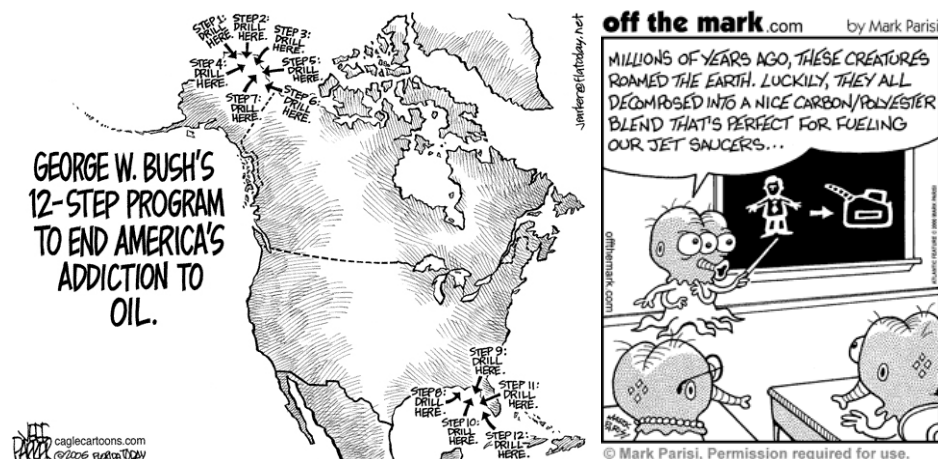


A. 1. Consider the cartoons.

- i. What does the cartoon depict? Who is represented in the cartoon?
- ii. What elements act as symbols for concepts, entities, people or groups, etc? What qualities or characteristics are associated with the elements depicted in the cartoon?
- iii. What message is the cartoonist trying to convey?



2. Place each verb in an appropriate gap in the paragraphs.

represent	symbolises	is suggesting	is
suggests	represents	shows	mirrors
is implied	brings to mind	depicts	looks like

The first cartoon **1**.... us a picture of the United States with 12 numbered points on it, each one labelled “Drill here”. This **2**.... George Bush’s ‘12-step program to end America’s addiction to oil’. The 12-step program **3**.... the classical treatment for addicts, which consists of 12 stages. In fact, there is really only one step: to drill in the location marked. This **4**.... that George Bush does not actually have a 12-step program, but only a one-step program. Furthermore, rather than putting an end to America’s addiction, he will be putting an end to America’s oil. Thus, the cartoonist **5**.... critical of George Bush’s policies towards oil, which are neither sustainable nor varied.

The second cartoon **6**.... some aliens in what **7**.... a classroom. One – a teacher – is talking to his students about an energy source that is perfect for fuelling their spaceships. He is pointing to a blackboard on which there is drawn the figure of a human being and a jerry-can, with an arrow leading from the former to the latter. The process he is explaining **8**.... the process by which oil was formed. The demise (death) of the human race, which **9**.... in the drawing, **10**.... the origins of the oil we use today. The aliens **11**.... the human race and their attitude to their fuel source is the same as ours to oil today. The cartoonist **12**.... that our dependence on oil will lead to our own destruction, and he is, therefore, critical of this dependence.

3. How are the paragraphs structured in stages? What is the purpose of each stage? Which verbs are associated with each stage?

4. In what way do the thematic choices contribute to the coherence and development of the paragraph? What is the function of ‘In fact’, ‘Furthermore’, ‘Thus’, and ‘therefore’?
(see powerpoint presentation & grammar file)

B. SPEAKING (GROUPS)

1. Analyse the company image that the oil company is trying to project in each advertisement campaign and how the image evolves over time. **DO NOT READ** any text that is longer than a tagline or slogan. Use the following to help guide your analysis in order to answer the two questions at the end.

Layout – Does the layout of the components in the advertisement remind you of anything?

What could it symbolise about the company? Does the placement of the elements suggest anything?

Elements – What **objects/places/people** are depicted in the ad? What qualities, characteristics or attributes do you associate with them? Does anything act as a symbol for another idea? What do the qualities/attributes/symbols suggest about the company?

Colour – Do the colours used bring any particular associations with them?

Use of blocks of text – Does the appearance of the text remind you of any particular text type? What associations do you make with the text type? Does the text type project a particular role onto the reader or writer of the text?

- WHAT COMPANY VALUES DOES EACH ADVERTISING CAMPAIGN PROJECT?
- HOW HAS THE COMPANY IMAGE/MESSAGE EVOLVED OVER TIME?

