

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

Warm-up

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

DISCUSSION POINT

Ask students to study the infographic, then have them work with a partner to discuss the questions. Ask volunteers for their ideas in class feedback. Find out if any of the students are members of a virtual or physical community.

VIDEO

BEFORE YOU WATCH

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

ANSWERS

1 b 2 d 3 a 4 e 5 c

WHILE YOU WATCH

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

ANSWERS

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

See the video script at the back of this book.

AFTER YOU WATCH

Have the students work with a partner or in groups to complete the exercise. Encourage them to use what they have learned in the video to answer the questions. Provide feedback as a class.

LISTENING 1

GROUP WORK

A VOCABULARY PREVIEW

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

ANSWERS

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

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

ANSWERS

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

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

B BEFORE YOU LISTEN

Activating prior knowledge

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

POSSIBLE ANSWERS

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

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

C GLOBAL LISTENING

Warm-up

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

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

ANSWER

a disadvantage

AUDIO SCRIPT

🔊 Track 1.1

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

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

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

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

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

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

SAUD: Listen, OK, jokes aside ... let's focus on what we're supposed to be discussing ... group think. I thought the article was fascinating. People in power have this idea of the harmonious group, coming together and brainstorming

lots of brilliant ideas, agreeing on the best ones, and solving the world's problems in one smooth process ...

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

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

ANSWERS

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

- 3 Ask students to read the sentences. Ensure they understand *prevent* and *encourage* in sentence 7. Play the recording. Students complete the sentences and then compare answers before checking in feedback.

ANSWERS

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

AUDIO SCRIPT

🔊 Track 1.2

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

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

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

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

SAUD: Right, never ...

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

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

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

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

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

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

TOM: I rest my case.

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

D CLOSE LISTENING

Identifying jokes and colloquial allusions

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

ANSWERS

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

AUDIO SCRIPT

Track 1.3

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

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

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

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

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

TOM: I rest my case.

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

ANSWERS

- 1 a 2 a 3 b

AUDIO SCRIPT

Track 1.4

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

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

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

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

E CRITICAL THINKING

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

ACADEMIC SKILLS

DEDUCING MEANING FROM CONTEXT

Dictate the sentences: *Communication might deteriorate after the move to remote work* and *The politician's speech was considered disingenuous*. Ask students if there were any unfamiliar words. If they say "deteriorate," ask: *What part of speech is it?* (verb) *How do you know?* (infinitive verbs follow modal verbs). *Is it generally easier or harder to communicate when working remotely?* (often harder) *Can you guess what the word means from context?* (to get worse) If they say "disingenuous," ask *What does the prefix "dis" mean and what other words have this prefix?* ("opposite of," distrust, disadvantage). *What does the word "ingenuous" sound like?* (genuine) *Can you guess what the word means?* (not honest).

- 1 Ask students to read the *Deducing meaning from context* box before completing the table in Exercise 1. Ask students to compare their answers. Did they suggest similar possible meanings? Conduct class feedback.

ANSWERS

- 1 b and c, **possible meaning:** negative idea, behave like majority, conformity rules = thinking the same as everyone is seen as the best way to be
 - 2 a and d, **possible meaning:** how you feel when someone always speaks, too much of something, overwhelmed = too much to deal with
- 2 Students listen to an extract and create a new table to add any unfamiliar words or expressions. Students discuss their words with a partner.

AUDIO SCRIPT

Track 1.5

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

- 3 Put students into groups to discuss the questions. For class feedback, nominate one speaker from each group to give an example of an unfamiliar word and how meaning was deduced.

LISTENING 2

INTENTIONAL COMMUNITIES

A VOCABULARY PREVIEW

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

ANSWERS

1 obsolete 2 specifically 3 fund 4 evaluation
5 provider 6 statistic 7 sector 8 distinct

- 2 Ask students to complete the first half of the sentences with their own ideas first. Students compare their sentences. Students continue working together to match the sentence halves. Conduct class feedback.

