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 Tell your students what you remember about learning to read in your first language and your current reading habits. In pairs, students discuss the questions. Monitor and help with language if necessary. Take feedback as a class and elicit two or three different answers to questions 2 and 3.

2 READING

a In pairs, students read and predict whether the statements are true or false. Take feedback as a class and on the board note what the majority of students think for each statement.

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

KEY VOCABULARY

in tandem (idiom) working or doing something together at the same time (*Example*: We worked in tandem with students from another class on our research project.)

cognitive (adj) connected with thinking or conscious mental processes (*Example:* Difficult Sudoku puzzles take a lot of cognitive effort.)

millisecond (n) 0.001 seconds (*Example:* Half a second is the same as 500 milliseconds.)

constituent (n) one of the parts of a substance, combination or process (*Example:* Grammar, vocabulary and pronunciation are core constituents of any language.)

You may also wish to explain an abbreviation in the text: *wpm* (words per minutes). Set a time limit of between 2 and 3 minutes (depending on students' reading ability) to ensure students skim and scan the text to find the answers to the true/false statements. In pairs, students check their answers. Check answers as a class, referring to students' predictions on the board.

Answers

1 T
2 F (oral language is easily understood – reading only requires knowledge of graphic forms of a language)
3 T
4 F (250–300 wpm)
5 F (it involves different processes associated with writing, pronunciation, meaning and grammar)

The text is about first language reading.

c *Skills focus: Summarising main ideas*

Students read the two summaries and then re-read the first two paragraphs to decide which is the best. Emphasise the fact they need to give a reason for their answer and say what the problem is with the incorrect summary. In pairs, students discuss their answers. Take feedback as a class and guide students to the points in the answers below if they do not mention them.

Answer

B is the best summary
Summary A contains information that isn't accurate: it says that word recognition happens in isolation rather than in tandem – the text indicates it is useful to *consider* word recognition in isolation. The summary also misrepresents what researchers say – they suggest that good word recognition skills are an indication that someone will become a fluent reader, but there is no mention of needing to train children in word recognition skills in the text. Summary 1 only mentions one side of the argument regarding the relationship between word recognition and comprehension and does not mention the key point that without word recognition comprehension is not possible.

d Students read and summarise paragraphs 3 and 4. Students can either do this alone or in pairs. Tell students to use the correct summary in 2c as a model of detail and length. Monitor and help with language, suggest corrections and note down any errors. If students worked alone, ask them to compare their summaries in pairs; if they worked in pairs, ask two sets of pairs to compare their summaries. Show students the suggested answers so they can compare them to their summaries. Give feedback on language you noted when you were monitoring, both good examples and errors.

Suggested answers

Paragraph 3
Fluent readers are efficient word recognizers. They focus on more than 80 percent of the words in a text, spending about half a second or less on each word. This allows fluent readers to read 250 to 300 words per minute.
Paragraph 4
In order to recognize words fluently, readers need to identify the written form of a word and link it to its pronunciation, meaning and grammar before they match it to words in their own lexicon. This is an interactive process that involves readers activating different cognitive resources. Word recognition problems are usually resolved by referring to contextual information.

e *Critical thinking: Extending ideas*

Individually, students make notes of ideas. In small groups, students share their ideas. Take feedback as a class and accept different answers. Highlight any points in the suggested answer that are not mentioned in the discussion.

Suggested answer

Reading	Listening
• the reader has control of the text and can determine the rate of reading	• the listener can't control the rate of the text she listens to – the speaker does
• a reader can re-read parts or all of the text	• a spoken text often only exists in the moment (unless it's recorded) so a listener can't 're-listen'
• often difficult to interact and give feedback to the writer of a text (but e-communication now makes it more possible)	• a listener can ask for clarification of a message and give feedback
• readers need to be aware of pronunciation and its effect on meaning	• listeners need to be aware of pronunciation and its effect on meaning
• easier to work out meaning from context	• often hard to work out meaning from context because the listener doesn't have time to stop and think

3 LANGUAGE FOCUS Lexical cohesion

a Point out the example of 'cognitive skills'. Tell students different kinds of skills are talked about in the text. Ask them to find and underline these words and phrases. In pairs, students compare their answers. Check answers as a class. You could write up the answers on the board or, if possible, you could project the text on to the board and highlight the words.

Answers

- In order to understand the nature of reading, it is useful to isolate these **microskills** and look at them individually.
- 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 …
- These **subskills** represent a standard way to describe **word recognition skills**.

b In pairs, students answer the question. Check answers as a class to the board.

Answers

1 word recognition skills 2 cognitive skills
3 microskills, subskills

c Individually, students find the two words in paragraph 4. Quickly check the answers as a class, then, in pairs, students discuss why these words are used. Conduct feedback as a class and guide students towards understanding information in the answers below, particularly the idea of all the skill words creating a cohesive lexical chain in the text.

Answers

processes, constituents
The writer makes a distinction between different kinds of skills associated with the overall skill of reading. He also uses the word *process(-es)* which has a similar meaning to *skill* with the sense it is something that we do; *constituents* is a highly specialised academic term for *skill* that is specific to this context.
The overall effect is to create what's known as a *lexical chain* – these words link together well in the text and mean that the vocabulary works together well. In other words, the text has lexical cohesion.

d Tell students to cover the text. Individually, they complete the gaps in the excerpt using the three verbs. Point out that they will need to change the form of one of the verbs. In pairs, students compare their answers and then uncover the text and check the original. In pairs, students discuss the questions. Take feedback as a class.

Answers

They indicate a specific process: recognise ➜ activate ➜ access.
They make this part of the text cohesive.

e Individually, students replace the verbs with the phrases. Point out they will need to make small changes to the text after gaps 1 and 2. In pairs, students compare their answers and discuss the question about the text being cohesive. Check answers as a class and take feedback on the question. Guide students to understanding the point in the answers below.

Answers

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

- Yes, the text is still cohesive. This shows that both words and phrases can be used to give texts lexical cohesion. This task is also an example of paraphrasing and that it's sometimes necessary to substitute a word with a phrase to ensure the meaning stays the same.

STUDY SKILLS: USING VOCABULARY FOR COHESIVE WRITING

In small groups, students discuss the questions. Take feedback as a class and accept different ideas.

Suggested answers

1 A dictionary and a thesaurus are useful tools (there are many freely available online). Working together with other students can also be another way of thinking of alternative words and phrases.
2 You need to make sure of the exact meaning of the words and phrases you want to use and that they fit the context of your piece of writing. You also need to check that they collocate appropriately with adjacent words in your writing.

f In pairs, students underline the word *handwriting* and then think of different words and expressions that can be used instead. Take feedback as a class.

Suggested answers

write by hand, writing, letters, letter formation, ability to use a pen, be handwritten

g In pairs, students make changes. Monitor and help with language. Get two sets of pairs to check their answers. There is more than one possible answer to this task. You could show students the example answer and perhaps read out two more example answers that students produced.

Example answer

(Changes in **bold**)
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 **an ability to use a pen** is useful. For example, handwriting is still necessary in in order to sit many school and university exams. Also, sometimes it is faster to write a quick note for someone **by hand** and there are many application forms that need to **be handwritten**. Because **it** is not as important as it once was, the quality of **the writing** has decreased to some extent. This can create communication problems because if **letters are** unclear a writer's message may not be understood. Students still complete **letter formation** exercises at primary school, but they are less likely to use handwriting outside a study environment.

4 WRITING

a In pairs, students think of words and phrases that refer to language learning. Take feedback as a class and write ideas on the board.

Suggested answers

(second) language study, the study of a second language, language training, language classes, follow a language programme, do a language course, language acquisition

b Individually, students use the notes to write a paragraph about language learning in general.

c After completing their first paragraph, students write another paragraph about their language learning experiences. Monitor and help with language as necessary.

d In pairs, students read each other's writing. They compare their experiences and check the use of cohesive vocabulary. Take feedback as a class and ask if any pairs had had very similar or very different language learning experiences.

Example answer (paragraph 1)

Language learning is an important life skill that opens up opportunities for study, work and personal development. Many students begin **the study of a second language** in a formal classroom setting in a primary or secondary school. Some students might also get **language training** at a private English language school in their free time. Furthermore, they could travel to a country where the language is spoken in order to **follow a language programme**. Living in a native speaking country provides a large number of opportunities for spontaneous **language acquisition**.

5 READING EXTENSION

This is an opportunity for students to find out more about the skill of reading. The text includes interesting information about reading fluently. This is something students will need to do when they are studying at university.

Students can either do the reading in class or they can do it at home and answers can be discussed in class during the following lesson.

c Example answers

1 an ability to understand the meaning of the words and the context; to recognise words quickly; wide vocabulary; using strategies to make reading easy; an ability to paraphrase
2 when you can read a text quickly and process information without consciously having to think about using reading skills
3 quickly recognising a word and understanding its meaning correctly

d Suggested answer

3 The best way to improve reading fluency is by reading a lot and reading widely. Focused and systematic independent vocabulary study as you read will also help to develop fluent reading skills.

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 If possible, bring in or project pictures and use them to elicit the names of the sports. In groups, students discuss the question. Then take feedback as a class.

> **Possible answers**
> They're more adventurous, usually more individual, sometimes involve an element of risk and people do them for the thrill rather than to win.

b In groups, students think of possible answers and make notes of ideas. Then take feedback as a class.

> **Possible answers**
> Technology: Equipment has become more easily available and safer.
> Leisure: People have more leisure time, so they have opportunities to take up sporting activities; there's a more developed culture of being active, keeping fit and having a healthy lifestyle.
> Travel: People travel more to different countries, where you can do a variety of activities (e.g. diving, mountaineering) which they can't do in their own country; people book holidays where the main focus is an action sport (e.g. learning to paraglide).
> The internet: People can easily contact others with the same interests and share information.

c Working alone or in pairs, students note down words to describe people who do action sports. Then take feedback and build up words and phrases on the board.

> **Possible answers**
> young, adventurous, independent, fit, like to take risks (see also answers to 2a below)

2 LISTENING

a 2.1 Explain that students will hear the first part of a lecture. Read through the questions, then play the recording. Check answers as a class.

> **Answers**
> 1 adventurous, they like a sense of danger, flexible, creative, they want an experience
> 2 Because they're creative and they want new experiences they've been quick to use technology, e.g. action cameras, to record what they're doing.

b In pairs, students look at the slides and decide which points they illustrate. You can also ask students who they think took the pictures or videos. Then take feedback but don't tell the class the answers at this point, as they will find out from listening to the recording.

c 2.2 Play the recording and check the answers in 2b.

> **Answers**
> 1 D 2 C 3 B 4 A

d 2.2 Play the recording again, pausing if necessary. Students listen and complete the notes. Then take feedback and ask students to expand on their notes to explain the content of the lecture. If you like, build up notes on the board as you go through the answers.

> **Answers**
> Slide A
> *15 years ago:* not common, specialist equipment
> *Now:* all over the internet
> Slide B
> *HD video:* looks good on a large TV screen
> *automatic controls:* speed, location
> *flexible:* waterproof, extreme environments
> Slide C
> *expressive function:* sharing experience, uploading video
> *socialising function:* part of a community
> *educative function:* learning techniques
> *competitive function:* competitions, evaluating performance
> Slide D
> *perspective:* experienced by the surfer
> *action sports and technology:* natural world in a new way

e *Critical thinking: Speculating*

Discuss the questions with the class or let them discuss in pairs or groups first. Then take feedback.

> **Possible answers**
> 1 Many of these sports look dangerous, but the number of accidents is quite small; good equipment and training are important; people who do them are usually good at judging risks, so they don't take unnecessary risks.
> 2 Action cameras may encourage people to 'show off' and take more risks; they can be a good way to learn and improve technique, so they may reduce risk.

