

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?

The **Benefits** of Sports



Physical Benefits

- › Heart disease
- › Resting heart rate
- › BMI
- › Blood pressure
- › Life expectancy



Psychological Benefits

- › Self-image
- › Academic performance
- › Depression
- › Well-being
- › Learning to lose



Social Benefits

- › Problem solving
- › Teamwork
- › Competition
- › Rule following
- › Leadership

VIDEO



A CYCLING RECORD

Before you watch

Match the words in bold with the correct definitions.

- | | |
|------------------------------|----------------------|
| 1 cheer on (v) | a to encourage |
| 2 former (adj) | b previous |
| 3 kick the bucket (v) | c surprising |
| 4 pedal (v) | d to die |
| 5 remarkable (adj) | e to power a bicycle |
| 6 try out (v) | f to test |



The start of a cycling competition.

While you watch

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

- 1 Robert Marchand is remarkable because he broke a cycling speed record at the age of 105. T / F
- 2 Robert has broken a number of records. T / F
- 3 Robert exercises regularly but only before record attempts. T / F
- 4 Robert believes he could have gone faster. T / F
- 5 Robert will definitely not be making any more record attempts. T / F

After you watch

Discuss these questions in a group.

- 1 What would you like to ask Robert if you met him?
- 2 Would you like to live to 105?
- 3 What sports do you like to do?
- 4 If you could break any world record, which would it be? Why?
- 5 Tell the class about an old person you know.

Technology in sport

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, dishonest, or illegal |
| 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 or character of something |
| 8 unscrupulous (adj) | h not important for what you are discussing or doing |

2 Choose the best word to complete the sentences.

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

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

B Before you listen

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

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

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

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.



Following the way a discussion develops

D Close listening

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  **2.3** Listen to the start of the discussion again. Which two interactions from the box do you hear?

Challenging a view Establishing roles Interrupting Introducing a topic

- 2  **2.4** Listen to parts of the discussion again and identify the interaction 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.

Study skills Speaking up

Effective group work involves everyone in the group. Each group member needs to contribute and help other people to contribute. We can help others by, e.g., asking questions, supporting views, and asking for examples.

We can help ourselves at three different stages.

Before the group work

- Make the decision to speak at least once.
- Prepare for the discussion by doing research and making notes.

During the group work

- Focus on being clear and brief.
- Give an example to support your point.
- Avoid speaking too fast and speak so everyone can hear you.
- Act confident even if you don't feel it.

After the group work

- Reflect on your contribution.
- Decide what you will do better next time.

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1 You are going to work in a group. First, review the task.

Extreme sports, where there is a risk of injury, should not be marketed to children or young people. What do you think? Discuss the issue in a group. Then, take a final vote.

2 Check any words or concepts you don't know in the task instructions. Make notes on any ideas you may want to include in the discussion.

3 Work in a group to have the discussion.

- Speak clearly.
- Give examples.
- Ask questions.
- Show your agreement with others' views.

4 Reflect on the group discussion using the checklist from Exercise 3.

- Which things on the list did you do?
- How often?
- How effectively?
- What did other group members do well?

5 Decide what you will do differently. Discuss your decision with a partner.

STUDY SKILLS



Children, sports, and identity

A Vocabulary preview

1 Match the words from the box with the correct definitions.

eliminate	enhance	initiative	interfere
motivate	outrage	prestige	protective

- 1 _____ to encourage someone to behave in a particular way
- 2 _____ to deliberately become involved in a situation to try to influence it
- 3 _____ a strong feeling of anger and shock at something you feel is unfair
- 4 _____ the high reputation that someone or something has earned
- 5 _____ wanting to stop someone or something from being hurt
- 6 _____ the ability to decide in an independent way what to do and when
- 7 _____ to get rid of something that is not wanted or needed
- 8 _____ to improve something or make it more attractive or valuable

2 Complete the sentences with the words in bold from Exercise 1.

- 1 All competitors would _____ their sports performances if they had the opportunity.
- 2 It would be impossible to _____ all elements of competition from society.
- 3 Most sports competitors will do anything for the _____ of winning.
- 4 Parents and teachers should not _____ in children's playground games.
- 5 Parents should avoid being too _____ of their children in team sports.
- 6 Prize money is the most effective way to _____ sports competitors.
- 7 The government should take the _____ to fund more public sports centers.
- 8 We are right to feel _____ when a sports competitor is revealed as a cheat.

3 Identify four sentences you feel strongly about. Share the sentences and your views with a partner.

B Before you listen

You are going to listen to a lecture about children and sports. Work in a group and brainstorm a list of possible problems the lecturer could focus on.