ANSWERS

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

- 3 Students share their sentences with another student (or pair). They check (✓) the sentences they agree with and say why. Ask them to discuss any differences of opinion.

B BEFORE YOU LISTEN

- 1 & 2 Students think about and make a list of the communities they are a part of. They then grade each community according to how much choice they had in being a part of them. Tell them to think about details or explanations. Put students into groups to discuss their answers and ask each other questions.

POSSIBLE ANSWERS

Accommodation

home
house / apartment
college hall of residence

Activity groups

sports team
gym
club—chess / book / film, etc.
volunteer group
debating society
environmental group

Social

bar / café
walking group

Other

religious group / church, mosque, etc.
study / tutor group
political party

Listening to a sequence of arguments

- 2 Read through the main ideas in the list with the students. Play the recording so that students can identify the three points *not* included.

ANSWERS

1, 4, 8

C GLOBAL LISTENING

Warm up

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

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

ANSWERS

Accidental and intentional

AUDIO SCRIPT

Track 1.6

Good afternoon, everyone. I see you're all in the study groups I put you in. Today, we are looking at two kinds of communities. Those study groups you're in is the kind which is called "intentional" communities because there was a decision about who should be in the group. The other kind is when groups form by accident. Although I'll be talking about a different kind of community—communities of people living rather than studying together—we'll be looking at this idea of intentional and accidental communities.

Most communities when you think about it, are not intentional: they're accidental. You move into an apartment block, but you don't know any of the neighbors to start with, and you may have nothing much in common. Over time, you may get to be part of accidental communities—perhaps you start going for meals with some of your neighbors, or you meet in a communal gym, pool, or other shared facilities, or maybe you go to the local school and make friends there that you keep for life. In all these, there will be no dominant cultural value—beyond perhaps a desire to keep fit. All sorts of people are brought together accidentally.

AUDIO SCRIPT

Track 1.7

In contrast, as distinct from the communities in a traditional apartment block, intentional communities don't form by accident. One definition of an intentional community is a community that is formed with the idea of shared values. It is designed to have a high degree of social cohesion, and to encourage working together. The members tend to have something in common, usually a shared social, political, artistic, or spiritual vision. They often choose to share responsibilities and ownership of the property. This facilitates a positive environmental element, as resources can be shared more easily, with carpooling, collective laundry facilities, and communal food production. So, in a nutshell, this type of intentional community can create a green community that reflects the members' own values but doesn't impose them on others. Membership of such a group is not for everyone, obviously—some people love it but others would hate it! I personally sit on the fence here. Friends tell me I can be a little antisocial—and it's true that I like to spend a lot of time on my own! So, from my perspective, although I wouldn't want to share so much of my life with others, I do like the positive environmental impact that these communities can have, and I can see how it would suit some people.

Anyway, where was I? Oh yes ... a good example of this type of community is in the case study section on the lecture notes I gave you at the start—the one on the Italian village called Bussana Vecchia, which was abandoned by the villagers after a natural disaster in 1887. Then in the 1960s, it was repopulated by an international intentional community of artists, who still live there. Living close together gives opportunities for the artists to collaborate, and seeing others busy with their art motivates them to increase their individual productivity. Together, they run craft shops to sell their artwork and fund their lifestyle. It's very interesting and it works well for them. In the future, this may even become one of the ways of stopping village life becoming obsolete. As global urbanization trends increase—I'm talking about mass migration from rural to urban environments—villages will be left unpopulated. Either everyone adopts a city lifestyle or we amend our idea of village life like we have seen in this example.

In a way, this is a form of town planning, and we know from statistics on crime in particular, town planning can have a profound effect on community. Nowadays, in the housing sector in some countries, support is given to housing

providers to make neighborhoods safer and more vibrant. This comes after evaluation of some of the problems caused by 1960s developments that created environments that made social interactions difficult and sometimes dangerous—areas without adequate lighting or sufficient footfall being one example of poor planning that can facilitate crime. As everyone knows, planners are nowadays much more conscious of their role in creating a sense of community, which may have blurred the lines between accidental and deliberate community. A good example is in Barcelona in Spain, where, in response to pollution caused by traffic, there is a new concept of a “superblock.” This is where several city blocks are joined together with very limited traffic allowed within the superblock. Although reducing pollution was the main justification for the change, the planners also intentionally provide opportunities for communities to become closer. There are areas designed to bring people together to meet, socialize, and play.

