Cambridge English Empower B2

ACADEMIC SKILLS PLUS

Education: Language learning

Listening skills: Predicting what you will hear; Listening for main points
Speaking skills: Introducing a topic

Unit 1 Motivation

1 SPEAKING

a Look at photos a–b. Why do you think the students' attitude might be different in the two classes? Think of two or three possible reasons.

b Think about yourself as a learner. What motivates you about the subject(s) you are studying? Choose from this list and add other reasons of your own.

- ☐ I need it to pass my exams.
- ☐ It will help me get a better job.
- ☐ I enjoy reading about the subject – it's interesting.
- ☐ I feel I'm good at it so I feel confident.
- ☐ Other reasons: _____

c Which of your reasons are the most important to you? Compare your answers with other students.

2 LISTENING 1

a 1.1 Listen to the introduction of a webinar on Motivation in language learning. Choose the three topics which Craig is going to talk about.

1 different opinions about motivation
2 different kinds of motivation
3 why it is difficult to motivate students in large classes
4 how knowing about motivation can help teachers

b Craig started the webinar with a question. Which of these was it?

1 How much do you know about the topic?
2 Are your learners motivated?
3 Why are you listening to this talk?

Why do you think he started with this question?

3 PRONUNCIATION Stressed words

a 1.2 Listen to part of the introduction again. Which of these words or phrases are stressed?

first	like to	then	going to	finally

How do the stressed words help the listener?

b 1.3 Listen to the stressed words again. Does his voice a) fall then rise or b) fall and stay low on these words? What does this indicate to the listener?

4 LISTENING 2

a Skills focus 1 Predicting what you will hear; Listening for main points

Look at the slides from the next part of the webinar. What points do you think Craig will make about motivation?

History of motivation

Social psychological period (1959–1990)

What motivates someone to learn a second language?

Robert Gardiner:

- Integrative motivation
- Instrumental motivation

History of motivation

Cognitive-situated period (1990s)

Zoltán Dörnyei:

- Learner confidence – success or failure
- Situation-specific factors: the course, the teacher, the environment

b 1.4 Listen to the next part of the webinar. Did Craig say what you expected?

STUDY SKILLS: PRESENTATION SLIDES

Lecturers often put their presentation slides online. Why is it a good idea to … ?

- look at the slides before your listen to the lecture
- look at the slides after you've listened to the lecture

c 1.4 Listen again and answer the questions.

1 Who was Robert Gardiner?
2 Give an example of integrative motivation.
3 Give an example of instrumental motivation.
4 Give an example of how success can make you feel motivated.

d How might learners' motivation be affected by … ?

- the course
- the teacher
- the environment

e 1.4 Listen to the recording again to check your ideas in 4d.

f **CRITICAL THINKING**
RELATING IDEAS TO YOUR OWN EXPERIENCE

Think about your own experience as a learner.

1 Which of the ideas in the webinar apply to you?
2 Can you think of times when … ?
   - success or lack of success affected your motivation
   - you were influenced by the course, the teacher or the environment

Make some brief notes, then discuss your ideas with other students.

5 LANGUAGE FOCUS Introducing a topic

a 1.5 Listen to five sentences (1–5) from the beginning of the webinar. Match them with the descriptions below.

a He announces the overall topic of the webinar (x2).
____ ____

b He introduces an opening question to start the webinar (x1).
____

c He says what the first topic will be about (x2).
____ ____

b 1.5 Complete the expressions using phrases in the box. Then listen again and check your answers.

to look at	a starting point	we're going to
I'd like to do	what I'd like to start with	

1 So today _____ **be looking at** learner motivation.
2 And as _____ **for** thinking about this, I'd like to ask you to reflect on …
3 So **what** _____ in this lecture this morning is, I want to look at different kinds of learner motivation.
4 **First, I'd like** _____ the history of how motivation has been discussed in reference to English language teaching.
5 So _____ **is** just to look at some background.

c Discuss these questions.

1 Why does the speaker say 'We're going to be looking at' instead of 'We're going to look at'? Do they mean the same?
2 He says 'What I'd like to do is …' instead of 'I'd like to …'. Why do you think he says it in this way?

d Here are some sentences from the introductions to other presentations. Say them in a different way, using the words in brackets.

1 Today I want to talk about the present continuous tense. (What I'd …)
2 First we're going to look at how babies acquire their first language. (The first thing …)
3 To start, I'd like you to think about languages you have tried to learn. (As a …)
4 Our topic today is testing in schools. (Today we're …)
5 The topic of this presentation is activities for young learners. (What …)

6 SPEAKING

a **Skills focus 2** Introducing a topic

You are going to introduce a presentation on a topic. Choose one of the topics in the box or a topic from your own field of study.

the use of social media	climate change
English as an international language	
the education system in your country	
public transport in your home town or city	

1 Make a rough plan of your presentation. Think of an interesting way to begin.
2 Plan a short introduction to your presentation and include the following:
   - what you're going to talk about
   - what the aim is
   - an outline of the main stages
   - how you are going to begin

   Use expressions from 5b.

b Introduce your topic to other students.

c Listen to other students' presentations.

- Is it clear what points they will cover in their talk?
- Did they begin in an interesting way?

Unit 2 Courage

Business studies: Psychology

Reading skills: Understanding reference words; Understanding abstract expressions
Writing skills: Explaining key concepts

1 SPEAKING

a Cover the text and discuss the questions.

1 What do you understand by courage or a courageous person? Is it mainly a question of character, behaviour or both?
2 In what ways might courage be an asset in these occupations?

a nurse a soldier a company sales manager
a student an employee a firefighter

b Without using a dictionary, try to write a definition of courage. Include some of these words to help you:

ability fear danger(ous) strength overcome right

Then compare your answer with a dictionary definition.

c Think of a courageous person you know of (either someone you know personally or a well-known person). What did they do that was courageous?

2 READING

a Read the extract from a student's thesis on the topic 'Courage in occupations'. How similar is the definition of courage to yours?

b According to the extract:

1 Do most people agree on the definition of courage?
2 Which of these do 'Rate et al' consider to be essential ingredients of showing courage?
   a overcoming fear
   b making a conscious decision
   c taking a risk
   d not giving up
   e aiming to do good

c Look at the three quotations next to the text. What aspect of courage do you think they highlight? Give a paraphrase of each quotation in your own words.

What do we mean by 'courage'?

Many historical figures have provided varying definitions of the concept of courage. Not only do these popular definitions differ from each other in their mandated requirements for courage, but they also differ in how they treat courage.

Courage could be defined simply as taking action in spite of fear, but the most accepted definition of courage in psychological literature, created by Rate et al. (2007), goes well beyond that. The definition is, '(a) A wilful, intentional act, (b) executed after mindful deliberation, (c) involving objective substantial risk to the actor, (d) primarily motivated to bring about a noble good or worthy end, (e) despite, perhaps, the presence of the emotion of fear'.

This definition is quite long, and it may be beneficial to break it down into its parts. First (a), all courageous behaviours must be **a voluntary behaviour** [1]. If an individual is forced to do a behaviour against their will, then the behaviour cannot be considered courageous. Second (b), the behaviour must have its outcomes considered by **the individual performing the behaviour** [2]. In other words, the actor must **consider the multiple outcomes** [3], and consciously choose the courageous outcome among other possibilities. Third (c), the behaviour must have risk involved, with **the potential of negative repercussions** [4] for the individual performing the behaviour. Fourth (d), the behaviour must be motivated for noble purposes. Although the term 'noble' **is slightly ambiguous** [5] in the psychological literature, it seems that most courage studies consider it to be synonymous with prosocial (Rate et al., 2007; Rate, 2010). So, a courageous behaviour must be **primarily pro-socially motivated** [6], or done with the benefits for others in mind. Fifth (e), the behaviour may or may not involve fear.

This definition describes courageous behaviours rather than courage as a personality trait, but it implies that a courageous individual is one who performs courageous behaviours.

"A hero is no braver than an ordinary man, but he is braver five minutes longer."
Ralph Waldo Emerson (1803 – 1882)

"It's not the size of the dog in the fight, it's the size of the fight in the dog."
Mark Twain

"Life shrinks or expands in proportion to one's courage."
Anaïs Nin

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d **Skills focus 1** Understanding abstract expressions

Match the bold expressions in paragraph 3 with these meanings:

a ☐ It could mean various things
b ☐ think about different things that could happen
c ☐ It could have bad effects
d ☐ mainly to help other people
e ☐ the person who is doing the action
f ☐ something the person does from choice

What words helped you decide?

e Find one other abstract expression in the text. Discuss with a partner what it means and how you could say it in everyday English.

f **Skills focus 2** Noticing reference words

Cover the text and look at these sentences. Choose the underlined word you think is best.

1 Not only do these / those popular definitions differ from each other …, but they also differ in how they treat courage. (paragraph 1)
2 If an individual is forced to do a behaviour against his / their will, … (paragraph 2)
3 This / That definition is quite long. (paragraph 2)
4 It / This seems that most courage studies consider it to be synonymous with pro-social (paragraph 3)
5 A courageous individual is he / one who performs courageous behaviours. (paragraph 4)

Check your answers. What do the underlined words refer to in the text?

3 LANGUAGE FOCUS
Explaining key concepts

a Look at the expressions used in paragraphs 1 and 2 to talk about concepts.

1 What *verbs* can go with the word 'definition'?
2 What *adjectives* can go with the word 'definition'?
3 What *prepositions* can be used after these words?
   a differ ….
   b can/could be defined ….
   c a definition ….

b Add expressions in the gaps. Include forms of the words *define* or *definition*.

1 The concept of loyalty _____ in various ways.
2 It's difficult to _____ of the word 'culture'.
3 A(n) _____ democracy is 'rule by the people for the people'.
4 Empathy _____ being able to imagine another person's feelings

Compare with another student. Did you write the same expressions?

STUDY SKILLS: LEARNING COLLOCATIONS

1 Instead of learning just the words *define* and *definition*, it's better to also learn the words they go with (their 'collocations'): a *rough definition of, define … as*. Why is this useful?

2 Look at the examples in an English-English dictionary

Find words that collocate with:

• courage • courageous

4 WRITING

a Choose one of the concepts below or a concept from your own field of study.

success	happiness	creativity
ambition	imagination	intuition

Think of different ways to define it (use a dictionary or the internet to help you), then write a paragraph explaining the concept. Try to include:

1 a general statement at the beginning giving a basic definition of the concept
2 one or two additional sentences giving more details or examples

b Read out your explanation but without naming the concept. Can other students guess what it is?

5 READING EXTENSION

a You're going to read the next chapter of the student's thesis on 'Courage in occupations'. He identifies five different kinds of courage which can be found in the workplace:

physical courage	moral courage	entrepreneurial courage	managerial courage	social courage

What do you think each kind of courage might involve?

b Read the text on the next page. Are the ideas similar to yours?

c Read the text again and make notes in the table. Then compare with another student. Did you note down the same points?

4G 12:00

TYPE	DEFINITION	EXAMPLES
1 Physical courage	risk to own physical well-being for the benefit of others	a firefighter saving a child
2		
3		
4		
5		

d CRITICAL THINKING
APPLYING ABSTRACT CONCEPTS TO REAL-LIFE EXAMPLES

What kind of courage do you think these people showed? Use the table in 5c to help you decide.

1 **FRIDA** We organised a protest in the main square, but some of us were arrested by the police.
2 **HANS** It started snowing heavily, but we managed to find the stranded walkers and bring them down safely to the valley.
3 **MAGDA** I noticed she was cheating in the test, so I told her it wasn't fair on the others in the class.
4 **CARLA** I had to make ten employees redundant, otherwise we would have gone bankrupt.
5 **BORIS** I was very nervous but I decided to give a speech at the office party.
6 **ANTHONY** I decided to quit my well-paid office job and put all my savings into opening a café.

e The text is mainly concerned with courage in business organisations. Do you think the same kinds of courage are also relevant in your own field of study? Can you think of any examples?

