

1 GATHERING

LISTENING 1 Identifying jokes and colloquial allusions

LISTENING 2 Adopting a critical stance to information in lectures

STUDY SKILL Action plan for personal development

VOCABULARY Words for working in teams

GRAMMAR Cleft sentences

SPEAKING Keeping a discussion going

Warm-up

Ask students for examples of when people might gather together. Ideas include: families, online communities, groups with similar interests, sports clubs, etc. Refer them to the picture on pages 8–9 and ask them to say what kind of gathering it is. Use the board to show students how to use the word *gathering*: *I'm having a small gathering on Sunday. Would you like to come? Our family always gathers together for vacations.* Point out that a less formal word for *gathering* is *get-together* (*I'm having a small get-together on Sunday.*).

Discussion point

Ask students to study the infographic, then put them into pairs to discuss the questions. Ask volunteers for their ideas in feedback. Find out if any of the students are members of a virtual or physical community.

VIDEO

Before you watch

Introduce the topic of the video and ask students to read the exercise and identify any new words. Write these on the board and discuss the meanings as a class. Then, ask students to complete the *Before you watch* section. Monitor and provide feedback as a class.

ANSWERS

1 b 2 d 3 a 4 e 5 c

While you watch

Play the video once. Ask the students to watch the video and complete the exercise. Play the video again so that students can check their answers. Provide feedback as a class.

ANSWERS

- 1 F (The video is about problems caused by drones.)
- 2 T
- 3 F (The app would also be used by local residents.)
- 4 T
- 5 F (It uses multiple technologies.)

See page 108 for the video script.

After you watch

Put the students into (pairs or) groups and ask them to complete the exercise. Encourage them to use what they have learned in the video to answer the questions. Provide feedback as a class.

LISTENING 1

Group work

A Vocabulary preview

- 1 Students work alone to match the words in bold with the correct definitions. Allow them to use their dictionaries to look up words they don't know. Ask them to put a dot over each syllable in each word with a bigger dot over the stressed syllable, e.g., *biased*. Hum or tap out the syllables in each word and see if students can identify it, e.g., mMmm (phenomenon); mmMm (inefficient). Ensure they can pronounce the words correctly. Note that *phenomenon* starts with an /f/ sound: /fə'namə,nən/. Students compare answers in pairs before checking in feedback.

ANSWERS

1 a 2 f 3 g 4 h 5 e 6 d 7 b 8 c

- 2 Ask students to work alone to complete the exercise with words from the boxes. Then compare answers in pairs. In feedback, ask volunteers to read the entire sentence. Check for good stress, rhythm, and intonation.

ANSWERS

1 nominate 2 unproductive 3 smooth
4 phenomenon 5 assumption 6 inefficient
7 overwhelmed 8 biased

- 3 Students work in pairs to discuss which sentences they agree with. They should give reasons for their choices. Volunteers share their answers in feedback.

B Before you listen

Tell students to look at the box which lists benefits and disadvantages of group work. They work in groups to match the ideas to each topic. Ask each group to add at least one of their own benefits and disadvantages. In feedback, see if groups agree with each others' lists.

POSSIBLE ANSWERS

The benefits of group work: efficient, fast, generate many ideas, share responsibility

The disadvantages of group work: difficult to agree, difficult to disagree, get distracted, inefficient, slow

C Global listening

Warm-up

Refer students to the picture on page 11, and ask them what they think the people are doing. Introduce the word *group think*. Ask students what they think it means.

- 1 Students read the instructions. Play the recording. In feedback, ask students if they agree with the speakers.

ANSWER

a disadvantage

AUDIO SCRIPT

🔊 Track 1.1

SAUD: OK, so group think—did everyone read the chapter about it? Tom?

TOM: Yes, I read it, Saud ... but what I want to know is why we are here in a group, talking about ... group think and why it's a bad way of working ... I'm not being antisocial or anything, but ...

TOM: No, but seriously, we are. It's interesting, isn't it, how difficult it is to avoid group work ... everyone makes the assumption it's the best way to work.

JON: What it is is that people don't trust others to work alone. They think people just won't do any work.

TOM: You can see why, Jon. Remember your first year ...?

