

# *EAP in Economics and Administrative Sciences I*

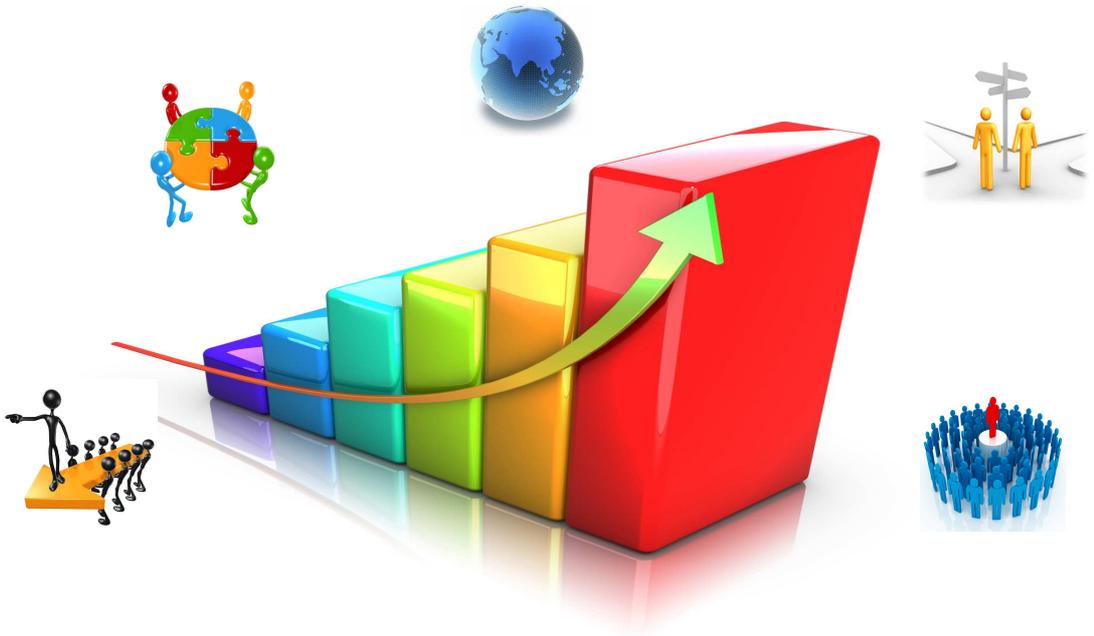


*Naci Afacan*

*Edited by Aynur Yürekli*

*IZMIR UNIVERSITY OF ECONOMICS*

# *EAP in Economics and Administrative Sciences I*



Izmir University of Economics Publication No: IEU-037  
Publishing Date: September, 2010

**ISBN:978-975-8789-36-8**

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Printed in Izmir-Turkey.

# ACKNOWLEDGEMENTS

We would like to express our thanks to the rector of Izmir University of Economics, Prof.Dr. Atilla Sezgin and vice rector, Prof.Dr. Cemali Dinçer, to the director of the School of Foreign Languages, Asst.Prof. Evrim Üstünlüođlu, and the assistant director, Asst.Prof. Bahar Gün for their encouragement and support in writing this book.

We would gratefully like to acknowledge Freshman English lecturers, Anita Afacan, Arzu Yabancı, David Kerry, Grant Kempton, Keith Farrell, Simon Mumford and Tunç İnanç for their involvement, guidance and invaluable feedback in the preparation of this book.

We also would like to take this opportunity to extend our thanks to Arthur Jones, Arzu Yabancı, David Kerry, Ralph Berney, Wayne Carby, and Zafer Ergunt for the preparation of the recorded material.

A final thanks to all Freshman instructors who provided feedback during the piloting stage of this book.

Naci Afacan

# FOREWORD

This book has been designed for first year university level students who pursue their academic studies in an English medium higher education institution. It aims to equip students with the necessary academic skills by exposing them to the content of Economics and Administrative Sciences. It follows a content-based integrated approach in which listening, speaking, reading and writing skills are explained, illustrated and practiced. “*EAP in Economics and Administrative Sciences*” consists of two books. These books are modular in nature and they follow the process from academic input (listening/reading) to academic output (speaking/writing) throughout the units.

Book I consists of *Listening and Note-taking* and *Academic Speaking Skills* modules, whereas Book II consists of *Academic Reading* and *Academic Writing Skills* modules.

In the first module of “*EAP in Economics and Administrative Sciences I*”, Listening and Note-taking skills are developed by training students in making written records in note form of important/relevant information from a lecture or discussion and then using this information in the output task at the end of each unit.

In the second module, Academic Speaking Skills are developed by training students in coping with the challenges of researching and giving a coherent academic presentation on a topic that relates to their field of study.

I truly believe that this book will be a great asset for Freshman students who are studying at the Faculty of Economics and Administrative Sciences.

Aynur Yürekli, Coordinator  
Izmir University of Economics  
Undergraduate English Program

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# INTRODUCTION TO ACADEMIC SKILLS ENG 101

## Objectives:

By the end of this unit students will be able to:

- understand the course
- explain what academic skills are
- explain the connection between input and output

## TARGET OUTPUT

At the end of this unit, I will be asked to:

*‘answer questions about the benefits of this course’*



## *Part A: DISCUSSION*

*1. Consider alone and then in groups the following questions:*

a) In groups, list at least 5 of the skills which you consider as “academic”.

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b) Discuss to what extent you think you are capable of doing these in English. Give yourself a score out of 5. 5= very good, 4=good, 3=average, 2=bad, 1=very bad. Then, calculate your group average for each skill.

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## *Part B: READING*

*1. Read the following text and choose the best description. Be prepared to justify your choice.*

- a) The text explains how long the course takes and what students will have to do. It tells us which courses to choose and why.
- b) The text explains the difference between studying at school and studying at university and explains each part of the course.
- c) The text explains the connection between what we study in our departments and learning English. It also tells us about academic skills.

## WELCOME TO ENG 101

## NOTES

ACADEMIC SKILLS IN ENGLISH I & II is a one-year course which will help you deal with life at University.

**1** Maybe when you were at High School, the most important thing for you was to get a good mark and pass your exams. What was the best way to do this? Well, most of the time you learnt everything your book and textbook told you until you knew it by heart and then repeated exactly the same information in the exams.

**2** This technique was probably very successful at school but won't work at University. Why not? Well, university isn't just something to pass. It is also a preparation course for adulthood. The big difference between children and adults is the ability to think for yourself, NOT just repeat exactly what your professor tells you in lectures. The key things you will be tested on is your ability to find out different pieces of information, evaluate them and then use them to create your own opinions, ideas or creations. The task of this course is to give you the skills that will enable you to do this.

**3** Another difference between University and school is that everything finishes with a real OUTPUT (production), for example, a paper, a presentation or a creation like a piece of art, or a model etc. To do this, you will need to do research quickly and effectively, take notes from reading and lectures, take part in discussions and be able to use source texts effectively, which will be the INPUT for your task. However, the most important part is putting everything together, analyzing and synthesizing the information you gathered and turn it into an output. These are the skills ENG 101 and ENG 102 will help you to develop.

**4** There are four modules spread over the two semesters. The length and content of these modules will depend on your faculty. However, for everyone, the course will start with the "Introduction to Academic Skills" unit, which you are doing now. This will give you a general idea of the course, what is expected of you in your departments and help you to understand the skills that you will need to collect information for output. This will mean looking at how we process information that comes from oral/written input, how we use books and articles and how we evaluate the information we have.

**5** In the first semester two main modules will be covered:

The first one, the Listening and Note-taking Module, focuses on the skill of academic listening and how you record important information from a lecture or discussion and then use this information for output. It also shows subskills for making note-taking more efficient and easy, like using charts and abbreviations.

**6** The module called Speaking for Academic Purposes starts with an Introduction to Research Unit, in which you will be familiarized with the basics of doing research. However, the module particularly focuses on two different situations, general speaking skills related to an academic context and giving presentations. Both of these tasks you will be called on to do during your time at this university so you need to know how to present your ideas and opinions coherently and persuasively. At the end of the first semester, you will also be expected to give a short presentation as part of your final grade.

**7** In the second semester, you will cover two other main modules as well:

The Academic Reading Module focuses on how to select the appropriate texts, how to read quickly and effectively and how to take relevant information from texts and use it for output. It offers you practice in various skills such as identifying main ideas, understanding an author's point of view, skimming,

scanning.

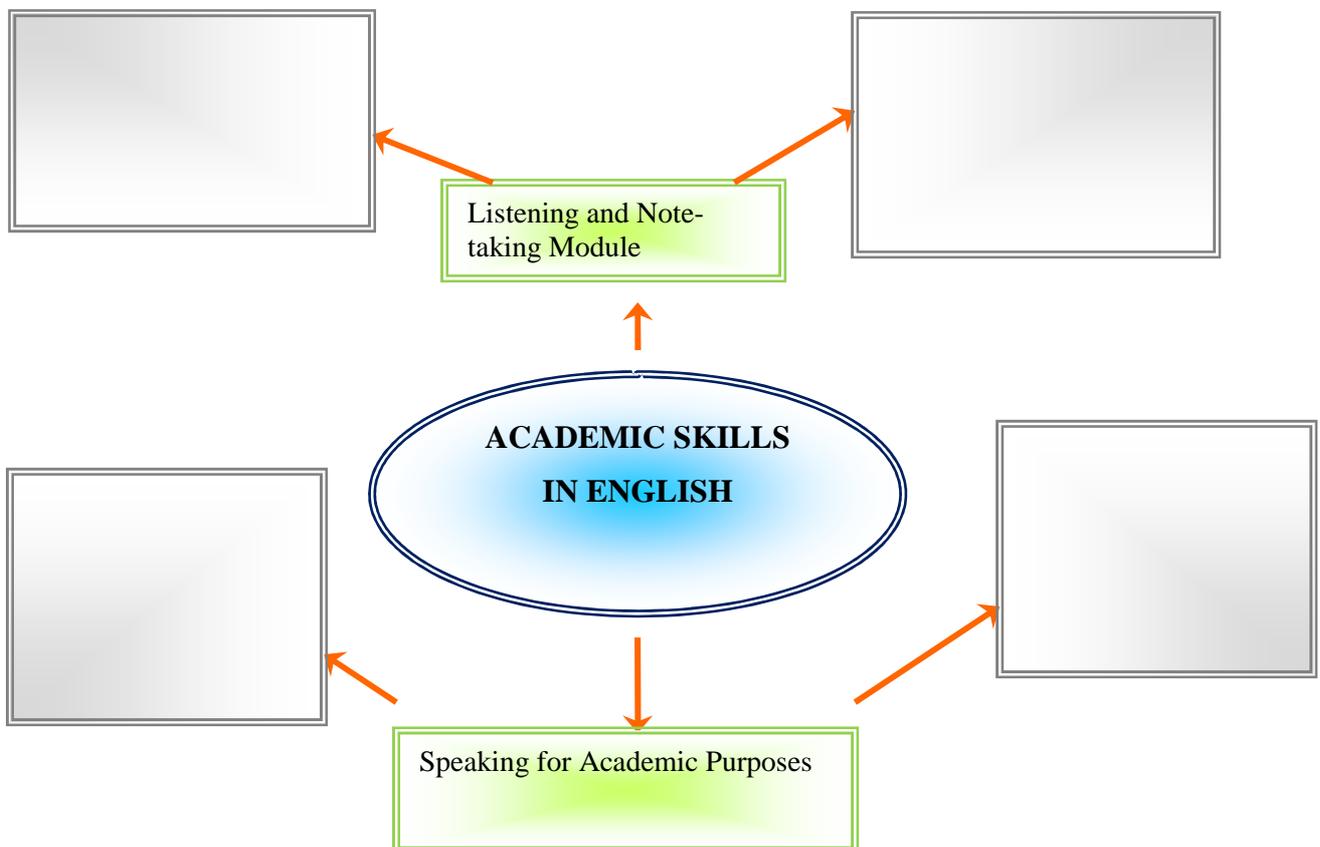
**8** Finally, Academic Writing is a key module. Most of the output you will be required to do in this module will be written and you will need to make sure that your writing is coherent, concise, persuasive and makes good use of sources and information to support your arguments. At the end of the second semester, you will be asked to write an essay as part of your final assessment.

**9** ENG 101 is not an English course. We assume that if you have passed the Entrance Exam or Proficiency Exam, then you are capable of following an academic course using the English language. Therefore, it will be up to you to make up for any deficiencies you might have in your use of English. However, we do recognise that there is a different type of vocabulary needed to study in English and you will be given support in learning the necessary words (the AWL or Academic Wordlist) for your respective faculties.

**10** In conclusion, this course will help you develop the necessary academic skills so that you can efficiently gather information from different sources, select the pieces of information that you need to do a given task, and organize/produce your output. It is important course in the sense that you will be required to do tasks that relate directly to your department needs.

**G. Kempton, 2008**

**2. Read the text again and complete the following chart with the sub-skills involved in the first semester modules.**



**3. a) Label the objectives in the box with the right modules. One has been done for you.**

1. Academic Reading
2. Speaking for Academic Purposes
3. Listening and Note taking
4. Academic Writing

By the end of the course, I will be able to.....

Identify the main idea – 1&2

Develop an argument

Understand important points

Take notes

Write an essay

Participate in a discussion

Quote correctly

Describe processes and developments

Understand supporting ideas

Use sources

Use abbreviations

Understand an author's point of view

Use graphs when giving a speech

Cite references

Read efficiently

Get the general idea of a lecture

Differentiate between facts and opinions

Make a presentation

**b) With your partner, choose two objectives for each module that you want to develop in this course. Justify your choice to the class.**

1. Academic Reading

a) \_\_\_\_\_

b) \_\_\_\_\_

2. Speaking for Academic Purposes

a) \_\_\_\_\_

b) \_\_\_\_\_

3. Listening and Note taking

a) \_\_\_\_\_

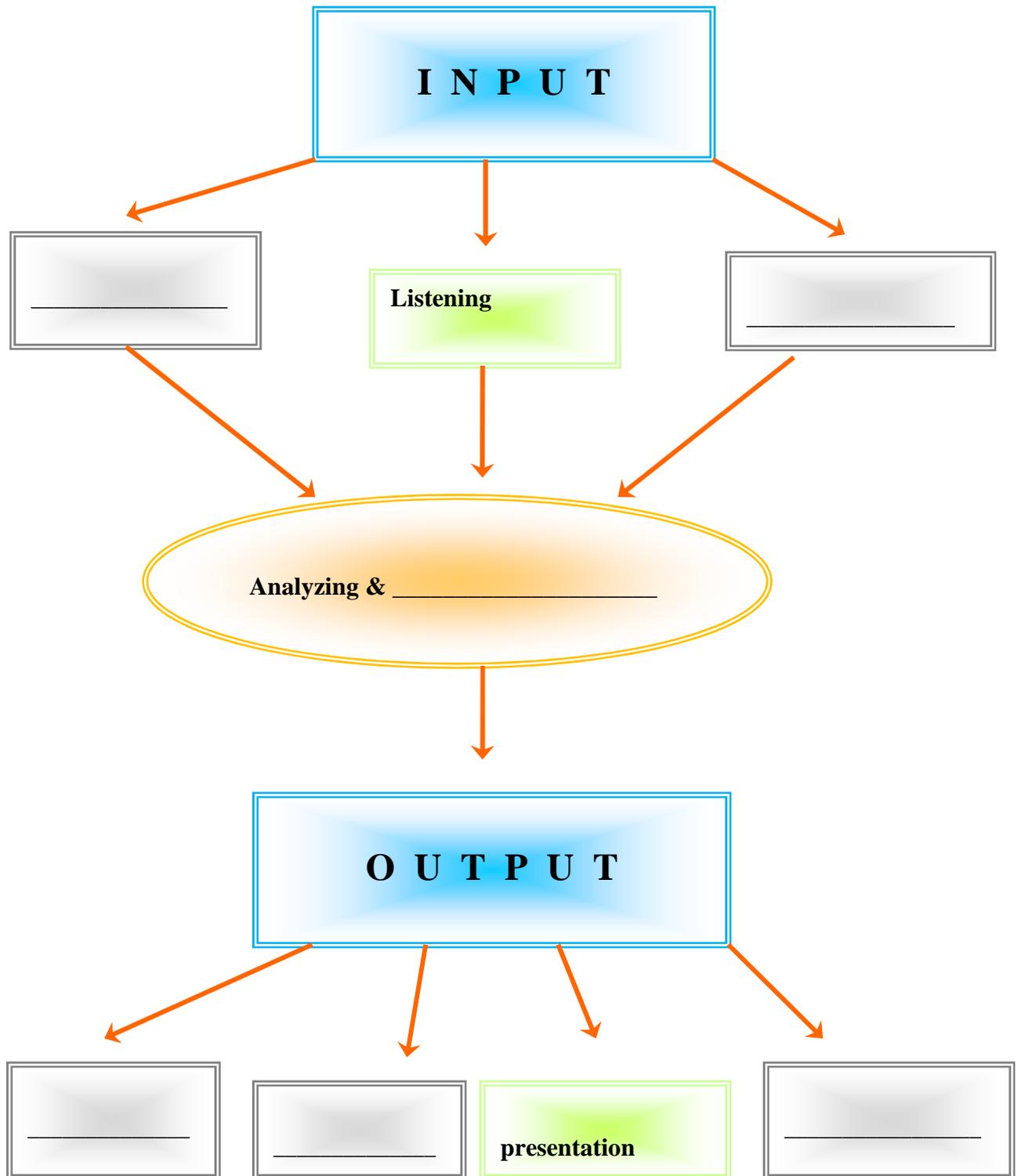
b) \_\_\_\_\_

4. Academic Writing

a) \_\_\_\_\_

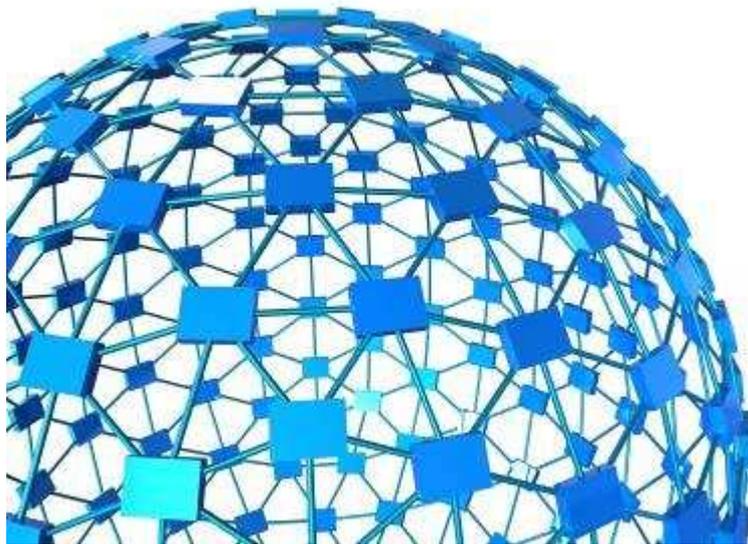
b) \_\_\_\_\_

4. Below is a chart that shows the input-output process. Read paragraph 3 again and together with a partner, fill in the missing information.





# MODULE ONE



## Listening & Note-taking Skills

# UNIT I: AN INTRODUCTION TO NOTE-TAKING

## Objectives:

By the end of this unit, I will be able to:

- use a suggested note-taking method.
- take notes while listening.
- identify numbers
- summarize spoken texts and lectures.

## TARGET OUTPUT

At the end of this unit, I will be asked to:

*'write a summary about note-taking.'*



## **Part A: DISCUSSION**

*1. Consider the following questions alone:*

a) Why do we need to take notes in daily life?

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b) When do we take notes at university?

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c) What method do you use to take notes?

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d) What kind of problems do you have when taking lecture notes?

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*2. Discuss your answers in small groups and take notes on the main points. Then, choose a spokesperson to share the groups' ideas with the rest of the class.*

**Part B: LISTENING (1)**

1. Listen to the following short talk on note taking and compare the speaker's ideas to the ones you gave in Part A above.

2. Listen again and take notes on what you think are the important points.

3. Exchange books with a partner and analyze their note-taking skills. Use the following questions to help you:

a) How are the words written?

\_\_\_\_\_ in full          \_\_\_\_\_ in short form

b) How is the information organized?

\_\_\_\_\_ in a list          \_\_\_\_\_ in a chart          \_\_\_\_\_ in a diagram

c) How is important information shown?

\_\_\_\_\_ highlighted          \_\_\_\_\_ underlined          \_\_\_\_\_ in capitals

**ACADEMIC SKILLS TIP:**

**TAKING NOTES**

It is important to take notes quickly. One technique that will help you is to use symbols and abbreviations. You can use any symbols and abbreviations you want as long as you can understand your notes later. For example, in your department rather than writing manager you can write mgr. or instead of international you can write int.

4. Look at the notes below on 'good note-taking' and try to guess the meaning of the symbols and abbreviations underlined.

Good note-taking ≡ 1. Being prepared i.e. read & know topic b4 coming to lecture.  
 2. Nec. to write key words & ↓ # words i.e. use symbols e.g  $\geq$   
 & abbreviations e.g I.U.E  
 3. Read notes again & summarize  
 4. Good note-taking is imp.  $\rightarrow$   $\uparrow$  grades!

5. Write the correct symbol or abbreviation in the table below.

	Equals		Not equal
b/c	Because		For Example
	That is (id est)		Important
	And		Necessary
	More than	<	Less than
	Causes, Produces	←	Is the result of
@	At	~	About, Approximately
	Amount or number of		Before
	Increase	↓	Decrease

6. Your teacher is going to read you three short sentences on 'effective note taking'. Listen and take notes using some of the symbols or abbreviations from above and/or any other ones that you use when note-taking.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

7. Check with a partner to see whether your abbreviations are similar or different from the ones he/she has used.

**ACADEMIC SKILLS TIP:**

**RECOGNIZING IMPORTANT AND LESS IMPORTANT INFORMATION I**

Recording numbers:

When a lecturer mentions a number, you should write it down. A number by itself is meaningless: You also need to note down what the number refers to. Is it a year? A percentage? If it is a percentage, what is it a percentage of? If it is a year, what happened in that year?

8. Read the academic tip box above then use your notes from task 6 to fill in the information below.

a)	_____	refers to _____
b)	_____	refers to _____
c)	_____	refers to _____
d)	_____	refers to _____

**Part C: LISTENING (2)**

1. You are going to listen to an interview with Özge, a student at IUE. She is discussing her experience of listening to lectures.

What aspects of listening to a lecture do you think she will mention in her talk? Note down at least five. E.g. the lectures, the voice of the lecturer, etc.

_____	_____
_____	_____
_____	_____
_____	_____

**ACADEMIC SKILL TIP:**

***CHOOSING A NOTE-TAKING METHOD***

There are many different methods of note taking. You can choose from a number of note-taking techniques and may even find that you use different methods for various stages of your work. The main thing is to find something that works for you.

***2. Listen to the 1<sup>st</sup> part of the interview. Complete the notes using the method described in the tip box below.***

**ACADEMIC SKILLS TIP:**

***TAKING NOTES- Outlining Method***

Listen and then write in points in an organized pattern based on space indentation. Place major points farthest to the left. Indent each more specific point to the right. Levels of importance will be indicated by distance away from the major point.

1. The information which is most general begins at the left with each more specific group of facts indented with spaces to the right.
2. The relationship between the different parts is carried out through indenting.
3. No numbers, letters, or Roman numerals are needed.

**Example:**

**Leadership styles**

**-definition: Leadership style is the manner and approach of providing direction, implementing plans, and motivating people**

**-three kinds -**

**-authoritarian or autocratic**

**-participative or democratic**

**-delegative or free reign**

**-forces that influence the style to be used-**

**-how much time is available?**

**-are relationships based on respect and trust or on disrespect?**

**-who has the information - you, your employees, or both?**

**-how well your employees are trained and how well you know the task.**

**-internal conflicts.**

**-type of task. Is it structured, unstructured, complicated, or simple?**

## Özge

- doin BA in Econ.
- attends lots of lectures
  - 24 hrs a week
  - very tiring

## Lectures

- sometimes prepares before hand

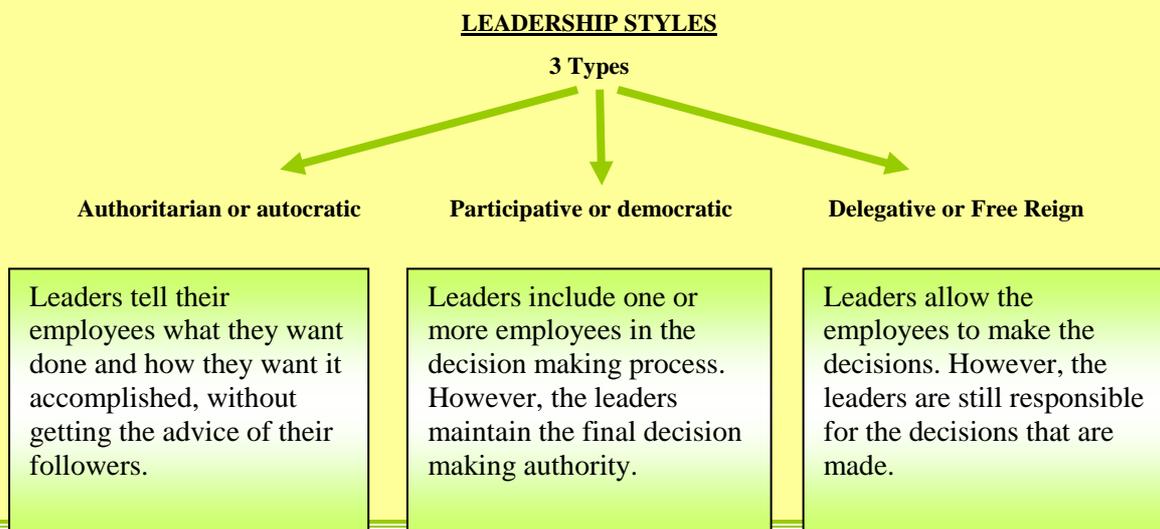
3. Listen to the 2<sup>nd</sup> part of the interview. Complete the notes using the method described in the tip box below.