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Types of courage

While many philosophers and researchers have sought to define courage, others have identified different dimensions of courage. Different types of courage are often categorised according to the risks involved in taking action.

Almost every account of courage includes the idea of physical courage (Clancy, 2003; Putman, 1997; Woodard, 2004). An act of physical courage can be defined as a behaviour where the risk is a threat to an individual's own physical well-being. A classic example of physical courage is a firefighter who enters into a burning building to save a child; the firefighter is voluntarily and consciously risking personal physical well-being for the betterment of others.

Physical courage is often easy to conceptualise because the risks are observable in nature; however, other kinds of courage are arguably more important in an organisational or work context. Physical courage is crucial for occupations such as soldier or firefighter; however, it seems unlikely that physical courage is essential in the day-to-day work of most white-collar employees. Kidder (2005) goes as far as to say that physical courage is no longer needed in today's society. Researchers have provided qualitative reports of experiences of other kinds of courage in the workplace (Schilpzand, 2008; Worline, Wrzesniewski, and Rafaeli, 2002). From these reports, four types of courage emerge that typically arise in an organisational setting.

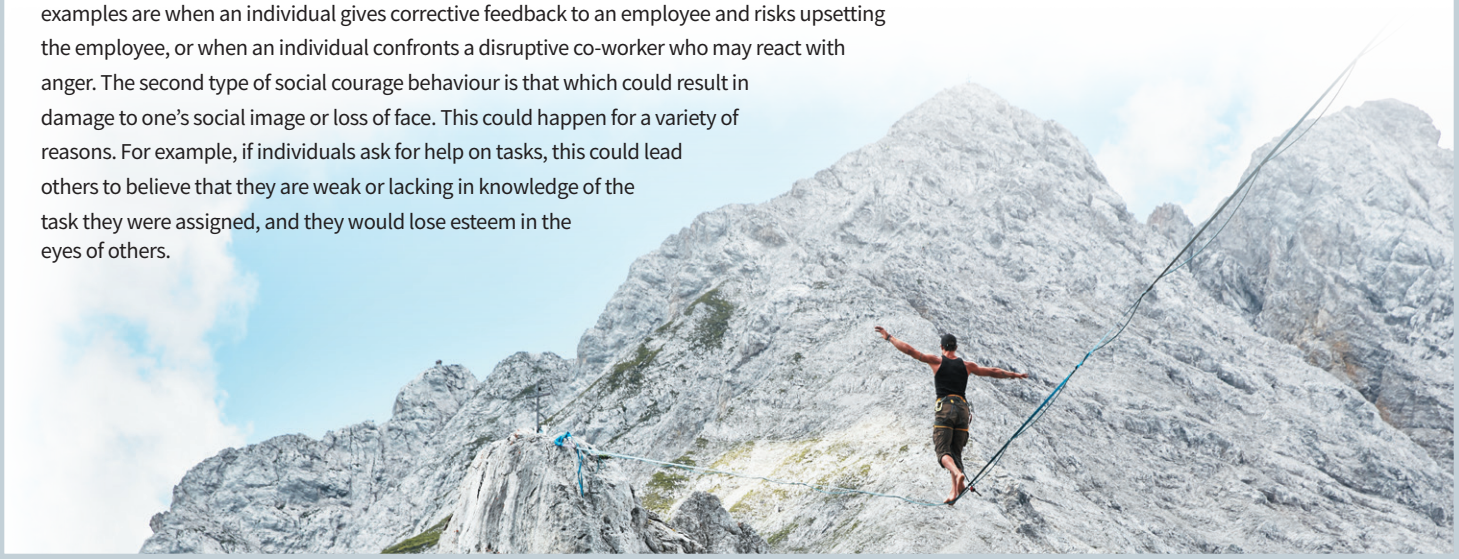
The first of these is moral courage. A possible definition of moral courage is 'the ability to use inner principles to do what is good for others, regardless of threat to self, as a matter of practice.' (Sekerka and Bagozzi, 2007, p. 135), or more generally 'doing the right thing.' When employees describe experiences of moral courage at work, they mention instances in which employees must stand up for their beliefs for the good of others (Graham, 1995), or even when a nurse is forced to decide whether to resuscitate a patient who is dying in pain (Lachman, 2007a). These instances of courage generally emerge in high-risk situations, since they involve a conflict of one's inner values. Also, moral courage is the most written about form of courage (Sekera, Bagozzi, and Charnigo, 2009), and the most commonly identified as being important for workplace interactions (Hannah, Avolio, and Fred, 2011). Authors have often noted the importance of moral courage in employee whistle-blowing behaviours (Bashir, Khattak, Hanif, and Chohan, 2011; Faunce, Bolsin, Chan, 2004), as well as leadership positions (Wasylyshyn and Stefano, 2006). These researchers frequently argue that not only do organisations benefit from morally courageous employees, but so does society as a whole.

However, while instances that require moral courage have caught the attention of researchers and practitioners, they do not occur very frequently. Rarely does an employee 'whistle-blow' or decide whether to resuscitate a patient (Lachman, 2007a) and other forms of courage may be more relevant to day-to-day interactions in the workplace.

Another often identified type of courage is entrepreneurial courage, which generally describes when an individual takes a financial risk and the associated ramifications with the loss of money (or loss of property/safety) (Schilpzand, 2008). Entrepreneurial courage can be seen when individuals make a risky investment, unsure of whether their money will pay off. For example, if an individual buys many shares in a start-up company with the assumption that they may or may not see a return on their investments, they are showing entrepreneurial courage.

A third, often mentioned subset of courage is managerial courage. Managerial courage is defined as, 'willingness to do right in the face of risk' (Van Eynde, 1998). Although this definition seems to be very similar to moral courage, 'do[ing] right' in this case includes behaviours which do not involve an individual's morals or values but merely with practical outcomes, such as giving feedback to an employee (Furnham, 2002). Unlike the other types of courage, managerial courage is not so much defined by the risks involved as by its effect on success in the workplace.

The fourth type of mentioned workplace courage is social courage, which I would define as a display of courage in which the risks involved could damage an individual's esteem in the eyes of others. It appears that social courage is generally involved in two types of behaviours. The first type of behaviour is that which could result in damaging one's interpersonal relationships (Worline, Wrzesniewski, and Rafaeli, 2002). Two examples are when an individual gives corrective feedback to an employee and risks upsetting the employee, or when an individual confronts a disruptive co-worker who may react with anger. The second type of social courage behaviour is that which could result in damage to one's social image or loss of face. This could happen for a variety of reasons. For example, if individuals ask for help on tasks, this could lead others to believe that they are weak or lacking in knowledge of the task they were assigned, and they would lose esteem in the eyes of others.



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ACADEMIC SKILLS PLUS

Unit 3 Genetics

Biology: Genetics and human traits

Listening skills: Following a discussion on organising study

Speaking skills: Agreeing, disagreeing and reaching consensus

1 SPEAKING

a Work in pairs. Discuss what the word *genetics* means to you.

b Read the *Genetics fact file*. What information surprises you most? Tell your partner.

Genetics fact file

1. We share 98% of our genetic material with chimpanzees.
2. We share 90% of our genetic material with mice.
3. Human beings have 25,000 genes each.
4. 1,000 cell nuclei are the same size as the full stop at the end of a sentence.

c Think of people you know (family, friends, colleagues). What examples of genetic similarities and differences can you think of?

2 LISTENING

a **CRITICAL THINKING**
COMPREHENSION AND ANALYSIS FOR ORGANISATION

For their next tutorial Andy, Kathy and Emma were asked to prepare the following seminar presentation.

> Nature or nurture: what is the role of genetics and human traits? Referring to the attached reading, consider the role of genetics in traits such as fingerprints, eye colour, intelligence, handedness and twins. Ensure that you give an integrated and coherent presentation that is evidence of joint effort and cooperation.

Answer the questions.

1. Do they need to mention all of the human traits?
2. What do you think would be a good plan for the structure of this presentation? How could the information be organised?
3. What would be a good way for the three students to work together to plan their presentation?

b 3.1 Listen to the three students discuss their planning of the presentation. Answer the questions.

1. Is their plan for the structure of the presentation similar to your ideas?
2. Are their ideas about working together the same as yours?
3. Which student seems most worried about planning the presentation?
4. Which student seems to prefer leaving planning to the last minute?

c 3.1 Listen again and complete 1–7 in the tables.

Presentation topics

Student name	Area of focus
Andy	genetics & (1) _____
Kathy	genetics & (2) _____
Emma	genetics & (3) _____

Study timetable

Task	When?
do individual background reading and preparation	(4) _____
meet to discuss and liaise over presentation content	(5) _____
do final revision	(6) _____
deliver presentation	(7) _____

d 3.2 **Skills focus** Listening for small discourse markers

Listen and read the first part of the discussion. Complete the gaps. More than one word can go in some gaps.

ANDY So if we have to do the presentation next Tuesday that gives us exactly seven days to get ready.
KATHY [1]_____ only if you include the weekend.
ANDY That might be a good time to meet and [2]_____ talk it through.
KATHY [3]_____ I'm going away this weekend.
ANDY Oh. [4]_____ What do you think Emma?
EMMA Well, I'm [5]_____ like Kathy – I've got a few things to do at the weekend.

e Answer the questions.

1. What kind of words were missing?
2. Do they affect the meaning?
3. Are these words common in spoken language?

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3 LANGUAGE FOCUS
Agreement and consensus

a 3.3 Listen for the expressions below in six extracts from the discussion. Which word do the students use?

1 I don't think *that'll* / *that'd* work.
2 Are we all *fine* / *OK* with that?
3 It sounds like Monday is the *better* / *best* option.
4 I *imagine* / *guess* so.
5 I don't think that's a *great* / *good* idea.
6 I'm not *sure* / *certain* about that.
7 Any *problems* / *objections*?
8 If that's *OK* / *all right*?
9 *That'll* / *That'd* work really well.
10 That *settles* / *decides* it.
11 So let's just *recap on* / *sum up* what we've agreed.
12 Is there anything else we haven't *looked at* / *considered*?

b Answer the questions.

1 In expressions 1–12 is it possible to use both alternatives?
2 In which expressions does the meaning change?

c 3.3 Listen to the six extracts again. Put the expressions from 3a into the four categories below.

1 agreeing _____ _____	2 disagreeing _____ _____
3 asking for consensus _____ _____	4 reaching consensus _____ _____

d Cover the expressions in 3a and 3c. Complete the dialogue using expressions that include the words in brackets.

A Let's make an essay plan.
B [1] I don't think that'll work. (think / work)
A Why not?
B We haven't done any reading yet.
A We can plan the main sections with reading.
B [2]_____ (so)
A And then we can do the reading over the weekend. [3]_____? (if / OK)
B Well, I've got another assignment to do. How about mid week as a deadline?
A OK, then. [4]_____ (sounds / option)
B I can read these two articles and you can read the other two.
A [5]_____ (not sure)
B Why not?
A I think we both need an overview. But we don't need to read in a lot of detail.
B All right. [6]_____ (settles)
A So [7]_____ (recap / agreed)
B We do a rough plan now and skim read the articles for next Wednesday.

STUDY SKILLS: WORKING TOGETHER

In tutorials and seminars, you will sometimes need to work together with other students on tasks and projects. Why is it important to … ?

- listen to what other students say
- try to reach a consensus

4 PRONUNCIATION
Tones when agreeing and disagreeing

a 3.4 Listen to the three disagreeing expressions and underline the stressed words.

1 I don't think that'll work.
2 I don't think that's a good idea.
3 I'm not sure about that.

b Why are there a lot of stressed words in these examples?

c 3.4 Listen again to the tone of the disagreeing expressions. Does it … ?

1 rise and then fall at the end
2 fall and then rise at the end
3 stay flat

d 3.5 Compare the tone of two agreeing expressions. What is the difference? What does it show?