But we should remember that you don’t have to go to these extremes to enjoy some of the benefits of intentional communities. Of course, that type of community is not for everyone. Many people, myself included, would be reluctant to be a participant in a social experiment like the Italian artists’ village, but we all enjoy the sense of community that shared societal values can bring. There are lots of examples of this. For instance, in many cultures, the idea of intentional community is seen in the celebration of events, such as a royal marriage or coronation, or the celebration of a victorious sports team. When Argentina won the 2023 World Cup, it was reported that four million people were in the capital Buenos Aires specifically to celebrate victory, forming a temporary intentional community. Events can bring neighbors closer than usual for the duration of the event, maybe beyond, if the event repeats—an annual street party to celebrate Halloween, for example. All sorts of events can be celebrated—in Mexico, they have the Cerrada celebration or ceremony in which female healthcare experts help new mothers move from childbirth into a community of mothers. Volunteer work is another area where a form of intentional community is created—people gather in places where help is needed, sharing the values which act as their incentive for doing this valuable work. Often the work is difficult and suits some people more than others, but 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 ...

D CLOSE LISTENING

Adopting a critical stance to information in lectures

- 1 Students read the question. Before playing the audio again, ask students to take notes while they are listening to support their answer. Students compare answers before checking in whole-class feedback. Play the recording a second time if needed.

ANSWERS

Overall, the lecturer is more concerned with intentional communities.
The lecturer gives and discusses a definition of intentional communities.
The first example is an intentional community in Italy.
The lecturer talks about town planning with an intention to create a sense of community—for example, in Barcelona.
The lecturer goes on to talk about a wider sense of intentional communities, such as in celebrations of events.

AUDIO SCRIPT

Track 1.7

- 2 Students listen to the four extracts. They write the number of the extract in the space provided. Students compare answers before checking in whole-class feedback.

ANSWERS

a Extract 2 b Extract 1 c Extract 4 d Extract 3

AUDIO SCRIPT

Track 1.8

- 1 As everyone knows, planners are nowadays much more conscious of their role in creating a sense of community, which may have blurred the lines between accidental and deliberate community.
 - 2 In the future, this may even become one of the ways of stopping village life becoming obsolete. As global urbanization trends increase—I’m talking about mass migration from rural to urban environments—villages will be left unpopulated. Either everyone adopts a city lifestyle or we amend our idea of village life like we have seen in this example.
 - 3 Of course, that type of community is not for everyone. Many people, myself included, would be reluctant to be a participant in a social experiment like the Italian artists’ village, but we all enjoy the sense of community that shared societal values can bring.
 - 4 Often the work is difficult and suits some people more than others, but 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 ...
- 3 Students listen to the next three extracts and identify how the arguments are supported. Ask them to match the methods (a–c) with the extract numbers (1–3).

ANSWERS

a Extract 3 b Extract 2 c Extract 1

AUDIO SCRIPT

🎧 Track 1.9

- 1 Oh yes ... a good example of this type of community is in the case study section on the lecture notes I gave you at the start—the one on the Italian village called Bussana Vecchia ...
- 2 ... where, in response to pollution caused by traffic there, is a new concept of a “superblock.” This is where several city blocks are joined together with very limited traffic allowed within the superblock.
- 3 When Argentina won the 2023 World Cup, it was reported that four million people were in the capital Buenos Aires specifically to celebrate victory, forming a temporary intentional community.

E CRITICAL THINKING

- 1 In small groups, ask students to look at their list of communities from the *Before you listen* activity and consider which ones match their current outlook and beliefs and which ones they have to adapt themselves to.
- 2 & 3 Students partner with someone from another group to discuss their thoughts and ideas from Exercise 1. Encourage students to ask each other questions to generate a discussion. Monitor and give feedback where necessary.

