

- LISTENING 1** Following the way a discussion develops
- LISTENING 2** Using Cornell notes for lectures
- STUDY SKILL** Speaking up
- VOCABULARY** Getting the opportunity to speak
- GRAMMAR** Expressing causality
- SPEAKING** Dealing with issues in group work

## Warm-up

Draw a mind map on the board, such as the one below. Ask students what other categories might go into the mind map.



Put students into small groups to design a set of 3–5 quiz questions related to sports. Give an example: *What sports do you play with a racket? Where will the next Olympics be held?* Collect the questions, then read them out. Students work in teams to answer the questions.

## Discussion point

Ask students what they think the benefits of sports are, then refer them to the infographic on page 26. Students work in pairs to answer the questions. In whole-class feedback, ask volunteers to share their responses. Encourage students to agree or disagree with what is said.

## VIDEO

### Before you watch

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

#### ANSWERS

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

### While you watch

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

#### ANSWERS

1 T 2 T 3 F (He exercises every morning.) 4 T  
5 F (He doesn't know if he will.)

See page 108 for the video script.

### After you watch

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

## LISTENING 1

### Technology in sport

#### A Vocabulary preview

- 1 If class time is short, ask students to complete *Vocabulary preview* Exercises 1 and 2 for homework, adding the words to their vocabulary notebook. Ask students to identify the number of syllables and the stressed syllable in each word, then drill pronunciation. See if students can identify the words which have other word forms (**Answers:** irrelevant, prolonged, restricted, risk, ultimate, unscrupulous). With books closed, read the definitions and ask students to write the words.

#### ANSWERS

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

- 2 After checking answers, ask students to identify collocations in the sentences (**Answers:** fundamental rule; unscrupulous competitors; ultimate goal; take a risk).

#### ANSWERS

1 fundamental 2 restricted 3 irrelevant 4 elite  
5 unscrupulous 6 ultimate 7 risk 8 prolonged

- 3 Students decide which sentences they agree with, then discuss their choice with a partner.

#### B Before you listen

### Warm-up

Ask students who or what they think is involved in a sports competitor's success. Can athletes claim all the credit for their success? What role might technology play?

Put students into groups to discuss the people who support sports competitors. They should say how each contributes to their success and how much influence they have. If needed, give a prompt; for example, the competitor has to be determined, has to train daily, etc. In feedback, ask students to rank each of the people in terms of the importance of their role.

## C Global listening

- Students read the question. Play the recording. In feedback, ask students what the fairness issue is. (**Possible answer:** Participants with access to better technology may perform better.)

ANSWER

a

### AUDIO SCRIPT

#### Track 2.1

**SIMON:** OK. We're all here ... let's get started. I think I agreed to chair the discussion, and Matt said he would take notes that we can share later ... is that right?

**MATT:** Yes, exactly. Thanks, Simon.

**SIMON:** So ... I take it we all read the literature?

**EVERYONE:** Yes ... yeah ...

**SIMON:** OK, so what do you think ... let's start with the question of technology ... so the problem is, is a sport more a test of the technology than of the participants, now that technology can make such a difference to performance?

- Allow students time to read the main ideas. Refer them to the words in the glossary and elicit correct pronunciation. Pre-teach the word *doping*: using performance enhancing drugs to gain a competitive advantage. Play the recording and ask students to number the main ideas in order before comparing answers in pairs. Check in feedback. If needed, play the recording again.

#### ANSWERS

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

### AUDIO SCRIPT

#### Track 2.2

**JULES:** It's quite a complex problem, I think. After all, we can't stop companies from trying to develop better sports equipment that gives an advantage to people who use it, but that does stop it from being a level playing-field, if you don't mind the joke ...

**MATT:** That's right. I think it's helpful to think of it as a problem with no ultimate solution that can please everyone, because how you view it basically depends on your perspective ...

**HANA:** Sorry, can I just jump in here—I can't let that go unchallenged ... what you're saying is that you can't please everyone ... but surely there is a right and wrong? It doesn't matter who is pleased by it ... we should just be trying to do the right thing.