3 LANGUAGE FOCUS 1 Referring to visual information

a Give time for students to think of alternatives and note them down. They could do this alone or in pairs. Take feedback and encourage students to suggest a range of answers. Emphasise that more than one answer may be possible.

> **Possible answers**
> 1 indicates, illustrates, makes it clear
> 2 Take a look, Have a look
> 3 this shows, here we have, this is a list of
> 4 Have a look at, Notice, Concentrate on, Focus on

b 2.3 Play the recording, pausing after each extract to establish what the speaker said. Students note down the expressions.

Answers
1 illustrates clearly
2 Looking now at this slide, …
3 What can be seen here are
4 have a look at
5 What I'd like you to focus on is

c Discuss how the speaker's expressions changed the meaning.

Answers
a 3, 5 b 1 c 2, 4

4 PRONUNCIATION Keeping the listener interested

a 2.4 The aim here is to show how we use rising intonation to keep the listener's attention and to indicate that the speaker is going to say something else. Play the recording for students to notice the differences between how the sentence is said.

Answer
3 The voice falls then rises on the last syllable. This suggests something interesting is about to follow.
(In 1, the voice is flat, so it sounds uninteresting. In 2, the voice goes down at the end, so it sounds as if the speaker has finished that point and it also sounds rather unfriendly.)

b 2.5 Play the recording for students to listen to the more interesting intonation in the final sentence from 4a.

Answer
b

5 LANGUAGE FOCUS 2 Summarising and reinforcing points

a Students will need to read the audio script in this exercise. Either make copies to hand out or project the script onto the board. Students look at the audio script to check what the preceding points were for each sentence. Take feedback as a class. Point out that the phrases all use *this* or *these*, which are often used to refer back to an earlier idea.

Answers
a
1 it's these qualities
2 So this means
3 This is what I mean by
4 (I think) this shows
b
1 She talked about the qualities of people who take up action sports: flexibility, creativity, adventurousness.
2 She described the features of action cameras: they're waterproof, they produce high quality video, they have automatic controls.
3 She described the socialising function: sharing videos makes people feel part of a community.
4 She showed an example picture – an unusual image of a wave behind a surfer.

b In pairs or groups, students imagine what the speaker might have been talking about. Then take feedback and try to get a range of suggestions.

Possible answers
1 He/She talked about different kinds of high adrenalin sports, e.g. rock-climbing, paragliding, base jumping.
2 He/She described how easy it is to take and upload action videos.
3 He/She gave examples of 'viral' videos which attracted millions of viewers.
4 He/She described features of cameras, e.g. they're waterproof, they take good pictures under water, they're resistant to pressure, they're compact.

STUDY SKILLS: PREPARING PRESENTATION SLIDES

The aim here is to help students develop strategies for presenting summary points clearly on a slide. Working alone or in pairs, students design a slide including the points given. This could include a simple diagram of a hill and a thermal current above it, or perhaps a list of points under a heading with a photo of a paraglider. Students compare and comment on each other's slides.

If there is time, you could ask students to use their laptop, tablet or phone to find images of paragliding, including 'point of view' (PoV) images which show the view as seen by the paraglider.

They could compare their finding in small groups. Take feedback, getting each group to tell or show the class one of the images they found. Emphasise these points:

- It's easy to find images on Google and video sequences on YouTube
- To find 'Point of view' images and videos, you can enter a search term such as 'paragliding PoV'
- For a more formal presentation (e.g. to a large audience, at a conference, to include in a dissertation) they should get permission to use visuals or use 'royalty free' images.

6 SPEAKING

a Remind students of the topic they discussed in 1b. If you like, ask them what points they mentioned in their discussion and write a few key words on the board. Working together, each group prepares a short presentation. One person should act as 'secretary' and make notes but they should all contribute ideas and help to choose or design the slides. If possible, they should find suitable visuals on the internet to illustrate their ideas. When they have finished, they can practise giving the presentation in their group.

b One person from each group comes to the front in turn and gives the presentation. They should use expressions to refer to their 'slides' and to summarise their main points. After each presentation, ask the 'audience' if the presentation was clear and what expressions the student used to refer to the slides and summarise points. If you like, let them ask the speaker questions. If it is practical to do this, ask students to prepare real slides at home and give their presentation in the next lesson. This would make the presentation more realistic.

Unit 2 Audioscripts

2.1 Exercise 2a

Lecturer

Action sports – sometimes known as extreme sports – tend to attract people with a particular mentality. They see themselves as being adventurous – they like a sense of danger. But because these are sports with very few rules, as such, they also see themselves as being flexible and, to some extent, creative. Unlike people who play more traditional sports like football and tennis – where rules and winning are important – people who do action sports want an experience – an extraordinary experience.

Now it's these qualities – seeking experience and being creative – that have meant that people in action sports have been very quick to adopt technology as part of the sport. The most obvious example of this is the use of the action camera.

2.2 Exercises 2c & 2d

Lecturer

Now, I think this slide illustrates clearly what I mean … If we think back about 15 years, images of this nature were not that common and required specialist equipment and perhaps a specialist photographer. However, now there are photos and videos like this all over the internet. Action cameras can be strapped to a helmet or someone's chest and the experience is filmed as it happens.

Looking at this slide, here are some of the things that these cameras can now do. It's quite impressive. They can often produce high definition, quality video, so when viewed on a larger TV screen, the experience is dramatic. They have a range of automatic controls such as voice activation as well as sensors that register when something exciting is happening. These sensors can also automatically record things like speed and location. What's more, many action cameras are waterproof and they can be used up to 30 metres under water. So, this means they're incredibly flexible devices that can cope with the very extreme environments associated with action sports – from high altitudes to under the sea.

But this raises the question: what purpose does this serve, if any? So, let me try to answer that. What can be seen here are what I call the *core functions* of action sports videos.

The expressive function, firstly, is all about sharing the experience. So, when an action sports person films and then uploads video, it's a means of expressing themselves, a bit like artists, of showing to the world or sharing with others the physical and emotional nature of the experience. Secondly, this sharing of the video makes them feel part of a community and it may attract new members to that community. This is what I mean by a socialising function. And with many action sports such as surfing or skateboarding, there is a lot to learn in terms of technique, so these videos can have an educative function and they can teach techniques associated with the sport. And finally, while these sports are not highly competitive, there are competitions. Judging who is the best surfer or skateboarder can be quite subjective, so use of this video can help evaluate an action sports person's performance in a competitive situation.

But I think the most remarkable thing about action cameras is that they create some impressive images. To give you an idea, have a look at this photo. This is one of my favourites. Now, this was taken by one surfer filming another. What I'd like you to focus on is the wave – look at the way it curls over the surfer. This is very much the perspective of a wave as experienced by a surfer – this beautiful tunnel of water. Now, I've never surfed, but I feel like I'm really there. This photo really takes me into the sensation of surfing – what it might feel like. 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.

2.3 Exercises 3c

1. I think this slide illustrates clearly what I mean …
2. Looking at this slide, here are some of the things that these cameras can now do.
3. What can be seen here are what I call the *core functions* of action sports videos.
4. To give you an idea, have a look at this photo.
5. What I'd like you to focus on is the wave – look at the way it curls over the surfer.

2.4 Exercise 4a

1. I think this slide illustrates clearly what I mean.
2. I think this slide illustrates clearly what I mean.
3. I think this slide illustrates clearly what I mean.

2.5 Exercise 4b

I think this slide illustrates clearly what I mean.

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 Point to the two photos and ask students what part of the world they think the islands are in (a Caribbean; b Mediterranean – the town of Korčula in Croatia). In groups, students discuss the question. Take feedback as a class and, if you like, build up a list of ideas on the board.

> **Possible answers**
> Romantic appeal – islands often appear in adventure stories; slower pace of life, fewer roads or big cities; leisure activities – swimming, snorkelling, windsurfing

b In groups, students brainstorm possible answers and make notes of ideas. They should think about moderate sized islands (with a few towns and roads) rather than very small islands. Take feedback as a class. This topic will be returned to later in the Writing section.

> **Possible answers**
> Positive: brings money to the island; more jobs (connected with tourism); more hotels and accommodation; roads improved; new airports and harbours; wildlife reserves protected to appeal to ecotourism; more contact with modern life and the outside world
> Negative: large hotels may not benefit local people; increased cost of living; urbanisation, natural areas destroyed by building and roads; traditional way of life lost

2 READING

a Explain that the text is from the first page of a student's essay (the whole assignment would be about 2,000 words). Quickly look through the questions. Then ask students to read the text fairly quickly and find answers. Students check answers in pairs. Then take feedback as a class.

> **Answers**
> 1 b (This corresponds to what the students says he/she will cover at the end of the introduction: developing operational literacy and examples of practical responses. Title *a* is too broad; Title *c* only refers to environmental impacts [this is covered in the first page but the complete essay would go beyond that and be mainly about responses].)
> 2 b This is shown by the way the first page is structured: the first paragraph briefly outlines positive impacts, but then goes into more detail about the negative impacts and how they can be addressed.
> 3 Students' own answers

b Students read the text again and complete the notes. Make it clear they should only make brief notes (a few words or phrases for each point). Then they compare their notes with a partner to see if they noted the same points. Then get feedback. If you like, you could build up a set of notes on the board, asking students to make suggestions.

> **Possible answers**
> *Reasons islands are attractive to tourists:* range of attractions in a small area
> *Benefits of island tourism:*
> 1 contributes to the economy
> 2 benefits the community
> *Negative consequences – three kinds:*
> 1 environmental
> 2 social
> 3 cultural
> *Environmental impacts:*
> • coral reefs: fragile, easily damaged
> • recreational boating: oil spills, heavy metals – degrades ecosystem
> • transport/construction: waste disposal, dumping materials – pollution – decrease in marine life
> • beaches: waste disposal – bacteria, fungi; off-road vehicles – compacts the sand
> • fishing: illegal fishing by tourists, pollution from boats, over-fishing
> *Reducing the impact:* 'environmental literacy'
> 1 nominal: knowledge but no awareness/concern
> 2 functional: knowledge applied to tackle issues and communicate
> 3 operational: issues continuously perceived – sustained action, developing knowledge

c *Critical thinking: Understanding implied meaning*

The aim here is to encourage students to go below the surface of a text and explore underlying implications rather than only thinking about the literal meaning. In pairs or groups, students discuss the questions. Then take feedback as a class.

Possible answers

1 They provide a sensitive ecosystem which can easily be destroyed.
2 Plant life, corals, microscopic organisms, fish, shellfish, sea birds and reptiles
3 Roads, larger harbours and marinas for yachts, hotels and apartments, extended airports. Damage might include pollution from waste, noise, destroying plants and trees, more traffic and air pollution.
4 Organisms (animal and plant life) that live in the beach will be destroyed; beaches won't be able to absorb rainwater so could be eroded.
5 It has similar characteristics to literacy in reading and writing – literacy involves understanding and being able to gain and share knowledge. Reading literacy can also be divided into levels and people refer to 'functional literacy' and 'operational literacy' in connection with reading and writing.

3 LANGUAGE FOCUS Impersonal expressions

a Ask students to cover or turn over the text and complete the sentences. Point out that there may be more than one possible answer. If you like, do the first one together to establish what is expected. Take feedback as a class, exploring possible answers. Then students check to see what was in the text.

Answers (other possible answers given in brackets)

1 is generally regarded as being (is generally seen as being / is considered to be / is viewed as being)
2 can be seen in the case of (can be seen in / is evident in the case of)
3 has been shown to
4 has been identified as having
5 often referred to as (often called / often known as / often labelled)
6 It has been shown that (Research has shown/indicated that)
7 can be divided into (are sometimes/often divided into)

b In pairs, students discuss question 1. Then take feedback. At this point, you could quickly review the forms of the passive and show them on the board:

Present simple passive: *is/are* + past participle (*Example: refer to* ➜ *is* (*often*) *referred to*)
Present perfect passive: *have/has been* + past participle (*Example: show* ➜ *has been shown*)
Passive infinitive: *be* + past participle (*Example: see* ➜ *can be seen*)

If you like, show how we use passive reporting verbs to report what other people say or think:

Active: Many people regard tourism as important.
Passive: Tourism is generally regarded as important.

