

## UNIT 4 RISK

Reading	Summarizing
Critical thinking	Assessing whether research supports an argument
Language development	Adjective + preposition collocations Infinitive phrases
Writing	Avoiding plagiarism

Lead into the topic by asking students to look at the picture and unit title, and speculate on how the two are connected. Students will know the generic word *chicken*, but might not know that the male is called a *rooster* in American English and a *cockerel* (from which the term *cocky* comes) in British English. Females kept for laying eggs are called *hens*.

### Cultural awareness

In the picture, the chickens are crossing a road, incurring some risk of being hit by a car. The scene alludes to a well-known joke in English: *Why did the chicken cross the road?* The answer to the joke is a statement of the obvious: *To get to the other side.* The joke is funny because it isn't—it breaks the expected pattern of having a punch line.

### Discussion point

Put students into pairs to discuss the questions. As an alternative to question 1, students can create a risk questionnaire to ask in class. Ask pairs to write questions about the areas of life in the box, for example, *What risks have you taken at work?* or *Have you ever argued with your boss? Have you ever done an extreme sport such as paragliding?* etc. Students should then stand up and walk around the room asking different people their questions. This is a good activity for days when students are feeling lethargic or when you need a change from the norm. Be sure to have a feedback session where students can share some of the stories they have heard.

### Vocabulary preview

As an optional lead-in to vocabulary work, students could review vocabulary from previous units. Hopefully, students will have been keeping a record of the vocabulary they have learned so far. Put them into pairs to quiz each other. This could help some students realize they need to review more.

Four of the terms in the box contain two words. Ask students to find them and feed back to you. Of the four, only *peer pressure* can be found in the dictionary—the rest are common collocations.

This illustrates again the importance of context to understanding.

Ask students to go through the words and identify the parts of speech, and then to identify the parts of speech needed for each blank in the text. This should help them find the right word for the blank. Tell them to try to complete the exercise before consulting their monolingual dictionaries.

### ANSWERS

- |                     |                     |
|---------------------|---------------------|
| 1 seek              | 5 biological makeup |
| 2 disregard         | 6 susceptibility    |
| 3 consequences      | 7 sound judgment    |
| 4 personality trait | 8 peer pressure     |

Make sure students are keeping good vocabulary notebooks by giving them a little class time to work on them. Check they have understood the words by doing a quick check. Ask: *Which word means ...*

... *the influence your friends have on you (peer pressure)?*

... *the results of our actions (consequences)?*

If you are following the class wiki project, assign a group for this unit's wiki update. This would also be a good time to remind students of the extra vocabulary exercises in the digital component which could be assigned for homework.

### READING Risk-takers: Who are they?

Word count 1,089

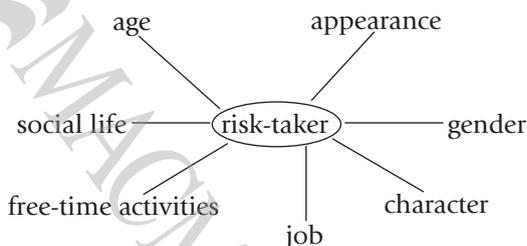
#### Cultural awareness

One of the dimensions of culture that culture-studies guru Geert Hofstede identified was risk avoidance. He found that some cultures tend to avoid risk and others tend to be more comfortable with it. Although Hofstede's models have their critics, evidence suggests that such tendencies exist within cultures, and a study at Ohio State University in conjunction with the Academy of Sciences in Poland showed that proverbs can shed light on how much cultures accept or avoid risk, and in which areas of life. In English, some proverbs encourage risk: *Nothing ventured, nothing gained. Who dares, wins. You can't make an omelette without breaking some eggs. You can't jump a 20-foot chasm in two ten-foot leaps. Fortune favors the brave.* Others encourage risk avoidance: *Look before you leap. Better safe than sorry. Once bitten twice shy. Better a thousand times careful than once dead.*

### Before you read

Draw a mind map on the board and ask students to copy it. Give them a minute to think about a typical

risk-taker and make notes, then ask them to compare with a partner. Get feedback from several students and fill in the mind map on the board as a class.



