Cambridge English Empower B1+

ACADEMIC SKILLS PLUS

Unit 1 Language

Applied linguistics: Early language acquisition

Listening skills: Identifying main ideas in a presentation

Speaking skills: Giving an introduction to a presentation

1 SPEAKING

a What do you think are the main differences between acquiring a first language and learning a second language?

b Discuss the questions.

1 How important are gestures in your culture?
2 What are some typical gestures?
3 Do you know any gestures from another culture?

2 LISTENING 1

a Match a word in A to a word in B to make a phrase. Then match the phrases to definitions i–v.

A	B
1 ☐ conduct	a language
2 ☐ deaf	b gesture
3 ☐ sign	c research
4 ☐ hand	d expression
5 ☐ facial	e community

i a group of people in society who cannot hear
ii when you use your face to show how you feel, for example, a smile shows you're happy
iii when you do a detailed study to discover new information
iv using your hands and face to communicate
v moving your hands to communicate an idea or feeling

b The phrases in the box are used in the first part of the introduction to a presentation. What do you think it could be about?

child development expert	deaf couple	first language
carry out research	hearing families	sign language
communicate using gestures		

c 1.1 Listen and check your answers.

d Read the notes about Joseph Garcia. Can you remember the correct order?

1 ☐ looked for research on using sign language in families that can hear
2 ☐ published a book on sign language for all parents
3 ☐ learned sign language from deaf people
4 ☐ did research with families that can hear
5 ☐ noticed deaf babies learn to use sign language quickly
6 ☐ concluded that babies can communicate with sign language at eight months

e 1.1 Listen again and check the correct order.

3 PRONUNCIATION Stress and pausing

a These are the final two sentences of the introduction. Which words are stressed? Where does the speaker pause?

Since then, it's generally been understood that using sign language helps a child's first language development. However, more recently research has suggested that this may not be the case at all.

b 1.2 Listen and check your ideas.

c Why did the speaker use lots of stresses and pauses? Tick the correct reasons below.

1 ☐ There are a lot of nouns, verbs and adverbs in these sentences.
2 ☐ The speaker isn't sure what to say.
3 ☐ The speaker is signalling this is the final part of the introduction.
4 ☐ The speaker is getting tired and needs to pause a lot.
5 ☐ The speaker is making a main point and wants it to be clear.

STUDY SKILLS: RECOGNISING MAIN POINTS

Think about the reasons in 3c.

1 How can they help you when listening to lectures and presentations?
2 How can they help you when giving presentations?

4 LISTENING 2

a 1.3 Listen to the second part of the introduction. What does the speaker do? Choose the best answer.

1 She briefly talks about recent research in child sign language.
2 She describes the content of her presentation.
3 She talks about examples of babies who learned sign language.

b 1.3 Listen again and complete the notes with three words. The speaker will …

1 give a definition of _____ _____ _____
2 talk about research done _____ _____ _____
3 mention _____ _____ _____ and culture where gestures are used
4 try to understand if _____ _____ _____ with babies is useful

5 LANGUAGE FOCUS
Presentation introductions

a Sentences 1–4 are from the second part of the introduction. The lecturer uses different language for the underlined parts of each sentence. Can you remember what she says?

1 So, I want to say what I mean by child sign language because it's a bit different from the kind of sign language that deaf people use.
2 Then I want to speak about a research study that was done just a few years ago in the UK and look at the results of that.
3 And finally, I want to speak about a particular country and culture where using gestures when you speak happens all the time.
4 I want to understand if using sign language with babies is useful and then I'd like to find out what you think about this topic.

b 1.4 Listen and check. Write the correct version.

c Answer the questions.

1 Which expression has a different purpose from the other three? Why?
2 What is the time reference of the other three expressions – present or future?

d The notes below are from the introduction to a presentation about children's second language learning. Use the notes and the words in (brackets) to write sentences. More than one answer is possible.

1 explaining different examples of second language learning for children (begin)
2 a good age for children to start learning a second language (talk about)
3 the most beneficial way for children to learn (also / refer to)
4 it's useful for children to learn a second language (main objective / show)

e Compare your answers in 5d with your partner.

6 LISTENING 3

a 1.5 In the second part of her introduction, the speaker says she will talk about the three points in the presentation. Listen to three extracts and match them to points 1–3.

1 a definition of baby sign language
2 a research study in the UK
3 a country where gesture is used

b 1.5 Are these sentences true or false? Listen again and check.

1 Because Italians use gestures, their children learn to speak quickly.
2 Very simple sign language is easy for anyone to understand.
3 Using sign language doesn't improve your baby's language development, but it doesn't hurt it.

c CRITICAL THINKING
GENERALISING IDEAS

What things do you think can help a child's language development? Why? Think about:

- parents
- other children
- reading
- family

7 SPEAKING

a You are going to introduce a presentation on learning English. In your introduction mention three of the following topics:

- a good time to start learning
- what language skills to focus on
- helpful ways to study alone
- a useful way to learn
- good materials to use
- opportunities to practise speaking

Work in pairs and plan an introduction to the presentation. What three topics will you talk about? What is the objective of your presentation?

b Work with a new partner. Give your presentation introductions to each other. Use the expressions from the Language focus. What differences are there in the topics and objectives that you talk about?

Unit 2 Work

ACADEMIC SKILLS PLUS

Business studies / Sociology: Workplace stress

Reading skills: Main and supporting ideas; making notes
Writing skills: Topic sentences

1 SPEAKING

a Tell your partner about two or three things that cause you stress. Think about:

- study
- work
- family
- money
- travel/transport

b Talk about different things that can cause people stress in these situations.

1 when they are studying at university
2 when they are working

2 VOCABULARY Stress

a All these sentences include the word family *stress*. Is the meaning the same in each sentence?

1 She managed very well with the stress of studying and working part-time.
2 The main stress in this phrase is on the noun.
3 That exam was one of the most stressful I have ever done.
4 The tutor stressed the importance of not using too many quotes in our essays.
5 He feels stressed about the number of assignments he has to do in the next month.
6 When 'record' is a noun, the first syllable is stressed.

b Sort sentences 1–6 into three groups according to the meaning.

a worry
b strong pronunciation
c making a point very clear

c Decide if the word *stress* in each sentence is a noun, verb or adjective.

d Write three sentences using the word family *stress*. Use a different meaning in each sentence.

e Read your sentences to your partner. Are your sentences similar?

3 READING

a Read the introduction to an essay about workplace stress. Choose the best summary of each paragraph.

Paragraph 1
- a Both workers and the companies are worried about how stressful many jobs have become.
- b Companies are worried about the way their workers use technology in the workplace.

Paragraph 2
- a Problems in families can cause as much stress for workers as their job does.
- b Trying to have a good life outside the workplace is one way to help with a stressful job.

Paragraph 3
- a Employees are worried about the health problems caused by sitting all day.
- b When workers take small breaks between tasks they do at work it can help with stress.

b Read the text again and answer the questions below by making notes.

1 What would companies like their employees to do?
2 What's the reaction of staff?
3 Why is work-life balance important?
4 Why doesn't work-life balance always help stress?
5 What kind of breaks should workers have during the day?
6 Why are they important?

STUDY SKILLS: NOTETAKING FROM READING TEXTS

1 Which notes in 3b match the correct summaries in 3a?
2 Which exercise focused on the main ideas in the text and which focused on more detailed points?
3 When you put the answers to these exercises together what do you have?
4 How can you use this strategy in the future?

Managing workplace stress

1 The stress employees feel in the workplace has become a common problem in recent years for both employees and the companies they work for. Employers want their staff to work as hard as possible, but employees say they are always tired and have problems achieving work goals. Companies often say that technology has made many jobs easier to do and, as a result, they expect their workers to be more efficient. However, employees say that technology means that work becomes something they can never escape from and makes them feel more tired. Companies realise that their workers are stressed and they know that this makes them less productive.

2 One solution to workplace stress is making sure staff have good work-life balance (Delecta, 2011). This means that workers should think carefully about the number of hours they work, but, also, more importantly how they spend their free time. If an employee's work-life balance is good, they will probably be happier in their job and be more productive. Clearly, it is a good idea for workers to spend leisure time with their family doing activities they enjoy. However, families can sometimes have problems and this can also result in stress. While many people say it is important to have work-life balance this often depends on what a person's personal life is like. Workers' health, the number of people they have in their family and the amount of money they earn are all factors that play a part in the quality of a person's private life. It is not easy to have good work-life balance if these factors also create stress.

3 When we talk about taking breaks from work, we often think of weekends and holidays. However, it is also useful to consider breaks that workers make during their work day. It is not healthy for a worker to sit in front of their computer screen for eight hours a day. It is also difficult for them to concentrate on their work for all that time. Apart from the normal breaks for a hot drink and lunch, research has shown that short, informal breaks mean that employees work better (Trougakos & Hideg, 2009). For example, they may have a quick chat to their colleagues in the office next door or go and have a quick look at a newspaper. This means an employee can rest between one job and the next. Having short, informal breaks during the work day is one way that workplace stress can be reduced and employees can become more productive.

4 LANGUAGE FOCUS Topic sentences

a In paragraph 1 of the essay introduction, the first sentence is underlined. This is the topic sentence and it includes the main idea that is developed in the paragraph. Find the topic sentences in paragraphs 2 and 3. It is not always the first sentence in a paragraph.

b A topic sentence usually includes the main topic of the paragraph as well as the writer's point of view. Complete the table with the topic sentences from paragraphs 2 and 3.

main topic	point of view
1 The stress employees feel in the workplace	has become a common problem in recent years for both employees and the companies they work for
2	
3	

c Decide if the following are good ideas or bad ideas. Write *G* or *B*.

Topic sentences …

1 should be clear and easy to understand ____
2 should be as long as possible ____
3 shouldn't include too much detail ____
4 shouldn't make a link between paragraphs ____

d Read the sentence halves and decide which are main topics (MT) and which are points of view (PV).

1 often means dissatisfied staff who are not productive ____
2 the physical work environment and employee workspaces ____
3 has often resulted in more work for those employees who are left ____
4 keeping salary costs low to increase profit ____
5 can be an effective way for a company to manage employee stress ____
6 have an important part to play in decreasing employee stress ____
7 staff cuts as a result of IT ____
8 providing a free physical fitness programme ____

e Join the halves in 4d together to make topic sentences.

f **CRITICAL THINKING**
IDENTIFYING POINT OF VIEW

In the sentences in 4d, is the writer's point of view given in a very direct way (for example, *in my opinion*, *I believe*, etc.)? Why / Why not?

g Write a topic sentence for the paragraph below.