Answers

1 a 1, 5 b 3, 4, 6 c 2, 7
2 a as b in c to d as e as f that g into

c Discuss the question as a class.

Possible answer

They give an effect of 'distance' and objectivity, so the writing doesn't sound too personal. They make the points and opinions sound 'softer' and more tentative, so the writer doesn't seem to be stating them too aggressively or dogmatically.

d Elicit answers to the first sentence from the class. Then students do the exercise alone and compare with a partner when they have finished. Take feedback as a class. If you like, write or show the correct sentences on the board.

Answers

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

4 WRITING

a Read through the notes and check that students understand *infrastructure* (= roads, electricity, transport, etc.) and *facilities* (= hotels, restaurants, shops, leisure areas, etc.). In pairs or small groups, students discuss possible further points they could make. Monitor and give help where necessary. Together, they should make their own set of notes, expanding or altering the notes given in the worksheet and adding their own ideas.

b Students either exchange their notes or form new pairs or groups to compare what they have written. Then take feedback and ask different pairs or groups to tell you what points were similar or different.

STUDY SKILLS: WRITING FROM NOTES

The aim here is to make students aware of the importance of writing brief notes to help structure their essay writing.

In groups, students discuss the question. Then take feedback. All the answers are possible except 2 and 5. Bring out these points:

- The main purpose of notes is the give a structure to the essay and to clarify what the main points are and how they fit together.
- To do this, they shouldn't go into too much detail and they should be in the form of simple phrases, rather than complete sentences (so grammar is irrelevant).
- Making brief notes for writing is also a good way of organising and synthesising the longer notes students have taken from reading.
- The act of making notes helps you to focus and have ideas.

c Students use their notes to write a draft. You could organise this in various ways:

1 Working alone, students write the introduction in class. Go round the class, checking progress and helping with vocabulary if necessary.

2 Students write only the first paragraph of the introduction in class (about 50–100 words), then continue it for homework.

3 Students write the introduction for homework.

Optional post-writing stage: Afterwards or in a following lesson, students work in pairs and compare what they have written. Ask them to discuss these points:

- Have they expressed ideas in the same way?
- Have they used similar examples?
- Have they used similar impersonal expressions?

Then take feedback. Check which impersonal expressions students used and write them on the board.

Model answer

Because of the restricted size of small island communities, tourism on small islands is likely to have a greater social and economic impact than it does in mainland tourist areas. Both positive and negative impacts can be identified.

When islands develop as tourist destinations, this often brings with it an improvement in infrastructure and facilities in response to the increase in populations and the needs and demands of the tourist population. Traditionally, island communities are often relatively isolated and sparsely populated, and so they do not benefit from improvements on the mainland such as roads, ports and airports, improved transport services and up-to-date internet and mobile connections. Improvements in these areas are often made because of tourist development, and this can be seen to benefit not only visitors to the island but also the resident population. This in turn has been shown to encourage people to stay on the island or to take up residence there, thus leading to further improvements in infrastructure. A similar pattern can be seen with facilities such as shops, restaurants and cafés, and recreational areas. Not only does tourist development result in a greater number of shops and restaurants, but they are also likely to offer a wider variety to cater for the needs of visitors, again benefitting the local community. Developments such as these will also lead to greater job opportunities for local people. In addition to people being employed directly in providing accommodation, working in hotels and restaurants and selling goods to tourists, tourism can create job opportunities in construction of roads and buildings and in maintaining services such as electricity and water.

However, island tourism does not always bring economic benefits to local communities. This can be seen in the case of large hotel developments which are often separated from the normal life of the island and which are owned by international companies who bring in employees from outside. They also provide all the food and services needed by the tourists who stay in them, so the benefit to local communities is minimal. Also, building for tourism has been shown to lead to loss of farmland and fishing grounds, with the result that many of the traditional jobs done by local people are lost and there are few opportunities for work outside the tourist sector. The influx of relatively wealthy visitors often leads to an increase in prices so that local people effectively become poorer. Because islands are often attractive as places to have a second home or to live in retirement, there may be an increased demand for property, leading to higher prices.

In this essay, I would like to explore ways in which tourism can be made to benefit local communities while reducing the negative social impacts of tourism, a concept often referred to as 'sustainable tourism'. I will also consider some examples of places where sustainable tourism is being successfully implemented.

5 READING EXTENSION

This is an opportunity for students to read in greater depth about impacts of tourism on small islands. The text is taken from an academic paper written at the University of Malta, and is mainly intended for enjoyment and interest, using the tasks and questions to guide students in reading.

Students can read the text in their own time outside the class. If you like, you could discuss the answers together in a later lesson.

a Answers

1 (c) He lists a lot of negative impacts of tourism, but finishes on a more positive and optimistic note.

2 Similar points:
- Islands have fragile ecosystems.
- Waste causes health hazards.
- Beaches are often polluted.
- Tourists often lack awareness of the environment.
- The solution to the problem is to develop awareness.

b Possible answers

1 It's disappearing because it's being built on.
2 They take up a lot of space in proportion to the land available.
3 They cause health hazards and they're ugly.
4 They turn into tourist resorts so their character is lost.
5 They often cause damage unintentionally (they aren't aware of plants).
6 It very quickly reaches an upper limit.
7 Tourism can help local communities to be more aware of it.

c Students' own answers.

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 Look at the pictures and establish what they show (a spider spinning a web; a horse jumping; baby turtles that have just hatched from their eggs, crossing the beach to the sea). Check that students know the meaning of innate (= inborn, a natural instinct that doesn't need to be learned). In pairs or groups, students discuss whether the pictures show innate behaviour. Then take feedback. If you like, ask students for other examples of innate and learned behaviour (e.g. you could ask them to think about human behaviour).

Possible answers

Spider: innate, but the spider can also learn to make changes to the shape if necessary.
Horse jumping: being able to jump is innate, but it has to learn to jump in particular places and ways.
Turtles: innate (they've just hatched and the parent turtle isn't there, so they can't learn from their parent) – they instinctively head for the sea and safety.

b In pairs, students think of an example of impressive or unusual innate animal behaviour. Then take feedback, eliciting ideas from different pairs.

2 LISTENING

a Discuss the questions as a class. You could get answers to question 1 with a show of hands.

b 4.1 Play the recording, then check answers to the questions in 2a.

Answers

1 Its ability to sing is innate, but the particular notes are sometimes learned (from hearing other birds and other sounds).
2 She doesn't answer the question (she asks it).

c 4.2 Play the rest of the presentation. Then check answers to question 2 in 2a.

Answer

In some ways it is like music, but in other ways it is different. There are different opinions about it.

d 4.2 Play the recording again, pausing from time to time so that students can take brief notes. Then take feedback and write or show the notes on the board.

Possible answers

'Is birdsong like music?'	
Arguments against:	Arguments for:
1 birdsong is 'hardwired'	1 bird learns notes from parents (like a child learning the piano)
2 not complex enough to be music	2 has a variety of notes repeated in different ways
3 has a particular function (territory, finding a mate)	3 some music has a function – national anthem, religious music, love songs
4 lacks creativity	4 some birds can mimic sounds and incorporate them

e In pairs, students discuss the questions. Check that students understand *sampling* (= taking a short bit of recorded music and using it in a different piece of music – this is common in hip-hop and electronic music). Take feedback as a class. Some points may have already arisen in answer to 2d.

Answers

1 Beethoven: a blackbird's song isn't as complex as a Beethoven symphony = argument against the idea
2 defending territory: birdsong has a specific function (unlike music which is usually for pleasure or a form of art) = argument against the idea
3 electronic dance music: also repeats the same notes in different combinations = argument for the idea
4 love songs: have a particular purpose (to attract a mate?) = argument for the idea
5 sampling: similar to the way birds mix new sounds into their songs = argument for the idea

f *Critical thinking: Evaluating arguments*

The aim here is to develop students' ability to look at arguments critically and decide why they are or are not convincing. Students discuss the question in pairs. Then take feedback. If you like, write two lists on the board: convincing arguments and unconvincing arguments. Ask students to give reasons for their answers.

3 LANGUAGE FOCUS Referring to facts and opinions

a In pairs or groups, students decide which they think are accepted facts and which are opinions. There are no single 'correct' answers, but it will be clear in 3b which Louisa presents as facts and which as opinions.

Possible answers
Accepted facts: 1, 4, (7)
Opinions: 2, 3, 5, 6, (7), 8
7 is an opinion but is widely accepted as true.

b 4.3 Play the recording and give time for students to write the expressions. Then conduct feedback. Write or show the expressions on the board, and as you go through, check what each expression indicates (a, b or c).

Answers
1 It's almost universally agreed that … (a)
2 Many researchers have argued that … (b)
3 Other experts claim that … (b)
4 It's also generally accepted that … (a)
5 Another common opinion is that … (b) (or possibly (c) if she means 'Another common opinion among researchers …')
6 It's possible to say that … (c)
7 Many researchers have suggested that … (b)
8 You can argue that … (c)

If you like, you could list the answers on the board under three headings:

Accepted as fact	Opinion based on research	Speculative opinion
1 It's almost universally agreed that … 4 It's also generally accepted that …	2 Many researchers have argued that … 3 Other experts claim that … 7 Many researchers have suggested that …	5 Another common opinion is that … 6 It's possible to say that … 8 You can argue that …

c, d Working alone, students decide what they think about the statements. Then they share ideas in pairs or groups and add an expression to each sentence according to what they decide. Encourage them to use the internet to find out the answers.

Answers
3c
1 b Some researchers claim that speaking a language is an innate ability, but others claim it is learned behaviour. This is a controversial issue in psycholinguistics.
2 a Research has shown this and it is generally accepted.
3 a This is now accepted by nearly all researchers and has been shown by fossils.
4 b This is a common belief, but some researchers disagree. Alternative theories are that they became extinct because of climate change, disease, or other geological events.
5 c Research indicates that they had a larger brain, but this doesn't mean they were more intelligent – no research suggests this, so it's just a speculative idea.

Possible answers
3d
1 Many researchers have argued that humans have an innate ability to speak a language.
Other experts claim that the ability to speak a language isn't innate.
2 It is generally accepted that birds need to learn to build nests.
It's almost universally agreed that birds need to learn to build nests.
3 It is almost universally agreed that birds evolved from dinosaurs.
It is generally accepted that birds evolved from dinosaurs.
4 Many researchers have suggested/argued that dinosaurs became extinct because a meteorite hit the Earth.
Other experts claim that dinosaurs became extinct because of climate change.
5 You can argue that Neanderthals were more intelligent than humans.
A common opinion is that Neanderthals were more intelligent than humans.

STUDY SKILLS: FACTS AND OPINIONS

Answer
1 Yes, you can include all of them, but more weight should be given to a), b) and c) than to d) or e).
2 You can use the expressions in 2b to do this, and you can refer to sources from reading and research.

4 PRONUNCIATION Using pauses

a 4.4 Play the recording and discuss the question. Point out that pausing between phrases when giving a presentation is useful because it gives you time to think about what you will say next, so it improves accuracy and fluency; it gives your listeners a chance to absorb what you are saying; and pausing before important words or ideas helps to give them emphasis, so the main points are made clearer.

Answer
Not correct: 3. The pausing doesn't follow the written punctuation.

b 4.5 If possible, project the extract on the board and ask students where they think the pauses will come. Then play the recording and establish the answers. Mark them with a / and ask students to copy them. If necessary, play the extract two or three times.

Answers
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.
Note: These are the main pauses, although there are also other shorter pauses (e.g. after 'talks').

c In pairs, students practise reading out the extract, pausing at the places marked.