JON: OK, OK ... thanks for that, Tom. So I had to retake some tests! That doesn't mean I won't make a great professor in the end. I mean, look at the history of some of our tutors ...

SAUD: Listen, OK, jokes aside ... let's focus on what we're supposed to be discussing ... group think. I thought the article was fascinating. People in power have this idea of the harmonious group, coming together and brainstorming lots of brilliant ideas, agreeing on the best ones, and solving the world's problems in one smooth process ...

TOM: That's true, Saud. That must be why the world is so ... problem free! But, really, what most people don't seem to understand is that some of us don't like working in groups. We find it boring and unproductive—sorry, guys! You know what I mean—and that's actually very reasonable. Most current research—according to the chapter—shows that brainstorming and collaborating may be a lot of fun, but it is a very inefficient way of coming to good, new, really creative decisions.

- 2 Give students time to read the question, then play the recording of track 1.1 again. Students compare answers before checking in feedback.

ANSWERS

- 1 Tom questions why group work is so common.
 - 2 Jon gives a reason why group work is popular.
 - 3 Saud outlines the content of the article.
 - 4 Tom identifies some problems with group work.
- 3 Ask students to read the sentences. Ensure they understand *prevent* and *encourage* in sentence 7. Play the recording. Students complete the sentences and then compare answers before checking in feedback.

ANSWERS

1 supports 2 not very good 3 agree 4 controlling
5 problems with 6 agrees 7 prevent 8 not useful

AUDIO SCRIPT

🔊 Track 1.2

TOM: ... but it is a very inefficient way of coming to good, new, really creative decisions.

SAUD: Yes, that's right. It did say that, but I'm not sure I agree. I'm quite biased because I know I work much better in groups—when I'm on my own I just waste time. I like the participation side of it, feeling part of a team.

JON: But didn't the article say that collaboration has its limits ... the ideas we get on our own are actually better ... the ones we have in groups tend to be ... just what everyone thinks, I mean not original ... conformity rules, you know what I mean?

TOM: Yeah, a little bit like those khakis you're always wearing, Jonno! Sorry ... no, they're cool, but I know what you're saying. Everyone tends to end up agreeing with each other, in my experience. Or people just say what they think the tutor or manager or whoever wants to hear! Not that we'd ever say something to please our tutor, of course! We would never do that, would we?

SAUD: Right, never ...

JON: Yes, and even the fact that this phenomenon is called “group think” is kind of worrying. It sounds kind of evil ... like science fiction or *1984* or something ... you know, Big Brother is watching us and making us think what they want us to. Deviation is the enemy! It must be stopped!

TOM: We’re laughing, but there’s a lot of truth in that. If you put people in a group, it’s always the same people who get to speak, and the quieter people can feel overwhelmed, never getting to speak ... you know, like Sam? We always end up doing what he suggests, for some reason. If he told us to jump off a building, we probably would!

JON: Yes, and did you hear about what happened last week in his tutor group? My friend told me this. Sam wasn’t there and the group decided to change the topic of their project for this semester. He was so mad when he found out.

SAUD: OK, let’s leave Sam out of this. I don’t even know the poor guy. And anyway, there are ways around the problems of working together. The article gave a few good suggestions about how to deal with the issues of group think. One of them was that you should get an expert in to disagree with the group decision ... or—if that’s not possible—nominate someone in the group to take this role and disagree. When you do this, everyone has to think much more carefully about the decision and it helps people to be more open to suggestion. You can’t ...

TOM: I think that should be Jonathan! He never agrees with anything, do you Jonno?

JON: Sorry! I don’t think that’s true, actually ...

TOM: I rest my case.

JON: ... OK, OK ... but, actually, in this case, that strategy just seems like a way to manipulate the group. I don’t like that way of working. Anyway, having an official person to disagree would surely result in so much ... inhibition. Who would want to speak, knowing they were going to be attacked every time? And it isn’t really true ... what about last week in the tutorial when Susi had that great idea about the presentation? She never usually speaks, but everyone listened to her ...

D Close listening

Identifying jokes and colloquial allusions

- 1 Ask students to read the questions, then listen to parts of the discussion again to find the answers.

