students to think about how the texts they have read so far are organized (i.e., with an introduction, abstract or opening summary paragraph; several paragraphs that deal with the topic or issue, and a conclusion or concluding comments). Elicit why they are generally organized in this way. Suggestions are: it is logical; an introduction tells the reader (among other things) what will be discussed in the rest of the text; a conclusion sums up the discussion or argument and refers readers back to the introduction.

Explain to students that academic texts typically follow fixed structures, depending on the genre (see the Language note below for a list of common genres). Within genres, such as research reports, there will be certain patterns of organization, depending on the topic and the writer's purpose. However, although the list of functions in this exercise represents a typical structure, point out that long reports will often vary in the way they deal with a topic, though overall, the basic structure will demonstrate a logical progression of ideas.

Students could compare their order with a partner's and discuss any differences. The suggested order below is open to discussion. Whereas some of the functions would certainly follow a particular order (i.e., solutions after problems), there may be disagreement on where definitions would occur in a text. They normally occur somewhere at the beginning, but can also occur in later sections.

Note: In Ex 11.2, students will read the text and see if their predictions/ideas about paragraph functions and the structure of paragraphs were correct.

Possible answers:

Functions	Paragraphs
1. Discussion and analysis	5, 6, 7, 8
2. Problems	3, 5, 8, 9
3. Conclusion	10
4. Evaluation	6
5. Solutions	4, 7, 9

Language note

Common academic genres include essays, research papers, research reports, research proposals, laboratory reports, case studies, literature reviews, book reviews and reflective writing.

Within most genres, there are common patterns of organization, depending on the writer's purpose. For example, a report that looks into a particular problem generally follows a situation-problem-solution-evaluation formula, but within that formula there will be other patterns, such as cause and effect, argument, and comparison (e.g., comparing and evaluating different solutions).

For an interesting discussion on academic genres across disciplines, see this transcript of a plenary speech by Ken Hyland at: http://www2.caes.hku.hk/kenhyland/files/2010/12/genre-teaching.LT_.pdf

- 11.2/ Explain that the table represents the overall structure of Text 5c. Students should note that
11.3 there are more paragraphs to label than there are in the example structure in Ex. 11.1. When they have completed the task, they will be able to compare the structure of the text with the example.

Tell them to look at the given information in the table first: they will be able to see that the point about the placement of definitions in Ex 11.1 is borne out in this text. They should also note that some paragraphs will have more than one function, as in paragraph 7. They will need to bear this in mind with the remaining paragraphs, and be prepared to be flexible when making decisions about content.

You might want to elicit the best way to complete the task. As this is their first reading of Text 5c, students should first survey the text, then check and annotate paragraph 6 (the function of which has already been given in the table). However, point out that they will still need to read this paragraph to follow the flow of ideas in the text. Remind them to look for connections between paragraphs by paying attention to the opening and closing sentences of each one. It would be best to deal with the paragraphs one by one as they read.

Remind them to also bear the Focus task in mind while reading, mark any paragraphs that would help them to complete the task and record this information in the table.

Students could compare their answers with a partner's and discuss any differences.

During feedback, students could be asked to explain some of their decisions about functions, with reference to textual clues (e.g., in paragraph 4: Exactly how best to facilitate increased food production ... and ... the solution lies ... indicate that this paragraph will discuss a solution).

After a discussion of the answers, refer students back to Ex 11.1 to compare the order of functions.

Possible answers:

Note: Paragraphs that contain discussions of problems (challenges) and solutions (or measures to meet challenges) will provide some useful information for the Focus task.

Paragraphs	Main functions	Most useful paragraphs
1	definition	
2	situation	
3	(cause of) problems	✓
4	solution (and discussion and analysis)	✓
5	(further) problems and discussion	✓
6	discussion and analysis (and evaluation)	✓
7	solution and discussion of (further) problems	✓
8	(further) definition and discussion (of key term sustainability)	✓
9	problems and solutions	✓
10	conclusion (with some analysis)	✓

Task 12 Annotating the text using the Cornell system

This task introduces students to the Cornell system. It was originally designed for note-taking from lectures, but it can also be adapted for note-making from written sources.

- 12.1 Allow enough time for students to read and discuss the notes and the annotations. Find out what their first impressions of the system are. Decide when you would like them to read the fuller description of the system that follows the notes. This could be done before or after completing Ex 12.2.

When studying the notes, students could also check their reading by writing the corresponding paragraph numbers in the annotations column. This would provide another opportunity to practise search reading and close reading (for further detail) and to add to the notes if necessary. For example, against the note Lack of storage space, they could add: e.g., after harvest/slaughter.

Explain that when summarizing the notes, students should be selective and try to summarize only the information that they think will be useful for the Focus task. They should also try to summarize the notes in their own words as far as possible.

They could work individually on their summary and then discuss with a partner, or work together to write the summary. After pairwork, students can compare their summaries with the model below, but point out that this is only one example and that their own summary will depend on how they interpret the task (i.e., the amount of detail they think will help them to recall the text later and/or help them to complete the Focus task).

Possible answer:

There are several reasons for low yields in food production in poorer regions, including a lack of access to technical knowledge and skills, and lack of money to invest in improving productivity, e.g., in storage facilities. Some farmers will not invest because of poor returns due to market forces and lack of infrastructure (e.g., high price of inputs and poor transport systems to markets), resulting in a continuing yield gap and poverty trap. To address the problem, a balance is needed between investment in overall growth and agricultural growth, along with a focus on developing infrastructures.

- 12.2 Refer students to the description of the Cornell system if you have not already done so. Draw their attention to the different uses of the annotations column: this column should ideally be used for 'cue' or 'review' questions, i.e., brief questions about the content of the notes written after note-making to help students recall information about the text. However, they should decide for themselves what other uses they want to make of this column.

This exercise is meant to give students practice in using the Cornell system for themselves, as well as in note-making for the Focus task. If you want them to make notes from the remaining six paragraphs of Text 5c, it would be a good idea for students to rule up pages in their own notebooks for this purpose.

Students could compare notes and summaries again, referring back to the text if necessary. At the end of the task, it would be a good idea to find out their opinions of the system and whether it is a method they would find useful.

- 12.3 This exercise provides further practice in search reading to check students' understanding of the text. It is also an opportunity to check and add to notes made in Ex 12.2.

Students should read through the questions first and underline key words. This will make it easier to find and mark relevant parts while reading.

Alternatively, the questions could be used to test comprehension and recall after Ex 12.2. Students could either write answers in a notebook and then check with a partner and the text, or they could discuss the questions in pairs or small groups with reference to their notes only.

Answers:

Questions	Line numbers
1. What is a <u>yield gap</u> ?	4–8
2. What would be the <u>two most significant results</u> if the <u>yield gap</u> was <u>reduced</u> ?	31–35
3. Which <u>area</u> of the world has <u>not increased</u> its <u>food production</u> level?	27–29
4. What two <u>key factors prevent</u> some <u>poorer farmers</u> from achieving <u>high yields</u> ?	40–45
5. What <u>impact</u> can a <u>limited transport and market infrastructure</u> have?	87–92
6. What <u>positive result</u> can the <u>globalization of the food system</u> have?	104–106
7. What does the <u>concept of sustainability</u> suggest?	165–168
8. What <u>system</u> might be <u>established</u> to <u>improve</u> the income of the <u>rural poor</u> in the more <u>underdeveloped</u> regions?	193–198
9. <u>Why</u> is it <u>important</u> for the <u>land rights</u> of the very <u>poor</u> to be <u>protected</u> ?	195–205
10. What can <u>social protection programmes</u> do to <u>safeguard</u> the ability of the <u>rural poor</u> to be adequately fed?	219–223

- 12.4 Students add to their Cornell note-taking grid using the answers to questions in Ex 12.3 as necessary. Students should also transform any other notes they have made into the Cornell form if they are relevant to the Focus task.

Text	Dealing with the situation, Text 5d
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Task 13	Predicting the content of the text
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- 13.1/ 13.2 When making predictions, tell students to think about both developed and developing countries. They should also think about any information in Texts 5a–c that would be relevant. This exercise provides good practice in brainstorming. Once students have brainstormed and noted their ideas, encourage them to evaluate their predictions and choose four that they think are most likely to be mentioned in Text 5d.

Some suggestions are:

- promoting GM (genetically modified) farming
- developing new and dynamic agricultural education programmes (e.g., better land and livestock management)

- making fuller and better use of technology (equipment, farming methods, storing and preserving food)
- ensuring that the infrastructure in developing countries is developed enough to enable access to markets (i.e., transportation).
- reducing waste in retail and domestic situations
- changing diets (e.g., eating less meat; eating less processed food)
- promoting organic food production (less use of fertilizers and pesticides)
- population control (if this is mentioned, advise students to suggest reasoned rather than extreme ideas, and to be sensitive to cultural differences)

Task 14 Identifying the main ideas: Matching headings to sections

- 14.1/ Ask students to look through the section headings and try to guess which heading will not
14.2 be needed.

Before reading, students should again quickly survey the text. They should note that it includes a very long list of references, which tells them that this is the final part of the report.

This is a longer text than others in the unit, so they will need to make careful use of reading strategies. Encourage them to skim-read very quickly, paying the most attention to the first and last sentences of paragraphs within each section.

Point out that the first section will seem quite difficult because it contains a lot of assumed knowledge. Explain that this assumed knowledge will be the focus of the following task, so they should not stop to check unfamiliar terms when reading for main ideas.

After feedback, students should discuss their predictions in their groups. To extend the activity, each student could also focus on one of the sections and briefly give their views on the effectiveness of the solutions in each case.

Answers:

Headings	Sections
Reducing waste	2
Improving infrastructures	n/a
Expanding aquaculture	4
Increasing production limits	1
Changing diets	3

Task 15 Identifying and dealing with assumed knowledge

- 15.1/ Emphasize to students that this task, as stated in the task introduction, focuses on a useful
15.2 transferable skill, and that it is not a vocabulary-building activity. However, the usual process of working out meaning from context can help to give some idea of unfamiliar terms in an unfamiliar context.

There are several examples of assumed knowledge in Section 1, apart from Green Revolution (see Background note below). Some examples students might choose are: F1 hybrid varieties, rust epidemics, abiotic stress, modern genetic techniques, genomes, drought tolerance, polygenic, biotechnology. Some of the words chosen may not be included in the definitions in Ex 15.2 and should be discussed after students have completed the definitions.

When matching definitions in Ex 15.2, it would be useful to underline key words before referring to the text.

Answers:

1. modern genetic techniques
2. polygenic
3. biotechnology
4. drought tolerance
5. abiotic stress

Point out that even in the case of these technical terms, there are clues that can help the reader guess their meanings. For example, polygenic has the prefix poly~, meaning 'several' or 'many', and the form of the word tolerance suggests it refers to the ability to tolerate or 'deal with' something – here, drought. Finally, the word stress in abiotic stress suggests some sort of problem which causes tension or difficulty.

Background note

Green Revolution refers to initiatives to increase global agriculture production, beginning most noticeably in the late 1960s. The initiatives are credited with saving over a billion people from starvation. It involved the development of high-yielding varieties of cereal crops, expansion of irrigation infrastructure, modernization of management techniques, and the distribution of hybridized seeds, synthetic fertilizers and pesticides to farmers.

Source: adapted from http://en.wikipedia.org/wiki/Green_Revolution

Task 16 Making use of displayed information

- 16.1– Students could work in pairs to complete these exercises. They will need to study the graph thoroughly before attempting the questions.
16.4

Depending on your group, you may wish to check answers at the end of each exercise or allow students to complete them in one go.

Answers:

- 16.1
1. where food is grown
 2. as food is being moved and/or being prepared for sale
 3. the point of sale (shops, supermarkets, food stalls, etc.)
 4. catering (restaurants, cafés, etc.)
 5. either private (at home) or public (e.g., schools, hospitals)

Note: Retail, food service and home and municipal services are grouped together on the graph and for developing countries shown in grey.

- 16.2
1. total food wastage in developing and developed regions of the world
 2. because the amount of food wastage in these categories is either very small or non-existent (point out that this is an inferred response)
 3. the USA
 4. developing countries; the USA
 5. approximately 10%
- 16.3 Example summary:
Most food wastage in developing countries occurs at the point of production or during the transportation or processing of the produce. In contrast, food wastage in developed countries occurs primarily at the point of sale or consumption.
- 16.4 Possible examples from the text are:
Lines 60–65, In the developing world, losses are mainly attributable to ...
Lines 79–84, In contrast, in the developed world, pre-retail losses are much lower ...

Task 17

Producing notes

- 17.1 Explain to students that the sentence stem and the word prompts are designed to help them read selectively and answer using their own words, where possible.

Encourage students to underline and annotate key parts of the text in addition to completing the notes.

The answers below are open to discussion, so accept other reasonable suggestions as long as the information is contained in the text.

Answers:

In the developing world, food wastage is mainly due to:

- absence of infrastructure in the food chain
- lack of investment in storage technologies
- insufficient cold storage facilities
- the immediate sale of produce

In the developed world, food wastage is mainly due to:

- less incentive to avoid wasting food
- throwing away slightly flawed products
- promotion of super-sized portions and special offers
- too much dependency on use-by dates
- misuse of landfill instead of recycling

Further activities

1. Writing up notes

Students could use their notes from each section of Texts 5b–5d to write a summary of the main challenges and measures. You could set a word limit of 200–250 words. Alternatively, you could set the Focus task assignment with a limit of around 500 words.

2. Group discussion
Students could use their notes to discuss and evaluate the challenges and measures outlined in the texts. Each group could present their views to the class. Encourage them to expand on the solutions presented in the texts with their own ideas. However, warn students that they should avoid being too extreme with any additional ideas.

Unit summary

Decide when you would like students to complete the unit summary, as in previous units, but make sure that they have an opportunity to discuss any issues relating to the unit tasks in class time.

1

Answers:

Answers depend on students.

2

Answers:

- a. Heavy reading loads can be reduced if students think about their reading purpose.
- b. Readers can decide on the usefulness of a text by first analyzing the title.
- c. Detailing background information, exemplifying and explicating are amongst the typical functions of paragraphs.
- d. An unfamiliar word is often remembered and understood more successfully if a reader tries to work out the meaning from context.
- e. The Cornell System is a method of making notes, noting biographical details and summarizing the content of texts.
- f. The formula SQ3R stands for survey, question, read, recall, review.
- g. Graphics and other displayed information are useful because they provide the reader with a brief summary of the content of text.

3

Answers:

- a. 2
- b. 4
- c. 1
- d. 3

Appendix 5a

Functions	Line numbers	Extra comments
1. background information	5–15	some reasons and implications mentioned + relevant to Focus task
2. general problems/ implications		
3. exemplification		
4. explication		
5. solution		
6. evaluation		
7. viewpoints		
8. conclusion		
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Appendix 5b

Model notes

Challenges	Measures
<ul style="list-style-type: none"> ■ rapidly expanding pop. (9 bn by 2050) ■ too many people without access to sufficient food ■ <u>but</u> increase in wealth of many → greater consumption of food → more pressure on food supply ■ increased competition for land, water & energy ■ impact of increasing food production on environment ■ significant impacts of climate change ■ govt. pressure on food producers to increase output ■ poor land management (desertification, soil erosion, etc.) 	<ul style="list-style-type: none"> ■ greater sustainable production ■ bring more land into food production (but unlikely) ■ needs combined global strategies to deal with food security

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Appendix 5c

Synonyms	Words or phrases	Word classes	Line numbers
significant (S1)			
stop increasing (S1)			
approximately (S1)			
competition (S1)			
concerning (S1)			
having greater wealth (S2)			
far-reaching/very significant (S2)			
interspersed (S3)			
sudden sharp rises (S3)			
decreased (S3)			
unstable (S3)			
encourage (S3)			

S = section

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6 Human resource management

This unit will help students:

- activate schemata and focus on key definitions
- identify key points and supporting ideas
- improve their note-making and summarizing skills
- practise fast, accurate reading for detail

This unit is based around two texts. The first describes human resource management (HRM) from a historical perspective and the second focuses on international HRM (IHRM). Both texts have been taken from academic textbooks. Pre-reading preparation, language development and purposeful reading are key focus areas in this unit.

Text

Background and origins of people management, Text 6a

Task 1

Defining the topic

This task is one of several pre-reading tasks designed to activate prior knowledge and schemata, and to generate vocabulary in preparation for reading.

- 1.1– These three exercises can be done together, though you may wish to discuss answers with students after each exercise.
1.3

When considering the meaning of a resource, encourage students to think of examples in general terms, for example, the world around them (e.g., oil, wood, money, other materials, etc.). Examples can help to explain the meaning of a word.

Possible answers:

- 1.1 1. Answers depend on students, though they should mention that a resource is a stock or supply of something that can be used to achieve or produce something else. Examples they may mention are: natural resources, renewable or non-renewable resources, or more specific examples such as coal, water, etc.
2. Yes – people, such as members of a workforce, have skills and abilities which are used to achieve a certain end or aim.

- 1.2 Answers depend on students. You could elicit some student examples or return to them after Ex 1.3.

- 1.3 Students should be encouraged to discuss and compare answers.

It would be a good idea to display an example of this after students have produced their own versions. This can be used for comparison. As with all models, it is important that the model is analyzed and discussed rather than simply copied.

Possible answer:

Human resources can be managed through a supervision system which ensures that tasks are carried out as effectively and as thoroughly as necessary. This may be achieved through encouragement and/or some sort of reward system.

- 1.4 All academic disciplines where future careers could involve aspects of management, such as Education, Social Sciences and Engineering. Certain courses in Law that specialize in employment will include aspects of HRM (e.g., employment contracts).

Task 2 Expanding definitions

- 2.1 Students should read through the first definition. You could elicit the meaning of some of the vocabulary and possible synonyms.

