1 Gathering

DISCUSSION POINT

Study the infographic about communities and answer the questions.

1 What benefits do individuals get from being with others?
2 What are the disadvantages of being in a community?
3 What causes communities to form?
4 What will happen to physical communities in the future?
5 Is *community* a positive or negative word? Why?





DRONES AND SECURITY

BEFORE YOU WATCH

Match the words in bold with the correct definitions.

1 **apprehend** (v)
2 **crowdsource** (v)
3 **end user** (n)
4 **nuisance** (n)
5 **plot** (v)

a someone who buys and uses a product or piece of software
b to catch
c to mark points on a graph or map
d to get ideas or help from a large number of people
e an annoying and continuing problem

FREE SAMPLE

UNIT AIMS

LISTENING 1 Identifying jokes and colloquial allusions
LISTENING 2 Adopting a critical stance to information in lectures
ACADEMIC SKILL Deducing meaning from context
VOCABULARY Words for working in teams
GRAMMAR Cleft sentences
SPEAKING Keeping a discussion going



Gathering at a fish market

WHILE YOU WATCH

Watch the video and choose *T* (True) or *F* (False).

1 This video's main message is about the advantages of drones. T / F
2 A smartphone app can be used to detect drones in the area. T / F
3 The app can only be used by police officers. T / F
4 The DroneWatcher app would be interesting for airports, stadiums, and gathering places. T / F
5 Edward's company only uses one type of technology to detect drones. T / F

AFTER YOU WATCH

Discuss the questions in a group.

1 How many advantages of drones can you list? How many disadvantages?
2 Are there places in your area where people usually gather? What are they like?
3 Have you heard of any other good uses of crowdsourcing?
4 If you could crowdsource a problem, what would it be? Who would you ask for help?

FREE SAMPLE

GROUP WORK

A VOCABULARY PREVIEW

1 Match the words in bold with the correct definitions.

1 **assumption** (n)
2 **biased** (adj)
3 **inefficient** (adj)
4 **nominate** (v)
5 **overwhelm** (v)
6 **phenomenon** (n)
7 **smooth** (adj)
8 **unproductive** (adj)

a something you consider likely to be true even without proof
b causing no difficulty, problems, or delays
c not achieving any benefits or positive results
d an event or situation that can be seen to happen or exist
e to exist in such great amounts that it is difficult to deal with
f preferring one idea or thing to another in an unfair way
g not working in the best possible way
h to officially suggest that someone should be given a job or role

2 Complete the sentences with the words below. Change the form if necessary.

nominate phenomenon smooth unproductive

1 Team members should _____ a leader at the start of any discussion.
2 When you are feeling _____, the best thing to do is take a break.
3 Decision making in teams is hardly ever a / an _____ process.
4 Having virtual online meetings is a / an _____ that is here to stay.

assumption biased inefficient overwhelmed

5 Most people make the _____ that quiet people have no ideas to share.
6 Working in groups of more than five people is very _____.
7 More than three items on a discussion agenda can make people feel _____.
8 Most people are _____ against certain views and ways of working.

3 Which three of the sentences do you most agree with? Compare your answers with a partner.

FREE SAMPLE

B BEFORE YOU LISTEN

Activating prior knowledge

Work in a group. Match the ideas below with the topics. Add your own ideas.

difficult to agree difficult to disagree efficient fast generate many ideas
get distracted inefficient share responsibility slow

The benefits of group work: _____

_____

The disadvantages of group work: _____

_____

C GLOBAL LISTENING

1 **1.1 Listen to the first part of a discussion about group work. What is the focus of the discussion, a benefit or a disadvantage?**

2 **1.1 Listen to the first part again. Number the events in the order they happen.**

___ Saud outlines the content of the article.
___ Tom identifies some problems with group work.
___ Jon gives a reason why group work is popular.
___ Tom questions why group work is so common.

3 **1.2 Listen to the rest of the discussion and choose the correct word or phrase to complete each sentence.**

1 Saud **supports** / **doesn't support** group work.
2 Jon argues that group decisions are **very good** / **not very good**.
3 Tom suggests people usually **agree** / **disagree** with the leader.
4 Jon describes group think as a way of **controlling** / **helping** people.
5 Tom identifies the **problems with** / **benefits of** dominant people.
6 Jon **agrees** / **disagrees** with Tom's point about dominant people.
7 Saud outlines a strategy to **prevent** / **encourage** group think.
8 Jon argues that the strategy is **useful** / **not useful**.



FREE SAMPLE

D CLOSE LISTENING

Identifying jokes and colloquial allusions

English speakers often use humor to create a relationship with listeners. Humor is based on shared knowledge not explicitly stated. The speaker makes the assumption that the listeners will understand.

Not that we'd ever say something to please our tutor, of course! We would never do that, would we?

Colloquial allusions often use very informal language or, sometimes, language from a specific region of a country.

Yeah, a little bit like those khakis you're always wearing, Jonno!

Identifying jokes and colloquial allusions will help you to understand the speaker's view and relationship with the listeners. Observe how other listeners respond. When they find something humorous, "unpack" what was said by checking that you ...

- understand all the language.
- know who or what was referred to.
- have sufficient background information.

1 **1.3 Listen to parts of the discussion again and choose the correct answers.**

1 In Jon's first year of college, he **worked very hard** / **didn't work very hard** / **always worked in a group**.

2 Some of the students' tutors probably have **a strong academic background** / **careers in teaching history** / **some failed tests in their pasts**.

3 Jon shows the group **that Tom's point is correct** / **that he agrees with Tom** / **that Tom is wrong about group work**.

2 **1.4 Listen to three more extracts. What does the speaker actually think?**

1	Tom	**a**	There are lots of problems in the world.
		b	We face few problems in the world today.
2	Tom	**a**	We've agreed to things in groups that we didn't really believe.
		b	We would never say things in a group that we didn't believe.
3	Jon	**a**	We must stop people from being different.
		b	We should allow people to be different.

E CRITICAL THINKING

1 **Work on your own.**

Student A: Make a list of the challenges of working individually.

Student B: Make a list of the challenges of working in groups.

2 **Share and discuss your lists.**

FREE SAMPLE

ACADEMIC SKILLS

DEDUCING MEANING FROM CONTEXT

When you listen, there will be words and expressions you haven't heard before. The best strategy for dealing with this is to guess the meaning, using situational and / or linguistic knowledge.

Situational knowledge—think about who is speaking and what their purpose is. Think about the topic before and while you listen.

Linguistic knowledge—when you hear a word or expression that you don't recognize, think about what it sounds like. Are there other words that sound similar? Use the surrounding words to guess the part of speech. Is there a prefix or a suffix you can identify?

Don't spend too much energy on this—many words are redundant for understanding the overall meaning. Focus on the broader message and on the specifics of what you want to hear.

1 Read two extracts from *Group work*. Choose the correct situational and linguistic information that best explain the words / expressions in bold. Work with a partner and decide on a possible meaning for the word / expression.