Many employees enjoy their work because of the people they work with. They often become friendly with their colleagues and see each other outside work time. This means that a workplace can also be a social environment where employees develop beneficial relationships. Allowing employees to have short breaks increases the opportunities for them to do this. Many studies (Page 2016, Jory 2015) recognise the importance of social relationships in the workplace. They suggest that a healthy social environment usually means that employees have a positive attitude towards their work and makes them more productive.

5 WRITING

a Work in pairs. Use the notes below to write a paragraph about work-life balance and free time. Add your own topic sentence.

- key part of free time ➜ manage carefully ➜ use of technology
- a lot of time online / checking phones ➜ don't connect with family & friends
- time with people = more satisfying, relaxing
- good management of finances important ➜ use credit card too much ➜ debt ➜ stress
- free time not enjoyable ➜ worried about money
- third area needs management ➜ household tasks (cleaning, shopping, washing clothes)
- household tasks boring ➜ people living in same house share ➜ more quality free time
- result: employee wants work-life balance ➜ think about all three areas

b Compare your paragraph and topic sentence with another pair.

6 READING EXTENSION

a Read the text below and choose the correct answer to each question.

1 Who is the text written for?
   a university lecturers
   b university students
   c high school students

2 Where can you find a text like this?
   a in an academic journal
   b in a textbook
   c in a student handbook

3 What is the style of the text?
   a direct and neutral
   b indirect and formal
   c direct and informal

b Find solutions in the text to these student problems.

1 I did some study today, but my bedroom really needed cleaning and I didn't get as much done as I'd hoped. I'm a bit worried about my progress.
2 I'm studying really hard – about 15 hours a day – and not really stopping to eat meals. The problem is I can't remember a lot of what I've studied.
3 I've got a large family and I miss them if I don't see them. It's a bit difficult achieving all my study goals.
4 After studying all day, I feel really tired at night. But then I have trouble getting to sleep.
5 I think I'm doing all the right things: I have a study programme, I try to relax and do some exercise but I still feel stressed!

c Read the text again and note down useful new vocabulary.

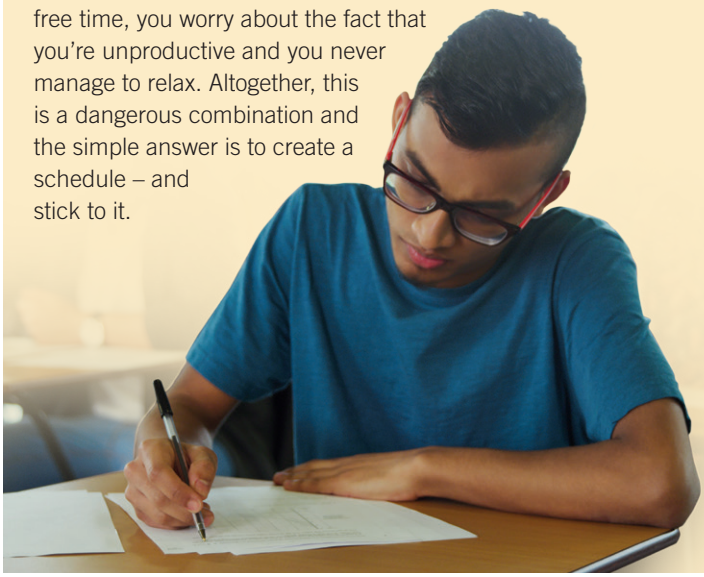
Maintaining a healthy study-life balance

Maintaining a steady and on-going work-life balance can be especially hard for students, particularly when you have to manage study with family life, social commitments, free time activities and perhaps even a part-time job. But a healthy balance is extremely important not only for study success but also for mental and physical health too.

› Here's a list of some key strategies:

Time management

This is often the most important factor in achieving good study-life balance. It's easy to get distracted and do no study, and then you end up feeling stressed. This, of course, means you are unproductive and you achieve nothing. Then, in your free time, you worry about the fact that you're unproductive and you never manage to relax. Altogether, this is a dangerous combination and the simple answer is to create a schedule – and stick to it.



Study programmes

Draw up a study programme that gives you plenty of time to complete assignments and revise for tests and exams. Intensive study at the last minute isn't effective and will disrupt your daily routine. Once again, you will feel stressed and probably sleep badly. Create a schedule built around your regular hours and work towards achievable goals. Each time you reach one of your goals, you will have a sense of accomplishment and this will motivate you to keep going. But remember to include some down-time in your schedule – time when you do something else in order to relax. And don't always work late into the evening otherwise you won't get enough essential rest.

When you create a study programme it's important to draw a line between what is study-time and what is down-time. There's a good chance that you study in your bedroom and it's very easy for the distinction between the two to become unclear so it's difficult to know when you're studying and when you're resting or relaxing.

Free time

It's important to think about making time for friends and family when you are studying. Doing something fun that takes you right away from study is an effective way of relaxing. However, at the same time, don't be afraid to say 'no' to invitations if you feel you are under a lot of study pressure. Be practical and sensible about how much free time you can allow yourself.

Health

If you eat well, sleep well and get some exercise then you should have good health. This is important because a healthy body also means a healthy brain and you can manage the demands that study puts on you. So pay attention to your diet and try to get between seven and nine hours sleep each night. Exercise is not only healthy it is also a good way to decrease stress, so getting some exercise is a very beneficial way of using non-study time.

If you can get the right study-life balance, you have a greater chance of succeeding at university. However, if you try all of the suggestions above and you still feel anxious or stressed, then it would be a good idea to talk to your tutor or a counsellor.

Cambridge English Empower B1+ ACADEMIC SKILLS PLUS

Unit 3 Business

Business studies: Family businesses

Listening skills: Identifying different points of view; recognising turn-taking language
Speaking skills: Putting forward different points of view; inviting people to comment

1 SPEAKING

a Read about a family hotel business, then discuss the questions.

In 1954 my grandfather opened a small hotel in the south of Austria, with just ten guest rooms. When my parents took it over in 1980 they expanded it and provided more facilities, so it became successful as a business hotel. Now my parents are retired and my husband and I are running the hotel. We've added a new wing with a spa and swimming pool, so it attracts not only business people but also couples coming for wellness weekends.

1 What do you think are the advantages of a family business of this kind?
2 Are there any disadvantages?
3 Do you know any family businesses? Think about:
- people you know
- shops and businesses in your area
- well-known family businesses in your country

2 LISTENING

a 3.1 Four students discuss family-run businesses. In the first part they talk about positive things. Which of these points do they mention?

1 Family members believe in the family and always give it their support.
2 They can help each other when times are difficult.
3 They make more careful decisions.
4 They can take over jobs when one person is busy.
5 They have similar ideas about what is important.
6 The company has a longer life.

b The speakers mention these concepts. Match them with the sentences in 2a.

1 a support system
2 flexibility
3 loyalty
4 shared values

c 3.1 Listen again and complete the notes with the words in the box.

busy	family	inbuilt	mission
share	stick	take over	

Good points
1 loyalty to the _____ … _____ support system – they _____ together
2 flexibility – family members can _____ if one person is _____
3 they _____ the same values – a family set of values – 'company _____'

d In the second part, you will hear the students talk about negative aspects. Here are some possible problems with family businesses.

1 they might not be interested in the company
2 they might have no-one to follow them
3 they might want to continue too long in the job
4 they might have different ideas about how to run the company

Which do you think are about … ?

a the father/mother
b the children

e 3.2 Listen and check.

f **CRITICAL THINKING**
UNDERSTANDING AT A DEEPER LEVEL

Discuss the questions.

1 They talk about problems of 'succession' and 'lack of succession'. What do they mean by this and what is the difference? What does the word 'succession' normally refer to?
2 Why is this not such a big problem in a normal company?

g **Skills focus** Identifying different points of view

Think about the way the students discussed this topic. If necessary, listen again to check.

1 Did they … ?
   a agree completely on every point
   b all agree after some discussion
   c strongly disagree
2 How would you describe their discussion?
   a an angry argument
   b formal and polite
   c friendly and helpful
3 How did they record their ideas?
   a they all contributed ideas and one person made notes
   b they each made their own notes
   c they didn't make notes – they just talked about the topic

3 LANGUAGE FOCUS 1
Agreeing and disagreeing

a How did the students agree and disagree? Add one word to each expression in bold.

1 **SONYA** … Maybe that wouldn't happen so much in an ordinary company.
CARLOS Yeah, **that's** [1]_____ , also family-run businesses have a kind of in-built support system – that's what you're saying really, aren't you?
SONYA Yeah, [2]_____ , they stick together.
2 **SONYA** … Someone else in the family can usually take over, so they can be more flexible.
PETER Yeah, **that's a good** [3]_____ , …
3 **CARLOS** … another thing is, um, they usually share the same values,
PETER Yeah, **that's** [4]_____ .
4 **VICKI** **I'm not** [5]_____ , I think that depends, doesn't it? I mean – **I see what you** [6]_____ , but still the family may not all see things in quite the same way, not always.
5 **PETER** Isn't that the same with any company, though?
CARLOS **Well, not** [7]_____ because you just advertise for a new manager, um – or else someone who's ambitious gets promoted from inside the company.
PETER **OK,** [8]_____ **enough.**

b 3.3 Listen and check.

c Which expressions are used to (a) agree (b) disagree? Write them in two lists.

4 PRONUNCIATION
Rising and falling tones

a 3.4 Listen to six expressions again. In each expression, does the speaker's voice … ?

a rise or stay high at the end
b fall or stay low at the end

b Choose the correct answers.

1 We usually use a rising tone …
a when we agree b when we disagree
c both when we agree and when we disagree
2 We do this because …
a we're asking a question b we're showing surprise
c it sounds less aggressive
3 When we agree, we usually use …
a a rising tone b a falling tone

c Work in pairs, A and B.

A Make one of the points below about family businesses.
B Either agree or disagree and add a comment.
A Agree or disagree with what B said.

Then change roles.

1 Family businesses can build up loyal customers.
2 If they're not careful, family businesses can often seem old-fashioned.
3 Family businesses never have a chance to grow and develop.
4 Some family businesses are huge – like Walmart, for example.