**MATT:** You always look for issues to be black and white, Hana, but they aren't ... Think about the company that made the superfast swimsuits. They are a company, with shareholders, in competition with lots of other companies. They naturally want to appeal to customers with a product that will help them swim better, so they make a swimsuit using technology that reduces drag in the water, helps the swimmer float, and makes them go faster. So, their customers break the world records. Great ...

**HANA:** Right, I take your point, but ... what you're saying is that there are other people, who can only afford different brands, who will inevitably feel they have been unfairly treated. So why couldn't they have bought the same brand? I mean, they—

**SIMON:** Sorry, Hana. Sorry to interrupt, but that's not the main point, as I understand it from the second article ... the fundamental problem is that the impact of the technology is not restricted to current swimmers. What about the people who held the records before? They must feel that it is the technology that has beaten their record, not the actual swimmer.

**JULES:** The other examples were quite interesting—the way that the cyclist Graham ...? Where is it ...?

**MATT:** Here, in the first article ... Obree.

**JULES:** Thanks ... yes, Graham Obree. They banned his new design of bikes because they were faster! Twice!

**MATT:** Let's get something straight here. Issues with cycling are not just confined to this problem with technology. The sport is also a big player in the other aspect of this topic, doping ...

**JULES:** Right! Yes, some big names spring to mind ... cyclists who have become mixed up in that.

**HANA:** Yes, there is an argument that it should be legal, that doping should be allowed in some sports, because they are going to use drugs anyway, so why pretend? And a lot of the health problems athletes suffer apparently result from incorrect administration of drugs by unscrupulous doctors ... so, why not make sure they are properly administered by honest doctors, not disgraced doctors who don't care about the law? That was a very powerful point made in the third article, I thought anyhow.

**SIMON:** 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 ...

**HANA:** Excuse me. Don't be ridiculous! I'm just explaining what I thought about the article. It's irrelevant what I think about any particular cyclist!

**SIMON:** Sorry, sorry ... I was just saying ...

**MATT:** OK, let's get back to the point ... Hana is right, I would say. It seems that everyone agrees that it is unstoppable, because the pharmaceutical companies are always developing new drugs, and being new, no one can test for them ...

**JULES:** Mmm, that's true. But does that mean we should just allow them? My inclination is no. Surely we would end up with an elite group of athletes who are nothing like normal human beings?

**SIMON:** Yes, that's already happened in some sports ... in the 70s in particular, bodybuilders and so on ... and Florence Griffith Joyner ... there were some suspicions about her, but she wasn't caught, so her records still stand. And she died very young, which is one reason to continue banning drugs—they are very dangerous—prolonged use of them can significantly lower life expectancy, according to the second article.

**MATT:** So what? Lots of sports are dangerous, as that same article says—boxing, car racing—if it's adults doing them, why can't they take the risk? And why not just have separate events for dopers and clean athletes, as is suggested?

**JULES:** Hold on a minute. You always do this ... make radical statements without thinking them through. How would we know they are clean? The problem wouldn't go away, it would just shift to the so-called "clean" sports.

**SIMON:** Yes, that's a good point you make there.

## D Close listening

### Following the way a discussion develops

1 Play the recording. Students identify the interactions.

#### ANSWERS

Establishing roles  
Introducing a topic

## AUDIO SCRIPT

### Track 2.3

**SIMON:** OK. We're all here ... let's get started. I think I agreed to chair the discussion, and Matt said he would take notes that we can share later ... is that right?

**MATT:** Yes, exactly. Thanks, Simon.

**SIMON:** So ... I take it we all read the literature?

**EVERYONE:** Yes ... yeah ...

**SIMON:** OK, so what do you think ... let's start with the question of technology ... so the problem is, is a sport more a test of the technology than of the participants, now that technology can make such a difference to performance?

- 2 Students read the question. Play the first extract as an example. At this stage, students only match the extract to the type of interaction. Pause after each extract if needed. In feedback, ask students where or why students may be discussing this topic. (**Possible answer:** in a seminar discussion). How does the discussion structure compare to discussions they have about controversial topics?