Word / expression	Situational knowledge	Linguistic knowledge
1 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?	**a** There are three students speaking in the group. ☐ **b** The speaker is talking about the disadvantages of collaboration. ☐	**c** *Conform* means to behave the way most people think is correct. ☐ **d** The suffix *-ity* is used with nouns. ☐
2 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 ... never getting to speak ... you know, like Sam? We always end up doing what he suggests, for some reason.	**a** The speaker describes how Sam always speaks and they feel they need to do what he says. ☐ **b** Sam isn't in the conversation. ☐	**c** *over-* is a prefix that means too much of something. ☐ **d** *overwhelmed* finishes with *-ed* meaning it comes from a regular verb. ☐

2 1.5 Listen to an extract from *Group work*. Create a new table and add the words / expressions you don't recognize. Discuss the words with your partner and complete the rest of the table.

3 Work in a group. Compare your answers for Exercise 2 and discuss the questions.

1 Did you all find the same words difficult? How did other people in the group deduce their words?

2 Which helped you guess the meaning of the words more? Situational knowledge? Linguistic knowledge? Combining both?

FREE SAMPLE

INTENTIONAL COMMUNITIES

A VOCABULARY PREVIEW

1 Match the words in bold with the correct definitions.

distinct (adj) evaluation (n) fund (v) obsolete (adj)
provider (n) sector (n) specifically (adv) statistic (n)

1 _____ no longer used because of being replaced by something more effective
2 _____ for one particular thing or type of thing
3 _____ to provide money for something that costs a lot
4 _____ a decision about quality and value, based on careful thought
5 _____ an organization or company that makes a service available to the public
6 _____ a number that represents a fact or describes a situation
7 _____ a group that is part of a larger group
8 _____ separate and different in a way that is clear

2 Match the sentence halves.

1 The **statistics** about salaries	a charge too much for the Internet.
2 Most **providers**	b enjoy being part of a **distinct** community with a strong identity.
3 Community centers should	c make sure all **evaluation** of student work is done very quickly.
4 **Obsolete** electronic goods	d show that they are rising in most industries.
5 Most people	e should be **specifically** aimed at providing a fun environment for young children.
6 Colleges must	f should be recycled rather than just thrown away.
7 The design of parks	g be **funded** by the government.
8 Healthcare	h is the most important **sector** that society should focus on.

3 Which of the sentences do you agree with in Exercise 2? Compare your answers with a partner.

FREE SAMPLE

B BEFORE YOU LISTEN

You are going to listen to a lecture about intentional communities. First, discuss these questions with a partner.

1 How many communities are you a part of? Make a list. Think about these types as well as any others you might be part of.

Accommodations Activity groups Educational Social

I live in ... *I joined ...* *I am part of ...*

2 Grade each community you are a part of on a scale of 1 (completely my choice to be part of it) to 3 (I didn't have a choice about being part of it).

I would give "living in the college hall of residence" a 2, because ...

C GLOBAL LISTENING

1 **1.6 In the introduction, the lecturer distinguishes between two types of community. What do you think these could be? Listen and check.**

2 **1.7 Listen to the rest of the lecture. Which three points are not included?**

1 a definition of successful communities
2 a definition of accidental communities
3 a personal opinion about living in one type of community
4 an example of a type of community in India
5 a discussion of the role of town planning on community
6 an example of a single event that generated a community
7 an example of a regular event in Mexico
8 an example of voluntary (or volunteer) work

Listening to a sequence of arguments



FREE SAMPLE

D CLOSE LISTENING

Adopting a critical stance to information in lectures

Thinking critically about the information presented in lectures will help you to identify the argument presented, along with the reasons and evidence. You will then be able to evaluate this argument and consider alternative perspectives.

Use a series of questions to provide a framework for the critical stance, e.g.,

What is the main argument or viewpoint?

What supporting evidence is provided?

What alternative arguments or viewpoints might there be?

What examples are given?

1 **1.7 Listen again to a continuation of the lecture. Is the lecturer more concerned overall with intentional or accidental communities? Make a note of the points you hear that support your answer.**

2 **1.8 Listen to four extracts from the lecture. Match the extract with the lecturer's actions.**

The lecturer ...

a gives her own viewpoint with no supporting information. ____

b allows for no alternative viewpoint. ____

c refers to people's experiences but provides no specific examples or evidence. ____

d believes that most people have the same viewpoint. ____

3 **1.9 Listen to three more extracts from the lecture. Identify how the lecturer's arguments are supported. Match the methods (a–c) with the extract numbers.**

a providing historical dates and facts ____

b defining a technical term ____

c reference on a handout ____

E CRITICAL THINKING



1 **Work in small groups. Look back at the list of communities you made in the *Before you listen* activity. Which ones match your current outlook and beliefs and which ones do you have to adapt yourself to?**

2 **Partner with someone from another group. Discuss your ideas.**

3 **Evaluate your overall personal experiences of both types of community. Share your ideas with your partner.**

FREE SAMPLE

CRITICAL THINKING

Logical fallacy: anecdotal evidence

Arguments sometimes contain problems in their logical structure and are, therefore, less valid. One type of logically fallacious argument uses anecdotal evidence.

I know a person who ...
My experience is that ...

Anecdotal evidence relies on informal personal experience. One problem is that people often remember more unusual stories. They then provide these exceptions as support for an argument, though the anecdotal evidence is not supported by scientific research.

What about the case where ... ?

Another problem is the assumption that if one event happens after another, the first event is the cause of the second.

So that proves it.
There has to be a connection.



1 Read the extracts from the discussion and the lecture. Identify the anecdotal evidence.

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

2 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!

3 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 ...

4 ... it is common to hear volunteers report that the experience of community with the other helpers and the people they were helping was life-changing. I remember one volunteer I taught telling me how she now has a completely different view of what she wants to do when she finishes university.

2 Work with a partner. Discuss the problem with the anecdotal evidence in each extract, and the kind of evidence that could be included to strengthen the arguments.

3 Discuss the questions in small groups.

1 How can forms of anecdotal evidence be useful, e.g., in law or medicine?

2 What support can be given to anecdotal evidence to make it useful?

FREE SAMPLE

VOCABULARY DEVELOPMENT

WORDS FOR WORKING TOGETHER

1 Complete the definitions with the words below.

antisocial collaborate membership open to
participant perspective productivity voluntary

1 _____ (n) someone who takes part in something
2 _____ (v) to work with someone in order to produce something
3 _____ (n) the rate at which goods are produced or work is done
4 _____ (n) a way of thinking about something
5 _____ (n) belonging to an organization, group, or club
6 _____ (adj) not interested in meeting other people, or not enjoying friendly relationships
7 _____ (adj) done because you chose to do it, not because you have to
8 _____ (adj) willing to consider different possibilities

2 Choose the best words to complete the collocations.

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

3 Choose five of the collocations from Exercise 2 and explain to a partner how each one connects to your life.

For example:

I have an annual membership at a local gym.

FREE SAMPLE

ACADEMIC WORDS AND IDIOMS

1 Match the words in bold with the correct definitions.

1	**amend** (v)	**a**	more powerful than other people of the same type
2	**conformity** (n)	**b**	a feeling of finding it difficult to relax or speak openly
3	**deviation** (n)	**c**	not willing to do something
4	**dominant** (adj)	**d**	to refuse to support either side in an argument
5	**impose** (v)	**e**	to influence something in a clever or dishonest way
6	**in a nutshell** (id)	**f**	something that makes you want to do something or to work harder, because you know that you will benefit
7	**incentive** (n)	**g**	a difference in the expected way of doing something
8	**inhibition** (n)	**h**	to force people to accept a new system or belief
9	**justification** (n)	**i**	behavior that is the same as most other people's
10	**manipulate** (v)	**j**	used for saying that you are going to express something in a simple direct way
11	**reluctant** (adj)	**k**	a reason why something is correct
12	**sit on the fence** (id)	**l**	to make changes to a document, law, agreement, etc.