5 LANGUAGE FOCUS 2
Inviting people to comment

a 3.5 Listen again to what Peter says. How does he … ?

1 ask for other ideas
2 invite Carlos to speak

Write down the expressions he uses. Why does he use this language but the others don't?

b Here are more ways to ask people to comment. Which two shouldn't you use?

1 (Do you have) any other ideas?
2 Please tell me your opinion.
3 Is there anything else?
4 What do you think, (Carlos)?
5 Do you want to say anything else?
6 What do you mean?
7 Do you want to add something, (Carlos)?

STUDY SKILLS: GROUP DISCUSSION

Work in a group. Write five tips for a successful group discussion. Think about …

- contributing ideas
- agreeing and disagreeing
- making notes
- organising the discussion
- covering the topic

Compare your ideas with other groups.

6 SPEAKING

a You're going to have a group discussion. Choose one of the following topics.

- advantages of small shops v. supermarkets
- advantages and disadvantages of choosing the same career as your parents.
- good and bad points about being a student
- positive and negative aspects of global chains, e.g. H&M, Tesco, IKEA

b Alone, prepare two or three points to make about the topic.

c Have a discussion in groups.

1 Choose one person to 'chair' the discussion. He/She should ask for ideas and make notes of points.
2 Discuss the topic together. Use expressions from 3a to agree and disagree.

Cambridge English Empower B1+

Unit 4 Sport

ACADEMIC SKILLS PLUS

Sports science: Talent identification

Listening skills: Predicting and listening; listening for key detail

Speaking skills: Giving examples in presentations

1 SPEAKING

a Discuss the questions in pairs.

1 What sports did you enjoy playing or watching when you were a child?
2 Do you still enjoy them now? Why / Why not?

b Think about someone you know or know about who was very talented at a sport when they were a child (you can talk about yourself). Use the questions to help you.

1 What sport did they play?
2 What was their special talent?
3 How much did they practise or train?
4 Do they still play that sport?

Tell your partner about this person.

2 VOCABULARY *Judging qualities*

a Match the words in bold in sentences 1–7 with definitions a–g.

1 ☐ Joanna is a good player now and I can see she has the **potential** to be an excellent player in the future.
2 ☐ His best **quality** is his ability to understand other people's problems.
3 ☐ To learn a second language well you have to have a lot of **motivation** to study hard.
4 ☐ I want to relax now and save my **strength** for the race.
5 ☐ All the **elite** players from regional teams were chosen for the national team.
6 ☐ He had a few **psychological** problems as a result of the car accident and he was afraid to drive.
7 ☐ Teachers usually **evaluate** their students' learning in order to decide what to teach next.

a the ability to do things that need a lot of physical effort (n)
b decide how good or important a thing is (v)
c the best from a particular group (adj)
d a part of someone's character or personality (n)
e something connected to a person's mind and feelings (adj)
f a feeling of being very interested in something and keen to do it (n)
g a person's ability to develop and be successful in the future (n)

3 LISTENING 1

a You will hear the first part of a lecture about children in sport. The lecturer talks about these ideas:

When a coach of a sports team …
1 … selects young players, it is known as *talent selection*.
2 … identifies young players, it is known as *talent identification*.

Use a dictionary to check the meaning of any new words and then talk with your partner about what you think the difference in meaning is.

b 4.1 Listen to Part 1 of the lecture. Are your ideas in 3a correct?

c 4.1 Listen again and complete the notes by adding a word to each gap.

Talent selection & talent identification

- both = choosing [1] _____ _____ _____ – will they be successful or not?
- talent selection = coach decides who are the [2] _____ _____ to make a [3] _____ that can [4] _____
- e.g. [5] _____ soccer teams → chooses best [6] _____ players
- talent identification = trying to see the [7] _____ – which children have [8] _____ ?
- coach evaluates [9] _____ of young players e.g. physical [10] _____
- talent selection → tells kids they've got to be a [11] _____

STUDY SKILLS: NOTETAKING

Note in 3c that symbols and abbreviations are used, for example, = → and *e.g.*

1 What do they mean?
2 What other symbols do you know?
3 Can you invent your own symbols?

4 PRONUNCIATION Contrastive stress

a 4.2 Listen to the excerpt below and mark the pauses (/) and underline the stressed syllables.

However, one is all about the present and is short-term while the other is more focused on the long term, on the future.

b Why are there a lot of pauses and some very strong stresses in this example?

c 4.3 Predict the stresses and pauses in the next sentence of the lecture. Then listen and check.

What's more one is quite simple but the other is well it's a real skill.

5 LISTENING 2

a CRITICAL THINKING
PREDICTING AND INTERPRETING IDEAS

At the end of Part 1, the lecturer said that team selection always makes young sports people think about winning. He then asked, *So why then is this a problem?* Discuss possible answers in small groups.

b 4.4 Listen to Part 2. Does the lecturer mention any of your ideas?

c 4.4 Listen to Part 2 again and answer the questions.

1 How many children stop playing by age 13?
2 Why isn't sport fun for them anymore?
3 Why is talent identification better?
4 Will the best ten-year-old sports person be the best later on?
5 The Polish coach studied 1,000 young tennis players – which ones were successful later on?

d What information surprised you in the lecture?

6 LANGUAGE FOCUS Giving examples

a 4.5 Listen to three sentences where the lecturer gives an example. Fill in the missing words.

1 So, _____ _____ , a soccer coach might have about 20 players in an under-12 team in his club …
2 Talent identification is concerned with an evaluation of the qualities you can see in a young player – these are qualities _____ _____ physical ability, motivation to learn …
3 This _____ _____ _____ by a study carried out by a Polish tennis coach.

b Replace the expressions in 6a with phrases a–c.

a like b was illustrated c for example

c Two of the words from 6a and 6b can go in the gap below. You need to change the form.

The best young players aren't always the best adult players. To _____ what I mean, I have this table.

d Answer these questions about the expressions in 6a to 6c.

1 Which expression is less formal than the others?
2 Which expressions(s) are more likely to be used with pictures and diagrams?
3 What comes after the expressions in 6a and 6b – a noun phrase or a verb form?
4 What comes after the expression in 6c – a noun phrase or a subject and verb?

e Add examples 1–4 below to this presentation on sports training. Use one of the expressions from 6a–6c to introduce each example. More than one expression is possible.

a let's look at this graph of
b reports of children who feel stressed and anxious as a result of intensive training
c the training might focus on only certain parts of the body and there is often the danger of injury
d strong muscles and good breathing

Many people say that sports training programmes for young people are good for their health. They say that they develop physical abilities [1]_____ .
However, other people argue that a training programme that is too narrow and intensive can cause physical problems. [2]_____
These people also say that the real problem is usually psychological. [3]_____
These children are often pushed by their parents and feel under pressure. [4]_____ motivation levels of a 10-year-old child who is doing intensive swimming training.

f Think of an example to add to these sentences, but don't write it down. Tell your partner. Use a different expression from 6a with each sentence.

1 Schools generally encourage students to play team sports.
2 Football clubs often pay huge sums of money for top players.
3 Children naturally seem to enjoy competitive sports.

Did you think of similar examples?

7 SPEAKING

a You will give a very short presentation to another student. Choose one of the topics below or something you want to talk about. Make sure you can think of examples for the topic you choose.

- The rules of a sport or a game that you know
- Different abilities that a person needs to study a particular subject
- Abilities that a person needs to do a particular job

b Make notes for your presentation. List three main points and think of an example for each point.

c Work in pairs. Give your presentations to each other. When you listen to your partner make notes on the examples only.

d Tell your partner which of their examples you thought was the clearest.

Cambridge English Empower B1+

ACADEMIC SKILLS PLUS

Unit 5 Saving tigers

Biology / Environmental studies: Endangered animals

Reading skills: Interpreting factual data; understanding logical connections

Writing skills: Summarising from factual data; showing logical connections

1 SPEAKING

a Discuss the questions.

1 According to international organisations, over 20,000 species of animals, fish and plants in the world are endangered. What are the main reasons for this? Think about:
- places where they live
- climate
- what they eat
- humans

2 Think about your own country. Choose one species you know is endangered. What are people doing to help? What do you think they should do?

b You are going to read a text about tigers. How much do you know about them? Do you know (or can you guess) the answers to these questions?

1 Where do they mainly live?
2 Why are they endangered?
3 Approximately how many are there in the world?
4 Is the number increasing or decreasing?

2 VOCABULARY
Endangered animals

a Add a word from the box in each gap, and match them with their meanings below.

biodiversity	conservation	extinct
poaching	population	protected

- Costa Rica uses money from a petrol tax to spend on [1]_____ programmes.
- Although elephants are a [2]_____ species, they are in serious danger from [3]_____ .
- The [4]_____ of orangutans is declining, and they could become [5]_____ in about 10 years.
- The Amazon rainforest is well-known for its [6]_____ – there are thought to be about 2.5 million insect species, 2,000 animals and birds, and tens of thousands of different plants.

a protecting natural areas and wildlife
b the number of individuals
c you're not allowed to kill them
d killing or hunting animals without permission
e the variety of different species
f when a species no longer exists

3 READING

a Read the text on page 2. How close were your answers in 1b?

b Which is the best summary of what the article says?

1 Tigers are in serious danger but governments have started making efforts to protect them.
2 Governments have tried to protect tigers for many years but they are still in danger.
3 Tigers were in danger, but because of action by governments they are now out of danger.

c **Skills focus** Interpreting factual data

Below are some comments about tigers. From the information in the text and the table, which of them are true? Correct the statements that aren't true.

1 'The population has gone down by about half over the last century.'
2 'Numbers have dropped faster in the last 10 years than ever before.'
3 'Did you know that Bangladesh has the world's largest tiger population?'
4 'China and Indonesia aim to have twice as many tigers in 2022 as in 2011.'
5 'How many tigers are there in Cambodia? No-one knows exactly, but not many.'

STUDY SKILLS: INTERPRETING TABLES

What kind of information are tables mainly used for?
- comparisons between different numbers
- gradual changes over time
- descriptions of a process

Why is a table a clear way to show this kind of information?

Think about the other two kinds of information above. What would be a clear way to present them?

d **CRITICAL THINKING**
IDENTIFYING THE AIM OF A TEXT

1 Do you think the main aim of the text is to … ?
a give information
b persuade you to help
c entertain you

2 What features of language helped you to decide?
- facts and figures
- the style of writing: formal/informal? serious/entertaining?
- opinions expressed in the article

IS THERE HOPE FOR TIGERS?