#### ANSWERS

1 C 2 B 3 D 4 E 5 A 6 H 7 F 8 I 9 G  
10 J

## AUDIO SCRIPT

### Track 2.4

1 **JULES:** It's quite a complex problem, I think. After all, we can't stop companies from trying to develop better sports equipment that gives an advantage to people who use it, but that does stop it from being a level playing-field, if you don't mind the joke ...

2 **MATT:** ... it basically depends on your perspective ...

**HANA:** Sorry, can I just jump in here—I can't let that go unchallenged ... what you're saying is that you can't please everyone ... but surely there is a right and wrong?

3 **MATT:** Great ...

**HANA:** Right, I take your point, but ... what you're saying is that there are other people, who can only afford different brands, who will inevitably feel they have been unfairly treated. So why couldn't they have bought the same brand?

4 **HANA:** I mean, they—

**SIMON:** Sorry, Hana. Sorry to interrupt, but that's not the main point, as I understand it from the second article ...

- 5 **MATT:** Let's get something straight here. Issues with cycling are not just confined to this problem with technology. The sport is also a big player in the other aspect of this topic, doping ...
- 6 **HANA:** And a lot of the health problems athletes suffer apparently result from incorrect administration of drugs by unscrupulous doctors ... so, why not make sure they are properly administered by honest doctors, not disgraced doctors who don't care about the law? That was a very powerful point made in the third article, I thought anyhow.
- 7 **SIMON:** Sorry, sorry ... I was just saying ...
- MATT:** OK, let's get back to the point ... Hana is right, I would say. It seems that everyone agrees that it is unstoppable ...
- 8 **MATT:** ... the pharmaceutical companies are always developing new drugs, and being new, no one can test for them ...
- JULES:** Mmm, that's true. But does that mean we should just allow them? My inclination is no. Surely we would end up with an elite group of athletes who are nothing like normal human beings?
- 9 **SIMON:** Yes, that's already happened in some sports ... in the 70s in particular, bodybuilders and so on ... and Florence Griffith Joyner ... there were some suspicions about her, but she wasn't caught, so her records still stand. And she died very young, which is one reason to continue banning drugs—they are very dangerous—prolonged use of them can significantly lower life expectancy, according to the second article.
- 10 **JULES:** Hold on ... How would we know they are clean? The problem wouldn't go away, it would just shift to the so-called "clean" sports.
- SIMON:** Yes, that's a good point you make there.

## E Critical thinking

Give students a minute to think about their answers and take notes. Write the interactions from Exercises 1 and 2 on the board as a reminder to students. Put them into small groups. Assign a group leader who should establish the roles and introduce the topic. Students discuss the questions. In feedback, find out which of the interactions they used in their discussion. Did the interactions facilitate the discussion?

## STUDY SKILLS

### Speaking up

- 1 Ask students to read the task. Ask them to highlight key words. (**Answer:** Extreme sports, risk of injury, marketed to ... young people)

- 2 Check students understand the words and concepts in the task instructions and ask them to make a list of extreme sports and types of injuries they can cause. If possible, give students some time to research the issue for ideas they would like to include in the discussion.
- 3 Put students into groups of 3–5. Lower-level students can go into smaller groups while more confident students can go into a larger group. Assign a group leader and note-taker. Students then read the checklist. Allow 10–15 minutes for the discussion. Monitor and note down good use of language to feed back to students after the discussion.
- 4 Students work alone to reflect on the group discussion. In feedback, ask students to share their reflections.
- 5 Students make a checklist of what they plan to do differently in the next discussion. They should keep this list so it is available for next time. In pairs, students share their list and give each other advice on how to achieve their aims.

## LISTENING 2

### Children, sports, and identity

#### A Vocabulary preview

- 1 Ideally, students complete *Vocabulary preview* Exercises 1 and 2 for homework and add the words to their vocabulary notebook. Encourage them to learn the pronunciation of the words by using the American pronunciation feature in the Macmillan online dictionary ([www.macmillandictionary.com](http://www.macmillandictionary.com)). In class, work on pronunciation and word stress. Note especially the pronunciation of *initiative* /ɪˈnɪʃətɪv/, *interfere* /,ɪntərˈfɪr/, and *prestige* /preˈstɪʒ/. Put students into pairs to test each other on the definitions.