2 Complete each sentence with a word or phrase in bold from Exercise 1. Change the form if necessary.

1 If you're working on a team, you must accept that sometimes other members will want to _____ your work.
2 It can be difficult for quieter people to speak when there are more _____ team members.
3 Effective team leaders do not _____ their views on others.
4 When explaining a complicated concept, it is best to say what it is _____ before going into lots of detail.
5 I am often _____ to speak if I think I am going to be criticized.
6 _____ to group rules is important for a smooth working process.
7 Someone who is afraid to give their opinion and always _____ is not a very useful team member.
8 Group work becomes difficult when there is _____ from the original aims and plan.
9 Offering a(n) _____—such as a prize—usually motivates a team.
10 It is normal to feel a degree of _____ in new situations and to find it difficult to speak.
11 Good team leaders know how to _____ the team members to get them to do what they want.
12 The need for a quick decision is a _____ for the team leader to decide without the group.

3 Choose the three sentences you most agree or disagree with in Exercise 2.

ACADEMIC IDIOMS

IN A NUTSHELL

Used as far back as the 16th Century by Shakespeare in Hamlet, this phrase settled on its final figurative meaning of summarizing information in the 19th century in the works of English author Thackeray: *Here, then, in a nutshell, you have the whole matter.*

FREE SAMPLE

SPEAKING MODEL

You are going to learn about using cleft sentences when you speak, using stress in key words in colloquial language, and keeping a discussion going. You are then going to take part in a debate about support for communities.

A ANALYZE

Read the discussion. Answer the questions.

1 What topic are they discussing?
2 What viewpoints do they need to include in the discussion?
3 Who gives a personal perspective?
4 What do they support their perspective with?

DOUG: So, remember, the focus of this discussion is funding for community groups.

ANGIE: Yes, the question we're actually debating is—who should support community groups? In a nutshell, should they get money from the government, or should they rely on volunteers?

DOUG: We've only got 15 minutes, and we've got to cover both sides of the argument. So, let's start ... Jamil, what's your view?

JAMIL: Well, speaking as someone from the UK, I feel that volunteer work is the thing that is at the heart of all communities.

DOUG: How is that related to being from the UK?

JAMIL: There's just so much stuff going on there. I read recently that there are maybe 900,000 small community groups operating in the UK. And it is these groups that keep communities going. They'd be really stuck without them.

ANGIE: That's a good point.

JAMIL: And get this, something like 15 million people volunteer each month in the UK. Don't you think that's fab?

ANGIE: Yeah, I read about that and, apparently, it's older people who volunteer most. They divide their time between hobbies, family, and ...

DOUG: Mm, interesting, 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.

ANGIE: So, what's the next point we need to talk about?

JAMIL: Hang on a minute. Has everybody given their point of view? We need to talk more about the value of volunteering before we move on. I've said what I think, but what about everyone else? Come on, this is no time to sit on the fence.

LEAH: Could I say something about this?

JAMIL: Yeah, go for it.

LEAH: The reason why people volunteer is because they want to give something back to society. It isn't the government that can really help. What is needed is people from the communities themselves.

B DISCUSS

Discuss the questions in a group. Explain and support your views.

1 Who benefits from volunteer work?
2 Are there any disadvantages to volunteer work?

FREE SAMPLE

GRAMMAR

Cleft sentences

We use cleft sentences to make connections between known and new information. The information is divided into two clauses, so the focus can be on the new information.

Cleft sentences with *it*

The new information comes after *it*. The known information is in the clause after *that*. When talking about people, we can use *who*. When talking about times, we can use *when*.

It's older people who volunteer most.

Cleft sentences with *wh-* words

These sentences can use *what, where, why, that*, etc., or they can start with phrases such as *The reason why ...* The new information can come in the first or second clause.

What is needed is people from the communities themselves.

1 Match the parts of the cleft sentences.

1			
a	Volunteer work	is these groups that	is at the heart of all communities.
b	It	is the thing that	keep communities going.
2			
a	The reason why people volunteer	is because	can really help.
b	It	isn't the government that	they want to give something back ...

2 Find the cleft sentences in the model and check your answers.

3 Rewrite the following sentences as cleft sentences. Consider which information you wish to emphasize when you decide on the structure.

1 Community groups provide valuable help for local people.
2 Older people volunteer because they have more free time.
3 Participation in volunteer work can help people to develop their skills.
4 People like to collaborate to solve local problems.
5 Private donations account for community-group funding.
6 Government funding should be spent on regional and national issues.

4 Compare your sentences with a partner. How do they differ in emphasis?

FREE SAMPLE

SPEAKING SKILL

Keeping discussion going

To explore ideas fully and make informed decisions, have a plan for your discussion and a strategy for keeping it going, even when it is informal.

1 At the start, identify the aim of the discussion and points to be discussed.
So, as we agreed, the point of the discussion is to ...
We have four main areas to cover.

2 Ensure that everyone participates and, also, stays on topic.
What do you think about that?
Let's try to stay on topic.

3 Monitor the time, keep the discussion moving, and make sure everyone is ready to change topics.
I'm afraid we'll have to leave that for another day.
Let's move on to the next point.
Does anyone else have anything to add to that?

4 Listen actively, respond to points made, and contribute your ideas.
Really?
That's a very valid point ...
If I could jump in here ...

1 Match a phrase with each purpose.

1	identify points to discuss	*What's your view?*
2	ensure participation	*Interesting.*
3	decide when to move on	*We have to cover both sides of the argument.*
4	listen actively	*Has everybody given their point of view?*

2 1.10 Listen to four extracts from the model. Match each extract (1–4) with its purpose.

___ Identify aim
___ Stay on topic
___ Listen actively
___ Contribute your ideas

3 Review the model and select the phrases the participants use to keep the discussion going.

4 Find out about your group's experience with volunteer work. Use the strategies to keep the discussion going.

FREE SAMPLE

PRONUNCIATION FOR SPEAKING

Stress in key words in colloquial language

Colloquial speech is often fast and may contain informal grammar and unfamiliar vocabulary. To follow this effectively, focus on the stressed words because these carry the speaker's main message.

*There's just **so much stuff** going on **there**.*

1 Match each extract with its underlying meaning.

1 They'd be really stuck without them.	**a** I think it's excellent.
2 And get this ...	**b** Wait. It's too soon to move on.
3 Don't you think that's fab?	**c** Yes, you have my permission.
4 ... to go into the ins and outs of ...	**d** Listen to this. It's important.
5 Hang on a minute.	**e** They would have problems on their own.
6 Yeah, go for it.	**f** ... to examine the details of ...

2 1.11 Listen to the extracts above and underline the stressed words. Compare with a partner and identify the following.

1 How does the stress help provide the meaning?
2 What happens to the unstressed words?

3 Work with a partner. Say the sentences from Exercise 1. Aim to say them at a natural pace, with the key words stressed.

4 Review the *Speaking model*. Then work in groups of four, with each person taking one of the four roles from the discussion. Discuss the same topic, using some of the language from the model and focusing on using stress on the key words.

