

Unit 1


Motivation

ACADEMIC SKILLS PLUS

Education: Language learning

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

1 SPEAKING

- a  Students look at the pictures and discuss in pairs how the attitudes of the students in the photos are different and why. Build a list of their ideas on the board.

Possible answers


Picture a: Students are bored / only half listening / thinking about other things. The topic isn't engaging or important to students. It's Friday afternoon; the students are all tired; it's just after lunch; the students have to attend the class (but don't want to).

Picture b: Students are interested / engaged / participating in the lesson. It's a topic students find interesting/important; students want/need to learn.


- b Working alone, students think about their own attitude to their subject. Depending on the class, this could be the subject they are going to study, the main subject they are studying, or learning English. Students tick reasons in the list that apply to them, then add others of their own.

Possible answers

It will help me to do a job I will enjoy
I think it's a subject that's useful or important
My parents/peers/bosses want me to study this subject
I think it's an easy subject to study
I did well in this subject at school and I think I'm good at it
I don't know anything about the subject so I'm curious

- c  Students look at their list and mark two or three that are the most important. In pairs or groups, students compare and explain their reasons. Get feedback from the class. You could build up a list of 'class reasons' on the board.

2 LISTENING 1

- a  1.1 Write the topic of the webinar on the board: *Motivation in language learning* and explain that you will play just the introduction. Play the recording for students to listen and choose the three topics. In pairs, students compare their answers. Then go through them as a class. If necessary, play the recording again.

Answers

- 1 Yes. (He says 'The history of how motivation has been discussed', 'we're going to explore some different points of view'.)
- 2 Yes. (He says 'I want to look at different kinds of learner motivation'.)
- 3 No. (He says 25 learners will have different kinds of motivation, but he doesn't say it's difficult to motivate them.)
- 4 Yes. (He says 'I'd like to look at some practical implications for teaching'.)

- b Ask students how Craig started the webinar. Then ask them why he started in this way. Elicit ideas from several students.


Answers

3 (He asks: 'What motivated you to be here today?')

Possible reasons:


- it's a good way to engage the listeners
- it makes the topic more personal
- it starts everyone thinking about the topic
- it makes listeners aware that motivation applies to a variety of different situations.

3 PRONUNCIATION Stressed words

- a  1.2 Play the recording for students to listen and note the stressed words. Then check the answers and play the recording again if necessary. Discuss the question. Point out that the words are stressed because they convey important information (they signal the three stages of the webinar), and because they're stressed, the listener identifies them as main points (this makes it easier to follow what the speaker is saying).

Answer

first; then; finally



- b  1.3 Play the extract and ask students to notice how the voice rises and falls. Discuss the questions as a class.

Answers

- a) First the voice falls slightly then rises.
It indicates to the listener that something important will follow (the speaker hasn't finished).

Suggested productive activity

The main aim of this section is to focus on pronunciation for listening. However, if you wish, you could also use it to practise pronunciation in speaking.

- 1  1.3 Play the words and get students to repeat them, practising the fall-rise intonation.
- 2  1.2 Give out copies of the transcript or show it on the board. Play the extract again. Students listen and mark the stressed words.
- 3 In pairs, students practise reading the sentences, stressing the words they have marked and using fall-rise intonation on *first*, *then* and *finally*.

4 LISTENING 2

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

Students read the slides. Then, in pairs, they discuss what they think Craig will say. Don't try to explain the terminology (e.g. *integrative*, *situation-specific*) at this point, as this will be explained in the webinar. However, before reading, you may wish to pre-teach the words in the box below.

KEY VOCABULARY

social (adj) connected with society or other people
(Example: She has an active social life; she enjoys doing things with other people.)

cognitive (adj) connected with thinking or mental processes

confidence (n) believing in your ability (Example: Politicians need a lot of confidence.)

environment (n) the things or conditions around you which influence you (Example: My office is very noisy – it's a very bad environment for working.)

Discuss possible ideas as a class. There are no 'correct' answers. Accept any idea that sounds possible and is linked to the slides.

Possible answers

He'll talk about:

- the history of motivation – ideas about motivation in two different periods
- Robert Gardiner's ideas (probably an expert/writer on motivation)
- two different kinds of motivation: integrative and instrumental
- Zoltán Dörnyei's ideas (probably an expert/writer on motivation)
- how confidence affects motivation – being successful makes you motivated
- how other factors affect motivation – whether you like the course, whether the teacher's good, etc.

STUDY SKILLS: PRESENTATION SLIDES

In groups, students discuss the questions. Then conduct feedback. Try to bring out these points:

- Looking at the slides before the lecture:
 - can help you to get an idea of the topic
 - gives an opportunity to check the meaning of key words
 - helps you to predict what the lecturer will say, so it makes listening easier
- Looking at the slides before the lecture:
 - helps you to remember the key points of the lecture
 - provides a set of notes from the lecture
 - means you don't need to spend so much time taking notes and can listen instead
 - gives an opportunity to check points that you didn't understand in the lecture

- b** **1.4** Play the recording and check whether Craig covered the points that students suggested in 4a.

- c** **1.4** Play the recording for students to answer the questions. Elicit answers from the class and play the recording again to check.

Possible answers

- A social psychologist, the first person to study motivation
- Going to live in a new country – you need to learn the language to be successful.
You live in another country but you're interested in the culture/language of the country.
- You need the language to get a job.
You need the language to follow a course of study.
- You pass an exam and you feel a sense of achievement.

- d** Give students time to discuss their ideas in pairs or small groups before taking class feedback.

Possible answers

The course isn't good (for example, not interesting/too difficult/not appropriate).
The teacher isn't good (for example, you don't like the teacher; the teacher doesn't make the lessons interesting; the teacher is too strict or can't control the class).
The classroom is too hot/cold/noisy (also, too many students in the class, it's late in the evening, etc.).

- e** **1.4** Play the recording again for students to check their ideas in 4d.


- f** *Critical thinking: Relating ideas to your own experience*

Give students time to think about the questions. If they like, they could make brief notes. Then they discuss their ideas in pairs or groups. Ask each pair/group what ideas they had.

You could expand this activity by asking students to make a list of factors which motivate them and then discuss and rank them in order of importance. Then they show their list to a partner and discuss the factors together. Alternatively, you could ask students to complete a chart to guide them in their discussions.


My experiences of ...	
... integrative motivation	
... instrumental motivation	
... success/failure in learning	
... courses of study	
... teachers	
... learning environment	

5 LANGUAGE FOCUS Introducing a topic

- a**  **1.5** Tell the class that they are now going to focus on ways to introduce a topic and that this is useful language for the beginning of a presentation because it lets the listeners know what you're going to talk about. Read through the descriptions (a–c). Then play the sentences, pausing after each one so that students can match them. Check answers as a class.


Answers

- a 1, 3
- b 2
- c 4, 5

- b**  **1.5** Students write phrases in the gaps. They check answers in pairs. Go through the answers as a class and write the complete expressions on the board.


Answers

- 1 we're going to (be looking at)
- 2 a starting point (for)
- 3 (what) I'd like to do
- 4 (First, I'd like) to look at
- 5 what I'd like to start with (is)

- c**  Ask students to discuss the questions in pairs or groups. Then elicit possible answers and explain the differences.

Answers

- 1 They mean almost the same (and both are correct) but there's a very slight difference in meaning:
'We're going to look at ...' expresses an intention or plan (I intend to do this.)
'We're going to be looking at ...' suggests this is not just an intention but it has already been arranged, so it's 'part of the programme'. (I've prepared this.)
Note: The future continuous tense can be used in a similar way:
Today I'll be talking about learner motivation.
This morning we'll be looking at learner motivation.
Point out that these continuous forms are very commonly used when announcing topics in a presentation or lecture, or when presenting a day's programme.
- 2 It gives more emphasis and focus on the topic. This is an example of a 'cleft sentence' (the sentence is split into two parts). If necessary, you could give an example on the board:
Now we're going to talk about language learning.
→ *What we're going to talk about now is language learning.*
Point out that again these forms are very common in announcing the topic of a talk, because they help to give it more emphasis.

- d**  In pairs, students look at the sentences and discuss how to say them using the words in brackets, then practise saying them to each other. Go through answers as a class. In some cases there is more than one possible answer.

Answers


- 1 What I'd like to talk about today is the present continuous tense.
- 2 The first thing we're going to do is look at how babies acquire their first language.
The first thing we're going to look at is how babies acquire their first language.
- 3 As a starting point, I'd like you to think about languages you have tried to learn.
- 4 Today we're going to look at / talk about testing in schools.
Today we're going to be looking at / talking about testing in schools.
- 5 What I'm going to talk about in this presentation is activities for young learners.
What I'd like to talk about in this presentation is activities for young learners.

6 SPEAKING

- a** *Skills focus 2: Introducing a topic*

Make it clear that the aim of the activity is to practise giving an introduction to a presentation, introducing the topic and outlining what you will say. Emphasise that they won't have to give the whole talk, only the introductory part.

Students could work alone, in pairs or in small groups to prepare their introduction. Students choose a topic and make a rough outline of what they will cover in the talk, thinking of a good way to begin. Students make notes for their introduction, following the outline given. As they do this, monitor and help with ideas and with any vocabulary they need. They should note down some phrases from 5b they could use.

- b**  Students present their introduction, either in pairs or groups or to the whole class.

- c** The others students listen and decide whether it is clear what the talk will be about. Take feedback as a class.

If necessary, you could demonstrate what to do by giving an introduction yourself as a model, including some of the expressions from 5b. Ask students to listen and then tell you the main points you plan to cover.

Example answer

Thank you for coming. What I want to talk about today is public transport in this city. And we're going to be looking at three main aspects of this topic. First, I'd like to look at how transport has changed over the last decade. And then I'm going to discuss some of the problems which exist with public transport. And then what we're going to do is consider some ways in which these problems can be solved. So as a starting point, to get us thinking about this topic, I'd like to ask you some questions. And the first question is: how many forms of public transport have you used in last month?

Unit 1 Audioscripts

1.1 Exercise 2a

So today we're going to be looking at learner motivation. And as a starting point for thinking about this, I'd like to ask you to reflect on why you're attending this webinar, in other words, what motivated you to be here today? Now, it may be that you're here because you have to be, or you've been told to be here, but that may not be the case. It might be that you want to find out more about the topic of motivation, in other words, you know you're interested in the topic and you're motivated to come for that particular reason.

As we all know, motivation can vary greatly among learners in just about the same way that it is different for you in terms of your attendance here. Sometimes learners are well motivated, but sometimes they're in a language class because, well, they feel they have to be there, rather than because they feel that they actually want to be there, and of course for teachers that can sometimes create a bit of a problem.

So, what I'd like to do in this lecture this morning is, I want to look at different kinds of learner motivation. First, I'd like to look at the history of how motivation has been discussed in reference to English language teaching. Then we're going to explore different ways that we can actually think about motivation, and finally, I'd like to look at some practical implications for teaching, how we can actually deal with motivation in the classroom. So what we're going to do is explore some different points of view, some kind of different ways of looking at motivation and different ways of thinking about it.

So, let's first of all consider what motivates learners. In effect learners come to a class with a whole range of motivations, and, if you've got say 25 learners, possibly you've got 25 different motivations for learning English and obviously for a teacher that can be quite tricky to manage.

So what I'd like to start with is just to look at some background, in terms of how motivation has been talked about and conceived of in terms of second language teaching.

1.2 Exercise 3a

First, I'd like to look at the history of how motivation has been discussed in reference to English language teaching. Then we're going to explore different ways that we can actually think about motivation, and finally, I'd like to look at some practical implications for teaching, how we can actually deal with motivation in the classroom.

1.3 Exercise 3b

first
then
and finally

1.4 Exercises 4 b, c & e

So, what I'd like to start with is just to look at some background in terms of how motivation has been talked about and conceived of in terms of second language teaching. So we go back, right back to the end of the 1950s, virtually 1960 – and this is when motivation really began to be discussed first of all in terms of second language teaching. So it's when people began to think for the first time the effect of motivation on second language teaching. And the person who looked at this issue for the first time was called Robert Gardner. Now he in fact wasn't a linguist, he was a social psychologist and he looked at two different ways in which people are motivated to learn a second language. Now the first is what we call integrative motivation and this means that for some reason a learner wants to integrate in some way with a second language community. Now the obvious example of this is when people migrate to a new country and obviously they have to learn the language in order to be able to live successfully in the new country. But it could also be someone living in another country and they want to in some way integrate with the culture of the second language, that they identify strongly with that culture and they also like the language. However maybe they don't actually want to go and live in that country but they do want this sense of integration. So this is what we call integrative motivation.

The other term that we use is what we call instrumental motivation.

Now this on the other hand is when learners have a very specific reason for learning English, so for example they want to get a job and in order to get a particular job they need to be able to speak English or, perhaps another second language. But it could also be associated with study, so for example someone wants to do a Masters degree and they want to do it in English, and so therefore they have to improve their English in order to be able to do that, so this is their instrumental motivation for learning English. So in the 60s and 70s, this was largely the way that people talked about motivation – integrative motivation and instrumental motivation.

But in the 1990s, Zoltán Dörnyei began to explore motivation in a variety of different ways. By the way, I should say that he has written extensively on the topic of second language teaching and motivation and really his books are extremely interesting and a very good starting point for exploring motivation if you're interested in this topic. So Zoltán Dörnyei talks about a cognitive-situated period. And what he was concerned with, or let's say interested in, was the way in which learners decide why they've been successful, so for example if they've passed an exam and they feel as though they've been successful, this success is an indicator, a milestone in their language learning and they think 'OK, I've achieved that' and this gives them motivation, this, this increases their motivation to learn. But the point to stress here is the cognitive idea, is the thinking, the actual thinking that the learner does about why or why not they have been successful. So, in effect, when we talk about cognitive it's to do with what the learner is thinking about why they're motivated and what reasons they give to themselves about why they're motivated.

Now the other point that he highlighted – and this is the 'situated' part of 'cognitive-situated' – are the actual specific factors that, that play a role, let's say, in a learner's motivation. So OK, the course itself, the teacher, but also the physical learning environment because we all know that learners don't learn well if they are perhaps in a hot room, there's no air, there's no ventilation, so they feel that they're not getting enough oxygen, this obviously is not going to have a positive effect on their motivation. So all of these things are to do with the situation that can play a role in learners' motivation. And what Zoltán Dörnyei was doing here was enlarging the ideas that can contribute to learner motivation when they're learning a second language.

1.5 Exercises 5 a & b

- 1 So today we're going to be looking at learner motivation.
- 2 As a starting point for thinking about this, I'd like to ask you to reflect on why you're attending this webinar, in other words what motivated you to be here today?
- 3 So what I'd like to do in this lecture this morning is, I want to look at different kinds of learner motivation.
- 4 First, I'd like to look at the history of how motivation has been discussed in reference to English language teaching.
- 5 So what I'd like to start with is just to look at some background.

Unit 2

Courage

ACADEMIC SKILLS PLUS

Business studies: Psychology

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

1 SPEAKING

a Write the words *courage* and *courageous* on the board. If you like give (or elicit) one or two examples to clarify the basic meaning, but don't give a definition at this point. Students discuss the questions in pairs or small groups. For question 2 you could ask each pair to talk about just one occupation. Discuss the answers together.

b Students try to write a definition together in their group. Then discuss answers together and try to agree on the best definition.

Possible answers

Courage is the ability to overcome fear.