WRITING I

(Max. 1 page, 11/12 Times New Roman, 1½ line spacing)

2. Explain how one oil company has changed the image they wish to project over time. I.e. How has the company image/message evolved in the advertising campaigns since 2004? What company values do the advertising campaigns project and how do they change?

Or

Compare and contrast the images/messages projected through the advertisements / advertising campaigns of two or more oil companies. Consider the differences and similarities in company values as projected through the advertisements.

3. Match each adjective (1-12) with a corresponding sentence about a company (*a-l*).

- | | |
|------------------------------|------------------------------------|
| 1. socially responsible | 7. forward-looking |
| 2. caring, paternalistic | 8. hard-working, committed |
| 3. cut-throat, ruthless | 9. customer-focused |
| 4. creative, ground-breaking | 10. serious, competent |
| 5. research-led | 11. state-of-the-art, cutting edge |
| 6. community-oriented | 12. profitable |
- a. Our company uses the most recent technologies to achieve our goals.
 - b. We have scientists whose research provides us with new insights into how we can improve our production.
 - c. We are aware of the environmental impact of our practices and take steps to mitigate (minimize) any negative effects.
 - d. We understand our clients and we work to meet their needs.
 - e. We focus on our core business, and our employees are all fully qualified; they achieve results.
 - f. We consider the future and look to how we can contribute positively towards it.
 - g. Our employees are engaged and motivated by their work
 - h. We look after our customers to ensure their well-being and comfort.
 - i. We are part of the community, and, working together, we meet the needs of the people who live here.
 - j. This year our company introduced new, innovative techniques that no-one has ever used.
 - k. Our third quarter earnings were up about 10 per cent.
 - l. We will do anything to get ahead of our competitors.

THREE ECONOMIC ISSUES

- C. Note down the uses of oil in our society today. How important is it? Why?
- D. Complete the following sentences by inserting a preposition in the blanks.
1. Oil and its derivatives are basic inputs for many household products ranging plastic utensils polyester clothing.
 2. The price of oil fell comparison the prices of other products.
 3. Economic activity was organised the assumption of cheap and abundant oil.

Read the following sentences and choose the best meaning for the underlined expression.

4. In this section we discuss three economic issues to show how society allocates scarce resources between competing uses.
 - a. rare
 - b. common
 - c. important
5. Higher prices encourage consumers of oil to try to economize on its use.
 - a. teach
 - b. require
 - c. stimulate
6. OPEC forecast that cutbacks in the quantity demanded would be small.
 - a. reductions
 - b. increases
 - c. changes
7. The dramatic price increases have become known as the OPEC oil price shocks because of the upheaval they inflicted on the world economy.
 - a. important and problematic adaptation
 - b. slow and steady changes
 - c. violent and sudden changes or disruption
8. Households switch to gas-fired heating.
 - a. turn on
 - b. change to
 - c. exchange
9. High oil prices choke off the demand for oil-related commodities.
 - a. lower
 - b. stop breathing
 - c. cause an increase in
10. High oil prices encourage consumers to purchase substitute commodities.
 - a. produce
 - b. acquire
 - c. buy
11. Higher demand for these commodities bids up their price.
 - a. raises
 - b. lowers
 - c. retains
12. What is being produced reflects a shift away from expensive oil-using products.
 - a. move
 - b. far
 - c. direction
13. A disturbance anywhere ripples throughout the entire economy.

a. change	d. sends waves
b. noise	e. causes other changes
c. altercation	f. marks
14. British coalminers were able to secure large wage increases.
 - a. to tie up
 - b. to obtain
 - c. to tighten
15. The opposite effects may be expected if the 1986 oil price slump persists.
 - a. low oil prices
 - b. high oil prices
 - c. peak oil prices

E. Read the text ‘Three economic issues’. As you read, write the following topic notes in the margins at the appropriate letter (a - j).

- *Economy based on cheap oil*
- *Who is affected by high oil prices & how → oil producers gain, oil importers lose*
- *People’s response to prices affects production*
- *Allocation scarce resources related to what, how & for whom to produce*
- *Oil price shocks challenge economic assumptions*
- *Sudden rise in oil price*
- *Economy an interconnected system*
- *Effect of oil price shocks on how the economy produces → production to use less oil*
- *Definition a scarce resource*
- *Effect of high oil prices on what is produced → increase in substitutes*

1-1 THREE ECONOMIC ISSUES

- 1 Trying to understand what economics is about by studying definitions is like trying to learn to swim by reading an instruction manual. Formal analysis makes sense only once you have some practical experience. In this section we discuss three economic issues to show how society allocates scarce resources between competing uses. In each case we see the importance of the questions what, how, and for whom to produce.