#### ANSWERS

- 1 motivate 2 interfere 3 outrage 4 prestige  
5 protective 6 initiative 7 eliminate 8 enhance

- 2 Put the answers on the board for students to check. Ask them to find collocations. (**Answers:** enhance one's performance; eliminate competition; to interfere with something/someone; to be too/overly protective; to take the initiative; to feel outrage/outraged)

#### ANSWERS

- 1 enhance 2 eliminate 3 prestige 4 interfere  
5 protective 6 motivate 7 initiative 8 outrage

- 3 Students identify four sentences they strongly agree or disagree with. They discuss their views in pairs.

## B Before you listen

### Warm-up

Refer students to the picture on page 33. Find out what sports children play in their countries. Do both girls and boys play sports? Do they typically play sports as part of the school curriculum or outside of school in sports clubs? What concerns do parents have about children and sports?

Students read the introduction, then work in a group to brainstorm possible problems the lecturer might talk about. In feedback, gather students' ideas on the board. Thinking back to Unit 1, what other things might the lecturer include? (**Possible answers:** references to an authority, examples or supporting evidence, his/her own view, anecdotal evidence)

## C Global listening

- 1 Students read the question. Play the recording. Students discuss in pairs before checking in feedback.

### ANSWER

parents' involvement in children's sports focusing on winning rather than participation and having fun

### AUDIO SCRIPT

#### Track 2.5

Should parents stay away from sports or do they enhance the sporting experience for their children? That's what I will be discussing today. There is a good deal of research suggesting that the benefits of sports are in danger of being outweighed by the negative effects caused by parental over-involvement, and, yes, this is something that we should take very seriously. Mark Hyman, Professor of Sports Management at George Washington University, put it very strongly when he suggested that we only value excellence rather than participation—he's on your handout ... Professor Hyman basically believes that adults have ruined sports for children, by interfering too much and focusing only on winning, rather than having the children learn that we can lose and still have fun.

- 2 Students read the question. Ensure they understand that two points are not mentioned. Pre-teach the words *drop-out rate*, *vulnerable*, and *defeatist*. Play the recording. Students check in pairs. If necessary, play the recording again. Refer students back to the list on the board from *Before you listen* to see if their predictions were right.

### ANSWERS

- 1 Participating in sports has many benefits for children.
  - 2 Children's participation in sports is decreasing.
  - 3 More parents are involving their children in sports from a very young age.
  - 4 Sports-focused parents are often motivated by the prospect of financial gain.
  - 5 When sports are part of a child's identity, there is a risk of negative effects.
  - 6 Learning to lose is an important lesson for life.
  - 7 Protecting children can actually lead to damaging children.
- X Research into children's sports is underfunded.  
X The issue of cheating is growing in school sports.

### AUDIO SCRIPT

#### Track 2.6

First and foremost, we need to bear in mind, while we are thinking about the problems, that the impact of sports on children is potentially very positive. In other words, sports is something we should encourage. At its best, done properly, it motivates children to exercise, enables integration into a social community, and helps them develop psychologically. And it's fun ... it enhances the whole childhood experience, in fact. Consequently, any scenario in which sports is viewed as a negative factor should be avoided if possible. But the sad fact is that sports participation among children is decreasing in many countries, such as the U.S., where it fell by 10% between 2009 and 2014, according to a survey by the Sports and Fitness Industry Association, and one of the reasons is that children don't enjoy sports as much as they should because of their parents' attitude. The decrease is not only caused by parental involvement, of course—studies show that economic factors are very significant—but it may help explain the high drop-out rate among lesser-achieving children.