FREE SAMPLE FREE SAMPLE

SPEAKING TASK

Have an informal debate about the need for support for communities.

Brainstorm

Review *Group work* and *Intentional communities* and the Speaking lesson.

Note different ways to support a community.

- Identify ways that people you know have supported a community.
- Identify ways in which the government supports communities.
- Research facts and statistics related to each of the areas you identify.

Plan

Review and organize your notes. Consider who should provide the most support for communities: local volunteers or the government.

Speak

Work in a group. Have an informal debate. Keep the discussion going for the whole available time. Identify the outcome by voting at the end.

Review

Work with a new group. Compare the outcomes of your group discussions and share the arguments put forward.

Reflect

Using the information you learned throughout the unit, answer the questions.

1 What are the benefits of keeping discussion going?
2 How can people work together most effectively?
3 Which is more important, the individual or the community?

FREE SAMPLE FREE SAMPLE

WORDLIST

*** very frequent ** frequent * not frequent

Vocabulary preview

assumption (n) **
biased (adj)
distinct (adj) **
evaluation (n)
fund (v) ***
inefficient (adj)
nominate (v) *
obsolete (adj)
overwhelm (v) *
phenomenon (n) **
provider (n) *
sector (n) ***
smooth (adj) **
specifically (adv) ***
statistic (n)
unproductive (adj)

Vocabulary development

antisocial (adj)
collaborate (v) *
membership (n) ***
open to (adj)
participant (n) **
perspective (n) **
productivity (n) **
voluntary (adj) **

Academic words and idioms

amend (v) **
conformity (n)
deviation (n)
dominant (adj) **
impose (v) ***
in a nutshell (id)
incentive (n) **
inhibition (n) *
justification (n) **
manipulate (v) **
reluctant (adj) **
sit on the fence (id)

ACADEMIC WORDS AND IDIOMS REVIEW

Complete the sentences with the correct form of the words and phrases below.

amend conformity deviation dominant
in a nutshell incentive reluctant sit on the fence

1 She was able to recite the poem with no _____ from the text.
2 What I mean, _____, is that we need to adopt a different strategy.
3 Hank was _____ to leave his laboratory—he still had work to do.
4 In most groups, the most _____ person normally takes the lead.
5 Bosses say they value initiative, but they often want _____.
6 We can't _____ in this critical situation. We need to make a decision.
7 The company introduced _____ to increase worker productivity.
8 The information has been _____ several times, and we are now confident that it is correct.

UNIT REVIEW

Listening 1	☑ I can identify jokes and colloquial allusions.
Listening 2	☐ I can adopt a critical stance to the information I hear.
Academic skill	☐ I can deduce meaning from context.
Vocabulary	☐ I can use vocabulary describing working in teams.
Grammar	☐ I can use cleft sentences.
Speaking	☐ I can keep a discussion going.

FREE SAMPLE FREE SAMPLE

SCIENTIFIC AMERICAN

HOW CLIMATE CHANGE WILL HIT YOUNGER GENERATIONS

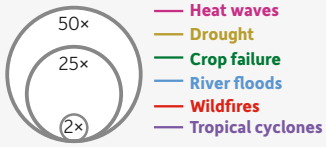
Babies born today will experience far more disruptions fueled by climate change than their parents or grandparents. In a study published in October 2021 *Science*, Wim Thiery of Vrije Universiteit Brussel in Belgium and his colleagues combined climate model projections under three global warming scenarios with demography data to calculate the lifetime exposure to six types of extreme weather for every generation born between 1960 and 2020. Even as a climate scientist acutely aware of the dangers of rising temperatures, "seeing the numbers as a person, as a parent, is a punch in the stomach," he says.

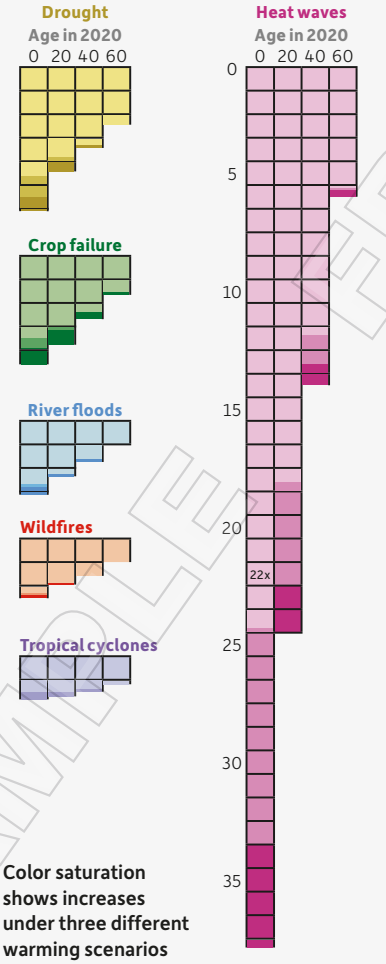
Young people in the Middle East and sub-Saharan Africa and those in low-income countries will see the largest increases in exposure. These estimates examine only changes in the frequency of extreme events—they do not represent how those events may become more intense and longer-lived. Although "young generations have the most to lose if global warming reaches higher levels," Thiery says, they also have the most to gain if greenhouse gas emissions can be reined in. "That is a key message of hope."

Exposure to Extreme Events by Age in 2020

It seems intuitive that younger generations will feel the effects of climate change more than older ones. But quantifying this phenomenon reveals just how stark the disparities are, particularly in terms of exposure to heat waves.

Circle sizes show by what factor each type of extreme event will increase for each age under the 2.4° C warming scenario



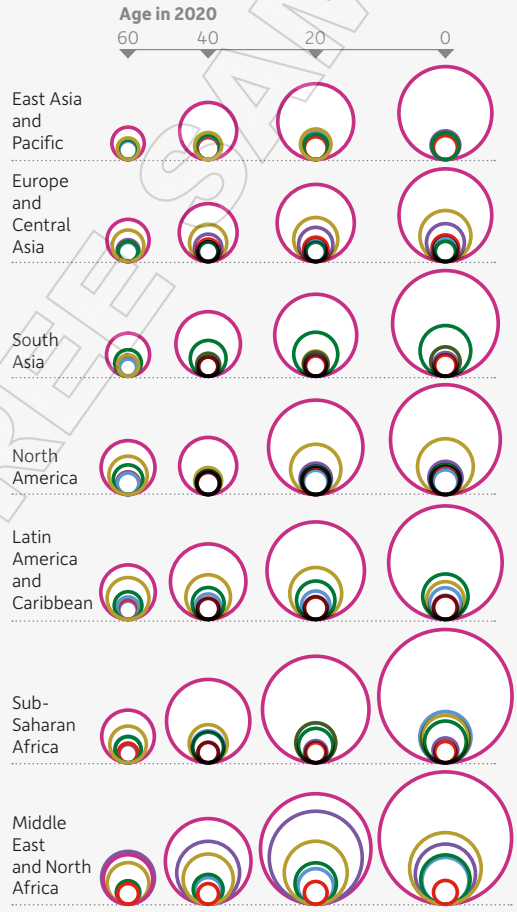


Color saturation shows increases under three different warming scenarios

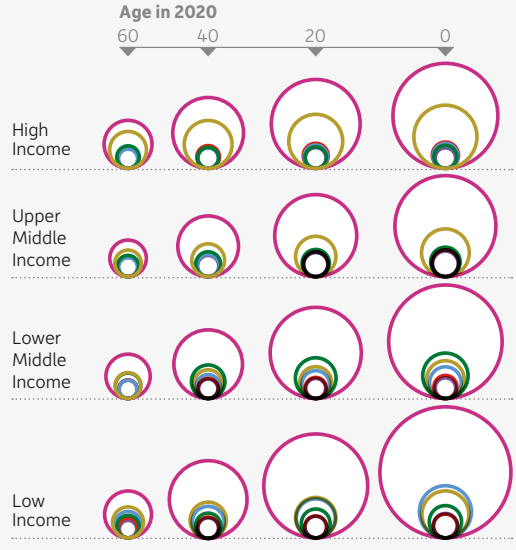
1. 1.5° C warmer by 2100 (*lightest*)
2. 2.0° C warmer by 2100 (*middle*)
3. 2.4° C warmer by 2100, in line with current pledges (*darkest*)