The Oil Price Shocks

- Oil is an important commodity in modern economies. Oil and its derivatives provide fuel for heating, transport, and machinery, and are basic inputs for the manufacture of industrial petro-chemicals and many household products ranging from plastic utensils to polyester clothing. From the beginning of this century until 1973 the use of oil increased steadily. Over much of **this period** the price of oil fell in comparison with the prices of other products. Economic activity was organized on the assumption of cheap and abundant oil.

- In 1973-74 there was an abrupt change. The main oil-producing nations, mostly located in the Middle East but including also Venezuela and Nigeria, belong to OPEC – the Organization of Petroleum Exporting countries. Recognizing that together **they** produced most of the world’s oil, OPEC decided in 1973 to raise the price for which **this** oil was sold. Although higher prices encourage consumers of oil to try to economize on its use, OPEC correctly forecast that cutbacks in the quantity demanded would be small since most other nations were very dependent on oil and had few commodities available as potential substitutes for oil. Thus OPEC correctly anticipated that a substantial price increase would lead to only a small reduction in sales. **It** would be very profitable for OPEC members.

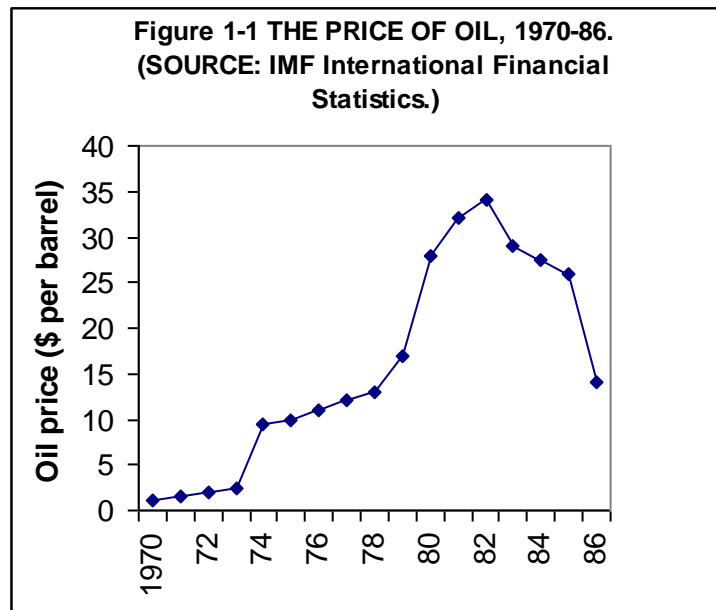
- Oil prices are traditionally quoted in US dollars per barrel. Figure 1.1 shows the price of oil from 1970 to 1986. Between 1973 and 1974 the price of oil *tripled*, from \$2.90 to \$9 per barrel. After a more gradual rise between 1974 and 1978 there was another sharp increase between 1978 and 1980, from \$12 to \$30 per barrel. The dramatic price increases of 1973-74 and 1978-80 have become known as the OPEC *oil price shocks*, not only because **they** took the rest of the world by surprise but also because of the upheaval they inflicted on the world economy which had previously been organized on the assumption of cheap oil prices.

- Much of this book teaches you that people respond to prices. When the price of some commodity increases, consumers will try to use less of **it** but producers will want to sell more of it. **These responses**, guided by prices, are part of the process by which most Western societies determine what, how, and for whom to produce.

- Consider first *how* the economy produces goods and services. When, as in the 1970s, the price of oil increases sixfold, every firm will try to reduce its use of oil-based products. Chemical firms will develop artificial substitutes for petroleum inputs to their production processes; airlines will look for more fuel-efficient aircraft; electricity will be produced from more coal-fired generators. In general, higher oil prices make the economy produce in a way that uses less oil.

- How does the oil price increase affect *what* is being produced? Firms and households reduce their use of oil-intensive products which are now more expensive. Households switch to gas-fired central heating and buy smaller cars. Commuters form car-pools or move closer to the city. High prices not only choke off the demand for oil-related commodities; **they** also encourage consumers to purchase substitute commodities. Higher demand for **these commodities** bids up **their** price and encourages **their** production. Designers produce smaller cars, architects contemplate solar energy, and research laboratories develop alternatives to petroleum in chemical production. Throughout the economy, what is being

produced reflects a shift away from expensive oil-using products towards less oil-intensive substitutes.