One of the most endangered species in the world is the tiger. Just over one hundred years ago, there were approximately 100,000 tigers living in different Asian countries. This number has dropped dramatically and there is now a population of between 3,200 and 3,500. Tigers now live in only seven per cent of the area that they once lived in. The most rapid decline in numbers took place between 1996 and 2006 when 40% of the tiger population disappeared. There is a very real possibility that the tiger will become extinct unless action is taken to save the species. The disappearance of the tiger would have an extremely negative impact on the biodiversity of many Asian countries.

There are two main reasons why tigers are in danger. These animals live in forests and many of these have been destroyed to create farms. Human populations have grown steadily in Asia and farming is necessary to feed people. Another serious problem for tiger conservation is poaching. Hunters kill tigers either for sport or because they want body parts. Some traditional medicines believe that the bones of a tiger can cure a wide range of illnesses. It should also be noted that until recently governments have not provided enough money for tiger conservation programmes.

In 2010, the heads of government of different Asian countries met in Saint Petersburg in Russia to agree on a conservation programme to save tigers. Key aims of the programme are to make sure that the environments in which tiger populations currently live are protected. They also decided to work together to stop poaching and to introduce laws and special police to control this illegal activity. They decided on some specific recovery goals to be achieved by 2022.

Country	Tiger population 2011	Estimated tiger population 2022; % increase
Bangladesh	440	550; 25%
Bhutan	75	90; 20%
Cambodia	10–30	50
China	45	90; 100%
India	1,411	2,100; 50%
Indonesia	325	650; 100%

Table 1: *Example tiger conservation goals*

In table 1 above we can see that the largest increase in terms of numbers will be in India where they aim to double the number of tigers. **Both** China **and** Indonesia aim to increase their tiger populations by 100 per cent. This will result in a significant increase in Indonesia. **By contrast**, Bhutan aims to increase its population by only 20%. **Similarly**, Bangladesh plans to increase its tiger population by 25% to 550 tigers by 2022. **Unlike** other countries, Cambodia did not know exactly how many tigers were living in their forests in 2011. However, they aim to have a population of 50 tigers by 2022.

If these goals are achieved, it could mark a turning point in tiger conservation and lead to the gradual reintroduction of tiger populations into areas where they have disappeared.

4 LANGUAGE FOCUS 1
Describing changes

a Add two words in each gap, one from box A and one from box B. Decide which word should come first, A or B. More than one answer may be possible.

A	B
dramatically largest rapid significant steadily	decline dropped grown increase rise

1 Just over one hundred years ago, there were approximately 100,000 tigers living in different Asian countries. This number has _____ _____ and there is now a population of between 3,200 and 3,500.
2 The most _____ _____ in numbers took place between 1996 and 2006 when 40% of the tiger population disappeared.
3 Human populations have _____ _____ in Asia and farming is necessary to feed people.
4 In Table 1 above we can see that the _____ _____ in terms of numbers will be in India where they aim to double the number of tigers.
5 Both China and Indonesia aim to increase their tiger populations by 100 per cent. This will result in a _____ _____ in Indonesia.

b Compare your answers with the text then answer the questions.

1 Which of the words as used in the text are … ?
   a adjectives
   b adverbs
   c verbs
   d nouns
2 The word *decline* can be used as a noun or a verb:
   Example: The population *has declined*. There has been *a decline in* the population.
   Think of other verb-noun pairs, using the words in box B.
3 Look at the adjectives and adverbs. Which mean … ?
   a a quick or sudden change
   b the same change over a longer time
   c a change which is important

c Make two sentences based on each fact below. Use expressions from 4a and 4b.

1 Panda population in China:
   2003 – 1,600
   Now – around 2,000
2 World human population:
   1988 – 5 billion
   2000 – 6 billion
   2011 – 7 billion
   2017 – 7.5 billion
3 Orangutan numbers:
   1910 – 200,000
   1996 – 150,000
   2006 – 50,000
   Now – around 15,000

5 LANGUAGE FOCUS 2
Comparison and contrast

a Read the second to last paragraph of the text again and answer the questions.

1 In what way … ?
   a are China and Indonesia the same
   b is Bhutan different from China and Indonesia
   c is Bangladesh similar to Bhutan
   d is Cambodia different from the other countries
2 Which highlighted expression(s) … ?
   a joins two nouns
   b is followed by a noun phrase
   c are followed by a comma, then a sentence
3 Which two expressions refer back to the previous sentence?

b Rewrite these ideas, using an expression from 5a. There may be more than one possible answer.

1 Germany has decided to close its nuclear power stations. Other countries in Europe haven't done this.
2 In Britain it is illegal to shoot eagles. They're protected in other European countries too.
3 Most large animals are declining in Europe. Wolves are increasing in number.
4 Ice is melting rapidly in the Arctic. It's also melting rapidly in the Antarctic.

6 WRITING

a Look at the facts about tiger conservation goals in six more countries. Which countries … ?

1 already have a relatively large tiger population
2 plan to have the largest increase (a) in numbers (b) in percentage
3 hope to (a) double the number of tigers? (b) increase the number by half
4 know their 2011 tiger population

Country	Tiger population 2011	Estimated tiger population 2022; % increase
Malaysia	500	1,000; 100%
Myanmar	85	120; 50%
Nepal	155	310; 100%
Russia	360	500; 50%
Thailand	200	300; 50%
Vietnam	10–20	50

Table 2

b Write a paragraph describing the facts in the table. Try to write it without looking at the text.

c Compare your paragraph with the second to last paragraph in the text. What improvements can you make?

7 READING EXTENSION

a Read the article. Choose the best description of Tiger Nation.

1 Tiger Nation is a website set up by the Indian government. They follow tigers and take photos of them, so that they can identify them and find out how many there are.
2 Tiger Nation is a project which aims to involve tourists in conservation. Tourists can upload photos and videos to help with identifying tigers and people can also follow the lives of individual tigers on the website.
3 Tiger Nation is a website set up by Julian Matthews to encourage tourists to visit tiger reserves. Tourists can take photographs and show them on the website and choose a name for their favourite tiger.

b Read the article again and make brief notes in answer to these questions.

1 How many tigers are Tiger Nation watching and where?
2 What are their aims?
3 How are they planning to track tigers?
4 What is 'citizen science'?
5 How can they identify the tigers? Why is this important?
6 Why are they giving the tigers names?
7 How does the website get money?

c How has Wakeeta's life changed as a result of the project? How do you think this might help her?

Can social media help to save tigers?

Wakeeta is a five-year-old tigress – a species which lives in constant danger of being killed for their skin or for traditional medicine. She lives in Bandhavgargh, one of India's most famous tiger reserves. Until now she has lived in secret, and only a few guides and visitors to the reserve knew about her. But this week she and 24 other tigers in Bandhavgargh have been introduced to an audience of millions by a new website.

Tiger Nation (www.tigernation.org) uses social media to follow individual tigers. So far it is watching 50 in two reserves in India. The aim of the project is to follow the life of every tiger in India. With so few left in the wild – about 1,700 – it seems quite possible to do that.

One of the main people behind Tiger Nation is Julian Matthews, who 10 years ago founded TOFT (Tour Operators for Tigers), a campaign to develop responsible tourism as a way of helping with tiger conservation. He sees Tiger Nation as a powerful way to show how much tourism can help with conservation.

Tiger Nation are hoping to set up webcams in the national parks. 'We would really like to work with the government and we are talking to scientists who have been developing a camera tracking project,' Mr Matthews said.

The website is an example of what is known as 'citizen science', in other words science which involves ordinary people rather than specialists. The website uses software that can immediately identify a tiger from its stripes so that visitor's photos of particular animals can be added to a database. The information is then available for scientists and organisations to help keep track of tigers and their movements.

For people who visit the website it's like a tiger soap opera. People can follow the story of a tiger from when it's a few months old to when it's 15 and king of its territory.

To increase people's interest, Tiger Nation are planning to choose names for all the tigers they are following. 'You call something T41 and it disappears and no one cares. You call it Sita and then it's "Where's Sita gone?" and you've suddenly got a story,' Mr Matthews told me.

The site will be funded mainly by subscription. Basic entry is free but access to the full site costs £14.99 a year.

In the meantime Wakeeta is rearing a family of her own: three healthy male cubs. They were seen with her, drinking at a waterhole, earlier this month. Someone reported it to Tiger Nation and Wakeeta now has the world watching out for her.

Cambridge English Empower B1+

ACADEMIC SKILLS PLUS

Unit 6 Human diet

Anthropology: Nutrition

Listening skills: Using visual information to help with listening; using visual clues to predict

Speaking skills: Referring to visual support; moving to a new topic

1 SPEAKING

a What do you think is a 'healthy' diet? Do you follow a healthy diet? Give yourself a score from 0 (= not healthy) to 10 (= very healthy).

b Think about our earliest ancestors (about 500,000 years ago). Which of these foods do you think they ate or drank, and which only came later? Give reasons for your choices.

meat rice dairy products (milk, cheese, eggs)
wild leaves and roots fish and shellfish
vegetables fruit bread

2 LISTENING

a **Skills focus** Using visual clues to predict what you will hear

You are going to hear a lecture about the evolution of the human diet. Here are some of the slides from the lecture (not in order). What do they show?

A ___

B ___

C ___

D ___

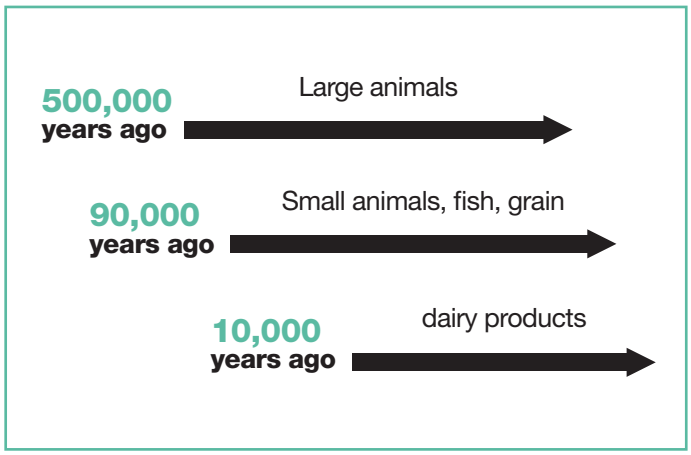
b 6.1 Listen to the first part of the lecture. Number the slides in the correct order (1–4).