### EXTENSION ACTIVITY

Put up some proverbs and quotes related to risk on the board for students to read and categorize—those which advocate taking risks and those which advocate avoiding risks. Ask students if they can think of any similar quotes or proverbs from their own language to add to the list. Alternatively, ask students to search online for quotations related to risk (type *risk quotations* or *proverbs about safety* into the search engine). Ask them to choose the quote or proverb they most identify with. Are they willing to take more risks in some areas (e.g., financial risks) than in others (e.g., social risks)?

## Global reading

Summarizing is an important academic skill, but one that students find hard. Find out what students know about summarizing and what kinds of strategies they have before asking them to read the *Summarizing* box. Concept check to ensure students have understood.

Ask: *Why should you skim-read first?*; *What kind of information should you note down?*; *What is the thesis in a summary?*; *Why should you include the name of the writer and date?* (because it needs to be clear where the information comes from, that it's not your own ideas); *Why should you use your own words?* (using your own words shows you have understood and also avoids plagiarism). Make sure students understand that a summary should never contain their own ideas, response to, or evaluation of the content. Find out how the guidelines for writing a summary in English compare to writing one in their own language.

If you find that some students have problems skim-reading quickly for gist, it would be a good idea to review some tactics such as reading the title and headings to predict content and structure, and focusing on nouns and verbs in the text rather than reading every word.

- 1 Ask students to read the instructions. They should note that the text is a research paper written by a professor, so it is going to be an academic text. Set the task, but establish a time limit—perhaps two minutes—to skim the text.

### ANSWERS

2, 3, 4, 6

- 2 For the second reading, students should read the text more carefully, annotating and highlighting the text and taking notes. You could advise them to take notes in the outline format learned in Unit 2. They should then compare notes with a partner. Be sure to go over students' answers either orally or by writing them on the board. Ask students to keep these notes in a safe place to be used later in the *Writing task* section.

### POSSIBLE ANSWERS

Biological reasons: dopamine—physical reason for risk-taking; neurotransmitter, linked to brain's reward system, people with fewer dopamine receptors = flooded cell = feeling of extreme happiness, research 34 men and women = questionnaire and brain scan found people with fewer dopamine receptors are risk-takers

Psychological reasons: sensation-seeking scale—psychological reason for risk-taking, Zuckerman's scale—40-item questionnaire to identify sensation-seeking people who are more likely to take risks, twin study showed 60% of sensation-seeking trait is genetic  
Age: Giedd (NIMH, U.S.) study of brain scans 145 children every two years over ten years—results showed pre-frontal cortex (controls planning, judgment, reason) undeveloped until age 25—young people more likely to take risks

Gender: research Columbia Business School, U.S.—gender affects type of risk-taking—men take financial risks, and women take social risks, men and women seem to perceive risk differently

- 3 Ask students to choose the best thesis statement and defend their choice. Point out that the best choice is the one that is the broadest—the one that covers all the ideas in the paper.

### ANSWER

The most appropriate is 2. 1 and 3 do not cover all the ideas in the paper.

## Critical thinking skill

- 1 This exercise practices the skill of identifying sources of information learned in Unit 3.

### ANSWERS

- 1 study at Vanderbilt University and Albert Einstein College of Medicine
- 2 Marvin Zuckerman's sensation-seeking scale
- 3 Zuckerman's twin study
- 4 National Institute of Mental Health, U.S., study
- 5 Columbia Business School research
- 6 Columbia Business School research

**EXTENSION ACTIVITY**

Ask students to identify the sources of information further by matching them to the bibliographic information in the list of sources at the end of the text. To do this they will have to analyze each source carefully. This activity will also help students assess the cited research in the next exercise while drawing their attention to the convention of bibliography writing. It will also help in the later writing exercise.

Answers: 1. Zald et al. (2008); 2. Zuckerman (1964); 3. Zuckerman (2007); 4. Giedd (2008); 5 & 6. Figner & Weber (2011).

**SUPPORTING CRITICAL THINKING**

Students need to be able to assess whether sources of information really support an argument and if they are actually the best sources to use. Sources are assessed based on currency, reliability, validity, and relevance. In choosing sources for research papers at university, students are expected to show they understand the importance of these four criteria.