- The *for whom* question in **this example** has a clear answer. OPEC revenues from oil sales increased from \$35 billion in 1973 to nearly \$300 billion in 1980. Much of their increased revenue was spent on goods produced in the industrialized Western nations. In contrast, oil-importing nations had to give up more of their own production in exchange for the oil imports that they required. In terms of goods as a whole, the rise in oil prices raised the buying power of OPEC and reduced the buying power of oil-importing countries such as Germany and Japan. The world economy was producing more for OPEC and less for Germany and Japan. Although **this** is the most important single answer to the ‘for whom’ question, the economy is an intricate, interconnected system and a disturbance anywhere ripples throughout the entire economy. In answering the ‘what’ and ‘how’ questions, we have seen that some activities expanded and others contracted following the oil price shocks. Expanding industries may have to pay higher wages to attract the extra labour that **they** require. For example, in the British economy coal miners were able to use the renewed demand for coal to secure large wage increases. **The opposite effects** may be expected if the 1986 oil price slump persists. The OPEC oil price shocks example illustrates how society allocates scarce resources between competing uses.
- j.** A *scarce resource* is one for which the demand at a zero price would exceed the available supply. We can think of oil as having become more scarce in economic terms when its price rose.

F. Reread the text. Answer the following questions **in your own words**.

1. What happened to the price of oil from 1970 to 1973?
2. What did OPEC do in 1973?
3. Why was there only a small reduction in oil sales?
4. What did the oil price shocks lead to?
5. How do people respond to a higher price for a commodity?
6. What effect do higher oil prices have on the economy?
7. What effect did the higher oil prices have on oil-importing countries?

G. Which questions ask about general economic theory and which ask about specific instances or examples? How is this difference reflected in the language of the question?

H. Find words or expressions that correspond to the following criteria.

- § 1 (lines 1-5) 1. Find a synonym for *distributes*.
 §2 (lines 7-12) 2. Find a word with the opposite meaning to *rare, scarce*?
 §3 (lines 13-21) Find words that have the same meaning as:
 3. *sudden*
 4. *people who use goods or services*
 5. *replacements*
 6. *large*
 §4 (lines 22-28) Explain the following words.
 7. *quoted*
 8. *gradual rise*
 9. *sharp increase*
 §6 (lines 33-38) Find words that have the same meaning as:
 10. *as a rule*
 11. *cut down*
 12. *six times*
 §7 (lines 39-48) Explain the following words.
 13. *household*
 14. *commuter*
 15. *commodities*

I. TEXTUAL COHESION – REFERENCE, SUBSTITUTION AND ELLIPSIS.

What do the following words or expressions (in bold) refer to in the text?

- | | |
|------------------------------------|--|
| 1. line 11: this period | 8. line 43,44: these commodities |
| 2. line 15: they | 9. line 44: their |
| 3. line 21: It | 10. line 49: this example |
| 4. line 26: they | 11. line 56: this |
| 5. line 30: it | 12. line 60: they |
| 6. line 31: These responses | 13. line 62: The opposite effects |
| 7. line 42: they | |

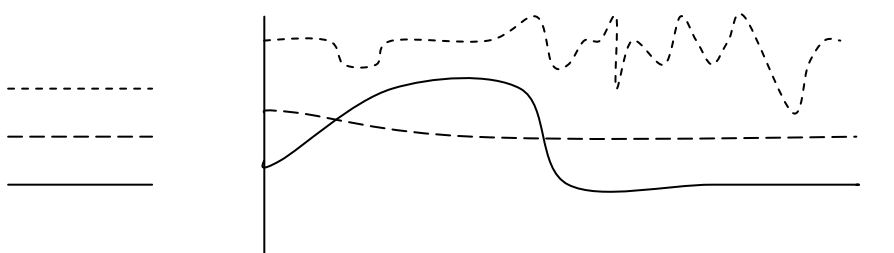
J. Consider the following word choices for a one-sentence summary of the text 'Three economic issues'. Which do you prefer and why?

The text 'Three economic issues' uses the topic of oil

{ to argue that
to explain how
to describe that } the economy is an interconnected system.