C Global listening

- 1 **1** 2.5 Listen to the start of *Children, sports, and identity*. What problem is the focus of the lecture?
 - More parents are involving their children in sports from a very young age.
 - Children's participation in sports is decreasing.
 - Learning to lose is an important lesson for life.
 - Research into children's sports is underfunded.
- 2 **1** 2.6 Listen to the rest of the lecture and number the main points in the order they are presented. (Two of the ideas are not in the lecture.)
 - 1 Participating in sports has many benefits for children.
 - Protecting children can actually lead to damaging children.
 - Sports-focused parents are often motivated by the prospect of financial gain.
 - The issue of cheating is growing in school sports.
 - When sports are part of a child's identity, there is a risk of negative effects.

Listening for main ideas



Using Cornell notes for lectures

D Close listening

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 parents do differently?*). This will help you to identify connections and meaning. It will also help with later review work.

Stage 3 Summarize

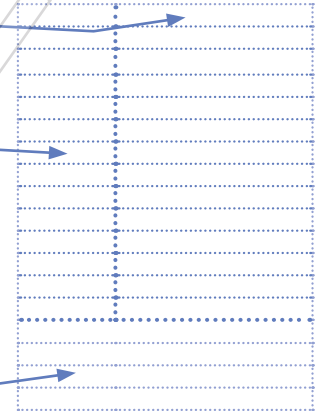
Review your notes and questions and write a summary in the final section.



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  **2.7** Imagine you are a sports-science student, listening to a sports psychology lecture. Listen to the first half of the lecture again and take notes in the second column. Compare your notes with a partner.
- 2  **2.8** 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 in pairs. What other issues do children face in relation to sports? Brainstorm a list. Which has the greatest negative impact?

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.

Vocabulary development

Words for getting the opportunity to speak

1 Complete the expressions with a word from the box.

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.

Academic words

1 Match the words in bold with the correct definitions.

- | | |
|-----------------------------|---|
| 1 confined (adj) | a to make something seem likely to be the cause of something bad |
| 2 exclude (v) | b limited to one area or group of people |
| 3 implicate (v) | c a feeling that you want to do something |
| 4 inclination (n) | d used for saying that something is certain to happen |
| 5 incompatible (adj) | e not able to work or exist together because of basic differences |
| 6 inevitably (adv) | f to deliberately not include something |
| 7 integration (n) | g a situation that could possibly happen |
| 8 scenario (n) | h the process of combining with other things in a single larger group |

2 Complete each sentence with your own ideas. Then compare your sentences with a partner. Which sentences do you most agree with, yours or your partner's?

- Problems in sports are not **confined** to ...
- ... often feel **excluded** from participating in sports.
- If a sports competitor is **implicated** in doping, ...
- If a sports competitor has cheated once, the **inclination** of most people is ...
- Competitive sports are **incompatible** with ...
- Participating in contact sports **inevitably** leads to ...
- Local sports is ... for **integration** in society.
- Sports competitors have to consider a **scenario** in which they ...

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. That's what I think. 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 the question of 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 a real effect on viewers, particularly younger people. They make that association between the unhealthy food and fit, active sports people. You all saw that last big competition?

DANNI: Yes, I did.

SAL: One of the major sponsors 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 in your opinion?

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 there is so much 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. And 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?

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 don't eat or drink it, 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 _____ there is so much 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.

Speaking skill

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

Issue	Phrase
1 _____	_____
2 _____	_____
3 _____	_____
4 _____	_____
5 _____	_____

- 2  **2.9** 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?

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  **2.10** Listen to the short extracts from 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 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 _____
- _____

Speaking task

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

Brainstorm

Review *Technology in sports* and *Children, sports, and identity* 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.

Share

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?

Review

Wordlist

MACMILLAN
DICTIONARY

Vocabulary preview

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

Vocabulary development

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

Academic words

confined (adj)	incompatible (adj)
exclude (v) ***	inevitably (adv) **
implicate (v)	integration (n) **
inclination (n) *	scenario (n) *

Academic words review

Complete the sentences with the correct form of the words in the box.

confined exclude implicate integration scenario

- Once the children learned everyone's names, the _____ was easy.
- We decided to _____ the managers from this meeting to give everyone a chance to speak freely.
- Studies seemed to _____ sportspeople and their coaches in several scandals last year.
- The _____ for these interviews is simple: one person asks all the questions.
- Deborah did not react well to being locked in a _____ space.

Unit review

- | | | |
|-------------|--------------------------|---|
| Listening 1 | <input type="checkbox"/> | I can follow the way a discussion develops. |
| Listening 2 | <input type="checkbox"/> | I can use Cornell notes for lectures. |
| Study skill | <input type="checkbox"/> | I can use techniques for speaking up in a discussion. |
| Vocabulary | <input type="checkbox"/> | I can use phrases for getting the opportunity to speak. |
| Grammar | <input type="checkbox"/> | I can express causality. |
| Speaking | <input type="checkbox"/> | I can speak up to take part in a discussion. |