When working on the two remaining definitions, they should avoid using a dictionary. Unfamiliar words contained within the definitions, such as compensation in example 2, can be discussed in the following exercise. Encourage students to highlight words they think may be important but may not know the meaning of.

Answers:

1. Human Resource Management (HRM) is the function within an organization that focuses on recruitment of, management of, and providing direction for the people who work in the organization. Human Resource Management can also be performed by line managers.
2. Human Resource Management is the organizational function that deals with issues related to people, such as compensation, hiring, performance management, organization development, safety, wellness, benefits, employee motivation, communication, administration, and training.
3. Managing human resources refers to the functions that a manager performs relative to the organization's employees. Managing human resources includes, but is not limited to:
 - planning and allocating resources
 - providing direction, vision and goals
 - supplying or asking for the metrics that tell people how successfully they are performing
 - offering opportunities for both formal and informal development
 - setting an example in work ethics, treatment of people, and empowerment worthy of being emulated by others
 - leading organization efforts to listen to and serve customers
 - managing the performance management systems
 - challenging the employee to maintain momentum
 - removing obstacles that impede the employee's progress

- 2.2 The key terms may be single words or short phrases. There are useful collocations for students to consider, e.g., project team and people-related activities.

Answers:

1. strategic and coherent approach
2. methods, functions, mobilization and development of personnel
3. understanding, application, policy and procedures, project team and working group
4. effective, enhance, organizational performance
5. sufficient staff levels, right skills, rewarded, motivated
6. staffing function, performance appraisal
7. links people-related activities, strategy, business goals and objectives, add value

Task 3

Completing notes: Building background information

- 3.1 Students could do this task individually before checking their answers with a partner. You might like to follow this exercise by asking students, working with a partner, to think of another HR implication for each strategy issue. This will give them another opportunity to use some of the vocabulary from previous tasks and for you to see that they are comfortable with the HR topic and vocabulary.

Answers:

Examples of key strategy issues	Possible human resource implications
1. What markets should the business compete in?	<ul style="list-style-type: none"> ■ <u>2. What markets do the competitors operate in?</u> ■ What expertise is required in these markets?
2. Where should the business be located to compete optimally?	<ul style="list-style-type: none"> ■ Where are the people most needed? ■ <u>4. How many are needed?</u>
3. How can we achieve improvements in our unit production costs to remain competitive?	<ul style="list-style-type: none"> ■ How productive is the current workforce? ■ <u>1. What are their current working practices and future needs?</u> ■ What investment (e.g., training, recruitment and equipment) is required to achieve the desired improvement in productivity?
4. How can the business effect cultural change?	<ul style="list-style-type: none"> ■ <u>3. Does existing management have the right experience to manage change?</u> ■ How can the prevailing culture be influenced to help implement a change programme?
5. How can the business respond to rapid technological change in its markets?	<ul style="list-style-type: none"> ■ What technological skills does the business currently possess? ■ What additional skills are needed to respond to technological change? ■ <u>5. Can these skills be acquired through training or recruitment?</u>

Task 4

Vocabulary extension: Producing sentences to activate use of words

This exercise leads students back to considering the definition of a 'resource' that they wrote in Task 1. Now that they have completed an exercise on expanding definitions, they may want to add to their earlier definition (see Ex 4.2).

- 4.1 Answers:

The better definition of the two is the second one, as it also refers to people:

Something such as money, workers, or equipment that can be used to help an institution or business.

- 4.2 Point out that dictionary definitions are often very short and specific and may not always fit the context which the students may need them for. The most important issue here for students is whether they can see similarities in the use of language between what they have written and the language used in the dictionary.

Answers:

Answers depend on students.

- 4.3 The aim of this task is to encourage students to look at individual words and recognize how they can be used in a variety of ways depending on the context. This can be extended to a dictionary activity where students look up a word selected from the text and identify the ways it is used in different contexts. A good example from Text 6a is the word 'roots' (line 1). If students look this word up in a dictionary they will see how it can be used as a noun and a verb, or as part of a phrase such as root and branch. It has a wide range of collocations, e.g., root beer, root for, root out. It can also form the adjective rootless. Students can be encouraged to record words like this in the form of a spidergram (or small mind map) to demonstrate the different uses and forms of the word.

Answers:

1. resource
2. resources
3. resourced
4. have resourced
5. resourced
6. the resources

- 4.4 Encourage students to contribute sentences or phrases of their own. If appropriate, i.e., in terms of student level, start displaying the opening part of one or more of the sentences below on the board and encourage students to complete them, for example, The manager agreed to ... The University has ...

Possible answers:

The manager agreed to resource the new building with up-to-date IT equipment.

If they had more resources they would develop much more quickly.

All the resources for the new community centre have been paid for by fund-raising activities organized by local community groups.

The University of Reading has resourced a range of new equipment with donations from local industry.

- 4.5 This is a further opportunity for students to mind-map ideas, then write a summary based on what they have understood from the text. If appropriate, work on the board to build a final example with contributions from the students.

You may decide to provide the students with an opening phrase they can use, such as:
One way of defining human resource management (HRM) is ...

Task 5 Developing ideas about the topic

- 5.1 This exercise has direct relevance to some of the text content and encourages students to speculate about people management from past to present, using examples that they should find interesting.

Explain to students that there are many ways to approach a text, and that by activating their schemata, students may find they know more about a particular topic than they realized. Students could work in pairs or small groups.

Answers:

1. Possible answers include: by using slaves, prisoners, soldiers and possibly children; having harsh forms of discipline and punishment; careful planning; divisions of labour (e.g., architects, supervisors, skilled and unskilled labour).
2. Farmers, shepherds, builders, overseers, priests, sailors, soldiers, miners, herders, etc.
3. Some suggestions of well-known constructions are: the building of the Pyramids, the Colosseum (Rome), the Taj Mahal (India), Stonehenge (England), Petra (Jordan), the Mayan temples (Central America).

Task 6

Reading for general understanding: Considering section headings

- 6.1 Before students look at the headings, encourage them to predict the content of the text, based on previous tasks and the text title: Background and origins of people management.

When students have underlined key words, you may wish to check their understanding of some of the vocabulary in the headings, e.g., hierarchical. Alternatively, encourage students to try to work out the meanings from context, and then check them (and their pronunciation) with a dictionary after the task.

Encourage students to get into the habit of thinking about their reading purpose and the strategies they will use. For this and similar tasks, reading efficiently is the key, i.e., surveying the text, reading first and last sentences of paragraphs, skim-reading whole paragraphs where necessary.

Allow them to check their answers with a partner, discuss any differences, and refer back to the text, if necessary.

Answers:

Summary headings	Sections
1. The development of HRM systems	4
2. A hierarchical system of management	5
3. Applying a scientific method of managing the workforce	6
4. How ancient man organized tasks	1
5. Books about human resource management	n/a
6. The control of huge workforces in the past	2
7. Managing large workforces in the Industrial Age	3

- 6.2 The task develops the phrase 'tolerate ambiguity', the benefits of which are introduced in the Key reading skills below the table in Ex 6.1. Let students discuss with a partner and then make sure that the class has a clear understanding not only of the phrase, but also of the benefits of tolerating ambiguity as a reading strategy.

Task 7**Making use of the text: Simulating preparation for a group presentation**

- 7.1 Remind students to underline key parts of the section that define and describe the division of labour before completing their sentences.

When writing their definition, they should use their own words as far as possible. Even when using certain key words and phrases from the text, they should try to reformulate (restate) them by structuring their sentences differently. This could mean changing a verb or adjective to a noun form, for example, or using a synonym where appropriate.

During feedback, teachers could use the following suggested definition and invite students to evaluate it.

The division of labour means the way that types of work are assigned to certain individuals employed to do a specific job based on their suitability for the job, i.e., their experience, skills and abilities.

- 7.2 Students should follow the procedure explained in the Course Book. Emphasize that they will not have to give the presentation – the aim of the task is to understand the concept of the division of labour through group work and through the assigning of tasks according to skills and abilities.

The bullet points in the task are factors that students need to consider when deciding how to divide up the work. It would be best to set a time limit for the activity: 30 minutes should be enough time to carry out steps a–d.

It would be a good idea to hold a short plenary session after groups have displayed their action plans to find out how easy/difficult it was to ‘manage’ the project and assign the work to individuals.

Task 8**Identifying and summarizing key points**

The exercises that follow will help students extract key points from the text that they will need to complete the Focus task:

Focus task: Task management has gone through various stages of development. Briefly describe this development as outlined in the text.

All these exercises involve careful reading to follow the thread of developments outlined in the text. Students could work through the whole text before checking answers, or check answers in pairs after each exercise.

During feedback, check understanding of possibly unfamiliar words by eliciting meanings/synonyms. This will also help when students are completing Task 9.

8.1 Answers:

Factors that have determined allocation of roles and responsibilities
1. Skill
2. Experience
3. Cultural tradition
4. Social group
5. Status
6. Education
7. Best people for job
8. Inherited knowledge
9. Specialist knowledge
10. Proliferation of specialisms

8.2 Answers:

Situations that needed organization in the ancient world
1. Building the pyramids
2. Building fortresses
3. Creating irrigation systems
4. Marshalling huge armies
5. Operating plantations and mines

8.3 Answers:

Individuals	Systems of management
Niccolò Machiavelli	Fear and love
Adam Smith	Division of labour
George Cadbury	Family-controlled, direct and personal

- 8.4 Answers:
Flow chart illustrating the McCallum system of management

Manageable divisions

Superintendents

Trained managers

Subordinates

Flow chart showing the development of scientific management

Shop Management (F.W. Taylor)

Maximum output

Large-scale coordination, planning and policy-level thinking

New division of labour

Management of everyday activities

- 8.5 Remind students that the Focus task provides their reading purpose.

Note: The Focus task is: Task management has gone through various stages of development. Briefly describe this development as outlined in the text.

Students can be shown the sample summary in Appendix 6a (page 131) and asked to comment on what might be included or excluded, e.g., because of the word limit, only a few examples are included in the summary.

Task 9

Main points and supporting ideas: Considering the function of sentences

- 9.1 This exercise provides a recap on the function of sentences within paragraphs. With reference to the task description in the Course Book, check that students understand the phrase in unison (in harmony; together).

Answers:

Sentences may:

1. introduce a new idea which is the focus of the paragraph.
2. provide a link between paragraphs.
3. develop an idea which has already been introduced in the 'focus' sentence.
(Explain would also be possible in this sentence, depending on the focus of the paragraph, e.g., if the topic sentence introduces a concept that may need explaining).
4. summarize the key point or points.
5. introduce a secondary point.

9.2 Summarizing extracts in their own words is a skill that many students find difficult, so it is important that they get as much practice as possible. Explain or remind them that this is an essential skill when summarizing and paraphrasing other writers' ideas to use in their own writing.

Students should study the example in the table for sentence 1 (both the highlighted original and the summary) and suggest any other ways of summarizing the meaning. For example, they may think it important to include the phrase social customs in the summary, or to indicate that these were in the ancient world. Stress that the summary must make sense in itself, by including essential information.

When students have highlighted key words and phrases in each sentence, they will need to think about how to reformulate and summarize the information at the same time. They need to remember that each of the sentences develops the paragraph further, so their summaries also need to make sense in unison.

Alternatively, if your students need a more guided process, you could use Appendix 6b, on page 132, as a handout for pairwork. This provides sentence prompts in column 2 to help students to reformulate the ideas in the original sentences. You could also use it to display on an OHT (or other visual medium) during feedback.

When they have completed all the summaries, ask students to write up their sentences as a summary paragraph (see the example summary paragraph below). Encourage them to evaluate their paragraph and add or remove information, if necessary, so that it is both coherent and cohesive.

Teachers could use the example summary paragraph as a model for students to evaluate during feedback. Alternatively, a student sample could be used.

Possible answers:

Paragraph	Notes
1. In the <u>ancient world</u> , social customs determined <u>separate roles</u> and tasks for <u>males and females</u> . 2. <u>Traditional</u> self-sufficient <u>communities</u> dependent on agriculture or fishing <u>rarely had more than 20–30 categories of labour</u> , in contrast to <u>modern industrial states</u> that have <u>thousands</u> of different <u>job types</u> . 3. <u>Some functions</u> , such as religious and political leadership or medicine, were <u>restricted to</u> individuals with <u>inherited or specialist knowledge</u> . 4. <u>As civilization</u> and technology <u>evolved</u> , however, <u>specialization</u> led to a proliferation of <u>different forms of work</u> . 5. In this way, <u>hunters, farmers and fishermen</u> were joined by <u>skilled craftworkers</u> using metal, pottery or wood.	<p>In the past, men and women customarily had different jobs to do. Societies formerly had far fewer job types than today.</p> <p>Certain roles were restricted to the privileged and educated few.</p> <p>As society became more complex, more job types came into being.</p> <p>Types of work began to include crafts as well as food production.</p>

Example summarized paragraph, with adjustments for coherence and cohesion:

In the past, traditional agricultural societies had far fewer job types than today, and men and women customarily had different roles. Certain roles in society were restricted to the privileged and educated few. As society became more complex, more job types came into being. Types of work began to include crafts as well as farming and food production.

- 9.3 This is a simple noticing exercise. Students should study the description of each sentence function in the context of the corresponding sentence in the table from Ex 9.2, as they will need to complete a similar exercise in the following task.

Alternatively, teachers could ask students to cover the table and suggest functions for each of the sentences, and then check their answers against the descriptions in the table.

- 9.4 Students should repeat the same process for this exercise as in Ex 9.2 and 9.3. Ensure that they read through the sentences carefully first and highlight the key words. They could also make use of the notes they made on this section in Ex 8.4.

Again, when they have completed the sentence summaries, they should write up their sentences as a paragraph summary, adjusting it for coherence and cohesion, if necessary. Encourage them to think about where and how sentences could be joined in meaning to create more flow. You could use the model summary paragraph below for students to evaluate during feedback.

As in Ex 9.2, there is a handout (Appendix 6c on page 133) which provides sentence prompts if students need a more guided process.

When summary paragraphs have been completed, refer students back to the table of sentences to complete the functions in the second table.

Possible answers:

Paragraph	Notes
<p>1. Meanwhile, a distinctive form of scientific management was taken up in the new high-volume production industries.</p> <p>2. This became known as 'Fordism' after the mass-production methods used by Henry Ford for automobile manufacturing.</p> <p>3. Scientific management had first been developed by F. W. Taylor in Shop Management, outlining a system of extracting maximum output from workers.</p> <p>4. Jelink (quoted in Mintzberg, 1994: 21) considers that Taylor 'for the first time made possible the large-scale coordination, planning and policy-level thinking, above and beyond the details of the task itself'.</p> <p>5. This produced a new division of labour, splitting tasks and their coordination into different roles.</p> <p>6. So management had become 'abstracted' from everyday activities, allowing it to 'concentrate on exceptions'.</p>	<p>New mass-production industries adopted a special type of scientific management.</p> <p>Called 'Fordism', it took its name from Henry Ford's car manufacturing method.</p> <p>Scientific management was developed by F. W. Taylor as a system of maximizing worker productivity.</p> <p>He was considered the first to focus on the overall coordination and planning of large-scale production rather than the detail.</p> <p>Tasks and their coordination became separate roles.</p> <p>Managers could then focus on more important things.</p>

Example summarized paragraph, with adjustments for coherence and cohesion:

New mass-production industries adopted a special type of scientific management. Called 'Fordism', it took its name from Henry Ford's car manufacturing method. Scientific management was developed by F. W. Taylor as a system of maximizing worker productivity. He was considered the first to focus on the overall coordination and planning of large-scale production rather than the detail. This meant that tasks and their coordination became separate roles, leaving managers to focus on more important things.

Sentences	Functions
2	name of the new system
3	development of the system
4	opinion on the system
5	the outcome
6	the overall outcome

Text

International human resource management, Text 6b

Task 10

Practising fast, accurate reading

Draw students' attention to the title of Text 6b.

Before starting Task 10, ask them to think about the questions below and then discuss them with a partner, making brief notes:

1. What does international HRM mean?
2. Why might it be a difficult term to define?
3. Can you name at least three international companies?
4. What are possible differences between managing a national company and an international one – what would the additional challenges be, if any?

Accept and note any reasonable suggestions and refer back to them at the end of Task 10, if you wish.

- 10.1/ 10.2 Students may find this quite a difficult text to read for main ideas, as it contains many references to research within the field. However, they should not have too many problems with words, phrases and concepts, many of which have been encountered in previous tasks.

When students begin reading, you could remind them to underline main ideas as they read; this will make it easier to recall them. It is not expected that students will remember names of individual researchers used as supporting evidence, or the specifics of the evidence. The purpose of the task is to read for general understanding. Explain that they will have a chance to look more closely at the supporting evidence in the next task.

In Ex 10.2, make sure that students only review the text for main ideas. More detailed note-taking will take place in Task 12.

During feedback, you could check understanding by eliciting the main idea of each paragraph.

- 10.3 Students have by now tried several versions of flow charts and mind maps to practise visual forms of note-making. Encourage the students to compare the content of their own flow chart/mind map to the model (see Appendix 6d, page 134), (which you may wish to show on an OHT (or other visual medium). Invite them critically to evaluate the model.

Possible answers:

IHRM mostly ignored or only related to expatriates despite increase in HRM interest



However, several definitions of IHRM emerged during 1990s, e.g.,

- recruitment, selection, training + development (Welch, 1994)
- policies + practices linked to international business (Scullion, 1995)
- management of multicultural teams + international diversity + performance management (Iles, 1995)



more recent definitions → emphasis on strategic approach, e.g.,

- role + organization of IHRM functions
- relationships between HQ + local units
- managing geographically dispersed workforce



impacts of globalization: increasing need to control + coordinate foreign subsidiaries
+ adapt to local conditions



increasing emphasis on developing global leaders

NB. essential difference between HRM + IHRM:

HRM	IHRM
context of one country	3 geographical variables: parent country = source of labour host country = finance other countries = research + development

Additional timed-reading text

You might want to give students extra practice in developing fast, accurate reading techniques. This unit has a topic-related reading passage with short-answer questions. See Appendices 6g (text, pages 137–138) and 6h (questions, pages 139–140). Appendix 6i (page 141) provides the answers to the questions.