5 SPEAKING

a Working alone, students choose a topic and make notes. Monitor and help with choosing topics if necessary.

b When students are ready, move them into groups of three. Make sure students understand what to do. They should:

- take it in turn to talk about their topic to the others
- try to use the expressions from 3b
- after their presentation, answer questions from the group.

If you like, you could give them a list of the expressions from 3b. They put a tick beside an expression when they use it. Go from group to group and listen, but avoid interfering. When most groups have finished, stop and take feedback. Ask each group: *Which was the most interesting presentation and why? Which expressions from 3b did you use?*

Unit 4 Audioscripts

4.1 Exercise 2b

Louisa

So, the animal behaviour I want to focus on is birdsong – the ability that many birds have to sing. As far as I've been able to understand, the controversy here isn't concerned with what is innate and what is learned. It's almost universally agreed that a bird's ability to sing is innate – the neuroscience tells us that. However, the kind of song they sing is learned. And we know that birds can learn 'songs' that aren't part of their repertoire – there are well-known examples of certain species being able to learn and mimic ringtones on phones.

The controversy as far as birdsong is concerned is related to whether you can consider it to be music or not. 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 – it's a kind of magpie and is indigenous to Australia. She described it as being a bit like someone playing jazz on a flute. But is this music? Can we say that these butcherbirds are musicians?

4.2 Exercise 2c

Louisa

But is this music? Can we say that these butcherbirds are musicians? Many researchers have argued that because the ability to sing is hardwired into birds, you can't talk about this as a kind of musical ability. It's a bit like saying that all human beings can speak, but we're not all great orators. Other experts claim that birdsong isn't complex enough to be music. You can't compare a blackbird to Beethoven. It's also generally accepted that birdsong has a particular function. So, for example, it's often used to defend territory or to find a new mate. And another common opinion is that birdsong lacks creativity in the way that human-made music does.

So, these are all relevant arguments. But they can all be viewed from another point of view.

As I said at the beginning, yes, the ability to sing is innate. But the songs that birds sing are passed from one generation to another, so the Australian butcherbird learns different notes and phrases in the same way that a child learns the notes and phrases of the piano. So, it's possible to say that the song birds learn to sing is a kind of cultural transmission that has been going on for hundreds of thousands of years.

And what about complexity? Well, if you listen to birdsong – I mean, really listen carefully – you'll hear a variety of phrases repeated in very different ways. I mean, it's interesting to compare birdsong to electronic dance music that you hear in clubs. So, I wonder whether you can really argue that birdsong lacks complexity.

I agree that birdsong often does have a specific function. But what about a country's national anthem? What about religious music? Consider love songs. Are birds the only species to make music for a reason? Many researchers have suggested that human music is both meaningful and has an important cultural role to play.

Finally, the creativity argument. I think here, it's interesting to focus on the way some birds can mimic sounds they hear. What they often do is incorporate these sounds into their range of song. What does this mean to the bird? Could we, in fact, say that this mixing of copied sounds with their own song is a bit like modern day sampling of music? This is something we generally see as creative.

So, I think there are all sorts of ways in which you can argue that birdsong is like music. And what I'd like to do now is look at how composers and musicians are incorporating birdsong into their work …

4.3 Exercise 3b

1. It's almost universally agreed that a bird's ability to sing is innate – the neuroscience tells us that.
2. Many researchers have argued that because the ability to sing is hardwired into birds, you can't talk about this as a kind of musical ability.
3. Other experts claim that birdsong isn't complex enough to be music.
4. It's also generally accepted that birdsong has a particular function.
5. And another common opinion is that birdsong lacks creativity in the way that human-made music does.
6. So it's possible to say that the song birds learn to sing is a kind of cultural transmission that has been going on for hundreds of thousands of years.
7. Many researchers have suggested that human music is both meaningful and has an important cultural role to play.
8. So I think there are all sorts of ways in which you can argue that birdsong is like music.

4.4 Exercise 4a

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

4.5 Exercise 4a

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.

Unit 5
Sociology

ACADEMIC SKILLS PLUS
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 In pairs, students discuss the questions. Monitor and help with language as necessary. Take feedback as a class. In answer to question 3, take a poll by asking students to put their hands up for each category and put the results on the board. This can be referred to after the first listening.

2 LISTENING

a You may wish to pre-teach the words in the box.

> **KEY VOCABULARY**
> *impulsive* (adj) this describes a person's behaviour when they do things suddenly without planning or without thinking about the consequences (*Example:* He's an impulsive shopper and often just buys things he sees without thinking about the price.)
>
> *the accepted norm* what is normal or typical (*Example:* Using slides in lectures is now the accepted norm in many universities.)

5.1 Play the recording for students to listen for the answer to 1a question 3. Students compare their answers in pairs, then check the answer as a class.

> **Answer**
> a

b In pairs, students discuss possible reasons. Take feedback as a class and write some of the ideas on the board. Leave these ideas on the board for the next exercise.

c 5.1 Play the recording for students to listen for the answers to questions 1 and 2. Students compare answers in pairs and then take feedback as a class. Refer to students' ideas from 2b on the board.

> **Answers**
> 1 physical ability, inability to deal with stress constructively, impulsive nature of teenagers, older people less fit and more mature, older people want less from life
> 2 The lecturer indicates that certain crimes are more commonly carried out by slightly older criminals in their twenties and human being can still be impulsive at this age.

d *Skills focus: Understanding specific points*

Tell students they will listen to the recording again and make notes. Give them time to read the different categories and encourage them to write in any information they remember from the first listening. Play the recording then get students to compare their answers in pairs. Check if students need to listen again. If not, take feedback as a class. You could write answers on the board or you could show the answer key below.

> **Answers**
> *Adolescents*
> 1 physical agility: crimes require physical strength and criminals who are caught have to run away quickly
> 2 stress: caused by divorce of parents, death of a parent – can mean teenagers get involved in crime – an immature reaction to stress
> 3 impulsiveness: teenagers want new experiences without thinking about the consequences or they can't control their behaviour
> *Older people*
> 4 maturity: older people are wiser and more aware of the consequences of committing a crime
> 5 aspirations: the money and excitement of criminal activity is less interesting – they give up crime
> *Challenges to assumptions*
> 6 typical crimes: vehicle and driving related crimes are more likely to be committed by people over 20
> 7 neuropsychology: brain development goes on longer and ability to control impulsive behaviour still develops in young adults

e *Critical thinking: Generalising from given information*

Give students time to read the questions and make notes on possible answers. In small groups, students discuss the answers. Monitor and help as necessary. Take feedback as a class and accept different ideas. Tell students about the information in the suggested answer if it is not mentioned in feedback.

> **Suggested answers**
> 1 Young criminals may decide they like crime and become 'career criminals'. This is often the case if they go to prison where they might learn about committing crimes from older, more experienced criminals. Financial and/or psychological needs may continue to pressure older people into criminal activity of some kind. Some older people don't develop the kind of emotional maturity that means they hold back on their impulses or become aware of the fact that crime ultimately doesn't pay. Some older people may live in a world where their friends and associates are involved in criminal activity and they continue to commit crimes because a life of crime is seen as the norm.
> 2 Apart from vehicle and driving related crime, research says that the following crimes are more likely to be committed by young adults or older people: physical assault, homicide, fraud, bribery.

3 PRONUNCIATION Consonant clusters

a 5.3 Play only the first sentence of the recording. Ask students to notice the underlined parts of the words. Tell students these are consonant clusters and that they are about sounds and not spelling, e.g. *th* isn't a consonant cluster because it is only one sound. Play the whole recording and students underline four more consonant clusters. In pairs, students compare answers. Play the recording again if necessary. Take answers as a class.

Answers

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 & c 5.4 Tell students they only have to write down the words with consonant clusters and not the complete example. (If you think your class will find this task challenging, you could write up or show the examples so they only have to listen and identify the word with a consonant cluster.) Play the recording twice. Students compare their answers in pairs and then write up the words on the board. In pairs, students underline the consonant clusters in the words. Take answers as a class to the board.

Answers

1 … but let's just recap on what exactly it is.
2 … and many of them struggle to control their behaviour.
3 However, an older person's lack of interest is more likely to result from maturity.
4 … Perhaps they were involved in crime as adolescents.

d Elicit students' ideas from the class as a whole. They are likely to say they are important. Tell them this is correct and that unclear consonant clusters can sometimes make spoken language difficult to understand, particularly at the beginning and in the middle of a word.

Suggested productive practice

Students can practise saying the example sentence in 3a in pairs. You could also write up on the board (or give) the examples in 3b for students to practise saying. If there's a particular consonant cluster you know that your students find hard, you could give them a sentence that contains example words with this cluster to practise saying in pairs.

4 LANGUAGE FOCUS Cause, effect and reason

a 5.5 Give students time to read the sentences and encourage them to guess what words can go in the gaps. Play the recording and pause after each example. In pairs, students check their answers. If necessary, play the recording one more time, but without pausing between examples. Take answers as a class.

Answers

1 one important factor
2 Another reason
3 this can account for
4 a possible cause
5 have an effect on
6 likely to result from
7 lead to

b Individually, students answer the questions and then check their answers in pairs. Take feedback as a class.

Answers

1 reason, cause
2 factor
3 a possible cause, likely to result from
4 this can account for
5 have an effect on, leads to

c Individually, students underline the expressions in the examples and then check in pairs. Check the answers as a class to the board.

Answers

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 Ask students to discuss these questions in pairs and encourage them to give a reason for their answers. Check answers as a class.

Answers

1 Sentence 2 – this shows the reason for something followed by the negative outcome.
2 Sentence 3 – there are no qualifying modal verbs or adverbs in a cause, effect and reason phrase.
3 Sentence 1: often; Sentence 2: can; also, the phrase 'play a part' has a tentative meaning because it indicates it's not the only reason. Sentence 4: can; also, the verb 'attribute' suggests that people think or believe something is the reason and indicates a lack of certainty.
4 can be attributed to

e Put students in pairs to make oral sentences – tell them not to write anything down. Monitor and help with language. There are no correct answers, but some example answers are given below.

Possible answers

The culture of a company can play a part in fraud. If most employees think it's all right to cheat then some employees may take this too far. Fraud is often caused by greed and there is sometimes one employee who thinks that stealing from the company is an easy way to get money. Another reason for fraud is inadequate accounting. If the company doesn't keep a detailed record of money coming in and going out then it's easy for someone to steal.
Fraud can sometimes be attributed to the personal need of an individual employee. If that person has financial problems such as high medical bills, they may see fraud as a way of solving the problem.

5 SPEAKING

a Individually, students choose a topic. Point out that they can talk about an achievement (something positive) and it does not have to be about a problem. Give students time to make notes. Monitor and help with language.

b In pairs, students talk about their topic. Remind them to use cause, effect and reason language. Monitor and make sure students are using the expressions. When both students have finished, they can tell each other if they agree or not and make any other suggestions they think of as they are listening. Take feedback as a class on some examples that were discussed. Give feedback on language you heard when monitoring – both good examples and errors.

Unit 5 Audioscripts

5.1 Exercise 2a

Lecturer

I'd like to begin by referring to the age–crime curve – something I'm sure you've all read about – but let's just recap on what exactly it is. 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, in other words, between the ages of 16 and 20, and then, after that, the proportion of the population involved in criminal activity actually declines. So, as we age, we're less likely to get involved in a life of crime. Why might this be the case?

5.2 Exercise 2c

Lecturer

Why might this be the case? Well, let's start with an easy reason. A lot of crimes require a fair amount of physical strength and agility. If someone catches you breaking into a house you're going to have to run … and run fast. So, one important factor in the relationship between age and crime is the physical ability of young people.

