Cambridge English Empower C1

Unit 1 Language

ACADEMIC SKILLS PLUS

Applied linguistics: Reading skills

Reading skills: Summarising main ideas
Writing skills: Using lexical chains for cohesion

1 SPEAKING

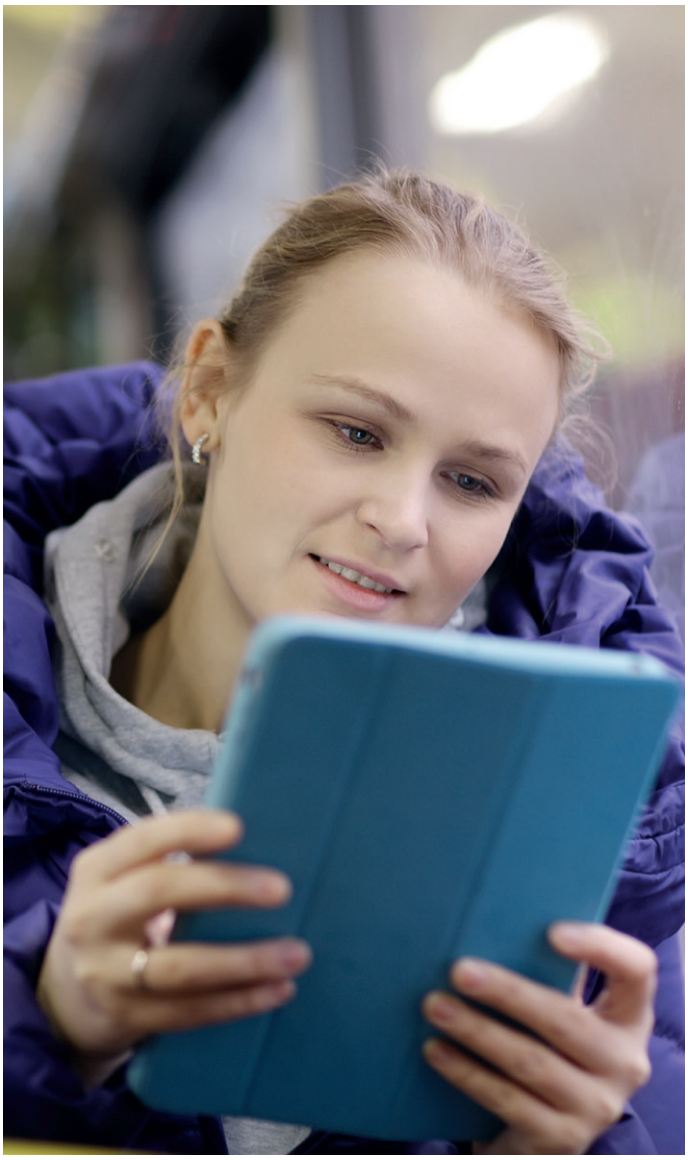
a Discuss the questions in pairs.

1 When did you learn to read in your first language?
2 What do you remember about the process of learning? Think about:
   - who taught you
   - the kinds of material they used
   - reading silently or aloud
   - special techniques to get you reading
3 What kind of free time reading do you currently do?
   - online
   - print newspapers / magazines
   - fiction / non-fiction

2 READING

a Do you think these sentences about reading are true or false?

1 The ability to recognise words is a core reading skill.
2 It is extremely difficult to understand language if you can't read it.
3 It can take a reader about one tenth of a second to recognise a word.
4 Fluent readers can read an average of 350 words per minute.
5 Recognising a word is a simple, one-step reading skill.



b Read the text quickly to check your predictions. Is the text talking mostly about first or second language reading?

How do we read?

1 Reading and understanding a text involves a series of complex cognitive skills that work in tandem. In order to understand the nature of reading, it is useful to isolate these skills and look at them individually. To begin with, we will consider some of the lower level processes where our brain tracks individual words or phrases in order to build up the overall meaning of a text.

Word recognition

2 Word recognition is now widely accepted by researchers as one of the most important lower level processes that contributes to reading comprehension. Many studies over the past 20 years have demonstrated that effective word recognition skills are a major predictor of well-developed reading ability later on. This suggests that developing good word recognition skills is an important first step in becoming a fluent reader. Because so much research has been dedicated to word recognition, it is possible to hear critics of cognitive research sometimes say that word recognition is not, in fact, reading comprehension. However, we will not find any researchers who have said that reading comprehension *is* word recognition. What most researchers *do* say is that fluent reading comprehension is not possible without rapid and automatic recognition of a large vocabulary. They also say that word recognition represents that part of comprehension that is unique to reading. In other words, many non-readers have listening comprehension abilities associated with language more generally; what they are missing is the capability to activate comprehension specifically from graphic symbols and their combinations.

From: Grabe, W. 2009. *Reading in a Second Language: Moving from Theory to Practice*. Cambridge University Press. pp. 22–23.

3 The importance of word recognition for reading is hard to overestimate. When we read, we actually focus on almost all (about 80%) of the content words that we read and about 50 percent of the small function words (Adams, 1990; Perfetti, 1999; Pressley, 2006). We are able to do this because we are such extraordinary word recognizers. We can often recognize a word in well less than 100 milliseconds (Ashby & Rayner, 2006; Breznitz, 2006), and we tend to maintain our focal vision on words for an average time of 200–500 milliseconds (Perfetti 1999). Keeping these numbers in mind, it is not hard to see how a fluent reader can read a text comfortably at 250–300 wpm. It should also be evident that inefficient word-recognition processes are a major obstacle for learners.

4 In order for fluent recognition to occur, a reader must be able to do the following: recognize the actual words on the page very rapidly, activate links between the way the word is written (the graphic form) and the way it sounds (the phonological information), then access resources associated with the meaning of the word and where it appears in a phrase, while also recognizing features such as prefixes and suffixes in more complex word forms, and then finally access her or his mental lexicon. These subskills represent a standard way to describe word recognition skills. Perfetti & Hart (2001) have described these processes as 'constituents' of word recognition; that is, word recognition involves the interaction of different activated processes associated with writing, pronunciation, meaning and grammar. Fast and automatic word recognition occurs when visual input from the word on the page activates lexical entries in the reader's lexicon that have well-represented information of all these four processes. In cases of word recognition difficulty or encounters with unknown words, the impact of contextual information plays an important role in word recognition.

c **Skills focus** Summarising main ideas

Read paragraphs 1 and 2 again. Choose the best summary (A or B) and decide what the problem with the other summary is.

A Word recognition is an isolated reading skill that researchers say is important to develop in children so they become fluent readers. There is some criticism of this idea because word recognition on its own does not necessarily mean that a reader understands the word she or he recognises.

B Word recognition is one of a number of cognitive skills that are activated when someone reads a text. It is an important low level skill and researchers agree that it's impossible to read fluently without good word recognition skills. These skills relate only to reading and not the comprehension of oral language.

d Read and summarise paragraphs 3 and 4 of the text. Write about 50 words for each paragraph.

e **CRITICAL THINKING**
EXTENDING IDEAS

At the end of paragraph 2, the writer indicates that a key difference between listening and reading is the use of graphic symbols in reading. What other differences between listening and reading can you think of?

3 LANGUAGE FOCUS: Lexical cohesion

a The text discusses different kinds of skills. For example:

Reading and understanding a text involves a series of complex **cognitive skills** that work in tandem.

Find other skills that are mentioned in the text.

b Which words or phrases refer to … ?

1 skills associated with seeing words on the page
2 thinking
3 smaller, detailed skills

c In paragraph 4, what two other words are used to mean 'skills'? Why does the writer use these different words?

d Cover the text. Complete the gaps with the words in the box. You can use each word more than once. Change the form of the verb if necessary. Then answer the questions below.

access	recognise	activate

In order for fluent recognition to occur, a reader must be able to do the following:[1]_____ the actual words on the page very rapidly, [2]_____ links between the way the word is written (the graphic form) and the way it sounds (the phonological information), then [3]_____ resources associated with the meaning of the word and where it appears in a phrase, while also [4]_____ features such as prefixes and suffixes in more complex word forms and then finally [5]_____ her or his mental lexicon.

How are these words related in meaning? Do they help make the text cohesive?

e Replace the words in the gaps in 3d with the phrases in the box and make other necessary changes to the text so it reads correctly. Then answer the question below.

link this to	match the word to
use effective word recognition skills	
being able to identify	make connections

Is the text still cohesive with these phrases?

STUDY SKILLS: USING VOCABULARY FOR COHESIVE WRITING

Before you begin writing, it can help to list key words you need to use in your writing and think of words and phrases with a similar meaning. This will also mean you use a good range of vocabulary.

1 What resources can you use to help?
2 What should you check carefully when using these words?

f The paragraph below is about handwriting. Read the paragraph below and underline every instance of the word *handwriting*. Think of words and phrases with a similar meaning.