1 I guess so.
2 That'd work really well.

5 SPEAKING

a Work in pairs. You and your partner have been asked to prepare a joint presentation on genetics and human traits as outlined in 2a. Discuss the following:

- the structure of your presentation
- who will talk about different topics
- when you will meet to work on it

Read one of the role cards (for Student A or B) and prepare what you are going to say. Do not read your partner's role card. Use expressions from 3a.

b Plan your presentation together and agree on the structure and content.

c Work in a new pair. Tell each other how your role play went. What was easy? What was difficult? Think about the following:

- reaching agreement on the structure of the presentation
- reaching agreement on how much planning to do
- using the examples of the language from 3a
- using stress and tones as you spoke

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ACADEMIC SKILLS PLUS

Unit 4 Theatre

Literature: A play

Listening skills: Listening for connected speech

Speaking skills: Using tentative language

1 SPEAKING

a Work in pairs. What do you know about cloning? Are the following statements true or false?

1 Since Dolly the sheep was cloned in 1996, many other animals have been cloned, for example, cats, deer, dogs, horses, rabbits and rats.
2 Cloned animals always look the same.
3 Human stem cells have been cloned in laboratories to grow human tissue.
4 A human being has never been cloned.

b In the future, do you think scientists will try and clone a human being? Why / why not?

2 LISTENING

a 4.1 You will hear Leo give a presentation about a play called *A Number* by Caryl Churchill.

Key points

A Number

by Caryl Churchill

Characters: Salter (father) and his sons (Bernard 1, Bernard 2)

Setting: Near future

Dramatic conflict: Salter's sons discover they are clones

Leo's presentation is for an English literature course. What do you think he will talk about in his presentation?

1 characters in the play
2 the story of the play
3 actors who have appeared in productions
4 the themes of the play
5 costumes used in the play
6 the type of play

b 4.1 Listen for the features of the play Leo talks about. Were your ideas in 2a correct? Why didn't he talk about all the features?

c 4.1 Listen again and make notes on the four features of the play from 2a that Leo talks about.

STUDY SKILLS: PREDICTING CONTENT

1 Given that Leo was going to talk about a play for an English literature course, was it likely that he would mention all the categories in 2a?
2 Is it sometimes possible to predict the kind of things that will be talked about in a lecture or presentation? Why? How?
3 How does predicting content help you listen?

d **CRITICAL THINKING**
INFERRING THEMES

Think about the questions and make notes. Discuss your ideas together.

1 What does the play suggest is important about personal identity?
2 What do you think are other moral problems associated with cloning? Consider the following areas: psychology, society, biology, ethics

3 PRONUNCIATION Connected speech

a 4.2 Listen to the first two sentences of Leo's presentation and notice the way his pronunciation sometimes joins together.

Key
/ə/ = the vowel sound is weak
‿ = he links the sound from one word to the next
/j/ or /w/ or /r/ = he adds one of these sounds between words to join them together
~~h~~ or ~~t~~ = he leaves this sound out

/j/ /ə/ /ə/
OK, ah, the play I'd like to talk‿about‿is‿called‿*A Number*
/ə/ /ə/
and‿it's written by the British playwright Caryl Churchill.
/ə/ /ə/
Do you remember? We, we looked‿at‿~~h~~er play *Top Girls* last term.

b 4.3 Listen to the next two sentences. Mark the features of connected speech from 3a that you can hear.

Um, OK, *A Number* was written after *Top Girls* … in 2002.

So it's more than 15 years old, and and you you might

think that that's a bit dated, but, actually, um, really, I I

think a lot of the themes of the play are still like

really relevant today.

c Choose the best answer to each question.

1 Why does Leo join his speech in this way?
   a He has a very relaxed way of talking.
   b It's typical natural speech.
2 How can you improve your ability to understand connected speech?
   a Practise listening intensively to short pieces of authentic speech and listening for the way things join.
   b Practise listening to longer stretches of authentic speech and try and get the main idea of what the speaker is saying.

4 LANGUAGE FOCUS Tentative language

a Notice the **bold** expression in the excerpt from the presentation below.

And given what happens in the play – it's still the future. But ***let's say*** *that it's a near future.*

It makes Leo's statement about a 'near future' tentative, in other words, a little less certain. Underline the examples of tentative language in sentences 1–13.

1 He reacts to this news relatively positively and suggests that he might meet them.
2 … it's got what I'd call a tragic ending.
3 … on one level, you could say this is a really simple play.
4 I'd say it's probably like an hour long.
5 However, by the same token, you could argue that it's quite a complicated play.
6 My impression is that *A Number* is quite complex in terms of the different themes that it introduces …
7 … because they're clones, they're obviously identical in terms of their genetic make-up, but you wouldn't say they're the same.
8 B2 is fairly relaxed, but B1 is very much not.
9 … it's likely that Salter probably wasn't a good father when the Bernards were growing up.
10 … there's a theme in the play, to some degree, about … what it is to be a good parent.
11 … and finally, *A Number* is to some extent a discussion … on the moral implications of cloning.
12 Also the dialogue is often indirect … so it's sometimes difficult to say what the character is really sort of expressing.
13 … generally, I like plays like this because they make me think harder … and it's not too obvious.

b Which of the expressions could be used in an essay as well as in spoken language?

c Read the description of another Caryl Churchill play. Add the tentative language to the line of the text in brackets.

relatively (1) fairly (2) to some degree (5)
I'd say (6) you could argue that (8)
what I'd call (10) sometimes (11)
you could say (13) to some extent (14)
my impression is that (15)

Another important and well-known play by Caryl Churchill is *Top Girls*. In the first scene a successful corporate woman, Marlene, is having dinner with five guests who are all historical figures. Marlene is celebrating her promotion over a male colleague and all of her guests are women who have won some kind of battle against men in history. So the first scene is a kind of fantasy and it's not naturalistic. However, the rest of the play is more naturalistic and it looks at the outcome of Marlene's promotion and then, in the final act, there is a flashback to Marlene's past and her relationship with her sister and niece. At first, it's difficult to understand the connection between the first scene and the rest of the play. A key question in this play is: what is the cost to women who pursue a career at the expense of family and emotional ties? The play was written during the eighties, but many of its themes still seem relevant today.

d Work in pairs. Cover the tentative language on the right. Take turns reading the description of *Top Girls* to each other. As you read, try to add tentative language. It doesn't have to be exactly the same as the example in 4c.

5 SPEAKING

a Think of a play, film, TV series, book or video game that you are familiar with. Make notes about the story, characters, key features and themes.

b Tell your partner about what you have made notes on. Use tentative language in your explanation. As you listen to each other, note down the tentative expressions your partner uses.

c Choose one or two pieces of information that your partner introduced with tentative language. Ask them why they did this.

6 READING

a Read the excerpt from the end of the first scene of *A Number* and answer the questions.

1 What does B2 learn in this scene?
2 In his seminar, Leo talked about the fact that Salter lies to his sons. What lie does he tell B2 in this scene?
3 Which of the themes that Leo talked about in his presentation are illustrated in this scene?
4 What's interesting about the way the dialogue is written?

b The dialogue in the excerpt aims to represent spoken language. Match examples 1 to 4 from the play to the features of spoken language a to d.

1 ☐ **B2** So what about this original? I don't quite I don't
2 ☐ **B2** Some time before I was born there was
SALTER another son, yes, a first
3 ☐ **B2** but another child might have been better
SALTER no I wanted the same
B2 but I'm not him
SALTER no but you're just the way I wanted
4 ☐ **B2** A son of yours?
…
B2 who what, who died

a A speaker completes the idea of the other speaker.
b Statements are questions and questions are statements.
c A speaker doesn't complete what he's going to say.
d Speakers seem to overlap one another and their exchanges are almost like one sentence.

c Look at the complete scene in a and answer the questions.

1 What aspect of punctuation shows how speakers overlap each other and complete each other's thoughts?
2 How can actors show whether they are asking a real question or not?

Excerpt from *A Number*

B2 So what about this original? I don't quite I don't
SALTER There was someone.
B2 There was what kind of someone?
SALTER There was a son.
B2 A son of yours?
SALTER Yes.
B2 So when was that?
SALTER That was some time earlier.
B2 Some time before I was born there was
SALTER another son, yes, a first
B2 who what, who died
SALTER who died, yes
B2 and you wanted to replace him
SALTER I wanted
B2 instead of just having another child you wanted
SALTER because your mother was dead too
B2 but she died when I was born, I thought she
SALTER well I'm telling you what happened.
B2 So what happened?
SALTER So they'd been killed in a carcrash and
B2 my mother and this
SALTER carcrash
B2 when was this? how old was the child, was he
SALTER four, he was four
B2 and you wanted him back
SALTER yes
B2 so I'm just him over again.
SALTER No but you are you because that's who you are but I wanted one just the same because that seemed to me the most perfect
B2 but another child might have been better
SALTER no I wanted the same
B2 but I'm not him
SALTER no but you're just the way I wanted
B2 but I could have been a different person not like him I
SALTER how could you? if I'd had a different child that wouldn't be you, you it. You're this one.
B2 I'm just a copy. I'm not the real one.
SALTER You're the only one.
B2 What do you mean only, there's all the others, there's
SALTER but I didn't know that, that wasn't part of the deal. They were meant to make one of you not a whole number, they stole that, we'll deal with, it's something for the lawyers. But you're what I wanted, you're the one.
B2 Did you give me the same name as him?
SALTER Does it make it worse?
B2 Probably.

End of scene.

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Unit 5 Health

ACADEMIC SKILLS PLUS

Health science: Life expectancy

Reading skills: Comparing different genres
Writing skills: Describing statistical information

1 SPEAKING

a Guess the life expectancy for the countries by matching ages a–h.

1 China	a) 81.2
2 India	b) 76.7
3 Mexico	c) 75.8
4 Russia	d) 76.1
5 Spain	e) 79.3
6 Turkey	f) 68.3
7 the UK	g) 82.8
8 the USA	h) 70.5

b In recent years, medical studies have shown life expectancy has improved in the industrialised world. It is highly likely it will continue to improve. Why do you think this is the case? Make notes then discuss your ideas with your partner.

2 READING 1

a The texts below are all excerpts from introductions to articles on life expectancy. Read and match them to the following three genres:

1 academic article
2 government report
3 newspaper article

Are they talking about the same information?

b Read the three texts again. What are the differences between the three genres? Think about the following categories:

1 The information given in each text
2 Whether the language is formal, neutral or informal
3 Grammar features, e.g. pronoun use, noun phrases
4 Vocabulary used

STUDY SKILLS: SOURCES FOR WRITING

Is it appropriate to use information from all three articles when writing an academic essay? Why / why not?

Text A

Traditionally, medical professionals, particularly epidemiologists, regarded 65 as the age at which somebody becomes elderly. This was based on the expectation that they probably only had a few years left to live. Improvements in life expectancy and health mean that categorising someone as old because they've turned 65 no longer makes sense. Instead, researchers suggest looking at how long a person may have left to live, based on average life expectancy, which in the UK is currently around 79 years for men and 82 for women (this is expected to rise in the future).

Text B

Human population aging is a multidimensional phenomenon. It differs from aging at the level of individuals. Each additional year individuals are alive, they grow one year older, but defining how populations age is much more complex. The study of human population aging can be divided into three components. The first is the change in the age structure of the population and the reasons for its change such as fertility and mortality. The second component is the change in the age-specific characteristics of people. The third component of the study of human population aging is the interaction between changes in age structures and changes in the age-specific characteristics of people.

Text C

Retirement may be beckoning and your knees may be creaking. But if you are 60, you are merely middle-aged. Scientists say that as we live longer, we need to rethink what we classify as being old. They say that rather than saying old age starts at a fixed age such as 60 or 65, we must factor in how much longer we have to live. They suggest that we don't think of ourselves as being old until we are within 10 to 15 years of the average life expectancy for our countrymen and women.

3 READING 2

a Read about life expectancy in the EU. Does the paragraph mention some of the ideas you talked about in 1b?