Ask your students to look at the four areas and discuss in pairs why each one is important. *Currency* is important because new research leads to new discoveries. Older research is acceptable to cite, but be balanced with more recent studies. *Reliability* relates to whether the research can be believed both because of who conducted the study and because similar studies have yielded similar results. A study to determine how well a product works conducted by the company which markets the product would be less reliable than a study done by an independent third party, for example.

This is important as it tells us whether we can trust the information. *Validity* relates to correct interpretation of results as well as how well the study was set up, and if it answered the questions it intended to answer. It tells us how useful and appropriate the results are. *Relevance* relates to choice of research, and how connected and important it is to the writer's subject. An article on financial risk management would not be relevant to the reading text, for example.

- 2 Students now assess the research identified in exercise 1. Give them time to think about the answers and then discuss them in pairs.

**POSSIBLE ANSWERS**

- The sample is fairly substantial; it involved brain scanning, which can be considered objective; similar studies and results were seen in rats.
- It was carried out by a respected psychologist; based on research with different types of people. Although not necessarily up-to-date, the scale is still used today.
- The research was conducted with two types of identical twins and compared to research regarding other traits.

- It was conducted by an official institution (U.S. National Institute of Mental Health).
- The research has been done recently (2011) and therefore has currency. It supports the topic and gives reasons as to why people take risks. It is therefore relevant to the paper.

**Developing critical thinking**

Put students into groups for the discussion. Remind them of the functional language on page 108 of the Student's Book. If necessary, assign a chairperson for each group to facilitate the discussion. To follow up, hold a seminar-type discussion where groups can share what they discussed. For question 2, you might want to teach the term *nanny state*—this term has a negative connotation and refers to a government which is overprotective to the point of interfering with personal choice and freedom.

This is a good place to use the video resource *Risky business*. It is located in the Video resources section of the digital component. Alternatively, remind the students about the video so they can do this at home. Students can also do the critical thinking digital component exercises for extra practice.

**Language development: Adjective + preposition collocations**

Review the meaning of *collocation* (words that go together) with students. Then ask them to read the *Adjective + preposition collocations* box.

**Background information**

Students often ask why collocations exist. For example, we say *make a decision*, not *do a decision*, *willing to*, not *willing for* or *willing at*. The simple answer is because that's the way it's said. Students would also be able to find collocations in their own language. Adjective + preposition combinations are especially tricky because the preposition has no literal meaning. The collocation has to be memorized. Monolingual dictionaries can be used to find collocations, or students can note them down when they see them, and keep a list for reference and study.

- 1 Ask students to complete the sentences with the prepositions in the box.

**ANSWERS**

- |                             |        |
|-----------------------------|--------|
| 1 in                        | 7 to   |
| 2 on                        | 8 to   |
| 3 of                        | 9 of   |
| 4 with                      | 10 to  |
| 5 with                      | 11 for |
| 6 in (note: in sth/with sb) | 12 in  |

- Have students check their answers by looking back at the text. Ask them to highlight or underline the adjectives and prepositions in the text, then start a section in their vocabulary notebook to record them.
- Ask students to work in pairs to discuss whether they agree or disagree with the statements in exercise 1. They should give reasons for their opinions. As a follow-up, you could do a class poll to find out how many students agree or disagree with each statement.

### EXTENSION ACTIVITY

As a follow-up review, hold a class competition. Divide students into teams and ask them to decide on a team name which they write on the top of a piece of paper. Call out an adjective from exercise 1, and give teams 20 seconds to remember and write the preposition—without looking at notes or the book! Once you have read out all 12, ask students to swap papers to check each other's. Announce a winning team at the end.

## Language development: Infinitive phrases

### Background information

The infinitive + *to* construction often follows certain verbs and adjectives. Some common examples used in academic English are:

**Verbs:** *appear to; seem to; believe (something or someone) to; want to; tend to; refuse to; offer to; need to; intend to; fail to; cease to; decide to; plan to; agree to; advise (someone) to; persuade (someone) to*

**Adjectives:** *be likely to; be necessary to; be pleased to; be unable to; be prepared to; be (un)willing to; be difficult to; be (im)possible to*

Make sure students understand what an infinitive is, and elicit some examples of sentences containing infinitives with and without *to*. Tell students they are going to learn about three important forms of the infinitive which can change the meaning of a sentence. Ask them to read the *Infinitive phrases* box to find out what they are. Check they understand the meaning behind each example:

Perfect infinitive: What action took place before what other action? (the discovery took place before now); Continuous infinitive: What action is taking place these days? (taking more risks); Passive infinitive: What is more important: the linking or *it*? (the linking).