Handwriting is in danger of becoming a forgotten skill because a lot of written communication is now carried out by using electronic tools. However, there are still some situations where handwriting is useful. For example, handwriting is still necessary in order to sit many school and university exams. Also, sometimes it is faster to use handwriting to write a quick note for someone, and there are many application forms that need to be completed with handwriting. Because handwriting is not as important as it once was, the quality of handwriting has decreased to some extent. This can create communication problems because if handwriting is unclear, a writer's message may not be understood. Students still complete handwriting exercises at primary school, but they are less likely to use handwriting outside a study environment.

g Replace some repetitions of the word *handwriting* in 3f. You may need to change a few other words. You can sometimes use the pronoun *it*.

4 WRITING

a Work in pairs and think of different words and phrases that mean the same as *language learning*.

b Write a paragraph on language learning using the notes below.

- important life skill – opportunities for study, work, personal development
- many students begin in formal classroom – primary/secondary school
- some students – private language school
- some travel to country where language is spoken
- native speaking country provides opportunities

c Write another paragraph beginning *My language learning experience …* and outline key aspects of your English language learning background.

d In pairs, compare your paragraph in 4b and 4c.

- How are your English language learning backgrounds the same? How are they different?
- Is your partner's use of vocabulary about language learning varied and cohesive?

5 READING EXTENSION

a Make notes on what you think it means to read fluently.

b Read the text below. Does it talk about your ideas in 5a?

Reading fluency

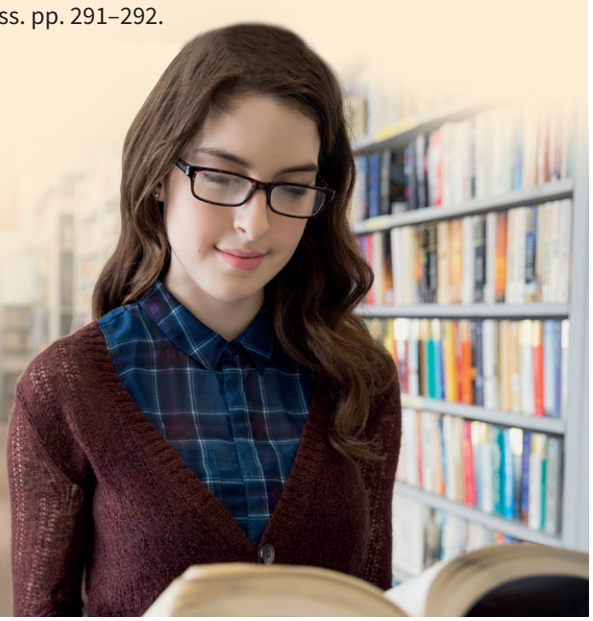
Fluency in reading is the ability to read rapidly with ease and accuracy, and to read with appropriate expression and phrasing. It involves a long incremental learning process, and text comprehension is an expected outcome of fluent reading. Fluency also involves certain assumptions about comprehension. In almost all reviews of reading fluency, the relationship between fluency and comprehension assumes that comprehension is a capacity-limited cognitive process. Fluency, and especially automaticity, allows readers to attend to the meaning of the text, the textual context, and required background knowledge without being slowed down by attentional word-recognition demands (Kuhn & Stahl, 2003; National Reading Panel, 2000; Samuels, 2002; Segalowitz, 2000). The assumption that reading is a capacity-limited cognitive process has led to the study of many subcomponents of reading fluency. Three central subprocesses are automaticity, accuracy, and rate (Kuhn & Stahl, 2003).

The concept of *automaticity* has been reviewed in earlier chapters. However, a brief account of automaticity definitions provides one important foundation for discussing fluency. There are, in fact, many ways to define automaticity of information processing (DeKeyser, 2001; Logan, 1997, 2002; National Reading Panel, 2000; Segalowitz & Hulstijn, 2005). In discussions of fluency, automaticity is defined as processing operations that are rapid, relatively resource-free, not subject to interference, unconscious, and hard to suppress. It is also assumed to require long periods of training (National Reading Panel, 2000). Fluent reading would seem to require all of the above criteria. No matter how automaticity is defined , it is generally accepted that t entails more than simply processing text rapidly.

Accuracy is also seen as an essential component of reading fluency, whether it involves recognition skills at the subword level, word level, or text level (Breznitz, 2006; Perfetti, 2007; Torgesen, Rashotte, & Alexander, 2001; Wolf & Katzir-Cohen, 2001). Accuracy, as a component of reading fluency, is most closely associated with word recognition in that fluent word recognition must not only be rapid and automatic, it must also be complete and accurate. There is growing evidence that the quality of lexical representations for words strongly influences reading comprehension abilities (Perfetti, 1992, 2007). For L2 readers, however, complete and accurate word retrieval cannot be expected. Lexical access with frequent, practiced words may be rapid and automatic to a point, retrieving what is available from the lexicon. But without word-reading accuracy, comprehension would quickly become degraded. Both fluency and advanced comprehension require fully specified lexical entries and accurate recognition.

A third component that is needed for reading fluency is a rapid overall rate of reading for comprehension. Fluency requires an ability to maintain ease of comprehension throughout an extended text. Such an ability assumes the above skill components as well as a large recognition vocabulary, automaticity with basic syntactic processing, and plenty of practice. Finally, this conception of fluency ability connects directly with reading efficiency. It is at the level of extended fluent reading that the concept of reading efficiency connects fluency with reading comprehension (Breznitz, 2006; Carver, 1997, 2000; Perfetti 1985).

From: Grabe, W. 2009. *Reading in a Second Language: Moving from Theory to Practice*. Cambridge University Press. pp. 291–292.



c Read the text again and define these terms in your own words.

1 Fluent reading skills:

_____

2 Automaticity in reading:

_____

3 Reading accuracy:

_____

d CRITICAL THINKING
APPLYING KNOWLEDGE

Consider the answers to the questions below.

1 How 'complete and accurate' is your ability to retrieve words in English compared to your first language?
2 How fluent a reader are you in English? Rate yourself on a scale of 1 to 10 where 10 is a very fluent reader of English.
3 How can you improve your reading fluency?

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Unit 2 Action sports

ACADEMIC SKILLS PLUS

Technology: Extreme sports

Listening skills: Using visual information to help with listening

Speaking skills: Giving a presentation with visual support; summarising and reinforcing main points

1 SPEAKING

a Look at the examples of action sports and add others to the list. What do they have in common that is different from traditional sports such as tennis or swimming?

windsurfing	skateboarding	scuba diving
paragliding	snowboarding	surfing

b Why do you think sports like these have increased in popularity over the last 20 years? Consider these factors:

- technology
- leisure
- travel
- the internet

c What kind of people do you think action sports appeal to and why?

2 LISTENING

a 2.1 Listen to the first part of a lecture about technology and action sports.

1 How does the speaker answer the question in 1c?
2 What connection does she make between action sports and technology?

b Look at the slides (A–D) from the lecture. Which of these points about action cameras and action sports do you think they go with?

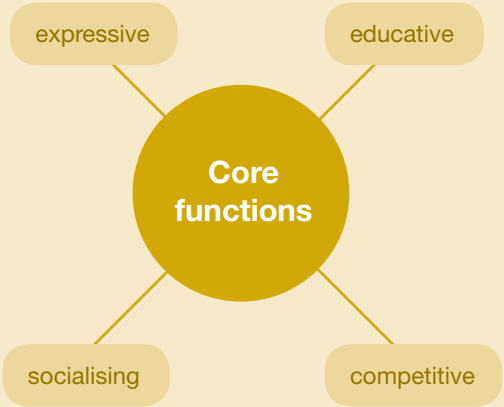
1 You can take impressive pictures with action cameras.
2 Action sports videos are important in a number of ways.
3 Modern action cameras have a range of different features.
4 Ordinary people use action cameras.

c 2.2 Listen to the lecture and check your answers.

Slide A

Slide B

Slide C



Slide D

d 2.2 Listen again and make brief notes about each slide.

Slide A
15 years ago: _____ now: _____
Slide B
HD video: _____
automatic controls: _____
flexible: _____
Slide C
expressive function: _____
socialising function: _____
educative function: _____
evaluative function: _____
Slide D
perspective: _____
action sports and technology: _____

e CRITICAL THINKING
SPECULATING

1 Do you think people involved in these sports take unnecessary risks? Why / Why not?
2 What impact do you think action videos have on: (a) taking risks, (b) technique? Think about the person performing and the people watching the video.

3 LANGUAGE FOCUS 1 Referring to visual information

a The underlined expressions show simple ways to refer to slides. For each one, think of other ways to express the same idea.