Task 11 Using research as evidence

- 11.1 This exercise will require closer reading to match the paraphrased statements with the research mentioned in the text.

Students should read the statements thoroughly first and underline words that will help them find the corresponding ideas. You may wish to do the first one with the class, at the same time checking the meaning of expatriation. Some students may be familiar with the abbreviation 'expat', but may not connect it with the full term.

When they locate corresponding ideas in the text, it would be useful to write the line numbers as well as the researcher(s) in the table, and also annotate the text in the margin.

Allow time for students to check answers in pairs. Where there are missing answers or differences, they should check back with the text.

Answers:

Descriptions	Academics
1. IHRM has mainly <u>focused</u> on <u>personnel</u> working <u>permanently or temporarily overseas</u> .	Brewster & Harris (lines 15–16)
2. An <u>interest</u> in the ' <u>international</u> ' <u>aspect</u> of HRM started to develop about <u>25 years ago</u> .	Boxall & Purcell (lines 1–6)
3. IHRM needs to <u>consider</u> the <u>workforce</u> , the <u>infrastructure</u> of the business, and the development of an appropriate cultural understanding of internationalization.	Hendry (lines 25–30)
4. It is <u>crucial</u> that a company looks after its <u>resources</u> and <u>funding</u> so that the business is effectively <u>managed worldwide</u> .	Schuler, et al. (lines 42–46)
5. The <u>cultural challenge</u> of managing a <u>multinational company</u> is a <u>crucial</u> element in effective IHRM.	Evans, et al. (lines 50–53)
6. <u>Research</u> in international human resource management has been extremely <u>limited</u> .	Ondrack (lines 11–12)
7. <u>Comparing</u> how <u>companies are managed</u> in terms of human resources is <u>not the same</u> as IHRM.	Bamber & Lansbury (lines 33–35)

Task 12 Identifying the writer's purpose

- 12.1/ 12.2 When choosing one of the four options, students should be prepared to say why the other options are not suitable in Ex 12.2.

Answers:

12.1 2. to compare opinions about what IHRM is.

12.2 Paragraph 3 states that there is no consensus about what the term IHRM covers, and then goes on to compare various definitions from studies in the field.

The final paragraph addresses the key difference between HRM and IHRM (option 3), but this is not the writer's main purpose throughout the text. Aspects of options 1 and 4 can be inferred from other details in the text, but not enough to make either of them the main purpose.

Task 13 Preparing notes to support a topic

Focus task: Human resource management is the most crucial factor in creating a thriving enterprise at both national and international level.

To prepare their notes, students can also refer back to those they made in Ex 10.2, but they should note that the Focus task requires selective note-taking, i.e., to address a specific point.

Students could first discuss the task in pairs and try to explain to each other, from recall, why the term IHRM has been difficult to define. Discussion will help them to keep focused when preparing their notes. If they wish to, students could use the Cornell system and annotate their notes in the left column with comments, questions, points of interest, references, extra ideas or their own interpretations. Learning to review their notes in an active way is a good transferable skill and very

useful for students' future studies: it can help improve recall and promotes learning through critical thinking. When making notes, encourage students to think about organization and layout, e.g., underlined headings, bullet points, numbered points.

After comparing and discussing their notes with a partner, you could supply them with a copy of the model notes below (see Appendix 6e, page 135). Encourage students to evaluate the model notes in terms of their content and style (including the use of symbols and abbreviations – extra abbreviations used in the model notes are defined below). If you feel that your students need a more guided approach to making notes for this task, you could use the gapped notes available in Appendix 6f, on page 136. Students should study the gapped notes before referring to the text. For the key, refer to the model notes below.

Abbreviations used in the Model notes (see also page 135)

div.	division
exp.	experience
HQ	headquarters
cos.	companies*
int.	international

*Note: The list of abbreviations (see pages 192–193) gives co. as the abbreviation for company. Therefore, cos. is the logical abbreviation for companies. However, some people prefer comps. as cos. is often used as the everyday abbreviation of because when texting, etc.

Model notes (see Appendix 6e, page 135)

Backgrd.

- HRM ensures a workable div. of labour → based on skills, exp., cultural tradition → specializations as time progressed

Historical justifications why HRM is crucial

- Great enterprises throughout history have required HRM – huge workforces (Price)
- Farmer's Almanac – 5,000 yr. old. Sumerian text – supervision of labourers (Kramer)
- Great historical thinkers have supported the necessity for effective people management systems (Machiavelli, Smith, Cadbury)

19th + 20th C = industry growing in size + complexity therefore modern HRM necessary:

- e.g.,
 - McCallum's modern management system – US railway construction projects – responsibility split geographically
 - 20th century models, e.g., highly organized, clearly defined roles (McCallum influence taken on by Heinz and Singer Sewing Machines, et al.); F. W. Taylor introduced scientific management – max. output from workers
- Success of scientific management system (Fordism):
 - mass production successful
 - new div. of labour – management 'abstracted' from everyday tasks

IHRM

- strategic approach to ensure effective organization/communication between HQ and local units (Scullion & Linehan)
- 'increasing demand' for IHRM (Evans et al, 2002)
- Multinational cos. → geographically dispersed workforces → require exceptional IHRM = key in balancing new local environments and control/coordination of foreign subsidiaries → 21st century globalization (PCNs, HCNs + TCNs)
- Esp. necessary with tri-fold situation, e.g., Honda – involves TCN
- Overlap of domestic and int.:
 - HR planning
 - recruitment

Unit summary

Decide when you would like students to complete the unit summary, as in previous units, but make sure that they have an opportunity to discuss any issues relating to the unit tasks in class time.

1

Answers:

Answers depend on students.

2

Suggested answers:

Two of the words given here have a difference in stress between the noun and the verb.

Nouns	Verbs
'record	re'cord
'survey	sur'vey

Note: Research has a different stress in British English (re'search) to American English ('research), but the pronunciation does not change based on whether it is a noun or a verb.

record

In winning the race, he broke the world record.

A Kenyan runner recorded the fastest time in the race.

increase

There has been an increase in inner-city violence.

I have had to increase my son's allowance because his university fees are higher.

finance

His finances are difficult to deal with because he is unemployed.

Luckily, the company has agreed to finance his university course.

survey

The fire department surveyed the extent of the fire before trying to put it out.

The council carried out a survey to find how many houses were occupied by single people.

research

The research into the new drug was flawed and new trials had to be carried out.

I have researched this topic on the Internet but now I need to look at some books in the library.

Appendix 6a

Sample summary:

The appropriate allocation and acceptance of roles and responsibilities is a crucial characteristic of effective task management. Historically, the level of skill and experience has always been important in the allocation of roles within HRM. However, depending on the cultural tradition of any one social group, who specializes in which area of work and with what level of responsibility varies widely. Factors such as social status and level of education later became significant in determining which individuals were best suited to which work. As civilizations developed, an ever-expanding field of specialisms emerged. It has been the implementation of effective management and appropriate use of a specialized workforce that has been key in the completion of many great feats of people management throughout history. Hierarchical systems of HRM are exemplified by the McCallum system of manageable divisions and the development of the F. W. Taylor system of scientific management.

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Appendix 6b

Paragraphs	Notes
1. In the <u>ancient world</u> , social customs determined <u>separate roles</u> and tasks for <u>males and females</u> .	In the past, _____ _____
2. <u>Traditional</u> self-sufficient <u>communities</u> dependent on agriculture or fishing <u>rarely had</u> more than 20–30 <u>categories of labour</u> , in contrast to <u>modern industrial states</u> that have <u>thousands</u> of different <u>job types</u> .	Societies formerly _____ _____ _____ _____
3. <u>Some functions</u> , such as religious and political leadership or medicine, were <u>restricted to</u> individuals with <u>inherited</u> or <u>specialist knowledge</u> .	Certain roles were restricted to _____ _____
4. <u>As civilization</u> and technology <u>evolved</u> , however, <u>specialization</u> led to a proliferation of <u>different forms of work</u> .	As society became more complex, _____ _____
5. In this way, <u>hunters, farmers and fishermen</u> were joined by <u>skilled craftworkers</u> using metal, pottery or wood.	Types of work began to _____ _____ _____
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Appendix 6c

Paragraphs	Notes
1. Meanwhile, a distinctive form of scientific management was taken up in the new high-volume production industries.	New mass-production industries _____ _____
2. This became known as 'Fordism', after the mass-production methods used by Henry Ford for automobile manufacturing.	Called 'Fordism', _____ _____ _____
3. Scientific management had first been developed by F. W. Taylor in Shop Management, outlining a system of extracting maximum output from workers.	Scientific management was _____ _____ _____
4. Jelink (quoted in Mintzberg, 1994: 21) considers that Taylor 'for the first time made possible the large-scale coordination, planning and policy-level thinking, above and beyond the details of the task itself'.	He was considered _____ _____ _____ _____
5. This produced a new division of labour, splitting tasks and their coordination into different roles.	Tasks _____ _____ _____
6. So management had become 'abstracted' from everyday activities, allowing it to 'concentrate on exceptions'.	Managers could _____ _____ _____
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Sample flow chart:

IHRM mostly ignored or only related to expatriates despite increase in HRM interest



However, several definitions of IHRM emerged during 1990s, e.g.,

- recruitment, selection, training & development (Welch, 1994)
- policies + practices linked to international business (Scullion, 1995)
- management of multicultural teams + international diversity + performance management (Iles, 1995)



more recent definitions → emphasis on strategic approach, e.g.,

- role + organization of IHRM functions
- relationships between HQ + local units
- managing geographically dispersed workforce



impacts of globalization: increasing need to control + coordinate foreign subsidiaries + adapt to local conditions



increasing emphasis on developing global leaders

NB. essential difference between HRM + IHRM:

HRM	IHRM
context of one country	3 geographical variables: parent country = source of labour host country = finance other countries = research + development

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Appendix 6e

Model notes

Backgrd.

- HRM ensures a workable div. of labour → based on skills, exp., cultural tradition → specializations as time progressed

Historical justifications why HRM is crucial

- Great enterprises throughout history have required HRM – huge workforces (Price)
- Farmer's Almanac – 5,000 yr. old. Sumerian text – supervision of labourers (Kramer)
- Great historical thinkers have supported the necessity for effective people management systems (Machiavelli, Smith, Cadbury)

19th + 20th C = industry growing in size + complexity therefore modern HRM necessary:

- e.g.,
 - McCallum's modern management system – US railway construction projects – responsibility split geographically
 - 20th century models, e.g., highly organized, clearly defined roles (McCallum influence taken on by Heinz and Singer Sewing Machines, et al.); F. W. Taylor introduced scientific management – max. output from workers
- Success of scientific management system (Fordism):
 - mass production successful
 - new div. of labour – management 'abstracted' from everyday tasks

IHRM

- strategic approach to ensure effective organization/communication between HQ and local units (Scullion & Linehan)
- 'increasing demand' for IHRM (Evans et al, 2002)
- Multinational cos. → geographically dispersed workforces → require exceptional IHRM = key in balancing new local environments and control/coordination of foreign subsidiaries → 21st century globalization (PCNs, HCNs + TCNs)
- Esp. necessary with tri-fold situation, e.g., Honda – involves TCN
- Overlap of domestic and int.:
 - HR planning
 - recruitment

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Appendix 6f

Model notes

Backgrd.

- HRM ensures a workable div. of _____ → based on skills, exp., cultural _____ → specializations as time progressed

Historical justifications why HRM is crucial

- Great enterprises throughout history have required _____ – huge workforces (Price)
- Farmer's _____ – 5,000 yr. old. Sumerian text – supervision of _____ (Kramer)
- Great historical thinkers have supported the necessity for effective people management systems (_____, Smith, Cadbury)

19th + 20th C = industry growing in size + _____ therefore modern HRM necessary:

- e.g.,
 - McCallum's modern management system – US _____ construction projects – responsibility split _____
 - 20th century models, e.g., highly organized, clearly defined roles (McCallum influence taken on by Heinz and Singer _____ Machines, et al.); F.W. Taylor introduced scientific management – max. output from workers
- Success of scientific management system (_____):
 - _____ production successful
 - new div. of labour – management 'abstracted' from everyday tasks

IHRM

- _____ approach to ensure effective organization/communication between HQ and local units (Scullion & Linehan)
- 'increasing demand' for IHRM (_____ et al, 2002)
- Multinational cos. → geographically dispersed _____ → require exceptional IHRM = key in balancing new local environments and control/coordination of foreign _____ → 21st century globalization (PCNs, _____ + TCNs)
- Esp. necessary with tri-fold situation, e.g., _____ – involves TCN
- Overlap of domestic and int.:
 - HR _____
 - recruitment

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Appendix 6g

Timed-reading text: Human resource management leadership

Section 1

Human resource management (HRM) fundamentally concerns people. Their successful management requires special talents, whatever the circumstances or situation. Every organization, institution, government or sports team requires leaders. The characteristics of successful leadership are numerous and varied. The ability to inspire others is one such characteristic; others include charisma, vision, strength of character and organizational skills. Leading by example might be considered the most important quality and is one facet of leadership which helps great leaders stand out.

Natural leaders can be identified in virtually all strata of society. Even in their first years at school, individual children can display the personality, strength or skill of leaders. The ability to be articulate can be an early indicator for bringing leaders to the fore. Intelligence may, or may not, prove a significant factor in childhood, but a certain degree of street wisdom is probably more important. Later in life, some of these young people will rise through their natural leadership qualities to lead armies, business empires, national sports teams or countries. Some of the greatest leaders only demonstrate their true colours later in life.

Section 2

In history, one of the greatest luminaries to lead by example was Horatio Nelson. Nelson was admiral of the British navy in the late 18th and early 19th centuries. This was a period of European history when the struggle between the principal European maritime powers to establish control of the oceans was at its height. In the midst of this era, Nelson earned the total devotion and loyalty of the sailors who he commanded, through his bravery and willingness to lead at the front line. After being blinded in one eye when he led an attack against the enemy on the island of Corsica, Nelson was later so badly wounded during an engagement off the island of Tenerife that he had an arm amputated. Other examples of this heroic British seaman's courage were demonstrated during hand-to-hand fighting at the Battle of St. Vincent. Finally, in 1805, Nelson sailed his ship the Victory into the line of fire at a famous sea battle at Trafalgar in order to protect the rest of the British fleet. He died as a result, but the battle was won by the British navy and Nelson has gone down in British history as one of the greatest heroes and leaders of men in history. To this day, Trafalgar Square and Nelson's Column stand in London as testimony to his heroism and leadership abilities.

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Section 3

In recent times, other great leaders have emerged, but with very different backgrounds and experiences to Nelson. Another 'Nelson', Nelson Mandela, led the struggle against the apartheid regime in South Africa in the 20th century. He demonstrated great leadership qualities and courage by keeping the movement for majority rule in South Africa alive, despite spending 27 years as a prisoner. Then, once majority rule had established him as president of the country in 1994, Mandela exhibited the same quality and strength of character, which resisted revenge against the former rulers of the country. Instead, he used his leadership qualities to create the so-called 'rainbow nation' which is modern South Africa with people of every colour hopefully living in harmony.

In a very different vein, Michael Bloomberg, president of Bloomberg Financial Markets, developed a global multimedia information service for financial markets and businesses worldwide. By 2001, he had risen to such prominence that he was elected mayor of New York. Bloomberg is an extremely wealthy leader of men who is also one of the great philanthropists of the modern age. He uses his wealth and influence to support education, medical research and increased access to the arts for everyone.

Section 4

On the other side of the world, Li Ka-Shing rose from very modest business dealings selling bands for watches but, by 1950, he had started his own major plastics company in Hong Kong – Cheung Kong Industries. Before the age of 15, he had been forced to abandon his education in order to help support the family because of the death of his father. Today he has business interests spanning a wide range of industries in at least 90 countries. For example, his empire controls one-eighth of the container port capacity in the world. Li is also a philanthropist of note – he supports education as well as medical care such as nursing homes and day-care centres. Li Ka-Shing has developed into one of the great leaders of industry through hard work, adaptability and integrity.

Section 5

It is claimed in recent research that women's management style, which centres around communication and positive working relationships, is better suited than men's to the team-oriented leadership style of the 21st century. At the time of writing, Angela Merkel is Chancellor of Germany (i.e., the head of the government). In 2007, she was also the president of the European Council and the chairperson of the G8. In 2008, she was number one in Forbes magazine's list of the 100 most powerful women in the world. She was presented with the Charlemagne Prize in 2008 for her contribution towards betterment of the European Union.

Conclusion

There are certain characteristics that link all these people. Self-belief is one; personal courage and the fortitude to take risks are other common denominators, but above all, it is the ability to demonstrate by their own example and inspire others with belief and loyalty which marks them out as great leaders.

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Appendix 6h

Timed-reading questions: Human resource management leadership

Questions

Task 1

- The text is divided into five sections (1–5) and a conclusion.
 - Read the six headings listed below and underline the key words.
 - Read through the text in no more than five minutes and, as you read, match the headings below (a–f) with the appropriate sections.
 - You will not use one of the headings.
- a. Two very different leaders of the modern era
 - b. Leading through acts of heroism
 - c. Identifying the qualities of great leaders
 - d. A business developed through personal strengths
 - e. The greatest leader in history
 - f. A cooperative approach to great leadership

Sections	Headings
1	
2	
3	
4	
5	

Task 2

- Read the 13 questions that follow and underline the key words or phrases.
 - Re-read the text and identify in the margin where you think the answer to each question is found, e.g., Q1, Q2.
 - Answer the questions in as few words as possible.
 - Try to answer the questions in 15 minutes or less.
 - Check your answers with another student and/or the teacher.
1. Which leadership quality is considered the most significant by the writer?