Draw students' attention to the forms of the verbs used with modals. Point out that modals often soften the strength of a statement in academic writing, so they are used to introduce academic caution. Compare: *It may be believed ... to It is believed ...*

- This exercise asks students to identify the difference in meaning between the two sentences. Give students a few minutes to work out the differences on their own, then ask them to discuss them with a partner.

### ANSWERS

- Sentence 1 refers to the present (habit) and sentence 2 refers to the past.
- Sentence 1 refers to the present (in progress) and sentence 2 refers to the past.
- Sentence 1 refers to the present (habit) and sentence 2 refers to the past.
- Sentence 1 is active and sentence 2 is passive; both use present perfect.

- Ask students to read the text first to get the general meaning, then complete it as instructed. As a follow-up, ask them to underline the words that come before each blank.

### ANSWERS

- |                    |                     |
|--------------------|---------------------|
| 1 to be protecting | 4 be needed         |
| 2 be given         | 5 to be missing out |
| 3 to have learned  | 6 to have enjoyed   |

This would be a good time to remind students of the extra language development practice in the digital component which could be assigned for homework.

## WRITING Summary writing

Ask students to read the information at the top of page 44 so that they know the purpose of the following sections.

## Writing skill

Earlier in this unit, students assessed sources used for supporting an argument. This section looks at ways students can use sources in their own work, and highlights the importance of crediting sources of information.

### Background information

Plagiarism is a serious offence in Western universities and can lead to a student being disqualified (not allowed to continue university). Students often wonder how teachers know they have plagiarized. Most professors will say that it is easy to pick out plagiarism. For one thing, professors know most of the sources that the students have read and will recognize the argument or views of the source. Secondly, the style of the plagiarized section will be different from the student's usual style. Many universities require students to upload written work into a plagiarism checker—technology that identifies the source of uncited phrases, sentences, or paragraphs.

Ask students to read the definition of plagiarism in the first section of the *Avoiding plagiarism* box. Spend some time discussing this important information, which may be quite surprising to some students. Next, ask students to read the five ways to avoid plagiarism listed in the box. Give them some time to read and digest the information before talking through each point.

The first point shows a way to reference using a reporting verb. You could take this opportunity to review the reporting verbs learned in Unit 2. Note that the reporting verb is in the present tense.

For the second point, make sure students understand *quotation* and *quotation marks*. You might want to point out that quotations should be used sparingly.

For the third point, look at the three different examples. The first sentence is the original text. The third sentence is a good example of paraphrase for two reasons. First, the student has used his own words, but perhaps more importantly, has shown that he understands the original because he can put it into his own words.

The fourth point shows how to reference a source that is referenced in another work. This is an important point that students may be surprised by. Ideally, a student will find the original source, but this is not always possible. You may need to teach the term *to cite*: when you use someone else's ideas or words and reference the source, you are *citing* the source. In the example, Roberts is the book that the student read, and in it, Roberts cited Stirling.

The fifth point refers to a bibliography. A bibliography is a list of all sources cited in a text. There are many different systems for writing bibliographies, and students should follow the style required on their courses when they are in Higher Education. Systems include the Harvard system APA, and MLA.

In APA and MLA, the main difference between the systems is the order in which information is displayed and punctuated, but the content is the same: they all have the name of the author, date of publication, name of the book or article, name of the journal the article is found in, the issue and volume number (journals), and the publisher (books).

### EXTENSION ACTIVITY

Ask students to look back at the text on pages 40–41 and highlight or note down the different ways that the author has cited sources. They may note that in the fifth paragraph, no reporting verb is used. This is another way to cite a source—by putting the author's last name and the date the work was published in parentheses at the end of the sentence.