ANSWERS

- 1 didn’t work very hard
- 2 some failed tests in their pasts
- 3 that Tom’s point is correct

AUDIO SCRIPT

Track 1.3

1 JON: What it is is that people don’t trust others to work alone. They think people just won’t do any work.

TOM: You can see why, Jon. Remember your first year ...?

2 JON: So I had to retake some tests! That doesn’t mean I won’t make a great professor in the end. I mean, look at the history of some of our tutors.

3 TOM: I think that should be Jonathan! He never agrees with anything, do you Jonno?

JON: Sorry! I don’t think that’s true, actually ...

TOM: I rest my case.

- 2 Ask students to read the questions, then listen to the next three extracts. Ask them to decide what each speaker actually thinks.

ANSWERS

- 1 a 2 a 3 b

AUDIO SCRIPT

Track 1.4

1 SAUD: People in power have this idea of the harmonious group, coming together and brainstorming lots of brilliant ideas, agreeing on the best ones, and solving the world’s problems in one smooth process ...

TOM: That’s true, Saud. That must be why the world is so ... problem free!

2 TOM: Or people just say what they think the tutor or manager or whoever wants to hear! Not that we’d ever say something to please our tutor, of course! We would never do that, would we?

3 JON: Yes, and even the fact that this phenomenon is called “group think” is kind of worrying. It sounds kind of evil ... like science fiction or *1984* or something ... you know, Big Brother is watching us and making us think what they want us to. Deviation is the enemy! It must be stopped!

E Critical thinking

- 1 and 2 Divide students into A/B groups. All students in group A list the challenges of working individually. Group B students list the challenges of working in groups. Re-group students into A–B pairs to complete Exercise 2. Ask volunteers to share their ideas in feedback.

STUDY SKILLS

Action plan for personal development

- 1 Ask students to complete the action plan with examples from the Study skills box. They then add another possible step with indicator of success and realistic time frame. They compare answers in pairs. Ask confident volunteers to share their suggestions in whole-class feedback.
- 2 Ask students to first think about the questions and their own experience, then discuss them with a partner. Encourage students to ask each other questions and suggest steps the other might take.
- 3 Students work alone to write their action plan. Put students into pairs to evaluate each other's plans: Is there a clear area for development? Are there specific steps? Are the outcomes measurable? Are there start and end dates for each step?

LISTENING 2

Communities in real life

A Vocabulary preview

- 1 To save class time, you might want to assign *Vocabulary preview* Exercises 1 and 2 for homework. Students should complete the exercises and add the words to their vocabulary notebook. In class, work on pronunciation and deepening the learning of the new words. Some students may struggle with *specifically* /spə'sɪfɪkli/ and *statistic* /stə'tɪstɪk/. Ask students to work in pairs: Student A's book is closed. Student B says the definition and Student A says the word. After four words, they switch roles.

ANSWERS

1 h 2 d 3 c 4 a 5 e 6 g 7 b 8 f

- 2 Ask students to complete the sentences using their own ideas. Lower-level students can work in pairs. Monitor and help where necessary to ensure they are using language and form correctly.
- 3 Students share their sentences with another student (or pair). They check (✓) the sentences they agree with and say why. Ask them to discuss any differences of opinion.

B Before you listen

Students discuss the questions with a partner. In feedback, check that they understand what *community sector* means. They should be able to guess this from the examples given. Ask them if they can think of more examples of businesses in the community sector (**Possible answers:** cooperatives, charities, self-help groups).

C Global listening

Warm-up

Tell students they are going to listen to a lecture. Ask them who generally gives lectures and what the purpose of a lecture is (**Answer:** to give information about a topic). What else might they expect to hear in a lecture (**Possible answers:** references to studies or sources of information, an argument, key points, and supporting evidence).

- 1 Ask students to read the question. Then play the recording for them to check if they have the correct answer.

ANSWER

libraries

AUDIO SCRIPT

Track 1.5

OK, let's get started. Please turn your phones off, put your screens down, and let's focus. OK, so today I'll be continuing with the theme of the community sector, or voluntary sector, as it is also known. Within this theme, we'll be looking at one particular non-profit organization, often at the center of the community—that is libraries—and asking the question, do we still need them in this mobile, virtual age?

- 2 Read through the main ideas in the list with the students. Play the recording so that students can put the ideas in the order they are presented.