K. Mark each term below at an appropriate place on the following chart and legend.

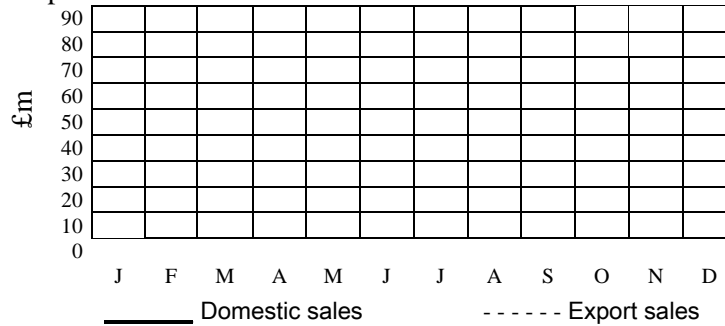
- | | | |
|---------------------|------------------------|--------------------------|
| 1. solid line | 5. to level off | 9. to dip slightly |
| 2. dotted line | 6. to remain constant | 10. to fall dramatically |
| 3. broken line | 7. to reach a plateau | 11. to slump |
| 4. to rise steadily | 8. to fluctuate wildly | |



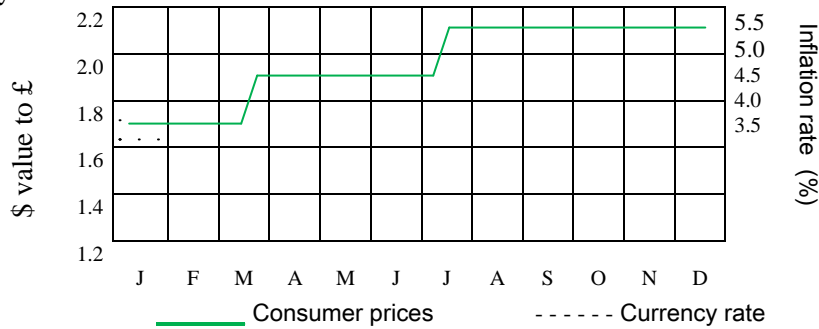
KEY INDICATORS

L. Listen to the text and plot the information on the graphs.

1. Domestic and export sales



2. Currency rates and inflation

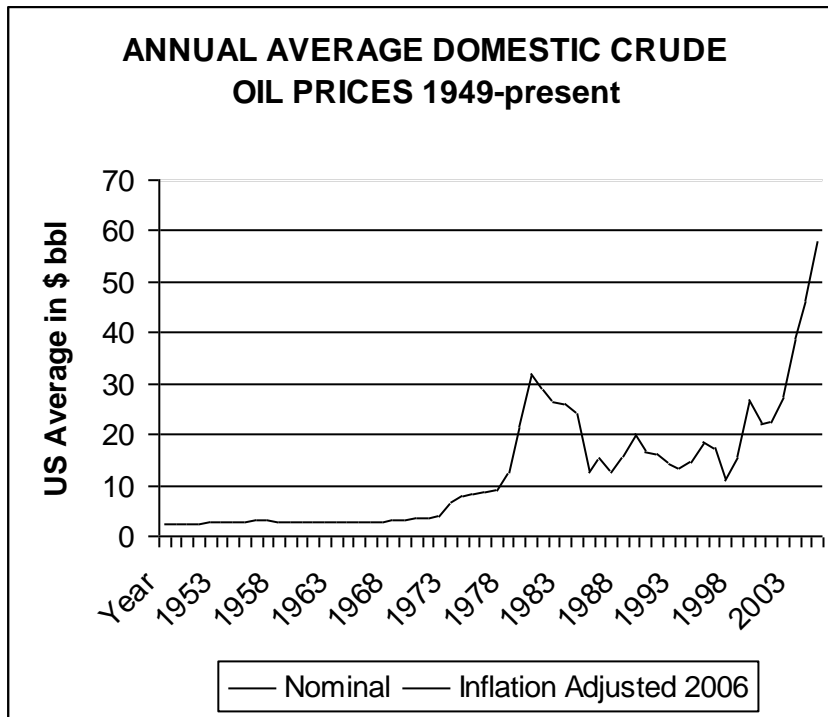


M. Listen to the text again to decide whether the following statements are true or false. Justify with words or expressions that you hear in the text.

- 1. Domestic sales have not changed much over the year.
- 2. The dips in April and August were significant.
- 3. Export sales have been steady.
- 4. In the first quarter export sales went up.
- 5. Then they became steady.
- 6. Export sales then began to rise.
- 7. In the last quarter export sales improved slightly.
- 8. At the end of last year the dollar rose to 1.5.
- 9. The dollar had never been lower than in January.
- 10. The dollar remained low for 3 months.
- 11. Consumer prices declined before March.
- 12. Consumer prices unexpectedly rose dramatically.

N. Describe the graph to your partner so that he/she can fill in the missing information. Listen to your partner to complete the missing information on your graph.

Student A: Nominal crude prices.



O. The following events, listed chronologically, caused changes in the cost of oil following the post war reconstruction. In pairs place the reconstruction period and the events on the graph. Be prepared to justify your decisions.