CRITICAL THINKING

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

ANSWERS

- 1 ... people don't ... ; They think ...
 - 2 ... you know, like Sam? We always end up doing what he ...
 - 3 ... what about last week in the tutorial when Susi ... ; She never usually ... ; but everyone ...
 - 4 ... It is common to hear ... ; I remember ...
- 2 Ask students to work with a partner to discuss and decide what the problem is in each extract. They then discuss what evidence would make the argument stronger.

POSSIBLE ANSWERS

- 1 broad statement based on personal experience; research evidence
 - 2 going from one specific example from personal experience to a general statement; research evidence; more case studies
 - 3 going from one specific example from personal experience to a general statement; research evidence; more case studies
 - 4 using own personal views and assuming everyone is in agreement; asking the audience their views and introducing research
- 3 Give students some time to think about the questions, then put them into small groups to discuss. In feedback, ask volunteers to share their answers with the whole class.

POSSIBLE ANSWERS

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

VOCABULARY DEVELOPMENT

WORDS FOR WORKING TOGETHER

- 1 Ask students to add the words, stress patterns, forms, and definitions to their vocabulary notebooks. In class, ask students to identify the other word forms for each word—noun, verb, adjective, adverb—and add them to a word forms chart. Drill pronunciation and word stress for each. With books closed, say the definition and ask students to give you the word.

ANSWERS

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

- 2 Students identify the collocations, then compare answers with a partner.

ANSWERS

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

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

ACADEMIC WORDS AND IDIOMS

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

ANSWERS

1 l 2 i 3 g 4 a 5 h 6 j 7 f 8 b 9 k
10 e 11 c 12 d

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

ANSWERS

1 amend 2 dominant 3 impose 4 in a nutshell
5 reluctant 6 Conformity 7 sits on the fence
8 deviation 9 incentive 10 inhibition
11 manipulate 12 justification

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

SPEAKING MODEL

Warm-up

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

A ANALYZE

Ask students to read the questions, then read the discussion. They answer the questions alone before comparing with a partner.

ANSWERS

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

B DISCUSS

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

GRAMMAR

CLEFT SENTENCES

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

ANSWERS

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

ANSWERS

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

POSSIBLE ANSWERS

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

SPEAKING SKILL

Keeping discussion going

Warm-up

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

- 1 Students work alone to match the phrases and purpose. They compare answers with a partner and practice the sentences using good intonation.

ANSWERS

- 1 We have to cover both sides of the argument.
- 2 What's your view?
- 3 Has everybody given their point of view?
- 4 Interesting.

- 2 Play the recording. Ask students to match the extracts (1–4) with the purpose.

ANSWERS

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

AUDIO SCRIPT

Track 1.10

- 1 **DOUG:** ... but let's stay focused on the subject of community groups and funding. We don't have time to go into the ins and outs of older people's lives.

- 2 **JAMIL:** ... And it is these groups that keep communities going. They'd be really stuck without them.

ANGIE: That's a good point.

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

- 4 **JAMIL:** I've said what I think, but what about everyone else?

LEAH: Could I say something about this?

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

ANSWERS

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

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

PRONUNCIATION FOR SPEAKING

- 1 Students match the extracts with the underlying meaning.

ANSWERS

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

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

ANSWERS

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

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

AUDIO SCRIPT

Track 1.11

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

SPEAKING TASK

Ask students to read the *Speaking task*.

BRAINSTORM

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

PLAN

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

SPEAK

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

REVIEW

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

REFLECT

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

REVIEW

WORDLIST

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

ACADEMIC WORDS AND IDIOMS REVIEW

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

ANSWERS

- 1 deviation 2 in a nutshell 3 reluctant 4 dominant
- 5 conformity 6 sit on the fence 7 incentives
- 8 amended

UNIT REVIEW

Students work through the list alone to decide what they can and can't do. They discuss their answers with a partner, 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.