### Cultural awareness

Students cannot always differentiate between first name and last name, and so may write in their bibliography: *Stacey, H.* instead of *Hughes, S.* Ensure students understand that *last name* refers to the author's family or surname. One way to tell which is which is to look for a comma. If the name is listed with a comma: *Hughes, Stacey*, then the last name is first. If there is no comma: *Stacey Hughes*, then the surname is second.

- 1 The exercises take students through the steps of summarizing a short text. For exercise 1, students should read the excerpt and briefly state the topic.

#### ANSWER

The topic is peer pressure and its effect on teenage drivers.

- 2 Ask students to read and follow the instructions. They should use their own words in the thesis statement.

#### ANSWER

Main argument: Peer pressure affects teenage drivers, which may explain the higher number of accidents among teenagers.

Supporting argument: In a study, teenagers showed that they were willing to take more risks when they thought friends were watching.

Student's own ideas for the thesis statement.

- 3 This exercise helps students see how plagiarism can occur. Ask students to discuss their views in pairs.

#### ANSWER

The writer is not sourced; there is no date of the author's work; much of the text is copied and not paraphrased; the study is not named, dated, or sourced.

- 4 In this exercise, students use their notes to summarize the excerpt. This is good practice because it helps students avoid copying. Note that the summary should be much shorter than the original, so ensure students only write two or three lines. The source information is found in the instructions for exercise 1.

#### POSSIBLE ANSWER

Dr. Bauman (2013) suggests that teenage drivers may be influenced by pressure from friends. A Temple University study found that teenagers playing a computer driving game were more likely to take risks when they thought that same-sex friends were watching them, explaining why more accidents are caused by teenagers than other age groups.

**Extra research task**

Ask students to research plagiarism on the web. They could find out more about what plagiarism is (search *what is plagiarism*), or more ways to avoid it (search *avoiding plagiarism*), or even more about intellectual property. If they are planning to go to a specific university, they could find out what that university's plagiarism policy is.

**WRITING TASK**

Ask students to read the instructions and refer them to the box with the audience, context, and purpose. Point out that summary writing is quite a common way professors assess whether students have understood information they have read or heard in lectures.

Ask students to read the example summary and follow the instructions.

**ANSWERS**

In her article "The need to learn risk" (2013), which can **be found** in the *Journal of Risk Literacy* (Vol. 2, Issue 4), Patricia Hughes argues that risk literacy is **essential in** our daily lives and therefore should **be studied** in schools in order to help young people to calculate risk better, suggesting ways in which risk literacy could **be taught**. To support her argument, Hughes provides evidence that risk literacy education has been successful among 16-year-olds. One hundred 16-year-olds were **involved in** her study, which required them to make decisions about how to save or invest money both prior and subsequent **to receiving** lessons on statistics. The teenagers appear **to have been** more **successful in** making decisions **based on** calculated risk after their lessons, which prompted Hughes to say that "secondary schools should **be doing** more to teach risk literacy in math lessons."

Yes, it has been sourced appropriately.

**Brainstorm, plan, and write**

Students should try to remember the steps for writing a summary, but may look back at the steps on page 38 if they need to jog their memory.

**ANSWERS**

- Step 1: Skim-read the text.
- Step 2: Reread the text carefully and take notes.
- Step 3: Write a thesis statement.
- Step 4: Write the summary using your own words. Include a thesis statement plus your own ideas.

Ask students to look back at the thesis statement they chose in exercise 3 on page 38 and find the notes that they took in exercise 2. They will use these to write

their summary. You may want to allow them to use the thesis as is rather than changing it into their own words. In this planning stage, students should choose the information to include and organize it into an outline. They can use the model summary to help in the organization, but will need to write about 300 words, which is twice the length of the model. Students may wish to plan where they will use adjective + preposition collocations and infinitive forms. Ask students to compare outlines for their summaries before writing.

Give students about 30 minutes to write their summary. Teach them how to assess word counts quickly: count the number of words on a line and multiply by the number of lines.

**POSSIBLE ANSWER**

Wittman (2012) believes that age, gender, character, brain, and genetic makeup can all help to determine whether a person is a risk-taker.