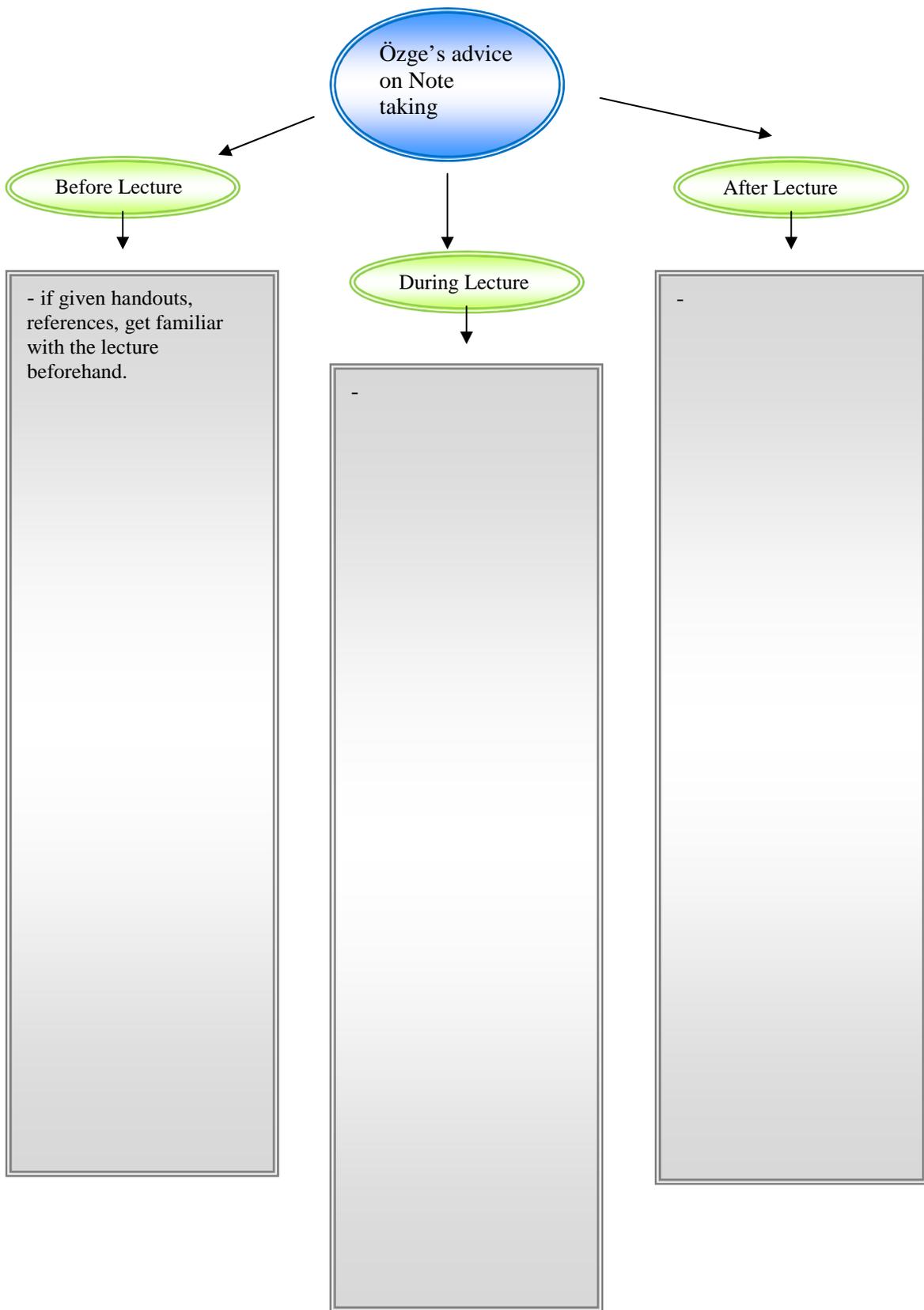
### ACADEMIC SKILLS TIP:

#### TAKING NOTES- Mapping Method

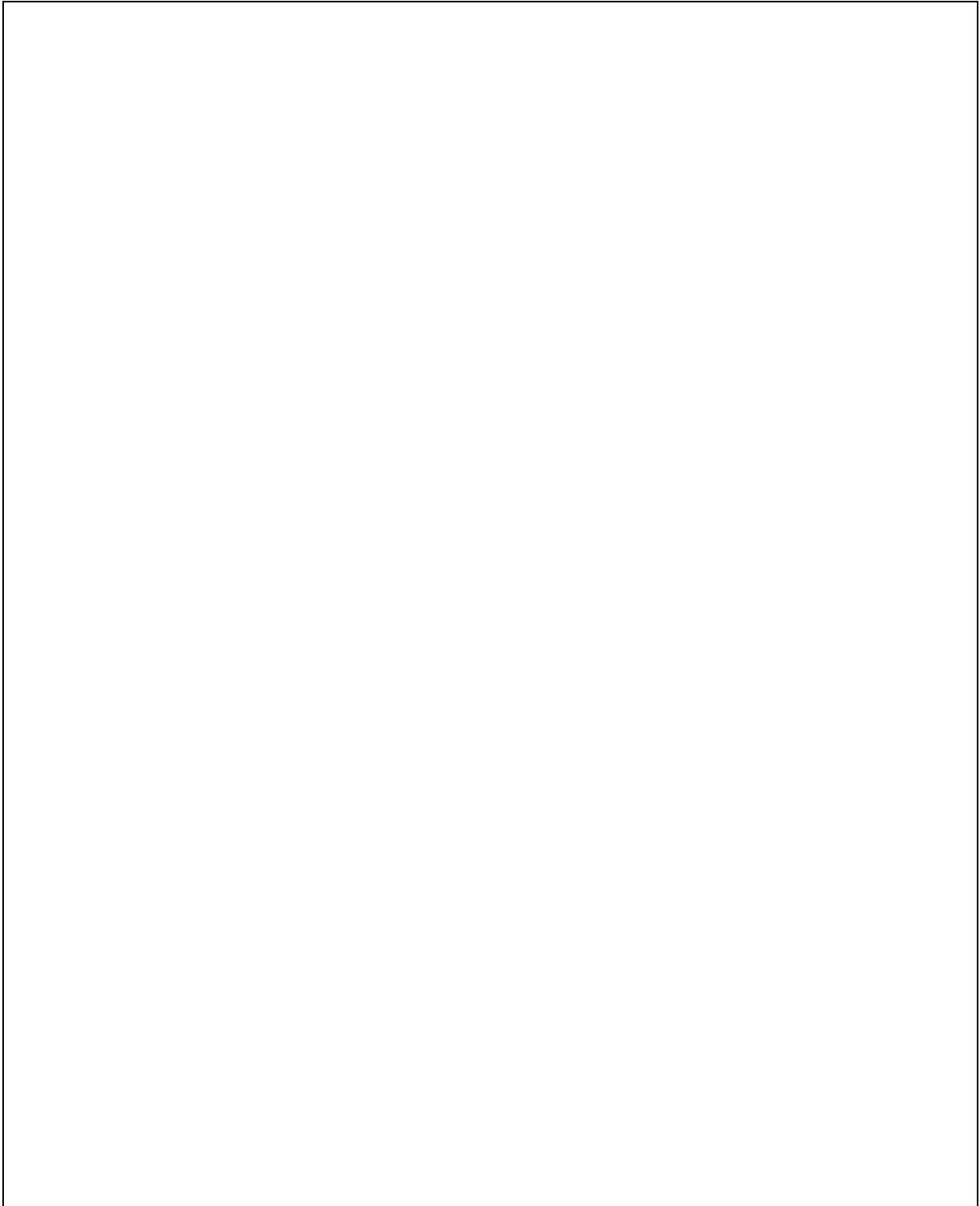
Mapping is a graphic representation of the content of a lecture. It involves relating each fact or idea to every other fact or idea. It encourages critical thinking, and holds information in a format that your mind finds easy to remember and quick to review.

#### Example:





***4. Listen to the final part of the interview. Take notes in the space provided. Use abbreviations and one of the note taking methods suggested in this unit or your own.***

A large, empty rectangular box with a thin black border, intended for students to take notes during an interview. The box is completely blank and occupies most of the page's vertical space.

***5. Go back to Exercise 1 and check how many of your predictions were right.***

**Part D: READING**



**1. Do you agree/disagree with the following statements? Give reasons.**

- a) You do not need to have a purpose when taking notes. \_\_\_\_\_
- b) Note taking is just as important as assignment writing. \_\_\_\_\_
- c) While note-taking we use multiple senses and multiple activities. \_\_\_\_\_
- d) Using somebody else's notes is an effective way of studying for an exam \_\_\_\_\_
- e) Before revisiting your notes, make sure you wait a few days. \_\_\_\_\_

**2. Read the text quickly and check the answers you gave to the statements in Exercise 1. Make sure you underline where you found the answers.**

<b>NOTE TAKING SKILLS – FROM LECTURES</b>	<b>NOTES</b>
<p><b>1</b> When you are at university, the sheer amount of information that is delivered to you can be daunting and confusing. You may even think that you have to copy down <i>everything</i> you hear or read. However, effective note taking should have a purpose and should be well organised.</p> <p><b>2</b> While most students anticipate that they will have to take notes at university, not many students take the time to discover how to take effective notes. In fact, some students even try to avoid taking notes by using tape recorders or by sharing notes with other students. <b>Initially</b>, these strategies may seem like a good idea, but in an academic context note taking is as important as <b>assignment</b> writing in that you are taking in information and then writing it back out again as a learning <b>process</b>.</p> <p><b>3</b> Taking notes will help you to extend your attention span. When listening, your mind may tend to wander off. You might be inclined to think about work, money, or relationships. It is quite easy for other aspects of your life to pop into your head while you are listening to a lecture. Taking notes helps keep you <b>focussed</b> on your subject area and to the task at hand.</p> <p><b>4</b> Taking notes will help you to remember what you have heard. We learn more effectively when we use multiple senses and multiple activities. While note-taking, we are using listening and writing skills and we are using our brain and muscles. Also, by writing down notes, you are paraphrasing the lecture into your</p>	

own words and into a format that you are more likely to understand when you review the notes. You are more likely to remember what you have heard if you take an active part in your learning. Rather than being a passive listener, note taking makes you an active learner. The notes you produce are your own work and are a visible reminder of the effort you have put into the course. This in itself can be a motivational **factor** for your study!

**5** Note taking helps you to organise the ideas you are learning about. Good notes should arrange topics into easy-to-review chunks of information that are clear and well referenced. This is important if you're using your notes to review for an examination or for as a starting point in an assignment.

**6** It may be tempting not to take notes and to just sit back and listen to an interesting lecture. The disadvantage of this strategy is that at the end of the lecture you may only have a vague recollection of the important and sometimes **assessable** issues. The lecture will be over with no chance to revisit the material. The taking of effective notes during the lecture is an important academic activity that helps you to concentrate, stimulates your ability to recall, and helps you to be organised.

**7** To take effective notes it is important that you understand why you are attending the lecture. Prepare for a lecture and think about what you are hoping to achieve. Think about the lecture topic in relation to your other methods of study and information input and think about what you would like to learn or have explained more clearly.

**8** Remember that you cannot revisit lecture material, so you might consider using a tape recorder or buddy system to supplement your own notes. Always revisit your notes as soon as possible after taking them and never **rely** solely on someone else's notes.

**9** The lecturer should summarise his or her main points at regular points during the lecture. Look out for help during the introduction where the lecturer may give a linear-type list of the topics to be covered. Also, listen for breaks between topics where the lecturer might summarise the most important points they have just covered. At the end of the lecture, another **summary** should be provided that may help you review your notes and determine if you have missed any important information. If this is the case, be sure to approach the lecturer for clarification on any points that you did not fully understand or to help you complete your notes.

S. Dhann, 2001

\*Remember all words in **bold** are on your course wordlist and need special attention.

AWL vocabulary highlighted in the text is given below.

initially	assignment	process	focussed
factor	assessable	rely	summary

**3. Read the text again to complete the tasks that follow.**

a) Which three advantages does Dhann (2001) mention about note-taking in lectures?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

b) According to the text what are the two disadvantages of not taking notes during a lecture?

1. \_\_\_\_\_
2. \_\_\_\_\_

c) What advice does Dhann (2001) give for effective note taking?

According to Dhann (2001) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**4. The words below are from the reading text. Match each word with its definition.  
Compare your answers in small groups.**

- |                      |   |
|----------------------|---|
| <b>1. initially</b>  | a) a series of actions that you take in order to achieve a result               |
| <b>2. assignment</b> | b) to judge or decide the amount, value, quality or importance of something     |
| <b>3. process</b>    | c) to trust someone or something  |
| <b>4. focus</b>      | d) a piece of work given to someone, typically as part of their studies or job  |
| <b>5. factor</b>     | e) a short clear description that gives the main facts or ideas about something |

- 6. assess                      f) a fact or situation which influences the result of something
- 7. rely                         g) at the beginning
- 8. summary                    h) to give a lot of attention to one particular person, subject or thing

**Part E: WRITING**

*Using your notes from the listening and reading, write a summary of what you have learned about note-taking. Make sure you include information on the following and some of the vocabulary you have learnt in this unit:*

- 1- Definition
- 2- Why it is important
- 3- Note-taking methods
- 4- Problems students face when taking notes

initially	assignment	process	focussed
factor	assessable	rely	summary

**ACADEMIC SKILL TIP:**

***SUMMARIZING NOTES***

To write an effective summary of the notes you have taken, you must identify the main points of each part of the lecture and write them in your own words in the shortest way possible.

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## UNIT II: THE NEW RULES OF THE GAME

### Objectives:

By the end of this unit, I will be able to:

- recognize signal words that show lecture organization.
- recognize main ideas.
- write about effects

### TARGET OUTPUT

At the end of this unit, I will be asked to answer the question:

*‘What are the consequences of China becoming a major economic power?’*



### **Part A: DISCUSSION**

**1. Consider alone and then in groups the following questions:**

*“Over the past decade the term "globalisation" has come to characterise the major trend in world affairs.”*

- a) What do you understand from the statement above?
- b) What exactly does globalisation mean?

c) In groups, try to write a definition of globalisation in the box below. Be prepared to share your definition with the class.

### Your definition of globalization

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### **Part B: LISTENING (1)**

**1. Listen to two Professors of Economics defining globalization. Take notes in the spaces provided to complete their definitions.**

a) Neil Ferguson “Globalisation means the \_\_\_\_\_  
\_\_\_\_\_. When people talk about globalisation it seems to  
me what they really mean is \_\_\_\_\_.”

b) Tony Gibbons “Globalisation is the increasing \_\_\_\_\_  
\_\_\_\_\_. So there is real growth in \_\_\_\_\_.”

**2. Rewrite the notes above in the framework provided.**

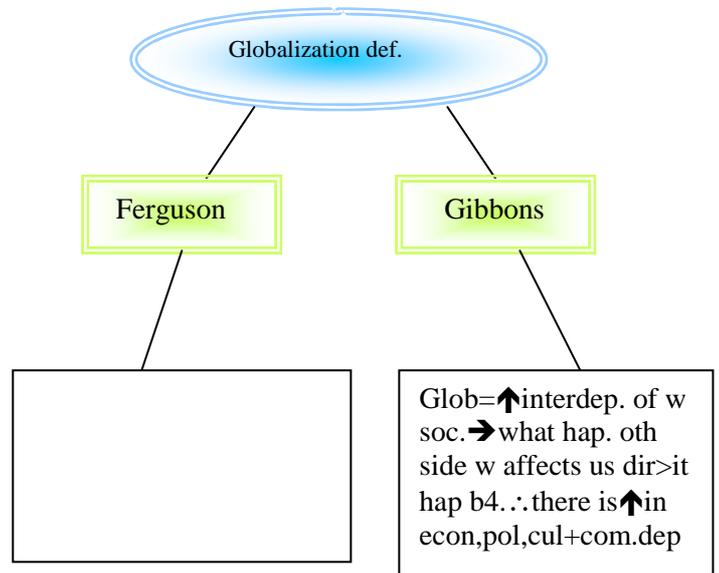
Outline

Globalization definitions-2 Econ.Prof

1.Ferguson  
 Glob= inter.integ. dif.mkts  
 i.e int. of mkts. 4 good,lab.+cap.

2.Gibbons  
 Glob = \_\_\_\_\_  
 \_\_\_\_\_

Mapping



**3. Which notes are easier to understand? Which method do you prefer? Why?**

**4. Check the definition you gave for globalization in Part A. In what way is your definition similar to or different from the ones given by the professors?**

**Part C: READING**



**1. Read these interesting facts about China and try to fill in the missing information:**

- China is the \_\_\_\_\_ largest country in the world.
- \_\_\_\_\_ of the world speaks Chinese.
- China has the world's \_\_\_\_\_ biggest economy.
- According to economists, China will become the world's \_\_\_\_\_ nation within the next ten years.

2. What do the facts above tell us about China?

3. Quickly skim the text below and answer the following:

a) What do these figures refer to?

i) 35% \_\_\_\_\_

ii) 7% \_\_\_\_\_

b) Guess the meaning of the words in bold using the clues given in the text.

**Consumer:** \_\_\_\_\_

**Commodity:** \_\_\_\_\_

c) Check your answer with the mini-dictionary.

<b>CHINA RANKS THIRD IN GLOBAL TRADE</b>	NOTES
<p>(CNN) -- The relentless growth of China's economy and its extraordinary rise as a supplier to the world's <b>consumers</b> has pushed it to third spot among global traders, behind only the United States and Germany.</p> <p>New figures released by the World Trade Organization show China's total two-way trade in goods and services last year was \$1283.8 billion, eclipsing Japan's figure of \$1248 billion.</p> <p>Surging demand for China's low-cost electronics, white goods, textiles, sporting goods and other <b>commodities</b> saw its merchandise exports jump 35 percent to reach almost \$600 billion last year.</p> <p>That was matched by a 36 percent rise in its merchandise imports, including oil, coal and iron ore to power its industrial base, to a figure of more than \$560 billion.</p> <p>China's services trade, however, was relatively small, with exports of \$59 billion and imports of \$70 billion.</p> <p>The United States remains a clear leader in the global trade rankings, with a total of \$2923.4 billion, followed by Germany on \$1949.3 billion. France is in fifth spot, with \$1118.1 billion, ahead of the UK with \$1101.6 billion.</p> <p>U.S. merchandise exports in 2004 were \$819 billion, compared with imports valued at \$1526.4 billion -- much of them from China. U.S. services exports were \$319 billion, against imports of \$259 billion.</p> <p>The latest real growth forecasts for China this year are around 7.0 percent, compared with 9.5 percent last year.</p>	

\*Remember all words in **bold** are on your course wordlist and need special attention.

4. Can you think of any ways in which the emergence of China as a major trading country has affected the global economy? In groups, think about the advantages and disadvantages and list them in the table below:

<i>Advantages</i>	<i>Disadvantages</i>

5. Can you think of any effects this might have had on the Turkish economy?

**Part D: LISTENING (2)**



1. Do you agree/disagree with the following statements?

- a) China is on its way to becoming a super power.
- b) China engages in unfair trade.
- c) China has an enormous impact on our environment.
- d) China is one of the leading nations responsible for producing pirate goods.

2. What effect do you think these issues might have on U.S./China trade relations in the future?

3. Do you know of any other concerns that the U.S might have about China?

**ACADEMIC SKILLS TIP:**

**RECOGNIZING THE LECTURER'S MAIN IDEAS**

In a talk, there are certain key words and phrases, which signal the topic in the introduction, main ideas and the conclusion. In a lecture, you will often hear these words. When you hear these words, you can often predict what will come next.

For example:

**Introduction to the topic** – *Today, we will be looking at ...*

**Main ideas** – *Let's look at ...in more detail.*

**Conclusion** – *In short...*

**1. Look at the key words and phrases below. Try to put them in the correct columns below**

What I'm going to tell you today is...	So, to sum up,...	To start with,...	
First, let me explain...	To summarize,...	In conclusion,...	It is important that...
The topic of today's lecture is...	I want to focus/concentrate on...	In brief,...	
One reason/problem/factor is that...	Today's lecture is about...	In this lecture, first I'll explain...	

Introduction to the topic	Main points	Conclusion
<i>e.g. Today, we will be looking at ...</i>	<i>e.g. Let's look at ...in more detail.</i>	<i>e.g. In short...</i>

**ACADEMIC SKILLS TIP:**

**SIGNAL WORDS**

Lecturers usually use many signal words during their lectures. These words allow you to predict what will come next. There are many words and expressions that can act as signal words, helping you to predict what kind of information will follow. Some of them signal that a definition is going to follow. Others indicate that the speaker is going to repeat a point.

Below are some examples of common **signal words** and their **functions**:

<i>and, also, furthermore, in addition, etc.</i>	<b>Signal Continuation</b>
<i>although, but, conversely, in contrast, etc.</i>	<b>Signal Change-of-Direction</b>
<i>first, second, before, while, etc.</i>	<b>Signal Sequence</b>
<i>now, lately, at the same time, after awhile, etc.</i>	<b>Signal Time</b>
<i>for example, that is, to illustrate, such as, etc.</i>	<b>Signal Clarification</b>
<i>a significant factor, remember that, it is important, , etc.</i>	<b>Signal Emphasis</b>
<i>results from, if, consequently, results in, etc.</i>	<b>Signal Cause, Condition, or Result</b>
<i>between, around, next to, under, etc.</i>	<b>Signal Spatiality</b>
<i>more than, much as, like, different from, etc.</i>	<b>Signal Comparison-Contrast</b>
<i>as a result, consequently, in conclusion, to sum up, etc.</i>	<b>Signal Conclusion</b>
<i>Let's look at, I want to focus on, let me discuss, etc.</i>	<b>Signal Main Points</b>

**2. Here are some important signal words, presented in the context you will hear in the lecture. What information do you expect to follow each one? Read the descriptions below, and match them with the signal words by writing the letters in the blanks next to the numbers. The first one has been done for you. You will use one letter twice.**

  a   1) This results not only from \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ 2) That is \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ 3) The speed of change has resulted in \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ 4) I think it is important \_\_\_\_\_

\_\_\_\_\_ 5) I want to focus on \_\_\_\_\_

\_\_\_\_\_ 6) Let me discuss \_\_\_\_\_

\_\_\_\_\_ 7) To sum up, \_\_\_\_\_

- a) cause
- b) effect
- c) conclusion
- d) clarification of a point
- e) emphasis
- f) main points
- g) details

**3. Compare your answers as a class.**

**4. Listen to the excerpts you have just read, check your answers and find out what information follows each of the signal words. Take notes in the blanks provided in Exercise 2. Remember to use symbols and abbreviations.**

Ex.1 *This results not only from China's capabilities now but also, speed of its ↑+ changes hap.+ country's dir.*

**5. Compare your answers in small groups.**

**6. The following are incomplete notes from the lecture. Listen to the lecture and try to fill in the blanks.**

U.S / China Relations
Major change= Perceptions of _____.
Why? 1. _____ ↑
2. big changes
3. its direction i.e. → global _____
US/ China can face problems together. Why? China interested in glob. _____
Issues:

1.Environment

2.

3.

4.Dealing with new sec.threats. i.e piracy, etc

5.Peace and stability

Speed of Change→- ideas about China e.g unfair \_\_\_\_\_ and sec. Problem.

Lecturer's idea= - ideas ← speed of change not from Chinese gov. policies

American concerns (3)

1. \_\_\_\_\_ ↑→US foreign pol.and its c \_\_\_\_\_

2.Not sure which direction \_\_\_\_\_ .

3.Fut. of US/China \_\_\_\_\_

Summary: \_\_\_\_\_

**7. Compare notes with a partner.**

**8. Look at your notes to identify the main problems mentioned in the listening. Write them down in the table below.**

### **USA/ CHINA RELATIONS**

**MAIN PROBLEMS:**



## UNIT III: ORGANIZATIONAL CULTURE

### Objectives:

By the end of this unit, I will be able to:

- Identify the purpose of a spoken text
- Identify the speaker's attitude
- Identify importance markers, rhetorical questions and examples

### TARGET OUTPUT

At the end of this unit, I will be asked to:

*'write a summary on the organizational culture at Google Inc.'*



### *Part A: DISCUSSION*

*1. Consider alone and then in groups the following questions:*

- a) Why did you choose to study at IUE?
- b) What three adjectives do you think best describe IUE?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

c) What three adjectives do you think best describe students studying at IUE?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

d) Do these adjectives reflect the general culture at IUE? Why/Why not?

### *Part B: LISTENING (1)*

#### ACADEMIC SKILL TIP:

#### ***IDENTIFYING THE PURPOSE OF A SPOKEN TEXT***

It is important to understand the purpose of a speaker because it will help you identify the reason behind the talk and also improve your overall comprehension.

- Spoken language can be used:

- to give examples

- to report

- to classify

- to give reasons

- to argue & discuss

- to define

- to compare

- to analyse

- to draw conclusions

- to instruct

- to explain

- to describe

*To understand a spoken text it is necessary to understand what the speaker's purpose is.*

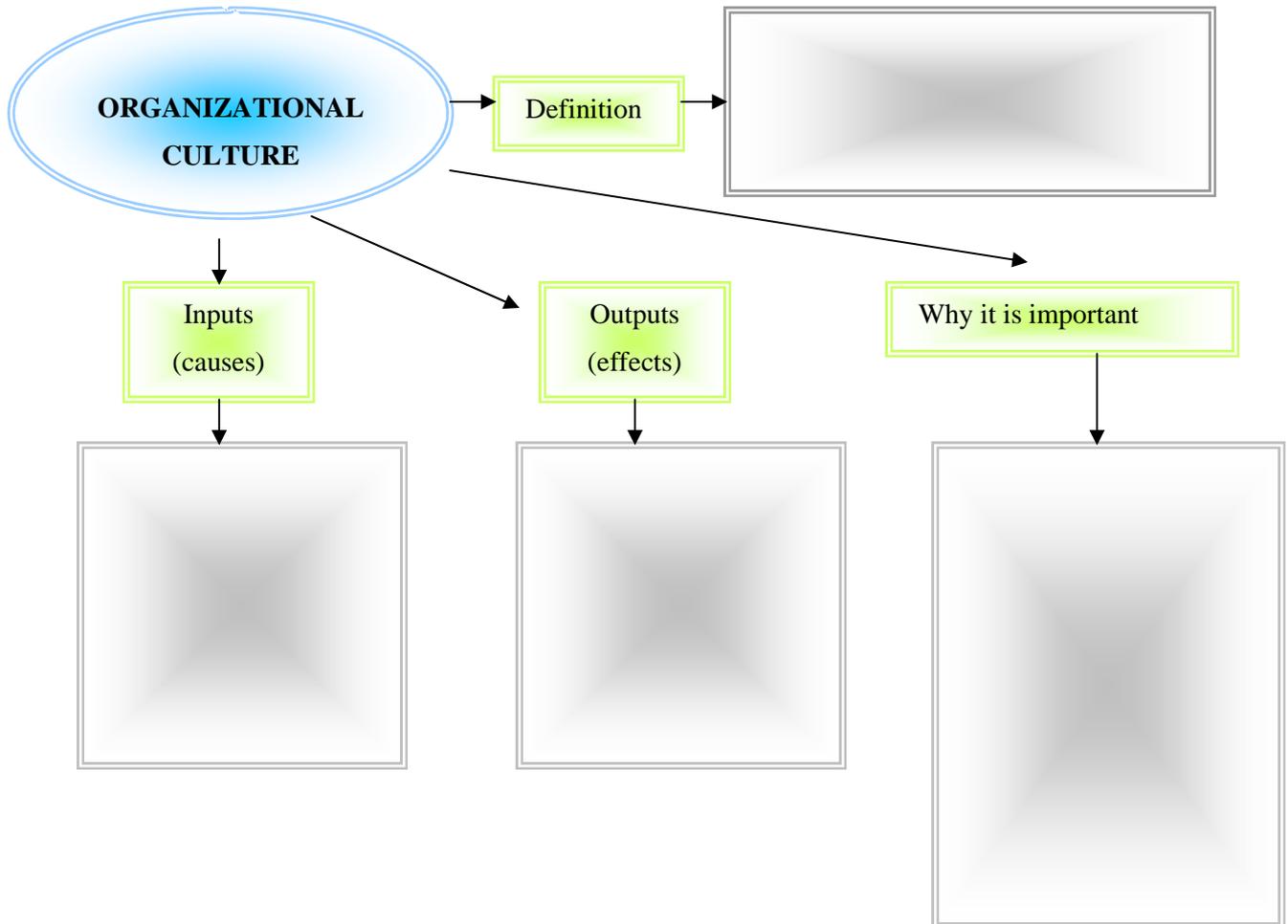
1. Listen to a short lecture on organizational culture and decide what the speaker's purpose is in giving the lecture?

a) to analyse

b) to argue & discuss

c) to explain

2. Listen again and take notes under the headings below.



3. Using your notes write a summary on organizational culture.

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## Part C: LISTENING (2)

### ACADEMIC SKILLS TIP:

#### IDENTIFYING IMPORTANT MARKERS

##### *Rhetorical Questions:*

When you take notes, it is not possible for you to write down every word. You have to distinguish between what is important and what is not so important. Your lecturer will use specific signals to focus your attention to the important points when they are reached in the lecture.

One way of doing this is by asking rhetorical questions. Rhetorical questions can give clues to what is coming next.

*For example, after giving some specific examples to support a point, a lecturer may ask something like, "What else?" From this question you can guess that at least one more example or point is coming.*

**1. Below are two rhetorical questions taken from a talk on corporate culture. Try to predict what the lecturer will say next.**

a) "How is culture like personality?"

Your prediction: \_\_\_\_\_

\_\_\_\_\_

b) "What is culture in the workplace influenced by?"