INTEGRATED SKILLS 1

HOW CLIMATE CHANGE WILL HIT YOUNGER GENERATIONS

WARM-UP

Before students open their books, discuss the following questions with the class.

- What are some examples of extreme weather events? (**Possible answers:** heat waves, droughts, floods, wildfires, etc.)
- Will these events be more common during your lifetime than during your parents' lives? Why? By how much?
- Will these events be more common during your children's lifetimes than during your own life? Why? By how much?

Avoid confirming or rejecting students' ideas at this stage but note their ideas and come back after reading the text.

A CLOSE READING

Students will need to study the diagram hard to make sense of it. Note that question 5 depends on students being able to distinguish colors in the lower diagram. Students who struggle to distinguish colors may need support from a partner. Allow students to discuss their answers with a partner before doing class feedback.

ANSWERS

- 1 temperature increases of 1.5°C, 2.0°C, and 2.4°C
- 2 how those events may become more intense and longer-lived
- 3 Most: heat waves; Least: Tropical cyclones
- 4 The factor by which the extreme events will increase, compared to preindustrial times. For example, 1 bar = no increase (a factor of zero). 22 bars = the event will be 22 times as common (frequency increases by a factor of 22).
- 5 a High and upper-middle income countries (Low is fractionally smaller than Upper Middle, Lower Middle is considerably smaller); b North America, the Middle East, and North Africa

B READING ANALYSIS

Have students work with a partner to discuss the questions. As a follow-up with the class, discuss the parts of the diagram that are relevant to them. Elicit whether the findings are surprising / worrying, etc.

POSSIBLE ANSWERS

- 1 Because they are shocking and unpleasant for people when they realize what we are leaving for our children and grandchildren.
- 2 Not much. Most of the bars are of the lightest colors, which means future generations will experience dramatic increases in extreme weather events even if the temperature increase is limited to 1.5°C.

C CLOSE LISTENING

Check *coral* (a tiny sea creature that lives in colonies near the sea's surface and build reefs, which are home to other sea creatures). See the audio script at the back of this book.

ANSWERS

- 1 a 1.5, b 10, c 30
- 2 a three, b heat, c acidic
- 3 a 22, b half, c 2
- 4 a surviving, b coping

D LISTENING ANALYSIS

After listening and discussing the questions with the class, elicit whether students agree with the optimism of the research. Discuss whether good news like this may be dangerous (e.g., if it makes people think climate change isn't so bad and discourages them from taking action).

POSSIBLE ANSWERS

- 1 That they are overestimations. IPCC predicted only 20–30% survival but Andréa Grottoli's team predicted over 50% survival. This might be because the IPCC included factors not included by Grottoli's team (e.g., about other species of coral, or other damage by climate change apart from rising sea temperature and acidity).
- 2 The corals had gotten used to and adapted to the new conditions in order to cope with them.

E INTEGRATED SPEAKING

Students work with a partner to summarize the information from the text, the diagram, and the audio.

MODEL ANSWER

According to a report from the Intergovernmental Panel on Climate Change, or IPCC, global temperatures are expected to climb to 1.5 °Celsius above pre-industrial levels over the coming decades. The report adds that only 10 to 30% of corals will survive such heating, and that if temperatures rise by 2° or more, hardly any will survive.

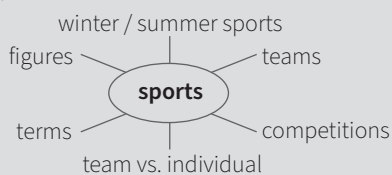
However, recent research calls such claims into question. Researchers put three species of coral in tanks with either heat stress, more acidic water, or both. Almost two years later, they found that over half of the corals had survived. Those survivors had adapted to the new conditions surprisingly well. While the results are encouraging for those who are worried about mass extinctions, it is important to remember that the research focused only on the direct impact of rising temperatures. There are also many indirect effects that were not included. For example, with a 2 degree rise in global temperatures, heat waves will become 35 times as common as during preindustrial times. In other words, although average temperatures will rise by "only" 2°, peak temperatures may rise a lot faster. Similarly, tropical cyclones are expected to double in frequency, compared to preindustrial times, which will have a devastating impact on coral reefs. These indirect impacts, as well as many others, may explain the apparent discrepancy between the IPCC's pessimistic predictions and the optimistic results of the recent research. It may be that corals can survive in tanks as their water is gradually heated, but in the real world, with wildly fluctuating temperatures and increasing frequency of extreme weather events, their survival will be much less certain.