Courage is showing strength to do what you believe is right, even if it's dangerous.

c Give students a minute to think about their answer, then get responses round the class. If students find it difficult to think of someone, you could give them names of a few well-known people (from your country and the world) to think about.

2 READING

a Give students time to read the text fairly quickly (you could give them a time limit), to compare the definition with their own. Then discuss together how it was different. You may wish to pre-teach some vocabulary from the box below.

KEY VOCABULARY

quotation (n) a phrase that someone said or wrote (Example: 'To be or not to be' is a quotation from Shakespeare)

accepted (adj) an accepted definition = one that people agree is true

beneficial (adj) having a good effect (Example: Fruit is beneficial to your health)

voluntary (adj) something you do because you want to, you aren't forced to do it

if you do something *against your will*, you do it because you have to, but you don't want to

outcome (n) result (Example: We don't yet know the outcome of the election = we don't know who won)

noble (adj) not selfish, moral (Example: She gave all her money to help poor people – it was a noble thing to do)

a personality trait (n) a part of your character (Example: selfishness, pride, ambition are all personality traits)

b Discuss the questions.

Answers

1 No – definitions have differed widely.

2 b, c and e

Point out that the writer uses the word *behaviour* as a countable noun (a behaviour, behaviours), meaning 'examples or types of behaviour'. Normally, *behaviour* is uncountable: e.g. 'The school considers good behaviour important'.

c Students discuss the questions in pairs. Then discuss them as a class.

Possible answers

1 Mark Twain: Courage has nothing to do with strength or your position in life.

2 Emerson: Everyone feels scared. Courage is a question of will and determination to overcome fear.

3 Anaïs Nin: Courage pushes you to do more, so it makes your life richer.

d *Skills focus 1: Understanding abstract expressions*

Working alone, students match the expressions. Students check answers in pairs and discuss what words helped them. Focus on any new words, e.g. *multiple*, *repercussions*, *perform*, *primarily*, *ambiguous*, and give other examples. Go through the answers together.

Answers

1 f 2 e 3 b 4 c 5 a 6 d

e Students note down one other abstract expression. They could discuss their expressions in small groups. Then they talk about them together.

f *Skills focus 2: Noticing reference words*

To introduce this part, you could write a few reference words on the board: *this*, *that*, *his*, *it*.

Point out that these words often refer to things that were mentioned earlier in the text, or to things which are about to be mentioned. Tell them that we call them reference words and that noticing these words can help us to follow the meaning of the text. Working alone, students cover the text and choose the best answers, then compare their answers with a partner. Then students check in the text and discuss the answers together.

Answers

1 these – refers to 'varying definitions' (line 1).

2 their – refers to 'an individual'.

3 This – refers to the definition in paragraph 2.

4 It seems – refers to the following idea (that most studies see it as meaning pro-social).

5 one – refers to 'a courageous individual'.

3 LANGUAGE FOCUS

Explaining key concepts

- a** Ask students to look again at paragraphs 1 and 2 and answer the questions. They could do this individually and note down their answers. Go through the answers together. Write key collocations on the board and ask students to copy them down (they will draw on these when they write their own explanations).

Answers

- 1 provide a definition; definitions differ (from each other)
- 2 varying definitions; a popular/accepted definition
- 3 a differ from/in b can/could be defined as c a definition of
You could also discuss other possible collocations, e.g. 1 give a definition; 2 various definitions; 3 a clear/precise/good/accurate/rough definition.

- b** Students write expressions in the gaps. Point out there are no single correct answers. Students work in pairs or small groups and compare their answers. Go through the answers with the class and try to get a range of possible answers from different pairs or groups.

Answers

- 1 can/could be defined; is defined by people
- 2 give a precise / an exact / a single definition
- 3 good/simple/rough/accepted definition of; good/possible way to define
- 4 can/could be defined as; is sometimes/often defined as

STUDY SKILLS: LEARNING COLLOCATIONS

- 1 Look at the examples and establish what a collocation is. Write the verb and noun forms on the board: *a collocation*, *collocate (with)*. Discuss why it's useful to learn *collocation* (it's not much use to know a word like 'define' unless we know what words to use before or after it; we naturally remember complete phrases rather than individual words [give some simple examples: *a cup of coffee*; *six o'clock*; *do your homework*]; collocations aren't always the same in different languages, so it's important to learn them [give some examples in English and the students' own language]).
- 2 Students look up the words in dictionaries or online, or photocopy a page from an English-English dictionary and give it out. In pairs, students find collocations for the two words and note them down. Check the answers together and write collocations on the board.

Possible answers

Courage: have / show / summon up / pluck up / gather courage; have the courage to do something; have the courage of your convictions (= do what you believe in); great/immense courage
Courageous: a courageous decision; It was courageous of him/her to ...

4 WRITING


- a** Help students choose a concept to explain (if possible, they should choose something from their own field of study). To guide them, you could choose one of the concepts and build up an explanation together, noting ideas on the board and developing them into a paragraph.

Point out that a definition usually a) starts with a general statement which gives a basic definition of the concept, and b) continues with one or two more sentences which explain and refine the definition, possibly with examples. If you like, show a 'model' definition, using one or two expressions from 3a. Give students time to think about their concept and make notes before they write their paragraph. Go round, monitor and give help.

Example answer

Ambition

Ambition can be defined as having a strong wish to achieve something. A more precise definition of ambition is that it is a strong desire to reach your goals, to perform an action or to experience something positive, such as passing an important exam or visiting a special place. Ambition can also be defined as a strong wish to become successful, rich or powerful, for example in business or politics.

- b**  Either let students read out their explanation (leaving out the name of the concept as they read), or collect the papers and read them out yourself. The other students guess what concept is being explained.

5 READING EXTENSION

This is an opportunity for students to read more extensively about types of courage in organisations and is intended mainly for enjoyment and interest, using the tasks and questions to guide them in reading and to prompt reflection.

The Critical Thinking activity aims to encourage students to reflect on the topic of courage and relate it to their own experience and beliefs.

If you wish, you could give students the text and questions to read at home, then discuss the answers in the following lesson.

C Possible answers

Type	Definition	Examples
1 Physical courage	risk to own physical well-being for the benefit of others	a firefighter saving a child
2 Moral courage	using your principles to do good for other people, 'doing the right thing'	employee standing up for beliefs; nurse deciding whether to let a patient die; whistle-blowers
3 Entrepreneurial courage	taking a financial risk	making a risky investment; buying shares in a start-up company
4 Managerial courage	doing right in the face of risk – for practical outcomes, in order to be successful	boss giving feedback to an employee
5 Social courage	risking damage to self-esteem – relationships or social image (loss of face)	giving feedback to an employee; confronting a disruptive co-worker; asking for help from colleagues

d  *Critical thinking: Applying abstract concepts to real-life examples*

There are no single 'correct' answers.

Possible answers

- 1 Frida: moral courage (she stood up for her beliefs), possibly physical courage (they could get hurt), social courage (she risked being criticised by other people)
- 2 Hans: physical courage (maybe they risked their lives, or at least had to go out in extreme cold)
- 3 Magda: social courage (she risked losing friendship of other students), moral courage (she believed it was the right thing to do)
- 4 Carla: managerial courage (she probably felt sorry for the employees, she had to do it so the company could survive)
- 5 Boris: social courage (he risked making a fool of himself, being laughed at)
- 6 Anthony: entrepreneurial courage (he wasn't sure he would be successful, he could lose everything)

Unit 3

Genetics


ACADEMIC SKILLS PLUS

Biology: Genetics and human traits

Listening skills: Following a discussion on organising study

Speaking skills: Agreeing, disagreeing and reaching consensus



1 SPEAKING

- a  Write *genetics* on the board. Put students in pairs or small groups and ask them to talk about what the word means to them. Conduct feedback on different ideas and suggestions (see the definition in the box below). During feedback elicit or pre-teach the term *nature versus nurture* (see the definition in the box below).

KEY VOCABULARY

genetics (n) the study of how the characteristics of a living thing are passed from parents to children

nature versus nurture whether a person's way of behaving is the result of their environment (nurture) or whether it is a result of genes passed from their parents (nature).

- b  Tell students to read the *Genetic fact file*. What information did they know already? What information surprises them? Tell them to discuss their reactions together then conduct feedback on the most surprising fact. Do all students agree?
- c  Give students a minute to think about the question. Put them in small groups (if possible, different groups from 1a and 1b) to discuss the question. Conduct feedback from two or three groups for examples of similarities and differences.

2 LISTENING

- a  *Critical thinking: Comprehension and analysis for organisation*

Before getting students to answer the questions, you may wish to pre-teach the words in the box below.

KEY VOCABULARY

genetic trait (n) a particular genetic characteristic (Example: Eye and hair colour are both examples of genetic traits.)


fingerprint (n) the lines at the end of a finger that form a pattern or the mark left by this pattern when a person touches something (Example: The police found fingerprints that the thief left when he picked up the jewellery box.)

handedness (n) whether a person uses mostly their right or left hand when writing and doing other everyday tasks (Example: Like hair and eye colour, handedness is often seen as a genetic trait.)

Ask students to read the instructions for a seminar presentation and answer the questions. Conduct feedback and elicit different ideas for questions 2 and 3 without saying which ideas might be better than others. Tell students they will use their answers to questions 2 and 3 in the next task.


Answers

- 1 It's not necessary to refer to all the traits in the instructions just some of them.
- 2 & 3 Students' own answers

- b  **3.1** Before students listen, you may wish to pre-teach the phrase *thesis statement* (the main idea in a piece of academic work such as an essay and presentation). Tell students they will now hear Andy, Kathy and Emma discussing their plans for the presentation. Student read the questions and then listen. Get students to check their answers in pairs and then conduct feedback

Answers

- 1 & 2 Students' own answers. (Make sure they understand that the three speakers have chosen to talk about one trait each and then outline their group opinion at the end of the presentation. Each student will research their topic area over the next week and then they will meet on Monday of next week to go through their sections and agree on a thesis statement.)
- 3 Andy
- 4 Kathy

- c  **3.1** Students read the tables and fill in any information they can remember. Play the recording again and then get students to check their answers in pairs. If necessary, play the recording one more time. Conduct feedback on the board.

Answers

- 1 intelligence
- 2 handedness
- 3 fingerprints
- 4 from Tuesday (today) until next Monday
- 5 Monday next week
- 6 Monday evening
- 7 Tuesday next week

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

Tell students they are going to practise listening in detail to help them distinguish between important and less important information in presentations and lectures. Ask students to read the excerpt and then play the recording. Get students to check their answers in pairs and play the recording again if necessary. Conduct feedback to the board.

Answers

- 1 Well
- 2 you know
- 3 Sorry, but
- 4 Right.
- 5 a bit

e Students work in pairs or small groups to discuss the questions. Then conduct feedback. Make the point that while these words aren't important in terms of meaning, it's good to be aware of them so they don't get distracted by them. Often these words are said very quickly and sound like one word, for example *you know*, sounds like *y'know*.

Answers

- 1 Small words such as 'well' and 'you know', known as discourse markers, give speakers thinking time; other small words ('right', 'a bit') support the speaker's meaning, but are not essential to it; 'sorry, but' has the effect of softening what the speaker says.
- 2 No, not the overall meaning – the dialogue still makes sense without these words.
- 3 Yes

3 LANGUAGE FOCUS Agreement and consensus

a **3.3** Tell students they are now going to focus on expressions used for agreeing and reaching consensus. Students read the sentences and predict which of the words in *italics* are correct. If your class is strong, you could play the full conversation (Track 3.1) so that they try and hear the specific expressions in context. However, if your class needs more support, play Track 3.3 which is made up of excerpts that include the target language. Students listen and then check in pairs. Play the recording again if necessary. Conduct feedback to the board.

Answers

- 1 that'll
- 2 OK
- 3 better
- 4 guess
- 5 good
- 6 sure
- 7 objections
- 8 OK
- 9 That'd
- 10 settles
- 11 recap on
- 12 considered

b Students answer the questions in pairs. Then conduct feedback as a class.

Answers

- 1 The sentences are still grammatically correct if the alternative word is used.
- 2 The meaning changes in the following examples: 1, 3 and 9. In example 4, the expression becomes more formal.

c **3.3** You may wish to pre-teach the word *consensus*. Do one or two examples in open class, then students complete the exercise in pairs. Conduct feedback on the board.

Answers

- | | |
|------------------------|-------------|
| 1 agreeing | 4, 9 |
| 2 disagreeing | 1, 5, 6 |
| 3 asking for consensus | 2, 7, 8, 12 |
| 4 reaching consensus | 3, 10, 11 |

d Students cover 3a and complete the dialogue on their own. Students check their answers in pairs by uncovering 3a and checking their answers. If there is time, students can practise reading the dialogue aloud taking turns to be both A and B. With stronger groups, you could ask them to study and then improvise the dialogue.

Answers

- 2 I guess so
- 3 If that's OK?
- 4 It sounds like mid week is the better option.
- 5 I'm not sure about that.
- 6 That settles it.
- 7 let's just recap on what we've agreed

Extra language work

If you wish to do extra language work with your group, you could give them the audio script of the dialogue and ask them to find and guess the meaning of the words in the box.

KEY VOCABULARY

talk something through (v) discuss something in detail

liaise (v) to work together with colleagues to share information

divide up (v) to share something so everyone has an equal amount

line up (v) bringing together a series of things so they form a coherent pattern

look at (v) investigate or examine

jump out (v) notice something immediately

cover something (v) to deal with something

pull strands together (idiom) to bring together different parts or elements so they make a coherent whole

that's that sorted (idiom) this has now been organised

STUDY SKILLS: WORKING TOGETHER


Students work in pairs or small groups and discuss the questions, then conduct open class feedback and elicit students' different ideas. You could ask students whether they feel the students in the recording behaved in a similar way to students in their country/language/culture. Check whether they thought there might be cultural differences, for example: were the students in the recording more or less direct than students in their home country? Indicate that students need to be aware of differences if they study abroad.

Suggested answers

Successful group work depends on a degree of co-operation and compromise.
Peers will be doing different courses and will have other study commitments and deadlines beyond the task in hand.
Students will have different approaches to organising their study so students need to be flexible.

4 PRONUNCIATION

Tones when agreeing and disagreeing

- a  **3.4** Tell students they are now going to focus on the stress and intonation of some of the expressions. Elicit that examples 1 to 3 all show disagreement. Tell students they should listen for the stresses in the three examples. Play the recording. You will probably need to do this two or three times allowing students to check with each other between each playing. Conduct feedback to the board.


Answers

- 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 Discuss the question as a class.


Answer

The speakers are disagreeing politely, so they are being careful about what they say. They are speaking a little more slowly and adding extra stresses.

- c  **3.4** Play the recording again and elicit the answer.

Answer

The examples rise and fall at the end. However, the tone does not rise a lot.

- d  **3.5** Tell students they will now listen to two agreeing expressions. Play the recording. You may need to play it two or three times. Students discuss the questions in pairs, then conduct feedback as a class. Tell students that fluent speakers usually use a low tone when they disagree or only partially agree without enthusiasm. Using a higher tone usually indicates more definite agreement. In discussions with students, it is important to be sensitive not only to what students say but also the tone they use.

Answers




- 1 The speaker is agreeing reluctantly, so he has a lower tone.
- 2 His tone is higher because his agreement is more enthusiastic.

Suggested productive activity

Students work in pairs and try saying the two expressions in 4d to each other. They should use different tones and their partner should listen and say whether they think their partner's tone is higher or lower and whether the speaker sounds polite and enthusiastic or not. Monitor and listen and make sure students who want to use a high tone are sounding polite and enthusiastic.