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2. What does the writer consider possibly more important than intelligence?

3. What is meant by colours (line 16) in this context?

4. What was Nelson's role in the British navy?

5. How did Nelson gain the loyalty and respect of his men?

6. Where did Nelson lose an arm?

7. When did Nelson die?

8. What was Mandela able to sustain despite being imprisoned?

9. What other name for South Africa is mentioned in the text?

10. What does Bloomberg's support of education and medical research show him to be?

11. How many countries has Li Ka-Shing's influence spread to?

12. How is Li Ka-Shing said to have achieved his success?

13. What award has Angela Merkel been given for her efforts to better the European Union?

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Appendix 6i

Timed-reading answers: Human resource management leadership

Answers:

Task 1

Sections	Headings
1	C
2	B
3	A
4	D
5	F

Task 2

1. leading by example
2. (a certain degree of) street wisdom
3. natural quality
4. admiral/he commanded the British navy
5. bravery/willingness to lead from the front
6. (off) the island of Tenerife
7. in 1805
8. the movement for majority rule (in South Africa)
9. the rainbow nation
10. a philanthropist
11. (at least) 90
12. through hard work, adaptability and integrity
13. the Charlemagne Prize

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This unit will help students:

- apply reading strategies: monitor their understanding of the text while they are reading; focus more closely on their reading purpose
- use research skills: compare their views (as a reader) with those of the writer
- identify the writer's purpose and the function of different parts of the text
- analyze the titles, subtitles and the other displayed information

The unit focuses on three texts. The first of these provides a general background to the topic of sustainable materials production, the second looks more specifically at the world of fashion in relation to sustainability, and the final text considers future developments. Identifying main ideas, the writer's purpose and finding ideas and information to support prior knowledge are skills featured in this unit. There are activities related to the understanding, organization and function of sections of texts, as well as work on finding text relevant for selective summarizing.

Text

Material diversity, Text 7a

Focus task: The fashion industry poses a serious threat to the environment. A higher level of sustainability in materials production is the key solution. Discuss.

Draw students' attention to the Focus task and check that they remember the meaning of sustainability. Ask which other units/texts have addressed sustainability issues, and what those issues were (e.g., Unit 2, the Kristianstad case study on sustainable fuel, and Unit 5, food security).

Ask students to think about the assignment title and underline key words, but avoid discussion at this point. Explain that in Task 1 they will start to think about why the fashion industry might be a threat to the environment.

Task 1

Reflection and discussion

Remind students, if necessary, that pre-reading discussion will help them to focus on ideas that they are already familiar with – their 'knowledge of the world' (schemata). Discussion will help to generate ideas and language related to the topic, and help to predict ideas that the texts may discuss.

- 1.1 Students could think about the questions individually before discussing their ideas in groups, or alternatively they could brainstorm the topics together. During feedback, it would be a good idea to build up sets of words and phrases on the board to refer back to at appropriate points during the unit.

Possible examples of words/ideas/concepts:

- Relevant to fashion:
regular change as styles become 'fashionable'/'old-fashioned' (at times almost overnight); appeals to the young; a big industry; designer, designer label, model, catwalk, fashion houses (e.g., Chanel, Gucci, Prada), smart, chic, trend/trendy, fashion parade, stylish, upmarket, cool, fashion-conscious

Relevant to sustainability:

green, environmentally friendly, eco-friendly, ecological, long-lasting, durable, non-polluting, renewable, natural, organic, conservation

- b. Fashion is not (generally) sustainable. For something to be sustainable it should last a long time, which is at odds with trends in fashion, which change so rapidly.

- 1.2 Students may need to check the meaning of diversity in a dictionary. It is worth pointing out, however, that they need to be careful when checking a term like diversity on the Internet or in a dictionary, because it is usually used in the context of people, e.g., in the collocations ethnic diversity, cultural diversity or linguistic diversity. A Google search brings up quite a lot of information about 'diversity in the workplace', etc.

While discussing question b., suggest that students also make a list of common materials/fabrics used in the clothing industry. They could divide the list into natural and synthetic (man-made) fibres, though they may not know many terms for man-made fibres. Text 7a focuses in some detail on different fibres, so this will be a useful activity in generating vocabulary before reading.

Suggestions for materials are:

natural: cotton, wool, linen, fur, silk, leather, hemp, animal skins

synthetic: nylon, polyester, acrylic, rayon, pvc

There are other weaves, such as satin, that can be made from natural (silk) or man-made (polyester).

Answers:

- a. Diversity in this context refers to an assortment of different elements which are interrelated in some way. So, for example, people can discuss a topic such as the benefits of studying abroad and can have a range of different opinions. As their opinions differ but are related to the same topic, it can be said that there is diversity in their opinions of studying abroad.
- b. Material diversity refers to the use of a wider range of raw materials in the design and production of (fashionable) clothing. It might be important for sustainability because some of the methods and raw materials that are currently involved in materials production may not be sustainable and are causing damage to the environment.

Task 2 Surveying the text

Remind students about the SQ3R technique, i.e., Survey, Question, Read, Recite, Review. Elicit the point that the Survey phase includes looking at the title, any subtitles or section headings, and graphs and other graphic representations.

- 2.1 Text 7a is quite dense, with some long paragraphs, so pre-reading orientation is important. Elicit the types of features students should be looking at when surveying a text, if necessary.

Answers:

Examples of displayed information include: title, numbered paragraphs/sections, image, two tables of data, list of references and the source of the text.

The purpose of the first example, the photograph of a woman holding an array of different materials, is to capture the idea of material diversity, which is the title of the text. It helps to draw the reader's attention to the topic and illustrates the idea of diverse materials meaning a range of different kinds of material.

2.2 Encourage students to describe the information in their own words and to comment on what the information shows in each table, e.g., what do they find significant about the figures in the table?

Check that they understand the meaning of infer (if they are not sure, they can check in the glossary at the back of their Course Book; see also Language note below).

As an additional question during feedback, ask what students can predict about the content of Text 7a from the displayed information.

Answers:

Table 1: shows the demand for different types of fibres worldwide, in million tons. It is significant that the total demand for synthetics is greater, but the demand for polyester is almost the same as for cotton. This implies that/We can infer that cotton and polyester are either cheaper to produce or more available.

Table 2: shows a breakdown of natural and man-made fibres, each category divided into two sub-categories. Natural fibres are divided into plant and animal sources, while manufactured fibres are divided into natural and synthetic polymers.

(Students should notice some of the interesting natural fibres used for textiles: banana and pineapple, for example)

Content prediction: the text will be looking at different types of materials – both natural and man-made. As the topic is about sustainability, presumably the text will discuss the impact of materials production on the environment and compare the type of impact of different materials. The text may also suggest how material diversity is the way forward.

Language note

The words imply and implication are often confused with infer and inference respectively.

To imply means to hint at something, but not state it directly. To infer means to deduce something from, e.g., a fact that is not stated directly.

Note the difference in these examples:

The writer implies that cotton is not necessarily a sustainable material source.

We can infer from the text that cotton is not necessarily a sustainable material source.

Task 3 Identifying the main ideas: Matching headings to sections

3.1 Students should follow the procedure in the Course Book. Remind them that the first sentence of a section or paragraph of a text often provides the main idea, but that this is not always the case; sometimes the main idea is not revealed until later in the paragraph, or may not be explicit at all. It may even be contained in the previous paragraph. In such cases, students will need to think about the overall function of the paragraph.

If students have difficulties with certain paragraphs, encourage them to underline all the phrases or sentences that seem to contain a key point (ignoring examples, etc.), then see if the ideas they have underlined match one of the headings.

Answers:

Headings	Sections
a. How different <u>methods</u> of <u>fibre production</u> can impact on <u>sustainability</u>	1
b. The <u>pros</u> and <u>cons</u> of both <u>synthetic</u> and <u>natural fibre production</u>	4
c. The important <u>link</u> between <u>diversification</u> and greater <u>sustainability</u>	5
d. The <u>raw material sources</u> of <u>natural</u> and <u>manufactured fibres</u>	7
e. The <u>link</u> between <u>research</u> and the development of a <u>sustainable fashion industry</u>	2
f. <u>Scientific, social</u> and <u>ethical reasons</u> for changing <u>attitudes</u> about <u>fibre production</u>	6
g. The <u>accuracy</u> of <u>research findings</u> relating to the use of <u>appropriate fibres</u> for <u>sustainable fashion</u>	8
h. A review of <u>global demand</u> for <u>natural</u> and <u>manufactured fibres</u>	3

Task 4 Identifying functions of the text: Annotating the text

This task builds on a similar task in Unit 5, which looked at the way a text can be constructed by identifying a range of functions within it.

- 4.1 Point out that all the functions in the table are contained in Section 1 of Text 7a. Students may have noticed while doing Task 3 that Section 1 was quite difficult to match with a heading because it serves several purposes (like an abstract).

Draw students' attention to the last description in the table, which has already been matched with function 3 (background). Students should quickly read through all functions and descriptions first. They should already be familiar with many of them, so you may wish to set a time limit.

Functions	Descriptions	Function numbers
1. evaluation	a. the outcomes, consequences or effects of doing something or of something happening	8 (result(s))
2. problem(s)	b. when a new point is introduced or about to be introduced; usually occurs at the beginning or the end of a paragraph or section of text	6 (transition)
3. background	c. the answer to a problem, or the process of arriving at an answer	7 (solution)

Functions	Descriptions	Function numbers
4. summing up	d. matters that involve difficulties and need solutions	2 (problem(s))
5. cause	e. judgement or analysis of, e.g., solutions to certain problems	1 (evaluation)
6. transition	f. concluding remarks which encapsulate ideas previously presented; often found at the end of a section of text, but not always	4 (summing up)
7. solution	g. a strong statement that presents the writer's main argument or claim to the reader	9 (thesis statement)
8. result(s)	h. the reason for something happening, that has results or consequences	5 (cause)
9. thesis statement	i. information that sets the scene and/or looks at an existing situation; usually at the beginning of a section or text, but not always	3 (background)

- 4.2 Students should follow the procedure in the Course Book. However, if you wish, they could work in pairs to discuss and annotate the text after re-reading the section. Alternatively, you could discuss the next sentence to be annotated with the whole class, or point out that it contains two of the functions from the table in Ex 4.1: the underlined phrase below shows the cause of the result. Make sure students can see that this phrase refers back to the information in the first highlighted part, i.e., how one function (background) can also become another function (cause):

The result of producing large volumes of limited fibres is to concentrate impacts in specific agricultural or manufacturing sectors, to increase ecological risk, to make the sector less resilient to changing global conditions in both business and the environment and to reduce customer choice.

After students have worked together on, or compared, annotations, you could display Appendix 7a (pages 160–161) on an OHT (or other visual medium).

As a follow-up activity, it would be useful to focus on some key vocabulary in context to check understanding, for example, dominated by, ready-made, fibre, resource-efficient, a shift from, biodegradable, robust.

Answers:

Bibliographical details

Annotations	Texts
Background	Diversity of materials and ideas is hard to find in the modern fashion and textile industry. It is dominated by a large number of similar, ready-made products in a limited range of fibre types. Indeed, cotton and polyester together account for over 80 per cent of the global market in textiles (Simpson, 2006).
Cause	The result of producing large volumes of limited fibres ...

Result	... is to concentrate impacts in specific agricultural or manufacturing sectors, to increase ecological risk, to make the sector less resilient to changing global conditions in both business and the environment and to reduce customer choice.
Thesis statement	Yet a sustainability-driven strategy of materials diversity does not require that production of the big two fibres should be stopped, but that alternative, more resource-efficient and culturally responsive fibres should be encouraged to flourish.
Solution	Replacing some conventional cotton production, for example, with alternatives such as organic or low-chemical cotton, flax, hemp and lyocell could bring benefits by reducing pesticide and water use. Likewise a shift from polyester to renewable and biodegradable fibres such as wool and those made from materials like corn starch could also bring benefits, reducing the dependency on oil.
Evaluation	The result would be the cultivation, processing and promotion of a series of 'minority' fibres that, when taken together, amount to a majority. What is more, this majority has the potential not only to serve our material needs with reduced resource consumption, but it would also mean more varied and locally sensitive agriculture, more regional fibres, more local jobs, and more healthy and robust environments.
Summing up	Ideas about diversity rightly reflect the complexity of the relationship between fashion, textiles and sustainability. They underscore the importance of recognizing that no one fibre, regardless of whether it is organic, fairly traded or recycled, can single-handedly transform the practices of a polluting and resource-intensive industry into a more sustainable one.
Transition phase	Indeed, a focus on materials alone is itself never likely to achieve this.

Task 5 Identifying the writer's purpose: Annotating the text

- 5.1 Check first that students understand the meanings of the functions in the box. When they have re-read the section, go through the two annotations already done. Ask them to identify and underline word clues in the highlighted extracts that help with identifying the function (e.g., can be very valuable).

You may then wish to discuss the first part of Section 8 (the first two sentences) with the class and agree on the function (see the answers below). If students find it difficult, suggest that they try doing it by process of elimination.

The underlined words and phrases in the model show some of the clues to the functions. You could elicit these for the first two sentences with the class, and then encourage students to underline similar clues as they go through the rest of the text.

During feedback, you could display Appendix 7b (pages 162–163) to check annotations and elicit further word clues students may have identified. If time allows, teachers could identify some useful vocabulary for checking meaning in context.

Depending on your group, as a follow-up activity students could briefly summarize the writer's attitude towards fibre assessment in this section. A limit of 50 words could be agreed.

Answers: (see also Appendix 7b, pages 162–163)

Annotations	Texts
Explanation	<u>There are a range of</u> different tools, software models and methods that can be used to examine the sustainability issues associated with the fibres used in modern fashion production. <u>Some of these are</u> based on qualitative assessments with the aim of gathering basic information about key issues; <u>others</u> quantify and balance a product's environmental impacts, frequently using <u>a technique called 'lifecycle assessment'.</u>
Positive comment	These fibre assessment tools <u>can be very valuable</u> in driving forward new ideas and innovation in sustainable fashion design.
Suggestion/ recommendation	<u>They can do this by</u> highlighting particularly polluting or resource-intensive practices, and so act as a spur to drive change towards low-impact methods and, when used as part of a creative process, to assess the sustainability potential of alternative scenarios and future strategies. However, fibre assessments and comparisons <u>have also been used in other ways, including</u> defending a company's products, frequently shifting the spotlight of environmental impact onto other fibres (usually cotton).
Exemplification	<u>For example,</u> in the early 1990s this strategy was adopted by the synthetic fibre producer DuPont. It published a ranking system of fibres which favoured polypropylene, followed by nylon, then wool, then polyester, acrylic and in sixth place – cotton (DuPont Environmental Excellence Team, 1999).
Negative criticism	Here, DuPont favoured synthetic fibres <u>to its own benefit without revealing</u> the assessment criteria being used, or the methodology upon which its research was based. In the same way, the cellulosic fibre producer Lenzing published ' <u>research</u> ' which favoured its own viscose and lyocell fibres to the environmental detriment of cotton (Raninger, 1996, p. 74; Schmidtbauer, 1996). <u>Cynically,</u> these studies can be seen as <u>an attempt to deflect scrutiny</u> from these manufacturers' own products at a time when manufactured fibres were widely perceived as 'bad' for the environment.
Positive comment	<u>Yet</u> these studies also <u>hint at the beginnings of an awareness of</u> a more complex and relational understanding of sustainability issues associated with textile fibres, <u>and an understanding</u> that has since been promoted by a wide range of other studies. Also the process of reviewing and comparing fibres <u>creates opportunities</u> to reduce the impact of unsustainable fibre use in the creation of modern fashion products.

Exemplification	These include, <u>for example</u> , the development of better practices in the production of conventional fibres as well as the introduction of a group of different and inherently more ecologically sound fibres.
Suggestion/ recommendation	Some of these changes <u>could be</u> brought about by a move to alternative systems of agriculture that are already well established ...
Exemplification	... – integrated pest management or organic cultivation methods, <u>for example</u> – ...
Suggestion/ recommendation	... while others are more challenging and <u>need</u> much further technical development.

Suggested summary:

Although the writer is critical about the strategy of companies like Dupont to manipulate research for their own ends, he/she feels that a lot can be gained from careful research into the appropriate comparison of fibres for use in sustainable fashion.

Task 6 Producing a selective summary: Scanning the text and selecting ideas

Remind students of the difference between a global summary (summarizing the whole text) and a selective summary (summarizing parts of the text). The type of summary needed depends on the reading purpose. Generally, selective summaries are more frequently needed than global ones.

6.1 When scanning for recommendations, suggest that students look for words such as could, would and can. Encourage them to complete the list in their own words, where possible.

Students may find other recommendations within the text, or may list them in a different order. The recommendations listed below are therefore open for discussion.

Possible answers:

Suggested recommendations:

1. having greater diversity
2. shifting from oil-based synthetic fibres to renewable, biodegradable fibres
3. promoting minority fibres
4. avoiding a single-frame approach
5. focusing on interrelated product life cycles
6. being aware of scientific research and social and ethical concerns
7. developing better practices in production of conventional fibres
8. introducing different, more ecologically sound fibres

Task 7

Reflection and discussion

- 7.1 If necessary, remind students that brainstorming can generate ideas and vocabulary that might occur in the text, thus helping them to read more effectively. When they have brainstormed ideas, students can select three of the ideas they think are the most important or significant to share with the class. Some suggestions are listed below, but answers will depend on students and their own context.
- Question 2 should be a brief discussion, but it would be worth having a quick classroom survey to find out if what students have read so far might have an influence on their future fashion purchases.
- Possible answers:
1. Cheap clothing; rise of more affordable designer labels has encouraged an interest in fashion; fashion more informal; influenced by pop cultures and celebrities; has become less age-related; leather more fashionable and affordable; ethics (reaction against fur trade and cruelty to animals; reaction against cheap labour in developing countries, but people still want cheaper clothes); more interest in natural fibres.
 2. Answers depend on students.