1 I think this slide shows what I mean …
2 Look at this slide. Here are some of the things that these cameras can now do.
3 Here are what I call the *core functions* of action sports video.
4 To give you an idea, look at this photo.
5 Look at the wave – look at the way it curls over the surfer.

b 2.3 Listen to the sentences from the lecture and note down the expressions the speaker actually uses in 3a.

c Compare the speaker's expressions with those in 3a. How do they add to the meaning? Which expressions … ?

a give added emphasis (x2)
b are more formal and precise (x1)
c make the sentence 'softer' and less direct (x2)

4 PRONUNCIATION Keeping the listener interested

a 2.4 Listen to sentence 1 in 3b said in three ways. Which one keeps your interest most? Why?

b 2.5 Listen to the sentence again. Does her voice … ?

a go up, then down at the end
b go down, then up at the end
c stay on one level

5 LANGUAGE FOCUS 2 Summarising and reinforcing points

a Sentences 1–4 below are all used to summarise or reinforce previous points. Answer the questions (a–b), using the audio script to check answers to (b).

a Underline the words or phrases that refer back to the earlier point.
1 It's these qualities … that have meant that people in action sports have been very quick to adopt technology as part of the sport.
2 So this means they're incredibly flexible devices …
3 This is what I mean by a socialising function.
4 I think this shows how action sports coupled with technology have the ability to show us the natural world as we've never seen it before.
b What earlier point did the speaker make in each case?

b Here are some more summarising sentences. What do you think the speaker was saying or talking about earlier?

1 I hope this clarifies what I mean by 'high adrenalin' sports.
2 This means that almost anyone can upload their own action video.
3 This is an example of how quickly action videos can spread through social media.
4 And it's these features which make the new generation of cameras so suitable for water sports.

STUDY SKILLS: PREPARING PRESENTATION SLIDES

Imagine you are preparing a presentation on paragliding. You want to make these points:

- it uses thermal air currents which make the air rise
- the best places are near hills and mountains
- you can go up to about 5,000 metres

Design a slide that would illustrate these points. How would you use … ?

- headings
- bullet points
- diagrams
- photos or videos

6 SPEAKING

a Work in groups. Together, plan a presentation on the topic you discussed in 1b: *Why have action sports increased in popularity?*

1 Think of three or four main points and make some notes.
2 Think of some interesting visuals to help illustrate each point. Either find and download them or just describe what they would show.
3 Think of ways to include expressions from 3b, 5a and 5b in your presentation.

b Choose one person from your group to give your presentation to the class. Either show your images or just refer to them. Try to:

- use expressions from 3b to refer to your images
- use expressions from 5a and 5b to summarise or reinforce the main points you make

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Unit 3 Island tourism

ACADEMIC SKILLS PLUS

Environmental studies: Travel and tourism

Reading skills: Identifying points of view; understanding implied meaning

Writing skills: Expanding from notes; using impersonal expressions

1 SPEAKING

a Think of islands you know of (or have visited) which are popular with tourists. What do you think is the appeal of an island as a tourist destination?

b What impacts do you think tourism has on islands? Consider both positive and negative impacts. Think about:

- the economy
- employment
- resources and infrastructure
- the environment
- culture

2 READING

a Read the introduction to a student's essay and discuss the questions.

1 Which of these do you think is the best title for the complete assignment?
   a Island tourism: a discussion of issues
   b Responses to the environmental impact of island tourism
   c Positive and negative environmental impacts of island tourism
2 Do you think the writer's view of island tourism is … ?
   a that it's mainly beneficial although it has some negative impacts
   b that it causes a range of problems to be addressed in spite of there being well-known benefits
3 Which points that you discussed in 1b does the introduction mention?

Island tourism plays a significant role in the global tourism industry. This can be partly attributed to the fact that small islands are able to offer a wide range of attractions to visitors within a relatively compact area, including beach tourism and water sports such as snorkelling, diving and fishing. For countries which are fortunate enough to possess these natural assets, island tourism is generally regarded as being a major contributor to the country's economy as a whole, as well as benefitting the local island communities. However, it is becoming increasingly hard to ignore the negative environmental, social and cultural consequences of tourism in small islands.

It is very often environmental impacts which are most evident. A particularly clear example of this can be seen in the case of islands which possess reefs, which are a fragile environment and can easily be damaged by behaviours such as littering, walking on reefs at low tide, collecting coral, and using reefs as boat anchorages. But negative environmental impacts of tourism are by no means confined to coral reefs. Recreational boating can cause oil spills and release heavy metals such as mercury or lead into the water, and this degrades not only the water itself but the associated marine ecosystem. In addition to recreational boating, transport and construction are often carried out around islands to support the increasing number of tourists, and this has been shown to contribute to pollution of the water through waste disposal and dumping of materials, which directly affects the clarity of the water and results in a decrease in marine flora and fauna (Ramdas & Mohamed, 2014).

Tourism can also have a negative environmental impact on beaches. Silva and Ghilardi-Lopez (2012) have highlighted the risks associated with waste disposal on beaches, which may attract bacteria and fungi, as a potential problem. The use of off-road vehicles has also been identified as having a negative effect on the beach environment. Oil and petrol from these vehicles can cause serious environmental damage to the beach, and the vehicles themselves can compact the sand and degrade its natural structure, often with long-lasting consequences (McLachlan et al, 2013; Saenger, 1990; Silva and Ghilardi-Lopez, 2012).

Fisheries are another attribute of islands that can be affected directly or indirectly by tourism. Commercial fishing is directly affected by illegal fishing activities carried out by irresponsible tourists, while pollution from recreational boating is liable to reduce fish populations, as is over-fishing carried out to satisfy the increased demand for local seafood.

A key to reducing the negative impact of tourism on the environment is to develop environmental knowledge and awareness, which is often referred to as 'environmental literacy'. It has been shown that tourists who are aware of the impact of tourism on the environment are more likely to display responsible and pro-environmental behaviour (Ku and Chen, 2013). Environmental literacy involves not only knowledge but also a development in attitudes, motivation, awareness and concern for the environment. The components of environmental literacy can be divided into three main levels, comprising nominal, functional and operational literacy (Moseley, 2013). Nominal literacy is restricted to basic knowledge of the environment but without the affective components of awareness and concern. Functional literacy involves environmental knowledge being applied to particular actions to tackle environmental issues and to the communication of environmental needs and priorities to other people. However, the main challenge in instilling environmental literacy in the field of tourism concerns the third level, which can be identified as operational literacy. At this level, environmental issues are continuously perceived and result in sustained action being taken towards protecting and improving the environment and towards developing and sustaining environmental knowledge and skills.

In this essay I will explore some ways in which operational literacy can be implemented in practice, and I will describe a number of case studies which illustrate practical responses to environmental impacts on island tourism.

b Read the extract again and make brief notes on the main points.

Reasons islands are attractive to tourists: _____

Benefits of island tourism:
1 _____
2 _____

Negative consequences (three kinds):
1 _____
2 _____
3 _____

Environmental impacts:
- coral reefs: _____
- recreational boating: _____
- transport/construction: _____
- beaches: _____
- fishing: _____

Reducing the impact: _____
1 nominal: _____
2 functional: _____
3 operational: _____

Compare your notes with other students. Do you have the same points?

c

CRITICAL THINKING
UNDERSTANDING IMPLIED MEANING

Discuss these questions about points made in the text.

1 In what sense are coral reefs a 'fragile environment'?
2 What does the writer mean by 'the associated marine ecosystem'?
3 What kind of construction would take place on tourist islands and why would this cause environmental damage?
4 What 'long-lasting consequences' would there be from compacting beaches?
5 Why do you think the expression 'environmental literacy' is used to describe awareness of the environment?

3 LANGUAGE FOCUS Impersonal expressions

a The student often uses impersonal expressions using the passive to refer to general opinions or research findings. Cover the text and complete the sentences so they convey the meaning shown in brackets. More than one answer may be possible.

1 Island tourism _____ a major contributor to the country's economy. *(= This is the general view.)*
2 A particularly clear example of this _____ islands which possess reefs. *(= You can see this.)*
3 This _____ contribute to pollution of the water through waste disposal. *(= Research has shown this.)*
4 The use of off-road vehicles _____ a negative effect on the beach environment. *(= Researchers have identified this.)*
5 … environmental knowledge and awareness, which is _____ 'environmental literacy'. *(= People often call it that.)*
6 _____ tourists who are aware of the impact of tourism on the environment are more likely to display responsible and pro-environmental behaviour. *(= Research has shown this.)*
7 The components of environmental literacy _____ three main levels. *(= You can divide them into these levels.)*

Compare your expressions with a partner. Then check your answers in the text.

b Look at the expressions the student used in 3a again and answer the questions.

1 All the expressions in 3a use the passive. Which use … ?
   a the present simple passive
   b the present perfect passive
   c a modal verb + passive infinitive
2 Cover the sentences in 3a. What word comes after each of these passive expressions?
   a is generally regarded _____
   b can be seen _____
   c has been shown _____
   d has been identified _____
   e is often referred to _____
   f it has been shown _____
   g can be divided _____
   Look at the sentences in 3a and check.

c Why are expressions like these appropriate in academic writing?

d Change the sentences below to include an impersonal expression, using the verb in brackets.

1 Blanket spraying of insecticides is one of the greatest threats to ecosystems near tourist resorts. *(identified)*
2 Extensive hotel building contributes to loss of wildlife habitats in coastal areas. *(shown)*
3 An example of the positive effects of environmental planning are new hotel developments in Southern Turkey. *(seen)*
4 On some islands in Greece, tourism is one of the few reliable sources of income for local people. *(regarded)*
5 Ecotourism is increasingly an important source of income in many countries. *(seen)*
6 The practice of employing local staff and trying to benefit the community, 'sustainable tourism', is becoming more widespread. *(referred)*

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4 WRITING

a You are planning to write an extended essay on the following topic:

Sustainable tourism: dealing with the social and economic impacts of island tourism on local communities.