Increasingly, parents push their children to play sports in the hope that they will go on to become professional sportsmen and sportswomen. Examples such as Tiger Woods, from golf, and the Williams sisters in tennis show that there are definitely advantages if you can start a child early in their—sorry, your—chosen sport. From the parents' perspective, it is a selfless enterprise, involving thousands of hours of driving, waiting, and watching ... and the expense of coaches, club memberships, and so on. But although it may be done for the right reasons, it doesn't necessarily translate as positive from the child's perspective. As I just pointed out, it isn't really their choice of sport, since to gain real advantages, you need to start very young. There are videos of Steffi Graf, the tennis player, playing great tennis at four years old ... that is not an age where children can possibly know what they want to do, and this trend is on the increase. So the parents' choice may result in sporting success, but an unwanted

consequence of it may be a child who is good at something that they don't actually enjoy and didn't choose. The parents, on the other hand, enjoy the prestige of having a successful child, and also perhaps the financial benefits that come with some sports. Research does actually suggest that many parents are thinking of the financial aspects when they choose a sport ... golf and tennis for example ... and they know that success in school sports can result in scholarships, although the reality is that very few children will go on to gain these.

Anyway, moving on to another very relevant point—identity. Now, we know that identity is a key issue in child development. If sports becomes a part of a child's identity, that makes him or her vulnerable, because if they fail at sports, and sports is their identity, they will feel that they have failed as people. Studies unfortunately show that parental intervention and feedback often includes blaming a child for a team's loss, for example, "you missed the winning goal" or whatever, and the parent is angry. From the child's point of view, owing to the fact that they identify themselves with the sport in question, it becomes an attack on themselves and who they are. So, the issue of identity is highly significant, I would say.

Now, I said earlier that sports is good for children. What did I mean by that? Well, the lessons that can be learned from sports start with learning to lose. That sounds defeatist, perhaps, but sports can be a sort of practice for real life, a training ground ... bear in mind that the job of a parent is to prepare a child to live without them, independently. So preparing them for times when, despite their best efforts, things don't go their way is very valuable. As a result, trying to eliminate loss actually destroys what is probably the main benefit of sports. Then there is teamwork, of course, and learning to perform a designated role in a group setting ... again, very valuable in later life. As I mentioned, sports helps children integrate into groups, although conversely, being excluded for any reason can be quite damaging for a child. Fitness is a great benefit, obviously—there are studies claiming to show a link between childhood sporting activity and increased life expectancy. And, of course, we should remember that some sports do carry risk of injury ... rugby can lead to neck and spinal injuries for example; all the same, it is important for parents not to be over-protective, as this risks causing more damage to children in itself. We can't eliminate all risk, so, all things considered, from a health point of view, sports is certainly good for children.

## D Close listening

### Using Cornell notes for lectures

- 1 Students read the question. Ensure they understand that they should take notes in the second column. Play the recording. Students compare notes in pairs. Play the recording again if needed.

## AUDIO SCRIPT

### Track 2.7

Should parents stay away from sports or do they enhance the sporting experience for their children? That's what I will be discussing today. There is a good deal of research suggesting that the benefits of sports are in danger of being outweighed by the negative effects caused by parental over-involvement, and, yes, this is something that we should take very seriously. Mark Hyman, Professor of Sports Management at George Washington University, put it very strongly when he suggested that we only value excellence rather than participation—he's on your handout ... Professor Hyman basically believes that adults have ruined sports for children, by interfering too much and focusing only on winning, rather than having the children learn that we can lose and still have fun.

First and foremost, we need to bear in mind, while we are thinking about the problems, that the impact of sports on children is potentially very positive. In other words, sports is something we should encourage. At its best, done properly, it motivates children to exercise, enables integration into a social community, and helps them develop psychologically. And it's fun ... it enhances the whole childhood experience, in fact. Consequently, any scenario in which sports is viewed as a negative factor should be avoided if possible. But the sad fact is that sports participation among children is decreasing in many countries, such as the U.S., where it fell by 10% between 2009 and 2014, according to a survey by the Sports and Fitness Industry Association, and one of the reasons is that children don't enjoy sports as much as they should because of their parents' attitude. The decrease is not only caused by parental involvement, of course—studies show that economic factors are very significant—but it may help explain the high drop-out rate among lesser-achieving children.

- 2 Play the second part of the lecture. Students take notes again in the second column. They compare answers in pairs.

