

Communication studies: Linguistics

Listening skills: Outlining the content of a presentation

Speaking skills: Saying what you are going to talk about

Unit 1 Communication

1 SPEAKING

a  Look at the photos and answer the questions.

- 1 What topics do you think the people in photos a and b are talking about?
- 2 What topics do you think the people in photos c and d are talking about?



b  Think about the way men or boys talk together and women or girls talk together. Do you think there are any differences? Think about:

- topics
- reasons for talking together
- body language (gestures, eye contact, distance)
- how they speak and how they listen
- vocabulary and expressions

c  **1.1** Listen again to Alex and Julie and complete their notes with words from the box.

examples features gender men
status women workplace

2 LISTENING

a  **CRITICAL THINKING**
THINKING ABOUT AIMS

In your studies, you may have to give presentations to other students. Discuss these questions.

- 1 What is a presentation?
- 2 How many parts should there be in a presentation?
- 3 You usually start a presentation with an introduction. What is the aim of this?

b  **1.1** You will hear three students giving an introduction to a presentation. Which of these topics is each student going to talk about? Write *A* (Alex), *J* (Julie), *L* (Laura) or *N* (nobody).

- 1 how people talk to each other at work _____
- 2 how boys and girls talk _____
- 3 how older people and younger people talk _____
- 4 differences in the way men and women talk _____

Alex

Communication: differences between _____ and _____

- 1 research – general features
- 2 _____: typical ways men and women communicate
- 3 language _____ – grammar

Julie

Role relationships in the _____ – effect on communication

- 1 higher – lower _____ – boss/employee
- 2 equal status – colleagues
- 3 _____ male colleagues, female colleagues

d 1.1 Listen again to Laura.

- How is her introduction different from the others? Do you think this is a good way to start a presentation? Why / Why not?
- What ideas do the listeners suggest for ... ?
a boys' topics b girls' topics
- What does Deborah Tannen's research show about boys and girls? Choose the correct answer (a, b or c).
a they talk about different topics but use similar language
b they talk about similar topics but use different language
c they talk about different topics and use different language

STUDY SKILLS: STARTING A PRESENTATION

Speakers often use a 'hook' – something interesting to get their audience's attention at the start. Think of some different ways to do this and make a list of ideas.

3 PRONUNCIATION *d* and *t* sounds

a 1.2 Listen to the sentences below (1–3). What do you notice about the underlined words? Answer the questions.

- Are they ... ?
a clearly separated? b joined together?
 - What happens to the *d* or *t* sound?
- How do men and women communicate and is there a difference?
 - I'm going to describe research that people have done in this area.
 - ... people of equal status, colleagues at work for example.

b Read the sentences. How do you think the underlined words are pronounced? Try saying them to yourself.

- ... we're going to look at three different aspects of this.
- And the third area is different genders.
- ... in the other part there's a group of girls.
- ... hair and make-up or ... which boys they like ... yeah.

c 1.3 Listen and check. Were they the same as you expected?

4 LANGUAGE FOCUS

Saying what you are going to talk about

a The three speakers started by saying what they are going to talk about. What do you think they said? Add one word to each gap.

- Alex:** I'm _____ to describe research that people have done in this area.
- Julie:** My talk is _____ role relationships in the workplace.
- Laura:** I _____ to talk about her research and I'm also going to show you some examples.
- Alex:** Then I'd _____ to show you some examples of typical ways men and women communicate.

b 1.4 Listen and check. Which three phrases have a similar meaning?

c 1.5 Alex and Julie used the phrases in the box to show the order of topics. Listen and put the phrases in order (1–7) as you hear them.

and lastly _____ then _____ the first one is _____
first of all _____ at the end _____
the third area is _____ secondly _____

d If you introduce three topics to talk about, which phrases in 4c can you use ... ?

- for the first topic
- for the second topic
- for the third topic
- for a final discussion

e Complete the gaps in the introduction below. Use expressions from 4a and 4c.

My talk is ¹_____ communication and I'm ²_____ talk about the difference between the way older and younger people communicate. First of all we're going to look at the way older people speak. ³_____ I'd ⁴_____ look at the way younger people speak and we're ⁵_____ see some examples. And ⁶_____ I want to talk about communication problems between older and younger people. And at ⁷_____ we're going to have a discussion and you can ask questions.

f Practise giving the introduction in 4e.

- Look at the notes below and think about phrases you will use.
- Cover 4e. Give the introduction using only the notes below.

Communication: differences between older and younger people

- the way older people speak – examples
- the way younger people speak – examples
- problems of communication (old and young people)
- discussion and questions

5 SPEAKING

a Plan a presentation on one of these topics (or choose a topic of your own).

- Communicating with very old people
- English words used in your language
- Learning English grammar
- Opportunities to listen to English

Make notes like the ones in 4f.

b Prepare your introduction, explaining what you will talk about. Use expressions from 4a and 4c.

c Work in pairs and take turns to present your topic.

- Give the introduction to your talk.
- Listen to your partner's introduction. Was it clear? Did he/she use expressions from 4a and 4c?

Unit 2 Global tourism

1 SPEAKING



a Look at the photos. Which place would you prefer to visit as a tourist? Why?

b Think about your own country.

- 1 What countries do tourists come from?
- 2 What tourist destinations do people from your country go to?
- 3 How has this changed over the last few years? Think about:
 - numbers of tourists
 - different nationalities
 - new places

c Cover the text. Can you guess the missing information in these statements?

- 1 About ____ of the world's population are over 60.
a 5% b 15% c 25%
- 2 By 2025, about ____ of all tourists will be under 40.
a 25% b 50% c 80%
- 3 More than ____ people travel as tourists every year.
a a thousand b a million c a billion
- 4 There were ____ more tourists last year than the year before.
a 300,000 b 300 million c 300 billion
- 5 The 'millennial generation' are people who were born after ____.
a 1980 b 2000 c 2010
- 6 The middle class is growing in ____.
a Europe b Asia c both Europe and Asia

2 READING

The growth in global tourism

Global tourism is growing very fast and for many countries in the world it is one of the main factors in economic development. With well over a billion tourists a year, 10% of the world's economy comes from tourism. And there has been a steady increase year by year: last year 300 million more tourists travelled the world than in the year before. Tourism provides extra jobs and it helps to improve the balance of the economy in countries which tourists visit because it offers an alternative to more traditional industries. It also brings other benefits, such as cultural exchange and opportunities for language learning.

There's no doubt that tourism is becoming more important. So how is global tourism changing and what will happen in the future? There are four main trends which we believe will influence tourism development.

1 Silver-haired tourists. The global population is getting older so there's an important new tourist segment: the over-60s, often known as 'silver-haired tourists'. They are now one of the fastest growing segments of the tourist market. The share of the world's population over the age of 60 has increased from 8% in 1950 to 12% in 2013, and it may grow to 21% by 2050. Older people often have more money to spend and the time to spend it, often because they were in high-paying jobs and are now retired.

2 The millennial generation. Millennials, the generation born in the 1980s and 1990s, are also an important market segment, and it is steadily increasing. By 2025, 50% of all tourists will probably be millennials or their children. They have more access to online information than older tourists and they are more likely to use technology when they make choices about their holidays.

3 The Asian middle class. Traditionally, travel and tourism was an occupation for people with money, but levels of poverty have decreased and there is a growing global middle class. The middle class will probably increase from 1.8 billion in 2009 to 3.2 billion by 2020 and 4.9 billion by 2030. The majority of the global middle class will come from the Asia-Pacific region and by 2030 they will represent two thirds of the global middle class population. By contrast, the middle class in Europe and North America has stopped growing and so will gradually become a smaller proportion.

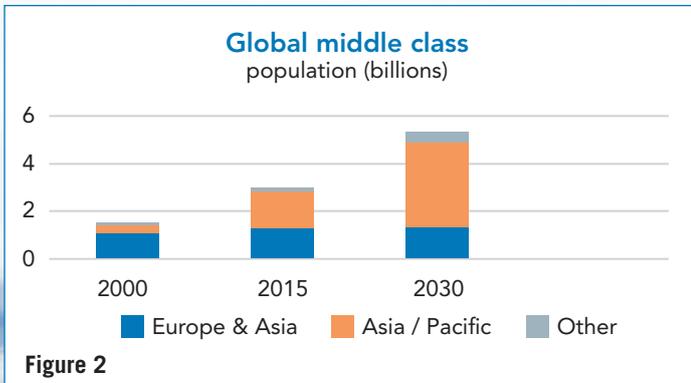
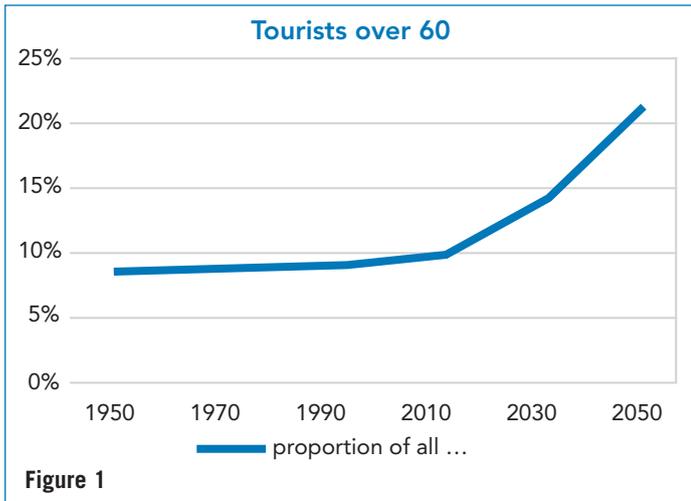
a Skills focus Looking for facts and figures

Read the text on page 1 and check your answers to the questions in 1c. Do this as quickly as possible. What was the quickest way to find the answers?

- 1 finding the numbers and then reading to check
- 2 reading carefully line by line from the beginning

b Look at the visual information in Figure 1 and Figure 2.

- 1 Find **four** sentences in the text which give the same information.
- 2 Use Figures 1 and 2 to answer these questions.
 - a Last year, approximately what percentage of tourists were over 60?
 - b How many people in the world were middle class in 2015?



STUDY SKILLS: READING GRAPHS AND CHARTS

- 1 Which visual is a bar chart and which is a graph?
- 2 Which is better for showing quantity? Which is better for showing change?

c Which of these things does the text say about global tourism? Answer *Y* (Yes) or *N* (No).

- 1 Tourism provides new kinds of work for people. _____
- 2 It is difficult for industrial countries to develop tourism. _____
- 3 Tourism is an opportunity for people from different countries to meet. _____
- 4 Older tourists are important because they often spend more money. _____
- 5 Younger people usually know a lot about the countries they visit. _____
- 6 In the future, there will be more tourists from Asian countries. _____

d CRITICAL THINKING
THINKING ABOUT THE IDEAS IN A TEXT

- 1 Why do you think tourism is growing so quickly in the world?
- 2 The text says 'global tourism' is increasing. Do you think this includes all countries or only some? Why?
- 3 The article describes positive effects of tourism. What negative effects are there?



3 LANGUAGE FOCUS

Describing changes and trends

a Look at these examples from the text.

- The middle class **will probably increase** from 1.8 billion in 2009 to 3.2 billion by 2020.
- The middle class in Europe and North America **has stopped** growing.
- Global tourism **is growing** very fast.
- It **may grow** to 21% by 2050.

Which sentences are about ... ?

- a change from the past to now _____
- a change going on at the moment _____
- a possible change in the future _____

Match the examples to the verb forms.

- modal verb (x2) _____
- present continuous _____
- present perfect simple _____

b Look at these examples and answer the questions below.

- The cost of air travel has **decreased**.
 - There has been a steady **increase** in global tourism year by year.
 - Millennials are an important market segment and it is steadily **increasing**.
 - There has been a **decrease** in the levels of poverty.
- Which words in **bold** mean 'more'? Which mean 'less'?
 - Which are verbs and which are nouns? After the nouns, what word comes next?
 - Which syllable is stressed in each word?

c Complete the gaps with words in the box (you may need to change the form of the word). You will need to use one word twice.