Task 8

Identifying the main ideas

- 8.1 As with Ex 3.1, students should note that the first sentence of a paragraph might not always be the topic sentence. With the headings in mind, encourage students to identify and underline key words and ideas in each paragraph as they read. This will make it easier to refer back to these ideas if they are uncertain about which heading to choose.
- During feedback, it is worth discussing why Heading 6 (Decline of North American wildlife) is not appropriate: where North American wildlife is mentioned in the text, it mainly focuses on sustaining particular wildlife species, e.g., the alligator population in the Louisiana marshlands. It would also be useful to elicit key words and phrases that helped students choose the correct heading.
- Some of the headings may be open to discussion. The second part of Section 2, for example, discusses the term 'upcycling', which can refer to both natural and man-made fabrics. Explain that sometimes a paragraph may have more than one controlling idea, depending on how the ideas in the paragraph are developed.

Answers:

Headings	Sections
1. A more <u>sustainable fur</u>	5
2. <u>Popular now</u> but <u>not in future?</u>	6
3. The <u>most sustainable leather</u> sources	3
4. <u>Unsustainable</u> natural <u>fur?</u>	4
5. <u>Dilemmas</u> facing <u>customers</u>	1
6. <u>Decline</u> in North American <u>wildlife</u>	n/a
7. The search for <u>sustainable alternatives</u>	2

Task 9 Reading for specific details

- 9.1/ 9.2 Students have met this type of exercise before and therefore they should be able to describe the process they need to use to complete the task, i.e.:
- Read the questions quickly and underline key words; remind them to leave unfamiliar words until they read the text as the context may well supply the meaning or gist.
 - Read the text quickly but carefully. As they read, underline relevant words, phrases, parts of the text.
 - Write brief answers to questions using their own words.

Encourage the habit of providing brief answers ('long is wrong'). This may help students to avoid getting into the habit of 'lifting' long sections of the text in order to complete writing assignments.

Point out that many of the answers to these questions provide detail rather than main ideas. They provide support for the main ideas. In some cases they are examples. Also point out that the difference between main and supporting ideas often depends on the interpretation of the reader, and sometimes the 'main' ideas are open to discussion.

Answers:

M = main point, S = secondary point

- associated with novelty and consumption (M)
- clothes were very dull-looking and unattractive (M)
- production, dyeing and finishing stages (S)
- they destroy forest land for cotton growing (S)
- bamboo and linen clothes need more ironing than synthetic fabrics and they are less easily recycled (S)
- fleeces (S)
- fine fabrics, e.g., chiffon (S)
- 'upcycling': using waste material for fashion clothes (M)
- Louisiana (marshlands) (S)

10. Convention on International Trade in Endangered Species (CITES) certification (S)
11. 'slow fashion' (M)
12. Central America (S) (but habitat is now Andes mountains, S. America)
13. fox and rabbit furs (S)
14. the nutria or coypu (S)
15. 'to some degree' (M)

Follow-up:

It is worth looking at some of the language and expressions in Text 7b, particularly language that is used for effect and informal/colloquial expressions, some of which may be difficult to work out. Encourage students to explore the meanings of such expressions by looking at the wider context.

Additional timed-reading

You might want to give students extra practice in developing fast, accurate reading techniques. This unit has a topic-related reading passage with short-answer questions. See Appendices 7c (text, pages 164–166) and 7d (questions, pages 167–168). Appendix 7e (page 169) provides the answers to the questions.

Some examples are:

Languages and expressions	Meanings and notes
Fashion ... is <u>wedded</u> to novelty and consumption (lines 4–6)	wedded = 'married' to, meaning here that the two concepts are closely connected or united, even inseparable.
early attempts at <u>eco-chic</u> were largely <u>green window-dressing</u> (lines 8–10)	eco-chic (n, adj) = design or clothing that reflects a concern with environmental issues green: related to environmental issues window-dressing: something that is meant to look or seem impressive, yet does not have any real effect
the environmental horror that is a tumble-dryer (lines 49–51)	i.e., tumble-dryers use a lot of energy: this is an example of hyperbole (exaggerated language to create strong feelings)
they may be <u>mystified by</u> the term 'nutria' (lines 185–186)	to be mystified by: to be confused or puzzled by something
fashion designers and high-street retailers are <u>paying heed</u> to this trend (lines 201–203)	to pay heed: rather formal way of saying to give careful attention or consideration to something
what is fashionable today may seem very ' <u>old hat</u> ' within a week (lines 204–206)	old hat: old-fashioned, in this context; in other contexts, it can also mean unoriginal or no longer interesting
consumers worldwide are encouraged to constantly <u>update their wardrobes</u> (lines 207–209)	wardrobe: in this context it refers to all the clothes that belong to a person; in other contexts, the tall cupboard where clothes are kept. So, to update your wardrobe means to buy some new, fashionable clothes.

Task 10 Finding supporting information

- 10.1 Draw students' attention to the Focus task again. Point out that they should be looking for examples of the use of sustainable materials and their sources.

For this task, they could also look back to the questions and answers in Ex 9.1 for ideas and examples before referring to the text again.

Remind students to note down ideas using their own words, as far as possible. This is a habit that should be constantly encouraged to help them avoid plagiarizing source materials in their own writing.

Allow them to check their notes in pairs, if you wish, before discussing with the class.

Possible answers:

Supporting ideas	Line numbers
Patagonia – recycled plastic – fleeces	52–56
'upcycling', e.g., Tesco initiative	62–67
finding alternative sources of sustainable leather, e.g., Louisiana marshlands project (alligator)	93–110
sustainable fur production, e.g., beaver, muskrat and vicuña	119–123
less familiar sources of fur, e.g., the nutria (coypu) – <u>but</u> note ref. to un-ecological dyeing process	184–198

Text The future of eco-fashion: A design-driven approach, Text 7c

Task 11 Analysing the title

- 11.1 Remind students that titles are written in a specific way. They tend to be short, sharp and attention-grabbing. In this case, however, the title is longer, which is often the case when the text is more academic in style and content. It would be interesting to draw the students' attention to the other two texts and ask them whether they consider them appropriate considering the contents.

Possible answers:

The potential of eco-fashion will be discussed.

An approach to fashion design will be described, reviewed or discussed.

- 11.2 Encourage students to think of issues they would be interested in, based on the two previous texts they have read.

Possible further questions:

- What is a 'design-driven approach'?
- How is design related to sustainability?
- What changes will occur in eco-fashion design in the future?
- What new/different raw materials will fashion designers use?
- How will eco-fashion trends change?
- Who decides what consumers want?

Task 12 Working out meaning from context

- 12.1 If necessary, check students' understanding of the task introduction. Depending on your group, you may wish to go through the first sentence with the class and help them to decide which words would be useful to underline. See examples of underlining in the answers section below, though these are open to discussion.

Advise students to read through the whole of the paragraph before they choose one of the sentences, and to pay attention to any cohesive markers. One or two of the sentences are quite difficult to place. If students have difficulties, you could suggest that they deal with the more obvious ones first.

During feedback (or after Step 2 initially) you may wish to display Appendix 7c, pages 164–166, as an OHT (or other visual medium), eliciting suggestions for highlighting/underlining of key words and building up the answers.

After students have completed Steps 3 and 4, you may like to check with the class to establish that all have agreed the same final sentences.

This is a good point at which to discuss the task as it relates to efficient reading practices. These might include: being able to follow the logical flow of ideas in a paragraph; noticing/being more aware of cohesive markers and pronoun referencing; paying attention to the wider context in order to understand the meaning of words, phrases or even whole sentences within paragraphs.

Answers:

Sentences	Positions in text
a. <u>Customers</u> simply will not <u>buy</u> what is not <u>appealing</u> .	4
b. In order to achieve this, <u>eco-fashion</u> needs to be not only driven by design but <u>practised at every stage</u> of the ' <u>pipeline of product development</u> ' (Smal, 2008).	1
c. Any <u>claims to ecologically friendly developments</u> in fashion creations, as with the fleece example, need to be <u>carefully monitored</u> to ensure that <u>every stage in the process</u> makes the item sustainable.	3
d. Thus the <u>T-shirt</u> that consists of <u>organic cotton</u> must be <u>designed</u> and <u>produced</u> according to <u>cleaner product principles</u> to be ecologically acceptable.	6
e. In other words, it is in the same <u>danger</u> as all <u>fashion trends</u> in that it could easily only have a <u>limited lifespan</u> .	5
f. As a consequence, <u>South African manufacturing</u> might be forced to <u>search globally</u> for <u>raw materials</u> such as bamboo.	7
g. As far as <u>environmentally friendly fashion</u> is concerned, these <u>two categories</u> should <u>relate</u> to each other while keeping the <u>objective of eco-fashion</u> in mind.	2

Task 13 Asking questions about the text

- 13.1 Students could do this exercise in pairs. When comparing the questions with their own from Ex 11.2, ask them to think about which questions are similar but differently worded.

Before moving onto Ex 13.2, remind students of the usefulness of underlining key words and phrases in questions a–h.

- 13.2 Before starting the task, suggest that students number the paragraphs in the text (excluding the abstract).

Remind them that reading with questions in mind (as in the SQ3R system) gives a purpose for reading and helps to develop effective reading. While reading, students should also underline key words and phrases in each paragraph that help to answer the question.

Answers:

Paragraph numbers	Questions
1	c. <u>What</u> is the <u>key</u> to producing <u>all-round eco-friendly</u> fashion?
2	g. <u>What</u> exactly is <u>ecologically sound</u> fashion?
3	d. What <u>steps</u> are <u>involved</u> in producing <u>environmentally friendly</u> clothes?
4	a. Is it <u>just</u> the <u>raw material</u> which needs <u>to be considered</u> ?
5	f. <u>What</u> do most eco-aware <u>customers</u> <u>look for</u> ?
6	h. <u>How</u> can the consumer <u>identify</u> environmentally friendly fashion?
7	b. Are there <u>different opinions</u> about <u>eco-fashion activities</u> ?

Question e (Why are eco-fashion garments so expensive?) is not answered in the text.

- 13.3 Students should look again at the Focus task (it is repeated in Ex 14.1 on page 111 of the Course Book).

Remind them that keeping the purpose for reading in mind has an important bearing on what and how they read. By analyzing the various questions covered in Ex 13.1 and 13.2, as well as Ex 11.2, students should be able to provide a considered opinion about the likely value of the text. Also remind students that by making a judgement about the value of a text, they can make decisions about how to read the text, or indeed whether to bother reading it at all.

Task 14

Reading for a purpose: Using annotation, summarising

14.1 As an approach to thinking more closely about the Focus task, students could discuss the two bullet points in pairs or small groups, and then share their opinions with the class. Point out that the questions are also designed to help them develop their critical thinking skills. Explain that they will have a further opportunity to discuss all the texts and the Focus task after they have completed Task 14.3.

14.2/ Students should follow the instructions in the Course Book. Draw their attention to the two annotations given as examples in paragraphs 1 and 3.

14.3

As they re-read and make further annotations to these three paragraphs, they will notice that most of the content is relevant to solutions, in the form of suggestions and recommendations.

The example showing annotations below is intended as a guide for teachers rather than as a model for students. Teachers could create their own model by reproducing the paragraphs in the Course Book.

Suggested annotations:

Paragraphs	Annotations
<p>P1 The development of eco-fashion in the clothing industry is one of the most interesting lifestyle issues of the 21st century with some designers in the global and local fashion arenas creating their fashion collections around this concept. However, in recent discussions and debates on the concept, differing interpretations and endorsements of eco practices are emerging (Lee & Sevier, 2008). Clearly, though, <u>for the fashion industry to be considered as environmentally friendly, it must have a positive effect on the environment and a measure of sustainability.</u></p> <p>P2 For eco-fashion to be an effective contributor to the sustainability of the planet's present and future resources, it needs to continue to be a trend <u>and also to become a best practice supported by all involved</u> with the development and production of fashionable clothing. However, <u>a definition of the term</u></p>	<p>S The concept of sustainable fashion must be adhered to at every stage of production.</p> <p>S All involved in developing sustainable fashion should follow a process that has been proved to be successful.</p>

'eco-fashion' is a necessary first step so that an acceptable set of criteria can be globally adopted.

This can be clarified by considering what aspects in development and production eco-fashion should address. Firstly it needs to consist of products that are produced taking the environment into consideration. This could be achieved by a number of measures that can be grouped into categories, namely (1) raw materials, components and processes and (2) production criteria and subsequent lifecycle.

P3 The selection of eco materials and how they are produced can have a significant influence on whether a fashion product can be considered an eco product or not.

The components used in the production of an eco-fashion product, for example, could be organic in nature (such as using organic cotton) or recycled such as the well-known Patagonia model, where soda bottles are recycled for the production of fleece shirts. Similarly, the processes used in the manufacturing of an eco-fashion product need to adhere to sustaining the environment as opposed to using processes randomly without consideration of the detrimental effects these could have.

Cleaner production methods applied during the development and manufacturing of materials all relate to this.

Some examples are recycling of the wastewater used in dye houses and the use of energy when recycling soda bottles to generate the fibre needed for the fleece tops produced by Patagonia. Polyester can only be considered an eco-product if less energy is used in its production than in the development of natural polyester.

S

A clear definition of what sustainable eco-fashion involves needs to be agreed and understood by everyone.

S

Identifying appropriate raw materials is a necessity.

P

Producers are not adhering to sustainable practice at every stage of production.

S

Cleaner production processes need to be applied at every stage.

It is important that students have this opportunity to discuss and compare the texts in the unit. Remind them that they should consider key ideas from all three texts, as well as the overall purpose of each one, for example:

- Text 7a – material diversity is the key to sustainability
- Text 7b – encouraging consumers: information on sustainable fashion products and sources for consumers
- Text 7c – design should drive the whole process; sustainability should be at the heart of every stage of production

Ask students to make brief notes and then feed their ideas back to the class, giving reasons for their views. Opinions on the usefulness of each text may vary depending on individuals' interpretation of the Focus task (i.e., to what extent they agree there is a problem; the weight they give to the recommendations and the solutions in each text).

During their discussions, they could be asked to think about the consequences if nothing further is done about the problem. If you wish, you could also ask them to consider whether there are any connections between this topic and the general topic of Unit 5 (Food security), e.g., any similarities between resource shortages for food production and resources needed for cultivation and production of natural and man-made fibres for clothing.

During feedback, it would be interesting to find out if students have any suggestions other than those given in the texts on how fashion and the clothing industry could be more sustainable.

Task 15 Dictionary work: Identifying words and definitions

- 15.1 Point out that many of the words in the exercise (including words within definitions) are useful, transferable words that students may wish to record later. Some words worth recording (some of which are included in the AWL) are underlined in the answers table below.

Remind students to think about the word classes of the words or phrases they are looking for, and that the definitions apply to meaning in context.

Answers:

Words or phrases	Paragraphs	Definitions
Clearly	1	unmistakeably/plainly/without doubt
to be driven	1	motivated or directed
best practice	2	a <u>process</u> that has been shown to work very <u>effectively</u>
<u>To date</u>	4	up to the present time or until now
mass <u>production</u>	4	manufacturing goods in larger quantities using standardized designs and processes
mechanized	4	work done by machines, automated
appealing	4 (final sentence)	attractive or desirable
<u>holistic</u>	5	all-inclusive/complete

feel-good factor	5	something which creates an atmosphere of contentment or enjoyment
<u>instrumental</u>	6	very significant, important or influential
prevalent	7	common/frequent/ <u>established</u>
<u>infrastructure</u>	7	organisation

Unit summary

Decide when you would like students to complete the unit summary, as in previous units, but make sure that they have an opportunity to discuss any issues relating to the unit tasks in class time.

1

Answers:

Answers depend on students.

2

Answers:

Below are some possible responses, but these are by no means exhaustive.

- It may help the reader predict the content of the text. It may also give an insight into the likely style.
- This may determine how the reader approaches the text. Whether the writer's purpose is to persuade, inform, support or refute an argument or ideas can impact on how the reader reacts to the text, at what speed and with what purpose, for example.
- Texts often present different viewpoints on the same topic; some texts may be more current than others; reading the same ideas presented in a different way or format should help to consolidate the reader's understanding. Often the reader will come across both familiar and 'new' information about the relevant topic by reading a second or more texts.
- It helps the reader to engage with the text by providing a specific purpose for reading.

Reading extension:

If students have shown an interest in the topic, teachers could set an extra reading assignment. Two interesting articles available on the Internet are:

- Sustainable fashion: what does green mean? by Vanessa Friedman in the Financial Times: <http://www.ft.com>
- Fashion and Sustainability, What About it? by Karim Hernandez: <http://www.divinecaroline.com/22255/120951-fashion-sustainability-it>

The articles could be exploited for note-taking and class discussion, or for general reading comprehension.