ANSWERS

- 1 The idea of communities with centers is being challenged.
- 2 Has technology decreased the need for certain things?
- 3 Community-sector groups are different from other organizations.
- 4 Some people think there is no future for libraries.
- 5 There are many arguments against libraries.
- 6 Libraries will need to offer different services in the future.
- 7 Libraries could be places for people to gather.
- 8 Evidence shows that the community sector helps many people.

AUDIO SCRIPT

Track 1.6

The very word “center” is, of course, the opposite of our “network” view of information, which has no fixed central point, as we know from . . . well, pretty much all the literature. And what about “community”? We now have virtual, online communities. Have they replaced our need for physical communities with real-life people meeting face to face?

But before we start on the arguments for and against libraries . . . I'd like . . . I'd like to review the general idea of community-sector groups. What actually defines one, and what makes a community-sector group distinct from other types of organizations? I define them as, typically, small groups of people who volunteer to provide services and support to people in a local area. So how do we recognize a community group as opposed to, say, an informal gathering? Well, it is generally agreed that they have a combination of common traits. They are flexible and able to meet multiple needs of the community. They are low cost and tend to attract membership among people with a high level of commitment and expertise.

OK, so do we still need community-sector groups? Or rather, more specifically as the focus of this lecture, do we still need libraries? Well, while I'm reluctant to impose my own opinion at this stage, I can say that I disagree with the idea promoted by many that they are going to disappear. I think it's obvious that libraries should and will continue.

It was Lady Bird Johnson, I think, that pointed out that a library is the most democratic of places—they are for everyone—the only qualification is interest, she said . . .

Yes, there are, of course, numerous arguments against keeping expensive libraries open all year . . . but I won't go into them here—the references are on your handout. And I do recognize the perspective that there is a need for libraries to change. If they don't, they will quite possibly become obsolete, like . . . cameras. Certainly, far fewer of my friends and acquaintances are buying these now because we have top-quality ones on our phones. The same is true of watches . . . we won't be seeing them in a few years . . . so, my point is that libraries will have to change. But how?

Well, there's a lot of evidence from other industries and communities to show that the way forward is to think of the library as a service for people. Libraries, and this is also true for other community-sector groups, must focus on making the users happy. And I don't mean just satisfied, I mean genuinely happy, delighted even . . . with the services they get. And those services will have to be different from the ones now offered, because people just won't need to go to a library to borrow books or go there to use a photocopier. I certainly won't, anyway. I access most of the articles I need for my work online, and I'm sure you do, too.

No, the approach I favor is thinking of the library as a community center that's used by many communities and is a center of productivity—for youth groups and schools, students studying, clubs, people simply wanting to gather together to relax and discuss the news. It could be people learning a new skill, people needing childcare, people needing help with starting their own businesses, and so on. So, there's an argument for keeping libraries, but in a different form.

Now, returning to the broader issue of community-sector groups in general, you might think that they are not particularly significant compared to non-community providers. Surely, government-funded health care and education has a far greater effect on people's lives? If you think this, you couldn't be more wrong. One study that clearly demonstrates the impact the community sector can have is the report by the South Australian Centre for Economic Studies released in 2013—it's there on your handout. This study provides clear statistical evidence that community centers, and I quote, “work at the heart of communities assisting many thousands of individuals, contributing to improvements in public health and local community development . . .”. The report's evaluation is that these centers are critical in many people's lives. One statistic from that study was that over two million people used their community centers every year—a very significant number given the size of the total population.

OK, so the community sector obviously has a significant role in many people's lives, but it seems to be struggling to be seen as relevant by some people. And I think the reason why people don't like places such as libraries, is that they see them as outdated. Arguments against “old-style” libraries run like this. Surely an online library service could be just as useful as a physical space called a library? This would save a lot of money because libraries are often located in the center of towns where property prices are high, and it would also cut down on staffing costs. Another justification for getting rid of community centers like libraries is that the services provided would be better provided in other ways, by professionals rather than the informal voluntary groups. Yes, the librarian is usually a professional, but many of the other services are run by volunteers. This should change. For example, a professional business-advice center rather than a volunteer-led group in a library would offer a more effective service to users.

So, as we have seen, there are certainly arguments against the community sector in general, and as we have seen today, the library in particular, but not ones that I am personally convinced by . . .