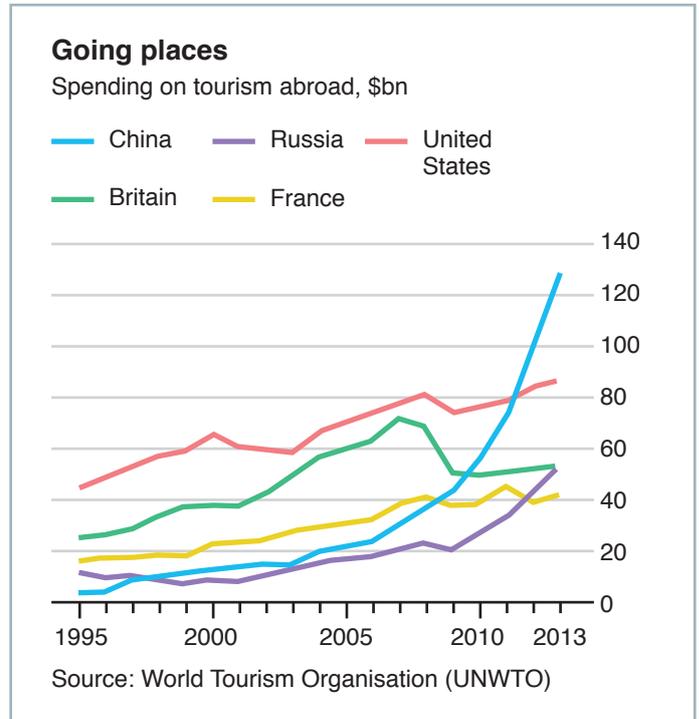
increase decrease change become

- Because of fears about safety, there has been a _____ in tourism to North Africa.
- There's no doubt that millennial tourists are _____ more important.
- The number of Asian tourists in Europe has _____ over the last 10 years because of the growing middle class.
- Because of the internet, the cost of accommodation has generally _____ and you can now stay cheaply in most cities.
- It isn't certain how global tourism will _____ in the future and whether the present trend will continue.

4 WRITING

a Look at the graph and discuss the questions.

- What are the different coloured lines? What are the numbers along the bottom of the graph? What are the numbers on the right?
- Does the graph tell us about ... ?
 - tourism inside a country
 - tourists visiting other countries
- What does the graph tell us about Chinese tourists?



b Read these notes about Chinese tourism. What do you think the text will say?

The growth of Chinese tourism

rapid increase – Chinese tourists
 1 in 10 tourists – Chinese
 more money – any other country
 2013 – Chinese: \$ 129 billion – Americans: \$ 86 billion
 How tourists spend money – changing
 shopping – main reasons
 More than 80% of Chinese tourists – shopping important
 56% of Middle Eastern tourists, 48% of Russians

c Work with a partner. Using the notes, write a paragraph about Chinese tourism.

d Compare your paragraph with other students. Were your paragraphs similar?

5 READING EXTENSION

a Read part of an article from a website about tourism and answer the questions. Which of the trends below are increasing and which are decreasing? Write *I* or *D*.

- 1 the number of Chinese tourists going abroad _____
- 2 the rate of growth in Chinese tourism _____
- 3 the amount of money Chinese tourists spend on shopping _____
- 4 the number of Chinese tourists travelling in large groups _____
- 5 Chinese tourists' interest in the culture of the countries they visit _____
- 6 the number of Chinese families travelling together _____

b What does the article tell us about these things?

- 1 the Chinese middle class
- 2 visa restrictions
- 3 housing costs in China
- 4 local food
- 5 shopping malls
- 6 Chinese people living abroad
- 7 families booking holidays

What's changing in Chinese tourism?

In recent years, the number of Chinese tourists has grown at an incredible rate, so will it continue to grow in the future?

The short answer is yes.

The longer answer is that it will continue to increase but perhaps a little more slowly than before. Mastercard's 'Future of Outbound Travel' report suggests an average growth of 8.5% each year between now and 2021. China's rising middle class, earning between US\$10,000 and US\$30,000, will drive an increase in tourism in the coming years. McKinsey & Company predict that more than three quarters of the population will be middle class by 2022. Also, cheaper and more frequent flights as well as fewer visa restrictions are making it easier and more convenient for Chinese travellers to explore the world.

Here are some recent (and growing) trends.

1 Less shopping and more experiences

Previously, Chinese travellers shopped a lot during their trips abroad because of large price differences and better quality and design of products, but this is gradually changing. Also, the cost of housing and education in China is rising, which means that younger travellers have less money to spend.

Just like tourists from other countries, Chinese travellers are becoming more interested in spending money on good local food and on experiencing the local culture, rather than on things.

2 Growing numbers of independent Chinese travellers

A few years ago most Chinese tourists went on organised bus tours that took them to 'top sights' and shopping malls. Now more travellers want to visit less well-known places and they want to find their way independently, not in a large group. As travel becomes easier for Chinese tourists, we can expect more independent travellers who will visit a destination in small groups, with family or friends.

3 Family travel is increasing

Over the last year, there has not only been an increase in travel abroad by Chinese tourists, but also in family travel. According to Forbes Magazine, there was an 18% rise in bookings made by families of up to four members for travel during this holiday season compared to last year. These trips are often paid for by young Chinese professionals living abroad who are flying their relatives out to spend the holidays, or else by older travellers who are taking their families on holidays abroad. More and more families are also going on holidays which they organise themselves, looking for quality time for the whole family instead of going on fast tours of tourist sites and shops.



Economics: How people spend money

Listening skills: Noticing lecture structure;
Listening for key points

Speaking skills: Discourse markers to show contrast

Unit 3 Spending money

1 SPEAKING

a  You win £500 in a competition, but you can only use the money in one of two ways:

- 1 buy a brand new tablet
- 2 go on a holiday weekend somewhere interesting

Choose one option and say why you chose it.



b  Do you think most people prefer to spend money on things they can own or on experiences? Why?

2 LISTENING 1

a  **3.1** Listen to the first part of a lecture. The lecturer asks some people the question in 1a. What do most people answer?

b  **3.1 Skills focus** Noticing the structure of a lecture

Listen again and answer the questions.

1 What is the order of the information in the excerpt?

The lecturer ...

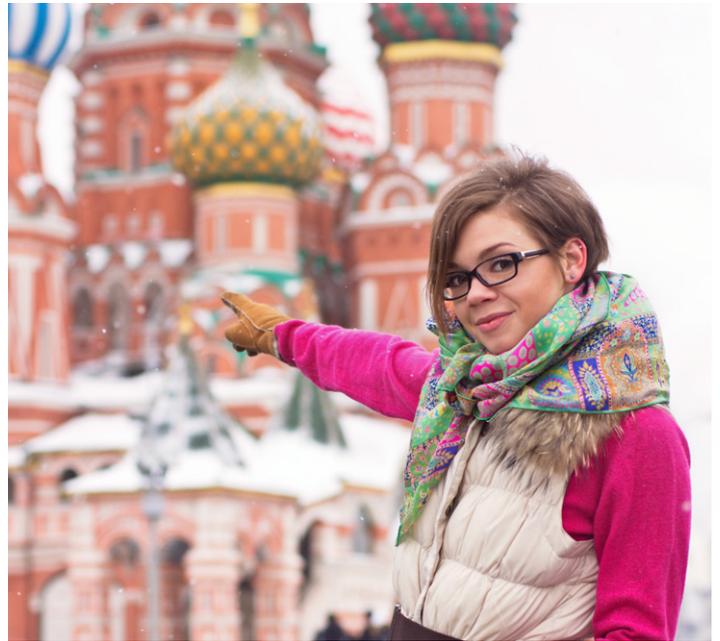
- a asks a personal question.
- b says what he talked about earlier.
- c says what he's going to talk about next.
- d gives other people's answers.

2 Match these expressions to a–d in question 1.

- i) 'many people I talk to say ...' _____
- ii) 'we've looked at' _____
- iii) 'how would you like ...' _____
- iv) 'let's now focus on ...' _____

STUDY SKILLS: QUESTIONS IN LECTURES

- 1 Why does the lecturer ask a question?
- 2 Does he expect students in the lecture to answer?
- 3 Do lecturers often ask questions in this way?



3 LISTENING 2

a  Discuss the questions.

- 1 Why do you think remembering an experience makes people happy?
- 2 What other kind of experiences can people buy?

b  **3.2** Listen to the second part of the lecture. What answers does the lecturer give to the questions in 3a?

c Read the key points from the lecture. Listen and choose the correct words.

- 1 People are usually happier about spending money on an experience *before / after* paying for it.
- 2 New things we buy easily become *boring / broken*.
- 3 Experiences make us happy because *we share them / they're fun*.
- 4 Paying a person to do a *difficult / boring* job is another kind of experience you can buy.
- 5 In the Canadian experiment *all / some* students were told to spend money on someone else.
- 6 The result of the experiment shows we're happier when we are *generous / poor*.
- 7 The amount of money we give away *is / isn't* important if we want to feel happy.

d  **CRITICAL THINKING**
APPLYING NEW KNOWLEDGE

If giving money away can make us happy, what's going to make us happiest – giving it to people we know or to people we don't know? Give your opinion and say why.

4 LANGUAGE FOCUS Language of contrast

a Read the examples from the presentation. Complete the sentences with the words in the box.

however but yet on the other hand although

- 1 Maybe you could finally afford to buy that nice new tablet computer you've been thinking about. _____, £500 might mean you could have a holiday weekend away somewhere interesting.
- 2 They say it's something they can use for a long time, _____ a few people think it's better to spend money on the holiday, the experience, because it's something they will always remember.
- 3 ... in other words, they stop being interesting. _____, experiences are things we do with other people ...
- 4 So spending money on doing things is important, _____ it's not the only way of buying an experience.
- 5 Some students were told to spend the money on themselves _____ others were told to spend the money on another person.

b 3.3 Listen and check your answers.

c Are these sentences true or false?

The words in 4a ...

- 1 join two ideas together.
- 2 introduce a second idea that is the same as the first idea.
- 3 introduce an idea that is different from the first idea.

d Answer the questions.

- 1 Which words/expressions are at the beginning of a sentence?
- 2 Which words/expressions are in the middle of a sentence?

e Match ideas 1–5 with a–e. Use a different word or expression from 4a each time. Different answers are possible.

- 1 Giving money away can make us happy.
- 2 It seems like a good idea to spend money on small experiences every week or month.
- 3 Real experiences are important for happiness.
- 4 Asking someone to do your housework can make you happy.
- 5 Giving away small amounts of money sounds like a good idea.

- a Many people say that buying objects like books and tablets can also give you a kind of experience.
- b If the cleaner does it badly, you may feel annoyed.
- c Many people can't afford it.
- d If you do it all the time, it could become expensive.
- e You might also want to save for a bigger, more expensive experience in the future.

f Compare your answers in 4e with a partner. Are your answers the same?

5 PRONUNCIATION Tones

a 3.4 Listen to the examples from the presentation. Does the tone on the underlined words go up or down?

- 1 They say it's something they can use for a long time, yet a few people think it's better to spend money on the holiday, the experience, because it's something they will always remember.
- 2 Some students were told to spend the money on themselves, but others were told to spend the money on another person.

b 3.5 Listen to these sentences. Which syllable is stressed in the underlined word/expression?

- 1 Maybe you could finally afford to buy that nice new tablet computer you've been thinking about. On the other hand, £500 might mean you could have a holiday weekend away somewhere interesting.
- 2 In other words, they stop being interesting. However, experiences are things we do with other people.
- 3 So spending money on doing things is important, although it's not the only way of buying an experience.

c 3.5 Listen again and answer the questions.

- 1 Does the tone on the stressed syllable go up or down?
- 2 What happens after the stressed syllable? Does the next syllable ... ?
a stay up b stay down c go down

6 SPEAKING

a Think of at least two of the following situations:

- 1 an object that you bought
- 2 an experience you paid for
- 3 money you gave to someone you know
- 4 money you gave to a charity

Make notes on the two situations by answering some of these questions.

- What did you buy / pay for? Why?
- Who was involved in the experience?
- Who or what did you give money to? Why?
- How did you feel before and after?

b Tell your partner about your situations. Use expressions from 4a when you speak.

c Discuss each other's situations. Were they similar? Did you both feel the same way after?