Post war reconstruction

Arab Israeli war – Yom Kippur

Iranian revolution

Gulf war

Opec output rise

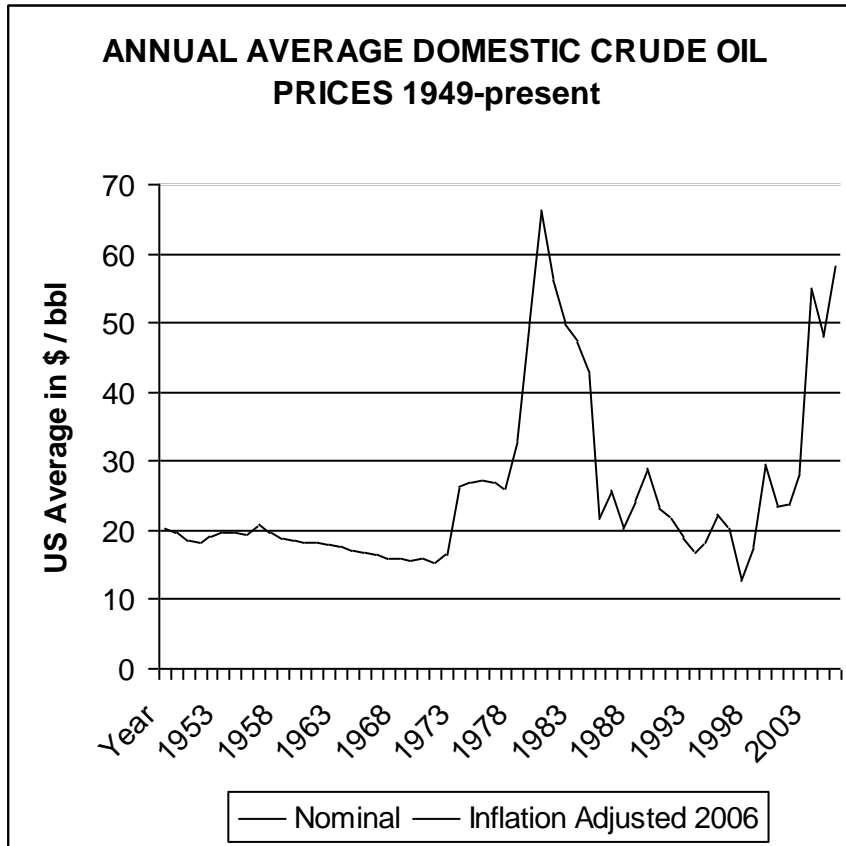
Iraq war

P. WRITING II

Using your knowledge of the oil industry, write the data commentary for the graph. You will need to **explain** the major trends. (Max. length 1 page; Times New Roman 11 or 12; Line spacing 1½.)

N. Describe the graph to your partner so that he/she can fill in the missing information. Listen to your partner to complete the missing information on your graph.

Student B: Inflation adjusted 2006 prices



O. The following events, listed chronologically, caused changes in the cost of oil following the post war reconstruction. In pairs place the reconstruction period and the events on the graph. Be prepared to justify your decisions.

Post war reconstruction

Arab Israeli war – Yom Kippur

Iranian revolution

Gulf war

OPEC output rise

Iraq war

P. WRITING II

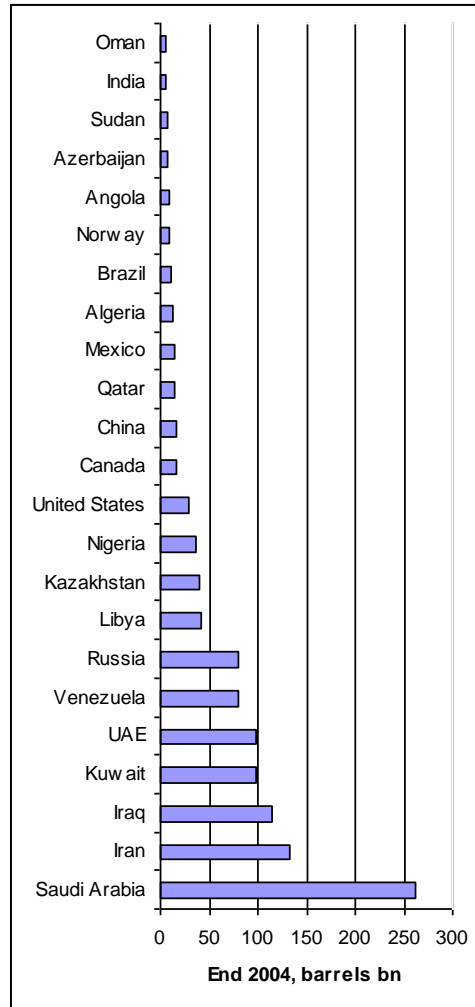
Using your knowledge of the oil industry, write the data commentary for the graph. You will need to **explain** the major trends. (Max. length 1 page; Times New Roman 11 or 12; Line spacing 1½.)