D Close listening

Adopting a critical stance to information in lectures

- 1 Students read the question, then listen to the four extracts. They write the number of the extract in the space provided. Students compare answers before checking in whole-class feedback. Play the recording a second time if needed.

ANSWERS

assumes everyone knows the same information. 1 gives his own view with no supporting information. 2 believes that most people have the same opinion. 3 refers to but provides no proof of specific evidence. 4

AUDIO SCRIPT

🎧 Track 1.7

- 1 The very word “center” is, of course, the opposite of our “network” view of information, which has no fixed central point, as we know from ... well, pretty much all the literature.
 - 2 What actually defines one, and what makes a community-sector group distinct from other types of organizations? I define them as, typically, small groups of people who volunteer to provide services and support to people in a local area.
 - 3 So how do we recognize a community group as opposed to, say, an informal gathering? Well, it is generally agreed that they have a combination of common traits.
 - 4 Well, there’s a lot of evidence from other industries and communities to show that the way forward is to think of the library as a service for people.
- 2 Play the recording of track 1.7 again. Ask students to listen for the supporting evidence and alternative arguments or viewpoints for each extract. They discuss their answers with a partner before checking in class feedback.

POSSIBLE ANSWERS

- 1 1 There is a “network” view, and there is literature available on this.
2 There may be other views of information organization; it may not be either/or.
- 2 1 A definition is provided.
2 There may be alternative definitions.
- 3 1 A broad definition is provided.
2 There may be alternative definitions.
- 4 1 Areas where evidence exists are referred to.
2 The research in these other areas might not be conclusive. There might be counter studies giving different results.

- 3 Students listen to the next four extracts and identify how the arguments are supported. Ask them to match the methods (a–d) with the extract numbers (1–4).

ANSWERS

1 c 2 a 3 d 4 b

AUDIO SCRIPT

🎧 Track 1.8

- 1 I think it’s obvious that libraries should and will continue. It was Lady Bird Johnson, I think, that pointed out that a library is the most democratic of places—they are for everyone—the only qualification is interest, she said ...
- 2 Yes, there are, of course, numerous arguments against keeping expensive libraries open all year ... but I won’t go into them here—the references are on your handout.
- 3 Surely, government-funded health care and education has a far greater effect on people’s lives? If you think this, you couldn’t be more wrong. One study that clearly demonstrates the impact the community sector can have is the report by the South Australian Centre for Economic Studies released in 2013—it’s there on your handout.
- 4 The report’s evaluation is that these centers are critical in many people’s lives. One statistic from that study was that over two million people used their community centers every year—a very significant number given the size of the total population.

E Critical thinking

- 1 Put students into small groups to choose one of the community-sector groups from the box. Ask them to create their lists. Tell them to think about who uses these community groups and what they want or need from the one they have chosen.
- 2 Ask students to share their lists with another student group. They discuss how the community-sector groups could ensure the public is satisfied. In feedback, ask each group to share their ideas with the class.

CRITICAL THINKING

- 1 Students work alone or in pairs to read the extracts and identify the anecdotal evidence. In feedback, ask students why anecdotal evidence doesn't make a strong argument.

ANSWERS

- 1 ... people don't ...; They think ...
- 2 ... you know, like Sam? We always end up doing what he ...
- 3 ... what about last week in the tutorial when Susi ...; She never usually ...; but everyone ...
- 4 ... because people just won't ...; I certainly won't, anyway. I ...; and I'm sure you do, too.

- 2 Ask students to work in pairs to discuss and decide what the problem is in each extract. They then discuss what evidence would make the argument stronger.

POSSIBLE ANSWERS

- 1 broad statement based on personal experience; research evidence
- 2 going from one specific example from personal experience to a general statement; research evidence; more case studies
- 3 going from one specific example from personal experience to a general statement; research evidence; more case studies
- 4 using own personal views and assuming everyone is in agreement; asking the audience their views and introducing research

- 3 Give students some time to think about the questions, then put them into small groups to discuss. In feedback, ask volunteers to share their answers with the whole class.