Squares show by what factor each extreme event will increase for each age, compared with preindustrial times

VARIATION BY WORLD REGION



VARIATION BY COUNTRY INCOME



FREE SAMPLE



GLOSSARY

disparity (n) a difference, often connected with (un)fairness, with some people getting worse treatment than others

lifetime exposure (n) the number of times a person experiences a particular unpleasant event in their lifetime

rein in (v) limit or control

INTEGRATED SKILLS

You will read a text about the impact of climate change on different generations and analyze a diagram. You will then hear a short podcast related to the topic. There are some questions to help you with language and the main ideas. Finally, you will summarize the points in both texts.

A CLOSE READING

Read the *Scientific American* text about the impact of climate change on different generations and look at the diagram. Answer the questions.

1 What three global warming scenarios did Wim Thiery and his colleagues estimate?

2 Which two types of change for extreme events did the study NOT include?

3 Which of the six types of extreme weather is expected to increase the most / the least?

4 What exactly do the bars in the diagram on the left represent?

5 Where will children born in 2020 experience the greatest increase in droughts if variation is considered by:

   a country income?

   b world region?

B READING ANALYSIS

Discuss the questions with a partner.

1 Why does Wim Thiery describe the results as "a punch in the stomach"?

2 How much difference does it make if the rise in temperature is limited to only 1.5 °C?

C CLOSE LISTENING

1 Listen to a podcast about corals and climate change. Complete the summary with a word or number in each space.

1 According to the IPCC, a temperature increase of [a]____ °C compared to preindustrial levels would mean only [b]____ to [c]____ % of our current corals would survive.

2 To test the IPCC prediction, Grottoli exposed [a]____ species of coral from Hawaii to [b]_____ stress, more [c]_____ water, or a combination of both.

3 After [a]____ months, they found that more than [b]_____ had survived, even under conditions equivalent to a [c]____ °C temperature rise.

4 Two of the species weren't just [a]_____; they were [b]_____ and doing well.

D LISTENING ANALYSIS

Discuss the questions with a partner.

1 What does the new research suggest about the IPCC's predictions?

2 What does Andréa Grottoli mean when she says, "they'd acclimatized"?

E INTEGRATED SPEAKING

Work with a partner. Summarize the points made in the podcast and add information from the reading text. Include the following topics:

- The direct impact of a 1.5 °C to 2 °C increase on corals
- Some possible indirect impacts (based on the reading text and diagram)
- Your own ideas to explain the disparity between the IPCC's predictions and the recent research

FREE SAMPLE

2 Games

DISCUSSION POINT

Study the infographic about the benefits of sports and answer the questions.

1 What additional benefits are there for each category?
2 Which category of benefits is most motivating?
3 What are the advantages for society of each of the categories of benefits?
4 Are there any negative factors in each category?





BEFORE YOU WATCH

Match the words in bold with the definitions.

1 **appreciate** (v)
2 **echo** (v)
3 **insight** (n)
4 **peer** (n)
5 **ultimate** (adj)

a to understand the true nature of a situation, and realize why it is important or serious
b to repeat a quality or situation
c a person who belongs to the same social, professional, or age group as another person
d something that is better, more extreme, or more important than all others
e a chance to understand something or learn more about it

FREE SAMPLE

UNIT AIMS

LISTENING 1 Following the way a discussion develops
LISTENING 2 Using Cornell notes for lectures
ACADEMIC SKILL The Jigsaw method of groupwork
VOCABULARY Getting the opportunity to speak
GRAMMAR Expressing causality
SPEAKING Dealing with issues in group work



A rowing team

WHILE YOU WATCH

Watch the video and choose *T* (True) or *F* (False).

1 The main theme is how to play table tennis well. T / F
2 The narrator identifies the relative importance of the tournament Hana won. T / F
3 Hana complains about how the rules on age restrictions have become more severe. T / F
4 Hana likes the challenge of difficult games. T / F
5 Hana's coach thinks she is similar to other champions in her approach to the game. T / F

AFTER YOU WATCH

Discuss these questions from the video in a group.

1 What does it take to win?
In order to win, I think ...
2 How does your approach to competition and challenge echo Hana's?
One similarity is that ...
3 What would it take for you to win at your chosen challenge?
For me to win, I would need to ...

FREE SAMPLE

TECHNOLOGY IN SPORTS

A VOCABULARY PREVIEW

1 Match the words in bold with the correct definitions.

1	**elite** (n)	a	limited in what it is possible to do
2	**fundamental** (adj)	b	continuing for a long time
3	**irrelevant** (adj)	c	the possibility that something unpleasant or dangerous might happen
4	**prolonged** (adj)	d	willing to do things that are unfair or dishonest
5	**restricted** (adj)	e	the best or most skillful people in a group
6	**risk** (n)	f	happening at the end of a process or activity
7	**ultimate** (adj)	g	relating to the basic nature of something
8	**unscrupulous** (adj)	h	not important for what you are discussing or doing

2 Choose the best word to complete the sentences.

1 The **irrelevant** / **fundamental** / **elite** rule of sports is to play fairly and not to cheat.
2 Medicines taken by professional sports competitors should be **ultimate** / **restricted** / **fundamental** and monitored.
3 The outcome of sports is **ultimate** / **irrelevant** / **risk**; participation is much more important.
4 Sports funding should help the general public rather than the **prolonged** / **elite** / **risk** of top athletes.
5 The world of sports is full of **unscrupulous** / **fundamental** / **prolonged** competitors who will do anything to win.
6 Winning is the **ultimate** / **irrelevant** / **unscrupulous** goal of any competitor.
7 To become the greatest, you must be prepared to take a **restricted** / **risk** / **elite**.
8 The human body will eventually be damaged by **fundamental** / **prolonged** / **restricted** sports training.

3 Which sentences do you agree with? Compare your answers with a partner.

B BEFORE YOU LISTEN

Work in a group. Which of the people listed below have a role in the success of an individual sports competitor? How? How much?