Your prediction: \_\_\_\_\_

\_\_\_\_\_

**2. Listen to the talk on corporate culture. Were your predictions correct?**

**3. Listen again and take notes below:**

How is culture like personality?	What is culture in the workplace influenced by?

**ACADEMIC SKILLS TIP:**

***RECOGNIZING A SPEAKER'S ATTITUDE***

Sometimes speakers make their feelings or views about something absolutely clear. Other times, they imply or suggest what they feel. When you are asked to identify the speaker's attitude or feelings, you're being asked to say what the speaker thinks about the issue. To do this, you should consider some of the following:

- *The speaker's stated attitude*
- *The words used by the writer*
- *The balance of views reported*
- *The people and sources quoted*
- *The tone of voice*

Below are some words which can also help us understand the speaker's attitude:

*Giving an opinion:* I think, I believe

*Strong Agreement:* Oh yes, right, I agree with you there, exactly

*Emphasizing a point:* Do+verb, (It does appear), really, What I think is important here...

*Refuting arguments:* but, however.

***4. Look at the tip box which shows how to recognize a speaker's attitude and then listen to the talk on corporate culture again and mark the following statements true or false.***

***The speaker thinks that:***

- a) Employers give little importance to the employees' work culture when considering them for employment.
- b) The environment that surrounds you at work all the time cannot be considered culture.
- c) The culture of a workplace basically shapes the employee's work enjoyment, work relationship and work processes.
- d) The physical environment does not reflect the culture of an organization.
- e) Organizational culture results in members of the organization following a set of rules which are usually unspoken or unwritten.
- f) The founders, executives and managerial staff of an organization have little effect on the organization's culture.
- g) Even the ornaments on an employee's desk can tell you whether or not the employee values the culture of the organization.

**ACADEMIC SKILLS TIP:**

***RECOGNIZING IMPORTANT AND LESS IMPORTANT INFORMATION II***

*Recognizing examples:*

When a lecturer is explaining a point or new idea, he or she may include examples to make the point clearer. It is important to listen carefully to examples because they can help you to understand what the lecturer means. Including these examples in your notes will also help you remember the meaning of main points when you look back at your notes after the lecture.

**5. How do you know when you are about to hear an example? In pairs, list all the expressions which indicate an example is about to follow.**

Expressions

**6. The following are one student's notes on four important points from the lecture. In the lecture each of these points is followed by an example. Read the notes and make sure you understand the abbreviated words and symbols.**

1. Little things tell lots about the cult. of org. For instance, _____
2. Many people have profound impact on cult. of an org, such as, _____
3. Cult. is made up of many diff. aspects, such as, _____
4. Cult. is pwrful element which shapes ↑ aspects of employee's life, for example, _____

7. Listen to the four excerpts from the lecture. Fill in the examples given after each point listed above (use symbols and abbreviations in your notes).

**Part D: READING**



1. Decide whether the following statements are True or False:

- a) Google value both team and individual performance.
- b) Google workers can get a massage inside the company building.
- c) Good customer relationship has little importance for Google because most work is carried out virtually.
- d) Google receives over 1,300 applications a day.
- e) Risk taking is something that is not encouraged at Google.
- f) Google allows its workers to have fun while working.

2. Quickly read the text to check the answers you gave above.

3. The following words are taken from the text. Complete the chart with a synonym for each word and the appropriate word forms.

Word	Synonym	Noun	Verb	Adjective	Adverb
reliable					
emphasis					
contribute					
overall					
commitment					
benefit					
maintain					
conduct					

**4. Read the text and answer the following questions:**

<b>GOOGLE INC.</b>	<b>NOTES</b>
<p><b>1</b> Google has one of the most interesting organizational cultures. They are not only one of the fastest and most useful web search engines around; they are also one of the top 100 companies to work for according to Fortune (2007).</p> <p><b>2</b> Google strives to have the fastest, most <b>reliable</b> search engine on the web and in order to accomplish this; Google has to hire employees that are the best in their technological field. Google rewards their employees' hard work with an extremely relaxed workplace that encourages creativity through fun activities such as roller hockey and through a casual dress code. Google also encourages their employees to take care of their minds and their bodies by offering them the ability to work out in the gym and get a massage inside the company building. "There is an <b>emphasis</b> on team achievements and pride in individual accomplishments that <b>contribute</b> to the company's <b>overall</b> success" (Google Corporate Information).</p> <p><b>3</b> Google values a <b>commitment</b> to their users in that they strive to give a higher level of service. It does not matter where you work, if you are dealing with people, you should give them the best experience possible. Even though Google works with their users virtually, they still value the customer relationship.</p> <p><b>4</b> As stated earlier, Google encourages its employees to work and play together so that a family bond is formed. According to Google (2007), "Meetings that would take hours elsewhere are frequently little more than a conversation in line for lunch and few walls separate those who write code from those who write checks." This really does reinforce a team environment. Everyone is pretty much on the same level and everyone works together. The limited walls in the building help the employees to feel like a group rather than an outsider in another department.</p> <p><b>5</b> Google's organizational culture is very strong. Google hires people that embody their company's values and feel the same intense desire for unlimited amounts of information. This desire allows the company's employees to work towards the same goals and intensifies the bond that they share. Google tends to have a low turn over rate and receives over 1,300 applications a day (Fortune, 2007).</p> <p><b>6</b> Google's culture is a combination of things. It is ethical, customer-responsive, and spiritual. Google encourages its employees to be creative in problem solving which sometimes calls for risk taking. These employees are allowed just enough freedom in their jobs that they do not take it for granted and this keeps them on ethical ground. The Google employees also have a sense of team instead of self, so this encourages them to work together to achieve goals rather than compete against one another. This also prevents unethical behavior.</p> <p><b>7</b> Google's low formalization and service-oriented employees work to be customer-responsive. They are allowed the freedom to make decisions that <b>benefit</b> Google users. The employees strive to provide the best service available and to do this they must be able to relate to their users. They understand that "thinking outside of the box" is what they are known for, so they go above and beyond what others would do to satisfy a customer need while <b>maintaining</b> company values.</p>	

**8** This "outside of the box" type of business also puts the company into a spiritual type of organization. Employees are rewarded for individual successes and for team accomplishments. They are also encouraged to have fun with their job. Google's ability to allow their employees to have fun while at work is motivating in itself. This motivation shows itself in the work as well. It is a give and take relationship; both sides get something out of it. Google has a unique way of **conducting** business that appeals to many. It is this sort of culture that creates individuals that have the desire and the motivation to stay with a company.

**C. Hernandez, 2008**

\*Remember all words in **bold** are on your course wordlist and need special attention.

AWL vocabulary highlighted in the text is given below.

a) According to the text what is the main reason for Google's success?

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b) What do you understand from the expression 'thinking outside of the box'?

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## ACADEMIC SKILLS TIP:

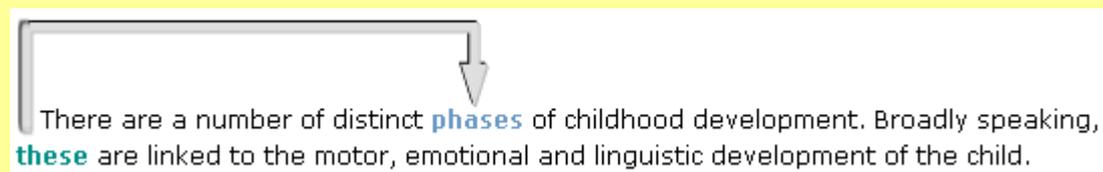
### REFERENCE WORDS

The term *reference* is used to refer to a system of creating cohesion in a text. Reference words point backwards or forwards to other words or concepts that have already appeared in the text or are about to appear in the text.

Some common words used as references are:

*she, he, it, they, mine, your, yours, his, her, hers, its, their, theirs, this, that* (singular), *these, those* (plural), *such*.

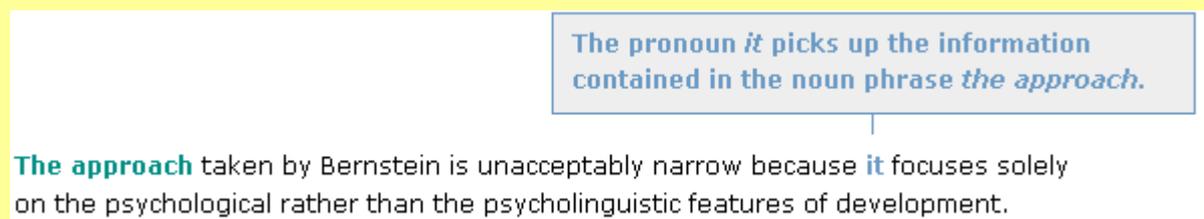
#### Example



There are a number of distinct **phases** of childhood development. Broadly speaking, **these** are linked to the motor, emotional and linguistic development of the child.

In this sentence, *these* is a reference word pointing back to *phases* in the preceding sentence.

#### Example



The pronoun *it* picks up the information contained in the noun phrase *the approach*.

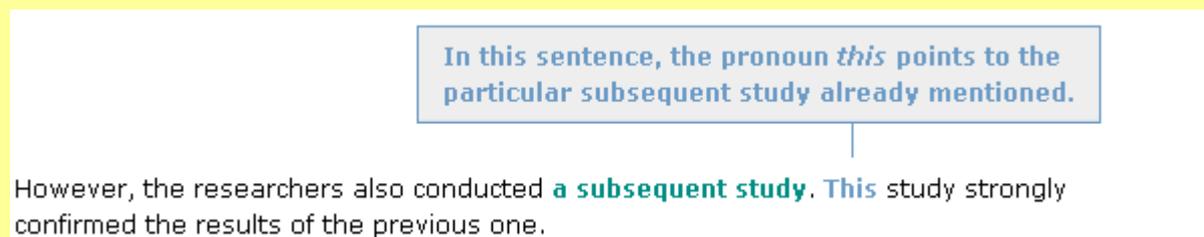
**The approach** taken by Bernstein is unacceptably narrow because **it** focuses solely on the psychological rather than the psycholinguistic features of development.

#### Example

**Mawer (2000) and Farrington (2001)** agree that sociological factors carry considerable weight in any discussion of educational attainment. **Their** research clearly demonstrates that reliance on purely maturational factors is misplaced.

The pronoun *their* picks up the previous reference to both Mawer & Farrington.

#### Example



In this sentence, the pronoun *this* points to the particular subsequent study already mentioned.

However, the researchers also conducted **a subsequent study**. **This** study strongly confirmed the results of the previous one.



## UNIT IV: E-COMMERCE

### **Objectives:**

By the end of this unit, I will be able to:

- distinguish between main ideas & supporting ideas.
- differentiate important information and irrelevant information
- identify reformulated information.
- paraphrase ideas from a text.



### **TARGET OUTPUT**

At the end of this unit, I will be asked to answer the following question:

*‘What are the main advantages of doing business online?’*

### **Part A: DISCUSSION**

**1. What is e-commerce short for?**

**2. Can you think of three advantages and three disadvantages of doing e-business?**

advantages

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

disadvantages

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**3. Read the definition below and answer the following question:**

*E-Commerce is a shortened IT (Information Technology) term for Electronic Commerce. It is the conducting of business communication and transactions over computer networks and the Word Wide Web. It enables the buying and selling of goods and services, and the transfer of funds, through digital communications.*

*E-Commerce also includes all inter-company and intra-company functions (such as sales, marketing, accounts, logistics, manufacturing, and negotiation) that enable commerce. Furthermore, it is used to carry out functions such as electronic mail, EDI (Electronic Data Interchange), file transfer, digital fax, video conferencing, workflow, or interaction with a remote computer.*

*E-Commerce also includes buying and selling over the World-Wide Web and the Internet, electronic funds transfer, smart cards, digital cash, and all other methods of completing business transactions over digital networks.*

[http://www.keyitsolutions.com/e-commerce\\_ecommerce.htm](http://www.keyitsolutions.com/e-commerce_ecommerce.htm)

According to the definition what are some of the business activities that can be carried out through e-commerce? Complete the list below.

- |                             |          |          |
|-----------------------------|----------|----------|
| 1. <u>eg. communication</u> | 4. _____ | 7. _____ |
| 2. _____                    | 5. _____ | 8. _____ |
| 3. _____                    | 6. _____ | 9. _____ |

### ***Part B: LISTENING (1)***

#### **ACADEMIC SKILL TIP:**

##### ***IMPORTANT INFORMATION***

The general goal in note-taking is to record enough information to be able to reconstruct the most important elements of the lecture.

One method that can help you distinguish important information is asking ‘wh’ questions about the topic. The answers to these questions will help you better organize and understand the important aspects in a lecture.

e.g What is X?  
When did X happen?  
What were the reasons behind X?, etc.

***1. You are going to listen to a short lecture on e-commerce given by Prof. Gibson. Before you listen, write down three questions you think Prof. Gibson will answer in his lecture regarding E-commerce.***

Question 1. \_\_\_\_\_

Question 2. \_\_\_\_\_

Question 3. \_\_\_\_\_

***2. Listen to the lecture to see whether Prof. Gibson answers any of your questions.***

3. Listen again and complete the table below with the questions Prof. Gibson asks and the answers he gives.

<i>Questions</i>	<i>Answers</i>

4. Looking at the notes you have taken and reflecting on the listening, what do you think the purpose of the lecture is?

---

**ACADEMIC SKILL TIP:**

***DIGRESSION***

Sometimes your lecturer may stop talking about the subject of the lecture and talk instead about another subject or something personal, then carry on with the subject at a later time: this is called digressing.

Digression may be introduced using phrases such as: *While I remember, Incidentally, By the way...*

5. Listen to the lecture again to identify where the professor digresses and then fill in the table below.

<i>Phrase that indicates digression</i>	
<i>The professor's words which are not directly related to the topic</i>	

*Part C: Reading*



*1. Do you agree/disagree with the following statements?/Give reasons?*

- a) The rules for carrying out business are the same today as they were five decades ago. \_\_\_\_\_
- b) Businesses today can be set up solely on the internet. \_\_\_\_\_
- c) Online customers are limited in terms of the way they can make their payments. \_\_\_\_\_
- d) Once payment is collected, delivery of the product is more challenging when doing e-commerce. \_\_\_\_\_

*2. Read the text and check the answers you gave to the statements in Task 1.*

<b>COMPONENTS OF AN INTERNET BUSINESS</b>	NOTES
<p>1 Every era of business yields new strategies and new ways of doing business. With the advent of radio and television came the first mass-market advertising. Now, the Internet has so radically changed business that the rules for <b>corporate</b> strategy that held for the last 50 years (since the dawn of television) have begun to crumble.</p>	

**2** There are some literal **elements** of commerce that are necessary for any transactions to take place, which are as true for regular **\*\*bricks-and-mortar** commerce as they are for e-commerce. First, whether you are doing business online or in the real world, you have to have a product to sell or a service to offer. Then, you must have a place from which to do business. In the traditional world of commerce, this can be a physical store or, in a more figurative sense, a catalog or phone number. In the world of e-commerce the place from which you do business is your Web **site**.

**3** Most businesses already exist in the bricks-and-mortar world of commerce. Adding a Web site is a means to **enhance** their business. For Internet startups, the Web site is the only place that they do business.

**4** In both regular commerce and e-commerce you need to find a way to attract customers to your place of business. This is embodied by your marketing strategy, and everything from advertising to word of mouth fits into this category.

**5** In order to do business, you also need a way to take orders and process payment. In a retail store, there are no orders. Customers simply find the products they want, get in a line at the **register**, and pay the cashier. In e-commerce, orders have to be placed and **items** shipped. Orders are usually handled through interactive, online forms. Money is another issue easily handled in traditional commerce. Customers in a retail store pay by check, cash, or credit or debit cards. Online customers cannot pay by cash or check, only through electronic means. Also, there are **issues** of security that surround online payment that do not come into play in the traditional bricks-and-mortar world. E-commerce transactions have to take place through **secure** electronic connections and special merchant accounts for accepting payment.

**6** Once payment is collected, delivery of the product must take place. Fulfillment in traditional stores is as easy as putting the item in a bag and handing it over to the customer. Fulfillment in the world of e-commerce is more difficult, requiring shipping and transportation similar to catalog and mail order businesses. For businesses that integrate e-commerce into their existing business plan, fulfillment is as easy as hiring an extra employee to ship online orders. In Internet startup businesses, fulfillment must often be outsourced to a facility that can handle order processing and shipping in a more timely and professional manner.

C. Robinson, 2006

\*Remember all words in **bold** are on your course wordlist and need special attention.

**\*\*bricks-and-mortar** - pertaining to conventional stores, businesses, etc., having physical buildings and facilities, as opposed to Internet or remote services.

AWL vocabulary highlighted in the text is given below.

corporate	element	site	enhance
register	items	issue	secure

**3. What is the main idea of the text?**

---

**4. Find three pieces of information used to support the main idea and write them below.**

a) \_\_\_\_\_

---

b) \_\_\_\_\_

---

c) \_\_\_\_\_

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**5. Take notes on the following aspects concerning bricks-and-mortar commerce and e-commerce.**

	<i>bricks-and-mortar commerce</i>	<i>e-commerce</i>
<i>place</i>		
<i>taking orders</i>		
<i>payment</i>		
<i>security</i>		
<i>fulfillment</i>		

**6. The following words are taken from the text. Complete the chart with the appropriate word forms.**

<b>Noun</b>	<b>Noun (person)</b>	<b>Verb</b>	<b>Adjective</b>	<b>Adverb</b>
			corporate	
element				
site				
		enhance		
register				
item				
issue				
			secure	

**ACADEMIC SKILL TIP:**

**PARAPHRASING**

Paraphrasing simply means changing the grammar and vocabulary of a text so that it is no longer the same as the original but still has the same meaning. In other words, to paraphrase you need to write other people's ideas and opinions in your own words while keeping the meaning the same.

This involves changing the structure of the sentence(s) and/or changing the vocabulary by using synonyms or antonyms, definitions or changing word structure .

Look at the examples below and complete the paraphrased versions.

**Original:** *The Office manager answered the phone.*

**Paraphrased:** *The phone..... Office manager.*

**Original:** *The statistics show a steady expansion in GDP.*

**Paraphrased:** *According to the statistics.....*

**Original:** *In the last one thousand years, the world economy has changed dramatically.*

**Paraphrased:** *The world economy has witnessed .....*

Of course when paraphrasing, you must also show whose work you are using. You must include information on whose idea it is.

For example, in the text you have just read, the ideas belong to C. Robinson. When paraphrasing from this text, we would include this information. You also need to incorporate it into your sentence using phrases like 'According to...' or a reporting verb such as 'state' or 'claim' or 'report'.

e.g. Robinson (2000) states that every new business era gives way to new strategies and approaches to doing business.

**7. Below are three paraphrased sentences. First, identify their originals in the reading text. Then in the spaces given note down how they are different from the original.**

a) The internet has created such a drastic change in business that the conventions of corporate strategy which have changed little in the last five decades have begun to fall apart.

e.g. has so radically changed business = has created such a drastic change in business

b) In regular commerce and e-commerce alike, an approach to draw customers to your location of business needs to be found.

c) There are matters related to the problem of security surrounding online payment that do not affect traditional businesses.

**8. Using the skill tip box, paraphrase the following sentences from the text.**

a) Whether you are doing business online or in the real world, you have to have a product to sell or a service to offer.

*According to Robinson (2006),...* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b) In order to do business, you also need a way to take orders and process payment. In a retail store, there are no orders. Customers simply find the products they want, get in a line at the register, and pay the cashier.

*Robinson (2006) states that...* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c) Money is another issue easily handled in traditional commerce. Customers in a retail store pay by check, cash, or credit or debit cards. Online customers cannot pay by cash or check, only through electronic means.

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**Part D: LISTENING (2)**

**1. Listen to a short extract on e-commerce and circle the main idea.**

- a) E-commerce has a profound effect on the core of businesses.
- b) E-commerce changes our way of thinking on how to generate profits more efficiently.
- c) The core of business is to make profit through transactions.

**2. Listen again and note down three ways the speaker supports the main idea.**

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

**Part E: WRITING**

corporate	element	site	enhance
register	item	issue	secure

**Using ideas from this unit and at least three AWL words from the above box write your response (a minimum of 200 words) to the statement:**

*‘What are the main advantages of E-commerce?’*

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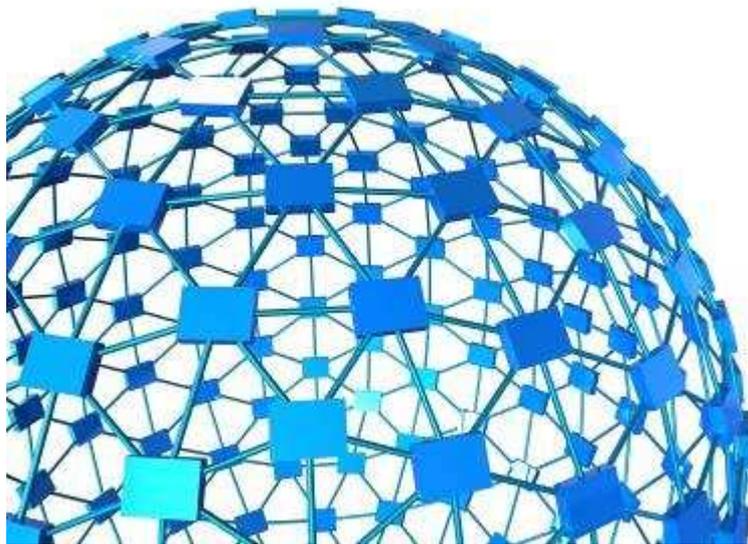
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# MODULE TWO



## Speaking for Academic Purposes

# INTRODUCTION TO RESEARCH SKILLS

**Objectives:**

By the end of this unit, I will be able to:

- use different sources for research
- identify cases of plagiarism
- define the basics of an academic

**TARGET OUTPUT**

At the end of this unit, I will be asked to:

*‘write summary on how to structure a presentation’*



**Part A: DISCUSSION**

**1. Discuss the following in groups of three or four:**

Suppose that you are going to give a presentation on “the dangers of global warming”. Which sources would you use to do your research? List the three most useful ones in order of importance.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

**2. Based on the decision of your group, prepare a brief summary of the reasons for your choices.**

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**3. Both the internet and the library are useful sources for information. However, both have their disadvantages as well. In groups, try to come up with as many disadvantages as possible for both.**

DISADVANTAGES OF	
<i>The Internet</i>	<i>The Library</i>

## Part B: READING

1. Read the following two texts and take notes on the important points in the space given.

WIKIPEDIA – IS IT REALLY RELIABLE?	NOTES
<p>By Discoverie - Posted on July 11th, 2006</p> <p>Wikipedia is a free, widely used online encyclopedia, wherein the entries can be modified by <i>anyone</i>.</p> <p>That is where the catch is.</p> <p>I am not totally against Wikipedia. Wikipedia gives the opportunity for anyone to create an encyclopedia entry, which was once a class project in college. It can be used as a quick - yet crude - research tool, just to get a general idea of a topic. Some professors sometimes borrow images from Wikipedia to illustrate certain points in class. Many articles are reviewed, or <b>scrutinized</b>, by the world; Wikipedia's hope/argument is that since the people who read Wikipedia include those who are knowledgeable on the subject(s), any mistake found on the article can be easily corrected by them. In time, the information presented in the article will be "balanced" or almost (or totally) accurate. I think that Wikipedia provides a good service to the global community by providing easily accessible information.</p> <p>However, as a warning to college students, Wikipedia is not truly peer-<b>reviewed</b> like academic journals, such as <i>Nature</i>, <i>Science</i>, and <i>Journal of Counseling Psychology</i> (which you usually have to subscribe to or access through a library/university). Many professors do not accept Wikipedia as a reference in college research papers. Since the articles can be <b>modified</b> by anyone, some of the information can actually be false or inaccurate; vandalism can occur. (If you <b>cite</b> a certain statement from an entry, there is a chance that it may be altered by the time your professor checks it out.) Also, you do not know who the authors are, which is important when doing your Reference List.</p> <p>Just like Google, you cannot trust everything on Wikipedia. It is still OK to check it out for a rough idea of a particular subject and maybe borrow pictures or get some information. However, bare in mind that the information you get from any kind of source, including Wikipedia, is not yours, which means that it has to be cited. Otherwise, you might run the danger of 'stealing' information, which is called plagiarism and is an academic offense. So, if you would like to do a presentation and/or research paper with good quality and reliable information, you can use the library, e-journals, and/or databases as long as you acknowledge the source.</p>	

\*Remember all words in **bold** are on your course wordlist and need special attention.

### 1. Match the words with their synonyms.

- a) scrutinize     \_\_\_\_\_ adapt
- b) modify        \_\_\_\_\_ quote, mention
- c) cite            \_\_\_\_\_ examine, analyze, study

## WHERE HAVE ALL THE LIBRARIES GONE?

NOTES

In recent years the WWW revolution has made people, especially students, question the importance of using books as part of their study. The WWW is now not only able to provide articles and journals direct to your desk but even whole books can be read online. Such a situation relieves students of having to walk up and down corridors of dusty libraries, trying to find one book in a million which may not even be there because someone has either taken it out, lost it or stolen it. It also means that students will not have to learn the confusing **coding** systems that librarians spend many happy hours creating so as to further disorientate and confuse new students. After all, which librarian actually wants their books to leave the library where they can be damaged or even never returned.

Optimistic computer geeks may well believe that computers could mean the end of libraries in universities but they are dead wrong. That is neither the aim of the WWW nor is it likely to ever happen.

Firstly, recent medical research strongly suggests that reading from a computer screen is far more damaging to the eyes than reading off paper. To avoid this, students would be forced to print out everything which means hours and hours of waiting and tons of ink to buy.

Secondly, although many articles do exist on the internet, most of these articles and the journals they come from **require** the researcher to become a paying subscriber. To my knowledge, all university libraries are still free and this is a key issue if you are students struggling to make ends meet.

Finally, university libraries, if efficiently run, usually stock those books that are recommended by the university departments. This means that if there is a book you really need for your course, chances are that it will not only be in the library, but there will be multiple copies of it.

Having said all this, not all university libraries are efficiently run and the **challenge** sounded by the WWW makes it imperative that university libraries really do get their acts together and make sure they are providing university students with all their needs, and consequently that universities are supplying enough money to the librarians to make sure the right books are on the shelves.