Plan the introduction (400–500 words), in which you outline positive and negative impacts (the rest of the essay will deal with solutions). Use these notes to help you, but add ideas and examples of your own. You can also use ideas from your discussion in 1b.

Social/economic impacts on local communities

Positive:

- improved infrastructure (roads, transport, internet)
- improved facilities (shops, restaurants, leisure)
- employment opportunities

Negative:

- tourist areas separate from community
- land used for tourism
- traditional occupations lost
- increase in prices

In pairs or groups, decide how to organise this part of the essay and what points you could make. Expand the notes, adding other ideas and examples you could use to support the main points.

b Compare your notes with another pair or group. Do you have similar ideas?

STUDY SKILLS: WRITING FROM NOTES

How do notes like those in 4a help with writing an essay? Choose from these answers:

1 They give a structure to the essay.
2 They focus on details and examples.
3 They make it clear what the main points are.
4 They help generate ideas.
5 They help with grammar.
6 They show how points fit together.
7 They help you organise notes from your reading.

c Write a draft of the essay introduction. Use impersonal expressions like those in 3a when making your points.

5 READING EXTENSION

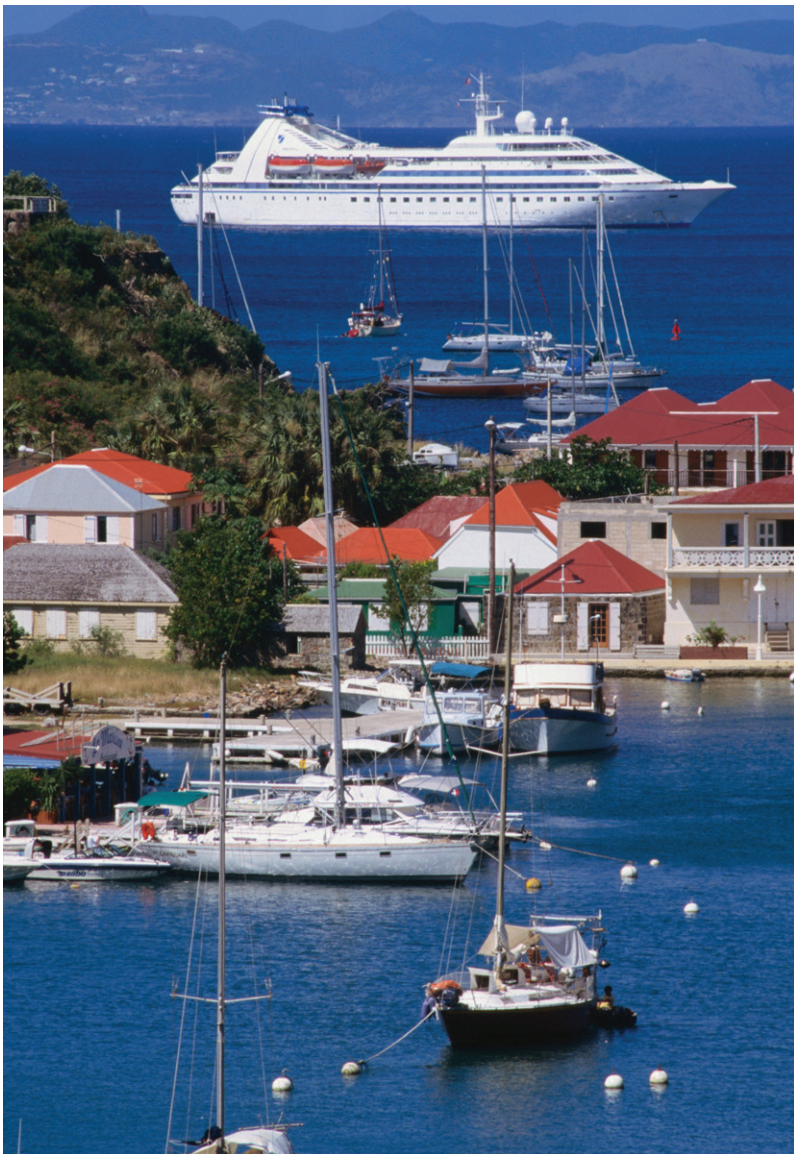
a Read an extract from an academic paper about sustainable tourism on small islands on page 5 and answer the questions.

1 Do you think the writer's view of sustainable tourism is … ?
   a generally optimistic
   b generally pessimistic
   c balanced between optimism and pessimism
2 List the points made in the extract which are the same as (or similar to) those made in the student's essay.

b What points does the writer make about … ?

1 farmland
2 coastal weather conditions
3 building or extending airports
4 waste dumps close to tourist centres
5 picturesque villages
6 tourists visiting inland areas
7 the ability of islands to cope with tourism
8 attitudes to cleanliness and pollution

c Think about an island you know, or another tourist area you have been to. To what extent do you think the points in 5b apply to it?



Environmental impacts of tourism on small island developing states (SIDS)

Due to their small size, many SIDS face relatively large environmental dangers, even in the absence of tourism, mostly due to the pressures arising from the process of economic development. Many islands experience a fast depletion of agricultural land, which normally accompanies an increased demand for residential building, entertainment facilities and industrial construction. The process of economic development also brings with it an increased demand for resources, some of which are non-renewable.

Apart from the pressures of economic development, SIDS also face problems associated with their geographical and natural characteristics. They tend to have unique and fragile ecosystems. The rarity of the ecosystem, an outcome of their insularity, renders these islands as contributors to global diversity much more than in proportion to their size. The fragility of their ecosystem arises as a result of a low level of resistance to outside influences. Islands also have a relatively large coastline in relation to the landmass. Thus a relatively large proportion of land is exposed to sea-waves and winds, giving rise to a relatively high degree of beach, rock and soil erosion.

Many of these environmental dangers are of course exacerbated by tourism. International communications, for example, are required even in the absence of tourism, but the increased traffic caused by tourism poses severe strains on many islands. Airports and seaports in islands take up very large areas in proportion to the total space available, posing increased land-use pressure as well as air and sea pollution. In the case of air traffic, flying crafts also contribute considerably to noise pollution, affecting practically the whole population of small islands.

The large amount of waste generated by tourist related activity gives rise to relatively large waste dumps, which are often only a short distance away from the tourist centres. This creates health hazards (such as creating habitats for rats and other vermin, and toxic substances seeping through aquifers) and reduces the aesthetic qualities of the place.

Of particular importance in the case of SIDS is the fact that tourism is generally of a coastal nature. Many charming fishing villages in small islands have been transformed into tourist playgrounds, many mangrove swamps and wetlands have been destroyed, many beautiful beaches have been polluted by sewage and fuel emissions, and many quiet coastal areas have been disturbed by noise from sea craft.

Although islands can be regarded as coastal areas in their entirety (United Nations, 1994, section IV) they also face special inland problems. For example, in islands where eco-tourism is being promoted (as is the case in Dominica) distances are so short that ecologically important areas are also easily accessible to tourists who do not have a special interest in ecological matters, and who therefore, maybe unknowingly, trample on delicate vegetation thereby threatening rare species. In islands where cultural tourism is promoted, as is the case in Malta, considerable wear and tear damage occurs through frequent tourist visitations.

Another problem of small size is related to density and carrying capacity. Many islands experience high tourism densities in relation to their population and land area. The concept of carrying capacity is very important in this regard, since small islands tend to very quickly reach that threshold level beyond which the natural ecosystem will be irreversibly damaged.

However, there are instances where tourism can actually be conducive towards the protection of the environment. The reason for this is that tourism tends to create an awareness that the country needs to be attractive, that the air needs to be clean and that the sea needs to be unpolluted. In the case of many SIDS, where civic awareness as to cleanliness is not the order of the day, campaigns for keeping the island clean are often based on the need to keep the place attractive for tourism. More importantly, perhaps, the dependence on tourism forces the authorities of the islands to take a more serious view of planning, monitoring and market based incentives, precisely because in the absence of such instruments, the negative effects of tourism on the environment could, in the long run, destroy tourism itself.

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Unit 4 Biology

ACADEMIC SKILLS PLUS

Innate animal behaviour: Birdsong

Listening skills: Distinguishing between assumed knowledge and tentative hypotheses

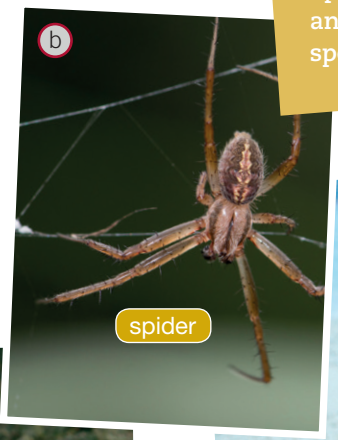
Speaking skills: Outlining assumed knowledge and current research; making tentative/speculative suggestions

1 SPEAKING

a What behaviours do the pictures show? Do you think they are … ?