2 Games

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

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 28. Students work with a partner to answer the questions. In whole-class feedback, ask volunteers to share their responses. Encourage students to agree or disagree with what is said.

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 e 4 c 5 d

WHILE YOU WATCH

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

ANSWERS

1 F (about her) 2 T 3 F (new law allowing younger players) 4 T 5 F (says she is unique)

See the video script at the back of this book.

AFTER YOU WATCH

Have students work with a partner or in groups 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 SPORTS

A VOCABULARY PREVIEW

- 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

- 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

- 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

Predicting

- 1 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?

- 2 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 with a partner. Check in feedback. If needed, play the recording again.

ANSWERS

- 1 Companies are using advanced technology to develop sports equipment.
- 2 Not everyone can use advanced sports equipment, and this is not fair.
- 3 Changes in sports equipment affect past sports people as well as current sports people.
- 4 Cycling is an example of a sport dealing with more than one issue.
- 5 Some argue that doping should be made legal.
- 6 Doping can be very difficult to prove due to new developments.
- 7 Sports can be dangerous for a variety of reasons.
- 8 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 2.1

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?

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 2.3

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: ... 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?

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 a minute ... 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?

ACADEMIC SKILLS

THE JIGSAW METHOD OF GROUPWORK

In groups, ask students to make a list of the advantages and disadvantages of groupwork. Write some notes on the board during class feedback. Next, ask students to make a list of suggestions to make groupwork more effective, such as *division of tasks*. Students read *The jigsaw method of groupwork* box.

- 1 Students listen to *Technology in sports* again. Students choose whether each statement is true or false.

ANSWERS

1 F 2 T 3 F 4 T

AUDIO SCRIPT

Track 2.2

- 2 Students work with a partner to discuss their answers to Exercise 1. Allow 10–15 minutes for the discussion. Monitor and note down good use of language to feed back to students after the discussion.
- 3 Working with the same partner, students reflect on and discuss the questions. Ask students to think of current or past experiences of groupwork that would have been suited to the Jigsaw technique *and why*, and whether there is any type of groupwork the technique might not suit *and why*. Conduct class feedback.

LISTENING 2

CHANGING THE RULES IN SPORTS

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. In class, work on pronunciation and word stress. Note especially the pronunciation of *initiative* /*ˈɪnɪʃətɪv*/, *interfere* /*ˈɪntərˈfɪr*/, and *prestige* /*preˈstɪʒ*/. Have students work with a partner to test each other on the definitions.

ANSWERS

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

- 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 with a partner.

B BEFORE YOU LISTEN

Warm-up

Ask students to think of a game or sport that they know well and explain the rules to the group. Ask questions: *Are the rules easy to understand and follow? Have the rules ever changed? Are there any rules that they think should change? Why?*

Tell students that they are going to listen to a lecture about changes in the rules of sports. Students work in groups and brainstorm a list of possible reasons why sports sometimes change their rules. 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)

POSSIBLE ANSWERS

to incorporate new technology
to make it more exciting
to make it more inclusive
to make it safer
to reflect societies values
to make it more appealing across cultures in order to help grow the sport

C GLOBAL LISTENING

Listening for main ideas

- 1 Students read the question. Play the recording. Students discuss with a partner before checking in feedback.