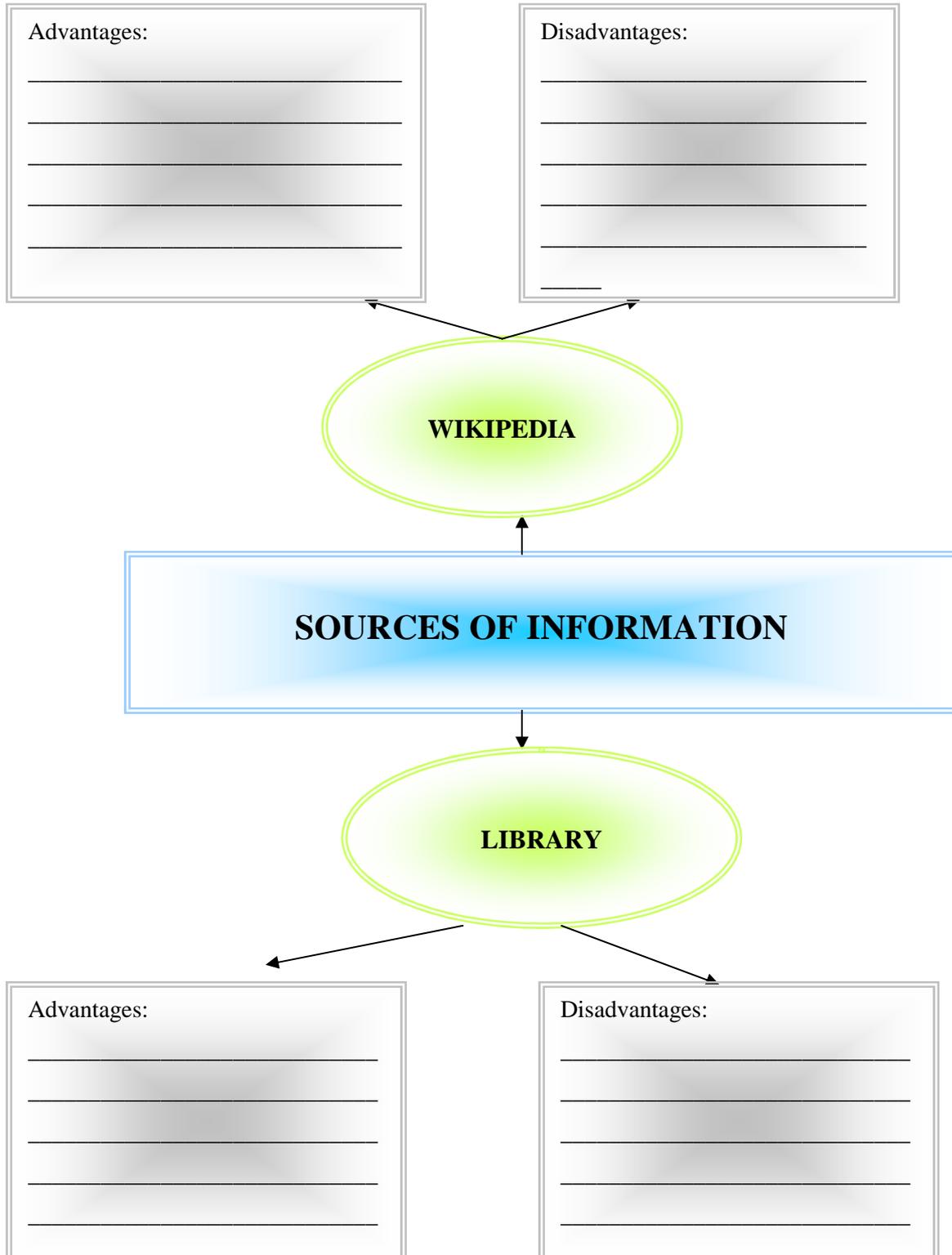
Universities' libraries are going nowhere, but the WWW will go a long way to ensuring that university libraries try harder to satisfy their customers, the students.  
**Kenwood, 2008**

\*Remember all words in **bold** are on your course wordlist and need special attention.

### 2. Match the words with their definitions.

- a) code        \_\_\_\_ something that tests strength, skill, or ability, especially in a way that is interesting
- b) require     \_\_\_\_ to put a set of numbers, letters, or symbols on something to show what it is or give information about it.
- c) challenge   \_\_\_\_ a law or rule says you must do it or have it

3. Read the two texts above and take notes on the advantages and disadvantages of Wikipedia and libraries in the boxes given.



**4. Check your answers with a partner, and add any other advantage or disadvantage that you can think of.**

**5. The text below describes the situation of a student. Read the situation and in groups, discuss:**

a) what the problem is.

b) how this situation relates to the last paragraph of the text on Wikipedia.

Chris just found some good stuff on the Web for his science presentation about sharks. He highlights a paragraph that explains that most sharks grow to be only 3 to 4 feet long and can't hurt people. Chris uses this information in his presentation and adds some other information from Wikipedia as well. He talks about every single detail of sharks, as if he has been a shark expert throughout his life.

Uh-oh. Chris just made a big mistake. Suddenly he finds himself in trouble, not only with his teacher but with the whole school.

Take notes of your discussion here:

**6. Report your answers to the class.**

**Part C: LISTENING**

1. Below is a list of statements about giving a presentation. Write “DO” next to the ones which you think should be done, and “DON’T”, next to the ones that should be avoided. Complete the statement with your justification. The first one has been done as an example.

<b>DO/DON'T</b>	<b>STATEMENT</b>	<b>REASON</b>
<b>DO</b>	introduce yourself and your topic	<i>Because the audience needs to know who you are and what you will be talking about</i>
	Memorize your presentation	
	Look at the audience all the time	
	Speak in a very loud voice	
	Wear interesting and different clothes	
	Write the whole presentation on a piece of paper	
	Use same tone of voice throughout the presentation	
	Prepare an outline for your presentation	
	Use as many visuals as possible	
	tell your audience how long your presentation will be	

2. Share your answers with the class.

**3. You will watch a video by Rosemary Jane and John Cross on how to give a successful academic presentation. The video consists of five sections. After each section do the task that follows.**

**Section 1 THE INTRODUCTION**

a) What does a speaker need to cover in the introduction of a speech?

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**Section 2 TRANSITIONS AND SIGNPOSTING**

a) What is signposting?

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b) Note down the transition words that Rosemary Jane and John Cross mention as examples.

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

**Section 3 HELPING THE AUDIENCE TO UNDERSTAND**

a) What are some ways of helping the audience to understand and follow the presentation?

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

**Section 4 THE CONCLUSION**

a) How does John Cross signal that he is starting the conclusion?

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b) What are the things that John Cross covers in his conclusion?

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**Section 5 QUESTIONS**

a) How does John Cross invite the audience to ask questions?

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# UNIT I: LEADERS – BORN OR MADE?

By the end of this unit, I will be able to:

- introduce a presentation
- present ideas in a sequence
- summarize and conclude a speech
- invite and respond to feedback
- prepare an outline for a persuasive talk

## TARGET OUTPUT

At the end of this unit, I will be asked to:

*‘prepare an outline for a persuasive talk.’*



## PART A: DISCUSSION

*1. Write down the names of 3 business leaders you admire.*

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

*2. In pairs, discuss the following questions?*

- a) What makes them good leaders?
- b) Do you think there is a difference between a leader and a manager?
- c) Do you think leaders are born or made?

*3. Share your ideas with the rest of the class.*

*4. On your own, complete the definition below.*

A leader is someone who \_\_\_\_\_

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*5. Compare your definitions in small groups and combine them to come up with one detailed definition. Write your agreed definition in the space provided.*

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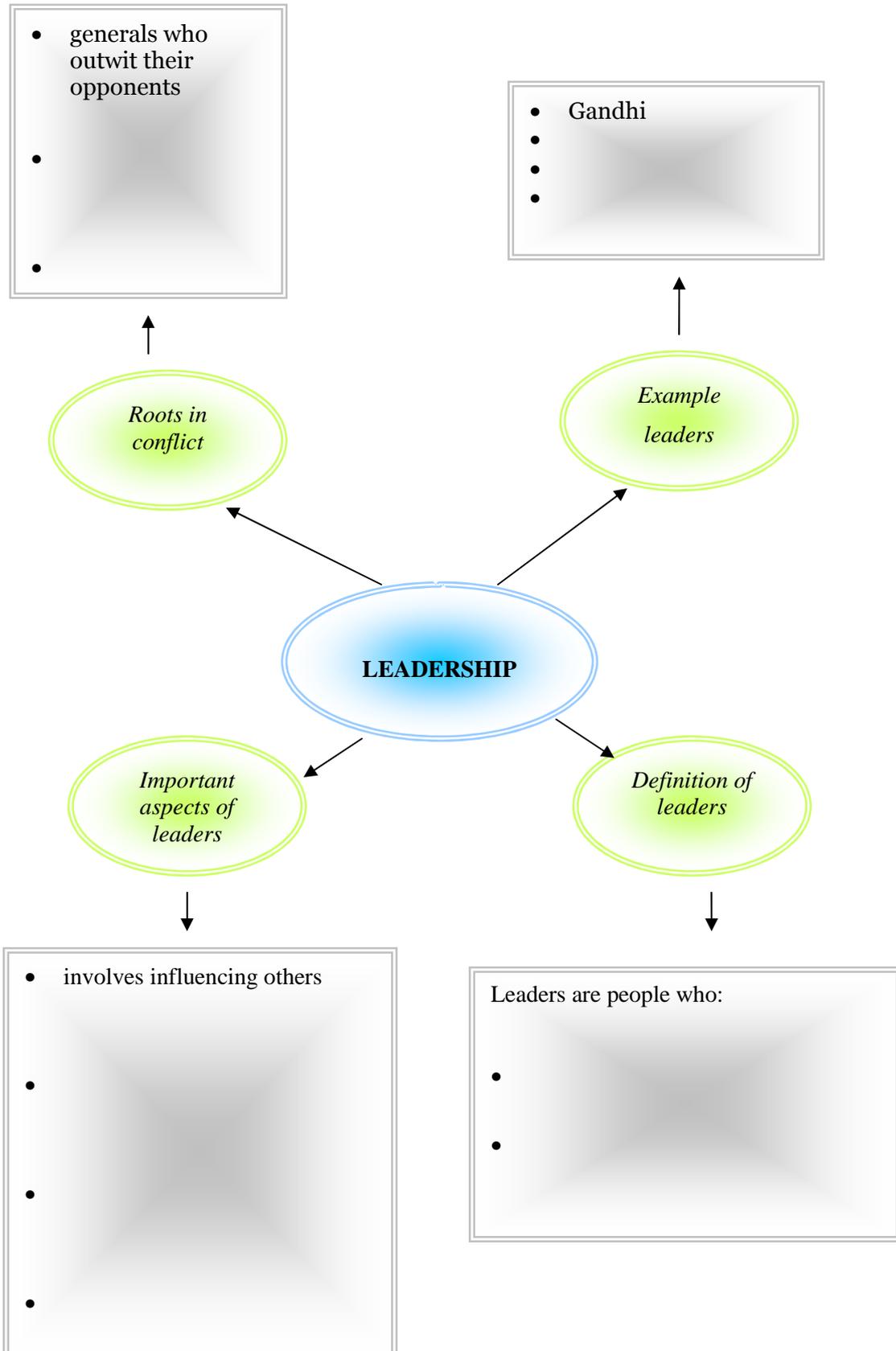
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**Part B: LISTENING**

1. Listen to a talk on leadership and take notes on the aspects mentioned below.



2. Compare the definition of a leader given in the talk with the one you gave in Part A.

**Part C: READING**

Read the article below and complete the tasks that follow.

ARE LEADERS MADE OR BORN – OR BOTH	NOTES
<p><b>1</b> Most of us remember the outstanding leaders of our high school or college days. They were not only recognized as leaders in our schools, they seemed somehow destined for <b>ultimate</b> success in the adult world. Years later, on returning for class reunions or encountering these same people during a chance meeting, we find that many of these "born leaders" never reached their apparent potential.</p> <p><b>2</b> We may also recall many of our classmates and friends who seemed lost during some of those early years. Although they would have never been picked to reach leadership positions in any field, many, in fact, turn out to be extraordinarily successful leaders. These everyday examples illustrate a heated debate in management and behavioural science — are leaders born or made?</p> <p>The nature argument</p> <p><b>3</b> The seeds for our modern-day debate can be <b>traced</b> back to the Scottish scholar Thomas Carlyle. According to Carlyle, some people are born with more leadership ability than others. These men and women possess great or heroic traits and as such, should rightly hold positions of leadership in social organizations.</p> <p><b>4</b> Although such a view seems contrary to Western culture, there is some data to support this notion. Elliott Jaques, a clinical psychologist holding a Ph.D. from Harvard and an M.D. from Johns Hopkins, believes an individual's cognitive capacity, which is roughly <b>equivalent</b> to IQ, is set at birth. Jaques argues that an individual's leadership ability is inherently tied to cognitive capacity. Jaques' theory states that no amount of training, coaching or education can increase this <b>attribute</b> and consequently, leadership development is an oxymoron.</p> <p><b>5</b> Though controversial, Jaques' theory resonates with academics and <b>practitioners</b> alike. Jerry Harvey, professor of management science at George Washington University and author of The Abilene Paradox, agrees with Jaques' contention that human capability and leadership potential are innate and can't be changed. Harvey likens Jaques' theory to a pink elephant sitting in a parlour — most managers see and understand his work on some level, but are unwilling to discuss it.</p> <p><b>6</b> Dominic Monetta, president of Resource Alternative Inc. and former undersecretary of defense for research and development, agrees with Jaques to a certain extent. While Monetta concurs that intellect is innate and set at birth, he doesn't believe that raw intellect alone can explain effective leadership. Environmental factors may facilitate or <b>inhibit</b> leadership potential.</p> <p><b>7</b> According to Monetta, activity, the opportunity to apply one's intellect, is essential for effective leaders to develop and reach their potential. The introduction of an environmental factor, such as activity, leads to the other side of the leadership debate coin — nurture.</p>	

<p>The nurture argument</p> <p><b>8</b> The nurture argument surrounding leadership states that leaders are made through experience, not born. In his seminal Harvard Business Review article, <i>Managers and Leaders: Are They Different?</i>, Abraham Zalesnick makes a compelling case for the role that experience plays in developing future leaders. Zalesnick describes two distinct personality types, "once-born" and "twice-born."</p> <p><b>9</b> Once-born people are those whose life <b>adjustments</b> have been more or less peaceful from the moment of birth. These individuals develop through a fairly <b>stable</b> process of socialization and they seek to maintain the <b>status quo</b>.</p> <p><b>10</b> The twice-born, on the other hand, have not had an easy time of it. Their lives are marked by a continual struggle to attain a sense of order. For the twice-born individual, a sense of self derives from a feeling of professional separateness. Personal development impels them to struggle for psychological and social change, and it is the crucible from which leaders emerge. Twice-born individuals are not preordained for leadership success from birth. Rather, their success in life is a consequence of the experiences of learning.</p> <p><b>11</b> Over the last few years, research has led to the development of an intriguing concept — emotional intelligence. Pioneered by Daniel Goleman and others, emotional intelligence states that an individual's ability to recognize and regulate his emotions, and the emotions of others, accounts for 80% of leadership success in organizations today. While IQ may be set at birth, EQ represents a set of personal skills that can be learned and refined throughout one's life.</p> <p><b>12</b> So, what's the answer? Are leaders made or born? While there is no definitive agreement among the experts, it seems that leadership is a function of both nature and nurture.</p> <p><b>P. Browning and W. Sparks, 2002</b></p>	
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\*Remember all words in **bold** are on your course wordlist and need special attention.

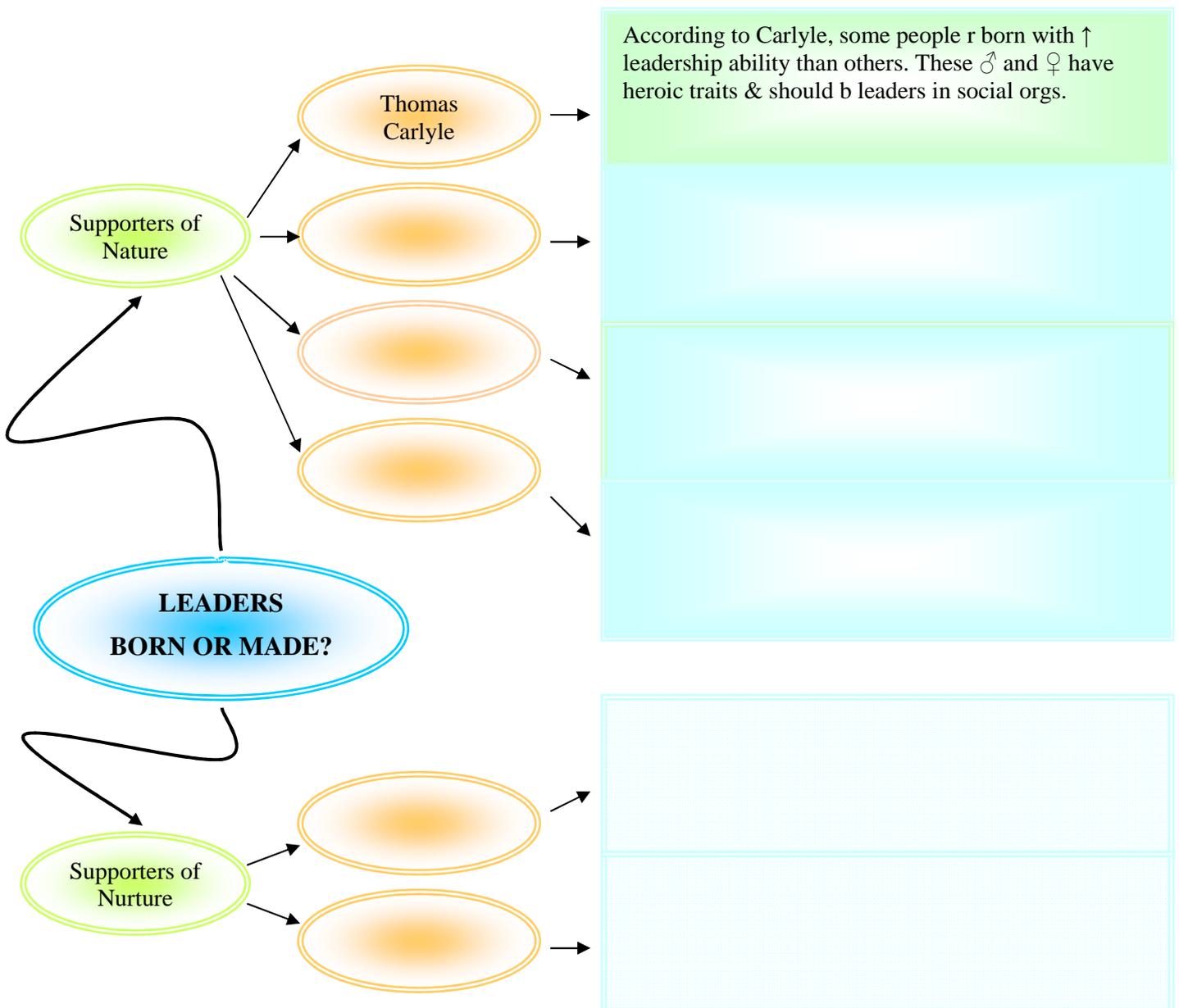
AWL vocabulary highlighted in the text is given below.

ultimate	adjustment	trace	equivalent	status
attribute	practitioner	inhibit	stable	

**1. The following words are taken from the text. Complete the chart with the appropriate word forms.**

Noun	Noun (person)	Verb	Adjective	Adverb
			ultimate	
		trace		
			equivalent	
attribute				
practitioner				
		inhibit		
adjustment				
			stable	
status				

**2. Fill in the chart with the information given in the text.**



**3. Answer the following questions.**

a) In your own words, write down the author's opinion on the topic?

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b) Do you agree with the author? Why? Why not?

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## Part D: SPEAKING

1. Complete the following Academic Skill Tip Box using the phrases given below.

I'd like to talk (to you) today about ...	I'll come to that a bit later on.	In brief...
The focus of my presentation is....	Welcome everybody and thank you for coming.	
The topic of my speech is...	If you have any comments or questions, I'll be happy to hear them.	
Would you like to give me your suggestions?	I've divided my presentation into four parts / sections.	
I'm going to present the recent...	In short...	I'd like to welcome you all today....
I'd be glad to try and answer any questions....	We are here today to learn about...	
The subject can be looked at under the following headings ...		

ACADEMIC SKILL TIP: USEFUL LANGUAGE FOR PRESENTATIONS	
Introducing	e.g. Hello my name is Ege...
Summarising	e.g. To sum up...
Invite others to contribute	e.g. So, that explains our main point. Does anyone have any comments or questions?
Responding to feedback	e.g. That's a (very) good question. Let me answer that like this ...
Statement of intent	e.g. The purpose of this talk is to update you on ...

2. In pairs think of some other phrases that can be added to the table above.

**3. In groups, you are going to prepare an outline for a presentation on one of the following topics:**

- Leaders are born as leaders.
- Leaders are made, not born.
- Leadership is a combination of experience and genetic factors.

**4. Fill in the missing information in the tip box below.**

**ACADEMIC SKILL TIP:**

**GIVING A PERSUASIVE TALK**

In a persuasive speech, a subject which people do not agree on is being described. Therefore, the speaker must acknowledge both sides of the subject and then explain and defend his or her ideas on a subject. A person's ability to persuade depends on how well ideas are thought out, explained and supported. The speaker must link all ideas together to show the connection between them.

In addition to this, the speaker must use evidence to support what is being said.

When considering what evidence can be used to support a claim, there are different options available:

- e.g. Research findings
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

What evidence is used depends on what best supports the speaker's claim.

**5. Complete the following outline for your presentation. Look back at the tip boxes in this unit to help you and use some of the phrases from 'Useful language for presentations'. Make sure you include at least three of the AWL words from Part C exercise 1.**

**Introduction to Situation:**

Describe the situation in general.

***Your opinion:***

What do you believe about this subject?

Are there any limitations that you would add to your belief?

***Evidence to support your opinion:***

What are your reasons for holding this opinion?

Why is this opinion stronger than the opposing one?

***Evaluation of your opinion:***

What possible questions do you think the other students may ask you after your presentation?

How will you answer these questions?

## UNIT II: THE ART OF COMMUNICATION

By the end of this unit, I will be able to:

- prepare and use cue cards
- talk about a process
- use effective body language

### TARGET OUTPUT

At the end of this unit, I will be asked to:

*'give a talk on a process'.*



### *Part A: DISCUSSION*

*1. Working alone, answer the following questions.*

a) List three ways people convey their messages to others.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

b) Why is it important to communicate effectively in real life?

\_\_\_\_\_  
\_\_\_\_\_

c) Why is effective communication important for businesses?

\_\_\_\_\_  
\_\_\_\_\_

d) How many steps do you think the communication process is made up of ? What are they?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

e) In your own words, write a definition for the word 'communication'.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*2. In small groups complete the following tasks.*

a) Discuss the answers you gave in exercise 1 a), b),c) & d)and report back to the class.

b) Compare the definitions you gave for 'communication' and agree on a final definition to present to the class.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Part B: LISTENING (1)**

**1. Listen to the beginning of a lecture on effective communication and note down the definition given for communication below.**

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**2. Compare the definition in the listening with the one you gave in exercise 2 b).**

**3. Listen to the rest of the lecture on the importance of effective communication and note down each step of the communication process in the first column of the box below.**

Stages of the Communication Process	Details
1. _____	
2. _____	
3. _____	
4. _____	

**4. Listen again and add notes for each stage in the second column of the box above.**

## Part C: READING



1. Quickly read the text below and underline the times corresponding to major developments in the history of the telephone.

AN ONGOING DISPUTE	NOTES
<p>1 The invention of the telephone has a long intriguing and contested history. There exists great dispute over who deserves <b>credit</b> as the first inventor of the telephone.</p> <p>2 According to dictionary.com the telephone is “An instrument that <b>converts</b> voice and other sound signals into a form that can be <b>transmitted</b> to remote <b>locations</b> and that receives and reconverts waves into sound signals.” The word telephone originates from a combination of the Greek words “tele” meaning “afar, far off,” and “phone” meaning “sound, voice.”</p> <p>3 Some historians suggest Francis Bacon predicted the telephone in 1627 in his book <i>New Utopia</i>, where he described a long speaking tube. However, it was not until 1854 that a French <b>investigator</b> Bourseul suggested that transmitting speech electrically over distance could be possible.</p> <p>4 Antonio Santi Giuseppe Meucci (1808 – 1896) is the earliest endorsed claim to the invention of a voice communication apparatus. Meucci <b>constructed</b> a form of telephone in 1857 as a way to connect his second-floor bedroom to his basement laboratory. In Italy, Meucci is recognized as the inventor of the telephone. The <i>Enciclopedia Italiana di Scienze, Lettere ed Arti</i> recognizes Meucci as the original founder of the telephone in 1860.</p> <p>5 European physicists credit German inventor, Philip Reis, as the first to transmit a sentence by telephone in 1860. Reis demonstrated his device 16 years before Bell took out a patent for a similar device. In 1872, Prof Vanderwyde demonstrated Reis's device in New York where it was supposedly seen by Thomas Edison and Alexander Graham Bell. On March 22, 1876, a New York Times editorial entitled "The Telephone," endorsed Philip Reis as the first inventor.</p> <p>6 Bell evolved ideas from Reis's device in his <b>subsequent</b> development of the</p>	

telephone. Bell enlisted Thomas Watson, an experienced machinist, to assist him in his research. In 1876, Alexander Graham Bell patented the electro-magnetic transmission of vocal sound by undulatory electric current.

**7** Elisha Gray was another inventor who had been working on the development of the telephone. Gray **submitted** a request to the patent office the same day but was beaten by a matter of hours. No one has ever determined why both patents were filed on the same day. Some have suggested that Bell was aware of Gray's intention and rushed to thwart his rival.

**8** The paper trail of Bell's patent application shows substantial evidence that his lawyers Pollock or Bailey did **acquire** the basic ideas of Elisha Gray's liquid transmitter. On March 7, 1876, Bell subsequently incorporated this technology successfully into his apparatus to transmit "Mr. Watson, come here, I want to see you".

**9** The invention of the telephone has been one of the most contested patents in United States history. Many lawsuits challenged the rightful owner of the patent but none were successful.

**10** Today, there still exists great **debate** over the founder of the telephone. A 2002 **resolution** by the U.S. House of Representatives, gave its endorsement of Antonio Santi Giuseppe Meucci as the originator of the telephone. HR 269 said Meucci "set up a rudimentary communication link in his Staten Island home that connected the basement with the first floor... he demonstrated his invention in 1860 and had a description of it published in New York's Italian language newspaper.... and was unable to raise **sufficient** funds to pay his way through the patent application...".

**11** Today, the telephone is the most vital communication tool of our world. Telecom has become a giant industry that provides solutions far above what Meucci, Reis, Gray or Bell ever envisioned. If not for the efforts of these great inventors there would be no telephones, facsimile machines, personal devices, computers or the Internet. Today, most people cannot imagine such a primitive existence. Communication is the link that allows our world to function at its pace. The telephone is the single most significant invention in the modern era.

R. Salomone, 2006

\*Remember all words in **bold** are on your course wordlist and need special attention.