Unit 4 Social rituals

1 SPEAKING AND VOCABULARY



a Discuss the questions.

- 1 Do you or your friends take selfies and put them online? Why / Why not?
- 2 What kind of selfies do you look at? Ones of famous people? Or ones of your family and friends?
- 3 What makes a selfie interesting?

b Match the underlined words in the sentences to definitions a and b.

- 1 I like to have a cup of tea in bed before I get up. This is part of my morning ritual.
- 2 When you study a new language, it helps if you understand the society and culture of that language.

- a the habits of a group of people and the things they believe
 b an activity or set of actions that are always done in the same way at the same time.

c Look at the definitions.

- 1 *personal rituals* special habits that you have
- 2 *traditional social rituals* typical things that only people from your country do and they have done them for a long time

Think of an example of a personal ritual and a traditional social ritual. Tell your partner.

2 LISTENING 1

a Listen to the first part of Deniz's presentation. Which is the best summary of what she says, 1 or 2?

- 1 She explains what a ritual is and talks about how selfies are rituals that are part of modern culture. She gives an example of a social ritual from her country where they use the national flag.
- 2 She gives a definition of rituals and explains how selfies are common social rituals. She gives an example of young women taking selfies at weddings.

b Deniz talks about the three ideas below. Listen again and add extra information for each idea.

- 1 different ways of looking at modern culture _____
- 2 a family ritual _____
- 3 a wedding ritual in Turkey _____

c Tell your partner about typical wedding rituals in your country.

3 LISTENING 2

a In the second part of the presentation, Deniz talks about these topics. Check the meaning of the underlined words with your teacher. Listen for the correct order of topics 1–6.

- 1 the place where people take a selfie
- 2 old paintings that are self-portraits
- 3 uploading a selfie to a social media website
- 4 a million selfies every day
- 5 the way people pose for a selfie
- 6 rituals are inherited and pass from one generation to the next

b Below are details that can be added to the main points in 3a. Listen again and match them to the main points.

- a showing a picture of yourself is not a new idea _____
- b finding out what people think of your selfie _____
- c people between the age of 18 and 24 _____
- d the way you stand and the way you hold your smartphone _____
- e Browne says this in 'Profiles of Popular Culture' (2005) _____
- f 'see where I have been' or 'see how I live' _____

c **CRITICAL THINKING**
USING MIND MAPS TO SUMMARISE INFORMATION

Add key words and phrases to the two mind maps to create summaries for the whole presentation.

can be personal or social

way to say 'this is me'



4 PRONUNCIATION Pausing

- a**  **4.3** Below are the final two sentences. / shows where Deniz makes a small pause. Listen and check. Which version below shows the way that Deniz pauses?
- Some people say it means / we are very narcissistic in other words / that we love ourselves / too much. / But other people think it's just / a way of saying 'this is who I am / this is me.'
 - Some people say / it means we are very narcissistic / in other words / that we love ourselves too much. / But other people think / it's a way of saying / 'this is who I am / this is me.'
- b** Answer the questions.
- Why does Deniz use these small pauses when speaking?
 - Why does Deniz put a strong stress on 'some' in the first sentence and 'other' in the second sentence?
- c** In pairs, take turns saying the correct example in 4a. Use correct pauses and stress.

5 LANGUAGE FOCUS Defining expressions

- a** In the first sentences in 4a, Deniz explains the meaning of the word 'narcissistic'. Answer the questions.
- Does Deniz think everyone will understand the word 'narcissistic'?
 - Does she think it's useful or important for them to understand this word?
 - What expression introduces her definition?
- b**  **4.4** Listen to the examples. Put one word in each gap to complete an expression that introduces a definition.
- _____ exactly _____ the word ritual?
 - ... rituals are activities that are inherited _____ one generation passes a ritual to the next generation.
 - ... how they are going to pose for the camera. _____ the way they hold their body and the look they have on their face.
- c** Add one of the expressions in 5a or 5b to the examples below.
- People always want positive social media feedback, _____ others like pictures you have put online.
 - Selfies can create a false impression, _____, they show a life that is not the same as the real life someone lives.
 - _____ a personal ritual? Something that we do every day.
 - People often use selfies to try and fit in. _____ they are a way to show you belong to a group of people you know and like.

- d**  Work in pairs. Use the role cards from your teacher. Look at the underlined words and think about how you can define them. You can use the definitions at the end of the card to help you.

STUDY SKILLS: DEFINING NEW WORDS AND IDEAS IN A PRESENTATION

- When you give a presentation, will the people who listen always know what you are talking about?
- How can you help listeners understand new words or ideas they are not familiar with?

- e**  Read the text on your card to a partner. Add in definitions for the underlined words using expressions from 5a and 5b.

6 SPEAKING

- a** Work alone. Think of a topic you have studied or a hobby or interest you have. You are going to tell other students about your topic. Use the questions to make notes.
- What is the topic?
 - Why are you interested in it?
 - What are main ideas or key points about the topic that might be interesting to other people?
 - Have you read any books or articles about the topic? What information was in them?
 - Do you know any interesting or surprising information that other people don't know about the topic?
- b** What specific words or expressions will you need to talk about your topic? Write the word(s) and a simple definition.
- c**  Work in pairs or small groups. Tell each other about your topic and use defining expressions when you need to explain words or ideas. As you listen to your partner, think of a question you can ask them after.



Unit 5 Study and work

1 SPEAKING

- a** In your country, is the cost of a university education going up or down? Why?
- b** Think about students' expenses. What are the most important things they need to spend money on? Put the costs below in order from 1 (= most important) to 8 (= least important).
- | | |
|--|--|
| <input type="checkbox"/> food | <input type="checkbox"/> clothes |
| <input type="checkbox"/> course fees | <input type="checkbox"/> transport |
| <input type="checkbox"/> accommodation | <input type="checkbox"/> exercise/sport |
| <input type="checkbox"/> books for study | <input type="checkbox"/> social activities |
- c** Compare your answers. What are the differences? How easy is it to decide what is most important?

2 VOCABULARY Finance

- a** Match the words in **bold** in 1–5 to definitions a–e.
- When there is **inflation**, the cost of everything goes up.
 - He has so much **debt** that he'll never be able to pay it all back.
 - In the UK young people from **low-income** families often cannot afford to go to university.
 - Her exam results were so good she got a small student **grant** that she didn't have to pay back.
 - She got a student **loan** to cover the cost of her course fees.
- a used to describe people who do not earn a lot of money _____
- b money that is given away by an organisation or government for a special reason _____
- c a general rise in how much we pay for things _____
- d the money you borrow from a bank or a person and have to pay back _____
- e something, usually money, that you owe a person or an organisation _____

- b** Think about your country and discuss the questions.
- Do students in your country leave university with a lot of debt?
 - Is it possible for students to get study grants or do they need to get loans from the government?
 - How easy is it for students from low-income families to study at university?

3 READING

- a** Read the introduction to an article on page 2 that discusses university students who do part-time work. Match summaries a–c to paragraphs 1–3.
- a How part-time work affects students' study
b The costs of studying at university
c Why some students work part-time
- b** Read the introduction again and add information in note form to the key points in each paragraph.

Paragraph 1

- course fees price has gone up in past 15 years
- student costs _____
- student loans _____

Paragraph 2

- three reasons for working part-time

- work experience

Paragraph 3

- ways part-time work affects study

- financial reasons

- career / intellectual reasons

CRITICAL THINKING RECOGNISING AND COLLECTING INFORMATION

Discuss the questions.

- In 3a did you need to understand ... ?
a in detail
b just the main ideas
- In 3b did you need to understand ... ?
a in detail
b just the main ideas
- What's the connection between the main ideas and the details? Choose the best answer.
In a paragraph ...
a there is usually one main point as well as detailed information that supports the main point.
b there are two or three main points followed by one sentence that gives detailed information.



PART-TIME WORK: What's the academic cost?

Introduction

¹ In many countries, the cost of a university education has increased slowly in the past fifteen years or so. In the UK, course fees have gone up in price because universities need more money to offer a range of courses and pay for quality teaching. Students have to pay for their living costs and inflation means the price of rent and food has increased. They may come from low-income families who cannot afford to support their children at university. Students can get loans to help pay for their living costs, but this means they leave university with a lot of debt. Their solution to the problem of an expensive university education has been to do part-time work while they study.

² Earning extra money is an important aim of part-time work, but students often give other reasons for working while they study. A recent report in the UK (Jewell 2014) showed that the three main reasons for working part-time were 1) to pay for social and free-time expenses; 2) to help pay for living costs; 3) to not get into too much debt during their study. There are also some students who do part-time work because they want to get useful work experience while they are studying. They believe this will make it easier for them to find a job when they graduate from university. Students in this category often look for part-time jobs that are related to the career they would like to follow after they graduate.

³ The fact that many students work part-time raises the question of whether this affects their academic performance or not. Students' different reasons for doing part-time work mean their study is affected in different ways. It depends on why they are working part-time, how much work they do and what kind of work they do. Students who need to work part-time for financial reasons will often have study problems and get lower grades. However, this does not happen when students do part-time work that is related to their career objectives. A study in Russia suggested that for these students there is little negative impact on their studies (Yanbarisova 2015). The same study also suggested that when students do part-time work that is more intellectual, it can have a positive effect on their learning.

4 LANGUAGE FOCUS Topic sentences

a In paragraph 1 the main idea was *The costs of studying at university*. Read the paragraph again and answer the questions.

- Which sentence tells us what the paragraph is about?
- What information do the other sentences give?

b Most paragraphs have one sentence that tells us the main idea of the paragraph. This is called the *topic sentence*. Below are the main ideas for paragraphs 2 and 3. Find the topic sentences. The topic sentence is not always the first one.

Paragraph 2: Why some students work part-time

Paragraph 3: How part-time work affects students' study

c Read the paragraph below. Choose the best topic sentence to go at the beginning, 1 or 2.

- The increase in part-time work has meant less free time for students.
- The increase in students' part-time work has resulted in time management problems.

Students often have to make difficult decisions about how they organise their time while at university. In a survey done in the UK, many students said they needed to think very carefully about the balance between part-time work and study. If they work more, they have fewer money problems, but this can have a negative effect on their study. They also said they have less time for free-time activities and hobbies. This means they are always working and studying and never have time to relax.

d Write a topic sentence for this paragraph. Note: *they* refers to students.

First of all, they should think about the pay. If they can only work 10 to 15 hours a week, they need to earn as much as possible. Another point they need to consider is the location of the job. It should be near the place they live so they do not pay a lot of money in transport costs. Finally, the work hours are important because they need to be at times when students do not have lectures. It is often easy to find work as a shop assistant or a waiter, but often these jobs do not pay a lot of money, are far away and have unfriendly timetables. There are other jobs that pay more and are often more convenient. For example, a student can become a part-time social media assistant for a company. The pay is good, the job can be done at home and students can work when they want.

STUDY SKILLS: READING TOPIC SENTENCES

When you are reading, you can look for the topic sentence in a paragraph.

- If you only read topic sentences, will this give you a general or detailed understanding of the text?
- Will it mean that you read quickly or slowly?

5 WRITING

a Use the notes below to write a paragraph with a topic sentence. The paragraph reports on three universities and reasons why students failed. Use the past simple in your report.

Other reasons for poor academic results

- three universities in (country)
- different reasons for failing
- some students – study wrong subject – course work difficult – bad grade
- also – family / emotional problems – negative effect
- small number of students – not motivated – didn't keep up with course work – failed

b Read your partner's paragraph and topic sentence. Are they similar?

6 READING EXTENSION

a Read the newspaper article about part-time student work. Are these sentences true or false?

- 1 Students in the UK worry about not finding a job as soon as they finish studying.
- 2 Most students follow the suggestion of universities to work between 10 and 15 hours a week.
- 3 Miranda didn't have a lot of free time when she was studying at university.
- 4 Zach's experience of working part-time has been positive.
- 5 Thomas thinks that trying to have an active social life when you study is quite stressful.
- 6 The National Union of Students suggests that students shouldn't work too much.

b Read the article again and answer the questions.

- 1 What three points of view about part-time student work are given in the article?
- 2 What conclusion does it reach about the topic?
- 3 Do you agree with the conclusion?