Another reason that researchers have highlighted is stress. So, if a young person experiences stressful events in their life, for example, their parents' divorce or perhaps the death of a parent, then this can account for their involvement in some kind of criminal activity. As people get older, they can usually deal with stress in more constructive ways.

Other researchers have pointed to the impulsiveness of adolescents as a possible cause for the high incidence of crime in this age group. Teenagers are of course keen to try out new things and they often don't think about the consequences. And many of them struggle to control their behaviour. Crime can be exciting and it can mean easy money.

Another way of looking at this is to consider why older people find a life of crime less attractive. Well, first of all, a decrease in physical fitness might have an effect on their motivation for crime. They know they won't be able to run as fast if the police are in hot pursuit. However, an older person's lack of interest is more likely to result from maturity. They grow up – they become wiser. Perhaps they were involved in crime as adolescents, but they've learnt that crime doesn't pay and they withdraw from that world.

Psychologists have also maintained that a person's aspirations change as they get older. The money and excitement associated with crime possibly gets less appealing. Former criminals end up wanting less from life and these diminished aspirations lead to them giving crime up.

So this has been the accepted norm when looking at the relationship between age and crime. And it's worth pointing out these age–crime patterns are thought to be more or less the same across different social groups and different kinds of societies.

However, more recent research has begun to question some of these assumptions. So, to take one example, Fagan and Western's 2005 study looked at different kinds of offences. They illustrate that crimes that relate to vehicles and driving are, in fact, more common in young adults, in other words, people over the age of 20, than they are in adolescents.

And if we look at the issue of risky, impulsive behaviour, recent research in neuropsychology by Farrington et al shows that brain development goes on longer than we thought. Our logical reasoning ability is more or less developed by age 15, but our ability to judge risk and control our impulse continues to develop until we're young adults.

So, in the remainder of this lecture, I'd like to look at some of the counter arguments to the age–crime curve ….

5.3 Exercise 3a

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.

5.4 Exercise 3b

1 … but let's just recap on what exactly it is.
2 … and many of them struggle to control their behaviour.
3 However, an older person's lack of interest is more likely to result from maturity.
4 Perhaps they were involved in crime as adolescents …

5.5 Exercise 4a

Why might this be the case? Well, let's start with an easy reason. A lot of crimes require a fair amount of physical strength and agility. If someone catches you breaking into a house you're going to have to run … and run fast. So, one important factor in the relationship between age and crime is the physical ability of young people.

Another reason that researchers have highlighted is stress. So, if a young person experiences stressful events in their life, for example, their parents' divorce or perhaps the death of a parent, then this can account for their involvement in some kind of criminal activity. As people get older, they can usually deal with stress in more constructive ways.

Other researchers have pointed to the impulsiveness of adolescents as a possible cause for the high incidence of crime in this age group. Teenagers are of course keen to try out new things and they often don't think about the consequences. And many of them struggle to control their behaviour. Crime can be exciting and it can mean easy money.

Another way of looking at this is to consider why older people find a life of crime less attractive. Well, first of all, a decrease in physical fitness might have an effect on their motivation for crime. They know they won't be able to run as fast if the police are in hot pursuit. However, an older person's lack of interest is more likely to result from maturity. They grow up – they become wiser. Perhaps they were involved in crime as adolescents, but they've learnt that crime doesn't pay and they withdraw from that world.

Psychologists have also maintained that a person's aspirations change as they get older. The money and excitement associated with crime possibly gets less appealing. Former criminals end up wanting less from life and these diminished aspirations lead to them giving crime up.

Unit 7
Robotics

ACADEMIC SKILLS PLUS
Technology and politics: Work in the future

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

1 SPEAKING

a Point to the photo and elicit what it shows to establish the idea of robots in the workplace. In pairs, students discuss which jobs could be done by robots giving reasons for their answers. Take feedback as a class and elicit different ideas.

b Individually, students read the question and think of possible answers for a minute. In small groups, students share their ideas. Take feedback as a class and elicit three or four different possible implications.

2 LISTENING

a 7.1 Before the listening, you may wish to pre-teach the words in the box and explain the culture note below that explains an example referred to in the listening.

KEY VOCABULARY
augment (v) increase the size or value of something by adding to it (formal) (*Example:* An English-language immersion programme at secondary school would definitely augment students' ability in English.)

empathy (n) when you can share someone else's feelings or experiences by imagining what it would be like to be in that person's situation (*Example:* She's a very supportive boss because she shows real empathy when her team members have a problem at work.)

dystopian (adj) when you describe an imaginary society where people do not get on well and everyone is unhappy (*Example:* Many science fiction books and films show future dystopian societies where life is hard.)

CULTURE NOTES
Grenfell Tower refers to a fire in a tower block of housing in central London in June 2017 that killed at least 80 people. The fire spread very quickly and sub-standard building materials and practices are thought to be to blame for the disaster.

Tell students they're going to listen to an excerpt from an authentic podcast called *Talking Politics*. They will hear Professor David Runciman who is Head of Department at the Department of Politics and International Studies (POLIS) at the University of Cambridge. He's talking about the book *Machine, Platform, Crowd: Harnessing the Digital Revolution*, but in the podcast he uses the following title for the book: *Machine, Platform, Crowd: Harnessing our digital future*.

Students read the questions. Then, play the recording. In pairs, students check their answers before checking answers as a class.

Answers
1 politician, doctor, judge
2 The book suggests that robots won't take our jobs, but there will be new professions where human beings will work together with robots.
3 He thinks it may work for some professions, but he's uncomfortable with the idea of using robots in his field of interest: politics.

b 7.1 Students listen to the recording again and take notes on the three topics. In pairs, they can compare their answers. Play the recording again if necessary. Check the answers as a class by writing notes on the board.

Answers
1 Medicine: robots give an expert diagnosis and a human being helps patients understand and cope with the diagnosis – shows empathy; doctors have different training – perhaps less medical knowledge; different way of training to be a doctor
2 Law: Grenfell Tower judge lacks empathy – has good knowledge, but maybe that is not important – machine could have better legal knowledge; human being can help you feel better about the information
3 Politics: politicians develop networks, but machines create policy – politicians make people feel better about policy; perhaps a dystopian view

c *Skills focus: Understanding very rapid speech*

7.2 Tell students the aim of the activity is to understand very rapid speech – something they may need to do sometimes in a university context. Give them a minute to read the excerpt. Play the recording three or four times, getting students to compare their answers between each playing. Check the answers as a class. If students find this challenging, they may wish to listen one more time once they have seen the correct version. The question can either be discussed in pairs followed by feedback or it can be discussed as a class.

Answers
(corrections in **bold**)
And **so** this book **has** an example and I'm going to apply it to politics in a second **which is** basically medicine in the future will be you**'ll** go and see your doctor, and you**'ll** meet a human being and a machine and they**'ll be** sitting next to **each** other holding hands.

The changes mostly involve small function words such as redundancies (*so*), auxiliary verbs (*will*) and pronouns (*which*).

d *Critical thinking: Drawing implications*

Individually, students read the question and think of possible answers for a minute. In small groups, students share their ideas. Monitor and help with language if necessary. Take feedback as a class and elicit two or three different dystopian scenarios. Outline the ideas in the suggested answers if they are not mentioned.

Suggested answer

One possibility is that robots and computers will take over so many jobs there will be mass unemployment. While this should mean more free time for people, it is possible that those who own or control the robots have economic power and everyone else just manages to get by. Another dystopian view is that robots will end up becoming smarter than human beings and take control, or computer programmers who understand robots are able to have excessive control and influence over society. A third possibility is that human beings become so reliant on artificial intelligence that any malfunction could cause massive disruption to daily life. It also opens up the possibility of intense cyber warfare between nations.

3 PRONUNCIATION Extra information

a Individually, students put the phrases in the correct gap then compare their answers in pairs. Don't check answers at this point.

b 7.3 Play the recording for students to check their answers. Then take feedback as a class.

Answers

OK the book I'm currently reading is called 'Machine, Platform, Crowd: Harnessing our digital future', [3]**it's a kind of business book**, by Andrew McAfee and Erik – [5]**I'm going to get his name wrong** – Brynjolfsson. They wrote an earlier book, famous book about the coming new machine age. They're obsessed basically with robots. [1]**I'm a tiny bit obsessed with robots**, but I'm particularly interested in, [4]**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, [2]**and there are a few of them now**, that is saying 'no', we should be much cheerier.

c 7.3 Play the recording again for students to answer the questions. Students compare their answers in pairs. Then check answers as a class.

Answers

1 quickly 2 low

They are asides and are not key pieces of information.

d 7.3 Students listen to the recording again and mark the direction of the tone. You may need to play the recording more than once. In pairs, students compare their answers and discuss the question. Check answers as a class and put arrows on the board so the direction of the tone is clear. Accept different answers to the question and guide students towards understanding the answer below.

Answers

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 ↘

When the tone goes down, the speaker is signalling that this utterance and the idea is complete. When the tone goes up, it indicates the tone unit is not complete and the speaker perceives that they're in the middle of an unfinished idea.

Suggested productive practice

In pairs, students take turns to practise saying the excerpt trying to make sure the tone of the expression as a whole is lower than the rest of the information. Tell them they can experiment with the direction of the tone (up or down) at the end of each expression. Their partner could write 1 to 5 on a piece of paper and note down the direction they think their partner used and then give feedback.

STUDY SKILLS: KNOWING WHAT TO LISTEN FOR

In small groups, students discuss the questions. Take feedback as a class and find out if your students are aware of tone when they listen. Accept different answers to question 2 and guide students to the ideas in the suggested answer.

Suggested answer

2 Lecturers and other students are likely to have asides when they speak. Most fluent speakers of English will use a lower tone. If you can recognise this tone, it tells you that this information is less important and allows you to focus on the key information. Lecturers and other speakers will often stress main points when they speak – this is what students should try and focus their attention on.

4 LANGUAGE FOCUS 1 Style

a Individually, students read the excerpt and find and replace informal expressions with examples 1 to 4. In pairs, students compare answers, then take answers as a class to the board.

Answers

I'm [2]**very slightly / marginally** obsessed with robots, but I'm particularly interested in, as [4]**I imagine** 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 [1]**more optimistic**. We had a [3]**colleague** 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.

b Individually, students read the audio script and look for examples of informal language. In small groups, students can compare their answers and think of more neutral/formal examples to replace the informal language. Take feedback as a class to the board. Accept different versions of neutral/formal language if they are correct.

Answers

(more neutral/formal version in brackets):
do the kind of empathy (*show empathy*); out of work (*unemployed*); might be more doctors (*there might be …* – the pronoun is omitted); the guy who (*the expert/ man who*); crusty old judge (*argumentative old judge*); to do an enquiry (*to carry out an enquiry*); 'cos (*because*); I'm not really good at empathy (*I'm not very good at showing empathy / empathising with others*); it's not my thing (*it's not something I'm good at*); politics kind of gets left behind (*politics to some degree/extent is excluded*); a little part of me (*a small part of me*)

c In small groups, students discuss the question. Take feedback as a class and, if not mentioned, guide students towards the ideas in the suggested answer.

> **Suggested answer**
> While the podcast topic is of an academic nature, the target audience is the general public and use of less formal language is appropriate. It allows Professor Runciman to communicate directly with the audience. If he were delivering a formal lecture on this topic, he would be less likely to use informal language and would probably adopt a neutral or formal style. In tutorial discussions, students are likely to use less formal language. However, in presentations, particularly those that are assessed as part of course work, it would be advisable to use neutral or perhaps formal language. Unless otherwise stated by the faculty in which a student is studying, the language style of an oral presentation probably wouldn't need to be very formal.

5 LANGUAGE FOCUS 2 Opinions

a Individually, students read the examples and think about the questions. In pairs, students compare answers, then check answers as a class.