*2. What is the main idea of the reading text?*

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*3. According to Salomone (2006) why is the telephone one of the most important inventions of our time?*

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*4. Who does the U.S. House of Representatives accept as the true founder of the telephone?*

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5. *Why was Antonio Santi Giuseppe Meucci unable to get a patent for his discovery?*

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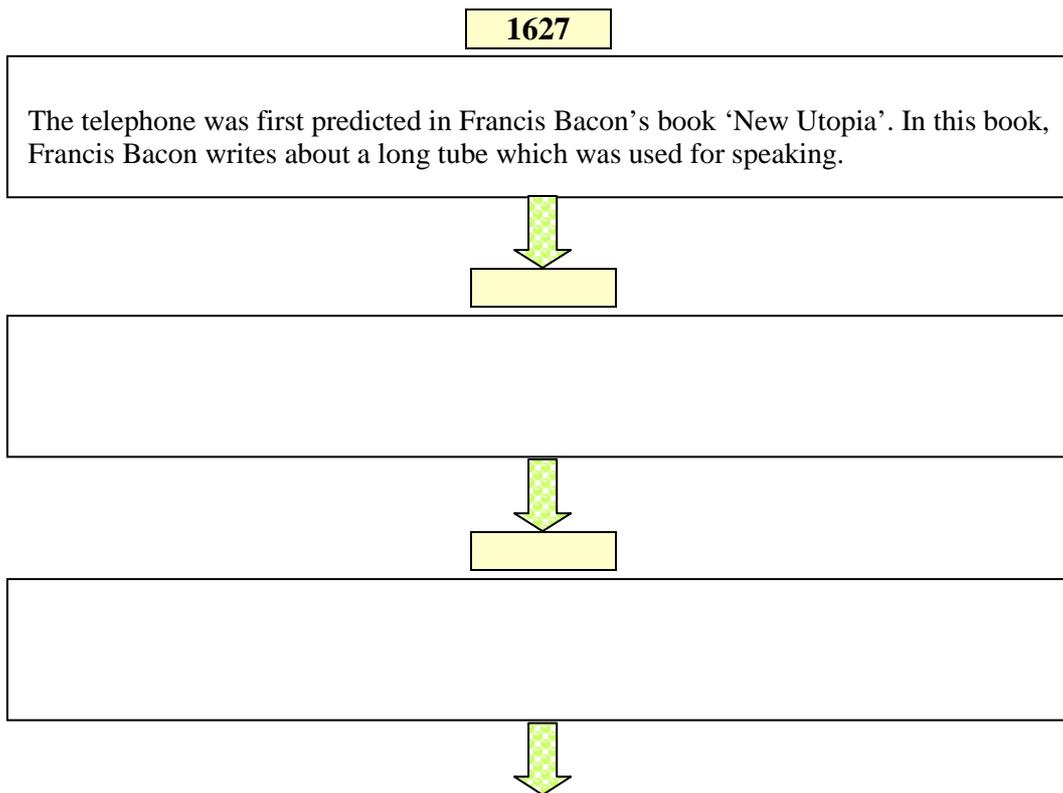
6. *The following words are taken from the text. Complete the chart with the appropriate word forms.*

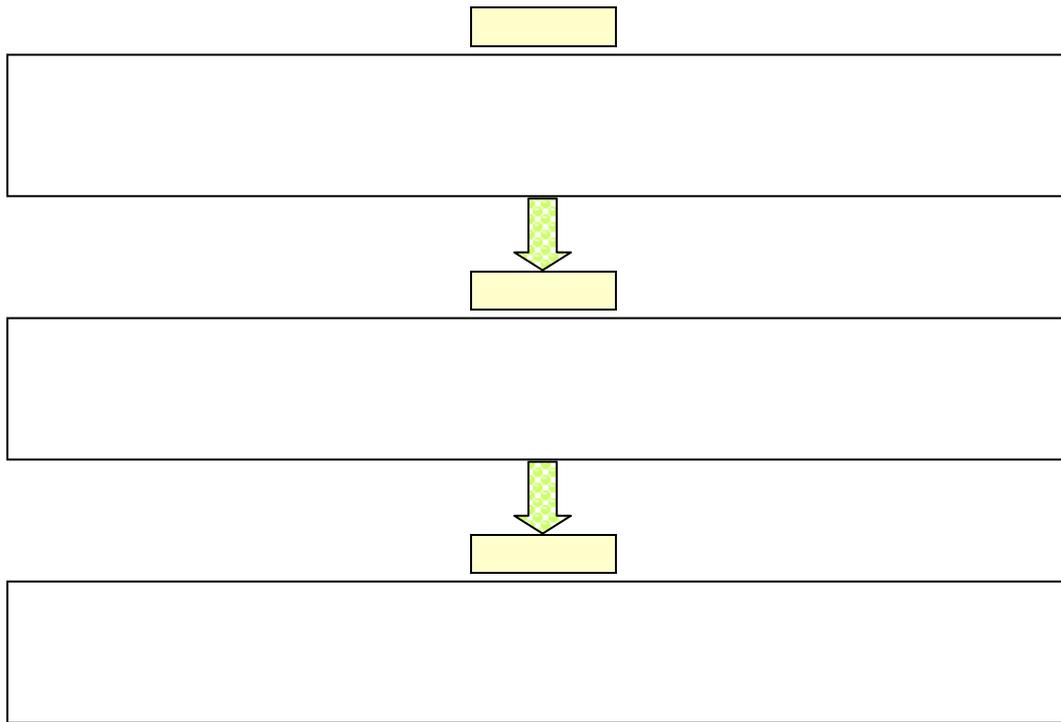
Noun	Noun (person)	Verb	Adjective	Adverb
credit				
		convert		
		transmit		
location				
	investigator			
		construct		
			subsequent	
		submit		
		acquire		
debate				
resolution				
			sufficient	

7. *Check your answers with the mini-dictionary.*

8. *Using the information that you underlined in the text, complete the time chart below.*

**Time line for the development of the telephone.**





### **ACADEMIC SKILL TIP:**

#### ***USING CUE CARDS***

**Cue cards**, also known as note cards, are cards with words written on them that help speakers remember what they have to say.

When you master using cue or note cards, your entire delivery is enlivened. It becomes more spontaneous and when that happens your audience appreciates it.

To prepare your cue cards you need a packet of standard index cards, a selection of highlighters, and an easily-read pen.

The best cue cards:

- have ONE main heading or idea per card
- are written clearly using larger than usual font (so you can read them easily)
- have plenty of white space around each word or phrase to help them stand out
- use bullet points or numbers to itemise the supporting ideas under the main heading
- are written on ONE side of the card only
- are clearly numbered so that you know the order they come in
- are color-coded clearly showing your main idea, supporting ideas, examples and links.
- have approximate timings marked so you can track yourself through your allotted time. If you find you're going over you can adjust by leaving out an extra example or conversely if you're under time, you can add one in

Don't forget to rehearse. Remember practise makes perfect.

9. In pairs prepare cue cards for a short talk on the important events that led to the invention of the phone. Use information from the reading and the chart above. Example cue cards are given below.

Example 1

<u>1</u>
<u>INTRODUCTION</u>
<b>TOPIC: DEVELOPMENT OF THE TELEPHONE</b>
<ul style="list-style-type: none"><li>• <b>Definition</b> <i>Instrument - converts sound signals into form that can be transmitted</i></li><li>• <b>Origins of the word telephone</b> <i>Greek – ‘tele’ (afar) + ‘phone’ (sound, voice)</i></li><li>• <b>Invention of the telephone</b> <i>Intriguing &amp; contested history not clear who deserves credit – great dispute</i></li></ul>

Example 2

<u>2</u>
<b><u>History &amp; Development</u></b>
<b><u>1627</u></b>
<i>Francis Bacon’s book ‘New Utopia’</i>
<ul style="list-style-type: none"><li>• <i>First prediction of the telephone</i></li><li>• <i>Description of a long speaking tube.</i></li></ul>

## ***Part D: SPEAKING***

### **ACADEMIC SKILL TIP:**

#### ***TALKING ABOUT A PROCESS I***

A process involves sequential steps. That's to say, there are several single steps that occur one after the other. In order to make the sequence of events easier to understand, linking words/phrases are used. These include words like *after, while, then, during and before* and phrases such as *at the beginning, after doing this, after completing this stage, before going any further*.

#### ***1. In groups, you are going to prepare a presentation on the following topic:***

- The history of modern telecommunications.

Read through the tip box below to help you plan your presentation outline.

### **ACADEMIC SKILL TIP:**

#### ***TALKING ABOUT A PROCESS II***

In addition to using linking words, there are several other things to keep in mind when explaining a process.

##### **Tense**

- most processes are explained in the present tense, unless the speaker is telling an actual process he/she carried out or a historical one.

For example:

The communication process begins with the sender and ends with the receiver.

It was not until 1854 that a French investigator Bourseul suggested that transmitting speech electrically over distance could be possible.

##### **Voice**

- the passive voice is used when the process is carried out by an unimportant agent. The active voice is used to emphasise the person or object that is carrying out the process.

For example:

These symbols are used to encode ideas into messages that others can understand.

To begin transmitting the message, the sender uses some kind of channel.

##### **Commands**

- the speaker can use the imperative form if he/she wants to instruct the audience on what to do. This could be done if giving advice on something.

For example:

Listen carefully to the message being sent.

#### ***2. Complete the following outline for your presentation.***

***Process:***

***Opener:***

***Background information:***

***Steps or stages:***

***Summary:***

3. Match each heading below with the information given in the text box.

<i>Hand gestures</i>	<i>Voice</i>	<i>Movement</i>	<i>Facial expressions</i>	<i>Eye contact</i>
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**ACADEMIC SKILL TIP:**

***USING EFFECTIVE BODY LANGUAGE***

In addition to the content and language structures used in a presentation, another important factor needed is effective use of body language. Body language is divided into several different features:

- \_\_\_\_\_

Try to divide your audience into groups and move your eyes from one group to another to include the whole audience.

- \_\_\_\_\_

Keep your tone interested without being too expressive and vary your volume, stressing important parts of the speech more than the others.

- \_\_\_\_\_

Avoid putting your hands in your pockets or behind your back. Use gestures to strengthen the message you are giving. This can be done by using gestures to do things such as point out something on a visual or count when listing information or giving a sequence of events.

- \_\_\_\_\_

Remember to smile and be as natural with your expressions as possible. This will help to build a friendly, open relationship with the audience.

- \_\_\_\_\_

Avoid distracting behaviour like pulling on your sleeve, scratching, playing with your hair or pacing up and down. Move during the presentation, but do it gradually and not all the time.

4. Give your presentation to the rest of the class using the cue cards you prepared in Part C Exercise 9 to help you. Make sure you use some phrases from the tip boxes in this unit and pay attention to your body language. Use at least three of the words from the box below.

transmit	location	subsequent	sufficient	convert
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## UNIT III: WORKPLACES GO DIGITAL

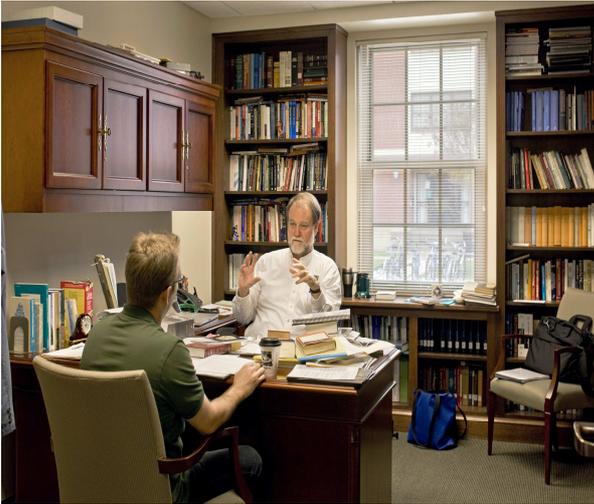
By the end of this unit, I will be able to:

- state an opinion and give support to it
- comment on a given opinion
- challenge a given opinion
- give a talk on a problem and its solution

### TARGET OUTPUT

At the end of this unit, I will be asked to:

**‘describe a problem and explain its solution’**



### *Part A: DISCUSSION*

**1. Look at the pictures and consider the following questions in small groups.**

a) How has the traditional office changed in the last 20 years? Make a list of the most important changes.

b) What is your opinion of new technology in the workplace? You may want to consider convenience, usefulness, health, etc. Give reasons for your opinions.

c) Do you agree/disagree with the statement below?

*‘The introduction of technology in the workplace has brought many new problems along with it.’*

d) List three problems that you think have been caused by new technology.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**2. Prepare a brief summary of the most important or most interesting ideas and present this report to the rest of the class**

## Part B: READING

1. The words below are taken from the reading and are on the AWL. Using your dictionary, fill in the table below:

Noun	Noun(person)	Verb	Adjective	Adverb	Synonyms
				physically	
location					
			traditional		
interaction					
data					
environment					
design					
function					
				theoretically	

2. Complete each sentence with one of the words above.

- The school uses a combination of modern and \_\_\_\_\_ methods for teaching reading.
- A map showing the \_\_\_\_\_ of the property will be sent to you.
- Have you seen the \_\_\_\_\_ for the new shopping centre?
- Now the \_\_\_\_\_ is being transferred from magnetic tape to hard disk.
- It is \_\_\_\_\_ possible.
- The protestors had to be \_\_\_\_\_ removed from the room.
- The office is quite bright and airy - it's a pleasant working \_\_\_\_\_.
- I'm not quite sure what my \_\_\_\_\_ is within the company.
- There's not enough \_\_\_\_\_ between the management and the workers.

3. Each body paragraph in the reading identifies a problem related to technology in the work place. Scan the text to fill in the table below in your own words.

	<u>Problem</u>
Paragraph 2	
Paragraph 3	
Paragraph 4	

Paragraph 5	
Paragraph 6	

<b>TECHNOLOGY IN THE WORKPLACE</b>	NOTES
<p><b>1</b> The technological advances achieved in the past few decades have brought about a revolution in the business world. Today, employees no longer need to <b>physically</b> be with their clients and co-workers. However, as the physical office loses importance and employees are encouraged to telecommute from their <b>location</b> of choice, these physically isolated workers will inevitably suffer a loss of face-to-face interpersonal skills and a deterioration of relationships in the workplace.</p> <p><b>2</b> Even in <b>traditional</b> offices, the use of technology can severely limit the amount of <b>interaction</b> among employees. With a telephone and computer workers are given immediate access to a large portion of the resources they may need. Team meetings, worker cooperation, and informal conversations over the coffee machine or in the lounge are often replaced by email and voicemail messages, conference calls, and shared access to <b>data</b> over computer networks.</p> <p><b>3</b> This worker separation is aggravated by the realization of managers that client contact is increasingly carried out over the phone, through email, or via a video conference system. The <b>function</b> of the traditional office becomes less to impress clients and provide a friendly, welcoming <b>environment</b>. Instead the office is <b>designed</b> and monitored with the goal of maximizing worker productivity.</p> <p><b>4</b> Although a worker's access to a computer may <b>theoretically</b> increase his or her productivity, it also introduces new temptations for distraction and wasted time. An internet connection brings sports, computer games, politics, economics, and just about anything else the user is interested in right to his desktop.</p> <p><b>5</b> Some managers are comfortable with granting their workers the freedoms associated with many of these technologies; however, the temptation to implement automated supervision techniques often arises. These monitoring techniques can often lead to tension, distrust, and resentment in the manager-employee relationship. Video cameras, keyboard-stroke counters, and internet site visitation records are common means for supervisor monitoring. Because data gathering and processing through these techniques is quick and easily automated, a manager might be tempted to rely excessively on the results, although employee productivity might not be proportional to any of these statistics.</p> <p><b>6</b> In addition, managers face the complication that employees may have a better</p>	

understanding and working knowledge of these new technologies. As these technologies become increasingly complex, workers farther down the command chain are often delegated the full-time task of configuration and maintenance of the system. Those employees that use the system for client contact or research will also become accustomed to the technology, while the managers who perform higher level tasks are less knowledgeable. Thus, the manager empowers and entrusts his staff with greater responsibility, and may lose some control and understanding of their activities.

7 Thus, bringing technology into the workplace has far-reaching ramifications. Furthermore, it could be said that the relationships between individuals of any level of a company tend to suffer with the introduction of new technological methods.

Adapted from J. Smith, 2008

**4. In your own words, write down what the author's opinion on technology in the workplace is?**

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**5. Look at the expressions in the tip box below and decide when we would use them. Write your answers in the space provided.**

**ACADEMIC SKILL TIP:**

**STATING AN OPINION**

1. We use these when \_\_\_\_\_
  - My (own) (personal) view (on this matter) is that...
  - Personally, I think that...
  - In my opinion...
  - As far as I can see, ...
  
2. We use these when \_\_\_\_\_
  - It is sometimes said that ..., but my own view is that ...
  - It is widely believed that .... However, personally, I think that ...
  - I understand both sides of the argument, but on balance I think that ...

**6. Do you agree or disagree with the author's opinion on technology in the work place? Why/why not? Look at the skill tip box, and using one of the phrases, state your own opinion about technology in the work place.**

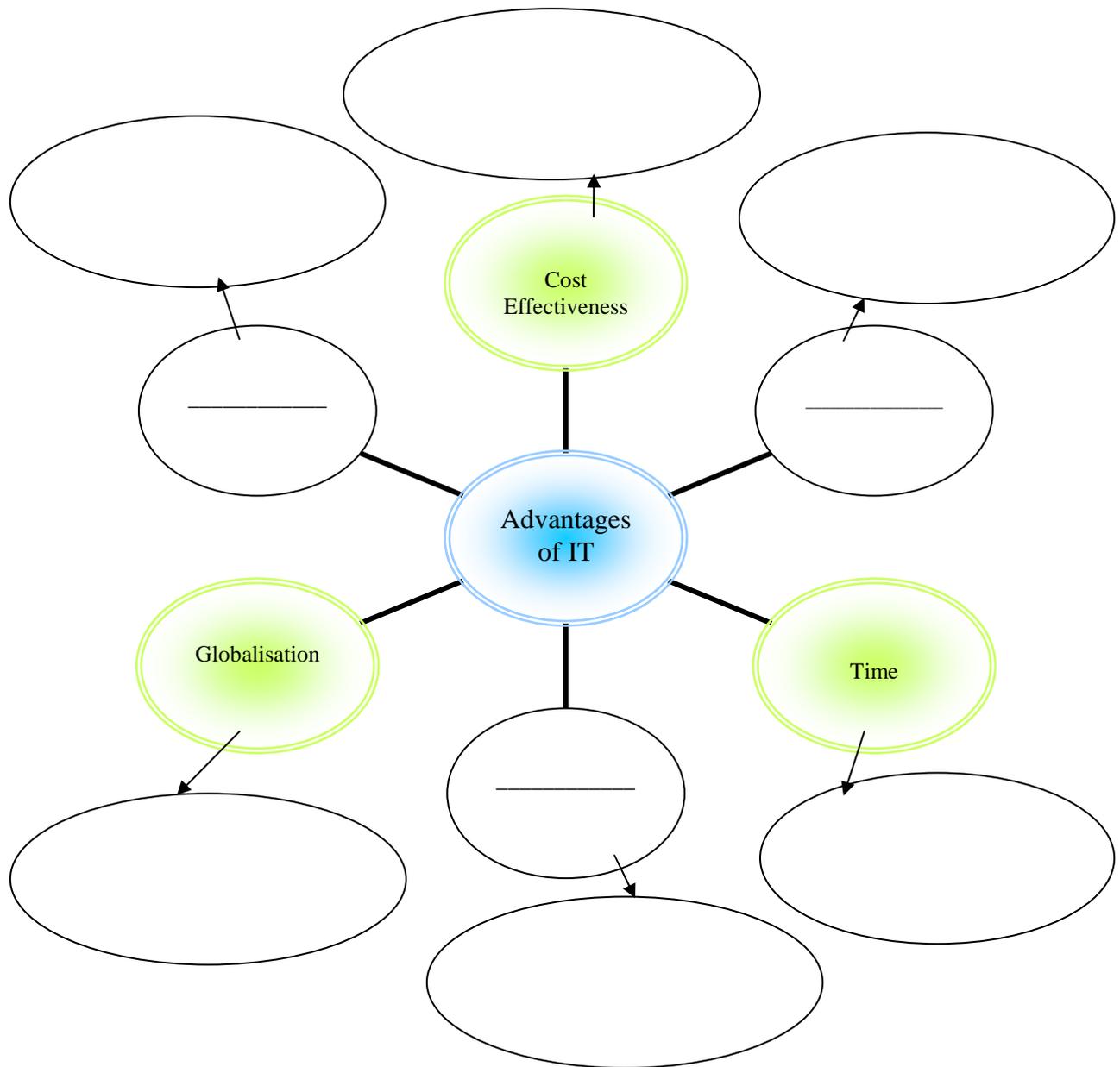
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**Part C: LISTENING**

**1. Listen to a short lecture on the advantages of information technology given by Professor Garrett and make notes under the titles in your mind-map.**



**2. Look at your partner's notes and compare the ideas that you have included. Check to see if there is anything that you want to add to your notes.**

**ACADEMIC SKILL TIP:**

***SUPPORTING YOUR OPINION WITH EXPERT OPINION***

In academic environments, you have to support your ideas by giving evidence, statistics and expert opinion. Some useful phrases to do this are given below but in a mixed order. Rewrite each phrase in the space provided.

- is that X of it view the ...  
\_\_\_\_\_ *It is the view of X that...* \_\_\_\_\_
- X as out points ...  
\_\_\_\_\_
- X the of opinion is in that a study Y of...  
\_\_\_\_\_
- Be it that suggested might ...  
\_\_\_\_\_
- X to according, ...  
\_\_\_\_\_

**3. Find 2 relevant ideas from the reading by Smith and the notes you made from listening by Garrett to support the opinion of technology you gave in the Reading Section exercise 6. Using the phrases from the skill tip boxes above, write your opinions with support from the ideas of Smith or Garrett.**

e.g. **It is widely believed that** technology in the workplace is beneficial for everyone but **personally, I believe that** it hinders communication between employees. **As Smith points out,** relationships in the workplace deteriorate and employees lose their interpersonal skills and are physically isolated.

e.g. **It is sometimes said that** there are many problems associated with using new technology in the workplace. However, **in my opinion,** the advantages far outweigh the disadvantages. **According to Garret,** business can be carried out a lot more quickly and efficiently with the use of technology.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**4. Read out your opinions in small groups and help each other correct any problems.**

**Part D: SPEAKING**

**1. Look at the phrases below and put them into the correct column in the tip box.**

- It is necessary to point out that ...
- I agree with X when he says that ...
- I don't think so.
- Well, you have a point there, but ...
- It is important to remember that ...
- That's a good point.
- I don't agree.
- I completely disagree.
- I see what you mean, but ...
- I think so, too.
- X is certainly correct in saying that ...
- The first thing that we have to consider is ...
- I agree entirely.

**ACADEMIC SKILL TIP:**

***COMMENTING ON ANOTHER POINT OF VIEW***

In any discussion, people need to show whether they agree or disagree with the other speaker(s). They also need to present their own opinion. Some common phrases to use are:

Agreeing	Disagreeing	Presenting your own opinion

## SOLVING A DILEMMA

You are a business consultant who has been hired by a leading software company which uses technology in all areas of its business. Unfortunately, with the introduction of new technology the company's employees have become extremely isolated and there is very little interaction if any between them. The company's new CEO, who gives great importance to team work, wants to improve the relationship between his employees while continuing to benefit from the advantages of technology.

As members of a consultant committee, you've been asked to come up with some new ways to improve the interpersonal skills of the employees.



*1. In groups, decide on three things that the company can do to help improve the relationship between its employees and stop them from feeling so isolated.*

### SUGGESTIONS

1.

2.

3.

**ACADEMIC SKILL TIP:**

***PRESENTING A PROBLEM-SOLUTION TALK***

In a problem-solution speech, the speaker can organize the information in several sections. First, a description of the situation is given. Then, the speaker moves on to the problems identified. After that, there is usually a discussion of one or more solutions or responses to the problem. Finally, the speaker may conclude with an evaluation of the solutions given. In some cases, two of the sections can be combined.

When talking about each section, the best way to separate information is to use listing connectors such as:

- First, second, third, furthermore, in addition, moreover, also, finally, etc...

To link the separate parts together, there are several types of linkers that can be used:

To move from the situation to the problem, the speaker can use:

- But, however, although, nevertheless
- Unfortunately, sadly
- The problem is that... an unfortunate result of this is...

When moving onto the solution, a speaker can use:

- In order to reduce the...
- One way to control this would be...
- One solution to this problem is...

When talking about the evaluation stage, the speaker must provide evidence that the chosen solution is viable. This can be done by backing up choices with other people's opinions. See other tip boxes in this unit for more information.

***2. Get ready to explain and defend your final decisions to the rest of the class. While doing this, complete the following outline.***

***Situation:***

Describe the situation that you have analyzed.

***Identification and description of a problem:***

- What kind of problems is the company faced with?
- What are the problems the employee's face?
- What does the company want to do?

***Discussion of solutions to the problem:***

- What can the company do to solve the problem?
- How will the changes benefit the company?
- How will the changes benefit the employees?

***Evaluation and support of proposed solution:***

- What possible questions do you think the other students may ask you after your presentation
- How will you answer these questions?

***3. Give your presentation to the rest of the class. Make sure you use the phrases from the tip boxes in this unit while explaining your solution. Use at least three of the words from the box below.***

physically	location	traditional	interaction	data
environment	design	function	theoretically	

## UNIT IV: TO GROW OR NOT TO GROW

By the end of this unit, I will be able to:

- ask for clarification
- describe charts & graphs
- illustrate a point
- give a persuasive speech.

### TARGET OUTPUT

At the end of this unit, I will be asked to give a persuasive talk on:

*'economic growth using graphs or charts'*



### *Part A: DISCUSSION*

*1. Working alone, answer the following questions.*

- a) What do you understand by the term 'economic growth'?
- b) How can it be measured?
- c) List three benefits of continued economic growth?

1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_

d) Are there any problems that can arise from continued economic growth? List three of them.

1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_

*2. Use the questions below to complete the skill tip box.*

- Have you got that?
- Could you explain what you meant when you said that...?
- Is that clear enough?
- Are you with me so far?
- Could you give an example of ...?
- Could you be more specific about...?
- Could you go over that again?

### **ACADEMIC SKILL TIP: ASKING FOR CLARIFICATION**

In speaking, you may not always understand what the other person is saying. Therefore, you may need to ask for clarification.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

When speaking, people often check to make sure that others understand them.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3. In groups, discuss your answers to part 1. If you do not understand what your partners are explaining, ask for clarification.

**Part B: LISTENING I**

**Why do we need economic growth?**



1. Look at the picture and decide what message the artist is trying to convey.

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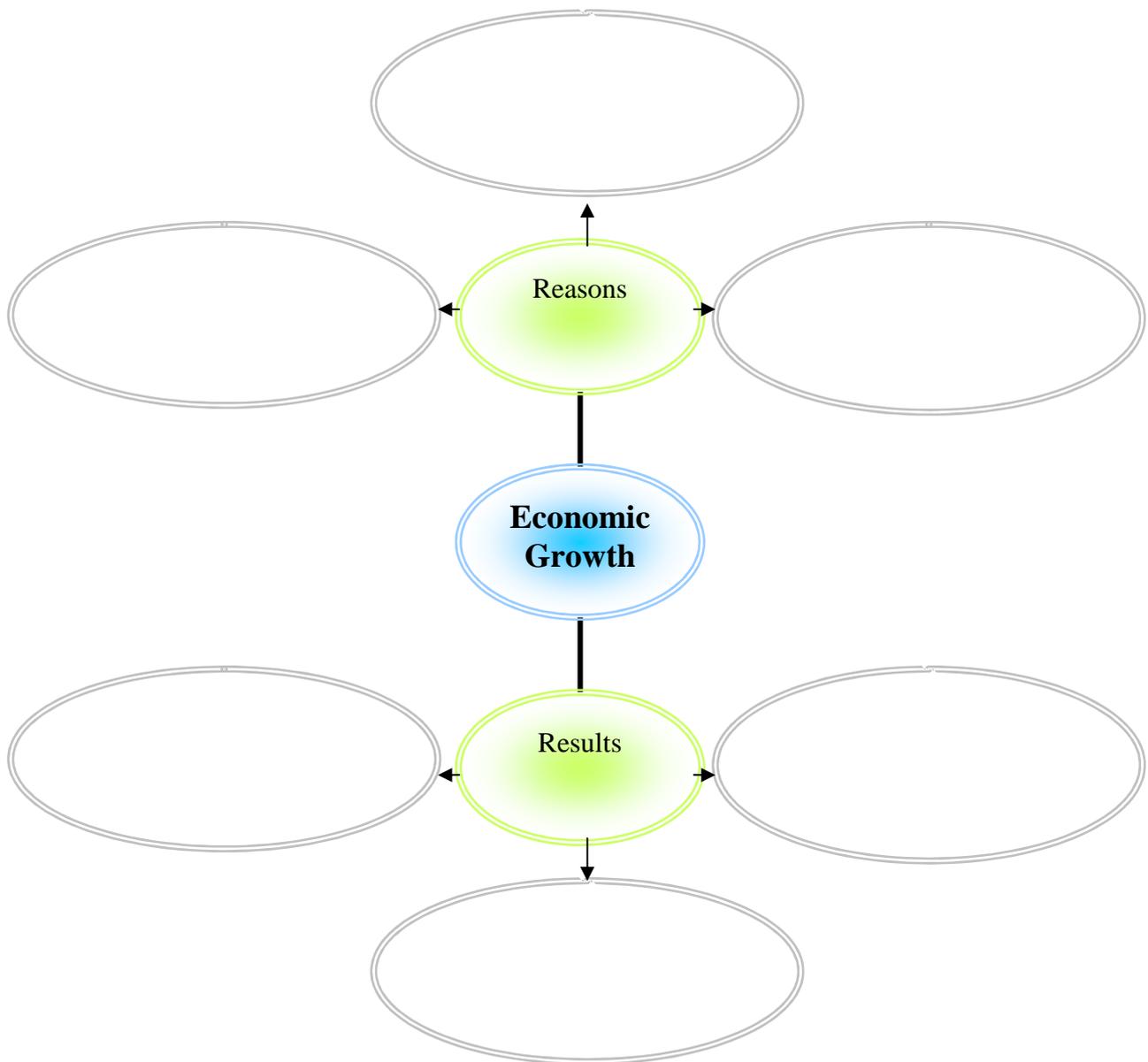


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2. Listen to the first section of a news excerpt on economic growth to note down the answers to the following questions.