- The sports competitor
- His or her family
- The sports equipment company
- The sports doctor
- The competitor's trainer

FREE SAMPLE

C GLOBAL LISTENING

1 2.1 **Listen to the start of a discussion about sports. What do you think the overall theme of the discussion will be?**

a fairness in sports
b funding of sports
c children and sports

2 2.2 **Listen to the rest of the discussion and number the main ideas discussed in order.**

___ Changes in sports equipment affect past sports people as well as current sports people.
___ Some argue that doping should be made legal.
1 Companies are using advanced technology to develop sports equipment.
___ Separate sports events for clean athletes and dopers wouldn't solve the problem.
___ Cycling is an example of a sport dealing with more than one issue.
___ Doping can be very difficult to prove due to new developments.
___ Not everyone can use advanced sports equipment, and this is not fair.
___ Sports can be dangerous for a variety of reasons.



Predicting

GLOSSARY

disgrace (v) to harm the reputation of a person by doing something bad

drag (n) the force that slows something down when it moves through air or liquid

life expectancy (n) the length of time that someone is likely to live

FREE SAMPLE

D CLOSE LISTENING

Following the way a discussion develops

Discussions develop in a variety of ways, often not following one particular path. However, discussions do tend to have key identifiable interactions, e.g.,

Challenging a view *"I'd like to challenge that point."*

These interactions have no fixed order and can be repeated as the discussion develops. Identifying them will help you to follow the development of the discussion and understand the points made. Some of these interactions include:

Establishing roles	*"I'll take notes, and you chair the discussion."*
Introducing a topic	*"Let's begin with the question of sports events."*
Interrupting	*"It's very important that—"*
	"—But what about the idea of fairness?"
Broadening the topic	*"Let's bring in the idea of equality, too."*

1 **2.1 Listen to the start of the discussion again. Which two interaction types do you hear?**

Challenging a view Establishing roles Interrupting Introducing a topic

2 **2.3 Listen to parts of the discussion again and identify the interaction in each extract from the list.**

Extracts 1–5

A Broadening the topic ___
B Challenging a view ___
C Establishing both sides of an argument *1*
D Exploring with a further question ___
E Interrupting ___

Extracts 6–10

F Getting back on topic ___
G Providing historical evidence ___
H Referring to source material ___
I Speculating on future outcomes ___
J Agreeing with a point ___

E CRITICAL THINKING

Which of these views from the discussion do you agree with?

1 Unequal access to advanced sports equipment is unfair.
2 Doping cannot be stopped. Therefore, it should be accepted.
3 People should be able to decide whether to participate in risky sports.

FREE SAMPLE

ACADEMIC SKILLS

THE JIGSAW METHOD OF GROUPWORK

All groupwork involves the division of tasks among the members of the group. One form of division is based on the different abilities of the group members. For example, if someone is particularly creative, they could work on the design of a presentation but leave the delivery of the presentation to someone who is a more confident speaker.

Another way to divide tasks among the members of a group is called the Jigsaw method. This involves each member of the group becoming experts in a chosen topic or source of information and then teaching and communicating this information to the rest of the group. There are three benefits of this technique:

1 People are forced to cooperate within the group and everyone works equally.

2 Teaching others reinforces learning and shows you what you have successfully understood and what you need to understand better.

3 By dividing the research, the time spent investigating is used more efficiently.

1 2.2 **Listen to part of *Technology in sports* again. Read the sentences and choose *T* (True) or *F* (False).**

1 All speakers have expert knowledge on all topics. T / F

2 The speakers shared useful knowledge from the articles. T / F

3 All the speakers already knew all the knowledge shared from the articles. T / F

4 Three of the speakers read an article but one didn't read any article. T / F

2 Work with a partner. Discuss and give reasons for your answers in Exercise 1.

3 With your partner, think of any group work you have done recently. Discuss the questions.

1 Did you use the Jigsaw method of groupwork? Why / why not?

2 If you used the Jigsaw method, how did it benefit your research? If you didn't use it, would it have been beneficial?

3 Why is it important to divide the work up equally when using the Jigsaw method?

4 What other groupwork would the Jigsaw method be suitable for?

FREE SAMPLE FREE SAMPLE

CHANGING THE RULES IN SPORTS

A VOCABULARY PREVIEW

1 Choose the correct ending to complete each definition of the words in bold.

1 **eliminate** (v) to get rid of something ___
2 **enhance** (v) to improve something ___
3 **initiative** (n) the ability to decide ___
4 **interfere** (v) to deliberately become involved in a situation ___
5 **motivate** (v) to encourage someone ___
6 **outrage** (n) a strong feeling of anger and shock ___
7 **prestige** (n) the high reputation ___
8 **protective** (adj) wanting to stop someone or something ___

a that is not wanted or needed
b that does not relate to you
c to behave in a particular way
d that someone or something has earned
e in an independent way what to do
f at something you feel is unfair
g or make it more attractive or valuable
h from being hurt

2 Choose the correct word in bold to complete the sentences.

1 All competitors would **eliminate** / **enhance** their sports performances if they had the opportunity.
2 It would be impossible to **eliminate** / **motivate** all elements of competition from society.
3 Most sports competitors will do anything for the **outrage** / **prestige** of winning.
4 Parents and teachers should not **interfere** / **motivate** in children's playground games.
5 Parents often feel **protective** / **outrage** when they see their children experiencing difficulties.
6 Prize money is the most effective way to **enhance** / **motivate** sports competitors.
7 The government should take the **initiative** / **prestige** to fund more public sports centers.
8 We are right to feel **outrage** / **protective** when a sports competitor is revealed as a cheat.

3 Identify four sentences from Exercise 2 that you strongly agree or disagree with. Discuss your choices with a partner.

FREE SAMPLE

B BEFORE YOU LISTEN

You are going to listen to a lecture about changes in the rules of sports. Work in a group and brainstorm a list of possible reasons why sports sometimes change their rules.

I think rule changes in sports reflect ...

Maybe rules change in order to ...

C GLOBAL LISTENING

Listening for main ideas

1 2.4 **Listen to the start of the lecture. What three reasons are given for some of the changes in sports in recent years?**

2 2.5 **Listen to the rest of the lecture and choose the points that are mentioned.**

1 ☐ It is internationally recognized that everyone has the right to take part in sports.
2 ☐ Some sports have more participants than you would expect.
3 ☐ Most rule changes are not popular because they make the game worse.
4 ☐ Technology can slow games down.
5 ☐ Making a game shorter can make luck more significant to the result.
6 ☐ Some new rules can eliminate boredom.
7 ☐ Losing a form of a game can result in traditions disappearing.
8 ☐ The risk of sports-related injury is much higher now than in the past.

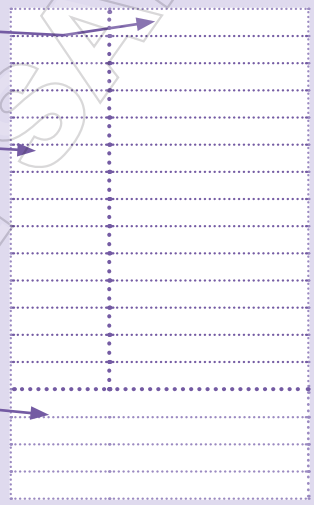


FREE SAMPLE

D CLOSE LISTENING

Using Cornell notes for lectures

Having a system for note-taking helps to make your notes more effective. The Cornell system includes note-taking, asking questions, summarizing, reflecting, reviewing, and recalling.



Stage 1 Take notes

Write your notes in the note-taking column during the lecture. Use short, clear sentences.