5 SPEAKING

For these activities, you will need to print copies of the role cards at the end of the teaching notes for this unit.

- a  Tell students they are now going to do a role-play of a similar situation to the one they heard in the recording. If your class is strong, Student As and Student Bs take two or three minutes to read the role card and prepare on their own. However, if you feel your class needs more support, you can put two Student As together and two Student Bs together to talk about and plan what they will say. In either case, tell the Student As not to read the Student B role card and vice versa.
- b  Student As and Student Bs work in pairs and plan their presentation. Remind them to use the language in the Language focus. Monitor and listen to their conversations and note down any examples of appropriate use of the target language as well as examples that are not correct.
- c  Students work in new pairs and discuss the questions. Conduct feedback from three or four pairs. If you did note down language when you monitored during 5b, you could give feedback on it at this stage.

Unit 3 Audioscripts

▶ 3.1 Exercises 2 b & c

A = Andy; K = Kathy; E = Emma

- A** So if we have to do the presentation next Tuesday that gives us exactly seven days to get ready.
- K** Well, only if you include the weekend.
- A** That might be a good time to meet and, you know, talk it through.
- K** Sorry, but I'm going away this weekend.
- A** Oh. Right. What do you think Emma?
- E** Well, I'm a bit like Kathy – I've got a few things to do at the weekend. How about we meet again on Friday?
- A** Sure.
- K** But do we need to? I mean, if we sort out who's doing what now then we can check with each other just before the tutorial next Tuesday.
- E** I don't think that'll work.
- K** Why not?
- E** Well, the instructions say we have to give an integrated and coherent presentation and if we don't liaise, it could end up looking like three monologues.
- A** Yeah, that's right. I think we need to get together at least once before next Tuesday. Are we all OK with that?
- E** Yeah, I think we need to.
- K** OK then.
- A** Good. All right – when?
- K** I say Monday. Emma?
- E** I don't mind.
- A** I'd prefer Friday.
- K** I'm not sure I can get anything together by Friday.
- E** OK. Um, it sounds like Monday is the better option.
- A** Isn't it a bit late?
- E** We've still got Monday night to change anything.
- A** I guess so. Let's go with Monday then.
- E** More importantly, we'd better see how we're going to divide this up. I mean, in this reading we've got genetics and fingerprints, genetics and eye colour, genetics and intelligence, genetics and handedness, genetics and twins. That's quite a lot.
- K** Why don't we just give an overview – you know, a little summary of each one?
- A** I don't think that's a good idea.
- K** Why not?
- A** Because the instructions say we need to select specific areas in order to support the main point we want to make as a group.
- K** Yeah, but so long as our arguments line up ...
- A** But it says 'specific areas' ...
- E** Yeah, I think Andy's got a point.
- A** Or maybe just one area?
- E** Um, how would that work?
- A** Well, you know, if we just focused on genetics and intelligence that might be enough to illustrate differences between nature and nurture.
- E** I'm not sure about that. It could be a bit limited and the instructions do say 'areas' not 'area'.
- K** Yeah, I think we need to do more than one.
- E** Look, there are three of us, so we could just take one area each. Any objections?
- K** Good idea.
- A** OK.
- E** Andy, you seemed to be interested in looking at genetics and intelligence, so how about you do that one?
- A** If that's OK?
- K** Fine by me.
- E** What about you, Kathy, any preferences?
- K** Well, I am left-handed, so handedness could be an interesting choice for me. Unless you want it ...?
- E** No. There's nothing that really jumps out ... But, mm, I was thinking that we're not really covering anything that is more nature than nurture, so perhaps I could do something on genetics and fingerprints.
- A** That'd work really well.

- K** So, Andy does intelligence, Emma does fingerprints and I do handedness. That settles it.
- A** But we still have to pull these three strands together and work out exactly what our thesis statement is.
- K** Sure, but we can't do that until we've done a bit more reading.
- E** I agree.
- A** So, so let's just recap on what we've agreed. Between now and next Monday, we prepare our specific topics and then we meet to explain them to each other and agree on our thesis statement.
- E** That's right.
- A** Is there anything else we haven't considered?
- E** On Monday, we'll need to agree on a speaking order and make sure our points don't overlap.
- K** Good. Well that's that sorted.

▶ 3.2 Exercise 2d

- A** So if we have to do the presentation next Tuesday that gives us exactly seven days to get ready.
- K** Well, only if you include the weekend.
- A** That might be a good time to meet and, you know, talk it through.
- K** Sorry, but I'm going away this weekend.
- A** Oh. Right. What do you think Emma?
- E** Well, I'm a bit like Kathy – I've got a few things to do at the weekend.

▶ 3.3 Exercise 3a

Extract 1

- K** But do we need to? I mean, if we sort out who's doing what now then we can check with each other just before the tutorial next Tuesday.
- E** I don't think that'll work.
- K** Why not?
- E** Well, the instructions say we have to give an integrated and coherent presentation and if we don't liaise, it could end up looking like three monologues.
- A** Yeah, that's right. I think we need to get together at least once before next Tuesday. Are we all OK with that?
- E** Yeah, I think we need to.

Extract 2

- K** I'm not sure I can get anything together by Friday.
- E** OK. Um, it sounds like Monday is the better option.
- A** Isn't it a bit late?
- E** We've still got Monday night to change anything.
- A** I guess so. Let's go with Monday then.

Extract 3

- K** Why don't we just give an overview – you know, a little summary of each one?
- A** I don't think that's a good idea.
- K** Why not?
- A** Because the instructions say we need to select specific areas in order to support the main point we want to make as a group.

Extract 4

- A** Well, you know, if we just focused on genetics and intelligence that might be enough to illustrate differences between nature and nurture.
- E** I'm not sure about that. It could be a bit limited and the instructions do say 'areas' not 'area'.
- K** Yeah, I think we need to do more than one.
- E** Look, there are three of us, so we could just take one area each. Any objections?
- K** Good idea.
- A** OK.
- E** Andy, you seemed to be interested in looking at genetics and intelligence, so how about you do that one?
- A** If that's OK?
- K** Fine by me.

Extract 5

E But, mm, I was thinking that we're not really covering anything that is more nature than nurture, so perhaps I could do something on genetics and fingerprints.

A That'd work really well.

K So, Andy does intelligence, Emma does fingerprints and I do handedness. That settles it.

Extract 6

A So, let's just recap on what we've agreed. Between now and next Monday, we prepare our specific topics and then we meet to explain them to each other and agree on our thesis statement.

E That's right.

A Is there anything else we haven't considered?

E On Monday, we'll need to agree on a speaking order and make sure our points don't overlap.

K Good. Well that's that sorted.

 **3.4 Exercise 4a**

- 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.

 **3.5 Exercise 4d**

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

Exercise 5a role cards

Student A

Your suggested structure of the presentation: you each talk about one trait and then provide a summary with your overall point of view. However, you are prepared to compromise on the structure. After this meeting, you can only meet one more time to go through the presentation with your partner. You have two more assignments due in the next week, so you don't have a lot of free time.

Your experience of the traits:

eye colour – this is something you're very interested in

twins – you've done quite a bit of reading on this topic so feel you could talk about it

Student B

Your suggested structure of the presentation: between you, you should talk about all the traits in the reading and then provide a summary with your overall point of view. However, you are prepared to compromise on the structure. You think it would be useful to meet two more times as part of the planning of this presentation: once to go through your ideas; and then a second time to actually practise the presentation. You might need to compromise on the number of meetings.

Your experience of the traits:

handedness – you know quite a few people who are left-handed

intelligence – this was a topic you studied in a biology class in your last year at high school. It's a topic you already know something about

Student A

Your suggested structure of the presentation: you each talk about one trait and then provide a summary with your overall point of view. However, you are prepared to compromise on the structure. After this meeting, you can only meet one more time to go through the presentation with your partner. You have two more assignments due in the next week, so you don't have a lot of free time.

Your experience of the traits:

eye colour – this is something you're very interested in

twins – you've done quite a bit of reading on this topic so feel you could talk about it

Student B

Your suggested structure of the presentation: between you, you should talk about all the traits in the reading and then provide a summary with your overall point of view. However, you are prepared to compromise on the structure. You think it would be useful to meet two more times as part of the planning of this presentation: once to go through your ideas; and then a second time to actually practise the presentation. You might need to compromise on the number of meetings.

Your experience of the traits:

handedness – you know quite a few people who are left-handed

intelligence – this was a topic you studied in a biology class in your last year at high school. It's a topic you already know something about

Unit 4

Theatre


ACADEMIC SKILLS PLUS

Literature: A play

Listening skills: Listening for connected speech


Speaking skills: Using tentative language

1 SPEAKING


- a**  Students work in pairs and decide if the statements are true or false. Tell them to guess the answer if they aren't sure. Elicit what students thought and confirm the correct answers.

Answers

- 1 True
- 2 False – environmental factors can result in differences of appearance
- 3 True
- 4 True

- b**  Give students a minute to work alone and think about their answer. Emphasise the importance of giving reasons. Students work in small groups and discuss the question. Conduct feedback as a class and ask if everyone agreed in the group. Elicit different reasons for and against cloning a human being.

2 LISTENING

- a**  **4.1** Tell students they will hear Leo, a student, giving a presentation about a play and ask them to read the key points. Quickly check understanding of the information by asking *Is the play based on a true story?* in order to establish that it is fictional and set in the future.

Highlight the fact that Leo is studying on an English literature course as opposed to a Theatre Studies course. Put students into pairs to make predictions.

CULTURE NOTE

Caryl Churchill is a contemporary British playwright who has written almost exclusively for theatre for more than 45 years. Her work is highly respected in theatre companies throughout Europe. Her plays often make a political point of some kind.

- b**  **4.1** Before students listen, you may wish to pre-teach the vocabulary in the box.

KEY VOCABULARY

dated (adj) old-fashioned, no longer fashionable or of interest (*Example:* Old romantic movies from the 1950s look very dated these days.)


pacify (v) make someone who is upset or angry, calm and satisfied (*Example:* The mother pacified her crying baby by giving him a bottle of milk.)

thematic strand (n) one theme of perhaps three or four that are found throughout a work of literature (*Example:* Good versus evil is just one of many thematic strands in the *Harry Potter* books.)

Tell students they will now listen to Leo and they should check which features of the play he talks about. Conduct feedback on the task and write the four features on the board.

Answers

- 1 characters in the play
 - 2 the story of the play
 - 4 the themes of the play
 - 6 the nature of the play
- (He probably didn't talk about actors and costumes because these features are more associated with productions of the play. It is more likely these would be discussed in a Theatre Studies course.)

- c**  **4.1** Point to the four features on the board and ask students to listen again and make notes. You will probably need to play the recording twice. Between each playing, get students to check each other's notes in pairs. You could conduct feedback in two ways: 1) elicit the points students have noted for each feature and perhaps write them up on the board; 2) with a weaker class (or if you are worried about time) you could show the example answer below to students to check against the notes they have made.

Possible answers

Characters: One of the main characters is the father, Salter; other characters are two sons both named Bernard – referred to in the script as B1 and B2; characters who are referred to but probably don't appear in the play are extra Bernards (extra cloned brothers)

Story: It's set in the near future. Salter explains to B2 that he is a clone of B1 who died. However, there are other clones – B2 thinks it could be interesting to meet them. In the second scene, we meet B1 and find out he is alive. He is angry to hear he has been cloned. We learn that this situation leads to a tragic outcome.

Themes: an individual's personal identity; nature vs. nurture, i.e. the degree to which genetics or environmental factors make us the people we are; what it means to be a good parent; the morality of cloning

Nature of the play: a short play with only two actors – simple in terms of the way it is produced, but complex in terms of the themes it explores; indirect dialogue; compelling in production.

STUDY SKILLS: PREDICTING CONTENT

Students work in pairs and discuss the questions, then conduct feedback. The key idea to get across is that predicting the content of lectures and presentations can help understanding. Lecturers will often email or post selected readings or slides before a lecture. These can help with prediction.

Possible answers

- 1 Yes, it's quite likely he would cover these topics.
- 2 Yes, when you are studying on a course, you can often have a reasonably good idea of what lecturers or tutors will cover in a lecture or seminar.
- 3 Thinking through what the presenter or lecturer might say (and perhaps doing some background reading) will probably help you understand the content more easily.

d Critical thinking: Inferring themes

Tell students that the story of the play and its themes also include issues of personal identity and moral issues associated with cloning. Students read the questions and make notes on their ideas, then they work in small groups to discuss their answers. If you feel students might need support, you can put the following words and phrases as prompts on the board to help get them thinking:

uniqueness individuality
children's psychological development
social status faulty science

Possible answers

- 1 It is something that we assume is unique and individual. The potential to clone threatens this idea. However, even if cloning became a reality, would clones still be individual? The play suggests that they would be because the two Bernards who appear in the first two scenes seem to be very different people although they look the same. The Bernard in the first scene doesn't get upset knowing about his brothers, but the Bernard in the second scene does get upset. It suggests that the Bernards are different in the same way that identical twins have individual identities.
- 2 Possible areas for discussion:
Psychology: children see themselves as just objects to be created and owned – they can't identify with their parents and this has a negative effect on their psychological development. Possibly there will be no family environment in which to nurture them.
Society: clones can be created outside a family environment – what is the social status of clones created in this way? If clones are genetically identical, how does society account for/manage clones, e.g. passports and bio data.
Biology: if the science is faulty there could be possible physical/psychological defects of people who are cloned.
Ethics: it's an unnatural process with some human beings taking control of the destiny of others.

3 PRONUNCIATION Connected speech

- a** **4.2** Point out the pronunciation symbols in the key. /ə/, /j/, /w/, /r/ are all sounds while the other two show the way words join together or sounds are not said. Play the recording and ask students to listen and focus on the features of pronunciation that are highlighted. Students may want to hear the extract more than once.
- b** **4.3** Tell students they are going to listen to another extract and they should listen for the same pronunciation features. Give students time to read the two sentences and suggest that they predict some of the pronunciation features. Play the recording twice and then get students to check their ideas in pairs. Conduct feedback on the board.

Answers

/ə/ /ə/ /w/ /r/
OK A Number was written after Top Girls ... in 2002. So it's more
/ə/ /ə/ /ə/ /ə/
than 15 years old, and and you you might think it's a bit
dated, but, actually, um, really, I think a lot of the themes of
/ə/ /j/ /ə/ /ə/
the play are still like really relevant today.

- c** Put students in pairs or small groups to discuss the questions.

Answers

- 1 b
- 2 a Students can use authentic material online. It may help to use material with subtitles so students can look closely at the relationship between the words used and the way they are spoken.

Suggested productive activity

Drill the sentences in 4b, but don't worry about getting students to repeat the redundancies 'ah' and 'um' or the repetitions of 'I'. Students could then work in pairs and take turns saying these sentences to each other. They should aim for a natural speed that includes all the features of connected speech. Students could then give feedback to each other.

4 LANGUAGE FOCUS Tentative language

- a Point out the example of tentative language from the excerpt included in the instructions. An alternative is to write this excerpt on the board and elicit the tentative language by asking *What expression makes Leo sound less certain?* Ask students to find more examples of tentative language in 1–13. Suggest that students work alone then check in pairs. Conduct feedback to the board and underline the correct answers.