The realities of balancing employment with your studies

The cost of some university degrees in the UK is £27,000 and that's just for the course fees. What's more, students know that having a degree doesn't mean that you will definitely get a job and start earning money after you finish studying. As a result, students feel that they have to have a part-time job when they study. But how well does it work to mix a part-time job as a shop assistant with studying for a degree?

A survey in 2014 found that 57% of students have a part-time job while they are at university. Nine out of ten of these people work as many as 20 hours per week. However, most universities suggest that students only do between 10 and 15 hours part-time work a week during an academic term.

Miranda Jones, who used to study English Literature and Film Studies, worked in a supermarket when she was studying. On average she worked between 15 and 20 hours per week.

She said: 'If I didn't work then I couldn't afford to live. My job paid for food and transport. My student loan was only enough for the rent on my flat. I really didn't have much of a social life – I was too busy studying or working or sleeping!'

Miranda believes her part-time work had a negative effect on her academic performance. She added: 'I think my grades would have been better if I hadn't worked. But I couldn't afford to study at university without my part-time job.'

Zach Fryer, a third year Psychology student, has a job with the Student Union at his university. He hasn't had any problems balancing his job with his studies.

He said: 'It has meant I can live more comfortably and I can afford a social life without worrying how much I'm spending. Working for the Student Union has also been a great way to meet people and make new friends.'



Zach also said that having a job with the Student Union made it possible for him to choose when he worked, and during busy times like the exam season, he could reduce his working hours.

Students at Oxford University aren't allowed to work part-time during term time unless there's a special reason. James Lutton, a second year History student at Oxford, believes this has a positive impact on students.

He said: 'If the university can make sure that everyone can afford to study full-time, then it means your study will be less stressful. It means you are free to really focus on your study and the experience of being at university as a whole. There's no problem getting behind in your study and you can have a social life as well.'

James added that Oxford has shorter, eight-week terms so this gives students the opportunity to work during the holidays.

It doesn't matter if you're talking about part-time work during term time or full-time work during the holidays, the economic reality for students is some extra income is essential. But how well does this work match academic study?

Research that was done by the National Union of Students showed that most people agreed there were positive benefits when students work part-time. However, it's important that students have a good work/study balance. The University of Ulster encourages students to look for work opportunities when they're studying. They often let students get extra study credits when they work in a part-time job.

If the aim of a degree is to prepare students for the working world, then perhaps more students would benefit from this kind of support.

Unit 6 Phobias

Psychology: Fear

Listening skills: Identifying points from a group discussion; Identifying turn-taking strategies

Speaking skills: Turn-taking in a discussion

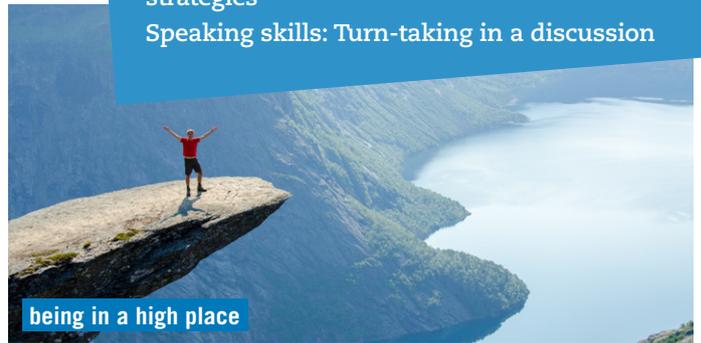
1 SPEAKING

a How do you feel about the things in the pictures?

- I have no problem with this
- I don't really like it but it doesn't bother me too much
- I don't like this at all

Do you know other people who don't like these things?

b Fear of things like these are *phobias*. What other things do people sometimes have phobias about? Make a list (use a dictionary to help).



2 LISTENING 1

a Look at the three definitions of a phobia. Which do you think is the best one?

A phobia is ...

- 1 a sudden fear which makes you unable to think normally.
- 2 a strong fear that something terrible will happen to you.
- 3 an irrational fear of something which is not really dangerous.

b 6.1 Listen to three students discussing a homework assignment on the question: *What is a phobia?*

- 1 Which definition in 2a do they give?
- 2 Andy and Lucy talk about types of phobia. Do they have ... ?
 - a the same answers
 - b different answers
- 3 Are agoraphobia and claustrophobia ... ?
 - a almost the same
 - b quite different.

c 6.1 Add the phrases below to the gaps in Andy's and Lucy's notes. Then listen again to check.

air travel crowded places speaking in public spiders

Andy: Kinds of phobia

- 1 things that you can avoid, e.g. ¹_____
- 2 things that are part of your normal life (you can't avoid them), e.g. being in crowds

Lucy: Phobias – main categories

- 1 simple phobias, about things, e.g. spiders, ²_____
- 2 social phobias, e.g. ³_____
- 3 agoraphobia = being in a place where you can't escape, e.g. open spaces, ⁴_____

d Look again at the phobias in your list in 1b. Which categories do you think they belong to?

3 PRONUNCIATION Connected speech

a 6.2 Listen to three short extracts from the recording.

- 1 Which words are stressed in each extract?
- 2 In which extract(s) do you hear these words or phrases?
 - a like if
 - b being
 - c isn't it
 - d about
 - e scared of

b 6.2 Listen again. What do you notice about the words and phrases in question 2 in 3a?

- 1 the speaker says them *quickly* / *slowly*
- 2 the vowel sounds are mainly *short* / *long*
- 3 you *can* / *can't* hear all the sounds
- 4 words *are clearly separate* / *often sound like one word*

c Here are some sentences you will hear in the next part of the recording. How do you think the speaker will say them? Which words do you think will be ... ?

- stressed
- said more quickly

- 1 So what about how common they are?
- 2 It turns out they're very common.
- 3 First of all you can't control the symptoms.

d 6.3 Listen and check how the speaker says them.

4 LISTENING 2

a Look at these sentences about phobias. Do you think they are true or false?

- 1 Millions of people suffer from phobias.
- 2 Men suffer from phobias more than women.
- 3 Phobias mainly affect older people.

b  **6.4** The students discuss these questions:

- How common are phobias?
- What are the symptoms of a phobia?

Listen and check your answers to 4a.

c  **6.4** Listen again. Which of these symptoms do they mention?

- 1 Your mouth feels dry.
- 2 It's difficult to breathe.
- 3 Your face goes white.
- 4 You start crying.
- 5 You know there's no reason to be afraid, but it doesn't help.
- 6 You feel hot and start sweating.
- 7 You want to run away, but you can't move.

d  **CRITICAL THINKING**
EXPLORING CAUSES AND REASONS

Here are three explanations for phobias. Which of them do you think ... ?

- are definitely true
- may be true but don't really explain phobias
- aren't true at all

1 'Many phobias make sense. For example, some spiders and snakes are dangerous. Flying in an airplane is unnatural and you can easily die. So phobias aren't irrational at all.'

2 'Phobias start with your parents. For example, if you see that your parents are afraid of spiders, you learn to be afraid of them too. Or if your parents tell you not to touch a spider, you will start to be afraid of it.'

3 'Phobias start when you are a child. For example, maybe you were locked in a cupboard when you were a child. You were very scared but later you forgot that it happened. But you still have a fear of dark places.'

5 LANGUAGE FOCUS

Sharing ideas – taking turns

a Look at the expressions in the box. Which expressions mean ... ?

- 1 I want to speak – it's my turn.
- 2 Wait, I'm thinking.
- 3 You can speak now – it's your turn.

What did you have? Shall I talk about that?
Go on, then. Just a minute, I'll tell you.
Go ahead. Can I say what I've got?

b Add one expression from the box in 5a in each gap. More than one answer may be possible.

- 1 **ANDY** OK, so let's start with the definition then. _____
MIRA Well I found the basic definition.
- 2 **LUCY** And then there's a third category which is – um, _____ ... Oh yeah, agoraphobia.
- 3 **ANDY** So what about how common they are? _____
LUCY _____
ANDY OK, well, in fact it turns out they're very common.
- 4 **LUCY** OK, sounds good. Let's talk about the symptoms ...
MIRA _____
LUCY OK. Well, first of all you can't control the symptoms ...

c  **6.5** Listen and check what the people said. Would more than one answer be possible?

d  Practise these conversations. Use expressions from 5a for the parts in italics.

- 1 **A** OK, let's talk about fear of spiders. (*Ask B to speak.*)
B (*Ask A to wait – you need to look at your notes.*)
- 2 **A** OK, let's do question 3, about symptoms. (*You want to answer.*)
B (*Let A answer.*)
- 3 **A** OK, the next question – What is claustrophobia?
B (*You want to answer.*)
A (*Let B answer.*)

e  Have the conversations again. This time, change roles and add one more line to the conversation.

STUDY SKILLS: SHARING IDEAS

In the discussion in 4b, the students share ideas and take turns to speak. Why is it a good idea to give everyone a chance to speak in a discussion? Choose the **most important** reason.

- a It means everyone is involved
- b It makes a good atmosphere in the class
- c You can learn from other people
- d You don't have to do so much work
- e It helps the weaker students

6 SPEAKING

a  Work in groups of three. You are going to have a discussion about phobias, answering these questions:

- 1 What is the definition of a phobia?
- 2 How common are phobias?
- 3 What are the symptoms of a phobia?
- 4 What common phobias are there?

b Prepare for the discussion and make a few notes.

- Student A: Prepare answers to questions 1, 2 and 4.
- Student B: Prepare answers to questions 1, 3 and 4.
- Student C: Prepare answers to questions 2, 3 and 4.

c  Share your answers to the questions and make sure you all take turns to speak. Use expressions from 5a.

Sociology: Technology and children's play

Reading skills: Distinguishing main points and supporting detail; Identifying cohesion / reference markers

Writing skills: Adding description / explanation to main ideas; Using substitution and reference for cohesion

Unit 7 Computer games

1 SPEAKING

a  Did you play video or computer games when you were a child?

If so ...

- what kind of games did you play?
- did you play mainly with friends or alone?

If not, why didn't you play them?

- because your parents didn't allow it
- because you didn't like them
- another reason

b  Which opinion do you agree with? Why?

- 1 Parents should let children play computer games whenever they like.
- 2 Parents should let children play computer games but they should control what they play.
- 3 Parents should only let children play computer games for a short time every day.

3 READING

Computer games as tools for play and social interaction

Most children enjoy playing computer games. However, parents often worry that if their children play computer games they will interact less with friends. Many people see this as a greater problem with boys than with girls. This is because boys often seem to enjoy games with non-stop high-speed action on the screen. The games in this category, which have been on the market for over 35 years, seem simple and repetitive, and many adults notice the violent elements in many of them. However, computer games are, after all, still games, and should be compared with other games. For example, look at table tennis. It is fast moving and repetitive, but very few people play it simply to win or to beat others. People play because it is a fun way to spend time together. In other words, it is all about play. If you watch a group of children playing a computer game, you will see that their interaction and behaviour are not all that different from those you will see around other games. The group closely follows the game and comments on its development and the performance of the player(s).

Children sometimes play computer games on their own – in the same way as they watch TV and read books on their own – as children often use media to pass the time when they are bored, just like adults. But there are very few children who would rather play computer games, watch TV or read books than spend time together with their friends and playmates. For children today, it is not a question of 'either ... or ...'. Using media does not necessarily mean choosing to ignore friends – quite the opposite, in fact.

When children play computer games it is typical for them to do so in a group, and unless the surrounding environment prevents it, this group will consist of children of different ages – as is often the case in computer clubs. One reason these games are popular is that interest in them brings together different age groups. In this context, young children have the opportunity to have conversations with older children.

2 VOCABULARY

a Here are some words (1–7) from the reading text. Match them with the meanings a–g.