POSSIBLE ANSWERS

- 1 Law relies on witness accounts as part of the evidence in a case. Medicine uses case studies to investigate certain conditions.
- 2 Use anecdotal evidence as part of a bigger picture of research and support. Provide criteria which the anecdotal evidence has to match (e.g., the number of times observed, the number of cases included).

VOCABULARY

Vocabulary development

Words for working together

- 1 Ask students to work alone to complete the exercise, or if time is short, they can complete it for homework and add the words, stress patterns, forms, and definitions to their vocabulary notebooks. In class, ask students to identify the other word forms for each word—noun, verb, adjective, adverb—and add them to a word forms chart. Drill pronunciation and word stress for each. With books closed, say the definition and ask students to give you the word.

ANSWERS

- 1 participant 2 collaborate 3 productivity 4 perspective 5 membership 6 antisocial 7 voluntary 8 open to

- 2 Students identify the collocations, then compare answers in pairs.

ANSWERS

- 1 annual membership
- 2 voluntary work
- 3 antisocial behavior
- 4 open to suggestions
- 5 alternative perspective
- 6 an increase in productivity
- 7 collaborate closely with others
- 8 active participant

- 3 Allow students a few minutes to choose the five collocations from Exercise 2 and think about how they connect with their life before explaining to their partner.

VOCABULARY

Academic words

- 1 Students work alone to match the words and their definitions, then compare answers in pairs. In feedback, work on pronunciation. Ask students to underline the stressed syllable in each.

ANSWERS

- 1 g 2 e 3 a 4 f 5 b 6 h 7 d 8 c

- 2 Ask students to work alone to complete the sentences with the correct word from Exercise 1, changing the form if necessary. They compare answers in pairs before checking in plenary. Point out some common collocations: *to impose a view on someone*; *to be reluctant to speak*; *deviation from something*.

ANSWERS

- 1 inhibition 2 dominant 3 impose 4 justification
5 reluctant 6 Conformity 7 manipulate 8 deviation

- 3 Students choose three sentences they agree or disagree with and explain their choices to a partner. Volunteers share in whole-class feedback.

SPEAKING

Speaking model

Warm-up

Refer students to the *Speaking model*. Find out what they know about debating. Ask them if any are members of debating clubs or societies and to share their experiences. Alternatively, they could research different societies and their activities and guest speakers online. Some famous university societies include the Oxford Union, University of Oxford, England and USU Debating Society, The University of Sydney, Australia.

A Analyze

Ask students to read the questions, then read the discussion. They answer the questions alone before comparing in pairs.

ANSWERS

- 1 funding for community groups
2 both sides of the argument—should the government fund community groups or should they rely on volunteers?
3 Jamil
4 research he has read; research with statistics

B Discuss

Students discuss the questions in small groups. Encourage them to explain and support their views. In class feedback, ask students how they think voluntary work might be beneficial to the volunteer.

GRAMMAR

Cleft sentences

- 1 Students work alone to match the parts of the sentence, then ask them to compare answers in pairs before checking in feedback.

ANSWERS

- 1 a Volunteer work is the thing that is at the heart of all communities.
b It is these groups that keep communities going.
2 a The reason why people volunteer is because they want to give something back ...
b It isn't the government that can really help.
2 Students look at the discussion on page 20 and find cleft sentences.

ANSWERS

- 1 And it is these groups that keep communities going.
2 ... and, apparently, it's older people who volunteer most.
3 The reason why people volunteer is because they want to give something back to society.
4 It isn't the government that can really help.
5 What is needed is people from the communities themselves.
3 Ask students to work alone or in pairs to rewrite the sentences as cleft sentences. Ensure they understand that they have to decide which information they want to emphasize when deciding on the structure. Tell them to refer back to the skills box for help if necessary.

POSSIBLE ANSWERS

- 1 It is the community groups that provide valuable help for local people.
2 The reason why older people volunteer is that they have more free time.
3 What can help people to develop their skills is participation in volunteer work.
4 The reason why people collaborate is to solve local problems.
5 It is private donations that account for community-group funding.
6 What government funding should be spent on is regional and national issues.
4 Students compare answers to see how they differ in emphasis. Ask volunteers for sentences in class feedback.

SPEAKING

Speaking skill

Keeping a discussion going

Warm-up

Ask students to read the skills box. Practice or drill the sentences to ensure good intonation.