Answers

- 1 relatively
- 2 what I'd call
- 3 you could say
- 4 I'd say
- 5 you could argue that
- 6 My impression is that
- 7 you wouldn't say
- 8 fairly
- 9 it's likely that
- 10 to some degree
- 11 to some extent a
- 12 it's sometimes difficult to say
- 13 generally

- b This could be done as an open class activity where you elicit the correct answers or students could work in pairs and then conduct feedback. Point out that the examples that could be either written or spoken are more academic and tend to be used in spoken academic language but not so much in everyday conversational language.

Answer

1, 8, 9, 10, 11, 13

- c Complete the first line of the description as a class. Students work on the activity alone, then check their answers in pairs. Conduct feedback to the board or show the model answer below for students to check.

Possible answers

Another important and **relatively** well-known play by Caryl Churchill is *Top Girls*. In the first scene a **fairly** successful business 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 **to some degree** won some kind of battle against men in history. So **I'd say** the first scene is a kind of fantasy and it's not naturalistic. However, **you could argue that** 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 **what I'd call** a flash back to Marlene's past and her relationship with her sister and niece. At first, it's **sometimes** difficult to understand the connection between the first scene and the rest of the play. **You could say** a key question in this play is: what is the cost to women who pursue a career **to some extent** at the expense of family and emotional ties? The play was written during the eighties, but **my impression is that** many of its themes still seem relevant today.

- d Ask students to cover the right-hand column of 4c. Tell them to read the description of *Top Girls* and add in their own tentative language as they speak. Allow students to refer to the expressions in 4a. You could do an example for the whole class, e.g. *Another important and you could say well-known play by Caryl Churchill is 'Top Girls'.* Students work in pairs and take turns reading the description of *Top Girls*. After the activity, ask a few students how many different expressions they managed to use.

5 SPEAKING

- a Ask students to think of one of the suggested forms of entertainment that they know well. Ask them to make notes, but not complete sentences about what they choose. Monitor and check that this is what they are doing.
- b Put students in pairs and ask them to tell each other about the film, book, etc. they have chosen. Tell students that when they are listening, they should note down the tentative language their partner uses.
- c In the same pairs, get students to explain their language choices. For example, why were they tentative about describing one of the characters? Was it because the character's personality is unclear or because the character seems to change a lot in the film? Conduct feedback on this and asked two or three pairs for examples of things they have discussed.

6 READING

This is an opportunity for students to read part of Caryl Churchill's play and is intended mainly for enjoyment and interest, using the tasks and questions to guide them in reading and to prompt reflection.

If you wish, you could give students the text and questions to read at home, then discuss the answers in the following lesson.

Answers:

a

- 1 He has an older brother from whom he is cloned and that he is one of a number cloned Bernards.
- 2 That the first Bernard died. Leo said that in the second scene of the play we discover he is still alive.
- 3 Personal identity – when B2 says "I'm just a copy. I'm not the real one"; moral issues associated with cloning when Salter says "they" (scientists or doctors) were only meant to make one copy, but didn't; the theme of being an honest father is established in this scenes, but it is in the next scene it is more fully developed when we learn that Salter is lying to B2

b

- 1 c 2 a 3 d 4 b

c

- 1 The writer omits full stops, question marks and capital letters where speakers tend to overlap each other.
- 2 By using different tones. A rising tone would indicate a real question, a falling tone would indicate the question is more of a statement.

Unit 4 Audioscripts

4.1 Exercise 2a

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

Er, so to start with then – er, the story, OK? Er, the first thing to know about the play is that it's set in the future. And given what happens in the play – it's still in the future. Um, but let's say that it's a near future. The main character is an older man called Salter – he's in his sixties, and he's talking to his son, Bernard. In the script, the son's name is only given as like B2, not not actually Bernard. Anyway, he tells Salter that he's found out that he's, er, like, a clone and that Salter had another son, an older son called, um, they call him B1, so like Bernard number one. Um, Salter then tells B2 that B1 died and he's just one of loads of clones who were created all from the original B1. So B2 has got extra 'brothers', as it were, that he doesn't know about. He reacts to this news relatively positively and suggests that he might meet them maybe – he says he thinks it would be, in the play he says, it would be 'an adventure'.

OK, in the next scene we find out that Salter's been lying because the first Bernard, B1, is actually like really – well, alive, he's still alive basically. Um, the first Bernard has also learned about the clones so B1 knows about all the others and he's really really angry with his father, with his dad. Salter tries to put the blame on – on the doctors who did it, but but this doesn't pacify B1, doesn't calm him down at all. He says he can't – he totally like can't live in a world knowing that there's all these extra versions of himself running around all over the place. Yeah, so that's all I'm going to tell you about the plot, um – although actually, I would say it's got what I'd call a tragic ending. Yeah? Um, if you want to find out what happens, then – well, I'd say read the play.

OK, er, on one level, you could say that this is a really simple play, it's really straightforward. There's only two actors – the same actor plays all the different Bernards, all the B1s and and B2s – um, and it's quite short as well. I'd say it's probably like an hour long. However, by the same token, you could argue that it's actually quite a complicated play. My impression is that *A Number* is, is quite complex actually in terms of the different themes that it introduces, yeah?

The first thing that struck me, er, first theme, is the theme of identity, personal identity. Because the Bernards, the Bs, because they're clones, they're obviously identical in terms of their genetic make-up, but but you wouldn't say that they're the same. You can see this in the way the two Bernards react to the news that they've got cloned brothers. B2 is, is fairly relaxed, but B1 is very much not, he gets really angry and really – really upset. So this also points to the – the age old theme of nature versus nurture – are we born that way or made that way?

But, anyway, that's only one like theme, one strand in the play. Although it's not necessarily clearly sort of explained, it's likely that Salter probably wasn't a good father when the Bernards were growing up. When we think about that and think about the lies that he told his sons, I mean, I guess there's a theme in the play, to some degree, about – questions about what it is to be a good parent.

OK, and finally, *A Number* is to some extent a discussion on, on cloning, on the moral implications of cloning. It doesn't necessarily discuss this issue in a very obvious way, but I mean it's right at the very heart of the play, you know? Also the dialogue is – is often, um, indirect – er, you know, so it's sometimes difficult to say what the character is really sort of expressing, what they're trying to say. Um, generally, I personally like plays like this because they make me think harder, you know, and – and it's not too obvious. I don't like plays that are, that are really obvious.

So yeah, so so I saw a production of *A Number* – ah, oo, two years ago now, and, um, arguably it's, it's one of the most compelling plays I've ever seen.

4.2 Exercise 3a

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

4.3 Exercise 3b

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.

Unit 5

Health


ACADEMIC SKILLS PLUS

Health science: Life expectancy

Reading skills: Comparing different genres


Writing skills: Describing statistical information

1 SPEAKING

- a**  Students guess the numbers alone, then compare their guesses in pairs, saying why they gave different ages to different countries. Tell students the correct ages and ask if any of them are surprising. Elicit another term for *life expectancy* and teach the term *longevity*.

Answers

1 China 76.1 2 India 68.3 3 Mexico 76.7 4 Russia 70.5
5 Spain 82.8 6 Turkey 75.8 7 the UK 81.2 8 the USA 79.3

- b**  Give students two minutes to think of their answers and make notes. Put students into pairs to discuss their ideas. Conduct feedback by asking two or three pairs the main points of their discussion and inviting other class members to comment.

2 READING 1

- a** Before reading, you may wish to pre-teach the words in the box below.

KEY VOCABULARY

epidemiologist (n) a scientist who studies how diseases are found, spread and controlled in groups of people
(*Example*: Epidemiologists analysed data on the spread of the flu in other countries so they could predict how it might spread in the UK.)

phenomenon (n) something that exists and can be seen or felt or tasted, often something unusual or interesting
(*Example*: Social media addiction is a recent phenomenon.)

beckon (v) if an event beckons, it is likely to happen
(*Example*: If you save hard during your working life, a relaxing retirement beckons.)

creak (v) a verb often used to describe the sound of doors and floorboards when they move or are moved – a long low sound
(*Example*: He moved carefully and quietly across the room, but the floorboards creaked under his weight and his parents heard him come home.)

Make sure that students understand they need to do two things: 1) identify the genre; 2) decide if they are talking about the same information. Set a time limit to ensure students read for gist. Get students to check their answers in pairs and conduct feedback.

Answers

1 B 2 A 3 C

They are all referring to the same information and same study.

- b** If your class is strong and they have done this kind of activity before, students could work alone and then check their ideas in small groups. However, if the class is weaker, it may help to do an example with Text A. Elicit information about the text in the following way (1 to 4 represent the four categories in the task):

- 1 Does this text provide background information on the topic? (Yes, it mentions 65 as the typical retirement age so begins with general, background information rather than reference to academic research.)
- 2 Overall, is the language formal, informal or neutral? (It's mostly neutral, but there is some less formal vocabulary, e.g. *make sense* is less formal, whereas *reflects reality* could be used in an academic article. This means there is a mix of styles that could be expected in a report.)
- 3 What kind of clause is used to add information? (There are two relative clauses in the excerpt ... *the age at which* ... and ... *which in the UK is currently* ... which join ideas together. This kind of linking is typical in a report.)
- 4 Which vocabulary tells us that the writer is using information from another source? (The use of the verbs *mean* and *suggest* show that the writer is not discussing original research and is referring specifically to *researchers*. This indicates a report rather than an academic article – the academic article is being referred to.)

Then students work in small groups and focus on Texts B and C. Conduct feedback as a class.

Answers

Text A: formal, but neutral language, begins with overview/background information; two relative clauses, ... *the age at which* ... and ... *which in the UK is currently* ... to make complex sentences; uses reporting verb *suggest*; use of explanatory verb *mean* (i.e. explaining research information for a non-academic audience); varied lexical chain, e.g. *elderly* → *they* → *someone* → *a person*; occasional use of less formal language, e.g. *make sense*

Text B: begins by referring to broad, abstract concept – no background; immediate focus on study methodology and categories; more formal lexical choices: *phenomenon*, *differs*, *characteristics*, *conventional measures*, *cognition*; immediate use of statistical language: *measure*, *median*, *proportion*; complex noun phrases: *the change in the age-specific characteristics of people*

Text C: immediate personalisation and appeal to reader with *you* and *your*; simple reporting verb *say*; restricted lexical chain *scientists* → *they*; conjunction 'but' used at beginning of a sentence; informal lexical choices: *beckoning*, *knees* ... *creaking*

STUDY SKILLS: SOURCES FOR WRITING

Put students in small groups to discuss the question.
Conduct feedback and get different ideas.

Suggested answer

- Students should find the original academic source of information because they will need to cite this in an essay.
- Official reports are acceptable as sources of information. However, newspaper articles, in particular those from tabloid newspapers, are not and should be avoided.
- Reading about academic research in a report or quality newspaper article may help to understand the content of an academic article because it gives an overview of the key points in the research. However, it should be followed up with reading the original article.

3 READING 2

- a** Before reading, you may wish to pre-teach the words in the box below.

infant mortality (n) – the number of deaths of young children. (Example: Providing good medical care for mothers and babies helps to reduce the infant mortality rate.)

segment (n) – a smaller group of a larger group. (Example: Those people who earn above the average wage are a small segment of the population.)

Remind students of some of the points they made during the feedback on the discussion in 1b. Tell them to read the paragraph *Life expectancy in the European Union* to see if any of their ideas are mentioned. Set a time limit to encourage students to read for gist.

- b** Students look at Table 1. Tell them it provides information about life expectancy in the EU (European Union). Tell them to work alone, study the table and answer the questions. Students compare their answers in pairs then conduct feedback as a class. Ask two or three pairs how they answered questions 3 and 4 – did they have the same ideas?

Answers

- 1 2010 and 2014
- 2 total population as well as men and women
- 3 and 4 Students' own answers

- c** Students read the two paragraphs that describe Table 1 and answer the question. After reading, students compare their ideas in pairs. Conduct feedback from two or three pairs. Indicate there are different ways of describing the table and that different writers might include slightly different information.

4 LANGUAGE FOCUS Describing statistical information

- a** Tell students to focus on the language in **bold** in the text in 3c and sort it into the four categories. Students check their answers in pairs. Elicit the answers on to the board (see the Answers in 4b below).
- b** Highlight the first phrase and ask students which category it belongs to (C). Tell them to work in pairs and add the remaining words and expressions to the box. Conduct feedback to the board.

4a & b Answers

A language used to refer to the table	B comparative language	C language for talking about quantity	D language to explain the data
<ul style="list-style-type: none"> • Table 1 shows • gives a breakdown of • describe(s) 	<ul style="list-style-type: none"> • the greatest increase(s) • the lowest • longer than • compared to • a comparison is made between • larger 	<ul style="list-style-type: none"> • an increase of • an average • on average • the number of 	<ul style="list-style-type: none"> • this suggests ... possibly • it is likely that • could account for • also accounted for • this might indicate

- c** This could either be done as open class elicitation with students contributing ideas, or students could discuss the question in pairs and then feed back to you.

Possible answer

The language used is mostly tentative and either uses verbs with a tentative meaning (*suggest*) or modal forms (*could, likely to, might*) that signal possibility rather than certainty. This language is used because the table (or graph) doesn't provide reasons for the statistics so the writer is interpreting the data. Interpretation of this nature tends to be speculative and tentative unless it can be backed up with specific data

- d** Ask students to look at Table 2 and ask how it differs from Table 1 (Table 1 deals with whole-life life expectancy whereas Table 2 looks at life expectancy only beyond the age of 65). Then ask whether Table 2 focuses on the same information as Table 1 (yes it does – the same two years and the same countries). Ask students to work alone and study the table and then complete the paragraph. Point out that sometimes more than one word can go in a gap. Students check their answers in pairs, then conduct feedback to the board.

Answers

Table 2 ¹**describes/shows** changes in the life expectancy of people at age 65 in EU countries in 2010 and 2014. Overall, there was an ²**increase** of a year between the two dates. There was a ³**greater/larger** increase for men ⁴**compared to** women. In 2014, men could expect to live just over a year ⁵**longer** while women could expect to live for another six months. This ⁶**suggests/might indicate** that men are becoming aware of the need to live healthier lives after the age of retirement.


e  **Critical thinking: Identifying and examining knowledge**

Put students into small groups to discuss the questions. Conduct feedback afterwards and try to elicit the points below, but students may have other ideas or strategies that are equally effective.

Possible answer

- 1 You should find out exactly what the focus is. Note how the first table dealt with life expectancy for the whole of life whereas the second table dealt with life expectancy over the age of 65. A superficial reading might initially give the idea they are talking about the same information, but this is not the case.
- 2 Students should scan the information to see if they can detect any dramatic changes – sudden rises or falls in what is being measured in the data. However, at the same time, it can also be useful to look at data where there has been little variation. Sometimes consistency is useful to note.
- 3 The statistical information only tells part of the story. Finding out reasons for different trends may require further reading. The source that a student is using may provide some ideas, but students may need to read a little more widely in order to work out causes of trends.
- 4 As discussed in 4c, the language should have a tentative meaning unless, in their reading, the student has found specific data that makes a claim certain. However, it's likely that background sources will provide explanations using tentative language.

5 WRITING

- a** Tell students they are now going to write another paragraph based on information in Table 2. They should include the information in the bullet points and use the language from the Language focus. Students could do this in pairs as a joint writing activity or they could do it alone.
- b**  Students work in pairs and compare answers. If pairs of students have worked on the paragraph, then each pair can exchange their paragraphs. Conduct feedback and ask if they used similar language. If you think it would help your students, you can show the answer below so they can compare their paragraphs to it. However, point out that the answer is only one way of writing about the information in Table 2.