1 innate
2 learned
3 a combination of the two

Think of reasons for choosing your answers.



b Think of one other example of innate animal behaviour you think is especially impressive.

2 LISTENING

a Think about how birds sing.

1 Do you think it is innate or learned behaviour? Why?
2 In what ways is it similar to music? In what ways is it different?

b 4.1 You will hear the first part of a presentation about birdsong given by a student, Louisa. Does she answer either of the questions in 2a?

c 4.2 Listen to the next part of the presentation. What general answer does she give to question 2 in 2a?

d 4.2 Listen again and make brief notes in the table.

'Is birdsong like music?'	
Arguments against:	*Arguments for:*
1 birdsong is 'hardwired'	1
2	2
3	3
4	4

e Look at these examples Louisa mentions. How do they support the arguments for or against the idea that birdsong is similar to music?

1 Beethoven
2 defending territory
3 electronic dance music
4 love songs
5 sampling

f CRITICAL THINKING
EVALUATING ARGUMENTS

Which of the arguments do you find … ?

- most convincing
- least convincing

Why?

3 LANGUAGE FOCUS Referring to facts and opinions

a Look at the statements below. Which do you think are generally accepted as a fact and which are opinions held by certain people? Write *F* (fact) or *O* (opinion).

1 A bird's ability to sing is innate – the neuroscience tells us that.
2 Because the ability to sing is hardwired into birds, you can't talk about this as a kind of musical ability.
3 Birdsong isn't complex enough to be music.
4 Birdsong has a particular function.
5 Birdsong lacks creativity in the way that human-made music does.
6 The song birds learn to sing is a kind of cultural transmission.
7 Human music is both meaningful and has an important cultural role to play.
8 Birdsong is like music.

b 4.3 Listen to the extracts and write the expression Louisa uses to start each statement in 3a.

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____

What does each expression indicate?

a This is based on wide research and is accepted by most people as fact.
b This is the opinion of some researchers but is not accepted by everyone.
c This is just a speculative opinion, not based on research.

c Decide whether you think the statements (1–5) below are …

a generally accepted
b the view of some researchers
c just a speculative opinion.

1 Humans have an innate ability to speak a language.
2 Birds need to learn to build nests.
3 Birds evolved from dinosaurs.
4 Dinosaurs became extinct because a meteorite hit the Earth.
5 Neanderthals were more intelligent than humans.

Check on the internet if you're not sure.

d Add an expression from 3b to each sentence, to match what you found out. Compare your sentences with other students.

STUDY SKILLS: FACTS AND OPINIONS

1 When giving a presentation, can you include all of these? Which are the most important?
a facts
b opinions which are generally accepted as true
c opinions based on research but which are not generally accepted
d opinions you've heard from other people
e your own personal opinion
2 How can you show what is a fact and what is an opinion?

4 PRONUNCIATION Using pauses

a 4.4 Listen to this extract from the presentation. Notice how Louisa divides what she says into phrases, with very short pauses between them.

The controversy / as far as birdsong is concerned / is related to / whether you can / consider it to be music or not.

Why does she do this? One of the reasons below is not correct.

1 It gives her time to think what to say next.
2 It makes it easier for the listener to follow.
3 It follows the punctuation in the sentence (she pauses at commas and full stops).
4 It helps to make the main points clearer.

b 4.5 Where do you think she will make short pauses in these sentences? Listen and check. Mark the pauses (/).

So a lot of the ideas I'm going to talk about come from an Australian musicologist and researcher Hollis Taylor. She talks about being on a farm in Australia and hearing the song of the butcherbird.

c Try saying the sentences, pausing in the same places.

5 SPEAKING

a Prepare a short presentation on a topic that you have studied or read about, or on one of these topics:

- behaviour in cats
- the origin of homo sapiens
- the language of your country

Make notes on:

1 points that are generally accepted and aren't controversial
2 points that are less well known or based on some people's research
3 ideas which are just possibilities

Prepare to talk about these points, using expressions from 3b.

b Work in groups. In turn, present your topic to the others and answer any questions.

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ACADEMIC SKILLS PLUS

Unit 5 Sociology

Sociology: Crime and age

Listening skills: Understanding specific points in a lecture

Speaking skills: Describing cause and effect relationships in a presentation

1 SPEAKING

a Discuss the questions in pairs.

1 What are the most common types of crime in your country?
2 What do you think are the causes of these crimes?
3 At what age do you think young people are most likely to get involved in crime?
   a 16 to 20 years b 20 to 24 years c 24 to 28 years

2 LISTENING

a 5.1 Listen to the first part of a lecture on the age–crime curve. What is the correct answer to 1a question 3?

b The lecturer asks *Why might this be the case?* Discuss possible reasons for the high incidence of crime in this age group and not older age groups.

c 5.2 Listen to the rest of the lecture and answer the questions.

1 Does the lecturer mention any of your reasons?
2 How does the lecturer challenge some of these ideas?

d Skills focus Understanding specific points

Listen again to part 2 of the lecture and make more detailed notes about the topics below.

Adolescents
1 physical agility: _____
2 stress: _____
3 impulsiveness: _____

Older people
4 maturity: _____
5 aspirations: _____

Challenges to assumptions
6 typical crimes: _____
7 neuropsychology: _____

e CRITICAL THINKING
GENERALISING FROM GIVEN INFORMATION

Discuss the questions.

1 What are possible reasons that people in their twenties might get involved or continue to be involved in crime?
2 Apart from vehicle crime, what other crimes do you think people in their twenties are likely to commit?

3 PRONUNCIATION Consonant clusters

a 5.3 Listen to this excerpt from the lecture. Note the underlined consonant clusters (two or more consonants together). Underline five more.

So, in 1983 Hirshi and Gottfredson published a key article that most studies about the age–crime curve refer to. They indicate that crime is most prevalent in mid to late adolescence.

b 5.4 Listen to four sentences from the lecture. In each sentence, there are words with consonant clusters. Listen and write down the words. The number of words in each sentence is given.

1 one word _____
2 two words _____
3 three words _____
4 three words _____

c Underline the consonant clusters in the words in 3b.

d How important is it to say clusters clearly?

4 LANGUAGE FOCUS Cause, effect and reason

a 5.5 Listen to an excerpt from the lecture and complete the sentences below. Put one word in each gap.

1 So _____ _____ _____ in the relationship between age and crime is the physical ability of young people.
2 _____ _____ that researchers have highlighted is stress.
3 … their parents' divorce or the perhaps the death of a parent, then _____ _____ _____ _____ their involvement in some kind of criminal activity.
4 Other researchers have pointed to the impulsiveness of adolescents as _____ _____ _____ for the high incidence of crime in this age group.
5 Well, first of all, a decrease in physical fitness might _____ _____ _____ _____ their motivation for crime.
6 However, an older person's lack of interest is more _____ _____ _____ _____ maturity.
7 Former criminals end up wanting less from life and these diminished aspirations _____ _____ them giving crime up.

b Answer the questions about the examples.

1 Which two nouns have a very similar meaning?
2 Which noun means a partial or contributing reason?
3 Which phrases mean 'is a probable reason'?
4 Which phrase can help to explain why something happens?
5 Which phrases mean 'causes something to change or happen'?

c Underline more cause, effect and reason expressions in the sentences.

1 Some studies have indicated that a rise in crime is often caused by the availability of violent media, particularly video games.
2 Some psychologists believe that peer pressure and bullying can play a part in a young person getting involved in criminal activity.
3 It has long been argued that crime statistics increase as a result of worsening economic conditions.
4 A lot of criminal activity can be attributed to the increase in poverty in urban centres.

d Answer the questions about the sentences in 4c.

1 Most examples describe a negative outcome and then give the reason for it. Which does the opposite?
2 Most of the examples have a tentative meaning. Which one doesn't?
3 Underline the language that makes the other examples tentative.
4 Which phrase means 'people identify this as a cause'?

e Read the notes on fraud in companies. Work in pairs and explain the reasons for and causes of this fraud. Use the notes, expressions from 4a and 4b and the words in italics.

- *company culture*: most employees think it is all right to cheat the company in some way – someone may take this too far
- *greed*: an employee thinks that stealing from the company will be an easy way to get more money
- *inadequate accounting*: the company may not keep a detailed record of money coming in and going out – it's easy for someone to steal
- *personal need*: an employee might have a serious financial problem (e.g. high medical bills) – they see fraud as a way of solving the problem

5 SPEAKING

a Choose one of the social topics below that you know something about.

- housing
- education
- employment
- justice
- sport

Decide on a problem or achievement associated with this topic. Make notes on the reasons for and causes of the problem or achievement.

b In pairs, tell each other about your social topic. Do you agree with the causes that your partner suggests? If not, suggest other possible causes.

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ACADEMIC SKILLS PLUS

Unit 7 Robotics

Technology and politics: Work in the future

Listening skills: Listening for key information; understanding rapid speech
Speaking skills: Giving cautious opinions

1 SPEAKING

a In pairs, discuss which of the following jobs you think could be done by a robot in the future. Say why / why not.