Questions	Your notes from the listening
1. What is economic growth?	
2. What does GDP stand for?	
3. How is GDP calculated?	
4. What is the most important factor affecting growth?	
5. What are the two things that can cause a recession?	
6. What causes inflation?	

3. Listen to the 2<sup>nd</sup> part of the same excerpt and complete the notes below.



4. Check the answers you gave in Part A and correct any mistakes.

## Part C: LISTENING II: VIDEO

1. Watch the video on “Graphs and Trends” and fill in the academic skill tip box below.

### ACADEMIC SKILL TIP: DESCRIBING TRENDS, CHARTS & GRAPHS

Graphs or charts are often used in business and economics to make it easier for us to understand large quantities of data and the relationship between different parts of the data. You will need to use and interpret graphs and charts throughout your university and professional life. Keep in mind too that they are also an effective tool for presentations.

- **the phrases used to refer to a graph:**

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

d) \_\_\_\_\_

- **language used to describe bar graphs & line graphs**

Describing change:

a) Upward movement - e.g. to increase

\_\_\_\_\_

b) Downward movement – e.g. to decrease

\_\_\_\_\_

c) An end to movement – e.g. to flatten out

\_\_\_\_\_

d) No movement – e.g. to remain stable

\_\_\_\_\_

Adjectives & adverbs that describe how big/small and fast/slow the change is:

e.g. dramatically

\_\_\_\_\_

\_\_\_\_\_

Describing causes:

\_\_\_\_\_

\_\_\_\_\_

- **language used to describe pie charts**

e.g. Washing machines represent 15 % of sales.

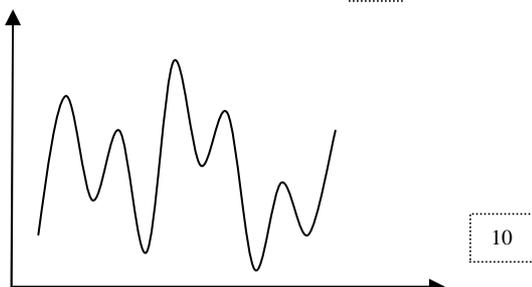
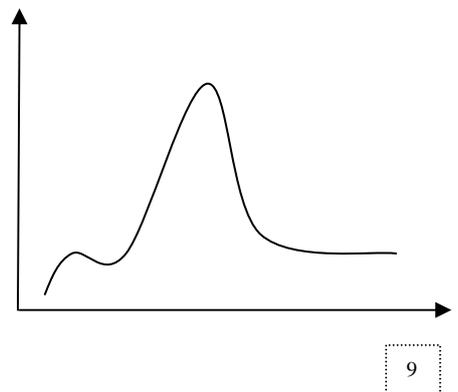
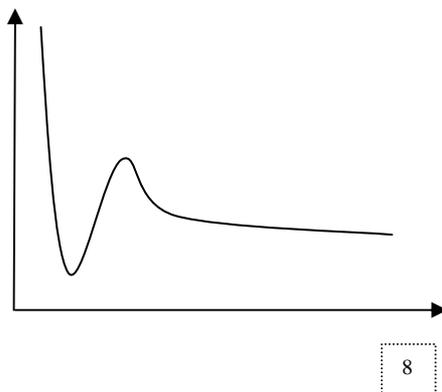
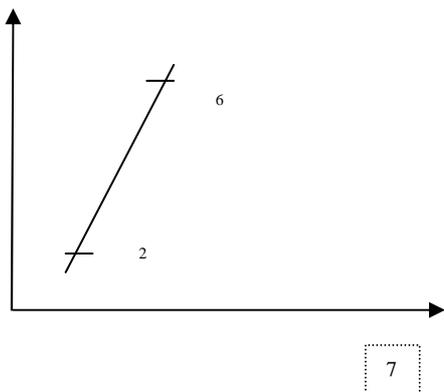
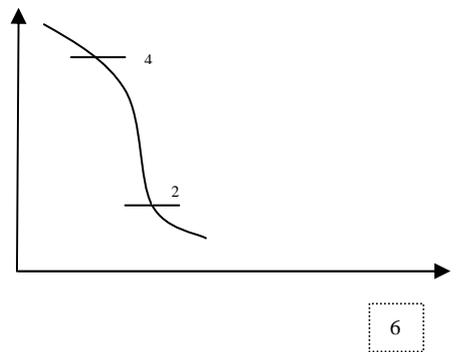
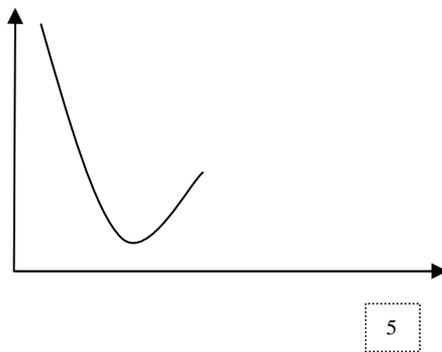
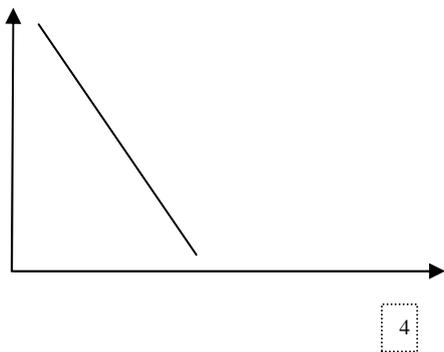
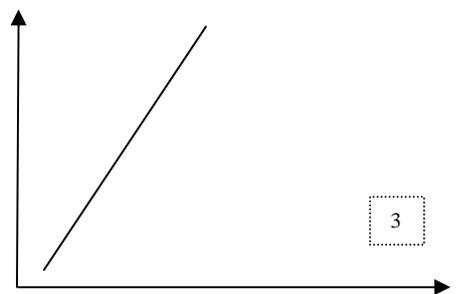
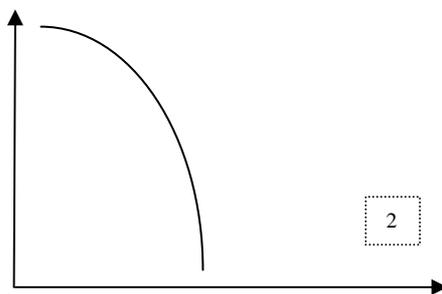
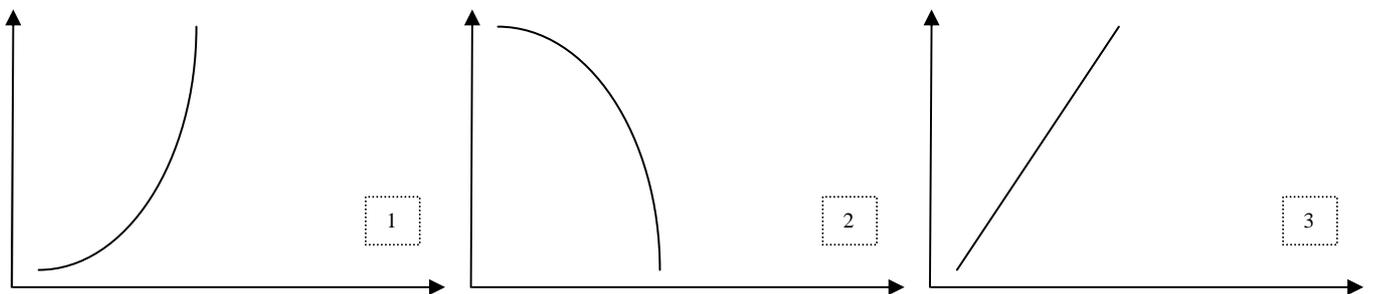
\_\_\_\_\_

**2. Add the structures given below to the academic skill tip box.**

stay (at) the same level / considerably / plunge / lessen / suddenly / stabilize / boom / to remain constant / fall / improve / quickly / go down / slightly / slump / grow / slowly / rocket / drop / rise / significantly / moderately / go up / decline / expand / gradually / steadily / level off /

**3. Match the following words to the graphs below:**

recover improve rocket lessen triple stabilize plunge peak fluctuate halve

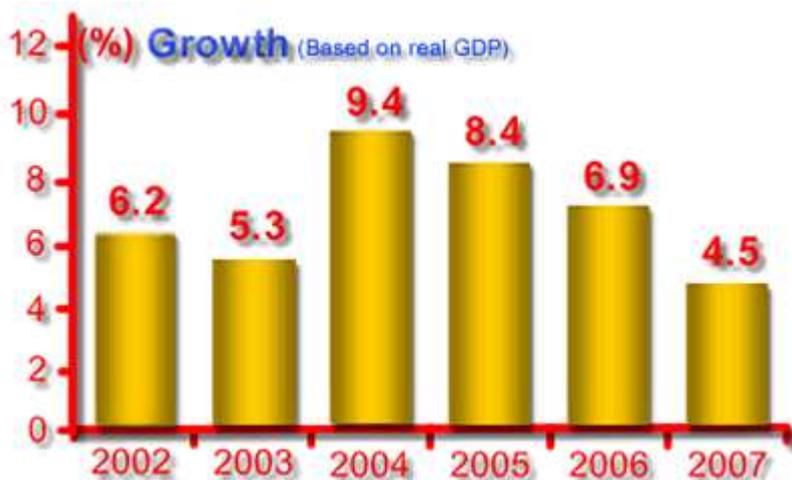


**4. Choose other words from Exercise 4 to describe each graph:**

Graph 1	<u>boom</u>	<u>expand</u>	Graph 2	_____	_____
Graph 3	_____	_____	Graph 4	_____	_____
Graph 5	_____	_____	Graph 6	_____	_____
Graph 7	_____	_____	Graph 8	_____	_____
Graph 9	_____	_____	Graph 10	_____	_____

**5. Below is a graph showing the annual economic growth in Turkey between the years 2002-2007. In groups, describe the chart using some of the common verbs and adverbs shown above.**

**GDP Growth**



The annual economic growth in Turkey has changed considerably between the years 2002-2007.

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## Part D: READING

1. Read the article below and answer the questions that follow.

ECONOMIC GROWTH	NOTES
<p><b>1</b> The problem of economic growth has been of great importance ever since studies on economic systems began in the 1700s. The objective of economic activity is to provide the material needs and wants of the members of a society; in other words, to produce goods for the society to consume. If the standard of living of the society is to improve, then the amount of goods for <b>consumption</b> must be increased. The increase in the production of goods and services in a society or nation is economic growth.</p> <p><b>2</b> It is difficult to measure economic activity and economic growth. A generally accepted method is to determine the <b>sum</b> of the goods and services which are produced by an economy during a given <b>period</b> of time and which go to the consumer. However, the <b>items</b> themselves are not counted. The market value of all the goods and services, using the money value of their sales price is added up. The result is the gross national product (GNP). In this calculation, the amount spent to buy the <b>output</b> of the economy is the same as the amount received for producing it. Expenditures include all consumer spending for durable and non-durable goods, government spending, and exports. However, not all increases in the GNP from one year to another indicate a real increase in economic activity.</p> <p><b>3</b> Certain <b>adjustments</b> need to be made in the <b>computation</b> of the GNP to make it more reliable. From year to year, prices change, usually due to inflation. However, the prices for each year are commonly chosen from the past to give a <b>stable</b> price index; and the value of all the goods and services are referred to that year. Also, unpaid <b>labor</b>, especially of housewives and other domestic workers, and of farmers are not included in the calculations, although in the United States, these are <b>estimated</b> to be nearly equal to the paid wages and the products which are included in the calculations. Moreover, the GNP does not indicate the standard of living which may be considered desirable by the society, nor does it indicate the distribution of the wealth in the society. For example, a high GNP may mean that a small number of people are receiving most of the material goods, while a larger number are receiving very little.</p> <p><b>4</b> As is the case with any change, there are problems that economic growth entails. Since World War II, all nations of the world have shown a great interest in economic growth. Most of them have shown a percentage increase of their GNP every year and the highly developed nations have shown the greatest growth rates. However, in spite of their growth rates, these nations have been troubled by two serious problems: inflation and unemployment. There have been serious problems that <b>accompany</b> technological development as well. For instance, the pollution of water and air, solid wastes from various technical operations, and the deterioration of workers' health. Besides, the concentration of populations in cities has also given rise to many problems of housing, educational and medical services, and soaring crime rates. These social costs of economic growth, however,</p>	

are not calculated in the GNP.

**5** Technological development and the economic growth, which is dependent on it, have brought about great changes in the economic systems described by the classical economists. Production has been concentrated into a few large corporations, such as the oil companies and automobile producers. At the same time, it has been the practice of large companies to buy whole or controlling interests in incongruous areas of production. To illustrate, aircraft companies own radio and television stations, or they even buy publishing companies. Some of these large corporations are frequently operating in many countries of the world; gaining the title "multi-national companies." These practices have centralized economic activity, completely destroying the free market, which was the basis of classical economies. Before the disintegration of the Soviet Union in the early 1990s, this development in the Western world brought its economic systems closer to the command market systems of the Soviet Union. In both Western and Eastern economic systems, there has been a greater centralization of economic production. At the same time, larger bureaucracies, both in privately owned corporations and in governments, have been created as they have become a necessity in coping with the increasingly complex problems.

\*Remember all words in **bold** are on your course wordlist and need special attention.

AWL vocabulary highlighted in the text is given below.

consumption	sum	period	item	computation	labor
estimate	output	adjustment	accompany	corporation	

a) According to the author, what is economic growth?

---

---

b) Explain how economic growth is measured according to the text.

---

---

---

c) Why isn't GNP a good indication of the standard of living or the distribution of wealth in a society?

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**2. Underline all the phrases that the writer uses to explain what s/he means. Use these phrases to complete the skill tip below.**

*e.g. For example*

**ACADEMIC SKILL TIP: ILLUSTRATING A POINT**

In presentations, it is often necessary to give examples and extra explanation when talking about complex situations. To introduce examples/explanations, common phrases are:

- e.g. For example
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**3. The words below are from the reading text. Match each word with its definition. Compare your answers in small groups.**

- |                       |   |
|-----------------------|---|
| <b>1. consumption</b> | a) a particular aggregate or total, esp. with reference to money                                  |
| <b>2. sum</b>         | b) harmony achieved by modification or change of a position                                       |
| <b>3. period</b>      | c) the quantity or amount produced, as in a given time  |
| <b>4. item</b>        | d) to form an approximate judgment or opinion regarding the worth, amount, size, weight, etc., of |
| <b>5. computation</b> | e) to be or exist in association or company with  |
| <b>6. labor</b>       | f) the act of consuming, as by use, decay, or destruction.  |
| <b>7. estimate</b>    | g) any specified division or portion of time  |
| <b>8. adjustment</b>  | h) an act, process, or method of computing; calculation.  |
| <b>9. stable</b>      | i) a separate article or particular   |
| <b>10. accompany</b>  | j) the body of persons engaged in such activity, esp. those working for wages.                    |
| <b>11. output</b>     | k) firmly fixed or not likely to move or change   |

## ***Part E: SPEAKING***

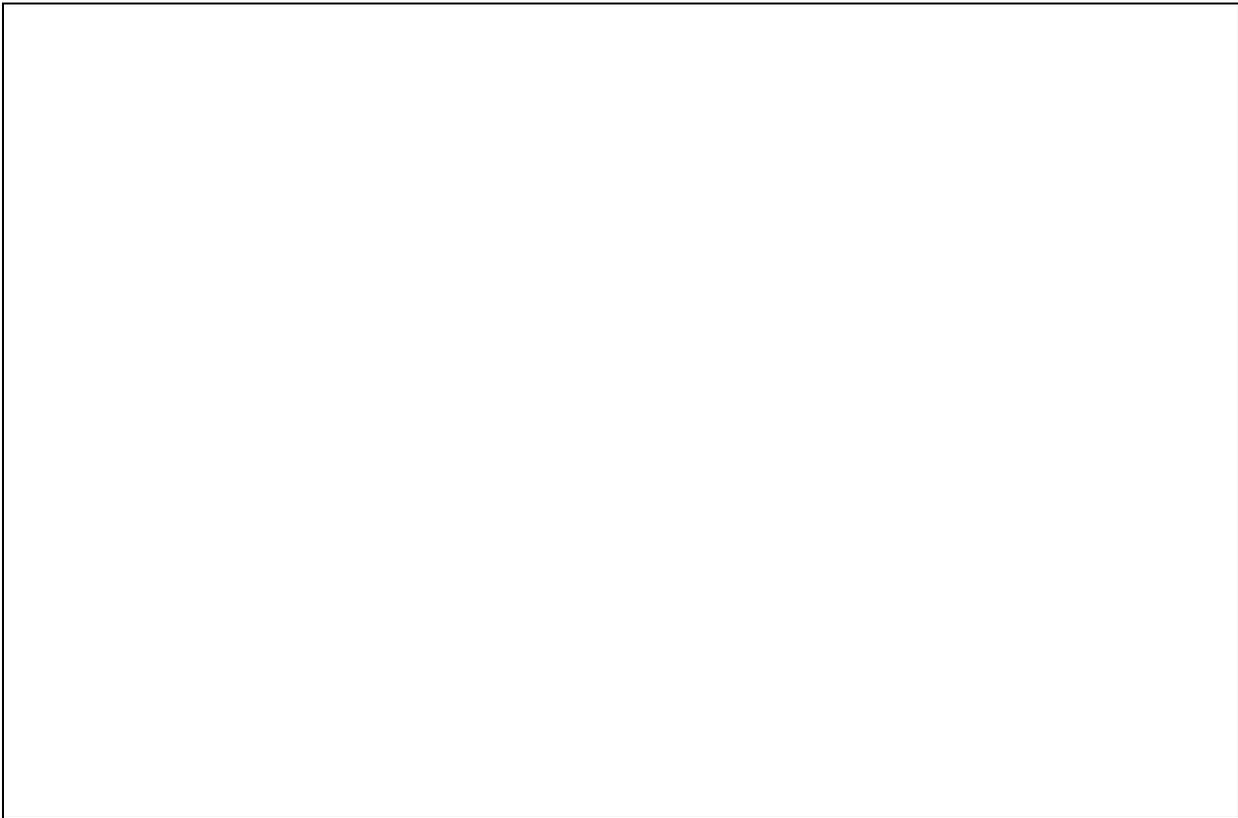
***1. After reading the arguments below give a persuasive speech on the negative effects of economic growth. Use information from the arguments given below, the reading and the listening. You should also use one of the graphs on the following pages to support your opinion (Make sure you look back at the academic skill tip box 'Giving a Persuasive Talk' and the outline in unit 1.)***

Four major critical arguments are generally raised against economic growth:

1. Growth has negative effects on the quality of life: Many things that affect the quality of life, such as the environment, are not traded or measured in the market, and they can lose value when growth occurs.
2. Growth encourages the creation of artificial needs: Industry causes consumers to develop new tastes, and preferences for growth to occur. Consequently, wants are created, and consumers have become the servants, instead of the masters, of the economy.
3. Resources: The human population is now so large that the amount of resources needed to sustain it exceeds what is available. Similar to the arguments made by Thomas Malthus in the early 1800's, economic growth depletes non-renewable resources rapidly
4. Distribution of income: growth may reinforce and spread unequal distribution of income.

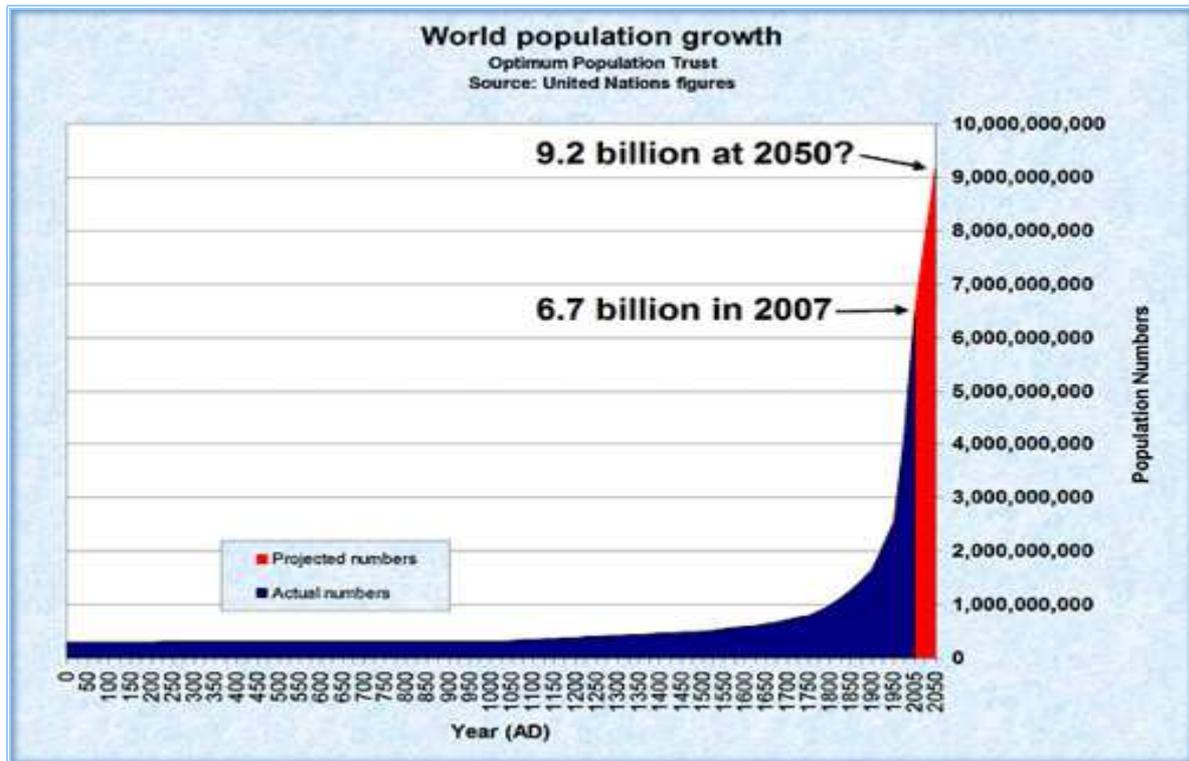
You may also want to consider issues such as *pollution*, *loss of land* and *lifestyle changes*.

***Make notes on the topic in the space provided below. Make sure that you include examples to illustrate your main points.***

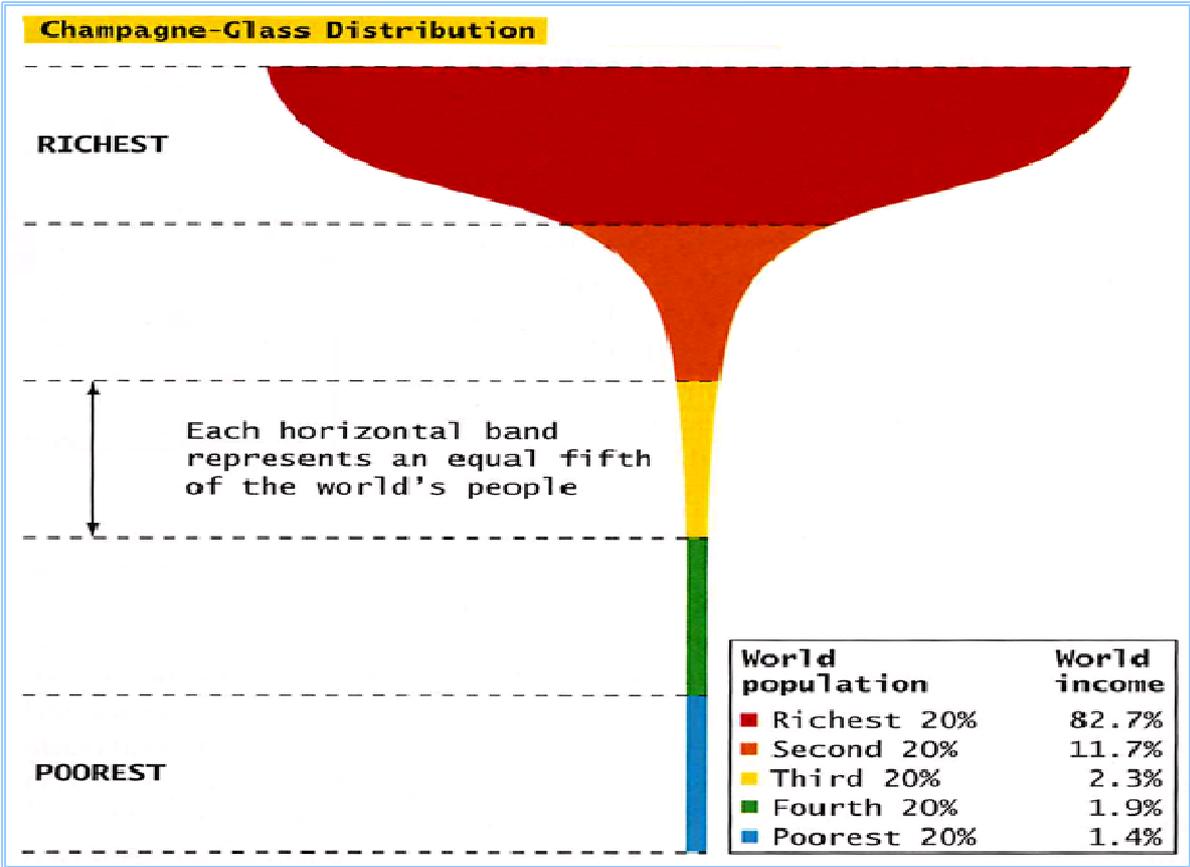


2. *Make sure you support your opinion by using at least one of the graphs below.*

Graph 1



Graph 2





**Note: Transitive and Intransitive Verbs**

Transitive verbs have an object.

e.g. acquire *She has acquired a new email address.*

Intransitive verbs have no object.

e.g. interact *Both buyer and seller interact in different ways.*

Some verbs can be both transitive and intransitive.

e.g. contribute *City Council employees cannot contribute.* (intransitive)

*Everybody contributes their own time to the project.* (transitive)

## A

**accompany (verb)** past tense and past participle **accompanied** present participle **accompanying** third person singular **accompanies** [transitive]

1 to go somewhere with someone

Children under 14 must be accompanied by an adult.

Wherever her husband went, she would accompany him.

2 to play a musical instrument while someone sings a song or plays the main tune

Daniel wanted Liz to accompany him on violin.

**accompaniment (noun)**

1 [uncountable and countable] music that is played in the background at the same time as another instrument or singer that plays or sings the main tune

He plays folk music with guitar accompaniment.

2 [countable] something that is provided or used with something else

White wine makes an excellent accompaniment to fish.

**acquire (verb)** [transitive]

1 formal: to obtain something by buying it or being given it:

Manning hoped to acquire valuable works of art as cheaply as possible.

She has acquired an email address and a site on the WorldWide Web.

2 to get or gain something:

The college acquired a reputation for very high standards.

3 to gain knowledge or learn a skill:

He spent years acquiring his skills as a surgeon.

Elsie acquired a good knowledge of Chinese.

SYNONYMS: buy, get, obtain

**acquisition (noun)**

1 [uncountable] the process by which you gain knowledge or learn a skill

the acquisition of language

2 [uncountable] the act of getting land, power, money etc

the acquisition of new sites for development

3 [countable] (formal) something that you have obtained by buying it or being given it

The Art Society is holding an exhibition of recent acquisitions.