Appendix 7a

Bibliographical details	
Annotations	Texts
Background	Diversity of materials and ideas is hard to find in the modern fashion and textile industry. It is dominated by a large number of similar, ready-made products in a limited range of fibre types. Indeed, cotton and polyester together account for over 80 per cent of the global market in textiles (Simpson, 2006).
Cause	The result of producing large volumes of limited fibres ...
Result	... is to concentrate impacts in specific agricultural or manufacturing sectors, to increase ecological risk, to make the sector less resilient to changing global conditions in both business and the environment and to reduce customer choice.
Thesis statement	Yet a sustainability-driven strategy of materials diversity does not require that production of the big two fibres should be stopped, but that alternative, more resource-efficient and culturally responsive fibres should be encouraged to flourish.
Solution	Replacing some conventional cotton production, for example, with alternatives such as organic or low-chemical cotton, flax, hemp and lyocell could bring benefits by reducing pesticide and water use. Likewise a shift from polyester to renewable and biodegradable fibres such as wool and those made from materials like corn starch could also bring benefits, reducing the dependency on oil.
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Bibliographical details	
Annotations	Texts
Evaluation	The result would be the cultivation, processing and promotion of a series of 'minority' fibres that, when taken together, amount to a majority. What is more, this majority has the potential not only to serve our material needs with reduced resource consumption, but it would also mean more varied and locally sensitive agriculture, more regional fibres, more local jobs, and more healthy and robust environments.
Summing up	Ideas about diversity rightly reflect the complexity of the relationship between fashion, textiles and sustainability. They underscore the importance of recognizing that no one fibre, regardless of whether it is organic, fairly traded or recycled, can single-handedly transform the practices of a polluting and resource-intensive industry into a more sustainable one.
Transition phase	Indeed, a focus on materials alone is itself never likely to achieve this.
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Appendix 7b

Annotations	Texts
Explanation	<p><u>There are a range of</u> different tools, software models and methods that can be used to examine the sustainability issues associated with the fibres used in modern fashion production. <u>Some of these are</u> based on qualitative assessments with the aim of gathering basic information about key issues; <u>others</u> quantify and balance a product's environmental impacts, frequently using <u>a technique called 'lifecycle assessment'</u>.</p>
Positive comment	<p>These fibre assessment tools <u>can be very valuable</u> in driving forward new ideas and innovation in sustainable fashion design.</p>
Suggestion/ recommendation	<p><u>They can do this by</u> highlighting particularly polluting or resource-intensive practices, and so act as a spur to drive change towards low-impact methods and, when used as part of a creative process, to assess the sustainability potential of alternative scenarios and future strategies.</p> <p>However, fibre assessments and comparisons <u>have also been used in other ways, including</u> defending a company's products, frequently shifting the spotlight of environmental impact onto other fibres (usually cotton).</p>
Exemplification	<p><u>For example,</u> in the early 1990s this strategy was adopted by the synthetic fibre producer DuPont. It published a ranking system of fibres which favoured polypropylene, followed by nylon, then wool, then polyester, acrylic and in sixth place – cotton (DuPont Environmental Excellence Team, 1999).</p>
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Negative criticism	<p>Here, DuPont favoured synthetic fibres <u>to its own benefit without revealing</u> the assessment criteria being used, or the methodology upon which its research was based. In the same way, the cellulosic fibre producer Lenzing published 'research' which favoured its own viscose and lyocell fibres to the environmental detriment of cotton (Raninger, 1996, p. 74; Schmidtbauer, 1996).</p> <p>Cynically, these studies can be seen as <u>an attempt to deflect scrutiny</u> from these manufacturers' own products at a time when manufactured fibres were widely perceived as 'bad' for the environment.</p>
Positive comment	<p><u>Yet</u> these studies also <u>hint at the beginnings of an awareness of</u> a more complex and relational understanding of sustainability issues associated with textile fibres, <u>and an understanding</u> that has since been promoted by a wide range of other studies. Also the process of reviewing and comparing fibres <u>creates opportunities</u> to reduce the impact of unsustainable fibre use in the creation of modern fashion products.</p>
Exemplification	<p>These include, <u>for example</u>, the development of better practices in the production of conventional fibres as well as the introduction of a group of different and inherently more ecologically sound fibres.</p>
Suggestion/ recommendation	<p>Some of these changes <u>could be</u> brought about by a move to alternative systems of agriculture that are already well established ...</p>
Exemplification	<p>... – integrated pest management or organic cultivation methods, <u>for example</u> – ...</p>
Suggestion/ recommendation	<p>... while others are more challenging and <u>need</u> much further technical development.</p>
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Timed-reading text: Sustainability and fashion

Section 1

In the early 21st century, much has been spoken and written about the need for sustainability in the fashion industry. It is claimed that the escalating over-consumption of clothing is an extremely serious issue, resulting from the fashion industry's exploitation of the ill-informed who follow fashion slavishly, and recklessly discard perfectly wearable items of clothing in response to pressure from the industry. As a consequence, fashion houses, designers and environmentalists have expounded at some length the need for a sustainable approach by producers and consumers of fashion alike. Sustainability in fashion does not necessarily only relate to using sustainable raw materials in the production of clothing and footwear – over-consumption driven by a highly competitive fashion industry is just as much of an issue. There are real fears that if the cycle of supply and demand for fashion remains unchecked, then the planet will suffer even greater irreversible damage from this less widely recognized cause for concern.

Section 2

There is some interesting data which supports the need to reduce the amount of clothing that is bought and then disposed of by consumers. An article written by Sanjida O'Connell and published in The Guardian newspaper on 24 June 2009 claims that 3.1 million tonnes of CO₂ and 70 million tonnes of waste water per annum are produced by the clothing industry. This does not even take into account the herbicides, pesticides and toxic chemicals released into the environment during clothes production. It was Baroness Young of Hornsey in March 2011 who, in a landmark speech, famously publicized the fact that 30% of landfill in the UK is textile-based. Preceding this, however, in 2006, a Cambridge University study had already revealed that the average UK consumer consigns 30 kilograms of clothing and textiles to landfill per year (Allwood, Laursen, de Rodríguez & Bocken). This is a staggering amount when it is explained that this is the approximate equivalent in weight to 60 pairs of designer jeans or 150 T-shirts. The Cambridge study, however, appears to have focused on the southern regions of the UK, with areas in the north of England and most of Scotland not taken into account. A further question is to what extent the study looked at regions where people earn lower incomes. There are a considerable number of such places, even in the generally more prosperous south of the UK, where unemployment is significantly higher than elsewhere and where garments, no matter what their quality or cost, are less likely to be disposed of.

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Section 3

Another cause for concern which is linked to sustainability in fashion involves the use of real fur. It is interesting to note that many military uniforms and ceremonial robes worn by academics and distinguished people on special occasions (such as the conferring of degrees) are still decorated with animal fur rather than synthetic material. An example is the caps decorated with fur from Canadian bears which are worn by members of the Queen's Guards, a British army regiment, while on ceremonial duty. This is far from sustainable as the animals are trapped and killed for their fur. The cause of the Canadian bear has been taken up by the 'People for the Ethical Treatment of Animals' (PETA) since around 2003, and it is groups such as this and 'The Uniform Project' which are beginning to make the clothing industry aware of its duty to the environment. Hopefully, their efforts will make the buying public and the clothing industry equally aware of the need to replace natural furs and skins with synthetic replicas.

Section 4

In the past decade there has been an interesting range of initiatives tried out to make the clothing industry more eco-friendly and show greater concern for the environment. These also aim to help the workers manufacturing clothes, who are often subjected to long working hours and poor financial rewards. One idea is for governments to provide tax breaks for fashion houses who concentrate on creating and producing sustainable garments. Another example is the setting up of the Fairtrade Foundation in 2007 to encourage small-scale farmers in less developed areas to compete with farmers already subsidized by the European Union and American government to grow sustainable cotton. A Sustainable Apparel Coalition was established in 2009 to implement all forms of such sustainable strategies in the clothing industry.

Section 5

A particularly interesting initiative is the above-mentioned Uniform Project, in which young fashion designer Sheena Matheiken met the challenge of wearing one dress for a whole year, for a charity to support under-privileged children in India. One point of the project was to raise funds to support the building of schools for over 7.5 million children in India who are deprived of any kind of formal education. The project received great media attention and the charity raised more than \$1 million in just a year. In sustainable fashion terms, the project was aimed at promoting the notion that the desire for novelty and change, which very often drives fashion rather than need, can be achieved without the necessity to replace clothes with the arrival of every new season of the year. In this sense, it was very

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65 much a statement against consumerism. What Matheiken actually wore
was seven carbon copies of one dress, which she created in conjunction
with fashion designer Eliza Starbuck. She and Starbuck copied and
modified one of Matheiken's favourite dresses. Modifications made it
70 possible for the dress to be worn both frontways and back. The dress was
made from durable, breathable cotton and it was modified so that it could
be layered during the cold of winter but not in the heat of summer.

Section 6

Other recommendations for promoting sustainable fashion include
encouraging clothes shoppers to avoid garments with large and intrusive
logos, because such decoration often makes the production of garments
75 less sustainable as well as more expensive. A more practical approach
is to have garments or shoes mended or repaired. Good shoes which
are re-healed and re-soled can literally last for years. Buying non-gender
specific clothing is another practical idea and means that good quality
clothing and footwear can be swapped around or handed on to siblings or
80 children of either sex. Buying clothes from charity shops has also become
increasingly popular in some countries. The more fashion-conscious charity
shopper will probably shop at charity shops in more salubrious towns or
city areas. Students suffering with increased tuition fees at UK universities
will certainly appreciate this approach to acquiring designer-label clothes at
85 considerably reduced cost.

Fashion and sustainability can be synonymous in more ways than one. The
key to achieving this is alerting modern society to the pressing need to
draw breath and to make best use of what is available, without imposing
even further pressure on the environment and the natural world.

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Appendix 7d

Timed-reading questions: Sustainability and fashion

Task 1

- The text is divided into six sections (1–6).
- Read the six heading listed below (a–f) and then decide which heading is most appropriate for each section.
- You will not use one of the headings.
 - a. One individual's initiative against consumerism
 - b. Facts and figures concerning the impact of fashion
 - c. Plans for achieving sustainable fashion
 - d. Negative effects of fashion on the natural world
 - e. Concerns about an industry out of control
 - f. The cost of buying sustainable fashion
 - g. Advice on how shoppers can help to make fashion sustainable

Sections	Headings
1	
2	
3	
4	
5	
6	

Task 2

- Read the 12 questions that follow and underline the key words; make sure you understand what the question means and what you are asked to do.
- Re-read the text and identify in the margin where you think the answer to each question is found, e.g., Q1, Q2.
- Answer the questions as quickly and briefly as possible.
- Check your answers with another student and/or the teacher.

1. Who are the ill-informed?

2. Which groups of people seem to be addressing the over-consumption issue?

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3. How much annual water wastage is incurred by the clothing industry?

4. What did Baroness Young reveal in a speech given in 2011?

5. Which areas in Britain did the 2006 Cambridge University study apparently neglect?

6. Which income group may have been ignored by the 2006 study?

7. What animal is killed to provide fur for military headwear?

8. Who is getting support from the Fairtrade Foundation?

9. What do a large number of Indian children lack?

10. How many dresses did Sheena Matheiken make with Eliza Starbuck?

11. What essential qualities did the material of Matheiken's dress have?

12. Advice given to the fashion and sustainability-conscious by the writer includes:
 - a. avoiding clothing with large logos
 - b. _____
 - c. _____
 - d. _____

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Appendix 7e

Timed-reading answers: Sustainability and fashion

Task 1

Sections	Headings
1	e
2	b
3	d
4	c
5	a
6	g

Task 2

1. consumers/clothes shoppers
2. fashion houses, designers and environmentalists
3. 70 million tonnes
4. 30% of landfill is textile-based
5. North of England/most of Scotland/low-income areas of southern England
6. lower income groups
7. Canadian bears
8. small-scale farmers in less developed countries
9. formal education/schools
10. seven carbon copies (i.e., exact copies of the same dress)
11. durable and breathable; layered
12. a. having clothes and shoes repaired,
b. buying non-gender specific clothing,
c. charity shopping

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Appendix 7f

Sentences	Positions in text
a. Customers simply will not buy what is not appealing.	
b. In order to achieve this, eco-fashion needs to be not only driven by design but practised at every stage of the 'pipeline of product development' (Smal, 2008).	
c. Any claims to ecologically friendly developments in fashion creations, as with the fleece example, need to be carefully monitored to ensure that every stage in the process makes the item sustainable.	
d. Thus the T-shirt that consists of organic cotton must be designed and produced according to cleaner product principles to be ecologically acceptable.	
e. In other words, it is in the same danger as all fashion trends in that it could easily only have a limited lifespan.	
f. As a consequence, South African manufacturing might be forced to search globally for raw materials such as bamboo.	
g. As far as environmentally friendly fashion is concerned, these two categories should relate to each other while keeping the objective of eco-fashion in mind.	
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This unit will help students:

- analyze a text and use it to support their ideas
- become more aware of differences in academic style
- develop and consolidate the skills and strategies they learnt in previous units

Introduction

This unit is based on the *The Tipping Point* by Malcolm Gladwell. *The Tipping Point* gained worldwide sales at the beginning of the 21st century.

Text

An extract from *The Tipping Point: How Little Things Can Make a Big Difference*

Focus task: Write a review of *The Tipping Point*. Briefly outline Gladwell's ideas and then express your opinion of his ideas.

Discuss the title and description of Text 8a with the class and find out if anyone has heard of the expression 'the tipping point' before. From the brief description of the text, elicit what these 'changes and trends' might be. You may wish to connect the theme of the unit with that of the previous unit, and ask students to think about how fashion trends change. Do they happen overnight? What causes them to change? A brief orientation will provide students with some context when they study the graph in Ex 1.1.

You could also check students' understanding of the Focus task at this point and find out what they know about reviews, by asking what sort of reviews they are familiar with (e.g., film reviews, TV programme reviews), and what a good review should contain (i.e., what they expect to learn from a review).

Task 1

Reading and discussion: Examining specific points

The task introduces students to the topic of the unit: *The Tipping Point*. Students are encouraged to activate their schemata before and after reading as a way of engaging actively with the text.

- 1.1 Leading on from the brief description and discussion of Text 8a, students should be able to describe aspects of the graph, though they may not be able to ascribe much meaning to it until they have read the text.

Encourage them to describe what they can see, i.e., what the two axes (\œksi...z\) represent, and what happens to the trajectory of the curve at various points. By doing so, they should be able to come to some conclusions. But explain that they will have an opportunity to look at the graph again after reading the text.

Possible answers:

- The graph shows a relationship between action and impact on the two axes. It shows that the curve is steepest where there is little action but a big impact. This is the tipping point.

- b. It appears to illustrate Gladwell's concept as stated in his interview (Text 8c), i.e., that 'change often happens quickly and unexpectedly', though it might seem to contradict what we normally believe about how change occurs.

- 1.2/ 1.3 Remind students, if necessary, not to worry about unfamiliar words when reading through the questions; the meanings should become clear in context while reading. Make sure they understand that they should read the text through before discussing the questions and answers with a partner.

Before students make appropriate notes in answer to the questions, you might want to check for ideas and understanding with the whole class.

Answers:

1. ideas spread rapidly like viruses
2. both examples of contagious behaviour; small changes had big effects; changes occurred very quickly
3. 'incremental changes' (i.e., small changes had dramatic effects)
4. population got older, drug trade levelled off, police force improved
5. the third characteristic, i.e., when change happens rapidly
6. it reaches that 'dramatic moment' when everything changes at once

- 1.4 Students should be able to describe the trends shown in the graph, even with very basic recall of information from the text.

When marking the tipping point, they should be careful not to confuse this graph with the one in Ex 1.1, which shows a general depiction of a tipping point. Point out that the graph in this case illustrates a specific situation described in the text and is intended to show a particular and seemingly inexplicable dramatic trend.

Students may argue that the graph shows another tipping point, e.g., when crime rates began to soar from the mid-60s to mid-70s. It would be worth discussing this point, as it has validity. They could suggest reasons for this (see the Background note below).

After this exercise, they could compare the graph of crime rates with the graph in Ex 1.1. They should notice that the tipping point in both cases is the point at which, according to Text 8a, 'little changes had big effects' (l. 48). The graph in Ex. 1.1 could, in fact, illustrate the Hush Puppies 'virus'.

Possible answers:

- a. The graph shows that the crime rate began to rise sharply from the mid-1960s, from 200,000 crimes to around 650,000 crimes by the mid-1970s. After that, it levelled off for almost 20 years, and then suddenly started to drop very quickly, as fast as it rose.
- b. The tipping point is around 1992, at the point on the graph when crime rates began suddenly to plummet after holding steady for 20 years.

Background note

For an interesting article on New York (New York in the 70s: A Remembrance), which gives reasons for escalating crime rates from the mid-60s onwards, see http://digitaljournalist.org/issue0402/at_intro.html.

The writer describes New York as a city in decay, on the brink of bankruptcy by the mid-70s, and cites a range of interconnecting causes, including economic stagnation, inflation, government scandals, disaffection with the government (e.g., Vietnam war and Watergate), police corruption and a crumbling infrastructure.

The effect of all this was high unemployment leading to widespread poverty, race riots, street gangs and crime – which in turn led to a strain on public services, with industries, corporations and the middle classes abandoning the city.

Text

Mental epidemics, Text 8b

Task 2

Pre-reading: Definitions

- 2.1 Remind students that different dictionaries often give slightly different definitions. If time allows, provide two or three different sets of dictionaries for various groups to consult and read out slightly varying definitions. This practice should encourage students to realize that their own definitions may not be expressed in exactly the same way yet may well be sufficiently accurate.

This type of pre-reading discussion is an effective way of schemata-raising and of developing critical thinking and reading.

Answer:

Sample definition of epidemic (Oxford Advanced Learner's Dictionary, 2007):

1) A large number of cases of a particular disease happening at the same time in a particular community; 2) a sudden rapid increase in how often something bad happens.

- 2.2 You might like to ask students to read the definition and think about the answers to the questions individually before discussing their ideas with a partner. Follow on with a general class discussion during feedback; as in Ex 2.1 this is a valuable schemata-raising activity.