- | | |
|---|--|
| 1 <input type="checkbox"/> Many computer games are repetitive . | a communicate or talk together |
| 2 <input type="checkbox"/> Some computer games are violent . | b choose not to notice someone |
| 3 <input type="checkbox"/> Children usually interact with each other when they play. | c radio, TV, films, the internet, ... |
| 4 <input type="checkbox"/> I said 'Hello' but she ignored me. | d something that exists or which you can see |
| 5 <input type="checkbox"/> I get all my news from electronic media . | e connected with how you think |
| 6 <input type="checkbox"/> There are big cognitive differences between children of different ages. | f you do the same thing again and again |
| 7 <input type="checkbox"/> Playing computer games is quite a recent phenomenon . | g may include killing or hurting people |

It is interesting that the age aspect is not only based on cognitive differences between the children. Young children can play very complicated computer games that were originally designed for much older children and so should be above their level. However, as the children consider it important to be part of the group, they develop the skills and knowledge necessary. Similarly, games intended for their own age group are often considered 'childish' and therefore of little or no interest.

The phenomenon of 'the group around the computer' also occurs with other media. Children often get together after school to watch online videos. They go to the cinema together, or they use TV series as the basis for games or as subject matter for conversations and social interaction.

These activities do not prevent contact with other children; they are integrated into children's games and social interaction. As we have seen, the media often become the 'tools' for games and are important for generating play situations.



a Read the article on page 1 and look at the sentences below. Which three sentences are main points in the article?

- 1 Children play computer games and other games in a similar way.
- 2 Most children find computer games more interesting than table tennis.
- 3 Playing computer games gives children a chance to learn from older children.
- 4 Many computer games aren't suitable for younger children.
- 5 Using media doesn't stop children playing and interacting together.

b Read the article again and underline the best answers.

- 1 Some parents don't like boys' computer games because they're often *boring / violent*.
- 2 Most children play table tennis *to win and score points / to have a good time together*.
- 3 Most children prefer to play computer games *alone / with friends*.
- 4 Children of different ages *often / rarely* play computer games together.
- 5 Younger children usually find complicated computer games *too difficult / interesting and fun*.
- 6 Computer games are like other kinds of media because they give children opportunities for *competition / being together*.

c Skills focus Main points and supporting details

Look at these sentences from the beginning of the article.

- 1 Boys often seem to enjoy action games with non-stop high-speed action on the screen.
- 2 The games in this category, which have been on the market for more than 20 years, seem simple and repetitive.

Which sentence ... ?

- a makes the main point about what games boys play
- b adds to the main point and gives more information

d Here are some more examples. Without looking at the article, match the main points (1–5) and the supporting details (a–e). Then check in the text.

- 1 Computer games are, after all, still games, and should be compared with other games.
 - 2 When children play computer games it is typical for them to do so in a group.
 - 3 It is worth noting that the age aspect is not only based on cognitive differences between the children.
 - 4 If you watch a group of children playing a computer game, you will see that their interaction and behaviour are not all that different from those you will see around other games.
 - 5 The phenomenon of 'the group around the computer' is also to be found centred around other media.
- a Children often get together after school to watch online videos.
 - b For example, look at table tennis. It is fast moving and repetitive, but very few people play it simply to win or to beat others.
 - c This group will consist of children of different ages – as is often the case in computer clubs or internet cafés.
 - d The group closely follows the game and comments on its development and the performance of the player(s).
 - e Young children can play very complicated computer games that were originally designed for much older children.

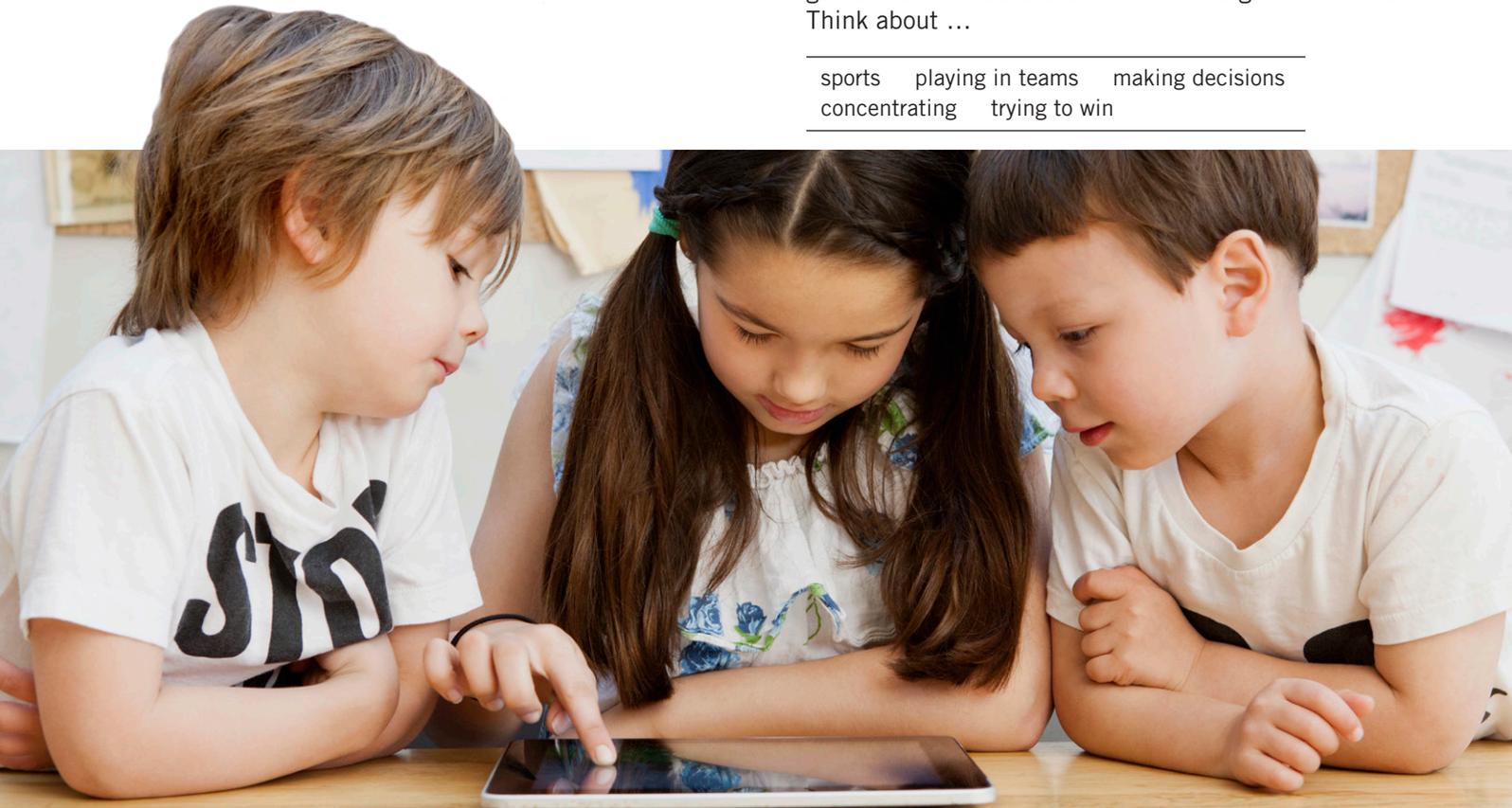
e Which sentences a–e ... ?

- 1 help to explain the main point (x 2)
- 2 give an example to support the main point (x 2)
- 3 add an extra detail or more information (x 1)

f  **CRITICAL THINKING**
GOING BEYOND THE TEXT

Do you think the skills children learn in computer games can also be useful for other things in their lives? Think about ...

sports playing in teams making decisions
concentrating trying to win



4 LANGUAGE FOCUS

Referencing with *this* and *these*

- a** Look at the sentences from the article and discuss the questions.
- A Parents often worry that if their children play computer games they will interact less with friends. Many people see **this** as a greater problem with boys than with girls.
- B Boys often seem to enjoy action games with non-stop high-speed action on the screen. The games in **this category** seem simple and repetitive.
- C When children play computer games it is typical for them to do so in a group. One reason **these games** are popular is that interest in them brings together children of different ages.
- 1 What is the difference between *this* and *these*?
 - 2 Do the words in **bold** refer ... ?
 - a back to an earlier idea
 - b forward to the next idea
 - 3 What do the words in **bold** in A–C refer to? Choose from the list below.
 - a games
 - b computer games
 - c action games
 - d repetitive games
 - e children playing games
 - f children playing computer games instead of interacting with friends
- b** Find one more example in the article of ...
- 1 the word *this* on its own
 - 2 a phrase with *this* + noun
 - 3 a phrase with *these* + noun

What do they refer to?

- c** Add *this* or *these* and a word from the box in each gap. Then answer the question below.

activities age pictures problem

- 1 Many of today's children have almost no contact with nature. One solution to _____ is to arrange school trips to the countryside.
- 2 After-school clubs provide opportunities for children to play sports and to make things. _____ help children to learn how to work together in a team.
- 3 Many children start school when they are five or six. At _____, children learn best through playing games.
- 4 Most children use phones to take selfies and they can instantly share _____ with their friends.

In which sentence could you also use the word *this* on its own?

5 WRITING

- a** Read the outline of a paragraph about children and technology. The main ideas are given, and the supporting details (in brackets) are in note form.

- Children today are part of a digital generation. (surrounded by technology – internet, mobile phones, tablets, computers)
- For some parents this can be a problem. (children understand new technology – better than parents – hard to control)
- Some parents believe that using technology stops children learning other skills. (research: young children – 50% can use a smartphone – 20% can ride a bike)
- However, technology can also help children to learn skills and grow up faster. (leave school – better skills in technology than parents)
- Parents need to make sure their children are using technology sensibly, but this doesn't always happen. (interview with primary schoolchildren: 15% – parents never check; over 30% – internet in bedroom)

- b**  Work in pairs.

- 1 Decide how you could expand the notes to make sentences.
- 2 Together, write the complete paragraph. Include the main ideas and supporting details, and add any further ideas you like.

- c** Compare your paragraph with another pair. How are they the same? How are they different?

STUDY SKILLS: EXPANDING NOTES

When you expand notes into sentences, what kind of words do you need to add? Choose from this list.

- nouns and verbs
- words like *is, are, will, was*
- words like *the, a, their*
- pronouns
- linking words like *but, and, so, because*
- adjectives

6 READING EXTENSION

a Choose the question which gives the best summary of the article.

- 1 Should toddlers play with tablets?
- 2 How does technology affect children's development?
- 3 How quickly do young children learn to use technology?

b The article refers to two different sources:

- The American Academy of Pediatrics (AAP)
- Emma Asprey (EA)

Which source would agree with these opinions? Write *AAP* or *EA*.

- 1 Children can use technology and also interact with people – it's not a problem. _____
- 2 Children who use technology interact less with other people. _____
- 3 We should teach children how to use technology in a positive way. _____
- 4 Technology can help children develop important skills. _____
- 5 Using digital devices can be harmful for young children. _____

c Think about these questions.

- 1 Which of the two sources do you think the writer agrees with more?
- 2 Which do you agree with?

How young is too young for technology?

Is there really a problem with toddlers playing with tablets? After all, if books really are becoming old-fashioned in the classroom, surely younger children should start with technology as early as possible?

Recent research has shown that, by the time they start school, 70 per cent of children can already use a laptop, tablet or smart phone. And another survey showed that 47 per cent of parents think it's important for a child to be familiar with technology before school, while 17 per cent of children under three actually own their own smart phone or tablet.

So is this a problem? Some experts believe it is. The American Academy of Pediatrics, for example, says that children under 2 should not be given digital devices to play with and that pre-school children should not watch television or use digital devices for more than two hours a day. One reason for this is that 80% of brain development takes place between the ages of nought to three. If children of that age spend too much time using technology instead of playing with other children, it could affect their behaviour and make it harder to interact with other people or express feelings when they grow up.

But Emma Asprey, Senior Lecturer at Bath Spa University in England, doesn't agree with this view. She believes that technology doesn't always have a negative effect on children's communication skills – in fact it can add to the many ways in which children naturally communicate.

She also believes that as children reach secondary school age they need to know how to use the internet to find information accurately; they also need to know how to use social networks for learning rather than simply for chatting to friends. Technology, if it is used in the right way, can help learners to be more independent and can encourage them to find out things for themselves.

Children who have grown up with this technology from a young age will be in a better position to make use of technological skills. However, this needs to be balanced with reading, writing, playing with real toys and playing outdoors.

One thing seems certain – young children learn to use new technology very quickly and soon become confident in using it.