Possible answer

The greatest increases were in countries that are more recent members of the EU. For example, in the three Baltic states of Estonia, Latvia and Lithuania there was an increase in life expectancy of one year and three months. Other countries with the same increase were Poland and Slovakia. This might indicate improvements in healthcare for the elderly in those countries. The country with the smallest increase was Malta, but life expectancy there is already quite high.

6 READING EXTENSION

This is an opportunity for students to practise the description of statistical information that focuses on changing trends and is intended mainly for enjoyment and interest.

If you wish, you could give students the text, bar chart and questions to read at home, then discuss the answers in the following lesson.

a **Answers**

- 1 The number of healthy years that people can expect to have after they are 65 years old.
- 2 Paragraphs two and three focus on European women

b **Answers**

language to refer directly to the diagram	language to talk about trends	comparative language	language to explain trends
<ul style="list-style-type: none"> describes all showed demonstrate it did not show 	<ul style="list-style-type: none"> there was a slight drop in the number there is no obvious trend for a decrease in the number of a significant increase there was an increase of almost an improvement a small improvement of 	<ul style="list-style-type: none"> a comparison is made between by comparison the shortest when comparing 	<ul style="list-style-type: none"> it is interesting to note that this might indicate

Unit 6

Tourism


ACADEMIC SKILLS PLUS

Economics: The sharing economy

Listening skills: Listening to topic sentences

Speaking skills: Joining ideas – adding and explaining


1 SPEAKING

- a**  Focus on the names of the four companies. Ask for a show of hands to find out which companies students have heard of, and briefly establish what they do (Uber and BlaBlaCar both offer transport in private cars – alternatives to taxis. Uber is for money, BlaBlaCar is free; Airbnb and Couchsurfing both offer accommodation in people's homes – alternative to hotels. Airbnb is for money, Couchsurfing is free.) Students discuss the other questions in groups. Monitor, helping where necessary. Then discuss the answers together with the class.

Possible answers


- Photo a – Airbnb and Couchsurfing; Photo b – Uber and blablaCar
- They're all online companies which provide services; all are examples of the 'sharing economy' (people make contact directly online).
- Because they're a cheaper (or free) alternative to normal services; because they're easy to use (using internet or phone apps).
- Answers will vary. Find out if students have used these services or if they know other people who have used them.

2 LISTENING 1

- a** In pairs, ask students to read through the questions and guess the answers. If you like, get quick feedback, but don't tell them the answers at this point.
- b**  **6.1** Play the recording once through, then check the answers.

Answers

- a, d
- b
- a (It does bring people into contact online, but what makes it different from normal online transactions is that it leads to face-to-face contact with strangers).

- c, d**  **6.1** In pairs, students discuss what they think the expressions mean. Discuss the answers together and play the recording again to check, pausing from time to time. As you discuss the answers together, give help with any difficult words.

KEY VOCABULARY

peers (n) people with the same social position, age or occupation

mapping (n) locating people, finding out where they are

middleman (n) person in the middle, between buyer and seller

eliminate (v) remove, take away


implications (n) the effect something has, what it means for people

Possible answers

- buying from and selling to other people like yourself: private individuals, not large companies
- buyers and sellers are connected directly using the internet or mobile apps
- there's no-one between the buyer and seller who makes a profit
- the effect the sharing economy would have on people's lives and attitudes
- new ideas about what is 'normal' or acceptable – in this case: making contact with strangers, staying in people's homes, sharing their cars.


3 LISTENING 2

- a** *Skills focus: Listening to topic sentences*

-  **6.2** Play the two topic sentences. If you like, you could write the sentences on the board. After each sentence, ask students to predict what the speaker will go on to say. There is no correct answer at this point – the purpose of this is simply to get students to make guesses. Alternatively, you could ask students to make guesses in pairs or groups.

Possible answers

- The speaker will describe the four companies: what they do, what services they offer, why people use them; she will say how they are similar to each other and how they are different; she will say how they are examples of the sharing economy
- She will say how they have been successful: how much money they make, how many customers they have, how they have grown; perhaps how they have affected hotel and taxi services.

-  **6.3** Play the recording, pausing after the first part to check which of the students' predictions were correct. Then do the same for the second part.

3 Discuss the question together.

Possible answers

- Topic sentences often give a summary of what the speaker will say next, so they help us predict what he/she will say.
- This makes it easier to listen, as we already have some idea of what to listen for.
- They are called 'topic sentences' because they establish the topic of the following section.
- They are also used in writing, to begin paragraphs.

- b** **6.3** Give time for students to quickly read through the table and headings. Point out that they should write brief notes (words or phrases). Play the recording again, pausing if necessary to give students time to complete the notes. Go through the answers and write the table on the board, eliciting the answers.

Example answer

Uber <i>Features:</i> short trips, for profit, like a taxi <i>How successful?</i> very – over \$5 billion last year	blablaCar <i>Features:</i> free, share cars
Airbnb <i>Features:</i> unused bedspace, for profit <i>How successful?</i> very – over \$1 billion last year	Couchsurfing <i>Features:</i> unused bedspace, free

STUDY SKILLS: TAKING NOTES FROM LISTENING

Discuss the questions together. You could ask for a show of hands for each option (a, b, c) and ask students why they think it is/isn't effective. Give the correct answer. Emphasise that writing complete sentences is too slow, so we lose track while listening; short phrases give more information than single words and so make it easier to understand the notes later. You could write some examples on the board to illustrate this:

Uber is geared towards short trips.

(a) 'Uber is geared towards' adds no useful information, so it's a waste of time to write it.

(b) 'short trips' – this contains the main information and helps us remember what the speaker said: that with Uber you usually go on short trips.

Answers

(b), sometimes (c).

- c** Students discuss the questions in pairs or groups. Then discuss them together with the whole class.

Answers

- They're concerned with bringing people together and encouraging people to share what they have (bed or car space). They're not concerned with profit (they're free).
Possible reasons why it's good: people meet each other; it promotes international understanding; it makes people less greedy; it encourages different values (not just profit); it saves resources (petrol, fuel for heating)
Possible reasons why it's not so good: it competes with hotels and taxi companies; it puts people out of business; it's difficult to control safety standards
- Possible answer:* Taxi companies had a monopoly, so they tried to stop competition; hotels already have competition (hostels, campsites, bed & breakfast), so the only way they could react was to lower their prices.

- d** **Critical thinking: Imagining different points of view**

The aim of this exercise is to encourage students to 'step outside' their own opinion and try to understand other people's point of view. You could conduct this activity in two different ways:

- Group discussion.** Divide the class into groups. Some groups discuss the first question and other groups discuss the second question. Then they report their ideas to the class.
- Role-play discussion.** Divide the class into A and B students: (A = taxi drivers or passengers, B = Uber drivers or passengers). They prepare their arguments. Then form groups with As and Bs together in each group, and they have a discussion. Find out what each group talked about and what conclusion they came to.

4 LANGUAGE FOCUS Joining ideas – adding and explaining

- a** Working alone, students match the sentence halves. Then ask them to compare answers in pairs.
- b** **6.4** Go through the answers together and play the recording to check. A good way to do this would be to play the recording item by item as you check the answers. Ask students why they chose each answer. Point out that the two halves either mean the same or they express similar ideas.

Answers

- e (The 'two areas' = 'car/taxi services' and 'accommodation')
- c (Describes two similar advantages: it creates an efficient network, it leads to lower costs)
- f ('eliminate the middleman' = 'no-one standing in the middle')
- b ('this decade' = '2010-2020')
- d (Describes two benefits: interacting in the real world, introducing new social values)
- a ('short trips for profit' means 'like a taxi service')

- c** Ask students to identify the two types of linking expression. You could write the expressions on the board under two headings.


Add an extra idea	Add an explanation/details
not only ... but also In fact	namely in other words that is to say (so) in effect

- d** Working alone, students write continuations. Monitor and help if necessary. When most students have finished, ask them to compare answers with a partner. Go through the exercise together and get a range of answers from different students. There are no single correct answers.

Possible answers


- ... I didn't have time and I wasn't sure what to write.
... I was ill and my computer broke down.
- ... contribute directly to global warming.
... cause traffic congestion
- ... by the people they are at school with, brothers and sisters and role models of their own generation.
... by other people of the same age.
- ... they offer much better value for money.
... it makes sense to use them.
- ... he's not earning anything.
... he has no money to spend on anything.
- ... they're staying level and increasing slightly in some areas.
... they're still going up.

5 PRONUNCIATION Intonation in lists

- a**  **6.5** Ask students to listen to the extract and mark places where they hear a pause. Play the extract once through without stopping. Students mark the pauses. Check the answers together. If possible, write answers on the board.

Answer

"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** Play the extract again. This time ask students to notice whether the speaker's voice rises or falls before each pause. Then discuss what happens at the end.

Answer

- 1 It rises or stays high. At the end of the extract it falls (on the word 'offline').
- 2 • The pauses mark out separate bits of information
 - When the voice stays high it tells the listener that the sentence hasn't finished, that there's more information to come
 - The voice falls at the end to indicate the speaker has finished the idea
 - Point out that this pattern is very common in 'lists' of items or of ideas


6 SPEAKING

- a** Begin by giving a short talk as a model, including some of the expressions from the Language focus. Ask students to listen and then tell you what the main points were and what linking expressions they heard.

Example answer

The number of good restaurants has grown recently, that is to say over the last five to ten years. About ten years ago there were very few restaurants serving foreign dishes, so in effect you had the choice between traditional local food and maybe Italian or Chinese. But now there's a much greater variety, in fact there are probably more foreign restaurants than local ones. And not only is there greater variety of food in restaurants but the quality has also improved enormously. Restaurants have become much more experimental, in other words they're trying out new ingredients, new combinations and adding more interesting spices.

Help students choose a topic (they should choose something they are interested in or know about and which involves changes or developments). Give students time to think about the questions and make brief notes. Emphasis that it should be quite short (about one minute). As they do this, go round the class and help with ideas or with any words they need. They could either do this alone, or they could prepare in pairs and then one student from each pair will give the talk.

- b**  Ask students to come to the front in turn and give their talk. The other students listen and can ask questions afterwards. To focus on the linking expressions, after each talk you could ask the class which expressions they heard.

Unit 6 Audioscripts

6.1 Exercise 2b

Lecturer

In this session I'm going to talk about the sharing economy and how it has changed the way we think about goods and services. And we're going to look at two particular areas which are relevant in the field of travel and tourism, namely car and taxi services and services offering accommodation.

OK, first I'd like to say a little bit in general about what we mean by the sharing economy. Well, essentially the sharing economy is a system of exchanging goods and services with peers rather than using a more traditional model of businesses and customers. So the underlying idea behind the sharing economy is that it's based on networks of individuals who are connected, in other words you have a network of people who sell goods or services and people who buy them. Well-known examples of this are companies such as Uber and Airbnb, which set up networks by using technology, either the internet or mobile phone apps, which they use to connect buyers and sellers in real time – this is a process known as 'digital mapping'. This not only creates a more efficient network but also leads to lower costs. And it achieves this partly because it uses cheap technology, but mainly because by using technology it can eliminate the middleman – in other words there is no one person standing in the middle between the buyer and the seller. This means that less profit goes to some large company and more money is saved for both the buyer and for the seller, so that they both benefit.

So that's essentially the definition of the sharing economy. Now I'd just like to trace the history of the sharing economy. Here's a quotation from Logan Green, who's the CEO of Lyft, the American car sharing service. 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. So he clearly understood the broader implications of the shared economy, in other words that although people use these businesses for convenience and to save money, it also encourages them to interact with each other in the real world. In fact, you could say it introduces a new set of social values in which people interact with strangers in a way that wasn't possible or wasn't even acceptable a decade ago.

6.2 Exercise 3a

- Let's take for example four businesses in the area of travel and tourism: Uber, Airbnb, BlaBlaCar and Couchsurfing.
- As is well known, all these companies have been extremely successful over the last decade.

6.3 Exercises 3b & c

Let's take for example four businesses in the area of travel and tourism: Uber, Airbnb, BlaBlaCar and Couchsurfing. Although these companies are within two separate industries, they all require users to interact with a complete stranger who they've contacted over the internet. By using a mobile app, Uber and BlaBlaCar allow users to share vehicles, although Uber is geared towards short trips for profit, so in effect it resembles a taxi service, while BlaBlaCar is a free service which allows people to share cars. Airbnb and Couchsurfing are similar to the previous pair of businesses. These both allow people to fill unused bed space by advertising to other members, although once again Airbnb is directed towards profit whereas Couchsurfing is completely free. It shows that each of these businesses can be interpreted as belonging to one of two categories, either cultural or business-oriented. The business-oriented companies, Uber and Airbnb, are more focused on the financial opportunities created by the shared economy. By contrast, BlaBlaCar and Couchsurfing are focused on the experience of meeting new people, and therefore on interpersonal or intercultural benefits.

As is well known, all these companies have been extremely successful over the last decade. Airbnb reported a revenue of over a billion dollars last year, and as a result of their success, hotels have been forced to significantly lower their prices in order to stay competitive. Uber has been even more successful. Their revenue was over 5 billion dollars in the past year, and consequently there have been protests and legal action from taxi companies who see them as unfair competition.

6.4 Exercise 4b

- We're going to look at two particular areas which are relevant in the field of travel and tourism, namely car and taxi services and services offering accommodation.
- This is a process known as 'digital mapping'. This not only creates a more efficient network but also leads to lower costs.
- By using technology it can eliminate the middleman – in other words there is no one person standing in the middle between the buyer and the seller.
- 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.
- It also encourages them to interact with each other in the real world. In fact, you could say it introduces a new set of social values in which people interact with strangers in a way that wasn't possible or wasn't even acceptable a decade ago.
- By using a mobile app, Uber and BlaBlaCar allow users to share vehicles, although Uber is geared towards short trips for profit, so in effect it resembles a taxi service.

6.5 Exercise 5a

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.

Unit 7

TV viewing


ACADEMIC SKILLS PLUS

Media studies: New forms of media

Reading skills: Identifying the writer's stance


Writing skills: Using distancing expressions

1 SPEAKING

- a**  Ask students about their viewing habits: *Do you watch films and series? How do you watch them* (buy them, stream them, borrow them) *and where* (on TV, laptop, tablet, in the cinema)? Check that they understand *binge viewing/ watching* (watching several episodes of a series one after the other). Ask if they (or people they know) ever do this and what they think about it. You could also check that they are familiar with: HBO, Netflix, the TV series *House of Cards*. Students discuss the question in pairs or groups. Conduct feedback with the whole class.

Possible answers

There's more choice of channels; satellite TV lets you watch TV channels from other countries; more choice of programmes. You can record programmes, watch films at any time using channels like Netflix.
You can watch anywhere using a mobile, laptop, headset, etc. TV companies spend more on major series because they can reach a worldwide audience, so profits are potentially greater.

- b**  Students discuss the question in pairs/groups. Conduct feedback with the whole class.

Possible answers

They offer a wide range of films and series on demand. They include customer reviews. They're very cheap. They produce high quality series, more like art films than standard low-budget TV series.

- c**  Discuss the question with the whole class and try to elicit a range of different opinions.

Possible answers

There's now too much choice and most of it isn't very high quality. TV series copy each other and produce very similar programmes and series. TV series encourage you to spend too much time watching TV.

2 READING 1

- a** Check that students understand what an abstract is (a brief summary of an article which appears at the start, usually with very condensed information). Ask students to read the abstract quickly and answer the question. They shouldn't try to understand every word at this point. Check the answer together.