SYNONYMS: addition, purchase, gain

**acquisitive (adjective)**

wanting to have and keep a lot of possessions

The leading economist claimed that most acquisitive companies would still prefer to do friendly business with other companies.

**adjust (verb)**

1 [intransitive and transitive] to gradually become familiar with a new situation

They'll soon settle in - kids are very good at adjusting.

My parents had trouble adjusting to living in an apartment.

2 [transitive] to change or move something slightly to improve it or make it more suitable for a particular purpose:

Check and adjust the brakes regularly.

Taste the soup and adjust the seasoning.

3 [transitive] if you adjust something you are wearing, you move it slightly so that it is neater, more comfortable etc:

He paused to adjust his glasses.

SYNONYMS: amend, get used to, adapt to

**adjustable (adj)** [ $\neq$  fixed]

something that is adjustable can be changed or moved slightly to make it suitable for different purposes  
an adjustable ladder

Meanwhile, the average adjustable mortgage rate rose to 5.48 percent from 5.45 percent a week earlier.

SYNONYM: adaptable

**adjustment (noun)** [uncountable and countable]

1 a small change made to a machine, system, or calculation

Once we make the adjustments for inflation, the fall in interest rates is quite small.

It just needs a few minor adjustments.

2 a change in the way that someone behaves or thinks

a period of adjustment

**assess (verb)** [transitive]

1 to make a judgment about a person or situation after thinking carefully about it [= judge]

The technique is being tried in classrooms to assess what effects it may have.

Many of the adults were assessed as having learning difficulties.

2 to calculate the value or cost of something

be assessed at something: The value of the business was assessed at £1.25 million.

SYNONYMS: estimate, judge, evaluate

**assessment (noun)** [uncountable and countable]

1 a process in which you make a judgment about a person or situation, or the judgment you make

What's Michael's assessment of the situation?

Assessment is by means of a written exam at the end of the course.

a reading assessment test

2 a calculation about the cost or value of something

a tax assessment

**assessable (adj)**

SYNONYM: measurable, determinable

**assign (verb)** [transitive]

1 to give someone a particular job or make them responsible for a particular person or thing

I've been assigned the task of looking after the new students.

Assign each student a partner.

2 to give a particular time, value, place etc to something:

How much time have you assigned for the meeting?

3 to give money, equipment etc to someone to use

They assigned me a small room.

SYNONYMS: give, appoint

**assignment (noun)**

1 [uncountable and countable] a piece of work that is given to someone as part of their job

She's gone to Italy on a special assignment.

He was killed while on assignment abroad.

2 [countable] a piece of work that a student is asked to do

a history assignment

SYNONYMS: duty, homework, job

**attribute (verb)**

attribute something to somebody/something (phrasal verb)

1 to believe or say that a situation or event is caused by something

The fall in the number of deaths from heart disease is generally attributed to improvements in diet.

2 if people in general attribute a particular statement, painting, piece of music etc to someone, they believe that person said it, painted it etc

a saying usually attributed to Confucius

SYNONYM: associate with

**attribution (noun)** [uncountable]

**attribute (noun)** [countable]

a quality or feature, especially one that is considered to be good or useful:

What attributes should a good manager possess?

SYNONYMS: quality, characteristic, trait

## B

**benefit (noun)**

1 advantage [uncountable and countable]- an advantage, improvement, or help that you get from something

The new credit cards will be of great benefit to our customers.

I never had the benefit of a university education.

We want him to get maximum benefit from the course.

2 money from government [uncountable and countable]: money provided by the government to people who are sick, unemployed, or have little money [= welfare American English]

unemployment/housing/child etc benefit

You might be entitled to housing benefit.

3 extra things [countable usually plural]

extra money or other advantages that you get as part of your job or from insurance that you have:

We offer an excellent benefits package.

medical benefits

SYNONYMS: advantage, help, aid

**benefit (verb)** past tense and past participle **benefited**, present participle **benefiting** [intransitive and transitive]

if you benefit from something or it benefits you, it gives you an advantage, improves your life, or helps you in some way:

They are working together to benefit the whole community.

benefit from/by: Many thousands have benefited from the new treatment.

They would benefit by reducing their labour costs.

benefit greatly/enormously/considerably etc: I'm sure you'll benefit greatly from the visit.

SYNONYMS: help, aid

**beneficial (adj)** [≠ harmful, unhelpful]

having a good effect

Cycling is highly beneficial to health and the environment.

SYNONYMS: helpful, useful

**beneficially (adverb)**

## C

**challenge (noun)**

1 [uncountable and countable] something that tests strength, skill, or ability, especially in a way that is interesting

The company is ready to meet the challenges of the next few years.

Martins now faces the biggest challenge of his career.

2 [countable] when someone refuses to accept that someone or something is right and legal

a direct challenge to the Governor's authority

The president faces a strong challenge from nationalists.

3 [countable] when someone tries to win something or invites someone to try to beat them in a fight

The Prime Minister narrowly avoided a leadership challenge last year.

**challenge (verb)** [transitive]

1 to refuse to accept that something is right, fair, or legal

a boy with a reputation for challenging the authority of his teachers

Viewpoints such as these are strongly challenged by environmentalists.

2 to invite someone to compete or fight against you, or to try to win something

After lunch Carey challenged me to a game of tennis.

Liverpool are challenging for the title (=in a position where they could win) .

3 to test the skills or abilities of someone or something

Every teacher ought to be challenging kids to think about current issues.

**challenging (adj)**

difficult in an interesting or enjoyable way

Teaching young children is a challenging and rewarding job.

**challengingly (adv)**

**cite (verb)** [transitive] formal

1 to mention something as an example, especially one that supports, proves, or explains an idea or situation:

The judge cited a 1956 Supreme Court ruling in her decision.

Several factors have been cited as the cause of the problem.

2 to give the exact words of something that has been written, especially in order to support an opinion or prove an idea [= quote]:

The passage cited above is from a Robert Frost poem.

3 to order someone to appear before a court of law

cite somebody for something

Two managers had been cited for similar infractions.

SYNONYMS: give as an example, mention, quote

**citation (noun)** [countable]

1 (American English) a formal statement or piece of writing publicly praising someone's actions or achievements

a citation for bravery

2 an official order for someone to appear in court or pay a fine for doing something illegal

Turner was issued a traffic citation for careless driving.

3 a line taken from a book, speech etc

The essay begins with a citation from 'Hamlet'.

SYNONYM: quotation

**code (noun)**

1 [countable] a set of rules, laws, or principles that tell people how to behave

The Torah is the basis for all the Jewish laws and their moral code.

Each state in the US has a different criminal and civil code.

2 [uncountable and countable] a system of words, letters, or symbols that you use instead of ordinary writing, so that the information can only be understood by someone else who knows the system

All reports must be sent in code.

They didn't realise that we'd broken their secret code.

3 [countable] a set of numbers, letters, or symbols that shows what something is or gives information about it

Goods that you order must have a product code.

**code (verb)** [transitive usually passive]

1 to put a set of numbers, letters, or symbols on something to show what it is or give information about it

Each path is coded to show the level of difficulty.

2 to put a message into code so that it is secret

**commit (verb)** past tense and past participle **committed** present participle **committing**

1 [transitive] to do something wrong or illegal

Women commit fewer crimes than men.

Brady committed a series of brutal murders.

2 [intransitive and transitive] to say that someone will definitely do something or must do something

He has clearly committed his government to continuing with economic reform.

The banks have committed themselves to increasing profits by reducing costs.

**committed (adj)**

willing to work very hard at something

The party has a core of committed supporters.

The company looks for highly committed people, who are willing to study for further professional qualifications in their own time.

**commitment (noun)**

1 [countable] a promise to do something or to behave in a particular way

Are you ready to make a long-term commitment?

Our company has a commitment to quality and customer service.

2 [uncountable] the hard work and loyalty that someone gives to an organization, activity etc

I was impressed by the energy and commitment shown by the players.

Her commitment to work is beyond question.

**commodity (noun)** plural commodities [countable]

1 a product that is bought and sold:

agricultural commodities

Commodity prices fell sharply.

2 formal: a useful quality or thing:

Time is a precious commodity.

SYNONYM: product

**compute (verb)** [intransitive and transitive] formal

to calculate a result, answer, sum etc

Final results had not yet been computed.

SYNONYMS: calculate, estimate, measure

**computation (noun)** [uncountable and countable] formal

the process of calculating or the result of calculating

the computation of the monthly statistics

**computational (adj)**

**conduct (verb)**

1 [transitive] to carry out a particular activity or process, especially in order to get information or prove facts

conduct a survey/investigation/review etc

We are conducting a survey of consumer attitudes towards organic food.

conduct an experiment/a test

Is it really necessary to conduct experiments on animals? conduct a campaign

It was the first time that I had conducted business in Brazil.

2 [intransitive and transitive] to stand in front of a group of musicians or singers and direct their playing or singing

conduct an orchestra/choir The orchestra is conducted by John Williams.

Who will be conducting?

3 conduct yourself

(formal) to behave in a particular way, especially in a situation where people judge you by the way you behave

He was a player who always conducted himself perfectly, both on and off the field.

SYNONYMS: carry out, organize

**conduct (noun)** [uncountable] formal

1 the way someone behaves, especially in public, in their job etc

The Senator's conduct is being investigated by the Ethics Committee.

2 conduct of something

the way in which an activity is organized and carried out

complaints about the conduct of the elections

SYNONYM: behaviour

**conductor (noun)** [countable]

1 someone who stands in front of a group of musicians or singers and directs their playing or singing

2 (British English) someone whose job is to collect payments from passengers on a bus

3 (American English) someone who is in charge of a train and collects payments from passengers or checks their tickets

British Equivalent: guard

**consume (verb)** [transitive]

1 to use time, energy, goods etc

Only 27% of the paper we consume is recycled.

A smaller vehicle will consume less fuel.

2 formal: to eat or drink something

Alcohol may not be consumed on the premises.

3 (literary) if a feeling or idea consumes you, it affects you very strongly, so that you cannot think about anything else:

He was consumed with guilt after the accident.

SYNONYMS: use, use up, exhaust

**consumer (noun)** [countable]

someone who buys and uses products and services [↔ consumption, producer]:

Consumers will soon be paying higher airfares.

It will offer a wider choice of goods for the consumer (=consumers in general).

Consumer demand led to higher imports of manufactured goods.

Consumer spending was down by 0.1% last month.

SYNONYMS: user, customer, shopper

**consumption (noun)** [uncountable]

1 amount used: the amount of energy, oil, electricity etc that is used

dramatic rises in fuel consumption

Exercise increases oxygen consumption.

2 food/drink

a) formal the act of eating or drinking

The consumption of alcohol on the premises is forbidden.

b) the amount of a substance that people eat, drink, smoke etc

alcohol/tobacco/caffeine etc consumption: The Government wants to reduce tobacco consumption by 40%.

3 buying: the act of buying and using products

art intended for mass consumption (=to be bought, seen etc by lots of people)

SYNONYMS: use, exhaustion

**construct (verb)** [transitive]

1 to build something such as a house, bridge, road etc:

There are plans to construct a new road bridge across the river.

construct something from/of/in something: skyscrapers constructed entirely of concrete and glass

2 to form something such as a sentence, argument, or system by joining words, ideas etc together:

Boyce has constructed a new theory of management.

3 technical: to draw a mathematical shape:

Construct a square with sides of 5cm.

SYNONYMS: build, put up, make

**construction (noun)**

1 building something [uncountable] the process of building things such as houses, bridges, roads etc

construction of: the construction of a new airport

a road construction project

2 making something from many parts [uncountable] the process of making something using many parts:

Work out the exact design before you start construction.

3 way something is made [uncountable] the materials used to build or make something, or its design and structure:

The houses were partly timber in construction.

4 a building/structure [countable] formal: something that has been built:

a modern construction

SYNONYM: building

**constructive (adj)** [≠ destructive, unhelpful]

useful and helpful, or likely to produce good results

The meeting was very constructive.

We welcome any constructive criticism.

SYNONYM: helpful

**constructively (adv)**

**contribute (verb)**

1 [intransitive and transitive]: to give money, help, ideas etc to something that a lot of other people are also involved in

City employees cannot contribute to political campaigns.

The volunteers contribute their own time to the project.

2 [intransitive] to help to make something happen:

Stress is a contributing factor in many illnesses.

Alcohol contributes to 100,000 deaths a year in the US.

3 [intransitive and transitive] to write articles, stories, poems etc for a newspaper or magazine  
one of several authors contributing to the book

SYNONYMS: make a contribution, pay/give towards

**contribution (noun)**

1 [countable] something that you give or do in order to help something be successful  
Einstein was awarded the Nobel Prize for his contribution to Quantum Theory.

The school sees its job as preparing students to make a contribution to society.

2 [countable] an amount of money that you give in order to help pay for something  
A contribution of £25 will buy 15 books.

You can make annual contributions of up to \$1000 in education savings accounts.

3 [countable] a regular payment that you make to your employer or to the government to pay for things that you will receive when you are no longer working, for example health care, a pension etc

Have you been making regular contributions to a pension plan?

**contributor (noun) [countable]**

1 someone who gives money, help, ideas etc to something that a lot of other people are also involved in  
Dr Win was a major contributor to the research.

2 someone who writes a story, song, speech etc that forms part of a larger work such as a newspaper, book, etc  
a regular contributor to Time magazine

3 (formal) someone or something that helps to cause something to happen  
Cars are still one of the principal contributors to air pollution.

**contributory (adj)**

1 [only before noun] being one of the causes of a particular result  
Smoking is a contributory factor in lung cancer.

**convert (verb)**

1 a) [transitive] to change something into a different form of thing, or to change something so that it can be used for a different purpose or in a different way

They converted the spare bedroom into an office.

The stocks can be easily converted to cash.

b) [intransitive] to change into a different form of thing, or change into something that can be used for a different purpose or in a different way

a sofa that converts into a bed

In the process, the light energy converts to heat energy.

2 a) [transitive] to persuade someone to change to a different religion

European missionaries converted thousands to Christianity.

b) [intransitive] to change to a different religion

She converted to Catholicism.

3 a) [intransitive] to change to a different set of ideas, principles, or ways of doing something

convert to: people who have recently converted to vegetarianism

b) [transitive] to persuade someone to change to a different set of ideas, principles, or ways of doing something

She succeeded in converting me to her point of view.

SYNONYMS: adapt, modify, customise

**conversion (noun) [uncountable and countable]**

1 when you change something from one form, purpose, or system to a different one  
The warehouse was undergoing conversion into apartments.

The British conversion to the metric system took place in the 1970s.

2 when someone changes from one religion or belief to a different one  
a conversion to vegetarianism

Newman's conversion from Anglicanism to Catholicism

**convertible (adj)**

1 an object that is convertible can be folded or arranged in a different way so that it can be used as something else

a convertible sofa

2 technical able to be exchanged for the money of another country

a convertible currency

3 technical a financial document such as an insurance arrangement or a bond that is convertible can be exchanged for money, stocks etc

**convertibility (noun) [uncountable]**

**corporate (adj)** [only before noun]

1 belonging to or relating to a corporation

The company is moving its corporate headquarters (=main offices) from New York to Houston.

2 shared by or involving all the members of a group

corporate responsibility

3 used to describe a group of organizations that form a single group

The university is a corporate body made up of several different colleges.

**corporately (adv)**

**corporation (noun)** [countable]

1 a big company, or a group of companies acting together as a single organization

He works for a large American corporation.

The most distinctive institution of capitalist economies is the privately owned corporation.

2 an organization or group of organizations that work together for a particular purpose and are officially recognized as one

the New Orleans Citywide Development Corporation

**credit (noun)**

1 delayed payment [uncountable]: an arrangement with a shop, bank etc that allows you to buy something and pay for it later

What's the credit limit on your Visa card?

2 praise [uncountable]: approval or praise that you give to someone for something they have done

They never give Gene any credit for all the extra work he does.

Credit must go to Fiona for making sure everything ran smoothly.

3 be a credit to somebody/something also do somebody/something credit to behave so well or be so successful that your family, team etc are proud of you:

She's a credit to her profession.

**credit (verb)** [transitive not in progressive]

1 to add money to a bank account [ $\neq$  debit]

The cheque has been credited to your account.

2 credit somebody with (doing) something

to believe or admit that someone has a quality, or has done something good

Evans is credited with inventing the system.

3 be credited to somebody/something

if something is credited to someone or something, they have achieved it or are the reason for it

Much of Manchester United's success can be credited to their manager.

## D

**data (noun)** [plural, uncountable]

1 information or facts

The research involves collecting data from two random samples.

Trade was also cautious ahead of today's economic data, notably December retail sales and producer prices.

experimental/historical/statistical etc data

2 information in a form that can be stored and used, especially on a computer

It's possible to store a lot more data on a DVD.

SYNONYMS: details, information, facts

**debate (noun)**

1 [uncountable and countable] discussion of a particular subject that often continues for a long time and in which people express different opinions

There has been widespread public debate over the introduction of genetically modified food.

There was much lively debate about whether women should spend more time in the home.

Nuclear power has always been a topic that has sparked off considerable debate .

2 [uncountable and countable] a formal discussion of a particular problem, subject etc in which people express different opinions, and sometimes vote on them

It would have been better to hold the debate during the day.

What topics are under debate in Congress this week?

SYNONYM: discussion

**debate (verb)** [intransitive and transitive]

1 to discuss a subject formally when you are trying to make a decision or find a solution

The issue will be debated on Tuesday.

European Central Bank officials are meeting on Thursday to debate interest rate policy.

2 to consider something carefully before making a decision

I debated with myself whether I should tell anyone.

**debatable (adj)**

things that are debatable are not certain because people have different opinions about them

a debatable point

it is debatable whether/how etc

It's debatable whether this book is as good as her last.

Whether the object was used for rituals is highly debatable.

**debater (noun)**

[countable]

someone who speaks in a formal debate

Dole is a wise and experienced debater.

**design (verb)** [transitive]

1 to make a drawing or plan of something that will be made or built:

The tower was designed by Gilbert Scott.

She designed a new logo for the company.

2 [usually passive]: to plan or develop something for a specific purpose

These exercises are designed to strengthen muscles.

The course is designed for beginners.

**design (noun)**

1 process of planning [uncountable] the art or process of making a drawing of something to show how you will make it or what it will look like:

The new plane is in its final design stage.

a course in graphic design

computer-aided design

2 arrangement of parts [uncountable and countable]: the way that something has been planned and made, including its appearance, how it works etc:

The car's design has been greatly improved.

design of: the design of the new building

3 pattern [countable] a pattern for decorating something:

a floral design

Vinyl flooring is available in a wide range of designs.

4 drawing [countable]: a drawing that shows how something will be made or what it will look like

the design for the new sports centre

SYNONYMS: pattern, markings, motif

**designer (noun)**

A person who imagines how things could be made and draws plans or invents, creates or plans new things or concepts

## E

**element (noun)** [countable]

1 part: one part or feature of a whole system, plan, piece of work etc, especially one that is basic or important  
Honesty is a vital element of her success.

2 element of surprise/truth/risk/doubt etc: an amount, usually small, of a quality or feeling:

There is an element of truth in your argument.

3 chemistry: a simple chemical substance such as carbon or oxygen that consists of atoms of only one kind

SYNONYMS: dimension, factor, feature

**emphasis (noun)** plural **emphases** [uncountable and countable]

1 special attention or importance

In Japan there is a lot of emphasis on politeness.

The course places emphasis on practical work.

2 special importance that is given to a word or phrase by saying it louder or higher, or by printing it in a special way

The emphasis should be on the first syllable.

'And I can assure you,' she said with emphasis, 'that he is innocent.'

SYNONYMS: attention, stress, weight

**emphasize (verb)** also **emphasise** (British English) [transitive]

1 to say something in a strong way

The report emphasizes the importance of improving safety standards.

The Prime Minister emphasized that there are no plans to raise taxes.

2 to say a word or phrase louder or higher than others to give it more importance

**emphatic (adj)**

1 expressing an opinion, idea etc in a clear, strong way to show its importance

Wilde was emphatic that the event should go ahead.

He was emphatic about me leaving.

2 emphatic win/victory/defeat

a win etc in which one team or player wins by a large amount

**emphatically (adv)**

**enhance (verb)** [transitive]

to improve something

Good lighting will enhance any room.

This image can then be enhanced and electronically analyzed.

SYNONYMS: improve, complement, reinforce

**enhanced (adj)**

improved or better

enhanced access to information

**enhancement (noun)** [uncountable and countable]

**environment (noun)**

1 the environment the air, water, and land on Earth, which can be harmed by man's activities :

Some of these chemicals are very damaging to the environment.

2 [uncountable and countable] the people and things that are around you in your life, for example the buildings you use, the people you live or work with, and the general situation you are in:

Young children often feel happier in the home environment.

The company had failed to provide a safe environment for its workers.

3 [countable] the natural features of a place, for example its weather, the type of land it has, and the type of plants that grow in it

a forest environment

SYNONYMS: situation, circumstances, conditions

**environmental (adj)**

1 concerning or affecting the air, land, or water on Earth

the environmental damage caused by the chemical industry

2 concerning the people and things around you in your life, for example the buildings you use, the people you live or work with, and the general situation you are in

This will reduce the environmental risks to employees' health.

**environmentally (adv)**

environmentally damaging projects

**environmentalist (noun)** [countable]

someone who is concerned about protecting the environment

**equivalent (adj)**

having the same value, purpose, job etc as a person or thing of a different kind

equivalent to: a qualification which is equivalent to a degree

I had no dollars, but offered him an equivalent amount of sterling.

SYNONYMS: equal, as \_\_\_\_\_ as, be the same, match

**equivalent (noun)** [countable]

something that has the same value, purpose, job etc as something else

The word has no equivalent in English.

It was the equivalent of about £1500 million at 1980's values, although greater than that in relation to the size of the economy.

**equivalence (noun)** (formal)

There's a general equivalence between the two concepts.

**estimate (noun)** [countable]

1 a calculation of the value, size, amount etc of something

a rough estimate (=not an exact calculation) of how much time we'll need

A conservative estimate (=a deliberately low estimate) puts annual sales at around \$100 million.

We're predicting a 10% rise in oil prices and that's a conservative estimate.

2 a statement of how much it will probably cost to build or repair something

The garage said they'd send me an estimate for the work.

**estimate (verb)** [transitive]

to try to judge the value, size, speed, cost etc of something, without calculating it exactly

Analysts estimate the business earned about \$135 million last year.

The tree is estimated to be at least 700 years old.

Organizers estimated the crowd at 50,000.

## F

**factor (noun)** [countable]

The rise in crime is mainly due to social and economic factors.

The weather could be a crucial factor in tomorrow's game.

SYNONYMS: element, item, circumstance

**focus (verb)** past tense and past participle **focused** or **focussed** present participle **focusing** or **focussing**

1 [intransitive and transitive] to give special attention to one particular person or thing, or to make people do this

He felt he needed to focus more on his career.

She tried to focus her mind on her work

We need to focus public attention on this issue.

2 [intransitive and transitive] to point a camera or telescope at something, and change the controls slightly so that you can see that thing clearly

She turned the camera and focussed on Martin's face.

He focused his binoculars on the building opposite.

SYNONYM: concentrate on

**focus (noun)**

1 [singular] the thing, person, situation etc that people pay special attention to

The focus of recent research has been on environmental issues.

I shall now turn to the main focus of this essay.

The focus of the conference shifted from population growth to the education of women.

2 [uncountable] if your focus is on something, that is the thing you are giving most attention to

Our main focus is on helping people get back into work.

**function (noun)**

1 [uncountable and countable] the purpose that something has, or the job that someone or something does perform/fulfil a function: In your new job you will perform a variety of functions.

The church fulfils a valuable social function.

The nervous system regulates our bodily functions (=eating, breathing, going to the toilet etc).

Bauhaus architects thought that function was more important than form.

2 [countable usually singular] technical: a quantity or quality whose value changes according to another quantity or quality that is related to it:

The degree of drought is largely a function of temperature and drainage.

SYNONYMS: purpose, use, application

**function (verb)** [intransitive]

1 to work in the correct or intended way

Flights in and out of Taipei are functioning normally again.

Her legs have now ceased to function .

2 if something functions in a particular way, it works in that way

an understanding of how the economy functions

**functional (adj)**

1 designed to be useful rather than beautiful or attractive [ $\neq$  decorative]

buildings that are sensitively designed, not purely functional

2 something that is functional is working correctly

By 2004, the Supertrain is expected to be fully functional (operational).

3 relating to the purpose of something

The two departments have slight functional differences.

**functionally (adv)**

## G

## H

## I

**inhibit (verb)** [transitive]

1 to prevent something from growing or developing well

An unhappy family life may inhibit children's learning.

2 to make someone feel embarrassed or nervous so that they cannot do or say what they want to

Recording the meeting may inhibit people from expressing their real views.

SYNONYMS: hinder, hold back, repress

**inhibited (adj)**

too embarrassed or nervous to do or say what you want

Many people are inhibited about discussing personal problems.

**inhibition (noun)**

[uncountable and countable] a feeling of shyness or embarrassment that stops you doing or saying what you really want

She had no inhibitions about saying what she felt.

**initial (adjective)** [only before noun]

happening at the beginning [= first]:

an initial investment of £5000

the initial stages of the disease

The initial response has been encouraging.

SYNONYMS: preliminary, first, earliest

**initially (adv)**

at the beginning

Stan initially wanted to go to medical school.

Initially, I thought I would only stay there a year.

**interact (verb)** [intransitive]

1 if people interact with each other, they talk to each other, work together etc

Lucy interacts well with other children in the class.

2 if one thing interacts with another, or if they interact, they affect each other

The immune system interacts with both the nervous system and the hormones.

SYNONYMS: connect, contact, cooperate

**interaction (noun)** [uncountable and countable]

1 a process by which two or more things affect each other

Price is determined through the interaction of demand and supply.

the complex interaction between mind and body

2 the activity of talking to other people, working together with them etc

interaction with/between: the degree of interaction between teacher and student

SYNONYMS: connection, contact, cooperation

**interactive (adj)**

1 an interactive computer program, television system etc allows you to communicate directly with it, and does things in reaction to your actions

interactive computer systems

the museum's interactive exhibits

2 involving talking and working together

interactive teaching methods such as role playing

**interactively (adv)**

**investigate (verb)**

1 [intransitive and transitive] to try to find out the truth about or the cause of something such as a crime, accident, or scientific problem

The state police are investigating the incident.

The study investigates the impact of violent TV programming on children.

2 [transitive] to try to find out more about someone's character, actions etc, because you think they may have been involved in a crime

Penney was already being investigated by the police on suspicion of murder.

SYNONYMS: examine, look into, question

**investigation (noun)**

1 [countable] an official attempt to find out the truth about or the causes of something such as a crime, accident, or scientific problem

The investigation continued for nearly three years.

2 [uncountable] the act of investigating something

the investigation of computer fraud

**investigative (adj)**

investigative journalism/report/work

work or activities that involve investigating something

**investigator (noun)** [countable]

someone who investigates things, especially crimes

police investigators

**issue (noun)**

1 subject/problem [countable] a subject or problem that is often discussed or argued about, especially a social or political matter that affects the interests of a lot of people

The key issue is whether workers should be classified as 'employees'.

Economic issues should get more attention.

2 magazine [countable] a magazine or newspaper printed for a particular day, week, or month

the January issue of Newsweek

SYNONYMS: subject, topic, question, matter

**issue (verb)** [transitive]

1 to officially make a statement, give an order, warning etc

Silva issued a statement denying all knowledge of the affair.

2 if an organization or someone in an official position issues something such as documents or equipment, they give these things to people who need them

The US State department issues millions of passports each year.

The policy document will be issued to all employees.

3 to officially produce something such as new stamps, coins, or shares and make them available to buy

SYNONYMS: bring out, distribute, release

**item (noun)**

1 [countable] a single thing, especially one thing in a list, group, or set of things:

He opened the cardboard box and took out each item.

The store is having a sale on furniture and household items.