Life expectancy in the European Union
Economic development and the improvement in some environmental conditions (for example in many urban areas), improved lifestyles, advances in healthcare and medicine, including reduced infant mortality, have resulted in a continuous increase in life expectancy at birth across Europe during the last century. This process has been going on for longer in Europe than in most other parts of the world, placing the EU-28 among the world leaders for life expectancy. Over the past 50 years, life expectancy at birth has increased by about 10 years for both men and women in the EU-28.

b Study Table 1 below and answer the questions.

1 What years are referred to?
2 What different groups in each country are represented?
3 What information is interesting and/or surprises you?
4 What information would you discuss in a summary of the information in the table?

Table 1

	Total		Men		Women	
	2010	2014	2010	2014	2010	2014
EU-28	79.9	80.9	76.9	78.1	82.8	83.6
Belgium	80.3	81.4	77.5	78.8	83.0	83.8
Bulgaria	73.8	74.5	70.3	71.1	77.4	78.0
Czech Republic	77.7	78.9	74.5	75.8	80.9	82.0
Denmark	79.3	80.7	77.2	78.7	81.4	82.8
Germany	80.5	81.2	78.0	78.7	83.0	83.6
Estonia	76.0	77.4	70.9	72.4	80.8	81.9
Ireland	80.8	81.4	78.5	79.3	83.1	83.5
Greece	80.6	81.5	78.0	78.9	83.3	84.1
Spain	82.4	83.3	79.2	80.4	85.5	86.2
France	81.8	82.8	78.2	79.5	85.3	86.0
Croatia	76.7	77.9	73.4	74.7	79.9	81.0
Italy	82.2	83.2	79.5	80.7	84.7	85.6
Cyprus	81.5	82.8	79.2	80.9	83.9	84.7
Latvia	73.1	74.5	67.9	69.1	78.0	79.4
Lithuania	73.3	74.7	67.6	69.2	78.9	80.1
Luxembourg	80.8	82.3	77.9	79.4	83.5	85.2
Hungary	74.7	76.0	70.7	72.3	78.6	79.4
Malta	81.5	82.1	79.3	79.8	83.6	84.2
Netherlands	81.0	81.8	78.9	80.0	83.0	83.5
Austria	80.7	81.7	77.8	79.2	83.5	84.0
Poland	76.4	77.8	72.2	73.7	80.7	81.7
Portugal	80.1	81.3	76.8	78.0	83.2	84.4
Romania	73.7	75.0	70.0	71.4	77.7	78.7
Slovenia	79.8	81.2	76.4	78.2	83.1	84.1
Slovakia	75.6	77.0	71.8	73.3	79.3	80.5
Finland	80.2	81.3	76.9	78.4	83.5	84.1
Sweden	81.6	82.3	79.6	80.4	83.6	84.2
United Kingdom	80.6	81.4	78.6	79.5	82.6	83.2

c Read the two paragraphs below. Do they include your ideas in questions 3 and 4 in 3b?

Table 1 shows how in a brief, four-year period between 2010 and 2014 life expectancy from birth increased by one year throughout the EU. **The greatest increase** was seen in the male segment of the population with **an increase of** 1.2 years **compared to** a 0.8-year increase for females. Life expectancy in 2014 **was highest** in three Mediterranean countries: Spain, Italy and Cyprus. **This suggests** diet and **possibly** improved healthcare in these countries is helping to extend the life in those populations. However, **the greatest increases** in life expectancy between 2010 and 2014 occurred in either northern European countries (Luxembourg and Denmark) or some Central European countries (Slovakia, Slovenia and Poland). In northern Europe, **it is likely that** advances in medicine and treatment are prolonging life, while in parts of Central Europe improved overall healthcare **could account for** increased life expectancy.

The table also **gives a breakdown** of differences in longevity between men and women in different EU countries. In Cyprus in 2014, men had **the greatest longevity** of all EU countries and live to an average of almost 81 years. Cypriot men **also accounted for** the greatest increase in life expectancy between 2010 and 2014. Longevity for men in two of the Baltic states was the lowest with the average being 69.1 and 69.2 in Latvia and Lithuania respectively. Spanish women live **longer than** women in other EU countries with **an average age of** 86.2 years, while women in Bulgaria **on average** live to the age of 78 years, which is the lowest life expectancy for women in the EU.

4 LANGUAGE FOCUS
Describing statistical information

a Notice the language in bold in 3c. Put the words in bold into the four categories below. There is an example for each category.

A language used to refer directly to the table	B comparative language	C language for talking about quantity	D language to explain the data
Table 1 shows	the greatest increase	an increase of	this suggests … possibly

b Add the six expressions below to the table.

1 the number of
2 compared to
3 describe(s)
4 a comparison is made between
5 larger
6 this might indicate that

c In column D, is the language definite or tentative? Why?

d Study the information in Table 2, which focuses on life expectancy over the age of 65. Fill in the gaps in the paragraph below. Use words and expressions from the table in 4a. More than one answer is possible in some gaps.

Table 2 [1]_____ changes in the life expectancy of people at age 65 in EU countries in 2010 and 2014. Overall, there was an [2]_____ of just over half a year between the two dates. There was a [3]_____ increase for men [4]_____ women. In 2014, men could expect to live just over a year [5]_____ while women could expect to live for another six months. This [6]_____ that men are becoming aware of the need to live healthier lives after the age of retirement.

Table 2

	Total		Men		Women	
	2010	2014	2010	2014	2010	2014
EU-28	19.4	20.0	17.5	18.2	21.0	21.6
Belgium	19.6	20.3	17.6	18.4	21.3	21.9
Bulgaria	15.6	16.0	13.8	14.1	17.1	17.6
Czech Republic	17.4	18.1	15.5	16.1	19.0	19.8
Denmark	18.4	19.5	17.0	18.1	19.7	20.8
Germany	19.5	19.9	17.8	18.2	20.9	21.4
Estonia	17.4	18.4	14.3	15.2	19.5	20.4
Ireland	19.3	19.8	17.7	18.4	20.8	21.1
Greece	19.7	20.3	18.2	18.8	20.9	21.6
Spain	20.9	21.5	18.6	19.3	22.9	23.5
France	21.3	22.0	18.9	19.7	23.4	24.0
Croatia	16.7	17.5	14.7	15.5	18.2	19.1
Italy	20.4	21.2	18.3	19.2	22.1	22.8
Cyprus	19.7	20.2	18.3	18.9	21.0	21.4
Latvia	16.1	17.0	13.1	13.8	18.1	19.0
Lithuania	16.7	17.4	13.8	14.3	18.8	19.5
Luxembourg	19.6	20.7	17.3	18.4	21.6	22.7
Hungary	16.5	16.9	14.1	14.6	18.2	18.6
Malta	19.9	20.3	18.5	18.6	21.1	21.7
Netherlands	19.5	20.1	17.7	18.6	21.0	21.4
Austria	19.8	20.3	17.9	18.5	21.4	21.8
Poland	17.6	18.4	15.1	15.9	19.5	20.4
Portugal	19.3	20.2	17.2	18.1	21.0	21.9
Romania	16.1	16.6	14.2	14.7	17.6	18.1
Slovenia	19.2	19.9	16.8	17.7	21.0	21.6
Slovakia	16.3	17.4	14.1	15.1	18.0	19.1
Finland	19.7	20.1	17.5	18.2	21.5	21.7
Sweden	19.8	20.3	18.3	18.9	21.2	21.6
United Kingdom	19.6	20.1	18.2	18.8	20.8	21.3

e **CRITICAL THINKING**
IDENTIFYING AND EXAMINING KNOWLEDGE

Discuss the questions.

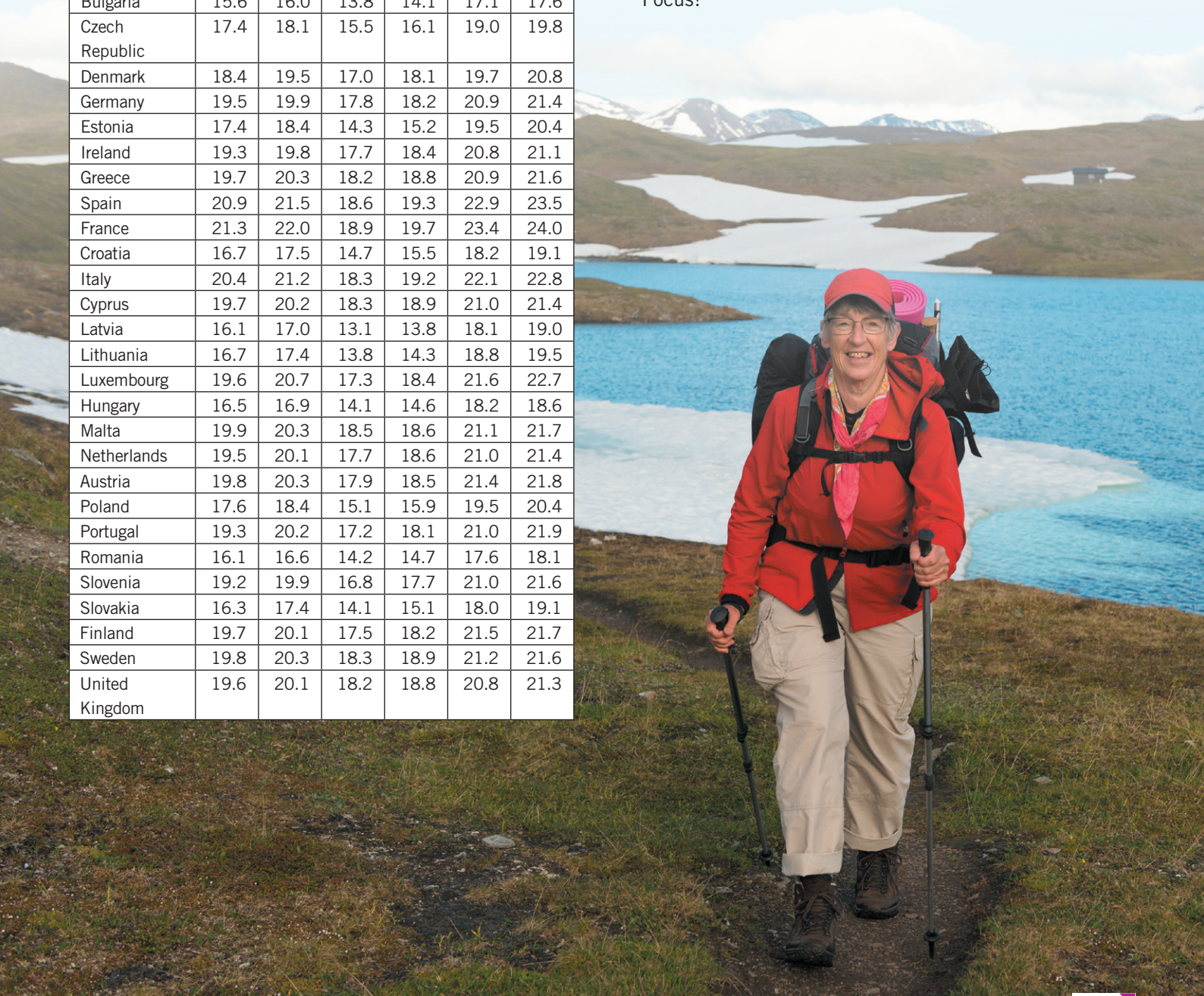
1 When reading data in the form of a table, graph or bar chart, what should you find out first?
2 What kind of variations in the data should you then focus on?
3 How can you find out about interesting trends?
4 How should you discuss interesting trends in a report?

5 WRITING

a Write another paragraph using information in Table 2. Use the notes below.

- greatest increase: recent members of the EU, e.g. Baltic States (Estonia, Latvia, Lithuania) (1 year 3 months)
- same increase: Poland and Slovakia – improvements in healthcare for the elderly?
- smallest increase: Malta – life expectancy already high

b Work in pairs and compare your paragraphs. Have you used the same expressions from the Language Focus?