Answer

- 3 It describes Netflix's promotional strategies, including their 'Got Better' campaign.

b Skills focus 1: Close reading of key phrases

Point out that abstracts are typically very dense (every sentence is important) and reduced (it contains the essence of what the text is about). It's important to read it closely and try to understand every word (see notes below in the Study Skills section).

Students read the abstract again and find phrases to match 1–5. You could do the first item as an example. Students check their answers in pairs. Go through the answers together.

Answers

- 1 *discourses* (= claims, descriptions) *of distinction* (= they're distinguished (different) from other kinds of TV)
- 2 *promises of plenitude* (*plenitude* = plenty, so they promise a lot of programmes) ... *prestige* (= good quality programmes, highly regarded)
- 3 *promises of ... participation* (= the viewer is involved in choosing) ... *and personalization* (= it suits your interests and taste)
- 4 *sought to naturalize* (= tried to present them as natural or normal)
- 5 *part of a ... cutting edge* (= the latest development)

STUDY SKILLS: UNDERSTANDING ABSTRACTS

Ask students if they normally read the abstract of an article first and then decide whether to read the article or whether they ignore the abstract and start reading the article. Ask them which they think is better and why. In pairs or groups, students discuss the questions. Go through the answers together.

Possible answers

- 1 The abstract gives a general idea of what the article will be about, so it helps us to read the article. It helps us to decide whether we want to read the article or not.
- 2 Unlike when reading a longer text, it's important to read the abstract closely and try to understand every word.
 - An English-English dictionary can help with this as it gives examples of words, not just literal translations.
 - It may not be immediately clear what abstract concepts mean, but it's often possible to work out the meaning from context.
 - Online sources often explain what specialised terms mean or how they are used. Entering the word into a search engine can often help – but it's important to check that the source is reliable.

3 READING 2

KEY VOCABULARY

discourse (n) things a person says (*Example: popular discourse* = things most people say; *textual discourses* = things Spacey said about the content (or writing) of TV series; *industrial discourses* = things he said about the TV industry; *advertising discourses* = what advertisements say.)

prestigious (adj) respected, admired (*Example: The Nobel prize is a very prestigious prize* – everyone would like to get it.)

asking rhetorically not expecting an answer, just used for effect in a speech; also the phrase *a rhetorical question*. (*Example: In a political speech, the speaker might ask 'What is the solution?' – but doesn't expect the audience to tell him/her.*)

cinematic (adj) having qualities characteristic of films (*Example: If you watch a TV series 'as a cinematic whole' it means you watch it all at once.*)

discourses of legitimization saying that something is *legitimate* (= acceptable) i.e. justifying it or saying why it's a good thing.

a vast wasteland a huge area that produces nothing


foray (n) an attack

a good form of *consumption* (n) you consume food and also products (such as TV programmes); 'bingeing' suggests bad consumption (= greedy eating), but 'feasting' suggests good consumption (= enjoying good food).

transformative potential the possibility to change something

on-demand (adj) when you want (or demand) something right now

- a** Before students read, you may wish to pre-teach some vocabulary from the box above. Then go through 1–6 and ask what students already know about them. Students then read the text and note down their answers.

 In pairs, they compare answers. Discuss the answers as a class.

Answers

- 1 He's an actor, star of the series *House of Cards*, gave a speech at a film festival, he supports Netflix.
- 2 It's a successful TV series on Netflix, it launched two seasons of 13 one-hour episodes, it's a political drama, has the quality of a film (according to Kevin Spacey).
- 3 HBO's advertising slogan, appeared early 1990s. Claims that their programmes are different from normal TV.
- 4 They developed HBO's idea, presented themselves as the future of TV, ran a campaign with the slogan 'TV got better'.
- 5 They are two ways to describe the same activity – watching lots of episodes of a TV series. 'Feasting' makes it sound better ('bingeing' is unhealthy and greedy; 'feasting' suggests pleasure and good taste).
- 6 They watch movies TV in a different way (e.g. they watch on demand, get together with friends to watch, discuss films online, stream content, are used to binge viewing)

b Skills focus 2: Identifying the writer's stance

Point out that an important part of understanding an article is to understand the writer's stance. Write the word *stance* on the board and elicit what it means (point of view, attitude to the topic). The text contains some challenging vocabulary, so encourage students to use the techniques mentioned in the Study Skills section to help them. In pairs or groups, students discuss the questions. As they do this, monitor and give help as necessary. Discuss the answers together and ask students to identify parts of the article which helped answer each question.

Possible answers:

- 1 It's an academic paper; purpose is to evaluate/investigate Netflix's claims (clear from the abstract and heading).
- 2 He's an expert, an academic involved in media studies (paragraph 2: 'Those of us who work in media and TV studies ...')
- 3 (b) Paragraph 1: ..., as Spacey described it, ...; Paragraph 2: what seems notable here is ...; This paper argues for a closer examination ...; 'They exaggerate their transformative potential ...; it is equally crucial to pay attention to ...'

c Critical thinking: Evaluating arguments for and against an issue

Working in pairs, students look at the opinions and decide if they agree with them. They note down arguments for and against each opinion. Students form new pairs, so they can talk to a different partner, or they could form larger groups. They compare their answers together. Conduct quick feedback at the end.

Possible answers

- a** *For:* They offer more variety; you can stream films that you had to hire or buy before.
Against: Just because they offer more doesn't mean the quality is better; most of their films are standard commercial products, not 'art' films.
- b** *For:* You can see how the plot and characters develop; you can get more involved in the film.
Against: It's not good for you to spend hours watching a screen.
- c** *For:* It's passive entertainment; you could be doing more productive, creative and healthy things.
Against: You can learn a lot about people, the world and relationships from good TV series; it's an art form, like the theatre or concerts.

4 LANGUAGE FOCUS Distancing expressions

- a** To introduce this part, you could ask students what style of writing is suitable for an academic article or essay: subjective or objective? personal or impersonal? (objective, impersonal). Look at the first sentence together and ask students to match it with one of the two categories (B). Working alone, students match the other examples with the categories. Check the answers together.

Answers

1 B 2 A 3 A 4 B

- b** Students add the other expressions under the two categories. They could do this by making two lists on a piece of paper. When they have finished, ask them to check answers with another student. Go through the answers together and write them on the board.

Answers

A reporting what people say/think	B balancing points of view
It is sometimes claimed that ... Many people believe that is often presented that ...	It may be true that ... but There is no doubt that ... however, ...

- c** Look together at the three features and discuss how they give the impression of distance. Try to elicit answers from several different students. You could also give further examples yourself.

Possible answers

- 1 Impersonal subjects (It, There), make the statement feel less personal than saying 'I don't believe that ...', 'X claims that ...'
- 2 Passives are a way to avoid mentioning the agent (the person doing the action) so are more impersonal and 'distant': 'It is sometimes claimed that ...' is more neutral than 'Netflix claim that ...'
- 3 These words 'soften' what the writer is saying so they make it sound more careful and less assertive: compare 'It may be true that ...' with 'It's true that ...'

5 WRITING

- a** Students choose an issue to write about. If necessary, help by suggesting further possible topics: these could be topics in the area of media and entertainment, topics related to their own subject of study or issues of general or local interest. Working alone, students make brief notes, then develop their notes into a paragraph. Monitor, giving help where necessary and making sure they include expressions from 4a and 4b.

Example answer

It is sometimes claimed that using social media may have a negative effect on relationships because it encourages people to develop more superficial relationships online with people they have never met. *It's certainly the case that* 'friends' on social media are different from 'real life' friends; *however*, most users of social media are capable of distinguishing between the two. It seems unlikely that using social media would have any significant effect on real-life friendships, and *this claim* isn't supported by concrete evidence.

- b** Students swap paragraphs in pairs. They read each other's paragraphs and identify the issue and the writer's stance. They check back with their partner to see if they are correct and they say if they agree. Then pairs continue to discuss the issues they wrote about. To end, ask students to summarise their partner's paragraph and comment on the stance they took on the issue.

6 READING EXTENSION

This is an opportunity for students to read the text of Netflix's promotional campaign feature 'TV Got Better' which was referred to in the article. This part is intended mainly for enjoyment and interest using the tasks and questions to guide students in reading and to help focus on difficult language items.

If you wish, you could give students the text and questions to read at home, then discuss the answers in the following lesson. You could also refer them to the original campaign feature at www.wired.com/partners/netflix/.

a Answers

- 1 c is the best summary – it covers the main message of the text.
- 2 a 5
b 8
c 1
d 7
e 6
f 2
g 4
h 3

b Possible answers

- 1 We're not sure where he went. He just did. These viewers are keen. They are feasting.
- 2 Gone. Not very flattering. Against the odds.
- 3 The items in 1 and 2, plus: He just did; staying put; The weird thing is ...
- 4 'Binge-viewing', though?
- 5 brilliant women; highly sentient people; skilfully and passionately; great TV; keen

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  In pairs, students look at the newspaper headlines and answer the questions. Conduct feedback and ask if students can provide another example story.

b  **8.1** Tell students that they are going to listen to a lecture on money and happiness. Play the first sentence of the lecture three times, pausing mid-sentence to give students time to write it down. Alternatively, you could read it aloud yourself. Students check their answers in pairs. Then write the answer on to the board.

Answer

In today's lecture, we're going to look at the relationship between wealth and happiness and try and answer the question: does wealth lead to psychological well-being?


c  In small groups students discuss the question. Emphasise that it is important to give a reason for their answers. Elicit answers from two or three groups and write some of the main ideas on the board.

2 LISTENING 1

a Write *openness to experience* on the board. Ask students if they think this phrase describes someone's physical ability or their personality (their personality). Ask students if someone is open to experience whether they think that person likes doing new things (yes). Tell students this is one of five different personality categories. In pairs students look at the categories. Encourage them to guess the meanings before checking in their dictionaries. Then, in small groups, students think of the kind of person each category might describe. Check answers as a class.

Answers

- 1 a person who likes to try and do new things
- 2 a person who puts a lot of effort into their work
- 3 an energetic and happy person who likes being with other people
- 4 a person who is pleasant and pleases other people
- 5 a person who behaves strangely because they are often very worried and nervous


b  **8.2** Before listening, you may wish to pre-teach the two words in the box.

KEY VOCABULARY

correlation (n) a connection or relationship between two or more facts or numbers (*Example*: There's a clear correlation between doing regular exercise and good health.)


track (v) to follow and make a note of something (*Example*: They tracked house prices over a period of five years calculated that they rose in value by 18 per cent.)

Ask students to listen to the first lecture excerpt and compare the ideas they discussed in 2a with what the lecturer says. After listening, students check their answers in the same small groups as in 2a. Then go through answers as a class and ask if their ideas were the same as the lecturer's.

c  **8.2** Tell students they will listen to the same excerpt again and this time they should make more detailed notes on the five different personality categories. Students listen then compare their notes in pairs. Conduct feedback to the board.

Possible answers


- 1 artistic person, not traditional
- 2 people with good self-control
- 3 outgoing people
- 4 shows compassion, understands other people
- 5 not relaxed, often stressed

d  **8.3** Tell students they will listen to another part of the lecture. Ask them to read the notes and decide which set of notes is the best record of what the lecturer says. Ask them to think about why one set is better. After listening, students can discuss their answers in pairs. Conduct feedback and make sure students give reasons for their answers.

Answer

Set 2 is the best record of the information. Set 1 does not pick up on the main points and there is not enough detail on the nature of the questionnaire or the outcome. Also, in set 1 there is a note on a detail – one category – rather than on the general point that spending on our psychological needs makes us happy.

3 LANGUAGE FOCUS 1 Signposting expressions

- a  **8.2** Ask students to read the gapped expressions and remember or guess what the missing word is. Play the lecture again for students to listen for the expression and the missing word. In pairs students check their answers. Then conduct feedback to the board.

Answers

- 1 now
- 2 by
- 3 to
- 4 key
- 5 on

- b Students work in pairs and match the expressions to the categories. It may help to allow students to read the audio script to see each expression in context. Conduct feedback to the board.

Answers

- a 2
- b 1
- c 5
- d 3
- e 4


4 LISTENING 2

- a Students focus on the slide. You may wish to pre-teach the word below.

KEY VOCABULARY

satiation (n) the point at which you feel completely satisfied with something, especially food and pleasure, and you feel you don't need any more – a more formal word (Example: The food was so good I ate too much – beyond the point of satiation.) Indicate that we often use the verb *satisfy* in a passive form e.g. *I was completely satisfied*.


Ask students to look at the different figures and discuss the question in pairs. Conduct feedback and see what range of ideas students come up with.

- b  **8.4** Before listening, you may wish to pre-teach the word in the box below.

KEY VOCABULARY


perceivable (adj) noticeable – a more formal word. (Example: There was a perceivable increase in their motivation when I gave feedback on their progress more regularly.)

Play the recording for students to check their ideas in 4a. Ask them if any information surprises them.

- c  **8.4** Play the recording again and ask students to make detailed notes directly on to the slide. With weaker groups, you may need to play the recording twice. Students check their notes in pairs then conduct feedback on to the board.

Example answer

\$75,000 (Kahneman & Deaton 2010) – *study of 1,000 Americans – increased happiness up to 75K*
 \$80,000 – \$200,000 (Clingsmith 2016) – *more happiness up to 80K, but small increases after that up to K200*
 'Satiation point' (Stevenson & Wolfers 2013) – *no upper level – people always happy with extra money*

- d  **Critical thinking:** Analysis and explanation of hidden meaning

Students work alone and make notes on their ideas. Give them two or three minutes to do this. Put students in small groups to discuss their ideas. Monitor and help with language and perhaps prompt with ideas. Conduct feedback and guide students to all or some of the points in the suggested answer. Also accept the original ideas that students come up with.

Possible answers


More money could result in disagreement within a family; it could be a source of tension and conflict with friends; it may mean the earner is forced to change social status and lose old friends, have trouble making friends, or struggle to fit in with a 'higher' social circle.

Higher earnings might increase their spending on unnecessary things; they may get caught in a trap of feeling that there's always something else they feel they need to buy.

An increase in income might mean that money becomes empty and boring; it may create an obsession with money.


There's a possibility they may not feel the increase in income is justified and there's a feeling of guilt for having such a high income relative to what they do to earn it.

5 PRONUNCIATION Connected speech

- a  **8.5** Play the recording for students to listen for how many words go in each gap. Tell them that they don't need to write anything at this stage.


Answer

Five words in each gap

- b  **8.5** Play the recording again for students to complete the gaps. Students can check their answers in pairs. Then check as a class.

Answers

- 1 looked at a number of
- 2 to consider what is meant
- 3 whether there is a point

- c  **8.6** Play the recording for students to complete the gaps. Students can check their answers in pairs. Then check as a class.

Answers

- 1 of income in relation to
- 2 won't make a difference to

Suggested productive activity

Drill the example in 5a, but do it in three parts:

- 1 Now that we've looked at a number of different studies,
- 2 I'd like to consider what is meant by wealth
- 3 and whether there is a point at which having money no longer matters.

Either use the recording as a model or model yourself. The main stresses are underlined. Encourage students to run together non-stressed parts of each example. They can practise in pairs.

6 LANGUAGE FOCUS 2 More signposting expressions

- a** Ask students to read the examples. Play the recording for students to underline the signposting language. Students check in pairs then do feedback to the board.

Answer

5a Now that we've looked at a number of different studies, I'd like to consider what is meant by

5c 1 Earlier I mentioned Clingsmith's study ...

2 What they mean by that is there's no point ...

- b** Ask students to work alone and match the examples in 5a to the categories. Students check in pairs before doing feedback.