## AUDIO SCRIPT

### Track 2.8

Increasingly, parents push their children to play sports in the hope that they will go on to become professional sportsmen and sportswomen. Examples such as Tiger Woods, from golf, and the Williams sisters in tennis show that there are definitely advantages if you can start a child early in their—sorry, your—chosen sport. From the parents' perspective, it is a selfless enterprise, involving thousands of hours of driving, waiting, and watching ... and the expense of coaches, club memberships, and so on.

But although it may be done for the right reasons, it doesn't necessarily translate as positive from the child's perspective. As I just pointed out, it isn't really their choice of sport, since to gain real advantages, you need to start very young. There are videos of Steffi Graf, the tennis player, playing great tennis at four years old ... that is not an age where children can possibly know what they want to do, and this trend is on the increase. So the parents' choice may result in sporting success, but an unwanted consequence of it may be a child who is good at something that they don't actually enjoy and didn't choose. The parents, on the other hand, enjoy the prestige of having a successful child, and also perhaps the financial benefits that come with some sports. Research does actually suggest that many parents are thinking of the financial aspects when they choose a sport ... golf and tennis for example ... and they know that success in school sports can result in scholarships, although the reality is that very few children will go on to gain these.

Anyway, moving on to another very relevant point—identity. Now, we know that identity is a key issue in child development. If sports becomes a part of a child's identity, that makes him or her vulnerable, because if they fail at sports, and sports is their identity, they will feel that they have failed as people. Studies unfortunately show that parental intervention and feedback often includes blaming a child for a team's loss, for example, "you missed the winning goal" or whatever, and the parent is angry. From the child's point of view, owing to the fact that they identify themselves with the sport in question, it becomes an attack on themselves and who they are. So, the issue of identity is highly significant, I would say.

Now, I said earlier that sports is good for children. What did I mean by that? Well, the lessons that can be learned from sports start with learning to lose. That sounds defeatist, perhaps, but sports can be a sort of practice for real life, a training ground ... bear in mind that the job of a parent is to prepare a child to live without them, independently. So preparing them for times when, despite their best efforts, things don't go their way is very valuable. As a result, trying to eliminate loss actually destroys what is probably the main benefit of sports. Then there is teamwork, of course, and learning to perform a designated role in a group setting ... again, very valuable in later life. As I mentioned, sports helps children integrate into groups, although conversely, being excluded for any reason can be quite damaging for a child. Fitness is a great benefit, obviously—there are studies claiming to show a link between childhood sporting activity and increased life expectancy. And, of course, we should remember that some sports do carry risk of injury ... rugby can lead to neck and spinal injuries for example; all the same, it is important for parents not to be over-protective, as this risks causing more damage to children in itself. We can't eliminate all risk, so, all things considered, from a health point of view, sports is certainly good for children.

- 3 Students work alone to write questions in the first column. They compare in pairs. Support lower-level students by writing some suggestions for questions on the board. For example: *How much do parents interfere? What other factors might explain the decline in sports participation in the U.S.?*, etc. Working alone, students write a short summary of the lecture in the bottom section of the notes. They compare and revise summaries with a partner. Did they summarize the key points?

## E Critical thinking

Put students into pairs to brainstorm their list. Ask them to discuss what other issues children face in relation to sports and decide which has the most negative impact. Feed back results as a whole class.

### CRITICAL THINKING

- 1 Students work alone to identify the ad hominem attacks. They compare answers in pairs saying why they think it's an ad hominem attack. In feedback, ensure students can identify where the speaker is criticizing the person rather than the argument.

#### ANSWERS

- 1 B: You always ...
- 2 B: You would, though, wouldn't you ... I remember you telling me ...
- 3 X
- 4 B: ... you always do this ...

- 2 Students work in pairs to rephrase the ad hominem attacks to focus them on the argument instead of the person. To support lower-level students, do the first one together on the board.

#### POSSIBLE ANSWERS

- 1 That's a good point. However, I think it's more complex than right or wrong.
- 2 I can see why you might agree with that, but there are other ways to see it.
- 4 That's an interesting suggestion. Can we explore that a bit more?