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6 READING EXTENSION

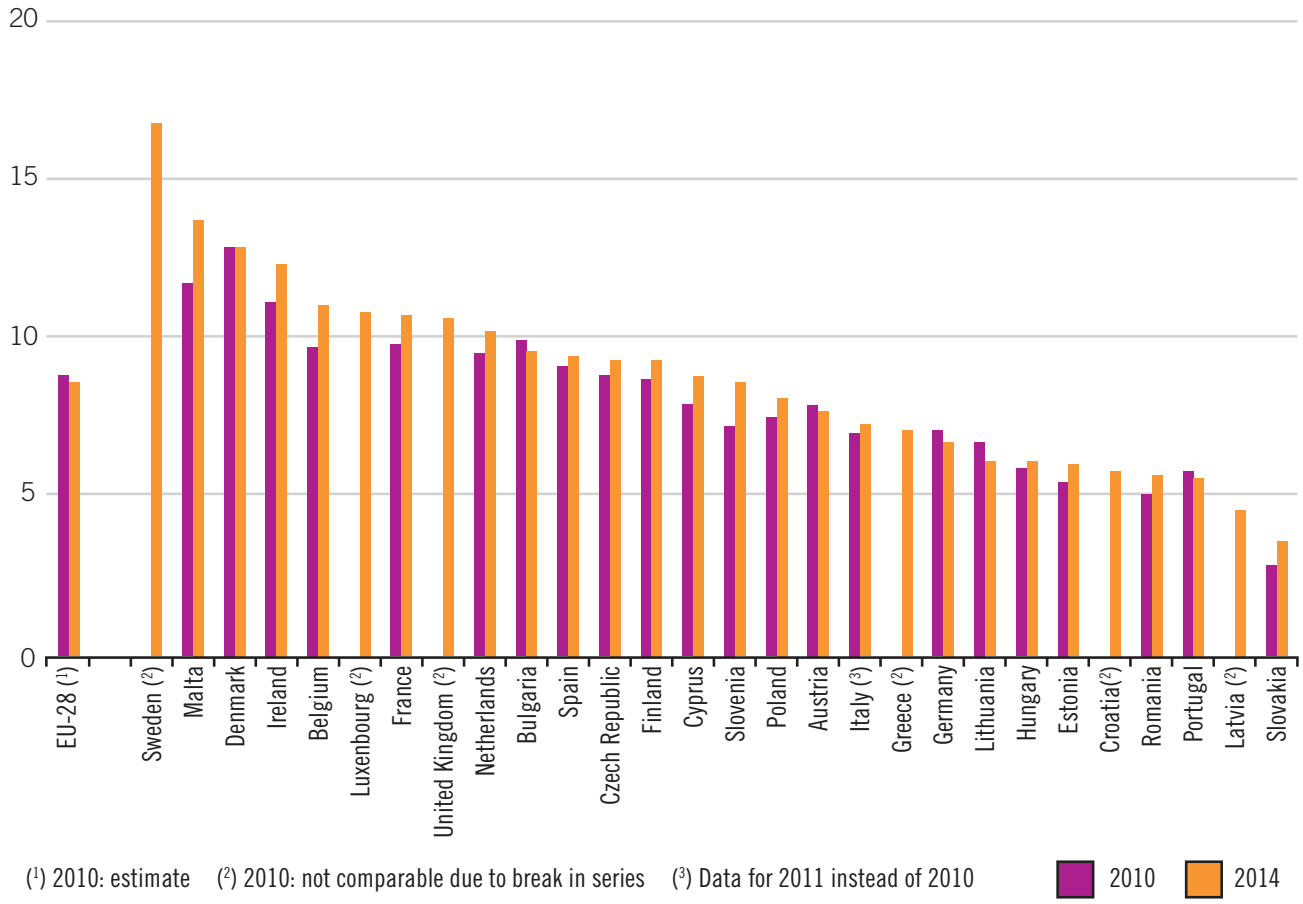
a Study the bar chart in Figure 1 below and read the information. Answer the questions.

1 What specific aspect of life expectancy is highlighted in the bar chart?
2 What is the main focus of the information in paragraphs 2 and 3?

b Notice the language in bold in the text. Sort it into the following categories:

- referring to the diagram
- talking about trends
- comparing
- explaining data

Figure 1. EU Healthy life years at age 65, females 2010 & 2014



Healthy life years for women

Whether extra years of life gained through increased longevity are spent in good or bad health is a crucial question. Since life expectancy at birth is not able to answer this question fully, indicators of health expectancies, such as healthy life years have been developed. These focus on the quality of life spent in a healthy state, rather than the quantity of life – as measured by life expectancy.

Figure 1 **describes** the number of healthy life years left for women in EU countries beyond the age of 65. **A comparison is made between** the years 2010 and 2014. **It is interesting to note that** overall **there was a slight drop in the number** of healthy years European women could expect to have in their old age. **There is no obvious trend for** this drop in relation to countries. Five countries from different parts of the EU (Austria, Bulgaria, Germany, Lithuania and Portugal) **all showed a decrease in the number of** older age healthy years for women. **By comparison**, the one country to **demonstrate a significant increase** was Malta. **There was an increase of almost** two extra healthy years that Maltese women aged over 65 years could expect

In 2014, the country where women could expect the longest healthy life was Sweden with healthy life expectancy lasting until the age of 82. **This might indicate** the overall high standard of living in Sweden. Another Scandinavian country, Denmark, also has women living healthy lives for longer, but **it did not show an improvement** between 2010 and 2014. Slovakian women have **the shortest** healthy life expectancy of all EU women and can expect a life without physical limitations only up until about 68 years. However, there has been **a small improvement of** about a year **when comparing** 2010 to 2014.

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ACADEMIC SKILLS PLUS

Economics: The sharing economy

Listening skills: Listening to topic sentences
Speaking skills: Joining ideas – adding and explaining

Unit 6 Tourism

1 SPEAKING

a Think about these four companies and discuss the questions in groups.

Airbnb Uber blablaCar Couchsurfing

1 Which of these companies have you heard of?
2 Which photo does each company go with – photo a or b?
3 What do you think they all have in common?
4 Why do you think people use them?
5 Have you used any of them? If so, what was your experience of them?

2 LISTENING 1

a You will hear the first part of a lecture about tourism and the sharing economy. Before you listen, look at the questions. What do you think the answers are?

1 Which **two** of these topics will the speaker talk about?
   a travel by car and taxi
   b air travel
   c tourist information services
   d places to stay
2 What does the 'sharing economy' mean?
   a Businesses and customers share the profits
   b People buy and sell directly without using a larger company
3 What is important about the sharing economy?
   a it brings people into face-to-face contact
   b it brings people into contact online

b 6.1 Listen to the lecture. Were your answers correct?

c What did you understand by these ideas?

1 exchanging goods and services with peers
2 'digital mapping'
3 eliminating the middleman
4 the implications of the sharing economy
5 a new set of social values

d 6.1 Discuss your answers, then listen again and check.

3 LISTENING 2

a **Skills focus** Listening to topic sentences

1 6.2 You will hear two 'topic sentences' from the next part of the lecture. Listen to each sentence and try to predict what the speaker will talk about.
2 6.3 Listen to what the speaker says. Were your predictions correct?
3 How do these opening sentences help with listening? Why do you think they are called 'topic sentences'?

b 6.3 Listen again and complete the notes in the table.

Uber *Features:* for profit, short trips, like a taxi *How successful?*	**blablaCar** *Features:*
Airbnb *Features:* *How successful?*	**Couchsurfing** *Features:*

STUDY SKILLS: TAKING NOTES FROM LISTENING

When taking notes from listening, which of these is most effective and why?

(a) writing complete sentences
(b) writing short phrases
(c) writing single words

c Discuss these questions.

1 In what sense are blablaCar and Couchsurfing more 'cultural' than business-oriented?
   Do you think this is a good or a bad thing? Why?
2 Why do you think hotels and taxi companies reacted differently?

d **CRITICAL THINKING**
IMAGINING DIFFERENT POINTS OF VIEW

Discuss these questions.

1 How do you think taxi drivers feel about Uber?
2 What arguments are there in support of Uber drivers?

4 LANGUAGE FOCUS
Joining ideas – adding and explaining

a Look at these sentences from the recording. Match the two halves, 1–6 and a–f.

1 ☐ And we're going to look at two particular areas which are relevant in the field of travel and tourism, **namely** …
2 ☐ This **not only** creates a more efficient network **but also** …
3 ☐ It can eliminate the middleman – **in other words** …
4 ☐ This decade, **that is to say** …
5 ☐ It encourages people to interact in the real world. **In fact**, …
6 ☐ Uber is geared towards short trips for profit, **so in effect** …

a … it resembles a taxi service.
b … 2010 to 2020.
c … leads to lower costs.
d … you could say it introduces a new set of social values.
e … car and taxi services and services offering accommodation.
f … there is no one person standing in the middle between the buyer and the seller.

b 6.4 Listen and check your answers.

c Which of the words in bold …?

1 add an extra idea (x2)
2 add an explanation or more details (x4)

d Think of ways to continue these sentences. Then compare your ideas with other students.

1 There are two reasons I didn't finish the assignment, namely …
2 Cars not only cause air pollution but they also …
3 Most teenagers are strongly influenced by their peers, that is to say …
4 Uber costs half as much as normal city taxis, in other words …
5 His whole salary goes on rent and health insurance, so in effect …
6 Average property prices aren't showing any sign of decreasing. In fact, …

5 PRONUNCIATION Intonation in lists

a 6.5 Listen to this extract from the lecture, and mark the places where the speaker pauses by writing /. The first two are done for you.

'Here's what he said in 2010 **/** that the 1990s were about getting people online **/** that's when people started using the internet the 2000s were about connecting people online and this decade that is to say 2010 to 2020 will be about using the internet to connect people offline.'

b 6.5 Listen again. Before each pause, does the speaker's voice … ?

(a) rise or stay high (b) fall

1 What does her voice do at the end of the extract?
2 How does this make it easier to listen to what she is saying?

6 SPEAKING

a Prepare a short talk (about 1 minute) about a recent development or change, similar to the ones you heard about.

1 Choose one of the topic areas below or another topic which you know something about.

travel and tourism	restaurants and food
styles and fashion	population changes
climate and weather	cities or your local area

2 Think about these questions and make some brief notes:
- What is the change/development?
- What was the situation like before?
- How and why did it change?
- What impact has there been as a result of the change?
- How will you end your talk?

3 Try to include a few of the expressions below.

Adding	*Explaining*	
in fact	namely	that is to say
not only … but also …	in other words	so in effect

b Give your presentation to other students. Answer any questions they may have.

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ACADEMIC SKILLS PLUS

Media studies: New forms of media

Reading skills: Identifying the writer's stance
Writing skills: Using distancing expressions

Unit 7 TV viewing

1 SPEAKING

a In 2014, streaming video service Netflix launched an advertising campaign with the slogan 'TV Got Better'. How do you think TV and TV series have got better over the last 20 years? Think about:

- choice
- technology
- quality of programmes
- variety of programmes
- opportunities to watch

b What do you think might be 'better' about companies like Netflix?

c Do you think there are ways in which TV has got worse?

2 READING 1

a Read the title and the abstract of an academic article about Netflix and TV viewing. Which topic will the article mainly be about …?

1 the reasons why people watch TV
2 general changes in TV technology
3 the ways Netflix are promoting their programmes

TV Got Better:

Netflix's Original Programming Strategies and Binge Viewing

Chuck Tryon

Abstract

This paper analyzes the promotional strategies of Netflix, arguing that the company reinforces what Pierre Bourdieu has called the discourses of distinction. In particular, the streaming service highlights what Tryon calls the promises of plenitude, participation, prestige, and personalization. Netflix highlights these discourses in part through its ongoing engagement with subscription cable channel HBO, and in part through promotional materials such as its TV Got Better campaign, which sought to naturalize viewing practices such as binge watching as being part of a technological and narrative cutting edge.

b **Skills focus 1** Close reading of key phrases

According to the abstract, Netflix has made these claims in their promotional campaigns:

1 They offer something different from normal TV.
2 They offer variety and quality.
3 You can choose what you want to watch to suit your interests.
4 There's nothing wrong with watching a lot of TV in one sitting.
5 Binge viewing is the modern way to watch TV.