Stage 2 Write questions

After the lecture, review your notes and write questions in the first column (e.g., *Is there any research on this? What could sports governing bodies do differently?*). This will help you to identify connections and meaning. It will also help with later review work.

Stage 3 Summarize

Review your notes and questions and write a summary in the final section.

Stage 4 Reflect

Think about the content of the notes. How does it connect with other content? What is the background? Where does it take you next? Add ideas and questions to the first column.

Stage 5 Review and recall

Regularly spend a short time reviewing your notes. After reviewing, cover the second column and answer the questions in the first column.

1 2.4 **Imagine you are a sociology student, listening to a lecture on sports and rules. Listen to the first part of the lecture again and take notes in the second column. Compare your notes with a partner.**

2 2.5 **Listen to the rest of the lecture and complete your notes in the second column. Again, compare your notes with a partner.**

3 **Review your notes and add questions to the first column. Then write a summary of the lecture. Compare your questions and summary with a partner. Revise as necessary.**

E CRITICAL THINKING

Work with a partner. What other issues could there be with rules in sports? Brainstorm a list. What kind of impact do they have?

One potential outcome is that ...

That could result in ...

FREE SAMPLE

CRITICAL THINKING

Ad hominem attacks

When an argument is presented, we should consider counter arguments and criticism of the original viewpoint. However, this criticism should remain focused on the argument, and should not become personal.

An ad hominem attack is when the person making the argument is criticized rather than the argument itself. This is not a valid form of argument.

Avoid ad hominem attacks by staying focused on the ideas and argument, rather than thinking about the person who presented them.

1 Read the extracts from the discussion. Identify the ad hominem attacks. Which extract does not contain an ad hominem attack?

1 **A:** It doesn't matter who is pleased by it ... we should just be trying to do the right thing.

B: You always look for issues to be black and white, but they aren't.

2 **A:** That was a very powerful point made in the third article, I thought anyhow.

B: You would, though, wouldn't you ... I remember you telling me that you were a big fan of some of those cyclists who were implicated ...

3 **A:** Sorry, sorry ... I was just saying ...

B: OK, let's get back to the point ... Hana is right, I would say. There was no good argument against doping in any of the articles.

4 **A:** And why not just have separate events for dopers and clean athletes, as is suggested?

B: Hold on a minute ... you always do this ... make radical statements without thinking them through. How would we know they are clean?

2 Work with a partner. Rephrase the responses containing ad hominem attacks so they are focused on the argument rather than the person.

3 Why are ad hominem attacks not a valid form of argument? Discuss your ideas with a partner.

FREE SAMPLE

VOCABULARY DEVELOPMENT

WORDS FOR GETTING THE OPPORTUNITY TO SPEAK

1 Complete the expressions with a word below.

back to come excuse first hold same straight take

1 Can I _____ in here?
2 I _____ your point.
3 Let's get something _____.
4 _____ me, but ...
5 Let's get _____ the point.
6 _____ on a minute.
7 _____ and foremost ...
8 All the _____ ...

2 Match the expressions in Exercise 1 with the uses.

1 _____ to emphasize the main point
2 _____ to say something is true despite what was said before
3 _____ to show understanding of the previous point
4 _____ to show you don't think everyone understands
5 _____ to show you think a point needs correcting
6 _____ to show you think the discussion is irrelevant
7 _____ to pause the discussion
8 _____ to warn of an interruption

3 Work in groups of three. Students A and B discuss one of the issues below. Student C finds opportunities to speak using the phrases from Exercise 1. Change roles, and then change roles again.

- Parents are the most important sporting role models for their children.
- Schools shouldn't have sports teams until the students reach the age of 14.
- Some children are not naturally suited to sports, and we should accept that.

FREE SAMPLE

ACADEMIC WORDS AND IDIOMS

1 Match the words and phrases in bold with the correct definitions.

1	**cast one's mind back** (id)	a	a basic or essential feature that gives something its character
2	**confined** (adj)	b	to make something seem likely to be the cause of something bad
3	**driving force** (id)	c	to make something have no effect
4	**exclude** (v)	d	limited to one area or group of people
5	**implicate** (v)	e	to deliberately not include something
6	**inclination** (n)	f	a situation that could possibly happen
7	**incompatible** (adj)	g	something that motivates somebody
8	**inevitably** (adv)	h	the process of combining with other things in a single larger group
9	**inherent** (adj)	i	used for saying that something is certain to happen
10	**integration** (n)	j	not able to work or exist together because of basic differences
11	**Joe Public** (id)	k	a name used for representing ordinary, average people in general
12	**negate** (v)	l	a feeling that you want to do something
13	**scenario** (n)	m	to think about something that happened in the past, especially in order to remember something important

2 Complete each sentence with your own ideas. Then compare your sentences with a partner. Do you agree with your partner's sentences?

1 If you **cast your mind** back to how much women's sports was visible when you were a child, it can be seen that ...
2 ... often feel **excluded** from participating in sports.
3 If a sports competitor is **implicated** in doping, ...
4 If a sports competitor has cheated once, the **inclination** of most people is ...
5 Competitive sports are **incompatible** with ...
6 Participating in contact sports **inevitably** leads to ...
7 Local sports are ... for **integration** in society.
8 Certain qualities **inherent** in different genders mean that sports ...
9 Sports competitors have to consider a **scenario** in which they ...
10 Problems in sports are not **confined** to ...
11 The influence of **Joe Public** on sports can be seen in the way ...
12 In order to **negate** the effects of bad publicity, athletes ...
13 ... could be a real **driving force** in the promotion of health and fitness for society.

ACADEMIC IDIOMS

JOE PUBLIC

Ordinary, average people in society are collectively referred to as *Joe Public* in British English. In a similar way, American English uses the expression *John Q. Public*.

The term is used as a generic placeholder, without the need to specify particular members of the community.

FREE SAMPLE

SPEAKING MODEL

You are going to learn about expressing causality when you speak, using intonation to express and elicit information, and dealing with issues in group work. You are then going to take part in a discussion about sports.

A ANALYZE

Read the discussion. Answer the questions.

1 What problems are discussed?

2 What issues and interactions does the group experience in the discussion?

DANNI: So, remember, we are trying to establish which of the three problems is the biggest in the world of sports today. We also ...

POPPY: Dangerous sports—you know, contact sports like rugby and boxing. ... I saw a really interesting program about them the other day ...

DANNI: Maybe tell us about that later, Poppy.

POPPY: I don't mind telling you about it now. It was ...

DANNI: Thanks, but we need to stay on track here. We need to discuss the different issues first before deciding. As I said, there are three we need to focus on—dangerous sports, of course. But then there's also sponsorship and ... rivalry—by that I mean having too much competition between teams and even countries. Sal, do you want to tell us what you think?

SAL: Yes, sure. I think sponsorship is the most important one. For example, fast-food sponsorship can have an effect on viewers, particularly younger people. The sponsors want Joe Public to associate unhealthy food with fit, active sports people. Cast your mind back. You all saw that last big competition, right?

DANNI: Yes, I did.

SAL: Their main sponsor was a fast-food company.

DANNI: Yes, I know. Top sports players just don't eat or drink that stuff. But we see all this advertising at the sports events. As a result, we think they do ... or at least, children think that. I agree—it's a big issue. Vera, what do you think? Which is the most significant ...?

VERA: Uh, rivalry.