Answers:

1. The Spanish flu* outbreak of 1918–19 was both an epidemic and a pandemic. A pandemic can be defined as 'a disease that spreads over a whole country or the whole world', while an epidemic is 'a large number of cases of a particular disease happening at the same time in a particular community' (Oxford Advanced Learner's Dictionary, 2007). The Spanish flu outbreak involved a large number of cases of the same disease happening at the same time all over the world.
2. Examples of other epidemics:
The Black Death (bubonic plague) in Europe and Asia, 1338–51
HIV/AIDS worldwide, from 1981
SARS (severe acute respiratory syndrome) in East Asia, 2002–3
3. No. As in the definition in question 2, the term epidemic can be used with reference to other 'bad' phenomena, although Gladwell uses the term with a more positive meaning in *The Tipping Point* to describe social trends.

*Note: flu (also often the flu) is the common abbreviation of the word influenza.

Task 3

Identifying functions of the text

- 3.1 Address the title of the text *Mental epidemics* and ask how the title relates to the theme of Gladwell's book (e.g., mental 'epidemics' = virus of the mind). Allow time for students quickly to survey the text. Elicit examples of displayed information, e.g., images of children's TV programmes and Gladwell's book, short introductory paragraph/brief summary typical of a journalistic article, eight paragraphs (numbered only for the purpose of reading tasks), a note about the writer and source of the text at the end. In addition to orientation, a quick survey of the text can also encourage enthusiasm for reading.

As the students read and identify each paragraph function, it would be a good idea for students to annotate the text as well as completing the table, for easier reference when checking. Before feedback, they could discuss answers with a partner and check with the text if there are disagreements.

Explain that some paragraphs may have more than one function. The answers below are open to discussion. For example, students may argue that all the paragraphs contain an element of explanation.

Answers:

Paragraph numbers	1	2	3	4	5	6	7	8
Main purposes	E	D/E	E	E	C/E	C	C	C/R

- 3.2 After you have acknowledged which paragraphs were marked R or C, you may wish to discuss examples in paragraph 5 together with the class, and then set the remaining paragraphs for pairwork, or for individual work with pair checking.

Remind students that they should highlight or annotate relevant parts of the text. Make sure they understand why the fourth example in paragraph 5 could be seen as both positive and negative (i.e., the negative meaning of brain candy*).

*Note: brain candy: 'an experience that is enjoyable because it stimulates the mind pleasantly, but doesn't actually make it work. Usually in reference to light and fluffy books, movies, TV shows, and other entertainment' (Urban Online Dictionary).

Possible answers:

Paragraph numbers	Words or phrases
5	neutral: Whether or not [the book] does deliver a workable recipe ... , only time will tell negative: nothing particularly new in the ideas positive: Gladwell's engaging style positive/negative: it is an excellent source of 'brain candy'
6	positive: an elegant way; contains enough to entertain your mind neutral/negative: The only element notable by its absence
7	negative: a real problem ... Gladwell's failure to address... preying on the weaknesses of minds with a herd instinct

8	<p>negative: ... quite frankly scared me ...; will provide the doctors of spin and hype with a very dangerous new toy; not just for those ... who have had an ethical bypass operation</p> <p>positive: the book will have a healthy inoculatory effect; Gladwell takes us a step towards our own liberation</p>
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Task 4 Reading for specific information

- 4.1 Explain that this exercise will help the reader develop a fuller understanding of the text. The aim is for students to answer as briefly and concisely as possible. Encourage a note-making/taking style so that if they use some or all of these responses later, they should be able to summarize responses in their own words more effectively by making use of only essential words or expressions from the original source.

Whole-class feedback is a good opportunity to monitor students' understanding of the questions and the text, and deal with any queries and differences of opinion.

Possible answers:

1. social epidemics
2. when the sales/spread of something begins increasing exponentially
3. certainly, arguably (line 13, line 15)
4. suicide in young men
5. the next cultural thing to become widely popular
6. The New Yorker
7. three
8. that they are 'prisoners of a linear mindset'
9. 'small, well-directed changes'
10. subway graffiti
11. the Wason test, experiment of evolutionary psychology
12. memetics
13. cigarette smoking
14. New Scientist magazine

Task 5 Dealing with unfamiliar words: Identifying word meaning from context and function

- 5.1 The aim of this activity is to encourage ways of dealing with less accessible vocabulary, i.e., low frequency words. The level of frequency can be checked using websites such as the Compleat Lexical Tutor at <http://www.lextutor.ca/vp/bnc/>.

This task encourages the identification of word class as a precursor to working out meaning. The identification of word class may help the reader to decide how important it

is to find out the meaning, e.g., it may be less necessary to extrapolate the meaning of an adverb than a verb, or of an adjective compared with a noun.

Answers:

Word classes	noun	pronoun	verb	adjective	adverb	preposition
Definitions	4	6	1	2	5	3

- 5.2 Students should follow the instructions in the Course Book. Ask them to look at the first entry in the table, which has been done for them. They should locate this word in the text and check that they understand the meaning of the word and the synonym. It would be useful to note the line number against the word in the table for quick reference.

Before students consult dictionaries, it would be a good idea to find out which words they had difficulties with and why. In some cases, a closer focus on the wider context may be necessary.

You may wish to use Appendix 8a, page 188, to display and annotate during feedback when eliciting answers. The resource is a reproduction of the table in the Course Book. It would also be worth checking on the pronunciation/word stress of certain words and synonyms in the table, where appropriate. See the following Language note.

Answers:

Words in text	Word classes	Meanings in context	Possible synonyms
threshold (line 9)	noun	the point at which something starts happening	starting point
demanding (line 13)	adjective	needing constant attention	insistent
plummeted (line 18)	verb	fell very quickly	fell/dropped very quickly/collapsed
seemingly (line 27)	adverb	on the face of it; appearing to be true	apparently
relevant (line 54)	adjective	important to a group of people	applicable
workable (line 79)	adjective	can be put into action	feasible/practical
context (line 88)	noun	the surrounding factors	situation
reference (line 111)	noun	a note relating to something	allusion
whereby (line 121)	conjunction/ adverb	because of which	in which/by which/ through which

Language note

Students should be encouraged to check the pronunciation and word stress of new words and also those they may be familiar with in written form but not sure how to pronounce. Checking pronunciation will also help to make a word part of their active lexicon, giving them the confidence to use it in other contexts.

In Ex 5.1 suggested words to focus on are:

threshold:	'TreSh'Uld
obscurity:	Eb'skKÁEr'ti...
exponential:	eksp'nenSI
mediocre:	mi...dl'Uk'
plummeted:	'plØmltld
precipitate:	prl'slptelt
notable:	'n'Ut'bl
progression:	pr'gr'Sn
whereby:	we'bal

Task 6 Analysing the writer's choice of expression

- 6.1/ 6.2 Check students' understanding of colloquial and idiomatic from the task introduction. They should be able to understand from the introduction that both words describe less formal language, but they may not know the precise meanings.

The sentences in Ex 6.2 show how the words and phrases from Ex 6.1 are used in similar/ different ways, and where the meanings are explained in context. Encourage students to use this technique when recording new vocabulary items themselves as a proactive way of committing new language to memory.

Answers:

Words or phrases	Explanations: The writer is suggesting that:
1. squiggle-babble (line 31)	jargon used in sociology is incomprehensible to outsiders – like a babble of voices: meant to sound like the thing it is
2. the masses (line 38)	people, according to advertisers, are considered as just a large mass rather than as individuals: has a negative connotation here, as though they are not important or worthy of consideration
3. by the force of word of mouth (line 43)	an idea can be spread effectively by means of individuals talking directly to each other and passing information on
4. to keep up with the Joneses (lines 44–45)	people always feel they need to compete with others, especially those they associate with frequently or neighbours (an idiom that refers to comparing your success or material goods with your neighbours, the Joneses)

5. snowball (line 45)	an idea can grow rapidly, as a ball of snow does when it rolls downhill
6. a cosmetic makeover (line 51)	an idea can be changed minimally on the surface, just to make it look more attractive
7. tweak and test (line 53)	when trying to get an idea to 'tip', you should try changing it a little then see how well it works, then perhaps keep trying to refine the idea further by using the same process
8. hunter-gatherer past (line 61)	humans haven't evolved very much since early prehistoric times in terms of intelligence (specific reference is to small communities who survived by hunting wild animals and looking for wild plants to eat); has a negative connotation, e.g., people are simple and easily influenced

Task 7

Writing a selective summary: Deconstructing a question

- 7.1 Remind students that efficient analysis of the task will ensure that their reading purpose is appropriately focused on extracting relevant ideas from the text, and will impact on how they are reading and what their reading outcome will be.

Possible answers:

- Does Marsden recommend the book?
- How good does Marsden think the book is?
- Is Marsden's overall conclusion positive?

- 7.2 Encourage students to ask questions about the text while re-reading and annotating. Possible questions are:

- Does he criticize the content?
- Does he criticize the style?

They should also be encouraged to underline key phrases from the text. There are a number of these which can be used and grouped into appropriate categories, e.g., positive comments about the content, negative comments, and style. Suggested categories are placed in square brackets below:

entertaining but faintly sinister [positive and negative comment]

clear, well-written English [style]

entertaining examples [general positive comment]

only time will tell (not yet clear how useful/workable Gladwell's ideas are) [neutral/negative comment]

Gladwell's engaging style [style]

excellent source of 'brain candy' [positive/negative comment]

He even finds an elegant way ... [style]

contains enough to entertain your mind (think about) and entertain friends [positive comment]

Gladwell's failure to address the political and ethical implications of this new variant of social engineering [negative comment: shortcoming, according to Marsden]

quite frankly scared me/a very dangerous new toy: Marsden concerned about Gladwell's 'Brave New World' approach to curbing cigarette smoking [negative comment – although open to discussion]

... Gladwell takes us a step towards our own liberation [positive comment]

When students are ready to write their summary paragraph, remind them that any direct quotation from the text (i.e., use of particular effective phrases) should be placed in quotation marks. However, they should try as far as possible to summarize Marsden's overall opinions using their own words.

Encourage them to use the cohesive markers and linking expressions from the box. You may wish to elicit further similar useful words and phrases such as: although, though, despite, whereas, on the other hand, for example, for instance, in addition, besides.

Possible answer: (see Appendix 8b, page 189)

In general, Marsden's review of *The Tipping Point* is positive, despite referring to it as being 'entertaining but faintly sinister'. The reviewer is positive about the book's style, calling it 'elegant', 'engaging', as well as 'clear and well written'. In most instances, he also expresses positive views on the content, for example, calling it sufficient to 'entertain your mind ... and your friends' and 'brain candy'. However, shortcomings are also identified, such as Gladwell's 'failure to address the political and ethical implications of this new variant of social engineering'. Nor is Marsden happy about the author's rather extreme views on how to stop peoples' smoking habits. Overall though, he does seem to find the book a liberating experience.

Text

An interview with Malcolm Gladwell, Text 8c

Task 8

Identifying main ideas

- 8.1 Allow time for students to briefly survey the text. The photograph of the author and the length of his responses to each interview question will help to put the task in context.
- Students should follow the instructions in the Course Book. When predicting the order of questions, they should be able to work out that Question 1 would not be the first question. The first and last questions may be relatively easy to identify.
- Point out that the questions act as 'headings' for each response, so students will need to decide on their reading strategy. When matching questions with responses, they should write the questions out in full in the spaces in the text. It would be better if they did this in pencil, in case they need to correct later.
- During feedback, you could find out how successful students were at predicting the order.

Answers:

Interview questions	Positions in text
1. <u>What</u> do you hope <u>readers will learn</u> from the book?	7
2. <u>Why</u> do you think the <u>epidemic example</u> is so <u>relevant</u> for other kinds of change? Is it just that it's an unusual and interesting way to think about the world?	4
3. Are you talking about the <u>idea of memes</u> that has become so <u>popular</u> in <u>academic circles</u> recently?	5
4. <u>What</u> is The Tipping Point <u>about</u> ?	1
5. <u>Why</u> did you <u>write the book</u> ? Was it because of your <u>experience</u> as a <u>news reporter</u> ?	n/a
6. <u>Where</u> did you get <u>the idea for the book</u> ?	3
7. <u>How</u> would you <u>classify</u> The Tipping Point? Is it a <u>science book</u> ?	6
8. <u>What does it mean</u> to think about <u>life as an epidemic</u> ? <u>Why</u> does <u>thinking in terms of epidemics change</u> the way we <u>view the world</u> ?	2

- 8.2 Students could also mark or highlight any examples of cohesive markers or other clues that helped to provide the answer. For example, Response 2 begins with Because ... which indicates that the question would start with Why ...?

It is important that an element of discussion is involved because there may be more than one sentence in a response that could be thought to summarize the answer. The suggested answers below are therefore open to discussion.

Possible answers:

Response 2, Question 8:

Because epidemics behave in a very unusual and counterintuitive way. (line 16)

Response 3, Question 6:

When I heard that phrase for the first time I remember thinking, what if everything has a tipping point? (lines 42–43)

Response 4, Question 2:

I'm convinced that ideas and behaviours and new products move through a population very much like a disease does. (lines 46–47)

Response 5, Question 3:

The thing that bothers me about the discussion of memes is that no one ever tries to define exactly what they are, and what makes a meme so contagious. (lines 64–65)

Response 6, Question 7:

I like to think of it as an intellectual adventure story. (line 75)

Response 7, Question 1:

The point is that by the end of the book I think the reader will have a clear idea of what starting an epidemic actually takes. (lines 102–103)

- 8.3 Students should be encouraged to identify these references in context, i.e., looking at the surrounding language and analyzing collocation and word order examples from the list below, e.g., the world of epidemiology or when a virus reaches critical mass, etc.

Answers:

outbreaks of infectious disease (line 14)
 they are social epidemics (line 14)
 an examination of the social epidemics (lines 15–16)
 epidemics behave in a very unusual and counterintuitive way (line 16)
 an epidemic of measles in a kindergarten class (line 17)
 One child brings in the virus (lines 17–18)
 spreads to every other child (line 18)
 none of the children will ever get measles again (line 20)
 typical behaviour for epidemics (lines 20)
 like one child with a virus (line 21)
 it is the way social epidemics work (lines 29–30)
 the AIDS epidemic (line 32)
 HIV (line 33)
 how strange epidemics were (line 33)
 people who study epidemics – epidemiologists (lines 33–34)
 the world of epidemiology (line 37)
 that moment in an epidemic (lines 37–38)
 when a virus reaches critical mass (line 38)
 AIDS tipped in 1982 (line 39)
 a rare disease (line 40)
 a worldwide epidemic (line 40)
 much like a disease (line 47)
 ideas can be contagious (lines 49)
 the same way that a virus is (lines 49–50)
 strange epidemic (line 50)
 literally being infected with the suicide bug (line 53)
 ‘contagiousness’ (line 55)
 ‘infectiousness’ (line 55)
 the flu (line 58)
 the measles (line 58)
 behaves like a virus (line 62)
 each person it infects (line 63)
 so contagious (line 65)
 a virus under a microscope (line 66)
 an infectious idea (line 68)

learning epidemics (lines 70–71)
 ‘infected’ them with literacy (lines 71–72)
 epidemiology (line 76)
 ‘positive’ epidemics (line 92)
 an epidemic (line 93)
 an epidemic approach (line 101)
 starting an epidemic (line 103)

- 8.4 Decisions about what vocabulary to record and learn should be based on their relevance to the student’s future academic studies. Some words need to be learnt and used, whereas others may only need to be recognized. For example, words like epidemic, contagious and virus may only be actively used by future medical students or pharmacologists. It is worth pointing this out to students and getting them to identify other words which have a more general or practical value, e.g., flu, microscope, bug and disease.
- 8.5 A possible answer is that the spread of disease is the most obvious example of something which reaches a point at which it becomes an epidemic, i.e., reaches a ‘tipping point’. The idea of a tipping point can also be demonstrated literally with a glass of water, i.e., the point at which the water just begins to spill as the glass is tipped can be called the tipping point. However, it could be that Gladwell has a particular interest in medicine, or has had some first-hand experience of such epidemics.

Text

The Tipping Point by Malcolm Gladwell: Book review, Text 8d

Task 9

Reading for specific information

- 9.1 Remind students, if necessary, of the value of reading, recall and discussion. Allow time again for a brief survey of the text, if you wish.
- Decide whether students should study the questions first to give a focus for their reading, or whether they should first read for general understanding and attempt the questions from recall.
- As a follow-up, ask pairs to note down any additional insights this review provides. (These may include additional examples of tipping points from Gladwell’s book, or further explanation of his concepts and theories). It would be useful for students to discuss their ideas with the teacher and the class.
- Answers:
1. the tipping point: the situation where a little difference has a big effect
 2. local churches
 3. beauty salons
 4. She created a ‘tipping point’: higher success rate of getting women to have mammograms and diabetes tests.

5. connectors, mavens and salesmen
6. Big Bird and Mr Hooper
7. prisoners and guards
8. Bernie Goetz
9. He systematically removed the graffiti from subway cars and kept them clean.
10. He arrested and fined people who did not pay their fares.

9.2 Possible strategies for improving reading speed and understanding:

- Reading as regularly and widely as possible – the more students read, the better readers they will become. Regular readers more readily automatize vocabulary. The more competent they become as readers, the more confident and therefore more fluent and successful they will become. Reading speed will develop in parallel.
- Reading recall techniques practised in this book will help.
- Predicting content and asking questions based on the text's title or subheadings, contents page, etc.
- Thinking about what one is reading. This will help understanding, and may even improve reading speed because this is a proactive approach.
- Practising timed reading and keeping a record of the time taken to read texts of comparable length.

Task 10 Understanding general ideas: Matching questions to sections

10.1 Remind students to read the questions first and to underline the key words. While reading, they should underline relevant parts in each section that answer the questions.

Encourage students to compare and discuss answers in pairs, referring back to the text if necessary.