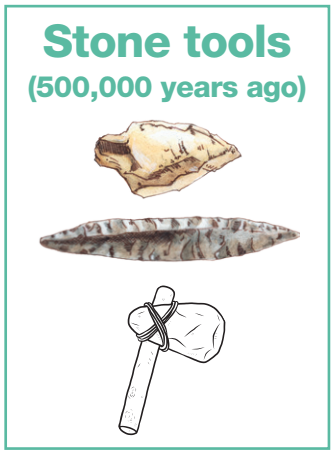
c 6.1 Listen again and answer the questions.

1 What period in time is the lecturer talking about?
   a the whole history of the human race
   b early pre-history
2 If you follow a 'Stone Age' diet, what kind of food do you eat?
   a the kind of food people ate 500,000 years ago
   b only uncooked food
3 Why are shellfish and fruit 'low cost' food?
   a they're cheap to buy
   b you can get them without much effort
4 Why are grains and small birds 'high cost' food?
   a you need energy to get them
   b you don't often see them

d Look at the slides from the second part of the lecture. Answer the questions.

1 What do they show about human diet and technology at different periods?
2 What do you think the lecturer will say?





e 6.2 Listen and answer the questions.

1 Did she say what you expected? Did she say anything you didn't expect?
2 Which slides from 2a did she show again? Why?

f **CRITICAL THINKING**
ASSESSING THE VALUE OF RESEARCH

Discuss the questions.

1 After listening to the lecture, what do you know that you didn't know before?
2 Do you think this knowledge is useful? Why / Why not?
3 The lecture talks about archaeological research. Is it worth spending money on this kind of research?

3 LANGUAGE FOCUS Referring to visuals

a The speaker used the expressions in bold below to refer to her slides. Add one word in each gap. Is more than one answer possible in any of the sentences?

1 But **if we** [1]_____ **at this we can see** a different and in fact more important way to categorise the food we eat.
2 … compared with the benefit and the value that we get from them, **like the ones we can** [2]_____ **here** …
3 **This table** [3]_____ three main changes that took place in our diet in early human prehistory,
4 They used very basic technology to do this, **as** [4]_____ **here**.
5 … **as you can** [5]_____ , this happened about 60,000 years ago.
6 … they developed the kind of technology **which you can** [6]_____ **here**.
7 And finally, we come to the third big transition which we saw earlier – **here it** [7]_____ **again** …

b 6.3 Listen and check.

c Answer these questions about the expressions.

1 To join ideas, the speaker uses:
• as • if • like • which
Which words does she use before … ?
a a clause (subject + verb)
b a pronoun or noun
c a past participle
2 Which of these words does she use to refer to the slides? Why?
• this • that • here • there

d What could you say in a presentation to refer to … ?

1 a chart which shows that 80% of people in the world eat meat
2 a map which shows that early humans moved from Africa to the Middle East
3 a picture showing a group of hunters killing a mammoth with spears
4 the map in 2 again – this time you want to show how far north people travelled.

Practise saying your sentences aloud.

STUDY SKILLS: USING PRESENTATION SLIDES

Here are some Do's and Don'ts for using presentation slides. Which are Do's and which are Don'ts?

- use simple pictures
- give a lot of detailed information
- use long sentences
- use lists with bullet points

Think of some other Do's and Don'ts. Make a list.

4 PRONUNCIATION Giving extra information

a 6.4 Listen to these phrases in the lecture and answer the questions.

- … or rather the pre-history I should say …
- … such as these …
- … like shellfish, for example …
- … for milk and cheese and so on …

1 Do they give … ?
a the main information in the sentence
b extra information
2 How does the speaker say them?
a she strongly emphasises the words
b she says them faster and more quietly than the rest of the sentence
c she says them in a higher voice
d her voice goes down at the end of the phrase
e she pauses before and after the phrase

b Which parts of these sentences give extra information? Practise saying them.

1 Most Stone Age men – or men and women, I should say – knew how to hunt animals.
2 Our early ancestors probably ate a lot of protein, from meat and fish and so on, but not much fat.
3 About 10,000 years ago, people started using animals – horses, sheep and dogs, for example – and they also planted corn.

5 SPEAKING

a Work in pairs or small groups. Choose one of the topics below or another topic you know about.

- a healthy diet you know about
- some typical dishes from your country or region
- how eating habits have changed in your country or region

b Prepare a short presentation using slides.

1 Plan roughly what you will say about your topic.
2 Think of three or four slides to illustrate your presentation. They could include:
• bullet points or lists • photos
• simple drawings • simple charts or tables
3 Practise your presentation using expressions in 3a.

c Choose one person from each group to give your presentation.

Cambridge English Empower B1+

Unit 7 Cities

ACADEMIC SKILLS PLUS

Urban planning: Urban regeneration – a case study

Reading skills: Following a narrative
Writing skills: Writing a case study narrative

1 SPEAKING

a Tell your partner about your favourite parts of the city, town or village where you live. Say why you like them.

b Think about changes that have been made to a city, town or village you know (it doesn't have to be where you live).

1 What kind of changes were made?
2 Do you like these changes? Why / Why not?
3 How have people living in that place reacted to the changes?

Tell your partner about the changes.

2 VOCABULARY Word families

a Match the words in bold to the meanings a–f.

1 ☐ Her family **moved** from a small town to the city about five years ago.
2 ☐ They bought an old cottage and **renovated** it so the inside is modern and comfortable.
3 ☐ I don't like living in the city centre – it's much quieter living in a **suburb**.
4 ☐ He **commutes** by train to work and it takes about 45 minutes.
5 ☐ She **donated** £50 of her monthly salary to the charity Save the Children.
6 ☐ A big crowd of people **protested** against an increase in university fees.

a repair and improve a building
b an area on the edge of a city or larger town where people live
c give money to help people or an organisation
d show you disagree by standing somewhere, shouting and carrying signs
e make a daily journey from home to work and back again
f change the place where you live

Which word is a different part of speech from the others?

b Use a dictionary to find different parts of speech. Does the meaning change?

1 Find nouns for these verbs: *move, renovate, donate*
2 Find nouns that refer to a person for these verbs: *commute, protest*
3 Find an adjective for this noun: *suburb*

3 READING

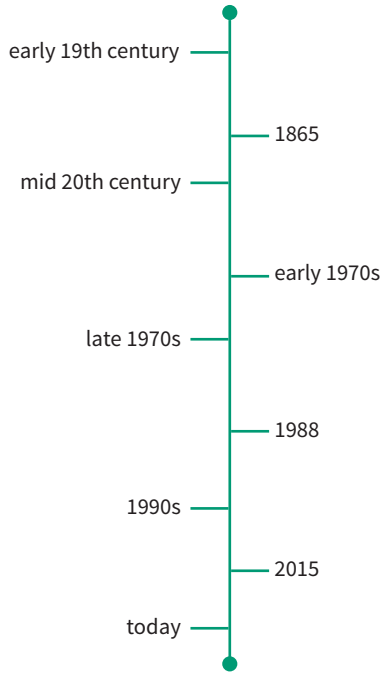
a Read the introduction to a case study on page 2 about changes in American cities in the 1950s. Answer the questions.

1 What was the change?
2 What was the reason for the change?
3 What was the result of the change?
4 What happened 30 years later?

b Read the case study about a part of central New Orleans. How often has there been urban regeneration in the Lower Garden District?

a once b twice c three times

c Read the text again. Add events to the timeline.



STUDY SKILLS: DIFFERENT WAYS OF TAKING NOTES

1 In 3c you made notes on a timeline. What kind of text is a timeline useful for?
2 What are other ways of taking notes?
3 How can you decide which is the best way of taking notes when you read?

d CRITICAL THINKING
INFERRING INFORMATION

Discuss the questions. Read the text again to help you.

1 Apart from bringing an area back to life, what are other benefits of urban regeneration?
2 What are some of the challenges?

Urban regeneration

After World War II, there was dramatic change in the urban plan of many cities in the US with the movement of people from the city centre to the suburbs. People felt the suburbs would provide a better quality of life with larger houses with gardens. Improved public transport as well as an increase in the production of cars meant that those who moved to the suburbs could commute to work in the city centre easily. As a result, houses and apartments in central cities were often left empty and they went into decline However, in the 1980s, younger people who had grown up in the suburbs began to move back into city centres to live in and repair old buildings. This led to what is known as urban regeneration, a process of bringing central city housing back to life.

Case study: The Lower Garden District, New Orleans

This was once a part of central New Orleans where wealthy people lived. It was built in the early part of the nineteenth century around a large park. **After** the end of the American Civil War **in 1865**, the area began to decline and by the middle of the twentieth century it had become a poor part of town. In the 1970s, a new bridge over the Mississippi River was planned which would have meant dividing the Lower Garden District and preventing people living there from getting to the park. Many old houses were bought and then repaired in order to save them. At the same time, there were protests against the building of the bridge. Together the new home owners and the protestors were successful and the plan to build the bridge was dropped. However, after that, people left the area again and it went into decline once more.

More than ten years later in 1988, a local housing organisation developed a plan to try and save the Lower Garden District and bring it back to life. To begin with, they found people who wanted to buy the houses and supported them while they repaired and renovated the houses. The next step was to ask architects and companies to donate their time and materials to help with the repairs. Finally, the owners paid a fair price to buy their houses. After that, the area came alive again and restaurants, shops and small businesses opened up.

In 2005, all of New Orleans was badly damaged by Hurricane Katrina and there was heavy flooding in large parts of the city. The Lower Garden District was not badly damaged by the hurricane and remained dry afterwards. This meant the process of regeneration has continued and is on-going today. It is still possible to find an inexpensive house or apartment in the Lower Garden District and repair it. It is a beautiful part of New Orleans with fascinating architecture and a rich cultural history.

4 LANGUAGE FOCUS Time expressions

a Notice the two time expressions in bold in the first paragraph. Underline more words and expressions like this in the case study.

b Some of the words and expressions show *when things happened*. Others show *steps in a process.* Put the words and expressions in the correct box according to how they are used in the text. Which expression can go in both boxes?

when things happened	steps in a process
after in 1865	to begin with

c Find the time words and expressions in sentences 1–5 and put them in the correct box in 5b. One can go in both boxes and one sentence contains two expressions.