> **Answers**
> They all express an opinion or point of view.
> Sentence 1 is different a) because it reports another person's opinion; b) it's a positive opinion – all the rest are negative or cautious; c) it is a clearly expressed opinion – all the rest are indirect or hesitant to some degree.

b Individually, students order the phrases then check their answers in pairs. Check answers as a class to the board.

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

c Give students a minute or two to think of a job they know about and also to think of opinions. If it helps, suggest they make notes, but do not let them write down complete sentences. In pairs, students tell each other about the job they have chosen and express their opinions. Take feedback as a class and elicit three or four different opinions about different jobs.

6 SPEAKING

a, b Individually, students choose one of the topics or they can choose their own idea about technology in the future if there is something they would like to talk about. Give them about five minutes to plan what they want to say. Remind them that the context is less formal. Monitor and help with language as necessary.

c Put students in pairs so they are talking about different topics. They give their informal presentations to each other. After each student finishes, their partner tells them to what extent they agreed and they give their opinions. Monitor and listen for language. Take feedback as a class and get three or four different examples and different opinions that were voiced. Give feedback on language you heard when monitoring – both good examples and errors.

Unit 7 Audioscripts

7.1 Exercises 2a & 2b

David Runciman

OK, the book I'm currently reading is called *Machine, Platform, Crowd: Harnessing our digital future* – it's a kind of business book, by Andrew McAfee and Erik – I'm going to get his name wrong – Brynjolfsson. They wrote an earlier book, famous book about the coming new machine age. They're obsessed basically with robots. 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, ah, 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. And, actually, there'll be a whole new kind of jobs and professions which are for human beings to do the things that the machines can't do basically in conjunction with the machines. And so, this book has an example, and I'm going to apply it to politics in a second, which is basically medicine in the future will be – you'll go and see your doctor and you'll meet a human being and a machine and they'll be sitting next to each other holding hands. And the machine will tell you what's wrong with you and then the doctor will talk to you about how to cope with that information. And the doctor will do the kind of empathy. And, actually, the doctor might not need a huge amount of medical training – need much more training in empathy. And the machine will be much better than the doctor at actually knowing what the medical diagnosis is. But that doesn't mean the doctor is out of work – might be more doctors, might be different ways of becoming a doctor. So, the question for me is what does that mean for politics? Because that's what I'm interested in and I'm … I'm not sure, but I think it might be good for lots of professions, but I'm not sure about politics. And it is … we are living through a moment in politics – the week that I'm speaking, the guy who's been appointed judge for the Grenfell Tower enquiry is under a lot of pressure, including from the MP for Kensington, to stand down because he lacks empathy. So, the thought is: there's this crusty old judge, who presumably knows a lot about the things that you need to know about to do an enquiry like this. But maybe that's not what matters, or increasingly that's not what matters … possibly even, 'cos people talk about this in relation to law as well as medicine. Machines could do that better, actually if you wanted to know what was wrong with that building we're quite close to the point where you might want to ask a machine. And what the human beings are there for is to tell you how to feel better about it. That could be the future of politics, and I … so it makes me uncomfortable, but I think it makes me uncomfortable because I think I'm not really good at empathy. That's not my thing. And I'm aware that that's a kind of a failing – a kind of human failing. So, I don't know. I'm not saying it's … it's bad if politics goes more down that route, but I think there's also a real danger that politics kind of gets left behind in this world. Do we really just have politicians who have all of these smart networks and machines who devise policy for them, and then they just make us feel better about that policy? So, there's still a little part of me which always defaults to the dystopian. And I can see this might be good, but … hmm.

7.2 Exercise 2c

And so, this book has an example, and I'm going to apply it to politics in a second, which is basically medicine in the future will be you'll go and see your doctor, and you'll meet a human being and a machine and they'll be sitting next to each other holding hands.

7.3 Exercises 3b, 3c & 3d

OK, the book I'm currently reading is called *Machine, Platform, Crowd: Harnessing our digital future* – it's a kind of business book, by Andrew McAfee and Erik – I'm going to get his name wrong – Brynjolfsson. They wrote an earlier book, famous book about the coming new machine age. They're obsessed basically with robots. 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.

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 Look at the first item in the list as a class (lack of leisure time) and discuss how it might affect your productivity (e.g. you get tired easily, you get physically unfit, you are more likely to fall ill, you get 'burnout'). Working individually, students add points to the list.

b In pairs, students choose three factors from their list and discuss the questions. Take feedback as a class, asking pairs to summarise their ideas. You could build up a list of factors on the board.

2 VOCABULARY Abstract nouns

a The aim here is to focus on key verbs, adjectives and nouns that will come in the listening.

Working individually or in pairs, students complete the sentences. Then conduct feedback and write or show pairs of words on the board. Check that students can pronounce the words with the correct stress.

Answers

1 productive, productivity
2 deprive, deprivation
3 correlate, correlation
4 perform, performance

3 LISTENING

a 8.1 Use the seminar topic and picture to establish the situation: Yuri and Salwa are preparing a seminar together and they're discussing what aspects they should focus on. Read through the summaries, then play the recording. Students discuss answers in pairs. Then, conduct feedback.

Answer

1
(2 is a particular point that Salwa makes; 3 is only mentioned in passing and is a minor point.)

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

8.1 Give time for students to read through the points (1–6). If you like, they could answer the questions first, and then you play the recording to check.

Answers

1 Yuri
2 Salwa
3 Salwa
4 neither (they don't mention this)
5 neither (Salwa says managers should be respected, not that they should work harder)
6 Salwa

c *Critical thinking: Understanding connections between abstract ideas*

The aim here is to encourage students to think about abstract ideas and see connections between them. All the ideas are related to productivity and some are also related to each other.

Discuss the first item (physical well-being) as a class. Ask what it is (being fit and healthy, etc.). Then ask how it is connected with psychological well-being, with absenteeism and with productivity. In groups, students discuss the concepts. Then conduct feedback.

Possible answers

1 general health, fitness, not being too tired, sleeping well, getting enough exercise, etc. It is an important factor in productivity (though not the only one); it contributes to psychological well-being; it reduces absenteeism because workers are less likely to fall ill or feel tired.
2 feeling happy, content, not depressed, motivated, having a positive attitude, etc. It is also an important factor in productivity, leads to less absenteeism (because workers are happy to go to work); it will encourage team morale because the workers have a positive attitude.
3 workers missing work or coming late. It reduces productivity; it may be caused by lack of physical or psychological well-being; it leads to lower team morale (people not coming to work creates a negative atmosphere).
4 the feeling of the group, their attitude to work, how well they work as a team. It is an important factor in productivity.
5 the things that employees need to do their job. It may be manual tools/equipment or technology. Up-to-date tools will improve productivity and improve psychological well-being and team morale.
6 how much is achieved or produced by the employees. It will be affected by all the factors 1–5.

4 PRONUNCIATION Phrases in connected speech

a 8.2 The focus here is on phrases which are said rapidly in connected speech, especially on reduced vowels and linking. Play the recording for students to listen and complete the gaps. Then take feedback and write or show the answers on the board.

Answers

1 a bit of 2 again and again 3 to work and perform
4 dollars a year

b Discuss the questions as a class.

Answers

1 They are said quickly; the words are linked (run together).
2 They are reduced: the vowels change to a 'schwa' sound.

c In pairs, students practise the sentences, saying the phrases quickly. Then ask students to try saying them round the class.

5 LANGUAGE FOCUS Interpreting what someone says

a 8.3 The aim of this section is to focus on expressions for interpreting and clarifying what other people said and also indicating that you haven't understood. Play the recording. Students complete the expressions with words from the box. If you prefer, you could ask students to complete the gaps first, then take feedback and play the recording to check. Point out that 6 means 'what you're trying to say' or 'the point you want to make'.

> **Answers**
> 1 saying 2 impression 3 mean 4 understand
> 5 understood 6 getting

b In pairs, students discuss the questions, then get feedback.

> **Answers**
> a 2 b 6 c 1, 3, 4, 5

c Read the first remark aloud and elicit responses from a few students. Students then complete the exercise in pairs. Take feedback and elicit different possible responses.

> **Possible answers**
> 1 So if I understand you correctly, you're saying that they should be given longer holidays.
> 2 So does that mean that you think emails should be banned during working hours?
> 3 Sorry, I'm not sure what you're getting at. What do you mean by 'accountability'?
> 4 I get the impression that you don't think managers do a very good job.
> 5 So, just to check that I've understood you – you don't think employees need to be motivated?

d In pairs, students say the sentences and respond to them. You could demonstrate with one student:

Student: If employees have more time off they work more efficiently.

You: So, does that mean you think they should have a shorter working week?

Student: Yes, I think that would be a good idea.

You: Well, I'm sure that would be popular with the employees!

STUDY SKILLS: SHARING IDEAS

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

1 Yuri only contributed one idea, which was quite limited. Salwa developed Yuri's idea and suggested some better ideas.
2 Yuri got new ideas from talking to Salwa. Salwa also benefited, because she had to express her ideas and explain them to Yuri, so this helped her to develop and refine them.
3 Clarifying points helps you to check that you have really understood. It also helps the other person because it forces them to express their ideas clearly and helps them to see whether they make sense.

6 SPEAKING

a In pairs, students choose one of the topics or a topic of their own that they can both talk about. Go round and give help with choosing topics if necessary.

b Working individually, students prepare points on their topic, making brief notes. Go round and help if necessary.

c When students are ready, move them back into their pairs. Make sure students understand what to do. They should discuss their topic, taking it in turn to make points, listen to their partner and check they fully understand. They should use the expressions from 5a to clarify points and then try to reach agreement about them. You could give students a list of the expressions from 5a and ask them to put a tick beside an expression when they use it. Monitor, but avoid interfering.

d When most pairs have finished, ask one student from each pair to summarise their points. Encourage the other students to clarify points they don't fully understand, again using expressions from 5a.

Unit 8 Audioscripts

8.1 Exercises 3a & 3b

YURI So, I've been doing a bit of background reading online and a topic that keeps coming up again and again is sleep.
SALWA Sleep? Sorry, I don't understand.
YURI Sorry – the effect of sleep on workplace productivity.
SALWA OK. Tell me, what have you found out?
YURI Well, there's a medical research organisation in the States – of course, I can't remember the name of it – but, anyway – and what they've worked out is that there's a clear correlation between sleep deprivation and low productivity.
SALWA And how does that work?
YURI Well, an employee sleeps badly – they wake up feeling tired and they do one of two things – either they call in sick and have the day off or they come to work and perform badly. So, you see, either way, there's a drop in that employee's productivity for the company.
SALWA OK, let's see. So, what you're saying is that lack of sleep always leads to poor workplace performance?
YURI Yeah.
SALWA Sure.
YURI Yeah. And the article I read talked about an annual loss of over 400 billion dollars a year in the US – just imagine!
SALWA Really? That much?
YURI Well, that's what I read.
SALWA So, if everyone got a good night's sleep the economy would suddenly take off! That's crazy!
YURI Well, it'd probably do better.
SALWA 400 billion is a lot of money.
YURI Maybe not for the US.
SALWA A comfortable bed and everyone gets rich – as simple as that.
YURI Mm. I get the impression you're sceptical.
SALWA Well, I'm sure getting enough sleep helps employees, but I'm not sure that the connection between sleep and productivity is as tight as you're suggesting.
YURI Why? What makes you think that?
SALWA Well, I haven't done any reading on this, but I know that sometimes when I'm tired I actually do really great work.
YURI Really?
SALWA Yeah. And I think it's because … well, when you feel tired, you sort of automatically feel relaxed, you know. And when I feel like that then I don't really overthink things, you know what I mean?
YURI Maybe. So, does that mean you don't think sleep plays a part in productivity?
SALWA I'm sure it plays a part sometimes. But I think it's a bit more complex than just sleep.
YURI Well, yes, sure, there are other factors, of course …
SALWA I mean, sleep or sleep deprivation isn't the only reason why workers have the day off – they get sick too … emergencies …
YURI Of course.
SALWA And there are things like stress, you know, their psychological well-being. That also has a big role to play in worker absenteeism.
YURI OK, OK, I get it – we need to consider the relationship between productivity and the overall health of the workface.
SALWA Yes, but not only that. I think we should also be looking at things like attitude and morale.
YURI OK – go on.
SALWA OK, so, let's say a worker has a good attitude to work, a positive attitude, then they are more likely to perform better. And this will probably have a positive effect on the people they work with. I mean, I'm sure you've actually been in a situation where a really negative person in a team just drags everyone down and you can't get anything done. It's just the worst.
YURI OK, so if I understand 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.
SALWA Sort of, but I think there are two separate issues here. Making sure your employees aren't stressed at work is one thing – you know, not putting too much pressure on them, letting them have breaks and, you know, that kind of thing is important. But team morale and worker attitude are slightly different. It's more about the fact that employees feel motivated to get up in the morning and do their jobs – it's more about their motivation and being positive, you know what I mean?
YURI I can see that. So, so, they're both important.
SALWA Yeah, I think so.
YURI OK, so just to check I've understood, you think we can perhaps focus on the idea that worker productivity is all about the physical and psychological well-being of the employees. Yeah?
SALWA Yeah, but we could even go wider than that.
YURI All right …
SALWA We could also look at managers.
YURI You mean the productivity of managers?
SALWA No, no. I mean the role that managers have in worker productivity. Employees are far more likely to be productive if they have a manager they actually like and respect.
YURI Yes … yes, that's true.
SALWA And then there are tools. Have you considered that?
YURI Tools? Sorry I'm not sure what you're getting at.
SALWA Whatever wo=rkers need to do their jobs. So, more often than not, that means technology. Has the company got the most up-to-date technology? It's usually faster and more flexible and employees find it motivating.
YURI Yes, I think you're right. Yes, absolutely.
SALWA So, really, the point I'm trying to make is that we need to look beyond just sleep or even health for our seminar.