Q. 1. Use the following expressions and information from the chart on oil reserves to complete the paragraph.

over	just	around	holds sway over	has
held	exhaust	stand	hold	

Oil reserves

The world's proven oil reserves at just under 1.19 trillion barrels, reports BP in this year's Statistical Review of World Energy. 60% of this oil is in the Middle East. Saudi Arabia 262 billion barrels of oil or 22% of proven reserves, by far the biggest share by one country. But at its 2004 rate of production, Saudi Arabia will its reserves before Iran, in second place, with 132.5 billion barrels. Iraq almost 10 % of the world's proven oil reserves; Kuwait over 8 %. Outside the Middle East, Venezuela and Russia 6% each.



19
19
57
60
24
8
20
17
11
42
13
15
11
38
84
67
21
71
100+
100+
89
68

Years of remaining reserves at 2004 production rate

2. Choose the best word to complete the summary about the data commentary of **Oil reserves**. Justify your choice.

The data commentary { describes, explains, re-interprets, compares } the information shown in the graph.

R. Complete the following text by putting the verbs into the correct form.

Understanding Pump Prices

Numerous elements (make up) the price of a litre of petrol or diesel, primarily:

- Government duty and tax;
- The cost of petrol and diesel on the open market – cost of product; and
- The costs and profit of the wholesaler and retailer.

The other factors (affect) the price (include) exchange rates, competition, commercial objectives of the filling station owner or operator, as well as seasonal factors.

Duty and tax (account for), on average, 66% of the pump price in 2007. Table 1 and Figure 1 (show) the typical breakdown of a litre of unleaded petrol at the 2007 average UK major brand pump price of 95p.

Pump Price	95.02p
Duty and VAT	63p
Cost of product	26.15p
Gross Retail Margin	5.87p

Table 1: 2007 Average pump price breakdown (p/litre)

(Source: Wood Mackenzie OPAL)

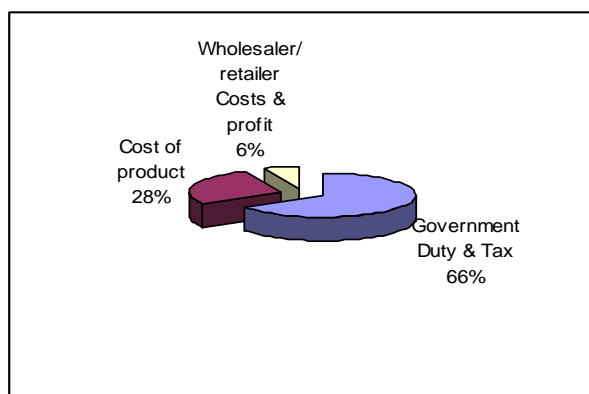


Figure 1: 2007 Average pump price breakdown %

(Source: Wood Mackenzie OPAL)

Excise duty (charge) at the fixed rate of 50.35p (..... (increase) from 48.35p on 1st October 2007) per litre on unleaded petrol and diesel, and on top of this VAT

..... (charge) at 17.5%. This large tax component (have) the effect of (dilute) changes in underlying crude and product prices, because these still(remain) a smaller proportion of the total price.

Cost of product

Whilst there (be) a connection between the underlying price of crude oil and pump prices, the internationally traded price of petrol and diesel and the \$/£ exchange rate(be) major influences on pump prices.

Gross Retail Margins

The gross retail margin (strongly influence) by market conditions. Figure 2 (below) (illustrate) the fuel margin over the last 15 years and the flat trend since 1999. This (show) that fuel retailing (become) increasingly a low margin business,(drive) the move to higher volume sites. The fuel margin (in the region of 5p per litre in recent years) (be) not the final profit that the retailer (make), it (be) simply the difference between the cost of the wholesale price of fuel on the open market and the selling price on the forecourt, from which a range of costs (deduct + modal verb).