DANNI: Rivalry, that's interesting. Why do you say that?

VERA: Well, for example, in my country, we have a lot of problems with fighting at soccer games because of rivalry between fans.

DANNI: And the police get involved?

VERA: Yes, and it costs a lot, in both time and money, to deal with.

SAL: Yes, that is a problem... Another consequence of this violence is that the general public stops going to these events. But I still think the long-term potential effect of sponsorship is more important. It affects millions of viewers, not just those at the event.

POPPY: But you would say that, wouldn't you? Because you don't eat fast food yourself, you think no one should.

SAL: No, it's not about my personal view. I've read the evidence.

B DISCUSS

Discuss the questions in a group. Explain and support your views.

1 Should dangerous sports be banned for adults and children?

2 Does it matter where sponsorship money comes from in sports?

FREE SAMPLE

GRAMMAR

Expressing causality

We can show a cause-and-effect relationship in many ways. The grammar of the sentence depends on the particular words and phrases used to express the causality.

Because, so, as, since—before a clause

*They banned his new design of bikes **because** they were faster.*

Consequently, as a result—at the start of a sentence or after a semicolon

*... is very valuable. **As a result**, trying to eliminate loss actually destroys the main benefit of sports.*

Result from, lead to, have an effect on—main verbs followed by prepositions

*A lot of the health problems athletes suffer **result from** incorrect administration of drugs.*

A cause of, the impact of ... on, a consequence of—noun phrases

*The problem is that the **impact of** the technology is not restricted to current swimmers.*

1 Complete the sentences with the correct word or phrase in the parentheses.

1 **(As a result / Since / A cause of)**

Top sports players just don't eat or drink that stuff. But we see all this advertising at the sports events. _____, we think they do.

2 **(the impact of / consequently / an effect on)**

For example, fast-food sponsorship can have _____ viewers, particularly younger people.

3 **(because / lead to / a cause of)**

In my country, we have a lot of problems with fighting at soccer games _____ of rivalry between fans.

4 **(as / consequence of / result from)**

Another _____ this violence is that the general public stops going to these events.

2 Find the examples of cause-and-effect relationships in the model and check your answers.

3 Rephrase the sentences from Exercise 1 using a word or phrase of a different type to express causality.

FREE SAMPLE

SPEAKING SKILL

Dealing with issues in group work

Group work is not always easy, and certain issues sometimes arise. For successful group work, the group needs to identify these issues and deal with them.

Unequal participation—everyone should contribute equally to the discussion.

Interruptions—group members need to be able to make their point before someone else speaks.

Unclear communication—expressing yourself clearly and listening carefully are important skills.

Going off topic—time is usually limited and the group needs to focus on the main points.

Ad hominem attacks—group discussion should focus on the topic, not criticism of individuals.

1 2.6 **Listen to the extracts from the *Speaking model* and decide what the issue is that the speakers deal with.**

	Issue	Phrase
1		
2		
3		
4		
5		

2 2.6 **Listen again and write the phrases used to deal with the issues.**

3 **Check your answers with the model. Then work with a partner to practice these parts of the model. One of you creates the issue, and the other responds with the phrase.**

4 **Work in groups of five. Each person should adopt an issue from the skills box. Discuss the following statement. Work as a group to deal with each issue as it arises.**

Governments should spend more money on free sports facilities for the public.

5 **Change issues and discuss the same statement. Does the group deal with the issues better this time?**

FREE SAMPLE

PRONUNCIATION FOR SPEAKING

Intonation when expressing and eliciting information

Intonation helps us to communicate more clearly. The pitch of our voice going up or down can show if we are giving information or asking for it. The grammar usually supports this, but intonation on its own can show this. The biggest pitch change happens on the most stressed word in the statement or question.

*Do you play **team** sports?* *You play **team** sports?* *You play **team** sports.*

However, information questions (with question words such as *what, who,* etc.), can have a similar intonation pattern to statements. The question word tells the listener that information is being elicited.

*What **team** sports do you play?*

1 2.7 **Listen to the short extracts based on the *Speaking model*. Decide if the person is expressing or eliciting information.**

1 expressing / eliciting _____
2 expressing / eliciting _____
3 expressing / eliciting _____
4 expressing / eliciting _____
5 expressing / eliciting _____
6 expressing / eliciting _____
7 expressing / eliciting _____

2 Review the *Speaking model*.

1 Find the extracts or related content in the ***Speaking model*** and practice giving and asking for information.
2 Find an example of an information question. Practice it.

3 Write two questions about sports to match the intonation patterns above. Then ask your partner the questions.

A _____
_____

B _____
_____

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SPEAKING TASK

Have a group discussion to evaluate problems in the world of sports.

Brainstorm

Review *Technology in sports*, *Changing the rules in sports*, and the Speaking section.

- Make a list of the main problems discussed, e.g., doping in sports. Add one more of your own.
- Add notes that may be useful when you discuss these problems, e.g., evidence and arguments.
- Write two questions for each of the problems to explore them further, e.g., *How much money is spent investigating doping in sports?*
- Research facts and statistics to answer your questions.

Plan

Review and organize your notes. Make a preliminary evaluation of the problems, identifying the most and least important.

Speak

Work in a group. Evaluate problems in the world of sports. Your group's goal is to agree on the most significant and the least significant problem in sports.

Deal with issues that arise in the group to stay on task.

Review

Work with a new group. Share your experiences of the discussion. Did you reach your goal? How well did your group deal with issues that arose?

Reflect

Using your learning from this unit, answer the questions.

1 What are some common issues in group work?
2 What factors should be considered when evaluating problems?
3 What is more important in sports, the outcome or the participation?

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WORDLIST

*** very frequent ** frequent * not frequent

Vocabulary preview

eliminate (v) **
elite (n) **
enhance (v) **
fundamental (adj) ***
initiative (n) ***
interfere (v) **
irrelevant (adj) **
motivate (v) **
outrage (n) *
prestige (n)
prolonged (adj)
protective (adj) **
restricted (adj) *
risk (n) ***
ultimate (adj) **
unscrupulous (adj)

Vocabulary development

come in here
first and foremost
get back to the point
get something straight
take your point

Academic words and idioms

cast one's mind back (id)
confined (adj)
driving force (id)
exclude (v) ***
implicate (v)
inclination (n) *
incompatible (adj)
inevitably (adv) **
inherent (adj) *
integration (n) **
Joe Public (id)
negate (v)
scenario (n) *

ACADEMIC WORDS AND IDIOMS REVIEW

Complete the sentences with the correct form of the words and phrases below.

cast our minds back | driving force | inherent | integration | Joe Public | scenario

1 Once the children learned everyone's names, the _____ was easy.
2 The grassroots community group was the _____ behind the success of the fitness campaign.
3 There are _____ personality differences between team players and individual sportspeople.
4 For me, winning is the only _____ that I'll accept.
5 She asked us to _____ to the early days of the sports competition.
6 There's a lot of interest from _____ in gossip about athletes.

UNIT REVIEW

Listening 1	☐	I can follow the way a discussion develops.
Listening 2	☐	I can use Cornell notes for lectures.
Academic skill	☐	I can use the Jigsaw method of groupwork.
Vocabulary	☐	I can use phrases for getting the opportunity to speak.
Grammar	☐	I can express causality.
Speaking	☐	I can speak up to take part in a discussion.

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