Find one phrase in the abstract which refers to each claim. What made you choose this phrase?

STUDY SKILLS: UNDERSTANDING ABSTRACTS

1 Academic texts often begin with an abstract which summarises the content of the article. Why is this information important?
2 Abstracts often contain abstract concepts which are hard to understand but it's worth reading them closely and 'getting to grips' with them as they will make it easier to understand the article. How can the following techniques help with this?
   - use an English-English dictionary
   - try to guess what expressions might mean
   - use the internet to check technical terms

3 READING 2

a Read the article. What do we know from the article about …?

1 Kevin Spacey
2 The series *House of Cards*
3 The slogan 'It's not TV. It's HBO.'
4 Netflix's promotional campaigns
5 The difference between 'binge viewing' and 'feasting'
6 millennial audiences

Compare your answers. Do you have the same ideas?

b **Skills focus 2** Identifying the writer's stance

Discuss answers to these questions. Find parts of the article that helped you decide your answers.

1 What is the purpose of the article?
2 How much does the writer know about the topic? How do we know this?
3 Do you think the writer is …?
   a enthusiastic about Netflix
   b critical of Netflix
   Find phrases in the article to support your choice.

c **CRITICAL THINKING**
EVALUATING ARGUMENTS FOR AND AGAINST AN ISSUE

1 Look at these opinions and decide whether you agree with them.
   a 'Companies like Netflix have revolutionised TV and have improved its quality.'
   b 'Binge viewing is a good way to appreciate a good TV series.'
   c 'Watching TV series is a waste of time – it doesn't matter how good they are.'
2 Note down one argument for and one argument against each opinion. Make some brief notes.
3 Compare your ideas with other students.

During a speech at the 2013 Guardian Edinburgh Television Festival, Kevin Spacey, star of the Netflix original series, *House of Cards*, identified the streaming video service, Netflix, as a source for prestigious and engaging entertainment. Spacey's comments aligned *House of Cards* (2013–) with the prestige of British television and international art house cinema. He pointed out that Netflix had fully committed to purchasing twenty-six episodes of *House of Cards* without requiring the show's producers to make a pilot. Instead, the creators of the show could, as Spacey described it, get to the real work of developing complex characters and detailed storylines that would keep audiences engaged. Spacey went on to compare the political drama with the cinema, asking rhetorically, 'Is thirteen hours watched as one cinematic whole really any different from a film?'

For those of us who work in media and TV studies, Spacey's justifications for Netflix are quite familiar, but what seems notable here is that he links the practice of binge viewing to quality television. Popular discourse has historically treated television as a 'vast wasteland', or junk food. But, beginning in the 1990s, the subscription cable channel HBO famously branded itself and its foray into original programming with the slogan 'It's not TV. It's HBO.' Netflix's use of similar claims serves to define the streaming service against traditional television. In particular, Netflix's self-promotion places emphasis on its ability to deliver the promise of 'prestige, plenitude, and participation' to its subscribers, through a mix of technological and aesthetic appeals that are meant to position Netflix as the future of television. This claim found its most explicit expression in its 'TV Got Better' campaign, in which anthropologist Grant McCracken rephrased the practice of 'binge viewing' as 'feasting', a description that views watching TV as healthy, as a good form of consumption.

This paper argues for a closer examination of claims in advertising that promote streaming video—and other new modes of delivery—as a technological solution to the limitations of more traditional forms of television. Although these technological changes have altered the social, legal, cultural, and economic conventions associated with TV as a medium, they also exaggerate their transformative potential. It is certainly the case that the practices of watching television are changing in an on-demand era, especially as millennial audiences develop new ways of watching movies and television; however, it is equally crucial to pay attention to the ways in which thes e practices are being redefined in order to promote more privileged methods of consuming television.

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4 LANGUAGE FOCUS
Distancing expressions

a The expressions 1–4 below all have the effect of making the writer seem more 'distant' or objective. Match them with the categories below (add letters A or B).

A reporting what other people said
B balancing different points of view

1 **Although** these technological changes have altered … conventions associated with TV, **they also** exaggerate their transformative potential. _____
2 The creators of the show could, **as Spacey described it**, get to the real work of developing complex characters. _____
3 **This claim** found its most explicit expression in its 'TV Got Better' campaign. _____
4 **It is certainly the case that** the practices of watching television are changing in an on-demand era …; **however**, … _____

b Here are some more 'distancing' expressions. Add them under the two category headings.

1 It is sometimes claimed that …
2 Many people believe that …
3 … is often presented as …
4 There is no doubt that … however, …
5 It may be true that … but …

A reporting what people say/think	**B** balancing points of view

c Look again at the expressions in 4b. How do the following features help to give the impression of 'distance' or objectivity?

1 sentences beginning *It* or *There is*
2 passive verb forms
3 qualifying verbs and adverbs: *may*, *sometimes*, *often*

5 WRITING

a Choose an issue that people have differing opinions about. It could be one of the topics below or a topic of your own.

- Will streaming make buying music obsolete?
- Should people pay for newspaper content online or get it free?
- How do social media sites affect real-life relationships?

Write a short paragraph (two or three sentences) about it. Adopt a point of view, but try to write about it objectively, distancing yourself from any strong opinions. Include at least two of the expressions in 4a or 4b.

b Swap paragraphs with another student. Can you identify … ?

- what issue your partner is writing about
- what stance he/she is taking on the issue

Decide if you agree with their point of view.

6 READING EXTENSION

a Read the Netflix campaign feature 'TV Got Better', which was mentioned in the article. Answer the questions below.

1 Choose the sentence which best summarises the text.

a Not surprisingly, new technology has improved the quality of TV, but people still expect the same things from TV programmes as before.
b Because of new technology, people now watch TV in a different way and they now expect better quality TV programmes.
c Although people expected TV to get worse, in fact the quality has improved and is attracting a new kind of viewer.

2 Match these expressions with their meanings. Check your answers by seeing how the expressions are used in the text.

1 ☐ couch potato
2 ☐ channel surfer
3 ☐ twitchy creature
4 ☐ barely conscious
5 ☐ alert to the fine details
6 ☐ junk food
7 ☐ migration of talent
8 ☐ virtuous circle

a someone who can't keep still
b unhealthy meals and snacks
c a positive effect that leads to further positive effects
d actors moving from film to TV
e someone who spends hours on the sofa watching TV
f noticing everything that happens
g nearly asleep
h someone who keeps switching between TV programmes

b You can tell from the style and language that this text is not a factual article but is promoting Netflix. Find examples in the text of the following style features:

1 short, simple sentences
2 phrases used as sentences
3 informal phrases and sentences.
4 questions included which the reader might ask
5 positive adjectives and adverbs

TV GOT BETTER

Difficult men and brilliant women turning popular culture into culture

By Grant McCracken

People are watching TV in new ways. The couch potato, once a fixture of talk show ridicule, op-ed disapproval and man-caves everywhere, has slipped into obscurity. We're not sure where he went. He just did.

The 'channel surfer' has also disappeared. That twitchy creature, dashing from one entertainment assignment to another, he too has left us. Gone.

What we have instead are highly sentient people watching TV in an upright position. And they are watching lots of TV, big chunks of continuous TV, entire seasons in a single week. No longer barely conscious and amphetamine-edgy, these people are staying put, paying attention, watching skilfully and passionately.

The weird thing is that when we ask people to describe what they are doing, they say they are 'binge-viewing'.

'Binge-viewing', though? Not very flattering. It makes them sound like they expect to wake from a stupor covered in junk food and regret.

The truth is otherwise. First finding: people are not watching predictable shows with happy windups by the end of each episode. They are not watching junk TV. They are watching great TV: *House of Cards* and *Orange Is the New Black*.

Second finding: nothing escapes them. The ethnographic interviews showed us viewers who are alert to the fine details. People are committing to the narrative even as they second-guess casting decisions and creative philosophies. These viewers are keen. In point of fact people are not bingeing. They are feasting.

The hidden fact of the matter is that TV got better. Against the odds. In the very face of sanctimonious criticism from industry regulators who have declared it a wasteland. By this reckoning, TV was a cultural sinkhole. It could only get worse, drawing American culture downwards into mediocrity.

Irony of irony, TV got better partly because it escaped the stupefying control of ratings and regulations. Now the difficult men and the brilliant women of cable could go places TV had never gone before. While experts and intellectuals scolded it for its failings, TV began an exploration of new dramatic possibilities.

Quite suddenly, a series of virtuous cycles unfolded. Good TV created smarter viewers. Smarter viewers in turn made for better TV. Good TV created smarter writers who in turn made for better TV. Good TV created better critics who in turn made for better TV. Opposers threatened us with a descent into bad. TV somehow managed an ascent into better. Even Hollywood says so. Look at the migration of talent. Bona fide movie stars are prepared to make TV because that's where real creative opportunities now lie.

Unit 8 Wealth

ACADEMIC SKILLS PLUS

Economics: Wealth and psychological well-being

Listening skills: Listening for main points in lectures and presentations
Speaking skills: Signposting in presentations

1 SPEAKING

a Read the newspaper headlines and talk about the questions.

> **Millionaire gives all to charity!**

> **Super rich IT guru lonely and depressed**

> **Heir to family fortune can't find happiness**

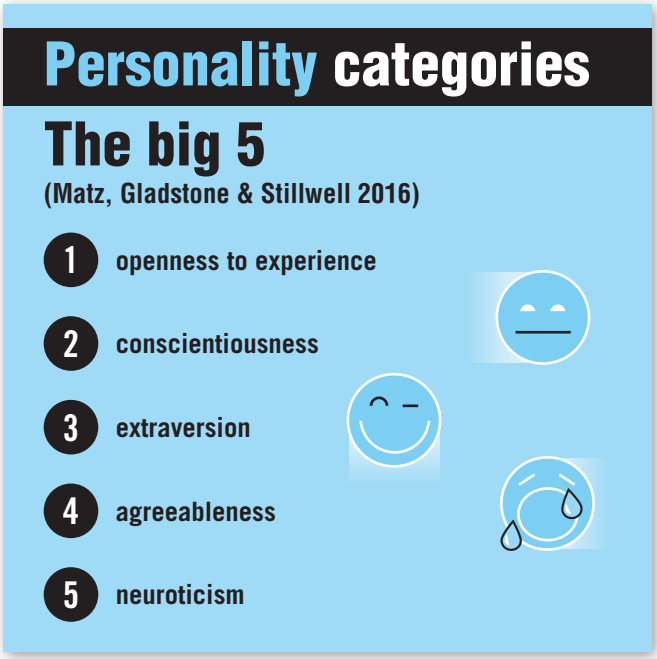
1 What do these newspaper headlines suggest about wealth and happiness?
2 How common are stories like this in your country? What are some examples?

b 8.1 Listen to the first sentence of a lecture and write down what the lecturer says.

c What is your answer to the lecturer's question? Why?

2 LISTENING 1

a You will listen to part of a lecture on wealth and psychological well-being. The lecturer refers to the five personality types in the slide below. Check the meaning of each word and discuss the kind of person you think each category describes.



b 8.2 Listen to the lecturer. Were your ideas about the personality categories the same as his?

c 8.2 Listen again and make notes on the descriptions of the different personality types.

d 8.3 Listen to the final part of the lecture. Which set of notes is the best record of the information? Why?

> 1
> - *participants do questionnaire on psychological category*
> - *researchers → goods and services*
> - *conscientious person – spend money on health and fitness = happy*

> 2
> - participants complete questionnaire → personality type matched to spending
> - spending on psychological needs = happy
> - how we spend money v. important

3 LANGUAGE FOCUS 1
Signposting expressions

a 8.2 The lecturer uses these five expressions in his lecture. Listen to the lecture again. Put one word in each gap.