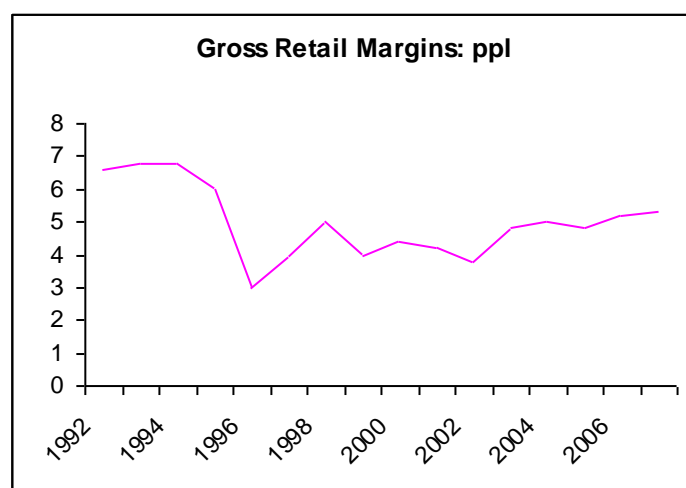


Figure 2: Fuel margins 1992-2007

(Source: Wood Mackenzie OPAL)

S. What kind of relation exists between the graphs and tables and their accompanying texts in Q. (p 10) and R. (p 11)?

T. We have worked on 4 different texts about the topic 'oil'. In pairs explain the socio-cultural context of each of the texts, i.e. Who wrote them? (**Writer**) For whom? (**Audience**) With what **social purpose** were they written and where did they appear? (**Mode**) In what ways does the socio-cultural context constrain the **content (Field)** and **language** (Register, structures, vocabulary) used in each text?

Cartoons (p 1)

Three economic issues (pp 4,5)

Oil reserves (p 10)

Understanding Pump Prices (p 11)

WRITING III

U. The following is a quote from *Chocky*, a novel by John Wyndham first published in 1968. In the novel an intelligent being from another planet is given the task of investigating Earth to see if it would be a suitable planet to colonise. This is what he says about it.

Everything you are, and have, you owe to the radiations from your sun. ... Recently you have learnt to exploit the stored-up energy of your sun – for that is what all your fuels are – and you call that progress. It is not progress. ... You are squandering* your sources of power. And they are your capital: when they are spent you will be back where you were before you found them. This is not progress, it is profligacy*.

To what extent do you agree with Chocky's analysis? Discuss with reference to the articles we have read and the work we have done in class.

(Length $\frac{3}{4}$ - 1 page; Times New Roman 11 or 12; Line spacing $1\frac{1}{2}$.)

* to squander = to waste

profligacy (uncountable noun) = waste

X.

ROLE PLAY

A

You represent the lobby for petrol retailers and car manufacturers in a small country. The petrol retailers include both major companies like BP, Galp or Repsol as well as hypermarkets such as Le Clerc or Intermarché. The car manufacturers – subsidiaries of major groups such as Renault or Volkswagen – have some important factories in your country.

Over the last couple of years, but more particularly in the last year, the petrol retailers have seen their profit margins slashed* and the car manufacturers have seen a significant drop in their sales. They attribute this drop to government policy and regulation, which has artificially maintained petrol prices within certain limits and stifled* competition. In fact, some car manufacturing factories are in danger of closing, which would put between two and three thousand people out of work.

As the representative for these groups, you would like the government to deregulate the petrol industry, which would allow the petrol retailers to set their own prices, thus encouraging competition. The car manufacturers feel that competition between petrol retailers would lower the price of petrol, and they would also like to see introduced tax benefits, which could help lift the car industry out of its present slump.

Knowing that national elections are coming up shortly, you have arranged a meeting with the Minister of Finance to explain the interests of your business sectors.

ROLE PLAY

B

You are the Minister of Finance for a small country.

At the moment your country is experiencing economic hardship; civil servant salaries have been frozen for the last 2 years, and budgets have been slashed.* In the previous election your party made several electoral promises, among which was the promise to limit fluctuations in the price of petrol through government subsidies. Although you have been able to do this because prices are regulated by government policy, it has become increasingly difficult to keep those prices down due to unforeseen external factors such as hurricanes, which have caused flooding and damage, and conflict in the Middle East. Despite the various taxes levied* on crude and fuel, which represent an important contribution to government revenue, in order to contain prices you have been obliged to make cuts in other areas such as health and education.

At the moment you are running for re-election in two months time, but it is not certain that your party will be returned to power because your fiscal policies have not been very popular with businesses or the general public. The general public, in particular, is worried that unbridled* liberalisation will result in a society where the gap between the rich and poor will become accentuated, and they fear a climate of job insecurity. You are about to meet with the representative for the lobbies of petrol retailers and car manufacturers, but you are not sure why they have called the meeting. You may be able to gain political support for your re-election.

*slashed = cut drastically

* stifled = smothered, choked off, reduced

*slashed = cut drastically

* levied = charged

*unbridled = uncontrolled