- 1 Students work alone to match the phrases and purpose. They compare in pairs and practice the sentences using good intonation.

ANSWERS

- 1 We have to cover both sides of the argument.
 - 2 What's your view?
 - 3 Has everybody given their point of view?
 - 4 Interesting.
- 2 Play the recording. Ask students to match the extracts (1–4) with the purpose.

ANSWERS

Identify aim, 3
Stay on topic, 1
Listen actively, 2
Contribute your ideas, 4

AUDIO SCRIPT

Track 1.9

- 1 **DOUG:** ... but let's stay focused on the subject of community groups and funding. We don't have time to go into the ins and outs of older people's lives.
- 2 **JAMIL:** ... And it is these groups that keep communities going. They'd be really stuck without them.
ANGIE: That's a good point.
- 3 **DOUG:** So, remember, the focus of this discussion is funding for community groups.
- 4 **JAMIL:** I've said what I think, but what about everyone else?
LEAH: Could I say something about this?

- 3 Ask students to underline the phrases the participants use to keep the discussion going in the model on page 20.

ANSWERS

So, remember, the focus of this discussion ...
So, let's start ... Jamil, what's your view?
That's a good point.
... but let's stay focused on the subject of ...
So, what's the next point we need to talk about?
Hang on a minute. Has everybody given their point of view?
Could I say something about this?
Yeah, go for it.

- 4 Ask students to find out about their group's experience of volunteer work and to choose phrases they would like to use to keep the discussion going. Alternatively, give them each a set of phrases on slips of paper to try to use. Put them into groups of 3 or 4 for the discussion. In feedback, find out how easy it was to use the phrases.

PRONUNCIATION

Pronunciation for speaking

- 1 Students match the extracts with the underlying meaning.

ANSWERS

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

- 2 Students listen to the extracts in Exercise 1 and underline the stressed words, then compare with a partner and complete the exercise.

ANSWERS

- 1 They'd be really stuck without them.
- 2 And get this ...
- 3 Don't you think that's fab?
- 4 ... to go into the ins and outs of ...
- 5 Hang on a minute.
- 6 Yeah, go for it.

- 1 The word is pronounced more clearly.
- 2 They are more difficult to hear, and therefore to understand.

AUDIO SCRIPT

Track 1.10

- 1 They'd be **really stuck** without them.
 - 2 And **get this** ...
 - 3 **Don't** you **think** that's **fab**?
 - 4 ... to go into the **ins** and **outs** of ...
 - 5 **Hang on** a minute.
 - 6 **Yeah, go** for it.
- 3 Ask students to practice the sentences, stressing the underlined words from Exercise 1 with a partner. If possible, ask them to record themselves on their phones so they can compare themselves to the original.
- 4 Refer students to the model on page 20. Students work in groups of four to practice the discussion. Ensure some of the language from the model is used and check they are focusing on the stress in the key words.

SPEAKING

Speaking task

Ask students to read the *Speaking task*.

Brainstorm

Give students some time to brainstorm their ideas. They may need to do their research for homework to find statistics and quotes from influential people to help support their ideas.

Plan

Divide students into two groups: Group A will argue for local volunteers and Group B will argue for the government. Put Group A students together and Group B students together to organize their notes and arguments.

Speak

Organize the class into groups with two students from Group A and two from Group B. Groups will have simultaneous discussions. Give them 20 minutes to have their debates. At the end, each group should vote on the "winning" side.

Share

Ask students to work with a new group to compare the arguments and outcomes.

Reflect

Students work alone to consider the questions, then they discuss with a partner. Discuss further in whole-class feedback.

REVIEW

Wordlist

Students work in pairs or small groups to work through the wordlist, checking that they all remember what each word or phrase means, how to pronounce it, and how it was used in the unit. Go through the list carefully with the class.

Academic words review

Students work through the sentences, check in pairs, and report back to the class.

ANSWERS

- 1 deviation 2 conformity 3 reluctant 4 dominant
5 inhibition

Unit review

Students work through the list alone to decide what they can and can't do. They discuss their answers in pairs, including what they remember from the unit about each point. Finally, open up the discussion to include the whole class. Pay particular attention to any boxes that the students didn't check. Explore with them ways of overcoming any remaining problems.