Tablets in particular are perfect for very young children because they don't need to learn to use a keyboard or mouse. So instead of discouraging it, it may be better to see this as an opportunity for learning in the same way as the books, toys and games that children have always grown up with.



Unit 8 Selling music

Music studies: How music is distributed

Listening skills: Listening to check predictions;
Identifying unclear points

Speaking skills: Checking and clarifying



1 SPEAKING

a Ask your partner these questions.

- 1 How do you listen to music? Do you ... ?
 - buy CDs, cassettes or vinyl records
 - stream music
 - buy and download music
 - watch music online or on TV
 - listen to music on the radio
- 2 How much money do you think you spend on music every month?
- 3 Think about yourself five years ago. How has the way you buy and listen to music changed?

2 LISTENING 1

a **Skills focus** Predicting what you will hear

You will hear five extracts from Marcus's presentation.

8.1 Listen to Part 1. Marcus is going to talk about music and digital media. What things will he talk about?

b In Parts 2 and 3, Marcus says the words and phrases in the boxes. What do you think he will say?

Part 2

2003	Myspace	upload	share	big names
------	---------	--------	-------	-----------

Part 3

unknown musician	digital distributor
Amazon and Spotify	audience

8.2 Listen to Parts 2 and 3 and check your ideas.

c In Part 4, Marcus says online distribution is better for music fans than it is for musicians. Why do you think that is?

8.3 Listen to Part 4 and check your answer.

d Think about the topic of the presentation. What do you think Marcus's conclusion will be?

8.4 Listen and check.

STUDY SKILLS: PREDICTING AND GUESSING

When we start listening to a talk or lecture, you can often guess some of what the speaker will say.

- 1 Why is it useful to try to do this?
- 2 How can you use these things to help you predict?
 - the title of the talk
 - the speaker's introduction
 - presentation slides

3 LISTENING 2

a After the presentation, the other students ask these three questions.

- 1 Is Spotify a distributor?
- 2 How much does Spotify pay the artist when their music is played?
- 3 Has music got better, or is there just more of it?

What do you think Marcus's answers will be?

b **8.5** Listen and check.

c **CRITICAL THINKING**
MATCHING WHAT YOU HEAR WITH YOUR OWN OPINION

Discuss Marcus's answer to question 3.

- 1 Does he seem to have a clear opinion?
- 2 Do you agree with his answers? What would your answers be?

4 LANGUAGE FOCUS

Clarifying and asking questions

a **8.6** Listen to the students' comments and questions again. Add one word to each expression.

AMANDA

- 1 **You** _____ digital distributors have contacts with companies like Spotify.
- 2 **I don't quite** _____ **that**.

PAULA

- 3 **I was** _____ ... How much does Spotify pay the artist?
- 4 **Do you** _____ **anything about that?**

CARLA

- 5 **You** _____ that there are now thousands of people putting music online.
- 6 **What do you** _____ **about that?**

b Which of the expressions in bold can you use ... ?

- a to talk about something the speaker said (x2)
- b to ask for an opinion or more information (x2)
- c to show you don't understand (x1)
- d to introduce a question (x1)

c Here are some more students' questions. Add a suitable expression from 4a in each gap. More than one answer may be possible.

- 1 I _____ – how are online distributors different from companies like Sony? _____ that?
- 2 You _____ Lily Allen used MySpace. Do you know of any other artists who used it?
- 3 You _____ musicians use digital distributors. How do they use them exactly? I _____.
- 4 You _____ most musicians don't make money. I _____ – what _____? Do you think that's fair?

d Read out your questions to other students. Did you use the same expressions?

5 PRONUNCIATION Unstressed words

a **8.7** Listen again to expressions 3, 4 and 6 in 4a.

- 1 Which words have the main stress?
- 2 Are the words in the box ... ?
a stressed b not stressed

I was do you about

- 3 How does the speaker say the words?
a slowly and with long sounds
b quickly and with short sounds

b Practise saying the expressions quietly to yourself. Then say them aloud to your partner.

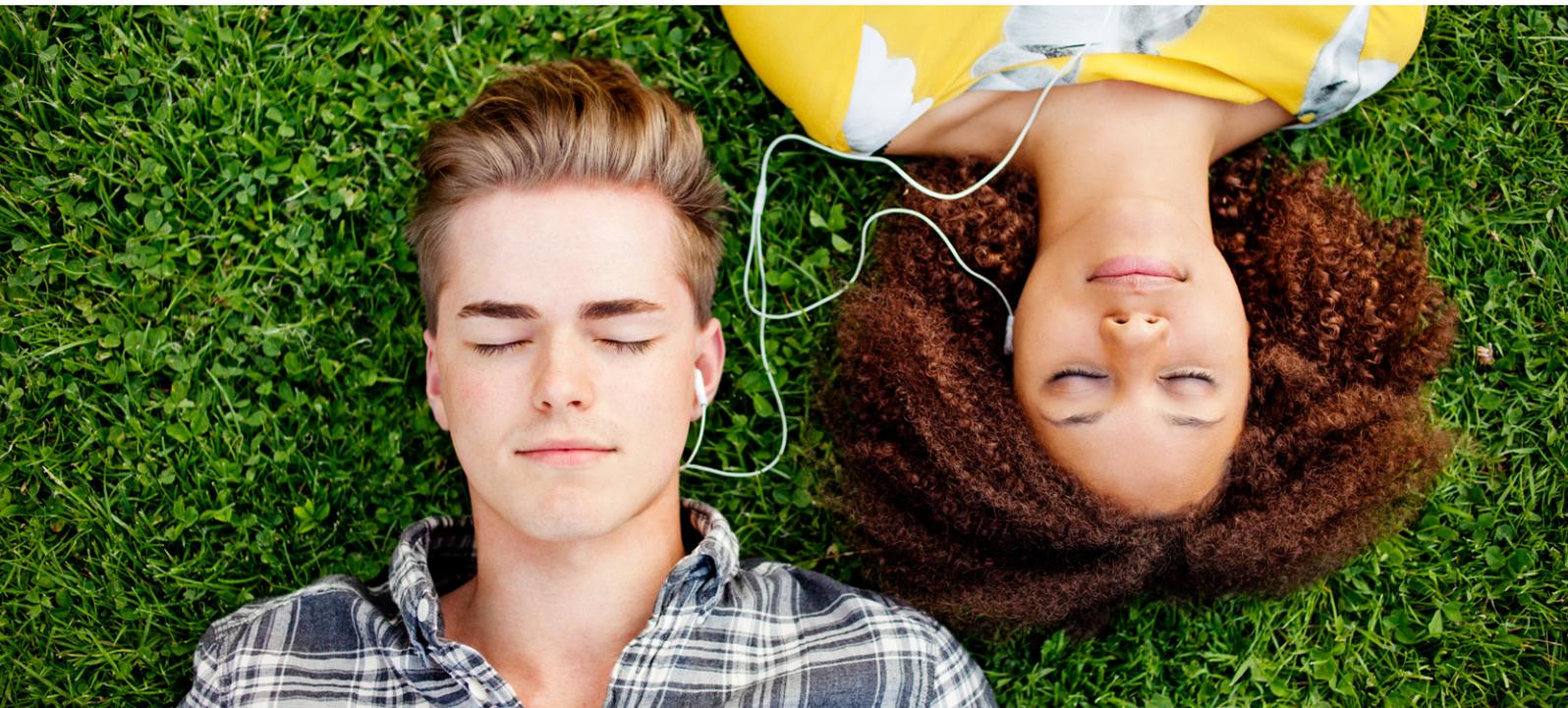
6 SPEAKING

a Prepare a short talk (about 1–2 minutes) based on the questions you discussed in 1a. Choose two or three of these topics and make a few notes:

- What kind of music do you listen to and what music do/don't you like?
- How do you listen to music (CDs, vinyl records, streaming, etc.)?
- When do you listen to music?
- How much money do you spend on music?
- Have your music listening habits changed in the last five years?

b Work in groups of four or five. Take it in turns to give your talk.

- 1 Speaker: Give your talk.
- 2 Listeners: After the talk, each prepare one question to ask the speaker. Use expressions from 4a.
- 3 Listeners: Ask your questions.
Speaker: Try to answer the listeners' questions.



Unit 9 Bilingualism

Applied linguistics: Bilingual education

Listening skills: Listening for main and supporting ideas

Speaking skills: Making main points

1 SPEAKING

a  Tell each other about a language that you don't know at all, but would like to learn. What's the language? Why would you like to learn it?

b  Read the definition of *bilingual education programmes* and discuss the questions.

bilingual education programmes mean that high school students study subjects like history, mathematics and science in their mother tongue and a foreign language.

- 1 Was there a bilingual education programme at your high school?
- 2 If there was, what did you think of studying in this way? If there wasn't, would you have liked to study in a bilingual programme? Why / Why not?
- 3 What are the benefits of being bilingual? Talk about the following things:
 - university study
 - work
 - social opportunities
 - travel
 - developing special skills



2 LISTENING

a  You will hear a podcast discussion with two experts on bilingual education: Jennifer May and Bruno Monti. They talk about topics 1–7 below. Who talks about each topic? Listen and put *J* or *B* beside each topic.

- 1 It's easier to communicate with people from other countries in the modern world. _____
- 2 Bilingual people are better at cultural communication. _____
- 3 Bilingual people are more self-confident. _____
- 4 Bilingual people have a greater interest in communicating with other people. _____
- 5 Bilingual people are good at finding answers to problems. _____
- 6 Bilingual people are able to remember new ideas. _____
- 7 Old bilingual people have fewer problems with memory. _____

b Match points a–g with the topics in 2a.

- a They can understand people from different backgrounds. _____
- b They have met the challenge of learning a second language. _____
- c IT and travel make it possible to get in touch with people who speak other languages. _____
- d It's something they can do in two languages so they can do it well. _____
- e They are very open and look for communication opportunities. _____
- f They can use new information and it helps with learning. _____
- g This can help society save money. _____

c  Listen and check your answers.

d  **CRITICAL THINKING**
DISTINGUISHING BETWEEN DIFFERENT KINDS OF INFORMATION

Discuss the questions.

- 1 What is the difference between the information in the sentences in 2a and the sentences in 2b?
- 2 How do they relate to each other?
- 3 In the discussion, the information is spoken language. Can we organise information in a similar way in academic writing?

3 LANGUAGE FOCUS Making main points



a In each example, underline two words that show the idea is a main point in the discussion. The first one is done for you

- 1 Yes, of course the major benefit of bilingualism and the most obvious one is you can communicate with people who speak more than one language.
- 2 And that's a very great advantage in the modern world in a number of different ways.
- 3 I think that's a very important point, you can understand other cultures better
- 4 Yes, I think another key point here is self-confidence, actually.
- 5 I'm not sure why that is, but of course it's a big advantage.
- 6 Research shows that bilinguals are less likely to suffer from dementia in old age, so that's a long-term benefit, if you like.
- 7 So you could say that bilingual education provides a huge benefit for society in the long term.

b When we want to introduce important ideas in a discussion or presentation, we often use phrases with *adjective + noun*. For example:



In the table there are different adjectives. One is not correct for the noun. Which one do you think it is? Put a cross (X) next to it.

adjectives	noun
1 central key large important	point
2 important certain significant major	advantage
3 high significant huge enormous	benefit

c Notice three different ways of using these expressions. The same word can go in the gap in each sentence. What is the word?

- 1 A key point is ____ bilingual people are often very creative.
- 2 Bilingual people are often very creative, so ____ is a significant benefit.
- 3 The fact ____ bilingual people are often very creative is a major advantage.

d Put the phrases in the correct order to make a sentence.

- 1 helps young people learn / a central / a good working memory / point is that
- 2 huge benefit / helps business is a / that bilingual education / the fact
- 3 in young people / important advantage / bilingual education / so that's an / builds self-confidence
- 4 the key point is / young people huge / bilingualism gives / opportunities in life
- 5 are usually better / speak two languages / cultures, so that's / people who / a significant benefit / at understanding other

STUDY SKILLS: UNDERSTANDING LECTURES AND PRESENTATIONS

The expressions in 3a are often used in academic discussions, presentations and lectures. How can they help you to understand?