2 [countable] a single, usually short, piece of news in a newspaper or magazine, or on television:

I also saw that news item in the Sunday Times.

SYNONYMS: story, thing, object, article

**itemize (verb)** also **itemise** (British English) [transitive]

to make a list and give details about each thing on the list

an itemized bill

SYNONYMS: catalogue, list, record

# J

# K

# L

**labour (noun)** (British English) **labor** (American English)

1 [uncountable] work, especially physical work

The garage charges £30 an hour for labour. Many women do hard manual labour (=work with their hands) .

Marx defined the working class as people who sell their labour to employers.

2 [uncountable] all the people who work for a company or in a country  
a shortage of skilled labor

These countries are a source of cheap labour .

**labour (verb)** British English **labor** American English [intransitive]

1 to work hard

They laboured all day in the factories.

2 labour under a delusion/misconception/misapprehension etc  
to believe something that is not true

She had laboured under the misconception that Bella liked her.

# M

**maintain (verb)** [transitive]

1 make something continue to make something continue in the same way or at the same standard as before:

Careers Officers maintain contact with young people when they have left school.

How can we maintain control of spending?

2 level/rate: to make a level or rate of activity, movement etc stay the same:

It is important to maintain a constant temperature inside the greenhouse.

This is the most efficient way to build up and maintain a reasonable level of physical fitness.

3 say: to strongly express your belief that something is true [= claim]

Critics maintain that these reforms will lead to a decline in educational standards.

4 look after something: to keep a machine, building etc in good condition by checking and repairing it regularly:

The report found that safety equipment had been very poorly maintained.

The company is responsible for maintaining public telephone boxes.

SYNONYMS: continue, carry on, look after

**maintenance (noun)** [uncountable]

1 the repairs, painting etc that are necessary to keep something in good condition

the cost of repairs and maintenance

The caretaker is responsible for the maintenance of the school buildings.

2 the act of making a state or situation continue

The purpose of the UN is the maintenance of international peace and security.

The maintenance of a firm currency plays an important part in the battle against inflation.

**modify (verb)** past tense and past participle **modified**, present participle **modifying**, third person singular **modifies** [transitive]

to make small changes to something in order to improve it and make it more suitable or effective [= adapt]:

The feedback will be used to modify the course for next year.

The regulations can only be modified by a special committee.

SYNONYMS: adapt, convert, customise

**modification (noun)**

1 [countable] a small change made in something such as a design, plan, or system

We've made one or two modifications to the original design.

They have used the same process for almost 50 years with only minor modifications .

2 [uncountable and countable] the act of modifying something, or the process of being modified

The review resulted in the modification of our security procedures.

SYNONYMS: adaption, adjustment, change

# N

# O

**output (noun)** [uncountable and countable]

1 the amount of goods or work produced by a person, machine, factory etc

Output is up 30% on last year.

Korea's agricultural output

2 the information produced by a computer [ $\neq$  input]

SYNONYM: production

**overall (adj)** [only before noun]

considering or including everything

The overall cost of the exhibition was £400,000.

The overall result is an increase in population.

SYNONYMS: comprehensive, thorough, total

**overall (adv)**

1 considering or including everything

Williams came fifth overall. What will it cost, overall?

2 [sentence adverb] generally

Overall, prices are still rising.

# P

**period (noun)** [countable]

1 a particular length of time with a beginning and an end

Tomorrow's weather will be dry with sunny periods.

His playing improved in a very short period of time.

The drug was tested over a five-week period.

2 a particular time in someone's life or in history

Van Gogh's early period

the behaviour of children during the period of adolescence

SYNONYMS: age, time, stage

**period (adj)**

period costume/furniture etc

clothes, furniture etc in the style of a particular time in history

actors dressed in period costume

Decor includes period furniture and contemporary art.

**physical (adjective)**

related to someone's body rather than their mind or emotions

She was in constant physical pain.

He was obsessed with physical fitness .

**physically (adv)**

in relation to your body rather than your mind or emotions

She is young and physically fit.

**practice (noun)**

1 [uncountable and countable] when you do a particular thing, often regularly, in order to improve your skill at it  
It takes hours of practice to learn to play the guitar.

With a little more practice you should be able to pass your test.

2 in practice

used when saying what really happens rather than what should happen or what people think happens

In practice women receive much lower wages than their male colleagues.

The journey should only take about 30 minutes, but in practice it usually takes more like an hour.

3 [uncountable and countable] something that people do often, especially a particular way of doing something or a social or religious custom

religious beliefs and practices

dangerous working practices

4 [countable] the work of a doctor or lawyer, or the place where they work

medical/legal practice

Mary Beth had a busy legal practice in Los Angeles.

**practise (verb) (British English) practice (American English)**

1 [intransitive and transitive] to do an activity, often regularly, in order to improve your skill or to prepare for a test

They moved the furniture back to practise their dance routine.

It gives students the opportunity to practice their speaking skills.

2 [transitive] to use a particular method or custom

a technique not widely practised in Europe

3 [intransitive and transitive] to work as a doctor or lawyer

medical graduates who intend to practise in the UK

4 [transitive] if you practise a religion, system of ideas etc, you live your life according to its rules

They are free to practice their religion openly.

**practised (adj) (British English) practiced (American English)**

1 someone who is practised in a particular job or skill is good at it because they have done it many times before  
a practised performer

He was already well practiced in giving acceptance speeches.

**practising (adj) (British English) practicing (American English)**

1 a practising Catholic/Muslim/Jew etc

someone who follows the rules and customs of a particular religion

2 a practising doctor/lawyer/teacher etc

someone who is working as a doctor, lawyer etc

Few practicing teachers have time for such research.

**practitioner (noun) [countable]**

1 someone who works as a doctor or a lawyer

medical/legal practitioner

a practitioner of alternative medicine

2 someone who regularly does a particular activity

one of golf's most experienced practitioners

a practitioner of Taoist philosophy

SYNONYMS: professional, specialist

**process (noun) [countable]**

1 a series of actions that are done in order to achieve a particular result:

the Israeli-Egyptian peace process

Repetition can help the learning process.

process of: the process of economic change

2 a series of things that happen naturally and result in gradual change

process of: the natural process of evolution

Coal forms by a slow process of chemical change.

the digestive process

3 be in the process of (doing) something to have started doing something and not yet be finished:

The company is in the process of moving to new offices.

**process (verb) [transitive]**

1 to make food, materials, or goods ready to be used or sold, for example by preserving or improving them in some way

Goats' cheese may be processed in many ways. Two million workers are employed processing goods for electronic firms.

2 to deal with an official document, request etc in the usual way

process an application/claim/transaction etc All university applications are processed through this system.

3 to deal with information using a computer

The new network will enable data to be processed more speedily.

Computers have given banks the power to process millions of transactions a day.

SYNONYMS: deal with, handle

## Q

## R

### **register (verb)**

1 on a list [intransitive and transitive]: to put someone's or something's name on an official list:

The tanker is registered in Rotterdam.

How many students have registered for English classes?

2 state your opinion [transitive] formal: to officially state your opinion about something so that everyone knows what you think or feel:

The delegation registered a formal protest with US embassy officials Wednesday.

3 realize [intransitive usually in negatives, transitive]: if something registers, or if you register it, you realize or notice it, and then remember it:

She had told me her name before, but I guess it didn't register.

I'd been standing there for several minutes before he registered my presence.

4 measurement [intransitive and transitive]: if an instrument registers an amount or if something registers on it, the instrument shows that amount:

The thermometer registered 98.6°.

The earthquake registered 7.2 on the Richter scale.

SYNONYMS: record show, display

### **registered (adj)**

officially listed and accepted

### **registration (noun)**

1 [uncountable] the act of recording names and details on an official list

the registration of motor vehicles

Student registration (=for a course of study) starts the first week in September.

2 [countable] (American English) an official piece of paper containing details about a motor vehicle and the name of its owner

May I see your license and registration, ma'am?

### **register (noun)**

1 [countable] an official list of names of people, companies etc, or a book that has this list

Have you signed the hotel register?

Police want a national register of DNA samples.

2 [uncountable and countable] (technical) the words, style, and grammar used by speakers and writers in a particular situation or in a particular type of writing

formal/informal register

letters written in a formal register

**rely (verb)** past tense and past participle **relied** present participle **relying** third person singular **relies**  
rely on/upon somebody/something (phrasal verb)

1 to trust or depend on someone or something to do what you need or expect them to do

I knew I could rely on him.

Many working women rely on relatives to help take care of their children.

Many people now rely on the Internet for news.

2 to depend on something in order to continue to live or exist

For its income, the company relies heavily on only a few contracts.

They have to rely on the river for their water.

SYNONYM: depend on

**reliable (adj)**

someone or something that is reliable can be trusted or depended on

Miller was a quiet and reliable man.

SYNONYM: dependable

**reliably (adv)**

**reliability (noun)** [uncountable]

**reliance (noun)** [singular, uncountable]

when someone or something is dependent on someone or something else

the country's reliance on imported oil

SYNONYM: dependence

**reliant (adj)**

dependent on someone or something

Most companies are now reliant on computer technology.

The government is reliant on indirect taxation for most of its income.

SYNONYM: dependent

**require (verb)** [transitive not in progressive]

1 to need something:

Campbell's broken leg will probably require surgery.

What's required is a complete reorganization of the system.

Most house plants require regular watering.

2 if you are required to do or have something, a law or rule says you must do it or have it

You are required by law to wear a seat belt.

Regulations require that students attend at least 75% of the classes.

SYNONYMS: need, must

**requirement (noun)** [countable usually plural]

1 something that someone needs or asks for:

The refugees' main requirements are food and shelter.

The new computer system will meet all our requirements.

2 something that must be done because of a law or rule:

If you are installing a new bathroom, it has to meet the requirements of the Building Regulations.

Two measures have been introduced as legal requirements.

3 something, especially good examination results, that a college, employer etc says you must have in order to do something

To find out about entry requirements for students, write to the college admissions board.

The minimum requirement for the post was a degree in engineering.

SYNONYMS: need, necessity, condition, term

**resolve (verb)** [transitive]

1 to find a satisfactory way of dealing with a problem or difficulty [= solve]

resolve a dispute/conflict/problem etc: The crisis was resolved by negotiations.

Barnet was desperate for money to resolve his financial problems.

2 formal: to make a definite decision to do something

After the divorce she resolved never to marry again.

Mary resolved that she would stop smoking.

3 to make a formal decision, especially by voting

The Senate resolved to accept the President's proposals.

SYNONYMS: decide, choose, solve

**resolved (adj)**

determined

He was resolved to ask the manager for his final decision the next day.

**resolution (noun)**

1 [countable] a formal decision or statement agreed on by a group of people, especially after a vote pass/adopt/approve a resolution

The resolution was passed by a two-thirds majority.

2 [singular, uncountable]

when someone solves a problem, argument, or difficult situation

a forum for the resolution of commercial disputes

3 [countable]

a promise to yourself to do something  
Carol made a resolution to work harder at school.

**review (verb)** [transitive]

1 to examine, consider, and judge a situation or process carefully in order to see if changes are necessary  
We will review your situation and decide how we can help you.

The team manager's position will be reviewed at the end of the season.

2 to write a short article describing and judging a new book, play, film etc

Bradman will review the best of the new children's books.

3 American English to look again at something you have studied, such as notes, reports etc

British English equivalent: revise

SYNONYMS: analyse, evaluate, scrutinize

**review (noun)**

1 [uncountable and countable] a careful examination of a situation or process

She sent us her review of the research.

We're keeping this policy under review (=we are continuing to examine it) .

2 [countable] an article in a newspaper or magazine that gives an opinion about a new book, play, film etc  
a film review

The paper published a review of her book.

SYNONYMS: analyse, evaluate, scrutinize

## S

**scrutinize (verb)** also **scrutinise** (British English) [transitive]

to examine someone or something very carefully:

He scrutinized the document.

She scrutinized his face.

SYNONYMS: examine, analyse, study

**scrutiny (noun)** [uncountable]

careful and thorough examination of someone or something

Careful scrutiny of the company's accounts revealed a whole series of errors.

Airlines have increased their scrutiny of the size and amount of carry-on luggage.

SYNONYMS: analysis, inspection, review

**secure (adj)**

1 a situation that is secure is one that you can depend on because it is not likely to change

There are no secure jobs these days.

We want a secure future for our children.

2 locked or guarded so that people cannot get in or out, or steal anything

The house isn't very secure - we need some new locks.

Keep your passport in a secure place.

3 safe from and protected against damage or attack

Companies can offer secure credit card transactions over the internet.

SYNONYM: safe

**secure (verb)** [transitive]

1 get/achieve: to get or achieve something that will be permanent, especially after a lot of effort:

secure a deal/contract: The company secured a \$20 million contract.

Redgrave won his third Olympic gold medal, and secured his place in history.

2 safe from harm: to make something safe from being attacked, harmed, or lost:

Troops were sent to secure the border.

3 tie firmly: to fasten or tie something firmly in a particular position

secure something to something: John secured the boat firmly to the jetty.

SYNONYMS: get, get hold of, make safe

**securely (adv)**

1 tied, fastened etc tightly, especially in order to make something safe

securely locked/fastened/attached/held etc

All weapons should be kept securely locked in a cabinet.

2 in a way that protects something from being stolen or lost

Customers can now buy products securely over the internet.

3 in a way that is likely to continue successfully and not change  
By that time, democracy had become securely established in Spain.

**security (noun)**

1 [uncountable] things that are done to keep a person, building, or country safe from danger or crime  
The trial was held under tight security.

We have been asked not to say anything for security reasons.

The thief was caught on a security camera.

2 [uncountable] protection from bad things that could happen to you

Workers want greater job security (=not being in danger of losing your job).

This insurance plan offers your family financial security in the event of your death.

**site (noun) [countable]**

1 a place where something important or interesting happened  
an archaeological site

The house is built on the site of a medieval prison.

2 an area of ground where something is being built or will be built  
the site of a proposed missile base

a site for a new airport

He managed to get himself a job on a building site.

3 a place that is used for a particular purpose  
a camping site

4 a website

SYNONYM: place

**site (verb) [transitive usually passive]**

to place or build something in a particular place

be sited in/on/at/near etc something

Some of this new housing has been sited in inner city areas.

**stable (adj) [≠ unstable]**

1 steady and not likely to move or change

A wide base will make the structure much more stable.

Children like a stable environment.

2 calm, reasonable, and not easy to upset

He was clearly not a very stable person.

SYNONYMS: constant, fixed, firm

**stability (noun) [uncountable] [≠ instability]**

the condition of being steady and not changing

The water problem could threaten the peace and stability of the region.

**stabilize (verb) also stabilise British English [intransitive and transitive] [≠ destabilize]**

to become firm, steady, or unchanging, or to make something firm or steady

The patient's condition has now stabilized.

an attempt to stabilize the economy

SYNONYMS: maintain, uphold

**stabilization (noun) [uncountable] [≠ destabilization]**

Stabilization of population levels is now an important issue for many countries.

**status (noun)**

1 [uncountable and countable] the official legal position or condition of a person, group, country etc  
These documents have no legal status in Britain.

What is your marital status (=are you married or not) ?

2 [uncountable] your social or professional rank or position, considered in relation to other people  
high/low status low-status jobs

Doctors have traditionally had high social status .

3 [uncountable] respect and importance that someone or something is given  
the status given to education level

Mandela's status as a world leader

SYNONYMS: standing, position, prestige

**submit (verb) past tense and past participle submitted present participle submitting**

1 [transitive] to give a plan, piece of writing etc to someone in authority for them to consider or approve  
submit an application/claim/proposal etc

All applications must be submitted by Monday.

2 [intransitive and transitive] formal to agree to obey a person, group, set of rules, especially when you have no choice

Derek has agreed to submit to questioning.

SYNONYMS: give in, hand over

**submission (noun)**

1 [uncountable] the state of being completely controlled by a person or group, and accepting that you have to obey them

force/frighten/beat etc somebody into submission

Napoleon threatened to starve the country into submission.

2 [uncountable and countable] when you give or show something to someone in authority, for them to consider or approve

The deadline for the submission of proposals is May 1st.

Plans were drawn up for submission to the housing council.

Submissions will not be accepted after May 1.

**subsequent (adj) (formal) [≠ previous]**

happening or coming after something else

These skills were passed on to subsequent generations.

events that happened subsequent to the accident

SYNONYM: following

**subsequently (adv) (formal)**

after an event in the past

The book was subsequently translated into 15 languages.

Subsequently, the company filed for bankruptcy.

SYNONYM: afterwards

**sufficient (adj) (formal) [≠ insufficient]**

as much as is needed for a particular purpose

We need sufficient time to deal with the problem.

The money is not sufficient to cover everything that needs doing.

SYNONYM: enough

**sufficiently (adv)**

Students must reach a sufficiently high standard to pass.

**sufficiency (noun) (formal)**

1 [uncountable] the state of being or having enough

The war has affected the country's economic sufficiency.

2 a sufficiency of something

a supply that is enough

a sufficiency of raw materials

**sum (noun) [countable]**

1 an amount of money

He owes me a large sum of money .

Bill wants to spend a large sum on modernizing the farm.

2 the sum of something

the total produced when you add two or more numbers or amounts together

You will have to pay the sum of the two sets of costs.

SYNONYMS: amount, total

**summarize (verb) also summarise (British English) [intransitive and transitive]**

to make a short statement giving only the main information and not the details of a plan, event, report etc

The authors summarize their views in the introduction.

To summarize, in most cases the schools were achieving the standards set.

SYNONYM: sum up

**summary (noun) plural summaries [countable]**

a short statement that gives the main information about something, without giving all the details

A brief summary is given on a separate sheet.  
The group produces a monthly summary of their research.  
In summary, do not sell your shares.

# T

## **theory (noun)** plural **theories**

1 [countable] an idea or set of ideas that is intended to explain something about life or the world, especially an idea that has not yet been proved to be true  
different theories about how the brain works

Darwin's theory of evolution

the theory that light is made up of waves

2 [uncountable] general principles and ideas about a subject:

Freudian theory has had a great influence on psychology.

political/economic/literary etc theory: I'm taking a course on political theory.

3 in theory: something that is true in theory is supposed to be true, but might not really be true or might not be what will really happen:

In theory, everyone will have to pay the new tax.

SYNONYMS: idea, notion, concept

## **theoretical (adj)**

1 relating to the study of ideas, especially scientific ideas, rather than with practical uses of the ideas or practical experience

Aristotle's theoretical model of the universe

She has theoretical knowledge of teaching, but no practical experience.

2 a theoretical situation or condition could exist but does not really exist

Equality between men and women in our society is still only theoretical.

## **theoretically (adv)**

1 used to say what is supposed to be true in a particular situation, especially when the opposite is true

Theoretically, Damian's the boss, but I coordinate the team on a day-to-day basis.

2 according to a scientific idea that has not been proven to be true in a practical way

It is theoretically possible for computers to be programmed to think like humans.

## **theorist (noun)** also **theoretician** [countable]

someone who develops ideas within a particular subject that explain why particular things happen or are true  
a leading economic theorist

## **theorize (verb)** also **theorise** (British English) [intransitive and transitive]

to think of a possible explanation for an event or fact

Researchers theorize that there was once a common language for all humanity.

They have been theorizing about what may have caused the fire.

## **trace (verb)** [transitive]

1 to find someone or something that has disappeared by searching for them carefully

She had given up all hope of tracing her missing daughter.

Police are trying to trace a young woman who was seen near the accident.

2 to find the origins of when something began or where it came from

trace something (back) to something

The style of these paintings can be traced back to early medieval influences.

3 to study or describe the history, development, or progress of something

Sondheim's book traces the changing nature of the relationship between men and women.

SYNONYMS: determine, discover, find out

## **trace (noun)**

1 [uncountable and countable] a small sign that shows that someone or something was present or existed

There was no trace of anyone having entered the room since then.

Petra's lost all trace of her German accent.

2 [countable] a very small amount of a quality, emotion, substance etc that is difficult to see or notice

I saw the faintest trace of a smile cross Sandra's face.

3 [countable] (technical) a search to find out where a telephone call came from, using special electronic equipment

The police put a trace on the call.

**tradition (noun)**

1 [uncountable and countable] a belief, custom, or way of doing something that has existed for a long time, or these beliefs, customs etc in general

Spain still has a strong tradition of small local shops.

Japan's unique cultural traditions

There is a lot of emphasis on maintaining local traditions.

2 (be) in the tradition of somebody/something to have the same features as something that has been made or done in the past:

His paintings are very much in the tradition of Picasso and Matisse.

SYNONYMS: custom, institution

**traditional (adj)**

1 being part of the traditions of a country or group of people:

traditional Italian cooking

a traditional Irish folk song

2 following ideas and methods that have existed for a long time, rather than doing anything new or different [= conventional]:

He has a traditional view of women.

I went to a very traditional school.

SYNONYMS: conventional, conservative

**traditionally (adv)**

More women are entering traditionally male jobs.

The color black is traditionally associated with mourning.

**transmit (verb)** past tense and past participle **transmitted** present participle **transmitting**

1 [intransitive, transitive usually + adverb/preposition] to send out electronic signals, messages etc using radio, television, or other similar equipment

The US Open will be transmitted live via satellite.

The system transmits information over digital phone lines.

2 [transitive] formal to send or pass something from one person, place or thing to another

transmit something (from somebody/something) to somebody/something

Mathematical knowledge is transmitted from teacher to student.

SYNONYMS: broadcast, send out

**transmission (noun)**

1 [uncountable] the process of sending out electronic signals, messages etc, using radio, television, or other similar equipment

worldwide data transmission

2 [uncountable] formal the process of sending or passing something from one person, place, or thing to another the transmission of diseases

3 [countable] formal something that is broadcast on television, radio etc

a live transmission of the tennis championship

**transmitter (noun)** [countable]

1 equipment that sends out radio or television signals

What is needed is a transmitter sufficiently cheap, compact and low-powered to be installed in every home.

2 formal someone or something that passes something on to another person or thing

What is the main transmitter of the virus?

**U****ultimate (adj)** [only before noun]

1 someone's ultimate aim is their main and most important aim, that they hope to achieve in the future

ultimate goal/aim/objective etc: Complete resolution of all the issues was the ultimate goal of the conference.

Our ultimate objective is to have as many female members of parliament as there are male.

2 the ultimate result of a long process is what happens at the end of it:

The ultimate outcome of the experiment cannot be predicted.

3 if you have ultimate responsibility for something, you are the person who must make the important final decisions about it: The ultimate responsibility for policy lies with the President.

The ultimate decision rests with the Public Health Service.

SYNONYMS: final, last

**ultimately (adv)**

finally, after everything else has been done or considered  
[sentence adverb] Ultimately, the decision rests with the child's parents.  
a long but ultimately successful campaign

V

W

X

Y

Z

# SOURCES USED

## MODULE 1: LISTENING & NOTE-TAKING

<b>READING TEXTS &amp; ADDITIONAL MATERIAL</b>
<u>Module One : Listening &amp; Note-taking Skills</u> Unit 1
<a href="http://education.exeter.ac.uk/dll/studyskills/note_taking.PDF">http://education.exeter.ac.uk/dll/studyskills/note_taking.PDF</a>
<a href="http://www.scribd.com/doc/19639047/Note-Taking-Skills">http://www.scribd.com/doc/19639047/Note-Taking-Skills</a>
<a href="http://www.belhaven.edu/Campus_Life/career_development/how_to_take_notes.htm">http://www.belhaven.edu/Campus_Life/career_development/how_to_take_notes.htm</a>
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<a href="http://dictionary.reference.com/">http://dictionary.reference.com/</a>
<a href="http://dictionary.cambridge.org/">http://dictionary.cambridge.org/</a>
Unit 2
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<a href="http://news.bbc.co.uk/2/hi/programmes/documentary_archive/4725554.stm">http://news.bbc.co.uk/2/hi/programmes/documentary_archive/4725554.stm</a>
Unit 3
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<a href="http://www.ltsotland.org.uk/resources/images/comm_outcome_1_tcm4-121442.pdf">http://www.ltsotland.org.uk/resources/images/comm_outcome_1_tcm4-121442.pdf</a>
Unit 4
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<a href="http://www.keyitsolutions.com/e-commerce_ecommerce.htm">http://www.keyitsolutions.com/e-commerce_ecommerce.htm</a>
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<a href="http://dictionary.reference.com/browse/brick-and-mortar?r=14">http://dictionary.reference.com/browse/brick-and-mortar?r=14</a>
<u>Module Two : Speaking for Academic Purposes</u> Introduction to research skills
<a href="http://www.progressiveu.org/000633-wikipedia-is-it-really-reliable">http://www.progressiveu.org/000633-wikipedia-is-it-really-reliable</a>
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Unit 2
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<a href="http://dictionary.reference.com">http://dictionary.reference.com</a>
<a href="http://dictionary.cambridge.org/">http://dictionary.cambridge.org/</a>
<b>LISTENING TEXTS</b>
<u>Module One : Listening &amp; Note-taking Skills</u>
Unit 1
<a href="http://www.scribd.com/doc/23705767/3-1-4-Booklet-of-British-and-American-Literature-Complete">http://www.scribd.com/doc/23705767/3-1-4-Booklet-of-British-and-American-Literature-Complete</a>
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Unit 2
<a href="http://shanghai.usembassy-china.org.cn/uploads/images/_8PcR-Kz1ilZt1pbTNDL6w/Barnett-Oksenberg_Memorial_Lecture.doc">http://shanghai.usembassy-china.org.cn/uploads/images/_8PcR-Kz1ilZt1pbTNDL6w/Barnett-Oksenberg_Memorial_Lecture.doc</a>
Unit 3
<a href="http://aou.edu.jo/userfiles/file/file_type_doc/B300-TMA02.doc">http://aou.edu.jo/userfiles/file/file_type_doc/B300-TMA02.doc</a>
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<u>Module Two : Speaking for Academic Purposes</u>
Unit 1
<a href="http://www.infed.org/leadership/traditional_leadership.htm">http://www.infed.org/leadership/traditional_leadership.htm</a>
Unit 2
<a href="http://web.njit.edu/~lipuma/352comproc/comproc.htm">http://web.njit.edu/~lipuma/352comproc/comproc.htm</a>
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<a href="http://news.bbc.co.uk/2/hi/uk_news/magazine/7674841.stm">http://news.bbc.co.uk/2/hi/uk_news/magazine/7674841.stm</a>
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<b>VISUALS</b>
Cover page
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<a href="http://wf360.typepad.com/.a/6a00d83452408569e20115705a43c9970b-400wi">http://wf360.typepad.com/.a/6a00d83452408569e20115705a43c9970b-400wi</a>
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Module Pages
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Intr. to Acad. Skills Eng 101
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<u>Module One : Listening &amp; Note-taking Skills</u>

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Unit 2
<a href="http://publichealth.curtin.edu.au/local/images/pic_int_globe.jpg">http://publichealth.curtin.edu.au/local/images/pic_int_globe.jpg</a>
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Unit 3
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Unit 4
<a href="http://www.netlogical.com/images/e-commerce.jpg">http://www.netlogical.com/images/e-commerce.jpg</a>
<a href="http://solutionssc.com/images/ecommerce_development.jpg">http://solutionssc.com/images/ecommerce_development.jpg</a>
<b>Module Two : Speaking for Academic Purposes</b>
<b>Introduction to Research Skills</b>
<a href="http://www.adcet.edu.au/Admin/UploadedFiles/Images/Photos/Person%20leaning%20books.jpg">http://www.adcet.edu.au/Admin/UploadedFiles/Images/Photos/Person%20leaning%20books.jpg</a>
Unit 1
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Unit 3
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<a href="http://www.ezdiyelectricity.com/images/icons/question-mark6a.jpg">http://www.ezdiyelectricity.com/images/icons/question-mark6a.jpg</a>
Unit 4
<a href="http://barefoot-business.net/images/iStock_000004236228XSmall%20dollar%20sign.jpg">http://barefoot-business.net/images/iStock_000004236228XSmall%20dollar%20sign.jpg</a>

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