1 First of all, the city council decided which land could be used to build new houses.
2 Small pieces of land were sold to young families. Meanwhile, the council built new roads so this new part of town could be reached easily.
3 The first street of new houses was completed in 1958 then families began to move in.
4 The last family moved into the new suburb in 1961. At this point, house prices there were very high.
5 In the end, the suburb was pulled down to make room for a new motorway in the 1990s.

d Answer the questions about the expressions in 4b and 4c.

1 When we use the expression *after that*, does *that* refer to a thing or an event?
2 When you want to talk about a decade (e.g. 1990 to 1999), what do you need to remember to include before the years?
3 Match these two words/expressions to the correct meaning:
   a in the end
   b finally
   i this in the final point in a list
   ii this is the last thing that happened

Christchurch, New Zealand

e Complete the paragraph about urban regeneration after an earthquake. Add the expressions in the box to gaps 1–5.

at this point	after that	in 2012	at the same time
six years	the first step	in 2013	

[1]_____ the government and local construction businesses signed an agreement to rebuild the city of Christchurch in New Zealand which was badly damaged by an earthquake a year earlier in February 2011. Before signing the agreement, a lot of work was already completed. [2]_____ was to clear large parts of the city. Many buildings had to be pulled down. It was also very important to get the city working again so,[3]_____ , workmen repaired key services such as electricity, water and roads.[4]_____ , work began on repairing houses and building new ones. [5]_____ , two years after the earthquake, development of the centre of the city area got underway with the renovation of the historic arts centre buildings and the creation of parks and play areas for children. [6]_____ some major hotels also began to reopen to try and encourage tourists to return to Christchurch. Exactly [7]_____ after the earthquake in 2017, a memorial with trees and a special wall was opened beside the Avon River in central Christchurch.

5 WRITING

a The notes below are about two apartment buildings in a neighbourhood. Imagine it is your neighbourhood and use the notes to write a case study. Work in pairs and discuss how you can turn the notes into sentences and use different time expressions.

- were built in 1960s by city council – many people move from the country to the city
- each apartment two small bedrooms – not big enough for large family
- 1980s many families moved out – too small
- both buildings decline – poor and unemployed people moved in
- 1990s many students rented apartments
- rents cheap – neighbourhood near university
- many students renovated apartments – stayed after they left university
- they turned two bedrooms to one big bedroom – painted everything
- improve(d) kitchen and bathroom – apartments felt bigger – looked more modern
- many students bought apartments from city council
- now apartments very popular – more expensive to buy

b Write your case study. Use some of the time expressions from the Language focus. Begin with this sentence:

In my neighbourhood, there are two apartment buildings where small families used to live, but for many years they were in very bad condition.

c Compare your case study with another student. Have you used time expressions in the same way?

6 READING EXTENSION

a Think about the sounds you hear in a city today. Compare these with the sounds people heard 150 years ago. What are the differences?

b Read *Sounds of the city*. Does it mention any of your ideas?

c Read the text again and complete the notes.

Typical sounds
- today: _____
- in the past: _____

Understanding sounds in the past
- thunder: _____
- church bells: _____
- sound of horses: _____
- famous people: _____

Recent studies
- Bailey (1996): _____
- Corbin (2000): _____

Information/messages:
- in the past: _____
- today: _____

d Which is the best summary of the text?

1 In the past, cities were full of different sounds than they are today. Furthermore, people understood those sounds in a different way than we do and also reacted to them very differently. This is similar to the way we now have an alternative understanding of what people said in the past. There has been more research on the role of sounds in cities and towns of the past and the way in which they were used for communication.

2 In general, cities in the past were a bit noisier than cities of the present because there were horses and carriages everywhere and bells were often ringing. These sounds were often very frightening for people who lived in cities. It was more common for rich people to use horses and carriages that made a lot of noise for poorer people. Recent studies have looked at the way noise created problems in the past and the role of bells in the French Revolution. With the arrival of radio and television, sounds have become less important in cities.

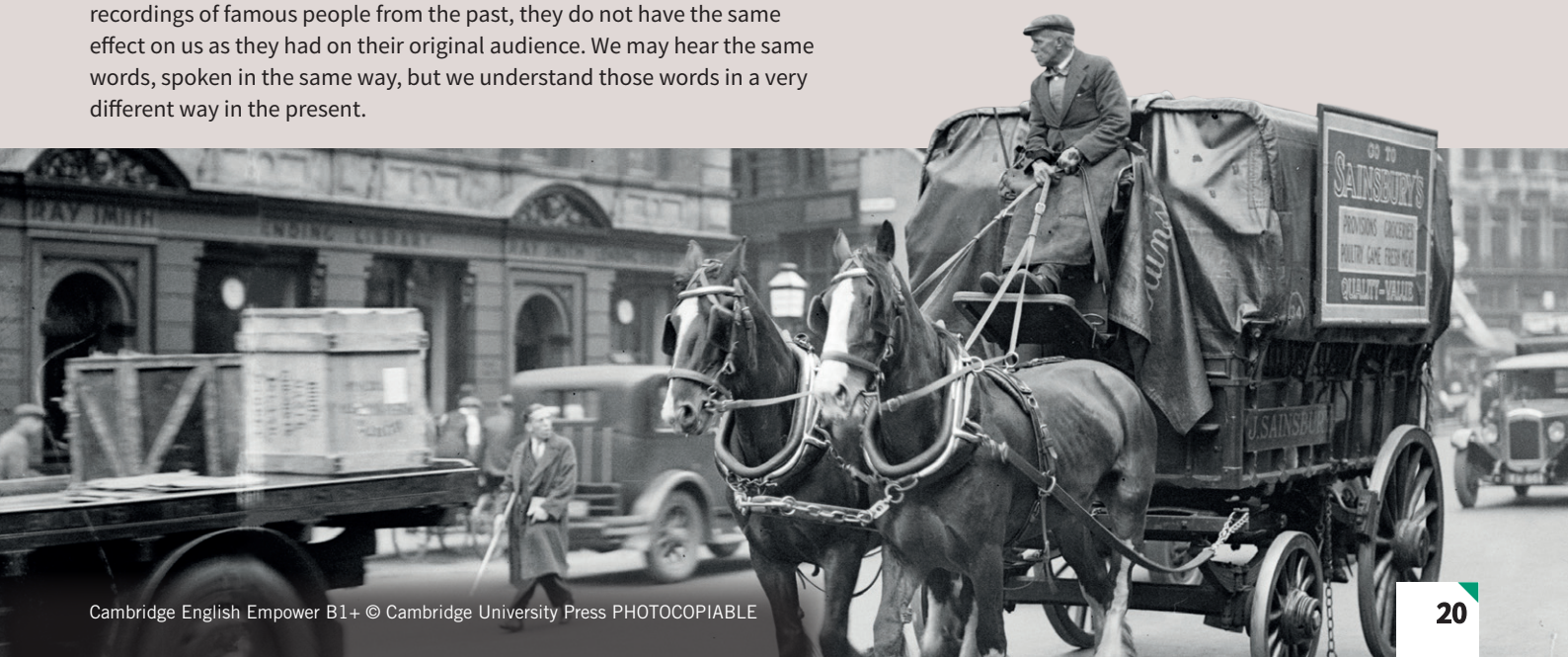
Sounds of the city

Cities have always been noisy places. However, on the whole, urban historians have paid little attention to urban sound. They have often assumed that even if the sounds themselves were different, the role they played was similar. Therefore, the sounds of horses and carriages were similar to today's traffic noise; the bells of early modern cities were like today's alarm clocks or school bells. In a certain sense this is true, but in the same way that people in the past interpreted their visual world differently than we do, they also experienced sound in a different way. For example, it is difficult for us to understand just how frightening the sound of thunder must have been for them, particularly when they did not understand what caused it. Likewise, it is not easy to know exactly how they felt when they heard very loud church bells, which caused some people to have a physical reaction almost like falling down.

Even when sounds are similar to those in the past, we usually have a completely different understanding of them. Today, when we hear the sound of a horse, we may think of long, silk dresses and formal clothes for men, in other words, we think of the lives of wealthy people. However, in the past, there were horses everywhere and people did not automatically think of beautiful clothes and an elegant lifestyle. Even when we hear recordings of famous people from the past, they do not have the same effect on us as they had on their original audience. We may hear the same words, spoken in the same way, but we understand those words in a very different way in the present.

Recently, there have been an increasing number of studies that focus on the role of urban sound in history. Bailey (1996) has looked at the changing idea of 'noise', in other words, sound that had no meaning or was unwanted. He suggested that different understandings of what was sound and what was noise changed as modern mass societies grew. Corbin (2000) studied the history of bells in the French countryside of the nineteenth century. He looks at different roles they played as signs of local identity as well as symbols of authority and resistance. He shows the way in which bell sounds had a political role in that society.

People who lived in European towns and cities in the seventeenth, eighteenth and nineteenth centuries understood sounds in very specific ways. These societies had no radio or television so often these sounds were a way of carrying information and messages to people. Sounds played an important part in the way people experienced the social world of a city and went about their daily lives.



Cambridge English Empower B1+

ACADEMIC SKILLS PLUS

Unit 8 Critical literacy

Education: Reading

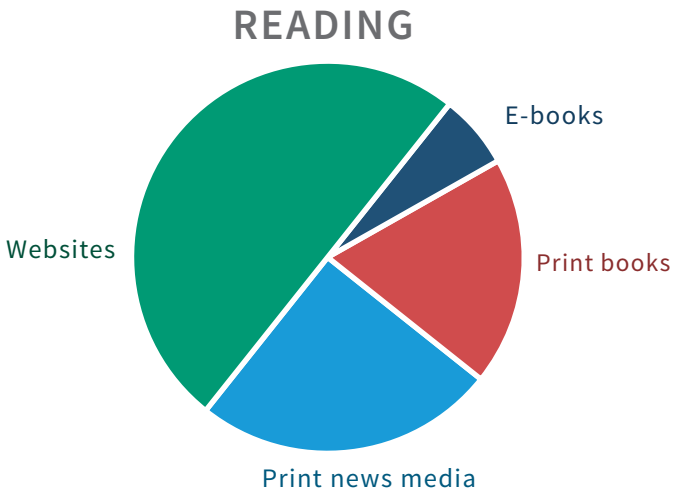
Listening skills: Following a discussion; distinguishing main points made by speakers

Speaking skills: Checking understanding; confirming a point

1 SPEAKING

a Think about how you read.