Answers

1 b 2 c 3 a

- c** Ask students to work alone and add these examples to the categories in 5b. Students check in pairs before doing feedback.

Answers

1 c 2 a 3 b 4 a 5 b

- d** Tell students the examples are missing two words. Students complete the sentences using language from both Language focus sections. Students cover those sections. Students work alone and then check answers in pairs by uncovering the Language focus sections.

Answers

1 Having looked at key concepts let's now turn to recent research on the topic.

2 I'd like to start by outlining the three main areas of research that I'm going to talk about.

3 So to give an example a person in the fourth category is likely to donate money to charity.

4 So we can see there is a relationship between income and psychology. Earlier I mentioned a study by Matz, Gladstone and Stillwell

5 So those are some example case studies – I want to come back to them later on

6 This is relevant to high income earners. What I mean by 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 to consider some specific examples

STUDY SKILLS: REFERENCING


Students discuss the two questions in small groups. Conduct feedback and guide students towards understanding the ideas in the suggested answer below.

Possible answer

- Yes. They include key words from the main points of the lecture. It is not necessary to include more detail than this as it would probably mean people attending the lecture would try and read rather than listen. It would also mean that the font size would need to be smaller and the slides would become difficult to read from a distance.
- It's important to include the dates after the names because this indicates the particular study being referred to. For those listening it provides enough information to search for the study online after the lecture.

7 SPEAKING

- a** Tell students they are going to give short presentations in pairs. Students choose one of the topics from the list. Tell them they need to make two or three points and provide information that supports these points. If students have their own idea for a topic, they can use that. Give students five minutes to choose a topic in pairs and plan what they are going to say by writing prompts. Monitor and help with ideas and vocabulary.

- b**  Put students in new pairs with someone who is speaking about a different topic. As they listen to each other's presentations they should make notes about the key points and supporting ideas. When both students have finished, they can feed back to each other using their notes.

Unit 8 Audioscripts

8.1 Exercise 1b

Lecturer

In today's lecture, we're going to look at the relationship between wealth and happiness and try and answer the question: does wealth lead to psychological well-being?

8.2 Exercises 2b & c, 3c

Lecturer

So, in his investigation, Clingsmith measured family income against a set of negative emotions as a means of determining a correlation between wealth and happiness. Right now, let's now turn to another study that tracked spending in relation to a set of mostly positive personality traits. This study was carried out by Matz, Gladstone and Stillwell at the Judge Business School in Cambridge who worked with a multinational bank based in the UK. It involved 625 participants and matched their bank transactions to personality categories over a six-month period. Now I'd like to start by outlining the different personality categories referred to in the study. Now these are known as the 'big five'. So there they are on the slide. First is 'openness to experience' – the kind of person who is often perceived as being more artistic, less interested in traditional values. The second category is 'conscientiousness' – and people with this trait usually exercise very good self-control. The third category is 'extraversion', in other words a person who's outgoing. And the fourth category is 'agreeableness', the kind of person who shows compassion and understanding for other people. And finally, the fifth category, and perhaps the only one that's a bit negative – 'neuroticism' – this applies to people who aren't very relaxed and are likely to experience stress. Participants in this study completed a personality questionnaire to determine which category they belonged to, then their spending was matched to their personality type. And researchers focused on what goods and services participants spent most money on. This showed that having and spending money on things that meet our psychological needs does in fact make us happy. So to give an example, a conscientious person who has money to spend on health and fitness will feel rewarded and happy. A key point in this study is the way in which we spend money. I want to come back to that a bit later on. An interesting result incidentally is that it seems neurotic people get some kind of pleasure from paying traffic fines!

8.3 Exercise 2d

Participants in this study completed a personality questionnaire to determine which category they belonged to, then their spending was matched to their personality type. And researchers focused on what goods and services participants spent most money on. This showed that having and spending money on things that meet our psychological needs does in fact make us happy. So to give an example, a conscientious person who has money to spend on health and fitness will feel rewarded and happy. A key point in this study is the way in which we spend money. I want to come back to that a bit later on. An interesting result incidentally is that it seems neurotic people get some kind of pleasure from paying traffic fines!

8.4 Exercises 4b & c

Lecturer

Right, now that we've looked at a number of different studies, I'd like to consider what is meant by wealth and whether there is a point at which having money no longer matters. Perhaps the most widely reported study on this topic is the one carried out by Daniel Kahneman and Angus Deaton in 2010. They surveyed 1,000 Americans who reported on their well-being in relation to salary levels. The study showed that participants felt increased levels of happiness as their salary rose up to a level of \$75,000 a year, which is about £50,000. However, beyond that, earning more money didn't seem to make people any happier. Earlier I mentioned Clingsmith's study of income in relation to negative emotions. His analysis showed a clear rise in happiness up to about \$80,000. Beyond that point, he noted there were still increases in happiness in relation to income, but they were less dramatic. It was only when income reached a level of \$200,000 that there was no perceivable increase in happiness. However, a University of Michigan study by Stevenson and Wolfers in 2013 concluded that there was no upper level where well-being ceased to result from an increase in salary. Stevenson and Wolfers say there is no 'satiation point'. What they mean by that is there's no point at which people feel having some extra money won't make a difference to their well-being.

8.5 Exercises 5a & b

Now that we've looked at a number of different studies, I'd like to consider what is meant by wealth and whether there is a point at which having money no longer matters.

8.6 Exercise 5c

- 1 Earlier I mentioned Clingsmith's study of income in relation to negative emotions.
- 2 What they mean by that is there's no point at which people feel having some extra money won't make a difference to their well-being.

Unit 9

Communication


ACADEMIC SKILLS PLUS

Medicine: International healthcare

Reading skills: Collating information; using a variety of sources

Writing skills: Paraphrasing and summarising information from different sources

1 SPEAKING

a, b  In pairs or groups, students read through what the people say and discuss questions 1a and 1b.

Go through the questions with the whole class and ask them to report back on what they said.

Possible answers

a They all involve problems of communication in healthcare; people not sharing the same language.

b *Sofia*: Couldn't understand medical terms; couldn't translate well enough for her grandmother to understand; might have been embarrassed.

Solutions: use a professional interpreter; find a doctor who speaks Spanish

Dmitri: Difficult to understand Thai accent when they spoke English; difficult to explain problems in English.


Solutions: pay more for treatment in Russia; go to a country where they would speak Russian

Amir: Difficult to explain problem exactly in German; difficult to understand doctor's diagnosis

Solutions: Find an interpreter or a friend who can translate.

Alison: Difficult to explain what she needs; difficult to understand what they are saying to her; no chance to chat or tell them about her life.

Solutions: Train staff to improve their English; bring in health visitors.

c  In their pairs or groups, students discuss the question. This could include occasions when they have travelled abroad and needed medical treatment, or incidents they know about from other people. Emphasise that they do not need to say what the medical problem was, just how communication affected the situation. Conduct feedback. Ask students from different pairs/groups to tell you one thing they talked about.

2 READING

Before reading, you may wish to pre-teach the words in the box below.

KEY VOCABULARY

Text A

barrier (n) something that prevents a process from happening (*Example*: Not having the same language is a great barrier to understanding other cultures). *Barrier* also means a fence which stops people going somewhere (*Example*: The police put barriers across the end of the road.)

encounter (n) an occasion when you meet someone (the verb *encounter* means *meet*) (*Example*: I talked to an English tourist. It was my first encounter with an English person = the first time I'd met one.)

healthcare encounter seeing a doctor, talking to a nurse in hospital, etc.

accuracy (n) noun from the adjective *accurate* = precise, exact (*Example*: digital watches are accurate; accuracy is important when you write English = you don't make mistakes.)

Text B

treatment (n) medicine or things you have to do to help you get better (if you are ill) – so we talk about *medical treatment*

prescribe (n) when you see a doctor, he/she *prescribes* medicine or treatment = tells you to take medicine or to do something (*Example*: The doctor prescribed a course of antibiotics.)

confidentiality noun from adjective *confidential* = secret (*Example*: Information about patients should be confidential = not made public.)

Text C

inhibit (v) to prevent something happening or make it more difficult (*Example*: He felt inhibited from speaking freely because his boss was in the room.)

Text D

phenomenon (n) something that exists or happens (*Example*: Going abroad on holidays is quite a recent phenomenon.) Point out that the plural is *phenomena* (it's a Greek word).

- a Students read the extracts quickly and decide which of the people's experiences they describe. Students discuss answers in pairs. Go through the answers together.

Answers

- A Amir, Alison (Amir: patient not speaking majority language well; Alison: staff not speaking English)
 B Amir (poor patient understanding)
 C Sofia (family member as interpreter)
 D Dmitri (medical tourist, seeking healthcare in other countries)

- b Students read the text and answer the questions. Point out that the answers may either be in one extract or in more than one. As they read they should make brief notes. When they have finished, they discuss answers in pairs. Go through the answers together.

Answers

- 1 Medical workers who do not speak the majority language of the country; patients who do not speak the majority language of the country; people who visit other countries for medical treatment.
- 2 Delays in getting treatment; wrong diagnosis; not understanding treatment; less effective treatment; dissatisfaction
- 3 They can help to overcome language barriers, so they're often used in healthcare.
- 4 Not very effective. They're not trained, don't know medical terms, may make mistakes, the patient may not want to talk while they're present.
- 5 People who visit other countries for medical treatment.
- 6 People choose places where they can use their own language.

- c Discuss which texts gave the answers to each question and build up answers on the board.

Answers

- 1 A, D
- 2 B
- 3 A, B, C
- 4 C
- 5 D
- 6 D

- d Students read through the summary and decide which statement in 2d is true. Then discuss the answer together.

Answer

- 1 It covers all the topics but gives a general summary, without going into details.

- e **Skills focus: Collating and summarising information**

Tell students that they will often have to collate (=put together) information from different sources and summarise it. A good summary should cover the important aspects dealt with in the original texts, making general statements about the topics, rather than going into details. Working in pairs, students read through the tips and find examples in the model summary. Discuss answers together.

Possible answers

- 1 Research on medical tourism – the summary doesn't give the details, they are summarised in a single sentence.
- 2 *A growing issue in healthcare is the problem of overcoming language barriers between healthcare practitioners and patients. This problem can arise in several ways: Lack of communication between healthcare professionals and patients can create serious problems in healthcare.*
- 3 The three kinds of language barrier listed in the first paragraph of the summary – two are from Extract 1, one is from Extract 4.
- 4 Negative effects of the language barrier – only the most interesting/significant points from the list are included.

3 LANGUAGE FOCUS Referring to research

- a Write a sentence on the board: *Research has _____ that language barriers are a serious problem.* Ask students to suggest what verb could go in the gap. (Possible answers: indicated, shown, suggested, proved) In pairs, students look at the expressions and discuss the questions. Then discuss the answers as a class.

Answers

- 1 Present perfect simple, to refer to research done at various times during the period 'up to now'. We could also use the present simple: 'As several studies indicate ...'; 'Research shows that ...'
- 2 They have almost the same meaning (*research* and *studies* are synonyms and so are *indicate* and *show*). *Studies* is a little more specific than *research* (it clearly refers to more than one piece of research). *Indicate* and *show* mean the same – *show* is perhaps slightly more direct. The writer uses different phrases mainly to avoid repetition.

- b Students complete the gaps. Then they compare answers with a partner. Go through the answers on the board.

Answers

- 1 According to
- 2 suggest that
- 3 makes it

- c Working alone, students write sentences. As they do this, monitor and note down points to deal with during feedback.



Students work in pairs or small groups. They read out their sentences and compare what they have written. Go through the answers together. Elicit a range of possible answers for each item.

Answers

- 1 Several studies have shown/indicated/suggested that patients ...
- 2 According to recent research / Recent research has shown / makes it clear that ...
- 3 Some studies indicate that ... / According to some studies ...
- 4 Research has indicated/shown that ...; According to research, ...

STUDY SKILLS: REFERRING TO SOURCES

- 1 Students decide which examples are correct and why. They could do this in pairs, or they could work alone first, then compare answers in pairs. Discuss the answers together. Establish these points:
 - If the name is mentioned as part of the text, the date should be added in brackets (as in a).
 - If the name isn't mentioned, the name and date should be added in brackets (as in b).
 - You could also tell students that if a direct quotation is used, the page number should also be included, e.g. *According to Carrera and Bridges, 'patients around the globe are increasingly seeking healthcare in other countries' (2006: 27).*

Answer

- (a) and (b) are correct.

- 2 Ask how these sources would appear in the bibliography, and build up points on the board.

Show some examples on the board:

Book:

Flick, Uwe. (2002) *An Introduction to Qualitative Research*. 2nd Edition. London: Sage

Publications Ltd.

Journal:

Carrera, P.M. & Bridges, J. (2006) Globalization and healthcare: understanding health and medical tourism. *Expert Review of Pharmacoeconomics and Outcomes Research*. Vol. 6, No. 4. Pp. 447–453.

For further information on referencing, you could refer students to web resources, e.g. www.citethisforme.com/harvard-referencing

Answers

The bibliography would give the full reference to these sources, including:

- last name and initials of author
- date of publication
- (for books) title, place of publication and name of publisher
- (for journals) title of article, name of journal and volume number.


4 WRITING

- a Students read the extracts and decide the main point of each. They could note down ideas, but ask them not to write out complete sentences at this point. Discuss the answers together.

Answers

- 1 Health services are looking for alternatives to professional interpreters, because they're too expensive and inconvenient.
- 2 Automatic translation software is being used to help doctor-patient communication.
- 3 Doctor and patient can be linked to trained 'remote' interpreters.

- b Divide the class into pairs or groups and ask them to choose one 'secretary' to write the summary. Working together, they summarise the information, using their notes and the tips in 2e to help them. Monitor and give help where necessary. Make a note of any errors or language points for the feedback stage. When they have written their summary, they should check that they are within the limit of three sentences and 50 words and make any changes necessary.

- c  Each group passes their summary to another group. They read the summary and check the points listed. Get feedback from each group about the summary they read. At the end, you could give out a 'model' summary which they can compare with what they wrote themselves.

Example answer

Because professional interpreters are expensive and inconvenient, health professionals are looking for ways to use technology to overcome language barriers. One possibility is to employ remote interpreters who can be linked to the doctor and patient, and another is to use translation software to help communication between doctor and patient.

(2 sentences, 50 words)

5 READING EXTENSION

This is an opportunity for students to read more extensively about medical tourism and is intended mainly for enjoyment and interest, using the tasks and questions to guide them in reading and to prompt reflection.

The Critical Thinking activity aims to develop students' ability to evaluate an issue critically and explore social, legal and ethical implications of people's behaviour.