- 3 Give students some time to think about the question, then put them into pairs to discuss. Discuss further in feedback.

#### POSSIBLE ANSWERS

Because it doesn't address the actual topic or argument being discussed. Instead, it tries to win the argument by highlighting something irrelevant said by the person giving the opposing opinion.

## VOCABULARY

### Vocabulary development

#### Words for getting the opportunity to speak

- 1 Tell students they are going to learn phrases to help them gain the opportunity to speak in discussions. Students work alone to complete the exercise, then compare answers in pairs. In feedback, drill the intonation of each expression.

#### ANSWERS

1 come 2 take 3 straight 4 Excuse 5 back to  
6 Hold 7 First 8 same

- 2 Students match the expressions in Exercise 1 with the uses. Give students a few minutes to study them, then ask them to close their books. Say the expression and students say the use. Then, say the use and see if students can remember the expression.

#### ANSWERS

1 First and foremost ...  
2 All the same ...  
3 I take your point.  
4 Let's get something straight.  
5 Can I come in here?  
6 Let's get back to the point.  
7 Hold on a minute.  
8 Excuse me, but ...

- 3 Put students into groups of three and assign an A, B, or C role to each. Check they understand the instructions, then allow them to complete the task. In feedback, ask students how successful they were in their C role.

## VOCABULARY

### Academic words

- 1 Students complete Exercise 1 for homework. In class, ask students which words have 2, 3, 4, or 5 syllables, and which syllable is stressed. Ask students to identify the one word in the list that contains a prefix meaning *not*. (**Answer:** incompatible) Students test each other on the vocabulary in pairs.

#### ANSWERS

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

- 2 Students share their sentences with a partner. Ask volunteers to read their favorite sentences.

## SPEAKING

### Speaking model

#### Warm-up

Instruct students to read the *Speaking model* instruction. Write the word *causality* on the board and ask students what they think it might mean by breaking down the word into its parts—*cause* + *ality*. (**Answer:** *causality* = a relationship in which one thing causes another) Other words that have the same ending include: *reality*, *legality*, *musicality*. Elicit the words we use to talk about cause. Ask students to listen out for these words in the exercise that follows.

#### A Analyze

Students read the questions and read the discussion. They answer the questions in pairs. Support students by reminding them of the interactions learned on page 30. Check in feedback. Ask students to highlight and annotate the text where they found the answers to the questions.

#### ANSWERS

1 dangerous sports, sponsorship, rivalry  
2 Possible answers:  
Going off topic  
Identifying what needs to be discussed  
Asking for other people's views  
Referring to resources (program, event)  
Supporting someone's point  
Ad hominem attack

#### B Discuss

Give students a few minutes to think about the questions and take notes. Put them into groups to discuss. To support lower-level students, write a list of interactions on the board—*identify what needs to be discussed*; *ask for other people's views*; *refer to resources*; *support someone's point*, etc. After the discussion, ask students which of these they were able to do.

## GRAMMAR

### Expressing causality

- 1 Students work alone to complete the exercise, then compare answers in pairs checking the discussion on page 38. Check that students understand the elision in sentence 1—*we think they do* = *we think top sports players do eat or drink whatever product is being advertised*.



#### ANSWERS

- 1 As a result
- 2 an effect on
- 3 because
- 4 consequence of

- 2 Ask students to find examples of cause-and-effect relationships in the model on page 38 and compare answers in pairs. It might be a good idea to collect students' sentences for checking.
- 3 Students work alone to rephrase the sentences from Exercise 1. Monitor and check answers.

#### POSSIBLE ANSWERS

- 1 The fact that we see all this advertising leads us to think that top sports players eat and drink it.
- 2 This effect on viewers, particularly younger people, can result from fast-food sponsorship.
- 3 There is so much rivalry between fans. Consequently, we have a lot of problems with fighting at soccer games.
- 4 The general public stops going to these events since there is violence at them.