1 How much of your reading is:
- print books
- print news media (e.g. magazines, newspapers)
- websites (e.g. news sites, blogs)
- e-books



Complete a pie chart, but don't label it. Then show it to another student. Can they guess what each segment shows?

2 Do you think the way you read has changed over the last ten years? How and why?

b Many people say that we read in a different way online. Do you think this is true? If so, how is it different? Think about:

- length of time
- length of texts
- how carefully we read
- how much we concentrate
- where we read

Make brief notes of your ideas and then discuss them in pairs.

2 LISTENING

a 8.1 Four students discuss the effect of digital media. Listen to the first part of the discussion. Which one of these topics do they not talk about?

1 how reading is changing in schools
2 the effect of digital media on the way we read
3 whether children read mainly online
4 the difference between reading online and reading books

b What do they say about … ?

1 our brains
2 reading in depth
3 children and newspapers
4 clicking on links
5 concentrating
6 'multi-tasking'

c Here are some things Chris says in the second part of the discussion. What do you think the expressions in *italics* mean?

1 'Children accept things they read on the internet *at face value*.'
   a they accept that they are true
   b they think they look interesting
2 'Children are less likely to develop *critical literacy*.'
   a being able to read fluently
   b thinking about what you read
3 'Most visual media are *in real time*.'
   a events follow each other as in real life
   b they're things that actually happen

8.2 Listen and check.

d Which of these are part of critical literacy?

1 using your imagination
2 reflecting on what you read
3 reading quickly
4 understanding what the writer really means
5 reading several things in parallel
6 forming an opinion

e 8.3 In the last part, Karen talks about reading in schools. Does she think that … ?

1 children should read more books at school
2 schools should help children to read better using digital media

f 8.3 Listen again and complete the notes.

- People are sometimes very [1]_____ about the lack of reading in schools.
- Digital media can also help children to [2]_____ .
- 'Hyper-reading' is a way to train pupils to [3]_____ .
- An interesting way to teach Shakespeare: get pupils to make [4]_____ . This helps them to [5]_____ .

g **CRITICAL THINKING**
REVIEWING YOUR OPINION

Think about your answer in 1b. After listening to the discussion, do you still think the same?

STUDY SKILLS: GROUP DISCUSSIONS

In group discussions, some students may know more about a topic than others. To have a successful discussion, what should they do? Think about …

- the students who know a lot
- the students who don't know so much

Think about the discussion you heard. What did the two students who spoke more (Karen and Chris) do? What did the other two students (Mateo and Azra) do?

3 LANGUAGE FOCUS
Checking understanding

a 8.4 Look at these expressions from the discussion. Then listen to the discussion and answer the questions.

1 What do you mean, a different way?
2 Do we? I don't see that.
3 Well, that's what I'm saying.
4 Hang on, I'm not quite sure what you mean by critical literacy.
5 How do you mean?
6 Exactly, that's what I mean.
7 Yeah, that's exactly the point.

a Which expressions mean:
  i I don't understand.
  ii I don't agree with you.
  iii You've understood me correctly.
b In 3 and 6, why does the speaker say 'That's what …'?
  i to give more emphasis
  ii because it's an informal conversation
c Is there a difference between 'How do you mean?' and 'What do you mean?'?
d In 4, why does the speaker say 'Hang on'? What does this mean?

4 PRONUNCIATION
Sentence stress and intonation

a In the expressions in 3a, which syllables do you think are stressed?

b 8.5 Listen and check how the speakers say them. Underline the stressed syllables and practise saying the expressions.

c 8.5 Listen to expressions 3, 6 and 7 again. Does the speaker's voice … ?

a go down and then up at the end
b stay low
c go up and then down at the end

d Think of a reply to each of the sentences below. Use expressions from 3a.

1 So it's all a question of multi-tasking. (You don't understand this word.)
2 Most children find books boring. (You don't agree.)
3 Reading online changes the way the brain processes information. (You don't understand.)
4 So you mean teachers should be more positive? (Yes – he/she has understood you.)
5 Teachers should be more creative. (You don't understand.)

e In turn, say the sentences in 4d and respond, then try to continue the conversation.

5 SPEAKING

a Think about a topic you know something about (it could be from your area of study or from your own interests or knowledge). You're going to tell another student about it. To prepare, make some brief notes.

b Work in groups of three.

1 Tell the other students about your topic. Answer their questions, using expressions from 3a.
2 Listen to the other two students in turn. Ask questions about any points that aren't clear and to find out more information. Use expressions from 3a.

Cambridge English Empower B1+

ACADEMIC SKILLS PLUS

Unit 9 Film

Film studies: Horror films

Listening skills: Making detailed notes
Speaking skills: Expressing your point of view

1 SPEAKING

a Tell your partner about one film genre you don't like and why?

thriller comedy science fiction romance action drama

b Use a dictionary to check the meaning of any new words in the box.

being scared suspense thrilling
fictional violence lose yourself

Look at the photo and the words in the box. Which film genre do you think they are about?

c Discuss the questions. Use the words in the box to help you.

1 If you like this genre, tell your partner why you like it.
2 If you don't like it, why do you think some people do?

2 VOCABULARY Word families

a Are the words in bold in sentences 1–3 adjectives or nouns? Check their meaning in a dictionary.

1 When I read books, I like crime stories – nothing too **intellectual** or difficult to understand.
2 He shouted at the whole class – he wasn't just impolite he was angry and **aggressive**.
3 She had an unhappy childhood and has a few **psychological** problems to deal with.

b Complete the table with the words in the box.

psychologist intellect psychology
aggression intellectual

adjective	noun	noun (the person)
intellectual		
psychological		
aggressive		

c Complete the sentences with one of the words from 2b.

1 I'm very interested in the way people behave so I'd like to study _____ at university.
2 Albert Einstein is thought to be one of the great _____ of the twentieth century.
3 I like mathematics because it means I use my _____ in an interesting way.
4 When he banged his hand on the table, it was a clear sign of _____ .
5 When he stopped going to school, his parents sent him to a child _____ to find out what the problem was.

3 LISTENING

a 9.1 Listen to Silvia's presentation on why she likes horror movies. Does she include any of the ideas you talked about in 1c?

b 9.1 Listen again and complete the notes.

Key question: what's the psychology behind [1] _____?
Key ideas from psychologists – two things people like
– they feel [2] _____
– the bad guy [3] _____
Key ideas from research
– people who like horror films don't [4] _____
– some people enjoy [5] _____
– other people [6] _____
General psychological theory – catharsis
– let go of [7] _____
– get rid of [8] _____

c **CRITICAL THINKING**
EVALUATIING AND APPLYING NEW INFORMATION

In the presentation, you learned about the following concepts connected with films:

- story resolution
- suspense
- identification with characters
- catharsis

Think of other movie genres. Which of these concepts are important in those genres?

4 PRONUNCIATION Connected speech

a 9.2 Listen to four short phrases from the end of Silvia's speech. Write down what you hear. Put one word in each gap.

1 that's _____ _____ _____
2 can _____ _____ _____
3 to _____ _____ _____
4 a _____ _____ _____

b 9.3 Listen to the four phrases in context to check.

c 9.3 Listen again to the phrases in isolation. Answer the questions.

1 Where are the sounds /j/ and /r/ added?
2 Where does the sound /n/ become /m/?
3 Between 'seen' and 'as' in phrase 2, there is linking between the two words. What other examples of linking can you hear?

d 9.4 Listen to the first sentence again. Listen for one example of an added sound and one more example of linking.

That's the idea of letting go of very strong feelings or emotions.

5 LANGUAGE FOCUS Point of view

a 9.5 In the presentation, Silvia makes the five points below. She says them in a different way. Listen and change them so they are exactly what she said.

1 Well, while this is no doubt true, it's a bit more complicated than that.
2 But it's not really the case because in a lot of horror films the victim escapes,
3 One piece of research I read that was really interesting is that people who like horror films don't actually like real horror. That's certainly true.
4 … the fact the violence isn't real means that we – the viewers – have a kind of psychological distance from it. Most people agree with that.
5 But then other people actually just like horror films because they're thrilling – they love the suspense and that's true.

b Answer the questions.

1 What do the changes to the sentences show?
2 Is it acceptable to use this kind of language in a spoken presentation?
3 Is it acceptable to use this kind of language in a formal essay?
4 When Silvia uses 'that', does she refer to an idea she has just said or one she is going to say?
5 When she says 'That's the case' in example 2, does the expression mean … ?
   a it's a good example
   b it's true

STUDY SKILLS: RECOGNISING STANCE

Compare the language in the notes in 3b and the sentences in 5a.

1 Which gives you the main points on the topic?
2 Which is Silvia's point of view or stance on the topic?
3 You need to write an essay on this topic. Which information can you use?

c Add your point of view to these statements about science fiction films. Use an expression that includes the word in brackets and add a reason. Tell your partner about your point of view.

1 People say that science fiction films show us what the future will be like. (mind)
2 Film critics say they are often a way to look at our lives in the present. (agree)
3 Friends of mine say they love science fiction because it's such good entertainment. (true)
4 Psychologists say that people who like science fiction want to escape reality. (experience)
5 Others say it's all about man's need to have dreams. (case)

6 SPEAKING

a Choose one of the topics below. It should be a topic that you know something about and you know what people (e.g. friends, experts) say about it.

- a particular film genre
- video games and the people who play them
- people's use of social media
- reality TV shows

b Make notes about what people say about your topic and then add your point of view.

c Tell your partner about your topic and give your point of view. Ask your partner to respond with their opinion.

Cambridge English Empower B1+

Unit 10 Luck

ACADEMIC SKILLS PLUS

Business studies: Career success

Reading skills: Identifying cause and effect; understanding logical relationships

Writing skills: Linking ideas to describe cause and effect

1 SPEAKING

a Think about your career up to now (school, studying, jobs you have done). How did you get to where you are now? How much was it because of … ?

- your own hard work
- your natural ability
- things other people did
- chance and luck

Think about other people you know. Do you think the same is true of them?

b Discuss the careers in the pictures.

1 How important do you think luck is in deciding whether the people will be successful or not?
2 Can you think of examples of people who you think have been very lucky?