8.2 Exercise 4a

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

8.3 Exercise 5a

1 So, what you're saying is that lack of sleep always leads to poor workplace performance?
2 I get the impression you're sceptical.
3 So, does that mean you don't think sleep plays a part in productivity?
4 OK, so, if I understand 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 understood, 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 getting at.

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 In pairs or groups, students look at the photos and discuss the questions. Then conduct feedback and elicit a range of different ideas.

> **Answers**
> Photo a
> 1 A young woman drinking water and perspiring. Extreme heatwaves are becoming more frequent in many parts of the world as the world's temperature rises and temperatures become more extreme.
> 2 South Asia, the Middle East, Africa; but also Europe, the Mediterranean. (The photo is of New Delhi, India.)
> Photo b
> 1 Palm trees blowing in the stong winds of a hurricane. Hurricanes are becoming more frequent and severe as the surface of the ocean heats up and they are spreading further north.
> 2 The Caribbean, Central America, the USA. (The photo was taken near New York.)
> Photo c
> 1 Flooded city. Floods are affecting coastal cities because of extreme rainfall and a rise in sea levels.
> 2 Southeast Asia, Bangladesh, Southern USA – also any coastal city built on flat land. Other countries may be affected by rising river levels (e.g. Germany, China, India). (The photo is of Bangkok, Thailand.)

b Students discuss the questions in pairs or groups. Take feedback as a class.

> **Possible answers**
> 1 droughts, heavier rainfall, floods, hotter summers, less predictable weather, bad harvests, heatwaves
> 2 Students' own answers

2 READING

a Students read the texts fairly quickly (you could set a time limit). Tell them not to try to understand every word at this stage. In pairs, they discuss where they think they come from and why. Then take feedback as a class.

> **Answers**
> 1 C 2 A 3 B

b Discuss the style features as a class. You could build up features on the board for each type of writing. Point out that the extracts don't show features of layout, but students can imagine what layout features each type of writing might have.

> **Possible answers**
> Academic paper
> serious, objective style, use of passive; abstract and technical vocabulary; complex sentences with subordinate clauses; a large number of abstract noun phrases to carry the main meaning, so the information is densely packed (making it harder to understand); frequent references to sources (in bibliography at the end)
> Layout: laid out across the page, simple headings and sub-headings
> Government report
> neutral, objective style; less technical vocabulary; shorter sentences and less subordination; fewer noun phrases and more verbs carrying meaning; references to tables
> Layout: explanatory diagrams, charts and tables
> Newspaper article
> informal style and slightly sensational or exaggerated (e.g. *at least twice as big*, *new research*); conversational vocabulary and phrases (e.g. *much hotter*, *bear the brunt of*, *the rest of the world*); compound sentences (linked with *and*), direct questions addressed to the reader (*What is the urban heat effect?*); fewer noun phrases and more use of adjectives to add colour (*hotter*, *heat-trapping*, *overheated*, *big*); imprecise references to sources (e.g. *new research shows*)
> Layout: large headlines, set in columns, accompanying photo

c Students read the extracts again more carefully and match them with the points. Emphasise that some points may be repeated in more than one extract. When they are ready, students check answers in pairs. Then take feedback as a class.

> **Answers**
> 1 A, B, C 2 A, B, C 3 C 4 B, C 5 A

d *Skills focus: Dealing with difficult vocabulary*

The aim here is to show students how they can often understand unknown words from the context, so they don't need to check every word in a dictionary. In pairs, students find words or phrases in Extract C to match the meanings. Then take feedback. If you like, you could discuss how students guessed the meanings (e.g. 1 *exacerbate* is a verb which goes with *risk* and seems to have a negative meaning; 2 *surrounding* means *around*, *hinterland* is obviously some kind of land or area).

> **Answers**
> 1 exacerbate 2 surrounding hinterlands
> 3 anthropogenic activities 4 intensify 5 topography and mass
> 6 impervious (built) surfaces 7 flood plains
> 8 pervious vegetated surfaces

3 WRITING SKILLS Collating and summarising information

a Students read the paragraph. Then in pairs they discuss the questions. Then take feedback as a class. Make the general point that in summarising information from sources it is important to be selective.

Answers

1 A and C, which are serious sources for academic writing and are referenced. The 'heat island effect' is also described in B in a simple way, so this would be useful in helping to understand extract C.
2 1, 2, 3
3 It doesn't mention:
- the fact that cities are densely populated (extract A)
- the effect of heat islands on wind direction and precipitation (rain/snow) (extracts A, C)
- the problem of water scarcity and drought (extract A)
- human activities contributing to warming in cities (extract B)
- the fact that the cost will be twice as high in cities (extract B)
- the influence of the shape and size of buildings (extract C)

Possible reasons: the paragraph is a summary of the most important points. Trying to cover everything would have made it much longer. The points not covered may not have been relevant to the topic.

STUDY SKILLS: SELECTING INFORMATION

The aim here is to help students develop good strategies for selecting information from sources.

Working alone, students make their choice, then compare with a partner and discuss reasons. Take feedback as a class. Agree on a class choice (you could do this with a show of hands, but ask students to give reasons for or against).

Possible answers

a No. It's better to select important points and deal with them more fully rather list lots of points but only mention them briefly.
b Yes. The main points to select are the ones which are most important (as in the example paragraph).
c No. Well-known points can be covered quickly, but it is better to focus on points which are new or worth writing about.
d Yes. This should be the most important factor in deciding what to include.
e Yes. This will make the essay more interesting to read and give the impression you have something new to say.
f No. This shouldn't be a criterion – points which do not need to be explained are not necessarily the most important or interesting.
g No. This will lead to more or less copying what someone else has written. It is better to draw ideas from at least two or three different sources.

b In pairs or groups, students compare the summary and source text and discuss the questions. Then take feedback. As you go through the answers, ask students to give you examples of each feature from the texts.

Answers

1 less specialist language (*Examples: exacerbates* ➜ *increases*; *reduced infiltration* ➜ *cannot absorb rainwater*)
2 simpler sentence structure (*Example: exacerbates … due to …* ➜ *cannot absorb …, and this …*)
3 different ways to express ideas (*Example: exacerbate flood risk* ➜ *increases the risk of flooding*)
4 fewer abstract noun phrases (*Examples: reduced infiltration* ➜ *cannot absorb*; *exposure to climate change hazards* ➜ *are built in vulnerable locations*)
5 leaves them out (*Examples: coastal areas, slopes* left out; doesn't mention *rainwater run-off* specifically)

c Working alone, students write a brief summary based on the notes. Make sure they cover the summary in 3a. Alternatively, they could write the summary in pairs or groups, writing a single version together.

d Give students a few minutes to use the notes to write their own summary. Ask them to compare their summaries with the summary in 3a. If you like, ask students to read out their summaries. Focus on these features of the summary:

- linking expressions are used to join ideas together (*although*, *one reason for this …*, *because*, *also*)
- reference words are used to refer back to earlier ideas (*one reason for this*, *these tend to*, *this increases*)
- the notes are partly in the form of phrases without verbs, so verbs are added (*create*, *replaced*)

4 WRITING

a The aim of this section is to give students freer practice in collating and summarising information from more than one source. Ask students to read the extracts and make brief notes.

b Divide the class into pairs or groups of three. Working together, students summarise the information. Monitor and give help as necessary. When students have finished their summary, they should check that they are within the limit of around 70 words and make any necessary changes.

c Each group passes their summary to another group. They read the summary they received and check the points listed. At the end, you could give out the model summary below which they can compare with their summaries.

Example answer

There are two main ways in which cities can respond to climate change: by mitigation, which involves reducing their contribution to climate change; and by adaptation, which involves planning for the impact of climate change and responding to it. Both are important ways of making cities sustainable and reducing the harmful effect of climate change now and in the future. *(60 words)*

d *Critical thinking: Drawing practical implications*

In groups, students brainstorm ideas. Then take feedback as a class.

Possible answers

- add water features (fountains, ponds, streams) to cities to make them cooler during heatwaves
- paint surfaces white or a light colour to reflect heat
- ban all cars and use air-conditioned public transport
- plant trees along streets to give shade to pedestrians
- plant trees and plants that are resistant to drought (e.g. desert plants)
- replace concrete and tarmac with surfaces that allow water to soak through, to help plant life and to avoid flooding
- make rivers more natural and allow them to flood safely in areas where there are no buildings

5 READING EXTENSION

This is an opportunity for students to read more extensively about ways to mitigate climate change in cities. The text is taken from a newspaper article for a general readership and is intended mainly for enjoyment and interest, using the tasks and questions to guide students in reading.

Students can read the text in their own time outside the class. If you like, you could discuss the answers together in a later lesson.

a Answer

1 (a) It has a sensational headline, and it uses language which is quite informal.
2 (b) The main point of the article is more general, but this will attract the reader.

b Answer

2

c Possible answers

1 They use dark-coloured materials; London is 4 °C warmer than the surrounding countryside.
2 They paint buildings white to reflect the heat.
3 It's important to take action to mitigate climate change on a local level as well as globally.
4 They produce 80% of gross domestic product and consume 78% of the world's energy, but only take up 1% of the Earth's surface, so the impact of climate change on cities is very important.
5 It would reduce the temperature by 2 °C.
6 It would reduce the temperature by 0.8 °C.
7 It was carried out at Sussex University; they studied cities from around the world including cities in the UK.

d Answer

2 You shouldn't refer to popular articles like this directly because they are not academic sources. However, they may be useful as a first approach to a topic and to find out about relevant issues (in this case, the 'heat island effect' and what can be done to mitigate it). This article refers to research – the next step would be to read about this research in a more serious academic report or article.

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, students discuss the questions. Monitor and help with language as necessary. Take feedback as a class and get two or three different examples of festivals and what happens on the day.

b Individually, students read the fact file and think of answers to the questions. Put students in pairs to compare their answers. Take feedback as a class and find out if anyone has done any cosplaying or whether they know someone who has. Then ask students whether it is or would be popular with people in their country.