1 care-giver
2 politician
3 teacher
4 shop assistant
5 journalist
6 judge
7 gardener
8 doctor

b What are the implications of using robots more and more in the workforce?

2 LISTENING

a 7.1 Listen to an excerpt from a podcast given by Professor David Runciman. He is discussing the book *Machine, Platform, Crowd: Harnessing the Digital Revolution* by Andrew McAfee and Erik Brynjolfsson. Answer the questions.

1 Which of the jobs in 1a does he talk about?
2 What main point is the book making?
3 How does Professor Runciman feel about this?

b 7.1 Listen again and make notes on the three main examples Professor Runciman refers to.

1 Medicine _____
_____
2 Law _____
_____
3 Politics _____
_____

c 7.2 **Skills focus** Understanding very rapid speech

1 Listen to this short extract from the podcast. Correct the text so it matches what Professor Runciman says.

> And this book is an example, and I'm going to apply it to politics in a second, it's basically medicine in the future will be you go and see your doctor, and you meet a human being and a machine and they're sitting next to one another holding hands.

2 What are the differences between the version above and what Professor Runciman says?

d **CRITICAL THINKING**
DRAWING IMPLICATIONS

At the end of the excerpt, Prof Runciman says:

> So there's still a little part of me which always defaults to the dystopian.

What might a dystopian future with robots look like?

3 PRONUNCIATION Extra information

a Complete the gaps in the excerpt from the podcast with phrases 1–5.

> OK, the book I'm currently reading is called *Machine, Platform, Crowd: Harnessing our digital future* – _____ by Andrew McAfee and Erik – _____ – Brynjolfsson. They wrote an earlier book, famous book about the coming new machine age. They're obsessed basically with robots. _____ , but I'm particularly interested in, _____ , the question about whether the robots are going to take all our jobs. And this is one of those books, _____ , that is saying 'no', we should be much cheerier.

1 I'm a tiny bit obsessed with robots
2 and there are a few of them now
3 it's a kind of business book
4 as I guess lots of people are
5 I'm going to get his name wrong

b 7.3 Listen and check your answers.

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c 7.3 Listen again and choose the correct words in italics.

Expressions 1 to 5:
1 are said *slowly / quickly*.
2 have a *low / high* tone.

Why are they said in this way?

d 7.3 Listen again to the expressions. Sometimes the tone goes up (↗) and sometimes it goes down (↘) at the end of the expression. Listen and mark the tone.

1 it's a kind of business book
2 I'm going to get his name wrong
3 I'm a tiny bit obsessed with robots
4 as I guess lots of people are
5 and there are a few of them now

Why does the tone sometimes go up and sometimes down?

STUDY SKILLS: KNOWING WHAT TO LISTEN FOR

1 When you listen to a lecture or presentation, are you usually aware of the way a speaker uses tone?
2 Think about the answer to 3c. How can this help you when you listen at university?

4 LANGUAGE FOCUS 1 Style

a The language of this podcast is less formal than a lecture. Read the excerpt then use the examples of neutral/formal language (1–4) to replace some of the informal expressions used.

> I'm a tiny bit obsessed with robots, but I'm particularly interested in, as I guess lots of people are, the question about whether the robots are going to take all our jobs. And this is one of those books, and there are a few of them now, that is saying 'no', we should be much cheerier. We had a guy visiting Cambridge recently, a really interesting lawyer and writer about technology called Frank Pasquale and he makes this case very strongly that these machines are going to augment what human beings do.

1 more optimistic
2 very slightly / marginally
3 colleague
4 I imagine

b Look at the rest of the audio script. What other examples of less formal language can you find?

c Why does Professor Runciman use less formal language? When is it appropriate in an academic context?

5 LANGUAGE FOCUS 2 Opinions

a Read the sentences from the podcast. What do the underlined phrases all express? Which one is different and how is it different?

1 … he <u>makes this case very strongly</u> that these machines are going to augment what human beings do
2 <u>I'm not sure, but I think it might</u> be good for lots of professions, but I'm not sure about politics.
3 … so <u>it makes me uncomfortable</u>
4 <u>I'm not saying it's</u> … it's bad if politics goes more down that route, <u>but I think</u> …
5 And <u>I can see</u> this might be good.

b Put the phrases in the correct order to make other opinion expressions. Are they all definite opinions or cautious opinions?

1 how I / robot doctors / I'm not sure / feel about
2 more efficient / they might be / I understand
3 a good idea / if they / I wonder / really are
4 the idea / for thought / gives me / of them / pause / certainly

c Think about the possibility of robots doing a job you know something about. Express cautious, negative opinions using language from 5a and 5b.

6 SPEAKING

a Choose one of the topics below about technology in the future that you have some reservations about.

- The Internet of Things – being able to access and control household appliances remotely using the internet
- Increased dependence on social media for obtaining information
- Driverless cars
- Increased use of virtual reality in sports and entertainment
- Algorithms that can read the way the human brain thinks

b Work alone and makes notes for an informal presentation, for example, an unassessed tutorial presentation or perhaps a podcast.

c Work in pairs. Give your presentation to each other. Tell your partner to what extent you agree with their opinion and say why.

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Unit 8 Business

ACADEMIC SKILLS PLUS

Business studies: Productivity at work

Listening skills: Interpreting points of view; understanding main points from a discussion

Speaking skills: Collaborating on a seminar project; interpreting points of view and checking understanding

1 SPEAKING

a Think about your own work or studies. What factors do you think affect how productive you are? Add to the list.

- lack of leisure time
- lack of sleep
- colleagues / other students
- your boss / teachers
- your own ideas

b Choose three important factors.

1 In what ways are they important?
2 To what extent can you influence them?

2 VOCABULARY Abstract nouns

a Look at the pairs of sentences. Change the noun in italics to complete the gap in the second sentence with a verb or an adjective.

1 The company wanted to make the workers more *productive*.
They wanted to increase their _____ .
2 I was *deprived* of sleep for a long time.
I was suffering from sleep _____ .
3 Can you *correlate* workers' pay with productivity?
Is there a _____ between workers' pay and productivity?
4 Most people *perform* worse when they are under stress.
Stress usually has a negative effect on people's _____ .

3 LISTENING

Seminar *Fri 10:00*
Topic: Outline key aspects of the relationship between a company's workforce and its productivity.

a 8.1 Listen to two students discuss their seminar topic. Which sentence best summarises the general point that Salwa is making?

1 There are several important factors in productivity besides workers' physical health.
2 Sleep doesn't make a significant difference to productivity.
3 Improving management is essential to improving productivity.

b **Skills focus** Understanding main points from a discussion

8.1 Listen again. Which of these points are made by (a) Yuri (b) Salwa (c) neither of them?

1 Better sleep would result in workers being more productive.
2 Sometimes lack of sleep can make you more productive, not less.
3 If workers have a positive attitude, they will work better.
4 Employees should have regular health checks.
5 If managers worked harder, their employees would also become more productive.
6 New technology can help to increase employee's motivation.

c **CRITICAL THINKING**
UNDERSTANDING CONNECTIONS BETWEEN ABSTRACT IDEAS

Here are some key concepts Yuri and Salwa talk about. What do you think they mean, and how are they connected?

1 physical well-being
2 psychological well-being
3 worker absenteeism
4 team morale
5 tools in the workplace
6 productivity

4 PRONUNCIATION Phrases in connected speech

a 8.2 Listen to the extracts and add the phrases you hear in the gaps.

1 So, I've been doing _____ background reading online.
2 And a topic that keeps coming up _____ is sleep.
3 they come _____ badly
4 an annual loss of over 400 billion _____ in the US

b What do you notice about the pronunciation of … ?

1 the complete phrases
2 these words: *of*, *and*, *to*

c Try saying the phrases quickly. Then listen to the recording again to check.

5 LANGUAGE FOCUS Interpreting what someone says

a 8.3 Look at the expressions Yuri and Salwa use to interpret what the other person says. Complete the expressions with the correct words in the box. Then listen and check.

getting	impression	mean	saying
understand	understood		

1 So, **what you're** _____ **is** that lack of sleep always leads to poor workplace performance?
2 **I get the** _____ you're sceptical.
3 **So, does that** _____ **you don't think** sleep plays a part in productivity?
4 OK, so, **if I** _____ **you correctly, you're saying that** if companies pay attention to the psychological well-being of their employees, it will help worker attitudes and boost morale – and, therefore, increase productivity.
5 OK, so, **just to check I've** _____, you think we can perhaps focus on the idea that worker productivity is all about the physical and psychological well-being of the employees.
6 Tools? **Sorry I'm not sure what you're** _____ **at**.

b Which expressions are used … ?

a to express a general feeling
b to say you don't understand
c to check that you understand correctly

c Think of ways to respond to the remarks below, using expressions from 5a.