4 PRONUNCIATION Stress

a 9.2 Listen to the sentences in 3a and look at the two words you underlined. Are both words stressed? Is one stressed more strongly than the other?

b Which of the rules about these words are true or false?

- 1 We often stress both the adjective and the noun.
- 2 The stress on the adjective is always weaker.
- 3 If we stress the adjective more, it emphasises the main point a bit more strongly.
- 4 If we stress the noun more, it shows we are less sure the information is a main point.
- 5 We can also stress adverbs like *very* that come before adjectives.

c 9.3 In these examples, the bold adjective is stressed more strongly. Underline the syllable of the adjective that is stressed.

- 1 The **central** point of his presentation was that learning a second language when you are young is easier.
- 2 Learning a second language also makes learning a third language easier, that's an **important** advantage.
- 3 A **significant** benefit of knowing two languages is that it can help you get a better job.
- 4 Living in a bilingual society is a **major** advantage is you want to learn another language.
- 5 An **enormous** benefit of knowing a second language is that it opens up a new world for you.

5 SPEAKING



a Choose one of the topics to talk about.

- The benefits of learning your first language
- The advantages of being able to speak English well
- The value of technology for second language learning
- The usefulness of independent study when you are learning a second language

b Make notes on your topic. Think of three main points and an explanation or example that supports the point. Use the table below.

Main point	Explanation / Example
learning German is an interesting cultural experience	you can read important literature in the original version

c Tell your partner about your topic. Use the expressions in 3a to make the important points clear. When you listen to your partner, note down the important points.

d What is an extra point that you can add to the ones your partner talked about?

3 READING

a Read the student essay on page 1 about automated self-service in the retail industry. One of the five main points below is **not** in the essay. Read the essay quickly and find the point that is not included.

- 1 More automated self-service will mean change for customers and employees.
- 2 Automated self-service means fewer shop assistants and this makes prices cheaper.
- 3 Employees wages have dropped since self-service machines were introduced.
- 4 Shop assistants play a useful role in the retail industry.
- 5 Both machines and real shop assistants are necessary to make the retail industry successful.

b Read paragraphs 1–3 again. Underline evidence (some facts or research) that supports the main idea in each paragraph.

c Read paragraph 4 again.

- 1 What are positive points about self-service machines?
- 2 What are positive points about shop assistants?

d  **CRITICAL THINKING**
PREDICTING PROBLEMS

In paragraph 3, there is an example of a problem with having more automated self-service. What are other possible problems? Think about:

- customers' ability to use machines
- shop security
- problems with the machines

4 LANGUAGE FOCUS

Reporting facts and opinions

a Notice the expressions in bold in the text. Why does the writer use them? Choose the best answer.

- 1 to introduce her own opinions about the topic
- 2 to introduce information and points of view she has read about
- 3 to compare facts and opinions she has read about

b Sort the expressions into two groups.

Group A: subject & verb	Group B: phrases with no verb
1) A recent government report in the US has suggested ...	2) According to ...

c Answer the questions.

- 1 Which expressions introduce some kind of research?
- 2 Which introduce what other people think?
- 3 Why is the present perfect used in two of the expressions?

d Complete the paragraph with words and expressions from the box. When you use a verb, think about the correct tense. More than one answer is possible for some gaps.

suggest according to in the opinion of
show believe

One of the unexpected results of automated self-service is an increase in stealing from shops. A survey of British supermarkets ¹ _____ that 1.6 billion pounds of products were stolen in a year. They ² _____ that most of this stealing was done by people using self-service checkouts. ³ _____ police, there are more stolen products that are being sold online and they ⁴ _____ it is becoming easier for people to steal things from supermarkets and department stores because of self service. ⁵ _____ the retailers' association, shop owners and managers need to remember that shop assistants are often very good at noticing if a customer is stealing.

5 WRITING

a Plan an introduction to an essay on automated call centres. Use the notes below. Put them in a logical order. The first point is number 4 and the last one is number 2.

- 1 can use chatbots – get suggestions for product and order
- 2 automated call centres – people who work in call centres lose jobs
- 3 recent research – large number of calls to bank – lost cards or forgotten PIN numbers
- 4 many people phone call centres about very simple questions
- 5 experts – chatbots – the future
- 6 now technology can deal with these simple enquiries – companies don't need many call centre operators
- 7 chatbots = voice robots – answer text messages

b Work alone. Write the introduction. Use some of the expressions from 4b.

c  Work in pairs and compare your introductions. How similar are they?



6 READING EXTENSION

a Read an online magazine article about automation in the retail industry. Choose the correct words to complete the sentences.

- 1 In the baker's shop, cakes and bread are made by *bakers / machines*
- 2 In the electrical shop, *a robot is / the shop assistants are* showing customers a new product.
- 3 *People who study retail / Shop assistants* believe millions of employees will lose their jobs in the future.
- 4 *Governments / Retailers* know that personal contact with customers is always useful.
- 5 It *will / won't* always be difficult to have self-service checkouts when you buy a lot of things.
- 6 *Robots / Shop assistants* are the most efficient way of replacing products that have been sold.

b Read again and answer the questions.

- 1 Have you experienced either of the two examples described at the beginning of the article?
- 2 This article talks mostly about the UK. Is the situation the same in your country?
- 3 What new way of paying is talked about in the article?
- 4 What do you think is the future of the retail industry in your country?

AUTOMATION IN RETAIL: WHAT DOES THE FUTURE LOOK LIKE?

In a busy baker's shop in south east London, a customer is trying to decide between a piece of cake or a doughnut. These products weren't made by bakers – they were made by machines. Also, there is only one employee in the shop, but there are four checkouts. Once the customer has decided what she wants, she can scan the product herself and enjoy her cake or doughnut.

In an electrical shop in France, a robot is in the middle of a demonstration of the latest products from Samsung. Next to him are two sales assistants who are making sure that the robot is working properly. In a couple of years, maybe only one sales assistant will be required to keep an eye on the robot.

These are two examples of the effect that automation is having on the retail industry. Industry experts believe that very soon huge numbers of employees will lose their jobs as technology replaces them. In the next 20 years, as many as 2.1 million jobs could disappear from UK shops.

While governments increase the amount of minimum wages in different countries, retailers are trying to save money by cutting the number of staff they employ. Technology is helping them do this. However, they also realise that human contact is important in retail. This means they are unsure what the future of their industry will look like.

Some retailers suggest that there will always be a need for cashiers and shop assistants. Take the example of supermarkets. Self-service checkouts work well when you buy a small number of products. However, if you are buying food for a whole week, it is much easier to go to a cashier to pay for your shopping. Cashiers are often much faster at scanning products.

But there are new technological advances that could make even more changes. RFID stand for 'radio-frequency identification'. Each product will have an RFID label. This only needs to be pushed near a sensor – it doesn't need to be scanned. RFID can add up a week of food shopping in two or three seconds. It's very fast and efficient.

It is in the back of shops – the place a customer never sees – that technology is most useful. Robots can be used to check how many products are left and send an immediate request for replacements which are put on the shop shelves for customers. They can do all this in seconds.

Will robots and machines replace humans in retail? No-one wants to make a prediction, but for those people who work in this industry the future is not looking very safe.



Unit 11 Coffee

Biology/Environmental studies: Recycling coffee grounds

Listening skills: Listening for main ideas and details; Recognising problem-solution patterns

Speaking skills: Providing supporting detail in presentations

1 SPEAKING

a Discuss the questions.

- How much coffee do you drink each day?
- What kind of coffee do you like to drink? For example, instant, espresso, cappuccino.
OR
Why don't you like drinking coffee?
- Why do you think American-style coffee bars are popular? What do you think about them?

2 VOCABULARY Compound words and phrases

a Add words from the box to 1–7 to make new words or phrases.

fuel fill operation grounds
waste resource beans

- | | |
|---|---|
| 1 <input type="checkbox"/> coffee _____ | 5 <input type="checkbox"/> bio _____ |
| 2 <input type="checkbox"/> chemical _____ | 6 <input type="checkbox"/> natural _____ |
| 3 <input type="checkbox"/> soya _____ | 7 <input type="checkbox"/> commercial _____ |
| 4 <input type="checkbox"/> land _____ | |

b Match the words and phrases in 2a with definitions a–g.

- the place where the rubbish of a town or city is put in the ground
- small beans with a light colour – used to make different foods and drinks, for example, milk or yogurt
- the coffee that is left after making espresso coffee
- something from nature that is useful or valuable
- chemicals that are not useful and are like a kind of rubbish – bad for the environment
- an activity that can become a business and make a profit
- fuel that is made from living things and doesn't hurt the environment



c Complete the gaps with the words or phrases from 2a.

- I can't drink cow's milk so I put milk made from _____ in my coffee.
- In my part of the country there's a lot of wind so we use it as a _____ to create electricity.
- When people throw away old medicine it can create _____ that is bad for the environment.
- I drink a lot of coffee and keep the _____ to put on the garden – they're good for plants!
- They started by making pasta sauce and selling it at a local market. It was very popular and now their business is a large _____ that earns over a million pounds a year.
- The city doesn't recycle glass or plastic – they just put all the rubbish in a _____ site.
- It seems crazy to think you can drive a car using plants, but _____ is becoming more commonly used.



3 LISTENING

a You will hear Sonia give a short presentation on coffee. She talks about three main problems:

- using coffee grounds
- the oil in coffee
- producing biofuels

1.1 Listen and make notes about each problem.

b 1.1 Listen again. Sonia talks about the points below. Listen for more detail and add information to the notes.

- Gardens: coffee grounds good _____
- Engineers at Lancaster University: discovered new process to get oil from coffee grounds – faster _____
- Oil from coffee can be used for _____
- Landfills in the UK: _____ tonnes of coffee grounds / year
- Benefits of coffee biofuel: natural resources not used; low _____; no need to _____

c CRITICAL THINKING ANALYSING PATTERNS / PROBLEM-SOLUTION

Use the information from 3a and 3b to complete this summary of Sonia's presentation.

Main problem: _____

Solution: _____

Evaluation of solution: _____



4 PRONUNCIATION Listening for small words

a Read the excerpt from the presentation. The words *the* and *that(s)* are left out. Can you predict where they go?
When you think about all coffee people drink around the world, do you ever stop to think about what happens to coffee left over – what we call coffee grounds?

b 11.2 Listen and check your predictions.

c In the excerpt below *the* and *a* are left out. Predict where they go.

You see, coffee grounds contain little bit of oil, but normally it's quite complicated process to get oil out of coffee.

d 11.3 Listen and check your answers.

e Match the missing words from 4a and 4c with the grammar terms.

- | | |
|-----------------------------------|----------------------|
| 1 <input type="checkbox"/> the | a indefinite article |
| 2 <input type="checkbox"/> that's | b definite article |
| 3 <input type="checkbox"/> a | c relative pronoun |

f Answer the questions.

- Is the pronunciation of these words in continuous speech usually weak or strong?
- Do you need to understand these words to understand what someone is saying?

5 LANGUAGE FOCUS Adding information

a Read the examples from the presentation. Complete the sentences with the words and expressions in the box.

in addition what's more also and as well as that

- The coffee grounds need to be cooked at about 60 degrees for one or two hours and you need to add some chemicals to get the process started. _____, this means you get some chemical waste at the end of the process.
- So this process is faster _____ it uses far less energy, which of course makes it much less expensive.
- So producing biofuel from coffee grounds means using fewer natural resources. _____, it's a very low energy way of producing fuel. It _____ means we don't need to put more rubbish in landfills.

b 11.4 Listen and check your answers.

b Why do we use these words and expressions? Choose the best answer.

- To compare the next idea with the one before
- To make an extra point about an idea
- To introduce the result of an idea that has been presented

c Answer the questions.

- Which two expressions can be used in the same way?
- In example 2, is it possible to take away 'as well as that'? Why do we use this expression?
- In the second example in number 3, can 'also' go in a different place in the sentence?

d Cover 5a and 5c. Complete the Fact box below with the correct word(s).