2 VOCABULARY Chance

a Add words and phrases in the gaps and match them with the definitions.

chance coincidence control (x2) fortunate

1 ☐ He's good at his job but he was also very _____ to marry the daughter of the CEO.
2 ☐ She holds weekly meetings because she likes to show she's in _____ of the company.
3 ☐ I became a tour guide completely by _____ . When I graduated I just took the first job I could find.
4 ☐ They tried to stop the company going bankrupt, but the situation was beyond their _____ .
5 ☐ Fifteen years later, we met in a Cairo café. It was an incredible _____ .

a power, ability to influence something
b when something surprising happens that you can't explain
c when things happen for no special reason
d a more formal word for 'lucky', having good things happen to you

b In the examples, what words come before and after … ?

a chance
b control

STUDY SKILLS: RECORDING VOCABULARY

When you write down new words, which of these are useful? Why / Why not?

a write just the word: *chance*
b write information about the part of speech: *chance (n)*
c write complete phrases: *by chance*
d write a translation: *by chance (Eng.) = kazayla (Turkish)*

Cambridge English Empower B1+ © Cambridge University Press PHOTOCOPIABLE

3 READING

a Read the text. Which sentence below does not summarise what the text says?

1 Chance plays a significant role in what career you choose and how successful you are.
2 People generally believe that their success is mainly due to their own efforts.
3 Success in careers doesn't depend on how wealthy your parents were.
4 You may be more successful if you recognise that everything isn't under your control.

b Look at some things people say about careers. What general points in the text does each one illustrate? The answer may be one sentence or more than one.

1 'I grew up in a poor neighbourhood where the schools were terrible. That's why I never went to university.'
2 'People say I was lucky to become a manager, but I got where I am now through hard work – luck didn't come into it.'
3 'I've got a great job and I'm doing well, but you never know what might happen in a year's time – maybe I'll be doing something completely different … perhaps something even more interesting.'
4 'A school friend of mine is now a top lawyer. It was all because his father knew the right people, but he never mentions that!'
5 'Sue and her husband are both hospital doctors. She's better qualified but she earns far less than he does. It doesn't seem fair.'

How does luck contribute to success?

Many successful careers are based as much on a certain amount of luck as they are on hard work, and whether you're a company director or an artist, your achievements almost certainly won't be based on hard work alone. This is plain to see if you consider the place where you were born, which will affect your education and may even determine whether you learn to read, write or get qualifications – which then influences your career choices.
Many people believe success is due to talent and hard work, but Williams (2014) notes that the reason for this is that most people underestimate the role of chance. We do a lot of work to prepare for our careers, such as education, training and getting advice, all of which tend to be under our control. People don't like to accept the role of luck in their work, as it makes us feel that they are not in control.

Psychologists have found that people believe that their present situation was caused by the things they remember most clearly. Everyone remembers working hard, so people are likely to believe that their success is the result of studying or working hard all their lives and not that it is partly due to luck, which is much easier to forget.

The real reasons for success (at least in financial terms) are less clear. In the UK, studies show that where you are born and your social background are likely to be a factor in how much you earn. 2017 research from the Social Mobility Commission also found that black graduates earn up to 23% less per hour than white university leavers, and women earn 14% less on average than men.

People's social background also plays a big role in the profession they enter. A recent study by the Debrett's Foundation found that seven in every ten young people aged 16–25 use family connections to get their first job. Research has also shown that less intelligent, richer children are 35% more likely to become high earners than more intelligent, poorer children.

Chance and coincidences have a greater effect on people's careers than is often thought. People may be unwilling to accept that parts of their career are beyond their control. On the other hand, accepting the role of luck in one's career can actually make people more fortunate. This is because when people accept the role of luck in their work, they often become ready to take advantage of more fortunate moments. Williams (2014) suggests that success results from staying optimistic, keeping an open mind about the future and being willing to take a risk.

Although talent and hard work are the basis of almost all success stories, they clearly aren't enough on their own. It is also important to recognise the role played by luck in contributing to success.

c **CRITICAL THINKING**
PERSONAL EXPERIENCES AND RESEARCH-BASED FACTS

Discuss the questions.

1 The comments in 3b refer to personal experiences. Are all the experiences supported by data from research? Check in the text to see.
2 Most of the article is based on research. Is research into areas like this important? Why / Why not?

4 LANGUAGE FOCUS Cause and effect

a Cover the text and look at sentences 1–4. Add one word from the box in each gap.

caused	results	due	result

1 Many people believe success **is** _____ **to** talent and hard work.
2 People believe that their present situation **was** _____ **by** the things they remember most clearly.
3 People are likely to believe that their success **is the** _____ **of** studying and working hard.
4 Williams believes that success _____ **from** staying optimistic.

Check your answers in the text

b Answer the questions below.

1 Which word in the box is … ?
   a a main verb
   b a past participle
   c an adjective
   d a noun
2 What is the <u>last</u> word in each highlighted expression?
   a a noun
   b an adverb
   c a preposition
3 Each expression can be followed by a noun or a gerund (verb + *-ing*). Find examples of each in 4a.

c Match items in columns A and B to make sentences, using the words in brackets (you may need to change the form). More than one answer may be possible.

A
1 Most people think the company's success …
2 Her success as a pop star at the age of 16 …
3 The company went bankrupt in 2010. This …
4 His death at the age of 55 …
5 Her promotion to CEO of the company …

B
… incredible good luck. *(due)*
… competition from a rival software company. *(result)*
… a sudden rise in the price of aluminium. *(cause)*
… her skill at taking difficult decisions. *(due)*
… working too hard and being under constant stress. *(result)*

Compare with other students. Do you have the same sentences?

d Look at this example from the text.

This is plain to see when you consider the place where you were born, which will **affect** your education.

Does this mean the same as … ?

a help b have an effect on c make possible

e Find three other verbs or phrases in the text which have a similar meaning to *affect*. How could you use them in the sentences below?

1 Your gender could _____ how much you get paid.
2 What job you do may be _____ where you grow up.
3 Luck _____ whether or not you are successful.

5 WRITING

a Read a student's notes about success in exams and find answers to the questions.

1 What do we know from research?
2 What did Gidden's research show?
3 What other factors are important?
4 What part do personality differences play?
5 What are 'external factors'? How can they affect performance?

Students' performance in exams – reasons

- Research: success in exam – hard work, long hours of study – not in-depth knowledge, intelligence.
- Recent research (Gidden, 2015): less intelligent students (studied 8 hrs/day) – better grades than more intelligent students (2–3 hrs/day).
- Low marks in exams: other factors, e.g. stress, preparing at last minute. Also personal or family problems.
- Bad performance – personality differences (hard-working, confident, lazy)
- External factors, e.g. hot weather, crowded room, noise. Some students affected, others not.

b Work in pairs. Discuss how you could develop the notes into a paragraph.

1 Where could you use expressions from 4a to join ideas?
2 How could you begin the paragraph? (Think of a general 'topic sentence'.)

c Write the paragraph.

d Compare your paragraph with a partner. Did you use the same expressions from 4a?

6 READING EXTENSION

a What do you know about … ?

1 Bill Gates
2 Microsoft
3 IBM

Make a few brief notes.

b Before you read, check that you know what an *operating system* is. Read the definition.

> An **operating system** (OS) is software that allows the computer to do basic jobs, such as opening and closing files, displaying data, storing data, printing. All computer programs need an operating system in order to work. The most widely used operating system in the world is Microsoft Windows.

c Read the text about Bill Gates. The text says Bill Gates was lucky three times. Which of these lucky things happened to him?

1 A teacher at his school taught him a lot about computers.
2 He was offered work by IBM because someone else didn't want to do it.
3 IBM gave him money so he could start his own company.
4 He bought an operating system very cheaply from another company.
5 He decided not to sell his operating system to IBM but to keep it himself.

c Read the text again and make notes on these points.

1 Bill Gates's school
2 Bill Gates in 1980
3 Gary Kildall
4 Seattle Computer Products
5 DOS
6 Bill Gates's contract with IBM
7 Nicolo Machiavelli

d What points in the text … ?

1 did you already know about
2 surprised you

The luck factor in great decisions

Bill Gates made a bad decision early in his career. In fact, if some other people hadn't made even worse mistakes, we might not ever have heard of him.

Yes, Gates was and is brilliant, and he worked hard. Malcolm Gladwell, author of Outliers, says his success was due to the 10,000 hours he spent learning computer programming at an early age. Gladwell also points out that Gates had the benefit of good education. He went to a private school with a computer lab long before such facilities were normal.

There is more to Gates's success, however, than his talent, hard work, and education. It might be that we know his name only because of his amazing luck as a negotiator. He was lucky three times in a row at a critical point in his business life.

In 1980, Gates and a few fellow programmers had a small company in Seattle. The computer company IBM asked them if they could develop an operating system (OS) for personal computers that it was about to start selling. Gates had never built an OS, however, so he suggested Gary Kildall, a much better known programmer at a company called Digital Research. Luckily for Gates, Digital Research didn't immediately sign a contract and they wouldn't agree to the money that IBM offered. It was only because of that problem that IBM came back to Gates and he took the job.

There was a second piece of luck after that. Both IBM and Gates knew of another operating system that had been developed by Seattle Computer Products. With IBM's secret support, Gates bought the software very cheaply. Again luck came into play: SCP didn't discover that IBM was involved, otherwise the price could have been far higher. Microsoft then changed the program slightly and called it DOS (Disc Operating System), the name everyone knows today.

Then Gates was lucky a third time when he negotiated the contract with IBM. IBM agreed to pay a small amount of money for each copy of the DOS that they would sell with their new machines. But the important point was that IBM didn't buy the DOS program from Gates – Gates and his friends still owned it.

Of course, it was clever of Gates and his friends to see that the real money would be in software, not in computers. But he was also extremely lucky. Who knows what would have happened to Gates and Microsoft if they hadn't been able to keep the DOS program? It became the centre of their business, and it's what made Gates a billionaire.

So it is this way with any decision: the events that bring you to make a choice will be affected by luck, good or bad. Philosophers, political theorists, and strategists have always accepted the large role that luck plays in our lives. Even Nicolo Machiavelli, the 16th century Italian political thinker, wrote in 1532 that 'I believe that it is probably true that fortune is the arbiter of half the things we do, leaving the other half to be controlled by ourselves.' What was true in Italian politics centuries ago is just as true in management today.