1 Let's _____ turn to …
2 I'd like to start _____ outlining …
3 So _____ give an example …
4 a _____ point …
5 I want to come back to that a bit later _____ .

b Match the expressions in 3a to the categories. The expression is used to …

a introduce a section of the lecture ____
b move to a new topic ____
c signal a point that will be reinforced later in the lecture ____
d to support a claim ____
e to signal an important idea ____

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4 LISTENING 2

a In another part of the lecture, the lecturer discusses the information on the slide below. Look at the figures in the slides. What do you think is the salary level beyond which people stop feeling happy?

b 8.4 Listen and check your ideas.

c 8.4 Listen again and make notes about the main points only.

d **CRITICAL THINKING**
ANALYSIS AND EXPLANATION OF HIDDEN MEANING

Why do you think people in the studies don't feel any happier after a certain salary level?

Make notes and discuss your ideas together. Think about the following topics:

- how these people spend money
- relationships with friends and family
- general life goals

5 PRONUNCIATION Connected speech

a 8.5 Listen to the first sentence of the lecture. How many words do you think go in each gap?

Now that we've [1]_____ different studies, I'd like [2]_____ by wealth and [3]_____ at which having money no longer matters.

b 8.5 Listen again and try to write what the speaker says.

c 8.6 Listen to these examples and fill in the gaps. The same number of words are missing.

1 Earlier I mentioned Clingingsmith's study _____ negative emotions.
2 What they mean by that is there's no point at which people feel having some extra money _____ their well-being.

6 LANGUAGE FOCUS 2
More signposting expressions

a In the examples in 5a and 5c, underline the signposting expressions the lecturer uses.

b Match the expressions to the categories. The expression is used to …

1 refer to something already talked about
2 explain something
3 move from one part of the lecture to the next

c Add the expressions below to the categories in 6b.

1 So having looked at X, we come now to …
2 I'd like to refer back to …
3 another way of saying that is …
4 … that we looked at before
5 what this means is …

d In these examples of signposting expressions there are two missing words. Add words so they are similar to expressions you have studied in the lesson so far.

1 Having looked at key concepts let's now recent research on the topic.
2 I'd like to start the three main areas of research that I'm going to talk about.
3 So to example, a person in the fourth category is likely to donate money to charity.
4 Earlier a study by Matz, Gladstone and Stillwell …
5 So those are some example case studies – I want to to them later on
6 This is relevant to high income earners. What I that is people whose salary is over $100,000 a year
7 Now that we've looked at four different research studies, I'd like some specific examples

STUDY SKILLS: REFERENCING

1 Do the lecturer's slides contain enough information?
2 Why does he include dates after the names?

7 SPEAKING

a Choose one of the topics below to talk about.

- Challenges of managing a personal budget.
- Having good friends is the best way to feel happy in life.
- Social media can lead to isolation and unhappiness.

1 Think of two or three key points associated with the topic
2 Think of some information or examples that support the points you are making.

b Take turns explaining your ideas to each other.

1 When you speak, use signposting language to indicate key points and supporting ideas. Also use signposting language to move from one point to the next.
2 Make notes on what your partner says. Tell them what the main and supporting ideas were in their explanation.

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ACADEMIC SKILLS PLUS

Unit 9 Communication

Medicine: International healthcare

Reading skills: Collating information; using a variety of sources

Writing skills: Paraphrasing and summarising information from different sources

1 SPEAKING

a Look at four people's stories. What do they all have in common?

b What communication problems might they have had? What could be done to overcome the problems?

c Have you (or someone you know) ever had a similar communication problem?

Sofia from Guatemala

My family live in the USA but my grandmother only speaks Spanish. So when she went to hospital I went with her to translate what the doctors said.

Amir from Afghanistan

After three months in Germany, I could get by in basic German. One day I had a pain in my back, so I went to the doctor. He said something about it but I'm still not sure what the problem is.

Dmitri from Russia

I went to Thailand to have dental treatment. It saved me a lot of money and I had a holiday at the same time. The treatment was good but they only spoke Thai and a bit of English.

Alison from Scotland

I'm 80 and in a care home. The staff are very kind but some of them don't speak English very well.

2 READING

a Read the extracts from four articles about language problems in healthcare. Which of the four stories in 1a does each extract relate to?

A

Barriers to effective healthcare can result from linguistic differences between patients and healthcare professionals. Increasingly, healthcare professionals include migrants whose first language (L1) is not the majority language. Patients from linguistic minorities, a group also increasing in number, must also use a second language (L2) during their healthcare encounters, or rely on the availability and accuracy of an interpreter. Thus growing numbers of patients using a country's healthcare system do not share an L1 with their healthcare professional.

B

Current evidence indicates that language barriers affect almost every aspect of health. Consistent and convincing international research highlights the impacts of language barriers on participation in healthcare. This includes delays in seeing a healthcare professional; barriers to initial access for most health services; increased risks of wrong diagnosis; poorer patient understanding and failure to follow prescribed treatment; lower patient satisfaction; increased risk of negative experiences; poorer management of disease; and less effective pain management. Language barriers also commonly result in failure to give the patient adequate information or to protect confidentiality. (Bowen, 2015 36)

In recognition of the importance of language barriers in patient safety, some health organizations are now including interpreters to help in analysing problems and finding solutions. (Robert Wood Johnson Foundation, 2008).

C

Informal interpreters, including family members, friends, untrained members of the support staff, and strangers found in waiting rooms or on the street, are commonly used in healthcare encounters. But such interpreters are considerably more likely than professional interpreters to commit errors that may have negative consequences. Informal interpreters are also unlikely to have had training in medical terminology and confidentiality; their priorities are sometimes different from those of patients; and their presence may inhibit discussions about sensitive issues.

D

Due to healthcare sector problems as well as easy and cheap access to cross-border travel and the internet as an advertising and marketing platform, patients around the globe are increasingly seeking healthcare in other countries than their country of residence (Carrera & Bridges 2006). This phenomenon is called medical tourism (e.g. Carrera & Bridges 2006; Freire 2012; Lunt et. al 2012; Moreira 2013b). […]

Language has a key role not only in healthcare services in general but also in medical tourism. Previous research (Levary 2011; Peters & Sauer 2011) has demonstrated that the possibility for a patient to use his/her native language while receiving health services abroad is one of the most important decision criteria for a medical tourist.

There are also the same types of findings in the Finnish context. For example Finnmedi (2012) has researched Russian medical travellers and found that in choosing the healthcare provider 40% of Russian medical travellers find the service providers' ability to provide services in Russian extremely important and 21% important.

b Read the extracts again and answer the questions. Make brief notes.

1 What are the three main situations where language barriers arise in medical care?
2 What are the main negative effects of language barriers in medical care?
3 What role can interpreters play?
4 Are members of the family effective as interpreters? Why / Why not?
5 What is medical tourism?
6 What part does language play in medical tourism?

c Which text (or texts) provided the answers to each question? Write letters (A–D).

1 ____ 2 ____ 3 ____
4 ____ 5 ____ 6 ____

d Read a student's summary of the information in the texts. Does it … ?

1 make general statements about the ideas in 2b
2 give detailed information about each idea
3 only cover some of the ideas

A growing issue in healthcare is the problem of overcoming language barriers between healthcare practitioners and patients. This problem can arise in several ways: in many countries, healthcare professionals come from other countries and so do not always share a first language with patients from that country; the patients may be 'medical tourists' who have gone abroad to have medical treatment; or patients may be migrants from another country or may speak a minority language.

Lack of communication between healthcare professionals and patients can create serious problems in healthcare. As research has indicated, language barriers lead to delays in treatment, longer hospital stays, more errors in diagnosing illnesses, less effective advice, and dissatisfaction among patients. In particular, it may be difficult to convey to patients how seriously they are at risk and as a result patients may not follow a doctor's instructions (Bowen, 2015).

Doctors and nurses often try to overcome communication problems by using a bilingual relative or friend of the patient as an interpreter. This is often unsatisfactory if the interpreter has limited medical knowledge and it can give rise to misunderstandings or embarrassment. A better solution is to employ a trained interpreter, or to train medical staff to speak the patient's first language. This is especially important in the case of medical tourism, where several studies have shown that patients feel more comfortable if they can speak in their mother tongue (Levary 2011; Peters & Sauer 2011, Finnmedi 2012).

e **Skills focus** Collating and summarising information

Look at the list of tips below. For each tip, find an example from the summary paragraph.

Collating and summarising – tips

1 **Leave out specific details**
There's no need to mention every piece of research – summarise the results.

2 **Add topic sentences to highlight main points**
This will help to make your general points clear.

3 **Put together ideas from different sources**
Don't only use one source – get information and ideas from different texts and put them together.

4 **Select main points**
Don't mention every fact and example – only include the most important points.

3 LANGUAGE FOCUS
Referring to research

a Look at these expressions from the summary and answer the questions.

As research has indicated, language barriers lead to delays in treatment …
… **several studies have shown that** patients feel more comfortable if they can speak in their mother tongue.

1 What verb tense do the expressions in bold use, and why? What other verb tense could be possible here?
2 Do the phrases 'research has indicated' and 'several studies have shown' have the same meaning? Why does the writer use two different phrases?

b Here are some more expressions for referring to research. Add two words in each gap.

according it makes suggest that to

1 _____ recent research, the most common reason for medical tourism is to save money on treatment.
2 Some studies _____ training healthcare workers in a second language can be more beneficial than hiring interpreters.
3 Recent research _____ clear that language barriers are a major factor in patients delaying or missing appointments.

c Add an expression referring to research to these sentences, using the words in brackets. More than one answer is possible.

1 Patients are more likely to trust a doctor who is fluent in their own mother tongue. (several studies)
2 Men are less likely to report a medical problem than women. (recent research)
3 The presence of a bilingual family member can have a reassuring effect on the patient. (some studies)
4 Over 80% of recent migrants to the EU are unaware of their medical rights. (research)

Compare with a partner. Did you use the same expressions?

STUDY SKILLS: REFERRING TO SOURCES

1 Look at these sentences referring to background sources. Which references are correct? Why?
   (a) Finnmedi (2012) has researched Russian medical travellers …
   (b) … patients around the globe are increasingly seeking healthcare in other countries (Carrera & Bridges 2006).
   (c) Previous research (Peters & Sauer) has demonstrated that …
2 What would you expect to find in a bibliography?

4 WRITING

a Read the three extracts about using technology to overcome language barriers in healthcare. What is the main point of each extract?

A Professional interpreters are available in many clinics, but they usually need to be booked in advance and they are very costly. Also, the patient may have to wait until the interpreter is free, which research suggests may lead to increased anxiety or even hostility (Jacobs et al, 2004). So increasingly, health centres and hospitals are looking at alternatives to using technology.

B New technologies for automating translation are emerging and have been used successfully in healthcare. Staff at some US hospitals communicate with Spanish-speaking patients using an automated spoken translation tool that listens to a sentence in English, translates it to Spanish and says the Spanish sentence to the patient.

C A new language service was developed in which interpreters are trained in the skills of simultaneous interpretation commonly used at international conferences. The interpreters are linked from a remote site to headsets worn by the healthcare professional and patient through standard communication wires. The service is called 'remote-simultaneous interpretation' (Hornberger et al, 1996).

b Work together. Collate the information in the extracts and summarise it, using a maximum of three sentences and 50 words. Use the tips from 2e to help you.

c Read other students' summaries and comment on them. Do they … ?