Note: The answers to this exercise are, to some extent, open to debate. This encourages critical thinking and challenges students to engage with the text and look for justifications. You will be able to decide whether this task is suitable for your students depending on their level and interest in the topic.

Answers:

Sections	1	2	3	4	5	6
Questions	e	d	b	f	g	c

Question a is not answered.

Task 11 Academic style

11.1 The following model shows aspects of academic style (underlined) and less formal styles (highlighted) in the first two paragraphs. If you wish, you could display the model and go through the examples with the class (see Appendix 8c, page 190), eliciting explanations for each example. The first underlined example shows quotation style; further examples (The significance of/Gladwell identifies/he produces) are typical academic expressions.

Students could be asked to suggest alternative academic expressions for the examples of less formal style, where appropriate. Some alternatives are suggested below the model.

Possible answers:

In Gladwell's own words: 'Look at the world around you. It may seem like an immovable, implacable place. It is not. With the slightest push – in just the right place – it can be tipped.'

I came to this book while going through a challenging time careerwise. Although I had achieved many things, I felt like I had put in too much effort for not enough effect. The significance of the book is that Gladwell identifies the situations where a little effort brings about big changes. Even better than this, he produces a short list of how these sorts of interventions come about.

Alternative academic expressions:

In Gladwell's own words: According to Gladwell

big: significant

Even better than this: Moreover/What is more

- 11.2 This exercise continues to look at examples of academic style. It focuses particularly on the use of reporting verbs, which are further explored in Ex 11.3.

Point out that research can be reported and discussed using the present or past tense, depending on the currency of the research and the perspective of the writer (see Language note below).

Answers:

Gladwell studies several cases in detail, and supplies non-obvious but verifiable evidence of situations where a little bit of effort goes a long way.

Language note

There are many academic websites that explain the use of tense in reporting. Two particularly useful ones are:

1. Birmingham City University Centre for Academic Success: Reporting structures <http://library.bcu.ac.uk/learner/Grammar%20Guides/3.09%20Reporting.htm>
2. University of Tasmania English Assist: Tense in Reporting Verbs http://www.international.utas.edu.au/studentSupport/EnglishAssist/documents/Tense_in_reporting_verbs_2011.pdf

- 11.3 Students could annotate the text with possible alternative verbs, to make sure that any alternative has the same or similar meaning in context. If they wish, they could rephrase the sentence and change a noun to a verb, or a verb to a noun, e.g., Gladwell's assertion ... (lines 143–144) would become Gladwell claims that ...

Remind them to pay particular attention to the use of prepositions after verbs. Many reporting verbs can be followed by that, but others take different prepositions (e.g., he looks at he refers to).

Some verbs do not take a preposition at all (he talks about he discusses), while others may or may not depending on how they are used in a sentence.

You may wish to use Appendix 8d (page 191) during feedback to display and complete with students' suggestions for alternative verbs.

Possible answers:

Line numbers	Examples of reporting verbs	Alternative verbs
23–24	For example, <u>he describes how</u> ...	explains how
50–51	Gladwell <u>models</u> the introduction of a new idea ...	sees/presents/represents/portrays
52	He <u>shows how</u> ...	explains/demonstrates/reveals how
65–66	These are <u>described</u> by Gladwell as: ...	explained ... as
77–78	Gladwell then gives some incisive case-study examples ...	analyzes/explores/considers*
80–82	For stickiness he <u>talks about</u> the Sesame Street and Blue's Clues television programmes.	discusses/He explains the concept of stickiness with reference to ...
131–132	For context Gladwell <u>looks at</u> some well-known cases ...	points to/refers to/considers
133–134	... but he <u>provides</u> a different interpretation of cause-and-effect ...	offers/supplies/presents
136–138	... he <u>discusses</u> the well-known Stanford University psychological study, ...	considers/explores
143–145	Gladwell's <u>assertion</u> is that we would like to believe people behave in certain ways	Gladwell claims that/points out that ...
150	He <u>revisits</u> the Bernie Goetz case ...	reconsiders/reexamines
158–159	Gladwell <u>asserts that</u> a primary driver of the change in crime rates and attitudes ...	claims that/argues that/ maintains that/strongly believes that

*Note: To use these reporting verbs, the original sentence would need to be restructured, e.g., Gladwell then incisively explores some case-study examples.

- 11.4 Encourage students to identify language which they would anticipate being useful on their future academic courses. Again, they should be encouraged to discuss whether it is more likely to be useful for purposes of recognition, or for being used actively.

Language note

Remind students that it is a good idea to refer to the Academic Word List to check both new and familiar vocabulary during their studies. By exploring different word forms within word families, they will be able to increase their active lexicon.

For example, sixteen words from Text 8d, Section 3, feature in the Academic Word List. Note the most common form of each one in the word list:

From sublist 1:

context

create

definition

identified

individual

role

From sublist 2:

aspects

elements

From sublist 4:

retained

core

interaction

From sublist 5:

communication

obvious

From sublist 8:

crucial

random

From sublist 9:

insights

Unit summary

Decide when you would like students to complete the unit summary, as in previous units, but make sure that they have an opportunity to discuss any issues relating to the unit tasks in class time.

1

Answers:

Answers depend on students.

2

Answers:

High-frequency words are those in most common use in either the written or spoken language, or in both, by the whole range of native and non-native speakers of a language. Low-frequency words, however, tend to be technical or related to a specific area of study. For example, applied linguists tend to write or talk about 'discourse analysis' or 'transformational grammar', whereas even very well-educated non-applied linguists would rarely, if ever, use such terms because they require specialist knowledge to do so. For international students, deciding whether to record, learn and use a word may to a certain extent depend on their area of study. However, there is a large number of words or phrases which are used in general academic language and would be common across academic disciplines. Examples include: with reference to; the evidence suggests that; conversely, etc.

Reading practice:

For additional reading practice and independent study, students could choose one or more of three further reviews of The Tipping Point below, or find one for themselves. Familiarity with the topic will allow them to focus on aspects of style and language, as well as content. Teachers should decide on any outcome of the reading task, e.g., class or small-group discussion, summary writing, or short presentations, if time allows.

■ Think Differently:

<http://www.think-differently.org/2007/03/book-review-tipping-point-by-malcolm/>

■ Technology & Society:

<http://www.techsoc.com/tipping.htm>

■ New York Times:

<http://www.nytimes.com/books/00/03/05/reviews/000305.05wolfet.html>

Reflection

This activity can be prepared as a homework task before the last class. Ask students to reflect on the units or parts of units that they have found particularly interesting, enjoyable or challenging.

Their choices can be based on topics, reading texts, task types or particular skills development. Students could discuss their thoughts in small groups, giving reasons for their preferences, and then present their group's reflections to the class.

Alternatively, or in addition, they could reflect on how their reading skills have developed, choosing one or two particular strategies they feel have helped them the most. Encourage students to look through the list of skills in each unit summary when making their choices. Examples could include surveying a text, activating schemata, dealing with unfamiliar words, text annotation, note-taking using the Cornell system, summary writing, etc. They should be prepared to give reasons for their choices.

Appendix 8a

Words in text	Word classes	Meanings in context	Possible synonyms
threshold	noun	the point at which something starts happening	starting point
demanding			
plummeted			
seemingly			
relevant			
workable			
context			
reference			
whereby			

PHOTOCOPIABLE

Appendix 8b

Sample summary:

In general, Marsden's review of *The Tipping Point* is positive, despite referring to it as being 'entertaining but faintly sinister'. The reviewer is positive about the book's style, calling it 'elegant', 'engaging', as well as 'clear and well written'. In most instances, he also expresses positive views on the content, for example, calling it sufficient to 'entertain your mind ... and your friends' and 'brain candy'. However, shortcomings are also identified, such as Gladwell's 'failure to address the political and ethical implications of this new variant of social engineering'. Nor is Marsden happy about the author's rather extreme views on how to stop peoples' smoking habits. Overall though, he does seem to find the book a liberating experience.

PHOTOCOPIABLE

Appendix 8c

In Gladwell's own words: 'Look at the world around you. It may seem like an immovable, implacable place. It is not. With the slightest push – in just the right place – it can be tipped.'

I came to this book while going through a challenging time careerwise. Although I had achieved many things, I felt like I had put in too much effort for not enough effect. The significance of the book is that Gladwell identifies the situations where a little effort brings about big changes. Even better than this, he produces a short list of how these sorts of interventions come about.

PHOTOCOPIABLE

Appendix 8d

Line numbers	Examples of reporting verbs	Alternative verbs
23–24	For example, he <u>describes how</u> ...	
50–51	Gladwell <u>models</u> the introduction of a new idea ...	
52	He <u>shows how</u> ...	
65–66	These are <u>described by</u> Gladwell <u>as</u> : ...	
77–78	Gladwell then <u>gives</u> some incisive case-study examples ...	
80–82	For stickiness he <u>talks about</u> the Sesame Street and Blue's Clues television programmes.	
130–131	For context Gladwell <u>looks at</u> some well-known cases ...	
133–133	... but he <u>provides</u> a different interpretation of cause-and-effect ...	
136–138	... he <u>discusses</u> the well-known Stanford University psychological study, ...	
143–145	Gladwell's <u>assertion</u> is that we would like to believe people behave in certain ways	
150	He <u>revisits</u> the Bernie Goetz case ...	
158–159	Gladwell <u>asserts that</u> a primary driver of the change in crime rates and attitudes ...	

PHOTOCOPIABLE

S Symbols and abbreviations

Symbols	Meaning
&, +	and, plus
-	less, minus
=	is, equals, is the same as
≈	is approximately equivalent to
>	is greater than, is more than, is over
<	is less than
£, \$	money; cost, price
→	gives, produces, leads to, results in
↑	rises, increases, grows
↓	falls, decreases, declines
"	ditto (repeats text immediately above)
∴	therefore, so
∵	because, as, since
@	at
C	century, as in 20 th C
#	number, as in #1
?	this is doubtful
approx.	approximately
asap	as soon as possible
c.	approximately, as in c.1900
cf.	compare
Ch.	chapter
C	century, as in C19
co.	company
dept.	department
diff.	difference

Symbols	Meaning
ed./eds.	editor(s)
e.g.	for example
et al.	and the other people or things (used when referring to a book with more than two authors)
etc.	et cetera, and all the rest, and so forth
ff.	written after the number of a page or line to mean 'and the following pages or lines' as in p.10ff.
fig.	figure (used when giving a title to a drawing or table)
i.e.	that is, that means, in other words
ibid.	in the same place in the source already mentioned
incl.	including
ltd.	limited
max.	maximum
min.	minimum
N.B.	important, note
n.d.	no date given
No., no.	number
op. cit	in the source already mentioned
PARA	paragraph problem, add or combine paragraphs
p./pp.	page/pages, as in pp. 1–10
poss.	possible/possibly
Q.	question
A.	answer
re.	concerning, regarding, about
ref.	with reference to
st./sts.	student/students
v.	very
viz.	namely
vol.	volume
yr.	year

The following appendix consists of the 10 sublists of the Academic Word List (AWL), containing 570 headwords in total. Sublist 1 contains the most frequent words; Sublist 2 contains the second most frequent words, and so on.

For more information on the AWL, see: <http://www.victoria.ac.nz/lals/resources/academicwordlist/>.

Sublist 1	process	investment	deduction
analysis	required	items	demonstrate
approach	research	journal	document
area	response	maintenance	dominant
assessment	role	normal	emphasis
assume	section	obtained	ensure
authority	sector	participation	excluded
available	significant	perceived	framework
benefit	similar	positive	funds
concept	source	potential	illustrated
consistent	specific	previous	immigration
constitutional	structure	primary	implies
context	theory	purchase	initial
contract	variable	range	instance
create		region	interaction
data	Sublist 2	regulations	justification
definition	achieve	relevant	layer
derived	acquisition	resident	link
distribution	administration	resources	location
economic	affect	restricted	maximum
environment	appropriate	security	minorities
established	aspects	sought	negative
estimate	assistance	select	outcomes
evidence	categories	site	partnership
export	chapter	strategies	philosophy
factors	commission	survey	physical
financial	community	text	proportion
formula	complex	traditional	published
function	computer	transfer	reaction
identified	conclusion		registered
income	conduct	Sublist 3	reliance
indicate	consequences	alternative	removed
individual	construction	circumstances	scheme
interpretation	consumer	comments	sequence
involved	credit	compensation	sex
issues	cultural	components	shift
labour	design	consent	specified
legal	distinction	considerable	sufficient
legislation	elements	constant	task
major	equation	constraints	technical
method	evaluation	contribution	techniques
occur	features	convention	technology
per cent	final	coordination	validity
period	focus	core	volume
policy	impact	corporate	
principle	injury	corresponding	
procedure	institute	criteria	

Sublist 4	stress	stability	motivation
access	subsequent	styles	neutral
adequate	sum	substitution	nevertheless
annual	summary	sustainable	overseas
apparent	undertaken	symbolic	preceding
approximated		target	presumption
attitudes	Sublist 5	transition	rational
attributed	academic	trend	recovery
civil	adjustment	version	revealed
code	alter	welfare	scope
commitment	amendment	whereas	subsidiary
communication	aware		tapes
concentration	capacity	Sublist 6	trace
conference	challenge	abstract	transformation
contrast	clause	accurate	transport
cycle	compounds	acknowledged	underlying
debate	conflict	aggregate	utility
despite	consultation	allocation	
dimensions	contact	assigned	Sublist 7
domestic	decline	attached	adaptation
emerged	discretion	author	adults
error	draft	bond	advocate
ethnic	enable	brief	aid
goals	energy	capable	channel
granted	enforcement	cited	chemical
hence	entities	cooperative	classical
hypothesis	equivalent	discrimination	comprehensive
implementation	evolution	display	comprise
implications	expansion	diversity	confirmed
imposed	exposure	domain	contrary
integration	external	edition	converted
internal	facilitate	enhanced	couple
investigation	fundamental	estate	decades
job	generated	exceed	definite
label	generation	expert	deny
mechanism	image	explicit	differentiation
obvious	liberal	federal	disposal
occupational	licence	fees	dynamic
option	logic	flexibility	eliminate
output	marginal	furthermore	empirical
overall	medical	gender	equipment
parallel	mental	ignored	extract
parameters	modified	incentive	file
phase	monitoring	incidence	finite
predicted	network	incorporated	foundation
principal	notion	index	global
prior	objective	inhibition	grade
professional	orientation	initiatives	guarantee
project	perspective	input	hierarchical
promote	precise	instructions	identical
regime	prime	intelligence	ideology
resolution	psychology	interval	inferred
retained	pursue	lecture	innovation
series	ratio	migration	insert
statistics	rejected	minimum	intervention
status	revenue	ministry	isolated

media
mode
paradigm
phenomenon
priority
prohibited
publication
quotation
release
reverse
simulation
solely
somewhat
submitted
successive
survive
thesis
topic
transmission
ultimately
unique
visible
voluntary

Sublist 8
abandon
accompanied
accumulation
ambiguous
appendix
appreciation
arbitrary
automatically
bias
chart
clarity
conformity
commodity
complement
contemporary
contradiction
crucial
currency
denote
detected
deviation
displacement
dramatic
eventually
exhibit
exploitation
fluctuations
guidelines
highlighted
implicit

induced
inevitably
infrastructure
inspection
intensity
manipulation
minimized
nuclear
offset
paragraph
plus
practitioners
predominantly
prospect
radical
random
reinforced
restore
revision
schedule
tension
termination
theme
thereby
uniform
vehicle
via
virtually
widespread
visual

Sublist 9
accommodation
analogous
anticipated
assurance
attained
behalf
bulk
ceases
coherence
coincide
commenced
concurrent
confined
controversy
conversely
device
devoted
diminished
distortion
duration
erosion
ethical
format
founded

incompatible
inherent
insights
integral
intermediate
manual
mature
mediation
medium
military
minimal
mutual
norms
overlap
passive
portion
preliminary
protocol
qualitative
refine
relaxed
restraints
revolution
rigid
route
scenario
sphere
subordinate
supplementary
suspended
team
temporary
trigger
unified
violation
vision

Sublist 10
adjacent
albeit
assembly
collapse
colleagues
compiled
conceived
convinced
depression
encountered
enormous
forthcoming
inclination
integrity
intrinsic
invoked
levy
likewise

nonetheless
notwithstanding
odd
ongoing
panel
persistent
posed
reluctant
so-called
straightforward
undergo
whereby

Consonants

\p\	\t\	\k\	\s\	\ʃ\	\tʃ\	\f\	\θ\
post	take	keep	snow	shoe	choice	leaf	thin
\b\	\d\	\g\	\z\	\ʒ\	\dʒ\	\v\	\ð\
book	doctor	goal	zero	measure	jump	leave	the
\h\	\m\	\n\	\ŋ\	\l\	\r\	\w\	\k\
hotel	meet	nine	bring	late	red	well	yes

Vowels

\œ\	\e\	\ɪ\	\ɑ\	\ø\	\ʊ\
plan	end	big	job	sum	the
\ʊ\	\A... \	\ɪ... \	\i... \	\O... \	\u... \
good	car	her	fee	law	too

Diphthongs

\aɪ\	\aʊ\	\ʊ\	\eɪ\	\eɪ\	\ɪ\	\oɪ\	\ʊ\
why	now	go	day	care	dear	enjoy	pure

Notes:

1. The sound \ʊ\ is very common in unstressed syllables in English. In this sentence it occurs seven times: Poverty is at the centre of the problem.
2. The sound \ʊ\ is relatively uncommon in English.
3. Many vowel or diphthong sounds can be spelt in different ways, e.g., \ɪ... \ in her, turn, heard, word, and many similar spellings can be pronounced in different ways, e.g., head \hed\, heat \hi...t\, heart \hA...t\, heard \hɪ...d\.