If you wish, you could give students the text and questions to read at home, then discuss the answers in the following lesson.

a

Possible answers

- 1 It has existed for a long time (e.g. health tourism in the 18th century)
- 2 Because of cheap air travel and the internet
- 3 (a) to get cheaper treatment (b) to get better quality treatment

c

Possible answers

- 1 History of 'health tourism'
 - 18th century: *spas, 'taking the waters'*
 - Later (late 19th century): *sea resorts, bathing*
 - 20th century: *wealthy people went to developed countries – better facilities*
 - More recently: *wealthy people – latest technology, private clinics*
- 2 Key features of 21st century medical tourism
 - a large number of people
 - travel to less developed countries – low cost
 - new infrastructure: air travel, internet
 - industry development – foreign revenue
- 3 Main reasons for medical tourism
 - a travel to less developed countries:
 - high medical costs in own country – cheaper treatment
 - lack of medical insurance (e.g. USA)
 - waiting lists (e.g. UK)
 - b travel to more developed countries:
 - better quality
- 4 Why the internet is important
 - easy access to information
 - connects carers and patients



d *Critical thinking: Evaluating an issue critically*

Possible answers

- Doctors may focus only on tourists and neglect healthcare for local people.
- If more and more people seek care outside their home country the domestic healthcare system becomes underused or more expensive.
- Doctors go to work in countries where they can earn money from medical tourism, resulting in a shortage of doctors in their own country.
- Medical tourists visit a country for a short time, so receive no follow-up care.
- If treatment is unsuccessful, patients may lose money or have no legal rights.
- Countries may offer treatment that is banned in patients' own country (e.g. fertility treatment).
- Many people travel abroad to have non-essential treatment, e.g. cosmetic surgery – so it takes resources away from more important medical treatment.
- It increases the difference between rich and poor – only rich people benefit from medical tourism.
- It encourages more air travel, so bad for the environment.

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 Give your own example of a positive and/or negative customer experience, then direct students to the questions. Give them two or three minutes to make notes.
- b  Students work in pairs and tell each other about their experiences. Conduct open class feedback.
- c  Put students in small groups and ask them to think of a list of ideas. Monitor and help with vocabulary if necessary. Conduct feedback going around different groups eliciting as wide a range of ideas as possible.

2 LISTENING 1

- a Write *mystery shopper* on the board. Ask the class if anyone has heard of this term. If there are some students who know about mystery shopping, acknowledge this, but don't let them explain too much to the others. In small groups of three or four, students discuss the questions. Monitor and help with language if necessary.
- b  **10.1** Before students listen to check their ideas, you could pre-teach the vocabulary in the box.


KEY VOCABULARY

intelligence (n) secret information (Example: Spies and organisations like the CIA collect intelligence because they like to know what foreign countries are doing.)

personnel (n) the people who are employed by a company or an organisation (Example: Talk about the school or university you work for and say that both you and the administrator are personnel of the school/university.)

rival (n) a person or an organisation that competes and wants to win or achieve the same thing you do. Note that it can be used as an adjective e.g. *a rival company*. (Example: Andy Murray and Novak Djokovic are rivals at tennis – they both want to be number one in the world.)

Tell students they will hear the first part of a presentation on mystery shopping. They should listen and see if their ideas are mentioned. Students check together in the groups they were working in for 2a. Conduct feedback and keep the focus on what students have understood from the first listening.

- c  **10.1** Direct students' attention to the blank notes. Put them in pairs to see if they can fill in one or two ideas. Tell them to listen again and complete the notes. Play the recording again if necessary, but ensure students check their answers in pairs before playing it. Conduct feedback to the board.

Answers

Two kinds: 1) within a company; 2) getting information about a rival company

Two industries: catering (food), retail (shops)

Four benefits: 1) monitor service so it's more consistent; 2) monitor and check changes made by a company; 3) motivate staff and help with training and feedback; 4) helps make a business competitive to rivals

Problem: can be considered unethical – deceives people

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

Tell students they are going to listen to a short excerpt from the presentation. Play the recording. Students fill in the gaps. You may need to play the recording more than once. Conduct feedback to the board.

Answers

- 1 four different
- 2 One is
- 3 second one
- 4 third benefit
- 5 fourth benefit

- e Put students in pairs to discuss the questions together then conduct feedback. It's not important if students don't know the term 'discourse marker', but teach it to them during feedback and indicate that discourse markers are small words that fluent speakers use to organise their language. Reinforce the idea that they are particularly useful in presentations. When doing feedback on questions 3 and 4, highlight the idea that the speaker pauses before outlining each benefit. This is to help make her ideas clear to her audience.

Answers

- 1 They are discourses markers that signal a number of things. They indicate to the person listening to the presentation that they need to listen to a specific number of points that are going to be made, then each point is clearly signalled with either a cardinal or an ordinal number.
- 2 In these examples, the ordinal number is strongly stressed.
- 3 She pauses before saying what the benefit is.
- 4 In example 5, she pauses after the word 'benefit'.
- 5 Pausing before explaining key ideas will help make their presentations easier to understand.

STUDY SKILLS: SEQUENCING

Put students in pairs or small groups to discuss the questions, then conduct open class feedback and elicit students' different ideas. Guide them to understanding the key points in the answer below.

Possible answer

Discourse markers can signal a number or sequence which can help students to organise notes clearly. The box in 2c was structured in relation to the number of points the speaker signalled for different topics.

Fluent speakers usually use clear stress on sequencing discourse markers and they might pause before outlining key ideas. These points will help students understand lectures and presentations.

3 LISTENING 2

- a** Tell or remind students that it is very common to ask a speaker questions at the end of a presentation and that speakers usually invite questions. Put students in pairs to think of one or two questions. Monitor and help with language. Conduct feedback by eliciting two or three different example questions and checking whether other pairs had similar questions.
- b** **10.3** Before listening you may wish to pre-teach the words in the box.

KEY VOCABULARY

badge (n) a small piece of metal or plastic with words or a picture on it that a person can wear – it can be pinned or sewn on to clothing

(un-)ethical (adj) knowing what is the right and moral thing to do – the prefix 'un-' gives the opposite meaning (Example: Many people believe that conducting medical experiments on animals is unethical.)

Tell students they will now hear the second part of the presentation where those who listened to the seminar ask the speaker questions. Students should see if any of their questions are mentioned. After listening, get students to check in pairs and conduct feedback.

- c** **10.3** Play the recording again. Students answer the questions. Weaker groups may need to hear the recording more than once. Get students to check their answers in pairs before doing feedback.

Answer

The speaker's answers are mostly clear. In her first answer, when she mentions the two kinds of mystery shopping (for your own company vs. a rival company), there is possibly still some confusion. The questioner may believe that the first kind is called 'mystery shopping' and the second kind is called 'secret shopping' rather than understanding the name is the same for both approaches to mystery shopping. In general, the speaker's answers are of a good length and she is trying to give her questioners a full answer and respond to their queries using examples and more detail. In her final answer, she picks up on the fact that the questioner is making a joke and responds with her own joke.

- d** **Critical thinking: Evaluating ethical implications**

Highlight the way in which one of the listeners asked about the ethical implications of mystery shopping. Ask students to work alone and make notes about other possible ethical issues not mentioned in the recording. Tell them to think of things that they think might be acceptable and those they think might be unethical. If you feel students need a little help with this, you could put the following question prompts on the board:

- What's the nature of the evaluation?
- How genuine is the experience?
- How does the industry as a whole benefit?
- How do employees feel?
- How neutral is the mystery shopper?
- Who manages the feedback to employees?

Answer

Acceptable: a mystery shopper is likely to be more objective in their evaluation of staff compared to a manager who might be more partial; it means an appraisal of genuine customer service rather than a more formal appraisal where the employee knows in advance and can adjust their behaviour; mystery shopping is a way of spreading best practice between different businesses

Unethical: the nature of mystery shopping means the employee feels under constant pressure; a mystery shopper could manage the customer service encounter in such a way that the employee behaves badly; there is no direct feedback from the mystery shopper to the employee – companies have the opportunity of altering the information

4 LANGUAGE FOCUS Presentation questions and answers

- a** Ask students to read the expressions in the box as well as the examples. Tell them to try and guess/predict which expressions go in each gap. They can do this alone or in pairs. Don't check answers at this stage.
- b** **10.3** Tell students they will hear the whole excerpt again and they should listen for the correct answers. Weaker groups may need to hear to hear the recording more than once. Students check their answers in pairs. Conduct feedback to the board.

Answers

- 1 I didn't quite get
- 2 can you explain
- 3 what I was trying to say was
- 4 I really don't understand what
- 5 Can you maybe give us an example
- 6 an example would be
- 7 I wanted to ask about
- 8 what do you mean by
- 9 Does that make sense?

- c** Students work alone and sort the expressions from 4a into the four categories. Students check their answers in pairs or small groups. Conduct feedback to the board. Indicate to students that this language is useful when they are giving and also listening to presentations.

Answers

- 1 1, 4, 7, 8
- 2 2, 5
- 3 3, 6
- 4 9

- d Tell students they're going to look at some examples associated with online marketing. Before getting students to do the practice activity you could pre-teach the two words in the box.

KEY VOCABULARY

storefront (n) the front part of the shop that faces the street; online, it's the home page of a shop's website
(Example: Online businesses often have an interesting and inviting home page because it's like an attractive storefront that encourages customers to enter the shop.)

word-of-mouth advertising (n) the kind of advertising that happens when satisfied customers speak in a positive way to other people about a product or a business
(Example: The new restaurant couldn't afford online advertising so they made sure their customers were satisfied with the food and the service, so they would tell their friends – they relied on word-of-mouth advertising.)

Ask students to cover the examples in 4a and match the examples to make a complete expression. Students check their answers in pairs. Then conduct feedback.

Answers


- 1 d
- 2 f
- 3 a
- 4 c
- 5 e
- 6 b
- 7 g

- e Put students in pairs to discuss the question and then conduct feedback.

Answers


Listener: 1, 2, 3, 4, 5
Presenter: 6, 7

5 PRONUNCIATION Tones and pauses

- a  10.4 Tell students to listen for the tone at the end of examples 1 and 2. Play the recording and establish the answer with the class as a whole. Then students work in pairs and discuss why they think the tone goes up or down. Conduct feedback, listen to different suggestions and guide students towards the ideas in the answer below.


Answers

- 1 The tone goes down (this shows that the speaker doesn't understand and also signals to the presenter that the speaker's query is complete)
- 2 The tone goes up (it is a question)

- b  10.5 Tell students they will now listen to an example answer said by the presenter. Ask them to read the question and point out that they should listen for the second *was*. Play the recording and establish the answer in open class then put students in pairs to discuss the answer. Conduct feedback.

Answers

The speaker pauses to signal that important information follows.

- c  10.6 Tell students they are now going to practise listening for the pronunciation features they focused on in 5a and 5b. Give them a minute to read the excerpt, then play the recording. You may need to play the recording more than once. Students check their answers in pairs, then conduct feedback.


Answers

- 1 Yes
D Um 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? ↓
- 2 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 ...

Suggested productive activity

Students take turns saying D's questions and sentences to each other. As they read them aloud, they should aim to make two of the examples have a falling tone, but one of the examples have a small rising tone. Their partner listens and says which of the three examples had the rising tone.

6 SPEAKING

- a  Make sure students are working with a different partner than they worked with in ex. 1. Tell them to take turns talking about their different customer service experiences. Suggest they think of different experiences if they can. As they listen to their partner, students should think of questions to ask. Remind them to use language from the Language focus. As students are doing the activity, monitor and help with any problems with language. After everyone has finished, conduct feedback on the activity. Ask if any students asked a lot of questions and ask students whether they were satisfied with the answers they received. If you have noted down any language needs, you could give students feedback on these.

Unit 10 Audioscripts

10.1 Exercise 2b

A OK, er, my topic is mystery shopping. Um, the first thing is that mystery shopping can take two different forms – oh, it's also called secret shopping by the way. So one kind of mystery shopping is within the company itself and it's used as a diagnostic tool to help identify weak points and to improve service and customer satisfaction. And another kind of mystery shopping is used by companies for what's called competitive intelligence, which is, um, to gather information about what, er, rival companies are doing. So, two kinds of mystery shopping. I want to talk mainly about the first one.

So mystery shopping has really become standard practice in the catering and retail industries, for example, restaurants, cafés, department stores, places like that, because of the benefits it brings to the company.

And there are four different benefits that people mention. One is, it allows companies to monitor their service across different outlets and make it more consistent. So, um, a fast food chain, for example, it helps them to see if they're giving the same standard of service everywhere.

And the second one is, um, it allows companies to be more confident of any changes they might make because they can get information about how changes are viewed by their customers. And a third benefit is, it can be a really good way to encourage and motivate personnel because the results they get from mystery shopping feed back into training and staff development. So it's a kind of positive feedback.

And there's also a fourth benefit if a company also uses mystery shopping to monitor their rivals, er, it can obviously give the company a competitive advantage. So, for example, a sports retailer can see what the service is like in a rival shop and so it makes their own service more competitive.

So those are the advantages, but there are also some problems with mystery shopping, um, for example, there's been a lot of discussion about the ethics of mystery shopping because people claim that it may involve deception – obviously the mystery shopper's job is not to reveal their identity. So companies usually have very strict guidelines about what the mystery shopper can and can't do.

So those are the main things I found out about mystery shopping. So would you like to ask any questions?

10.2 Exercise 2d

So mystery shopping has really become standard practice in the catering and retail industries, for example, restaurants, cafés, department stores, places like that, because of the benefits it brings to the company. And there are four different benefits that people mention. One is, it allows companies to monitor their service across different outlets and make it more consistent. So, um, a fast food chain, for example, it helps them to see if they're giving the same standard of service everywhere.

And the second one is, um, it allows companies to be more confident of any changes they might make because they can get information about how changes are viewed by their customers. And a third benefit is, it can be a really good way to encourage and motivate personnel because the results they get from mystery shopping feed back into training and staff development. So it's a kind of positive feedback.

And there's also a fourth benefit if a company also uses mystery shopping to monitor their rivals, er, it can obviously give the company a competitive advantage. So, for example, a sports retailer can see what the service is like in a rival shop and so it makes their own service more competitive.

10.3 Exercises 3b & c

A So those are the main things I found out about mystery shopping. So would you like to ask any questions?

B Yes, you said there are two kinds of mystery shopping. So is one secret shopping and one mystery shopping? I didn't quite get what the difference is.

A Um, basically, they're the same thing so mystery shopping is just another name for secret shopping and vice versa.

B OK, so can you explain what the other kind is?

A No, what I was trying to say was secret shopping is basically another name for mystery shopping. So for one of them you get information about your own company and for the other you get information about a rival company. Is that clear?

B Ah OK, right.

A Um, yes – David.

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 Yeah, sure. Um, an example would be: 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 customer. And I notice whether the service is friendly, or how long the queues are, whether the staff have name badges, things like that. And then I report back to the company about it, I send in a report.

D Does it always have to be about shopping though?

A Um, no, it could be about anything really. So you get mystery shoppers for restaurants, for, um, when you go to the doctor, if you go to hospital, if you're using public transport. Basically, mystery shopping is used for anything that needs a service. Yeah, Julia.

C Yeah, I wanted to ask about this word 'unethical'. I mean, surely gathering information about your own company's, like, research. I mean what do you mean by 'unethical' exactly? Do you mean illegal?

A Um, well, it's a problem for some people because you're going in and you're telling a lie. And you could also be wasting someone's time. Some people feel that you're actually deceiving the sales assistant, especially if you go into a rival shop, ah, people feel that it's a, it's a sort of form of spying. So, yes, it's not what I think, but some people do feel that it's unethical. Does that make sense?

C Yeah, but it also sounds like window shopping. I mean, it doesn't seem all that bad. You go and look around shops and don't buy something all the time. It feels normal.

A No, I – I totally agree and personally I don't see anything wrong with it at all. Ah, Max.

B So how can I get a job as a mystery shopper? It sounds like a fun job.

A There you go, a new career for you. Um – yeah, you can google it. There are actually agencies which employ mystery shoppers. I don't think it's very well-paid, though.

10.4 Exercise 5a

1 I didn't quite get what the difference is.

2 OK, so can you explain what the other kind is?

10.5 Exercise 5b

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

10.6 Exercise 5c

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: 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 customer. And I notice whether the service is friendly, or how long the queues are ...