2 LISTENING 1

CULTURE NOTE
At present, cosplay probably isn't considered a well-established 'social ritual'. In the excerpt of the presentation, the speaker does make a kind of comparison between traditional social rituals and cosplay, focusing on the specific act of dressing up by wearing costumes. Many sociologists are interested in investigating ways in which people's interests in contemporary entertainment and technology eventually could be perceived as modern social rituals.

a 10.1 Give students time to read the title of Martin's presentation and the task. Play the recording and then, in pairs, students check their answers. Check the answer as a class.

Answer
2

b 10.1 Students listen again and make notes about the differences in dressing up between cosplay and traditional rituals. In pairs, students compare their notes. You may need to play the recording again. Take feedback as a class and write key points on the board. If students haven't mentioned all the points in the suggested answer, highlight them, perhaps by eliciting information (e.g. *What don't people do when they're dressed up for traditional rituals?*).

Suggested answer
He sees the wearing of costumes for cosplay as being playful because cosplayers act out roles when they go to fan conventions. When people dress up for traditional rituals they remain themselves and don't act out roles or take on another character. He suggests that wearing traditional costumes is more meaningful than wearing costumes for cosplay because the costume is linked to the wearer's own personality. He also makes a secondary point: cosplay is more limited in terms of being a social ritual because it doesn't connect with the wider community. Traditional rituals are more linked to communities by history and climate.

3 LANGUAGE FOCUS 1 Summing up

a 10.2 In pairs, students read the sentences and guess which words go in the gaps. Play the recording for students to check their answers. If your class needs more support, play the recording again and write the answers on the board.

As an extension activity, you could ask students to turn over their worksheets and write the following on the board:

finish off with + _____

round off by + _____

let's summarise + _____

Ask students to decide what kind of word comes after each expression (*finish off with* + noun; *round off by* + verb + -ing; *let's summarise* + noun). Elicit from students why it is important to notice these points. Establish that in order to be able to use new expressions correctly we need to pay attention to what word forms follow.

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

b Individually, students match the sentences to the three categories, then compare their answers. Check answers as a class.

Answers
1 I'd like to round off; I'd like to finish off
2 recapping the main points I've made; let's summarise;
3 my general view; I think you can see; I'd also suggest; to my mind

c In pairs, students sort the sentences into the three categories. Get sets of pairs to check their answers and then check answers as a class to the board.

Answers
a 3 b 1 c 3 d 2 e 2 f 3

STUDY SKILLS: PRESENTATION SUMMARIES AND VISUAL SUPPORT

In small groups, students discuss the questions and plan Martin's final slide. Suggest that they use the notes they made in 2b in order to do this, but with classes that need more support, they could read the audio script of Track 10.1. Monitor and help with language, particularly in answer to question 4. Take feedback as a class and invite a representative from two or three groups to come to the board to write up what they thought was in Martin's final slide. Write on the board or show the model answer for question 4 below.

Suggested answers

1 He is likely to have used slides with main points on them (in bullet point form) and perhaps an occasional quote from background reading he did. He is also very likely to have used pictures of people dressed in costumes to illustrate key points and add visual interest to the presentation.
2 a, b, d
3 As he restates each main point he adds his opinion. He finishes with a story – this can be an effective way to round off a presentation.
4 Model answer:

Summary: Dressing up
- *Cosplay* – playful – act out characters
- *Traditional ritual* – participants remain themselves
- *Josh's story*

4 LISTENING 2

a 10.3 Give students time to read the questions and play the recording. In pairs, students check their answers and then check answers as a class.

Answers
1 b, d 2 c

b 10.3 Students listen again for the answers to the questions. In pairs, students compare their answers. Play the recording again if necessary, then check the answers as a class making sure students understand the main ideas in the answers below.

Answers
1 Leo challenges the idea of being able to measure a person's sense of self. Christina challenges Martin's idea of a meaningful community – that it needs to be linked to established social rituals. She argues that wide-ranging online communities are also meaningful.
2 Martin concedes that measurement of self is difficult, but he indicates that the example he provided in the presentation proves that cosplayers, to some extent, lose their identity. Initially, Martin is resistant to Christina's concept of a meaningful online community, but, in the end, he is convinced by her argument that the size of such a community gives it meaning.

c *Critical thinking: Evaluating interaction*

Individually, students read the questions and make notes. In small groups, students discuss their answers and ideas. Take feedback as a class. Accept different ideas and guide students towards the main points in the suggested answer.

Suggested answers
1 Students will have different opinions. Both questions are relevant and raise pertinent issues associated with the topic. Leo's question is quite broad in its focus and it's quite a difficult question for Martin to answer. It could be argued that a person would need a very good understanding of psychology in order to be able to answer this question. Martin wasn't really focusing on psychology, so Leo's question is perhaps beyond his scope. Christina's question is relevant and pertinent and easily falls within the scope of Martin's presentation. It does seem to be a point that he hasn't considered.
2 Martin answers Leo's question well and acknowledges that measurement of a person's sense of self isn't straightforward. The example he provides goes some way to dealing with Leo's question. In answering Christina, Martin is initially a little defensive and Christina needs to keep adding points to her argument. However, Martin concedes that her comment is a valid criticism.

5 PRONUNCIATION Tone

a 10.4 Give students time to read the question then play the recording. You may need to play it more than once. In pairs, students compare their answers and then check the answer as a class.

Answer
c

b You could do this as an open class task or, in pairs, students could choose the best answer and then you could check their answers.

Answers
2, 3

6 LANGUAGE FOCUS 2 Following up critical questions

a Individually, students read the excerpt and the summaries and then choose which is the best description of what Leo does. In pairs, students compare answers and then check answers as a class.

Answer
2

b Tell students to read the excerpt again and find what language Leo uses to: 1) identify a topic; 2) summarise his understanding; 3) ask a question. (You could write up these three categories on the board if you think it will help students). In pairs, students compare their answers, then check answers as a class to the board.

Answers

1 *Identifies the topic*: Yeah, I'm interested in what you have to say about identity.
2 *Summarises his understanding*: You seem to be suggesting that because cosplayers 'perform' the mannerisms of their character they become less of themselves.
3 *Asks a critical question*: But is that a fair argument? I mean, how do you measure if people are more or less themselves?

c Students read the audio script and identify the language that Christina uses to identify a topic, summarise and ask. In pairs, students compare their answers, then check answers as a class. (You could show the audio script on the board and underline the answers.)

Answers

Identifies the topic: I'd just like to pick up on what you said about community.
Summarises her understanding: As I understand it, you think that costumes that are linked to social rituals are in some way have deeper meaning …
Asks a critical question: OK, but I wonder if you've thought about online communities?

d In pairs, students sort the phrases into the correct category. Check answers as a class on the board.

Answers

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

e Tell students they are going to practise Leo and Christina's follow-up questions. Put them in A and B pairs. First, Student A is Leo and Student B is Martin. Student A asks the same kind of question to Student B, but uses different expressions from the worksheet. Then Student B is Christina and Student A is Martin and asks the same kind of question as Christina using different language. If you think your class will need more support, suggest they read the audio script again before doing this role play. Emphasise the idea that their role plays should be similar, but not exactly the same as the audio script. Monitor, help with language and correct as appropriate.

7 SPEAKING

a Individually, students decide on a topic and make notes for their presentation summary. Monitor, help with language and ideas, and make sure students aren't writing complete sentences.

b Put students in small groups of three or four students. If possible, try to make sure students in each group are talking about different festivals/rituals. Each student gives their summary presentation and then invites questions from the other students. Monitor to make sure students are doing this and help any groups that are struggling to come up with questions by making suggestions (e.g. *you could ask X about* …). Note down any language problems you hear.

c Put students in new groups (or in pairs) and ask them to tell each other about the kinds of questions they were asked. Take feedback as a class and ask for some examples of interesting questions. If you are worried about time, students could report back directly in open class. Give feedback on language you heard when monitoring – both good examples and errors.

Unit 10 Audioscripts

10.1 Exercises 2a & 2b

Martin

… in effect, in cosplay there's a notion of the cosplayer telling a story. By adopting the body language and movements of their chosen character, they act out a narrative. It has been argued that by doing this they invest more in their play and lose their own identify to a larger degree.

So, I'd like to round off my presentation by recapping the main points I've made. So, as I said at the start, my aim was to examine these two different ways of dressing up in terms of how playful or how meaningful they are. So, let's summarise cosplay first of all. It's my general view that this is a more playful way of dressing up. It's not only about the clothes, but involves acting out the character. This all takes place in the clearly defined social spaces of fan conventions. There's a limited sense of community with cosplay because the social space that it operates in is more restricted and less connected to the wider community where these people live. When we compare cosplay with dressing up in costumes for social rituals, I think you can see there is a greater sense of the costume being tied to the wider community. Dressing up for local or community festivals is about celebrating events that form the very fabric of different societies. Many of these festivals are rituals associated with the changing of the seasons – the arrival of spring, the harvesting of crops, or important historical events. They are deeply embedded in the culture of societies – they have a far greater cultural significance in relation to the wider community. I'd also suggest that there is a limited performative dimension to this kind of dressing up. Participants don't adopt another character – they largely remain themselves and hold on to their own identify. This, to my mind, also makes costumes more meaningful because the costume is just an extension of someone's personality – an added dimension to who that person really is. Now, I'd like to finish off with a story I read online. A cosplayer called Josh who likes to dress as Spiderman commented that he feels he's more confident when he's wearing his costume. In real life, he says he's shy, but as Spiderman he feels confident. I mean, it's great that cosplay gives him this confidence, but in being playful in this way he is, to some degree, hiding – behind the Spiderman mask. So, how meaningful is his cosplay when he has to be himself – to be Josh in the wider world?

10.2 Exercise 3a

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

10.3 Exercises 4a & 4b

MARTIN So, how meaningful is his cosplay when he has to be himself – to be Josh in the wider world? I'm happy to take any questions. Leo?

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?

MARTIN Well, you're right, it's not easy to measure that. But if you take the example I just mentioned, the guy I read about, Josh. Normally, in his daily life, he's quite shy, but when he's cosplaying as Spiderman he's more assertive, more confident. I mean, there's clearly a difference there. And obviously he sees himself in a different way … and I think that self-perception is a large part of identity. So, yeah, I saw that as Josh not really being himself. But I do get your point about measuring identity, sure. Um, OK, Christina?

CHRISTINA Thanks, Martin. That was a really interesting presentation. Fascinating.

MARTIN Oh, thank you.

CHRISTINA I'd just like to pick up on what you said about community which, I think, is super important. As I understand it, you think that costumes that are linked to social rituals in some way have deeper meaning, in terms of an idea, or emphasis, or building on community.

MARTIN Yes, that's right. I think they're a bit more meaningful and give a stronger sense of the wider community. Cosplay seems to be very focused on fans and the things they do together. It seems more … to me it seems more restricted.

CHRISTINA OK, but I wonder if you've thought about online communities. I mean, I know that fans who get involved with cosplay often belong to very wide-ranging online communities. You know, they break the boundaries of geography, or social status, or background. You know, breaking free from all of that. And they really are international.

MARTIN Yeah, OK. That's an interesting idea. Now, I'm not sure how meaningful these online communities are.

CHRISTINA I think they probably are to the people who belong to them.

MARTIN Yeah, but how meaningful are they in terms of social depth – you know, in terms of history and cultural significance?

CHRISTINA But, come on, does a community have to be historical to be meaningful?

MARTIN Mm … well, maybe not.

CHRISTINA If a community is large – if it's wide-ranging – and a lot of online communities so definitely are – then that surely gives it meaning.

MARTIN OK, yeah. Fair point.

10.4 Exercise 5a

1. OK. That's an interesting idea.
2. OK, yeah. Fair point.