A joint study at Vanderbilt University and Albert Einstein College of Medicine demonstrated that the chemical associated with pleasure in our brains can impact on risk-taking activities. People whose brain cells had fewer active dopamine receptors were bigger risk-takers. As the receptors are unable to prevent a cell from becoming flooded with dopamine, a strong feeling of excitement is felt. It is therefore likely that people with fewer receptors try to repeat this feeling by taking more risks.

The pre-frontal cortex part of the brain may also impact on risk-taking activities. This is the part of our brain that deals with reason. Research carried out at the National Institute of Mental Health showed that it may not fully form until a person is 25. This may affect a person's judgment and cause him or her to take more risks.

Our personalities may also be a factor in risk-taking. In the 1960s, Marvin Zuckerman identified the sensation-seeking personality trait. In research with identical twins, he found that 60% of this trait is inherited. As with dopamine, people who are sensation-seekers may take more risks as they attempt to find new and exciting activities.

Finally, the types of risk that a person takes may be affected by gender. Research by Columbia Business School suggests that men are more likely to take financial risks, whereas women tend to take social risks. The researchers also claim that risk is perceived differently depending on a person's life experience and that this may be affected by gender.

Although Wittman does not identify one specific cause of risk-taking, all of the research above indicates that there could be a number of causes.

## Share, rewrite, and edit

Ask students to exchange their summaries with a partner. Encourage them to use the Peer review checklist on page 109 when they are evaluating their partner's summary. If students want to see an example summary, you could photocopy the one above for the students to see. Students should understand, however, that it is not the "right" answer, as there are many ways to write the summary. You may wish not to show them the summary, but use it as reference when marking the students' papers. If you do show the students, be sure to take the copies off them before asking them to rewrite and edit their own summaries, so that they do not copy the example summary!

Ask students to rewrite and edit their summaries. Encourage them to take into consideration their partner's feedback when rewriting. You could ask students to type and print out the final draft of their summary for homework. Use the photocopyable *Unit assignment checklist* on page 89 to assess the students' summaries. This would also be a good place to ask students to complete the unit checklist in the digital component.

### Extra research task

Ask students to find examples of posters, infomercials, etc. which are designed to teach people to make safer decisions in life. Examples might include anti-smoking campaigns or ads encouraging people to buckle up. Students should decide what the risk is, who is funding the campaign, and who it is aimed at. They can bring in photos of posters or downloads of infomercials to show each other in groups. As a class, assess whether or not these campaigns are likely to be successful.

## STUDY SKILLS Evaluating online sources

### Background information

With so much information on the web, it is easy to accept information as true without considering the source. Web users need to understand that anyone can post anything on the web and then that information can be reposted to create modern-day urban myths. This section aims to raise student awareness about reliable sources. In general, .com sources are less reliable than .org, .ac, .net, and .gov sites, and using a search engine which focuses on academic work will yield more appropriate results.

## Getting started

Put students into pairs to discuss the questions. Ask several students to feed back to the rest of the class.

## Scenario

Ask students to read the scenario and decide what Liliana did right and wrong. They should give reasons for their opinions.

### POSSIBLE ANSWER

Liliana accessed academic websites; she made notes as she did her research and recorded the web addresses so she could find/source them later; and she sourced the work in her essay. However, she looked only at the first ten websites she found; she looked only for information that supported her point of view; and when she wrote her essay, she presented just one argument. Finally, not all her supporting information was valid and reliable. She did not know where all the information came from, and the information presented by the road safety campaign website may be biased.

## Consider it

Ask students to read and discuss the tips. As a follow up, explore the tips further with added discussion questions, e.g., ask: *Why should you provide different views? How do you know if a site is academic? Where can you find out about the author? How can you make sure you stay on topic during searches? What are some easy ways to keep a record of websites?*

## Over to you

Ask students to discuss the questions, then hold a seminar discussion with the class to share answers. Write down some of the students' tips and ideas for useful web programs or apps. You could ask students to do some research to find and assess other useful programs or apps.

### Background information

There are some online applications which can help you record the information you are reading for your academic study. Useful apps include Endnote, Scrible, and Evernote.

### Extra research task

Ask students to find out how to write a bibliographic entry for a website.