1 'If employees have more time off, they work more efficiently.'
2 'Emails are a big problem at work. They waste a lot of employees' time.'
3 'Another important issue is accountability.'
4 'The problem is that some managers earn over 10 times as much as their staff.'
5 'I don't understand why people think the motivation of employees is so important.'

d Work in pairs. Practise saying the remarks in 5c and responding. Then continue each conversation with at least one more sentence.

STUDY SKILLS: SHARING IDEAS

Think about Yuri and Salwa's discussion.

1 How did Yuri contribute to it? How did Salwa contribute?
2 How did Yuri benefit from it? How did Salwa benefit from it?
3 Why is it useful to try to 'interpret' or clarify points that other people make?

6 SPEAKING

a Work in pairs. Together, choose one of the topics below or another topic which you both have an opinion about.

- Key elements in preparing a successful student presentation
- Key elements in pursuing a successful career in business
- Strategies for achieving a good work–life balance

b Working alone, prepare a few points to make about the topic and make brief notes.

c Work with your partner and discuss the topic.

- Make sure you understand your partner's points completely.
- Use expressions from 5a to clarify and interpret what he/she is saying.
- Try to reach an agreement about what the main points should be.

d Report the main points you agreed on to other students. Listen to other people and, if necessary, clarify what they are saying.

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Unit 9 Urban planning

ACADEMIC SKILLS PLUS

Environmental science: Cities

Reading skills: Collating information from different sources; distinguishing style; dealing with difficult vocabulary

Writing skills: Collating from different sources; summarising information

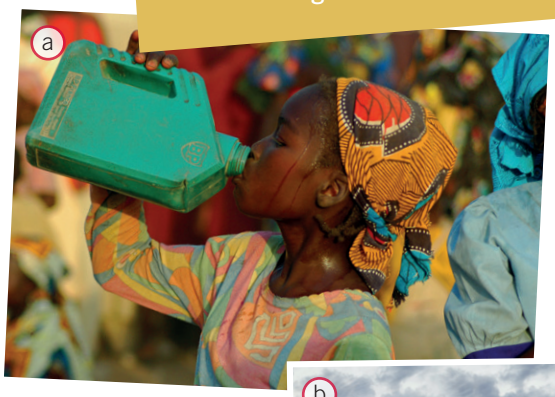
1 SPEAKING

a Look at the photos (a–c).

1 What do they show and how are they connected with climate change?
2 In which countries might you see these weather conditions?

b Think about your own country.

1 How is it being affected by climate change? How might it be affected in the future?
2 Do you think cities or the countryside are more seriously affected by climate change? Why?



2 READING

a Read the three extracts (A–C) about the effect of climate change on cities. Which one do you think is from … ?

1 an academic paper
2 a government report for the general public
3 a newspaper article

A

The impacts of climate change will affect cities and towns in the same way as the surrounding regions, but because of the concentration of people and economic assets, cities are particularly at risk. Also, built-up areas in cities create unique microclimates because they have artificial surfaces instead of natural vegetation. This affects air temperature, wind direction and precipitation patterns. Heat, flooding, water scarcity and droughts are the main climate threats relevant specifically to cities. These effects are summarised in Figure 2.2.

B

The authors of a recent study conducted by Sussex University said towns and cities will bear the brunt of global warming, because they are much hotter than the surrounding countryside or sea.

What is the urban heat effect?

The urban heat island occurs when natural surfaces, such as vegetation and water, are replaced by heat-trapping concrete and asphalt, and is exacerbated by heat from cars and air conditioners, for example.

It may mean that overheated cities face climate change costs at least twice as big as the rest of the world, new research shows.

C

The design of cities creates unique micro-climates that affect variables including temperature and wind (EEA, 2012; Hebbert, Jankovic, & Webb, 2011). The urban heat island effect is a key example, where cities are warmer than their surrounding hinterlands due to the complex topography and mass of buildings, replacement of pervious vegetated surfaces with impervious built surfaces and the emission of heat from anthropogenic activities (Gartland, 2008; Smith, Lindley, & Levermore, 2009). Climate change is projected to further intensify the heat island effect (Wilby, 2007). Also, sealed surfaces exacerbate flood risk due to reduced infiltration and consequent enhanced rainwater runoff (Gill, Handley, Ennos, & Pauleit, 2007). Wilbanks et al. (2007) add that within cities, development is increasingly located where exposure to climate change hazards is potentially high, for example in coastal areas, on slopes and within flood plains.

b What features do you think are typical of each type of writing? Think about:

- style
- choice of vocabulary
- sentence structure
- number of nouns
- references to sources or tables
- layout

c Read the three extracts again. Which extract(s) make these points? More than one extract is correct for some points.

1 Cities will become hotter than the surrounding areas. ___
2 Cities have man-made surfaces which become hotter than natural surfaces. ___
3 Because they can't absorb water, these surfaces also increase the risk of flooding. ___
4 Human activity also adds to the higher temperatures in cities. ___
5 Climate change will affect cities more because they are densely populated. ___

d **Skills focus** Dealing with difficult vocabulary

Look more closely at Extract C. Some words are probably unfamiliar but are clear from the context. What words or phrases do you think have these meanings (1–8)?

1 make something worse
2 the areas around a city
3 things that humans do
4 make something stronger
5 surface features and size
6 surfaces which don't allow water to go through
7 flat areas near rivers
8 surfaces with plants which allow water to go through

3 WRITING SKILLS Collating and summarising information

a Read the paragraph from near the beginning of a student's essay on 'Responding to climate change in cities', which summarises the information in the extracts in 2a. Answer the questions below.

> Although climate change will affect both cities and their surrounding area, cities are particularly at risk. One reason for this is that cities create a unique microclimate because natural vegetation has been replaced by artificial surfaces (EEA report, 2016). These tend to absorb heat, creating a so-called 'heat island effect'. Also, sealed surfaces such as concrete cannot absorb rain water, and this increases the risk of flooding, especially where cities are built in vulnerable locations such as flood plains (Carter et al., 2013).

1 Which two texts does it mainly take information from?
2 Which of the points in 2c does it cover?
3 What points from the extracts does it leave out? Why do you think they weren't included?

STUDY SKILLS: SELECTING INFORMATION

When reading and selecting information to summarise in an essay, what points should you select? Choose more than one answer.

a as many points as possible
b just the most important points
c points which are generally well-known
d points which are relevant to the topic
e points which are interesting and not so well-known
f points which don't require much explanation
g points from one source only

Compare your choices with another student and give reasons why you chose these points.

b Compare part of Extract C with the student's summary sentence.

Source text:

> Also, sealed surfaces exacerbate flood risk due to reduced infiltration and consequent enhanced rainwater runoff (Gill et al., 2007). Wilbanks et al. (2007) add that within cities, development is increasingly located where exposure to climate change hazards is potentially high, for example in coastal areas, on slopes and within flood plains.

Summary:

> Also, sealed surfaces such as concrete cannot absorb rain water, and this increases the risk of flooding, especially where cities are built in vulnerable locations such as flood plains (Carter et al., 2013).

Does the student's summary … ?

1 use *more* / *less* specialist language
2 use *simpler* / *more complex* sentences
3 use *the same* / *different* ways to express ideas
4 use *more* / *fewer* abstract noun phrases
5 *add* / *leave out* specific details

Find examples of each feature in the extracts.

c Cover the paragraph in 3a from the student's essay. Read the notes he/she made for the first part of the summary. Try expanding the notes into a summary of about 50 words.

- Climate change affects cities as well as surrounding area – cities more at risk.
- Unique micro-climate – artificial surfaces instead of natural vegetation – heat island effect

d Compare your summary with the student's summary in 3a. How similar is it? Notice the use of:

- linking expressions
- reference words (*this*, *these*)
- added verbs

4 WRITING

a Read these extracts (a–b) about responses to climate change in cities. Make brief notes on:

- mitigation
- adaptation
- whether they are both important

Include information from both extracts.

a

There is an important difference in whether cities decide to pursue mitigation strategies – curbing their contributions to global climate change – or adaptation strategies – planning for the impacts of climate change. In the United States, mitigation policies account for 41% of the climate change planning agenda, whereas Australian cities are pursuing largely adaptation-oriented goals.

b

In general, engineering responses to addressing climate change fall into two categories:

(a) mitigation to reduce greenhouse gas emissions and enhance any processes (natural or artificial) that remove greenhouse gas emissions from the atmosphere

(b) adaptation to reduce the impacts of harmful changes and exploit potentially beneficial changes.

Both mitigation and adaptation seek to avoid the potential damages of global climate change, and they both seek to support the development of present and future generations in a sustainable manner.

b Work in pairs. From your notes, write a brief summary in your own words about responses to climate change (50–70 words).

c Exchange summaries with another pair. Does the summary … ?

- make the main points clearly
- link ideas together
- include information from both sources

d CRITICAL THINKING

DRAWING PRACTICAL IMPLICATIONS

The texts make general proposals. Can you think of specific actions which would … ?

- make cities more sustainable
- make them better able to cope with global warming

5 READING EXTENSION

a You're going to read a newspaper article on page 4 about mitigating the effects of global warming in cities. Look at the picture and the headline.