## SPEAKING

### Speaking skill

#### Dealing with issues in group work

#### Warm-up

Ask students to list the pros and cons of group work. Hold a class discussion to find out what issues students are concerned about when it comes to group work. Point out that at university and later in the workplace, people have to work collaboratively in groups, and, depending on the job, employers are looking to recruit people who can work on a team. Refer students to the skills box to find some tips for working in groups. In feedback, discuss strategies for dealing with the issues listed. Point out that not everyone participates in the same way. Some people prefer to listen to arguments and weigh them up before speaking.

- 1 Students read the instructions. Play the recording once or twice as needed for students to list the issues. Pause after Extract 1 to check students are on the right track.

#### ANSWERS

- 1 interruptions
- 2 going off topic
- 3 unclear communication (he clarifies his idea)
- 4 unequal participation
- 5 ad hominem attack

#### AUDIO SCRIPT

#### Track 2.9

- 1 **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.
- 2 **POPPY:** I don't mind telling you about it now.  
**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 ...
- 3 **DANNI:** But then there's also sponsorship and the question of rivalry—by that I mean having too much competition between teams and even countries.
- 4 **DANNI:** 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, ...
- 5 **SAL:** 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.

- 2 Play the recording of track 2.9 again so that students can write the phrases. Students compare their answers in pairs. Play the recording again as needed.

#### ANSWERS

- 1 Maybe tell us about that later ...
- 2 ... we need to stay on track here. ... As I said, there are three we need to focus on.
- 3 ... by that I mean ...
- 4 ... what do you think? Which is ... in your opinion? / Why do you say that?
- 5 No, it's not about my personal view. I've read the evidence.

- 3 Refer students to the model on page 38 to check their answers. Students work in pairs. Student A says the issue and Student B says the appropriate phrase. For example: Student A: *interruptions*. Student B: *Maybe tell us about that later*. Students then swap roles and repeat.
- 4 Put students into groups of five. Each student chooses a different issue from the skills box. The group discusses the statement. During the discussion, each student should introduce their issue and the group

members should use an appropriate phrase to deal with it. Support lower-level students by giving them the phrases on a slip of paper. They should find an opportunity to use their phrase in the discussion.

- 5 Students repeat the discussion using the same statement and a different issue. In feedback, discuss whether or not the discussion was easier the second time around.

## PRONUNCIATION

### Pronunciation for speaking

- 1 Play the extracts so students can circle the correct word. After the first extract, check that students can hear the rising intonation in the elicitation.

#### ANSWERS

- 1 eliciting 2 eliciting 3 eliciting 4 expressing  
5 eliciting 6 eliciting 7 expressing

#### AUDIO SCRIPT

##### Track 2.10

- 1 Do you want to tell us what you think? ↑
  - 2 You all saw that last big competition? ↑
  - 3 What do you think? ↑
  - 4 I agree it is a big issue. ↓
  - 5 Which is the most significant in your opinion? ↑
  - 6 And the police get involved? ↑
  - 7 It affects millions of viewers. ↓
- 2 Students find the extracts in the model on page 38. They read the extracts in pairs, using appropriate intonation. Ask them to find an example of an information question and practice it.
  - 3 Students write two questions about sports—one which elicits and one which expresses. In pairs, Student A reads their sentences to Student B. Student B decides if it is eliciting or expressing. They swap roles and repeat.

## SPEAKING

### Speaking task

Ask students to read the *Speaking task*.

#### Brainstorm

Give students some time to brainstorm their ideas in class, and set the research part of the brainstorm for homework. They should come to class with their ideas ready for the next phase.

### Plan

Students work in class to organize their notes. Ask them to rank their list of problems from most to least important. Suggest they use a chart to organize their ideas: column 1 is the problem; column 2 is the evidence and arguments; column 3 contains their two questions.

### Speak

Organize the class into groups of 4 or 5 for the discussion. Point out that the aim of the discussion is to agree on the most and least significant problems in sports and to stay on task.

### Share

Re-group the students so that the new group contains members of other groups. They discuss their experience of the previous discussion.

### Reflect

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

## REVIEW

### Wordlist

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

### Academic words review

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

#### ANSWERS

- 1 integration 2 exclude 3 implicate 4 scenario  
5 confined

### Unit review

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