

Unit 4 Difference and diversity Page 54	Reading	Listening and speaking	Writing skills	Grammar and vocabulary practice
	Thinking about what you already know Reading in detail Taking notes Vocabulary building 1: word families Vocabulary building 2: adjective–noun collocations Collecting information for an essay Taking notes for essay writing	Working with colleagues: generating ideas and reporting Pronunciation: dividing speech into units	Language for writing 1: the grammar of reporting verbs Language for writing 2: comparing and contrasting Reporting what you read	Linking parts of a text: conjunctions and sentence connectors Single–word verbs and multi–word verbs Word families
Lecture skills B Page 66	Preparing for lectures	Listening	Language focus	Follow up
	Using preparation strategies Making predictions before a lecture starts	Making predictions during a lecture Identifying topic change Following an argument Taking notes: using symbols and abbreviation in notes	Organising questions and topic changes	Expanding your vocabulary
Unit 5 The world we live in Page 70	Reading	Listening and speaking	Writing skills	Grammar and vocabulary practice
	Recognising plagiarism Getting started Identifying the main ideas in a text Summarising what you have read Vocabulary building: single–word verbs and multi–word verbs Vocabulary in context: hedging adverbs	Reaching a consensus in group work Pronunciation: contrasts	Using paraphrases Including quotations in your writing	Articles: <i>zero article</i> and <i>the</i> Complex prepositions <i>Person, people, peoples</i>
Unit 6 Behaving the way we do Page 82	Reading	Listening and speaking	Writing skills	Grammar and vocabulary practice
	Organising information for an essay Skimming and scanning texts Taking notes and explaining what you have read Vocabulary building: collocations	Referring backwards and forwards in presentations	Writing conclusions in essays Language for writing: hedging Giving references	Avoiding repetition: expressions with <i>so</i> <i>Wh-</i> noun clauses Using viewpoint adverbs to restrict what is said Verb/adjective + preposition combinations
Lecture skills C Page 94	Preparing for lectures	Listening	Language focus	Follow up
	Thinking about the purposes of lectures	Understanding evaluations Understanding lists	Noticing differences in the language of lectures and academic writing Noticing prominent words	Taking notes: annotating Reconstructing your notes

- 2.2 a**  **0.1** One aspect of academic culture concerns the ways in which students and lecturers interact. Listen to Zaneta talking about her experiences in Poland and Britain. How would she address her lecturers in both countries?
- b** How would students normally address university lecturers in your country?



3 Thinking critically

In your academic studies, writers and lecturers will often present you with arguments, trying to persuade you to accept certain ideas by giving reasons why you should. Critical thinking involves judging these arguments; that is, deciding whether to accept them or not.

- 3.1 a** You are going to discuss an extract from a student's essay on behavioural studies. Before you start, look at the words in the box which might be useful to you in your discussion. Use your dictionary to look up any words you don't know.
- b** Read the extract and in pairs, discuss whether you are persuaded by the argument the student makes. Why? / Why not?

Verbs: distinguish identify justify provide
Nouns: assumption claim evidence explanation fact opinion reason

The majority of people believe that children's behaviour is worse now than it was in the past. The reason for this poor behaviour can be found in the breakdown in discipline in schools in recent years. Along with the family environment, school is an important influence on how a child develops. It follows, therefore, that it is only by improving discipline in schools that we can stop this decline in standards of behaviour.

4 Avoiding plagiarism

It is unacceptable in academic culture to plagiarise; that is, to use the ideas or words of another person and pretend that they are your own.

- 4.1** In pairs, make a list of reasons why plagiarism might be unacceptable. Report your ideas back to the rest of the class.
- 4.2** Read the extract from a textbook and the extract from a student's essay which follows. Do you think the student is guilty of plagiarism?

Environmental Effects of Earth Rotation

The first – and perhaps most obvious – effect of the Earth's rotation is that it imposes a daily, or *diurnal*, rhythm in daylight, air temperature, air humidity, and air motion.

- 5 All surface life responds to this diurnal rhythm. Green plants receive and store solar energy during the day and consume some of it at night. The daily cycle of incoming solar energy and the corresponding cycle of fluctuating air temperatures are topics for analysis in Chapters 2 and 3.

A second environmental effect is that the flow paths of both air and water are turned consistently in a sideward direction because of the Earth's rotation. Flows in the northern hemisphere are turned toward the right and in the southern hemisphere toward the left.

- 10 This phenomenon is called the *Coriolis effect*. It is of great importance in studying the Earth's systems of winds and ocean currents and is discussed in Chapter 5.

Strahler, A. H. & Strahler, A. (2002). *Introducing Physical Geography (3rd edn.)* New York: John Wiley.

1.2 Match the publications on the reading list in 1.1 to the text types in the box.

article in a journal official report on a website textbook
 official report published as a book paper in an edited collection

2 Thinking about what you already know



Study tip Before you read a text, it is useful to consider how much you already know about the topic. This helps you to decide what you want to learn from the text, so that you can read selectively and more efficiently.

2.1 a As you prepare your essay on the topic of weather-related natural hazards, you find a text on tropical cyclones. Before you read it, think about how much you already know about the topic. Work in pairs and answer these questions.

- 1 What is the difference between a cyclone and a tropical cyclone?
- 2 What other terms have a similar meaning?
- 3 What are the main effects of tropical cyclones?
- 4 Do tropical cyclones have any positive effects?
- 5 Can you give any examples of notable tropical cyclones?

b Scan the text to find the answers to questions 1–5.

Tropical cyclones

Introduction

Tropical cyclones are defined as intense cyclonic storms that originate over warm tropical seas. In North America, the term 'hurricane' is used because cyclone refers to an intense, counterclockwise rotating, extra-tropical storm. In Japan and south-east Asia tropical cyclones are called 'typhoons'. The hazards relating to tropical cyclones can be grouped under three headings: storm surge, wind and rain effects. Storm surge is a phenomenon whereby water is physically piled up along a coastline by low pressure and strong winds. This leads to loss of life through drowning, inundation of low-lying coastal areas, erosion of coastline, loss of soil fertility due to intrusion by ocean salt-water and damage to buildings and transport networks. High-wind velocities can directly cause substantial property damage and loss of life, and constitute the main agent for crop destruction. Surprisingly, strong winds – simply because they are so strong – can also exacerbate the spread of fires in urban and forested areas, even under heavy rainfall. Rainfall is responsible for loss of life, property damage and crop destruction from flooding, especially on densely populated floodplains. Contamination of water supplies can lead to serious disease outbreaks weeks after the cyclone. Heavy rain in hilly or mountainous areas is also responsible for landslides or mud flows as floodwaters in stream and river channels mix with excess sediment brought down slopes. The destruction of crops and saline intrusion can also result in famine that can kill more people than the actual cyclone event. This was especially true on the Indian subcontinent during the latter part of the nineteenth century.

Earthquakes are not an obvious consequence of cyclones; however, there is substantial evidence for their occurrence during cyclones. Pressure can vary dramatically in a matter

→ Extra-tropical

G&V 4, p37

→ Loss of life; erosion of coastline

G&V 1, p36

→ Serious disease outbreaks; substantial evidence

G&V 3, p37

→ Occurrence

G&V 2, p36