Fact box:

Coffee drinking in the UK

- In the UK, people are drinking more coffee and as _____ they are drinking less instant coffee and more better quality coffee.
- Coffee shops have become very popular places for people to meet friends for a coffee. _____ more, people who go to these shops often buy good quality coffee beans to make their own special coffees at home.
- In the UK, younger people think that coffee is a cool drink. They _____ think that tea, the traditional English drink, is a bit old-fashioned.
- People drink their coffee in many different ways and they prefer an espresso or a cappuccino to instant coffee. In _____, they are changing their tea drinking habits because people are drinking more green tea or herbal tea and not the usual black tea.



e Think about people's drinking habits in your country. How have they changed? Write one or two sentences. Use an expression from 5a. Share your sentence(s) with other students.

6 SPEAKING

a Choose one of the topics below that you know something about. You will give a short presentation to another student about this topic.

- Changes to food habits in your country
- A new process or invention that is good for the environment
- A new way to help people get fit
- A new discovery or research that helps people with health problems

b Think of three main points about your topic. For each main point think of an extra idea that adds interesting or useful information. Use the table to make notes.

Point	Main idea	Extra idea
1		
2		
3		

STUDY SKILLS: PLANNING PRESENTATIONS

You can use something similar to the table above when you plan presentations. How will it help you?

c Work in pairs. Give your short presentations to each other.

- use words and phrases from 5a
- listen to your partner, make notes on the main and extra ideas they give during the presentation
- read out your notes and check with your partner that you understood the main ideas.

Unit 12 Leaving home

1 SPEAKING



a Discuss the questions.

- Where do you live?
 - at home with your parents
 - in a flat (alone or shared with other people)
 - in student accommodation
 - in someone else's home
- In your country, is this the same for most people of your age?
- Would you prefer to live somewhere else if you had the choice? Why / Why not? If yes, where?

2 READING

30 and living with mum and dad

Is the idea of growing up and leaving home becoming a thing of the past? Yes, it is, according to the latest research.

Recent surveys have shown that there is a new generation of young adults in Europe who are growing up at home and not moving out. One in four people in Britain between the ages of 18 and 29 still lives at home with their parents, and the average over the whole of Europe is about twice as many. Almost half of Greek and Spanish people in this age group live with their parents, while 64% of Polish adults under 30 are still at home and nearly 70% of Italians.

There has been a steady increase in the number of adults in their 20s living with their parents – it has risen by over a quarter over the last two decades and is now at its highest point since records began in 1996. The phenomenon has become so normal over the last decade that people have given it a name – the ‘Boomerang Generation’, so called because typically children leave home to go to university and perhaps live alone for a time but then return to their parents’ home.

Interviews with under-30s suggest that this growing trend to stay in the parents’ home is not a result of laziness or lack of independence but is mainly economic. In EU countries, average youth unemployment is 25%, and the proportion is closer to

b Cover the text. Choose the correct answers to complete the gaps in the information about European countries. Discuss your ideas in pairs.

- In Europe, _____ of people aged 18–29 live at home with their parents.
 - a 15%
 - b 30%
 - c 50%
- The number of people in their 20s living at home is _____.
 - a increasing
 - b staying the same
 - c decreasing
- The main reason people in their 20s live at home with their parents is _____.
 - a they can't afford to move away
 - b it's less trouble
 - c they're scared to move away
- On average, children stay in their parents' home longer in _____.
 - a northern Europe
 - b western Europe
 - c southern and eastern Europe
- On average, men move out of their parents' home _____ women.
 - a earlier than
 - b later than
 - c at the same age as

50% in countries such as Greece and Spain. Another factor is the cost of education: more and more young people are going to university and tuition fees are higher now than they were in the 1990s. In addition, property prices have risen across Europe and the cost of renting a flat in some cities is twice or three times as high as it was two decades ago.

However, cultural factors, such as the way families traditionally live together, also play a part. In Italy, for example, it's normal for several generations of a family to live together and children – especially sons – tend to stay at home until they marry. This may explain why there is a noticeable difference in the age at which children leave home in northern and western European countries and in southern and eastern European countries. In Sweden and Finland, for example, young people leave home on average before the age of 23, whereas in Spain and Greece the average age is above 28 and in Italy and Croatia it is around 30. In all countries, men stay in their parents’ home longer than women, but the difference is greater in southern and eastern Europe. In Italy, for example, 73% of men aged 25–30 are still living in their parents’ home.



a Read the article on page 1 and check your answers to the questions in 1b. Which answer ... ?

- 1 did you guess most easily
- 2 did you find most surprising

b Read the article again and make brief notes on the topics below.

- 1 the 'boomerang generation'
- 2 factors which encourage people to live in their parents' home
- 3 cultural differences between southern and northern Europe

 Compare your notes with another student. Do you have the same points?

c Skills focus Understanding factual detail

Are these statements true (T) or false (F) according to the article, or don't we know (DK)?

- 1 Young people leave home later in Poland than they do in Sweden. _____
- 2 In 1996, most British people in their late 20s were still living at home. _____
- 3 It's difficult for young people to find a job in Spain – harder than in most other European countries. _____
- 4 About 70% of Italian men stay at home until they get married. _____
- 5 Most women in Sweden have left home by the time they're 25. _____
- 6 In Croatia, most men in their 30s are still living at home with their parents. _____

STUDY SKILLS: READING FOR DETAIL

How did you check the facts in 2c? Did you ... ?

- a read quickly through the article
- b quickly find the right place in the article, then read that sentence carefully
- c read slowly through the whole article from the beginning

Why is one of these ways of reading for detail better than the others?

3 VOCABULARY Words to describe trends

a Look at the phrases in bold.

- 1 Students **tend to** prefer sharing a flat, rather than living alone.
- 2 A high **proportion of** young people are taking low-paid jobs.
- 3 **One factor in** this is youth unemployment
- 4 There's **a growing trend** for people to take a year off before university.
- 5 **On average**, women in Europe leave home earlier than men.

Which phrase means ...?

- a more and more people are doing it
- b the number compared with the total
- c normally (it's true of most people)
- d it has an effect on the situation
- e it often happens

b Notice how the phrases in 3a are used in the article. According to the article ...

- 1 What *growing trend* is happening?
- 2 What *proportion* is close to 50%?
- 3 What is *another factor* in people staying at home?
- 4 What do children in Italian families *tend to* do?
- 5 What do young people in Sweden and Finland do *on average*?

c  **CRITICAL THINKING**
GOING BEYOND THE FACTS

What are the positive and negative aspects of grown-up children staying at home with their parents? Make two lists:

<u>Positive aspects</u>	<u>Negative aspects</u>
For the children:	For the children:
_____	_____
For the parents:	For the parents:
_____	_____

Compare your answers. Did you find more positive or more negative aspects?

4 LANGUAGE FOCUS Proportions

a Cover the text. Complete the sentences with phrases that mean the same as the numbers in brackets.

- one in four twice as many over a quarter
almost half three times as

- 1 _____ people in Britain between the ages of 18 and 29 still lives at home with their parents. (25%)
- 2 _____ of Greek and Spanish people in this age group live with their parents. (45–50%)
- 3 It has risen by _____ over the last two decades. (25%+)
- 4 The average over the whole of Europe is about _____. (x 2)
- 5 The cost of renting a flat in some cities is twice or _____ high as it was two decades ago. (x 3)

Read the text to check your answers.



b Underline the correct word to complete the sentences.

- 1 We use **of** before / after (a) half, a quarter, a third, etc.
- 2 We use **as** before / after twice, three times, four times, etc.
- 3 We use **by** before / after a half, a quarter, a third, etc
- 4 Another way to say **a quarter** is **one in / by four**.

c Write sentences based on the notes, using phrases from 4a. More than one answer may be possible.

- 1 People who own a mobile phone: 30% of the world's population.
- 2 Unemployment: 2010 – 1 million, now – 1.5 million
- 3 People travelling abroad every year: 2000 – 30 million, now – 90 million
- 4 Young people at university: 24%
- 5 Average income: 10 years ago – \$20,000, now – \$22,000

5 WRITING**a** Look at the notes below, which show data about numbers of children in European households. Do the notes give information about these topics? Write Yes or No.

- 1 average numbers for Europe _____
- 2 different kinds of families _____
- 3 numbers of boys or girls _____
- 4 ages of parents and children _____
- 5 changes over a decade _____
- 6 differences between countries _____

b  Work in pairs. Discuss how you could describe some of the numbers in the notes using phrases from 4a.

- half / a quarter / a third of ...
- twice / three times as many as ...
- 1 in 4 / 1 in 10, ...
- increase/decrease by a quarter / by 2%, ...

c Write a paragraph, using the notes in 5a.

- 1 Think of an interesting general sentence to begin the paragraph.
- 2 Describe the data, using complete sentences.

d  Compare your paragraph with another student. Did you describe the data in the same way?

- average households in EU countries – 31% have children
- 20% = couples with children, 25% = couples without children
- 2005–2015 households with children decreased (2005 – 33%, 2015 – 31%)
- families with children: Ireland – highest in EU = 42%; Germany – lowest = 21%



6 READING EXTENSION

a Read the article, which describes research about children who leave home late in life. Which of the ideas (a–e) below are ... ?

- 1 results shown by the study
 - 2 the author's own opinion
 - 3 opinions the author doesn't agree with
- a People who leave home early tend to live further away. _____
 - b There is something wrong with children who leave home later. _____
 - c Children who leave home later have a more loving relationship with their parents. _____
 - d Children who leave home later stay in touch more with their parents. _____
 - e It's a good idea for children to stay with their parents when they become adults. _____

b Complete the notes with words from the box.

babysitting	enjoy their life	35%
help the children	help the parents	
in contact	31%	independent
more loving	more time	9%
other people	12%	

- 1 Possible problems if children stay in their parents' home too long:
 - a They are different from _____.
 - b They won't become _____.
 - c Their parents won't be able to _____.
- 2 Three questions the survey asked:
 - a How many days in the last year were the children _____?
 - b Did the children _____ with jobs in the home?
 - c Did the parents _____ with jobs in the home and _____?
- 3 Results:
 - a Contact: Children who left home later spent _____ with their parents.
 - b Helping parents: _____ of late leavers helped; _____ of early leavers helped
 - c Helping children: _____ of late leavers received help from parents; _____ of early leavers received help.
- 4 Conclusion: Perhaps children who leave home late have a _____ relationship with their parents.

c Think about the writer's conclusion.

- 1 Do you agree with it? Why? / Why not?
- 2 Think about your own family and other families you know. Do you think what the writer says is true about them?

Mum or best friend?

The sooner you leave home, the further away you go. This is the clear conclusion from a recent survey of children leaving home. But what about other kinds of closeness between children and their parents?

People have believed for a long time that young adults who stay with their parents 'too long' are likely to have problems and cause problems for other people. First, they are not doing what everyone else is doing, at the same time as everyone else. They are 'failing' to become a real independent adult. They are a burden on their parents, preventing their parents from enjoying their time together.

But a recent study of nearly 15,000 parents and their grown-up children from 15 countries is more optimistic. It shows that when grown children live with their parents longer, they will have closer relationships later on.

The author of the study, Thomas Leopold, asked how many days of the last year the parents and their grown children were in touch with each other, either face-to-face or in some other way such as phone or mail. Here's what he found: the adult children who left their parents' home later also kept in touch better with their parents five years (or more) later. The latest to leave were in contact with their parents an average of 21 more days than those who left earliest.

He also asked these questions:

- 1 Did the grown children, in the past year, help their parents with home repairs, gardening, shopping, paperwork, or household chores?
- 2 Did the parents help their grown children with any of the above tasks, or with babysitting for the grandchildren?

The results showed a similar trend. Only nine per cent of those who left their parents' home early or at the usual time had helped their parents in the previous year. For those who were late to leave, 12 per cent helped their parents.

In turn, the late leavers also received more help from their parents than did those who left home at an earlier age (about 35 per cent compared to about 31 per cent Leopold says that a lot of that help was babysitting for the grandchildren).

In summary, the children who left home later were more often in touch with their parents after they had left. They also helped their parents a bit more often than did those who left earlier and their parents helped them a bit more, too.

Could it be that the parents and their children who live together a long time develop a more loving relationship? I think what may happen as children grow older is that the relationship between them and their parents becomes more like a friendship and less like a parent-child relationship. The relationship becomes more like equals. This may also happen when adult children return to live with their parents, and this must be good both for the parents and for the children.