1 What kind of newspaper do you think it is?
   a popular
   b serious
   c specialist – for climate scientists
2 Why do you think the headline focuses on painting roofs white?
   a because it's the most important point in the article
   b because it's eye-catching
   c because they disagree with the study

b Read the article quickly. Which of the sentences below best summarises the main points?

1 An important way to combat climate change is to paint roofs in cities white.
2 Changes to cities can help to mitigate the local effects of climate change.
3 Cities are important because they produce and consume more than the surrounding countryside.

c Read the article again and make brief notes. What points does it make about … ?

1 London and other UK cities
2 cities in Greece and Spain
3 global vs local climate change
4 how much cities produce and consume compared with their size
5 painting roofs white
6 changing some roofs and pavements in cities
7 Professor Richard Tol's research

d How are general news articles like this relevant to academic study?

1 You can refer to them as sources.
2 They're useful as general reading to become familiar with the topic.

Cities should reduce the impact of global warming by painting building roofs white, study claims

The effects of global warming on cities could be reduced by painting roofs white, a study suggests.

Planting trees, and replacing dark-coloured roads and pavements in towns and cities would lower the temperature in towns and cities by as much as 2 °C.

Switching building materials and increasing the amount of plants in our cities could significantly cool them down – making them more pleasant places to be if the earth starts overheating, the study claims.

Richard Tol, Professor of Economics at Sussex University, co-author of a study published in Nature Climate Change said: 'People have talked about global climate change, but there is local climate change as well. Cities are warmer than the countryside surrounding it, so it exacerbates the negative effects of climate change.'

Although cities cover only around one per cent of the Earth's surface, they produce about 80 percent of Gross World Product, consume about 78 percent of the world's energy and are home to over half of the world's population.

Therefore the impact on cities – which has been neglected – is of huge importance.

He said while ensuring the nations of the world do their bit to reduce greenhouse gases is very difficult, 'a lot of things that can be done to mitigate urban heat island effects is well within the remit of the typical mayor.'

He said that the UK needs to take a leaf out of the book of countries such as Greece and Spain, where buildings are often whitewashed, keeping them cooler, while in the UK they tend to be dark, which makes towns and cities hotter.

Taking the example of the capital, he said: 'London is about 4 °C hotter than the surrounding countryside.'

'If you painted all the roofs white, and carried out other measures, it could reduce the temperature by 2 degrees.'

A lesser measure – changing just 20 percent of roofs and pavements could save up to 12 times what they cost to install and maintain, and reduce air temperatures by about 0.8 °C, he said.

Doing this on the larger scale would produce even bigger benefits but the vastly increased costs mean that the cost-benefit ratio is smaller.

Professor Tol said his team had come to the conclusions by estimating the economic costs of climate change on 1,692 cities worldwide including UK cities such as London, Edinburgh, Birmingham and Cardiff.

Professor Tol added: 'Any hard-won victories over climate change on a global scale could be wiped out by the effects of uncontrolled urban heat islands.'

'We show that city-level adaptation strategies to limit local warming have important economic net benefits for almost all cities around the world.'

Cambridge English Empower C1

Unit 10 Modern social rituals

ACADEMIC SKILLS PLUS

Sociology: Cosplay

Listening skills: Listening for detail; listening to infer a speaker's position

Speaking skills: Giving opinions; asking critical questions

1 SPEAKING

a In pairs, discuss the questions.

1 What are key national and/or local festivals in your country? What happens on that day?
2 What role do festivals have in society? Consider:
- historical events
- traditions
- holidays
- family time
- time of the year

b Read the description of a modern ritual and answer the questions.

1 Do people do this in your country?
2 Why do you think it appeals to some people?
3 Does it appeal to you?
4 What are other occasions when people dress in some kind of costume in your country?

2 LISTENING 1

a 10.1 Listen to the end of Martin's presentation:

Cosplay and costumes: Are they playful? Are they meaningful?

He compares the way people wear costumes for cosplay in relation to wearing costumes for more traditional social rituals. What's his main point?

1 Wearing costumes is more or less the same for both cosplay and traditional rituals.
2 Wearing costumes during cosplay has less depth and meaning.
3 Putting on a costume makes cosplayers more assertive.

b 10.1 Listen again. What key distinctions does he make between wearing cosplay costumes and dressing up for more traditional rituals?

Cosplay is the combination of two words: 'costume' and 'play'. It is a hobby where people dress up as characters from films or TV series they are fans of, for example, *Star Wars*, *Harry Potter*, or *Game of Thrones*. Cosplayers attend fan conventions and spend a lot of time and money making sure their costume looks as authentic as possible. They not only dress as the character but they also aim to imitate the mannerisms and body language of that character. Cosplay emerged in Japan in the 1990s when people began dressing up as their favourite Anime character.

3 LANGUAGE FOCUS 1 Summing up

a Complete these sentences from Martin's summary. Put one word in each gap.

view	off (x2)	suggest	summarise
mind	see	recapping	

1 So, **I'd like to round** _____ my presentation **by** _____ the main points I've made.
2 So, **let's** _____ cosplay first of all.
3 **It's my general** _____ **that** this is a more playful way of dressing up.
4 **I think you can** _____ there is a greater sense of the costume being tied to the wider community.
5 **I'd also** _____ **that** there is a limited performative dimension to this kind of dressing up.
6 This, **to my** _____, also makes costumes more meaningful.
7 **I'd like to finish** _____ **with** a story I read online.

10.2 Listen and check your answers.

b Which expressions in 3a signal … ?

1 that the presentation is about to end
2 a summary of key points
3 the speaker's point of view

c Add these sentences to the categories in 3b.

a I'd argue that cosplay is not a deep social ritual.
b To conclude I'd like to tell a personal story.
c The point I'm making is that traditional rituals have broader meaning.
d Let's look at the key points I've focused on.
e In summary, I'd like to cover the main arguments for and against.
f The thought I'd like to share with you is that cosplay is a social performance.

STUDY SKILLS: PRESENTATION SUMMARIES AND VISUAL SUPPORT

Discuss the questions.

1 What kind of visual support do you think Martin would have had during his presentation?
2 Which of the following does he do in the summary?
   a give his opinion
   b tell a story
   c tell listeners about the references he used
   d re-state the main points
3 What order does he do them in?
4 What do you think was written on Martin's summary slide?

4 LISTENING 2

a 10.3 Listen to part of the question and answer session after Martin's presentation. Choose the best answer(s) to the questions.

1 Which of the following topics are discussed?
   a traditional culture
   b community
   c costumes
   d identity
2 What is the purpose of the questions that are asked?
   a to find out more information
   b to clarify points students haven't understood
   c to give critical feedback on the presentation
   d to ask about background reading associated with the topic

b 10.3 Listen again and answer the questions.

1 What ideas do Leo and Christina challenge?
2 To what degree does Martin concede to each person?

c
CRITICAL THINKING
EVALUATING INTERACTION

Discuss the questions.

1 How relevant and pertinent do you think the two questions were?
2 How well did Martin handle his replies?

5 PRONUNCIATION Tone

a 10.4 Listen for Martin's tone on the underlined syllables. Choose the best description (a–c).

1 O<u>K</u> … that's an <u>in</u>teresting idea
2 O<u>K</u>, yeah, <u>fair</u> point.

a The tone mostly stays flat.
b The tone rises a little then falls.
c The tone rises quite high then falls.

b Why does Martin's tone do that? Choose more than one answer. It shows that …

1 he wants to defend his own ideas
2 he's open to Christina's ideas
3 he's interested in what Christina has to say
4 he's being polite but thinks Christina is wrong

6 LANGUAGE FOCUS 2 Follow up critical questions

a Read the excerpt from the recording. How does Leo make a critical question? Choose the best summary, 1 or 2.

LEO Yeah, I'm interested in what you have to say about identity. You seem to be suggesting that because cosplayers 'perform' the mannerisms of their character they become less of themselves.

MARTIN That's right.

LEO But is that a fair argument? I mean, how do you measure if people are more or less themselves?

1 He identifies the topic then suggests an alternative view. His asks Martin to justify his point of view.
2 He identifies a topic and summarises his understanding of it. He asks a critical question.

b Underline the examples in the excerpt that match each part of the correct summary, 1 or 2.

c Look at the audio script and find the language that Christina uses to ask a critical question.

d Sort the phrases into the correct categories in the table.

1 I get the impression that you …
2 But is it valid to say … ?
3 I'd like to go back to what you said about …
4 Have you considered … ?
5 So referring back to your comment on …
6 So if I understand correctly, you think that …

identify a topic	summarise	ask a question

e Take turns to improvise Leo and Christina's follow up questions. Use different examples from the original.

7 SPEAKING

a Prepare the summary to a presentation about some kind of festival or social ritual that you know about (it can be one you talked about in 1a). In your summary include the following:

- two main ideas
- your point of view on these ideas

Make notes, but don't write the summary in full.

b Work in small groups. Present your summaries and invite questions from the others. Take turns asking follow-up questions. If possible, ask critical questions.

c Work in new groups. Tell each other about the kinds of questions you were asked and whether other students made interesting points in relation to yours.