- include a topic sentence to make the general point clear
- summarise the main points without too much detail
- draw on information from all three extracts
- present the information in a logical order

5 READING EXTENSION

a You're going to read part of a Master's thesis on medical tourism. Before you read, try to answer the following questions:

1 Is medical tourism new or has it existed in the past?
2 Why do you think medical tourism has become more widespread?
3 What do you think are the main reasons to travel for medical treatment (a) to a less developed country (b) to a more developed country?

b Read the text. Did you guess the answers correctly?

c Read the text again and complete the notes below:

1 *History of 'health tourism'*
- *18th century:* _____
- *Later (late 19th century):* _____
- *20th century:* _____
- *More recently:* _____

2 *Key features of 21st century medical tourism*
a *large number of people*
b _____
c *new infrastructure:* _____
d _____

3 *Main reasons for medical tourism*
a *travel to less developed countries:*
- _____
- _____
- _____

b *travel to more developed countries:*
- _____

4 *Why the internet is important*
- _____
- _____

d CRITICAL THINKING
EVALUATING AN ISSUE CRITICALLY

Consider the questions below.

1 The text quotes sources up to 2013. What changes (if any) do you think there have been since then? The text gives reasons why medical tourists travel from the USA to other countries. Do you think those reasons still apply today?
2 Think about your own country. Do you think people mainly … ?
a travel from your country to other countries for medical treatment
b travel from other countries to your country for medical treatment
c both
What are the main reasons and what countries do they come from or go to?

e Apart from language problems, what issues can arise from medical tourism?

Think about:
- impact on local health services
- health services in patients' own country
- the types of medical services chosen
- legal and ethical issues
- risks and safety
- impact on the environment

Make brief notes of your ideas.

What are the reasons for health tourism?

Although medical tourism has received a lot of media coverage in recent years, travelling abroad for healthcare or well-being is not a new phenomenon (Connell 2006, Morgan 2010, Lunt et al. 2012). For decades affluent people have travelled in search of healthcare that is more affordable, of better quality or which offers something that is not available in the person's home country.

Interestingly, one of the earliest forms of tourism is health tourism, as 'taking the waters' in spas became common by the 18th century especially in Europe but also elsewhere, and started local tourism in many places (Connell 2006, p. 1093). Some time later, towards the end of the 19th century, recreation and tourism shifted mainly to sea resorts in developed economies, as also sea bathing became the healthiest form of recreation, and tourism spread from elites towards working classes (Gilbert 1954, cited in Connell 2006). During the 20th century, affluent people from less developed countries travelled to developed countries to access the highly trained healthcare professionals and better quality facilities (Lunt et al. 2012). Also in more recent times affluent people have travelled seeking the latest technologies and highest quality services in exclusive private clinics around the globe (Morgan 2010). However, although health tourism or wellbeing tourism are not novel phenomena, medical tourism is a somewhat more contemporary trend. In recent years – or decades – medical tourism has risen to be a global high-volume phenomenon due to affordable cross-border travel and the rapid development of information technologies (Lunt & Carrera 2011).

Lunt et al. (2012) suggest that there are certain features that distinguish the contemporary 21st century medical tourism from its previous forms. These key features include: 1) the large number of people travelling in search of healthcare, 2) the shift towards patients from wealthy developed nations travelling to less developed countries to obtain medical services, largely driven by low-cost treatments and low-cost air travel, 3) new enabling infrastructure: affordable and accessible global air travel as well as the internet as an information platform, 4) industry development: both private and public sectors in developed and developing countries have been promoting medical tourism as a source of foreign revenue. Connell (2006) points out that also the rise of a new kind of companies has facilitated the growth of medical tourism; these companies are brokers that operate between international patients and hospitals and clinics.

Medical tourism can be seen as a two-tier system: some patients travel to more developed countries, whereas some patients travel to developing countries. Historically medical tourism flows have been from lower to higher income countries due to high-income countries' more developed medical facilities and more highly educated healthcare personnel (Lunt et al. 2012).

This trend is now changing and many travellers travel to less developed countries in search of reasonably priced medical services (Lunt et al. 2012). Many countries can simultaneously act as countries of origin and destination for medical tourism; quite often high-income countries are destinations of this kind (Lunt et al. 2012). According to Connell (2006), currently the majority of medical tourists are from developed countries, mainly from North America, Western Europe and the Middle East. However, medical tourists are not only from developed countries, but also from developing countries (Connell 2006).

Probably the most frequently proposed explanation for medical tourism is the high costs of elective treatments in domestic healthcare systems (Carrera and Bridges 2006; Connell 2006; Martinsen 2007; Morgan 2010; Levary 2011; Freire 2012). Due to high costs of healthcare in many countries, people are increasingly looking for options for expensive domestic healthcare services and travelling to cheaper countries than their own home country. Lack of proper health insurance is one of the main reasons for medical tourism (Deloitte 2008; Tseng 2013). Also the quality/price ratio may be more favorable abroad than in patients' home country (Freire 2012) or the quality of treatment may be significantly better (Lunt et al. 2012). For example, in the United States context the main motivator to travel abroad for healthcare is the high costs of healthcare (Forgione & Smith 2006). According to Deloitte (2008), from the United States patients mainly travel to more affordable countries, such as Latin American countries, South Africa, India and many other countries in Asia. Forgione and Smith (2006) write that it is commonly advertised in the United States that it is possible to save anywhere between 50–90% per operation compared to healthcare prices in the United States by travelling to less developed countries for healthcare services. However, Carrera and Bridges (2006) note that the majority of global medical tourist flows is towards developed countries, which implies that people travel in search of healthcare that is of better quality. As already mentioned, the developing world is catching up, but only slowly (Carrera & Bridges 2006). Another key driver is long waiting lists in healthcare in many countries; by travelling abroad for healthcare patients can avoid long waits and receive care quickly (Carrera & Bridges 2006; Connell 2006; Morgan 2010; Levary 2011; Freire 2012; Tseng 2013). For example, in the UK many non-essential surgeries, like a knee reconstruction, may have waiting lists of as much as 18 months, whereas the same operation can be done in India in under a week and the patient can travel home after approximately 10 days' recovery period (Connell 2006).

Today there are also fewer barriers to travel abroad than there used to be (Carrera & Bridges 2006). The price level of global low-cost transportation, particularly international air travel, is lower than ever and there is a well-functioning global network of flights (Connell 2006; Deloitte 2009; Wang 2012), which makes travelling for healthcare easy. Also the internet as a platform has played a key role in increased medical tourism (Connell 2006; Morgan 2010; Lunt & Carrera 2011; Lunt et al. 2012) due to the fact that internet platforms offer easy access to healthcare information as well as to advertising from anywhere in the world. Lunt and Carrera (2011) even claim that the internet is such a key driver in medical tourism that there would be no contemporary medical tourism without it. Above all, the internet connects patients with healthcare providers and broker companies (Lunt & Carrera 2011).

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Unit 10 Shopping

ACADEMIC SKILLS PLUS

Business studies: Mystery shopping

Listening skills: Listening for sequencing discourse markers

Speaking skills: Presentation questions and answers

1 SPEAKING

a Think of two memorable customer service experiences you have had recently: one positive and one negative. Answer the questions.

1 What kind of experience was it? (shop, restaurant, medical appointment, online, etc.)
2 What made the experience memorable?
3 Why would/wouldn't you recommend the business/organisation?

b Tell each other about your experiences.

c Work together and make a list of ideas that you think make a good customer experience.

2 LISTENING 1

a Businesses often use mystery shoppers or secret shoppers to improve the quality of their customer service. Work in pairs and answer the questions below.

1 What do you already know about the work of a mystery shopper?
2 If you know nothing or little about this kind of work, what do you think they do?

b 10.1 Listen to a student presentation on mystery shopping. Does the presenter talk about things you discussed in 2a?

c 10.1 Listen again and complete the notes below.

Mystery shopping

Two kinds: 1 _____
_____
2 _____
_____

Two industries: _____
_____

Four benefits: 1 _____
_____
2 _____
_____
3 _____
_____
4 _____
_____

Problem: _____
_____

d 10.2 **Skills focus** Listening to a sequence of ideas

Listen to the middle section of the presentation. Fill in the gaps.

1 There are _____ _____ benefits that people mention.
2 _____ _____ , um, it allows companies to monitor …
3 And the _____ _____ is, it allows companies to be more …
4 And a _____ _____ is, it can be a good way to …
5 And there's also a _____ _____ if a company also uses …

e Answer the questions.

1 What is the function of the words in the gaps?
2 In examples 2 to 5, which word is strongly stressed?
3 In examples 2 to 4, what does the speaker do after the word 'is'?
4 In example 5, where does the speaker pause?
5 In what way are the answers to questions 1 to 4 useful for when you are doing a seminar presentation?

STUDY SKILLS: SEQUENCING

- What is the relationship between the words you were listening to in 2d and the note taking in 2c?
- What features of pronunciation focused on in 2e can also help you understand?
- Can you also apply these language features to your own presentations?

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3 LISTENING 2

a Think of questions you can ask the presenter. For example, points that weren't clear to you or points you would like more information on.

b 10.3 Listen to the next part of the presentation and the questions that students asked. Are any the same as yours?

c 10.3 Listen again. Answer the questions.

1 How well does the presenter deal with the questions?
2 Is she clear? Are her answers short or long?
3 Does she use humour?

d
CRITICAL THINKING
EVALUATING ETHICAL IMPLICATIONS

What other arguments can you think of that might make mystery shopping acceptable or unethical? Make notes then discuss in pairs.

4 LANGUAGE FOCUS
Presentation questions and answers

a Predict which expressions go in the gaps in the sentences below.

I wanted to ask about I was trying to say was
can you maybe give us an example
I didn't quite get I really don't understand what
an example would be does that make sense?
can you explain what do you mean by

1 So is one secret shopping and one mystery shopping? _____ what the difference is.
2 OK, so _____ what the other kind is?
3 No, what _____ , secret shopping is basically another name for mystery shopping.
4 _____ mystery shopping is. Does a person pretend to buy something, and then report to the company, or what?
5 _____ or something?
6 Yeah, sure. _____: I'm a mystery shopper working for Tesco.
7 Yeah, _____ this word 'unethical'.
8 I mean _____'unethical' exactly? Do you mean illegal?
9 … but some people do feel that it's unethical. _____

b 10.3 Listen and check your predictions.

c Put the expressions into the following categories.

1 The listener is unsure/asks for clarification
2 The listener asks for more information/examples
3 The presenter explains/clarifies
4 The presenter checks understanding

d The examples below are about online marketing. Match 1–7 to a–g to make expressions.

1 ☐ You talked about a marketing frame work. I didn't quite
2 ☐ Can you explain
3 ☐ I don't really
4 ☐ Yes, I wanted to ask
5 ☐ Well, what do you mean
6 ☐ You see, what I was trying
7 ☐ So an example would

a understand how word-of-mouth advertising helps online advertising.
b to say is customer are really at the heart of things.
c you about the idea of a core customer.
d get what this is.
e by 'conversion marketing' exactly?
f exactly what an online storefront is?
g be the speed of making an online purchase.

e Which expressions are said by a listener and which by a presenter?

5 PRONUNCIATION Tones and pauses

a 10.4 Listen to these two expressions said by listeners. Does the tone go up or down at the end? Why?

1 I didn't quite get what the difference is.
2 OK, so can you explain what the other kind is?

b 10.5 Listen to this explanation by the presenter. What happens after the second 'was'? Why?

No, what I was trying to say <u>was</u> secret shopping is basically another name for mystery shopping.

c 10.6 Listen to the short excerpt below.

D Er, I really don't understand what mystery shopping is. Does a person pretend to buy something and then report to the company, or what? Can you maybe give us an example or something?
A Um, an example would be, er, I'm a mystery shopper working for Tesco, say. So, the company employs me to go to a branch of Tesco, and I pretend to be a customer. And I notice whether the service is friendly, or how long the queues are …

1 Do all of speaker D's sentences and questions have a falling tone at the end?
2 Where does speaker A pause in her answer?

6 SPEAKING

a Work with a different partner from the one you worked with in 1a. Tell each other about your customer service experiences.

1 Ask your partner follow up questions.
2 Explain and give extra information when answering your partner's questions.

Use expressions from 4a.