ANSWERS

1 to please fans or attract new ones
2 the availability of technology
3 safety

AUDIO SCRIPT

Track 2.4

Okay, so if you cast your minds back to last week, we talked about rules and society. Today I'm focusing on changes in sports rules. Sport has an inherent and powerful role in providing everyone in society with a shared story and a shared goal—that's players, fans, and even the people who don't typically watch sports. Maybe that's why participation in sports is protected as a human right by the United Nations. Now sports, by definition, follow rules. The rules are set by a governing body, and they determine the way of playing, the acceptable behavior, the space and time in which it's played, and the winners and losers. But as we know, rules can be changed. As sports reflect society, when society changes, there are often changes to the rules of sports. The actual changes come from a sport's governing body—change without this would be considered cheating; obviously, there would be outrage from Joe Public if a soccer team made the goals at their pitch bigger because their goalkeeper was very tall! But the driving force, as I say, tends to be from the wider culture. So now I'm going to explore some of the changes in sports we've seen in recent years and consider what the driving forces for them are—broadly: to please fans or attract new ones, the availability of technology, and the importance of safety in the modern world. But not all changes are popular, as many fans are very protective of tradition, so we'll look at some of the problems that can arise.

- 2 Students read the question. Ensure they understand that not all the points are mentioned. Pre-teach the words *take part in*, *participants*, and *eliminate*. Play the recording. Students check with a partner. If necessary, play the recording again. Encourage students to discuss the three points not mentioned and discuss what was actually said.

ANSWERS

1, 2, 4, 5, 7

- 3 Most rule changes try to improve the game in some way.
6 No rules can eliminate boredom completely.
8 The risk of sports-related injury is much less now than in the past.

AUDIO SCRIPT

Track 2.5

What motivates sports bodies to change the rules? The most common reason is probably to adapt to modern fans' expectations. To give you an idea of what I mean, I'll start with soccer, which by some criteria is probably the world's biggest sport, although it's difficult to obtain accurate data. Research suggests it's the most popular with fans, with around 3.5 billion compared to 2.5 billion cricket fans, although, surprisingly, globally more people probably play volleyball, basketball, and table tennis on a regular basis.

Anyway, so many people have an interest in soccer that any changes have an enormous impact. Now, there have been changes to the rules ever since the first codification in 1863, generally enhancing the game. For example, one change that has generally been felt to be positive is the so-called back-pass rule change in 1992—this was designed to stop teams continually passing the ball back to their goalkeeper. There don't seem to be any serious issues with this. But some of the rule changes related to the introduction of technology into football have caused problems. One of the most controversial new rules is to allow video assistant referees, "VAR," to negate or, worse, overturn referees' decisions. Referees off the pitch look at video footage of incidents that were hard to see in real time and change them if they see that the referee on the pitch got it wrong. Many fans feel that this interferes with the natural flow of the game—VAR slows the game down, and worse, goals are often disallowed after the players and fans have celebrated, which they say ruins the live experience. To some, the use of technology is simply incompatible with the purity of the game, but even if you don't believe that, it is clear that the integration of technology into soccer needs to be improved.

We've also seen fan-driven change in one of the most played global sports: table tennis. In 2001, games were shortened from 21 to 11 points. The idea was to make it more exciting for spectators, as the end of a game is the most exciting part to watch. But results in a very short game

can be more affected by luck, meaning the best player might not win. And another problem that applies here and to sports rule changes is that they make it harder to directly compare performances across different eras, which is a significant part of the enjoyment of sports.

Cricket too has changed its rules to please the fans—and perhaps more importantly, to bring in new fans. Traditionally, the test match: a professional international cricket game played over five days was the form with the most prestige. But nowadays, who has that much disposable time to spend watching sports? For this reason, and as our attention spans seemed to be getting shorter, five-day games were losing popularity and money, so the cricket ruling body decided to take the initiative by developing rules for short forms of the game such as Twenty20 cricket. This form of cricket only takes a few hours from start to finish. The new rules encourage greater risk-taking and more powerful and exciting hitting, appealing to people who found the traditional game hard to understand or just plain boring. The problem here is that we don't want to exclude fans of the traditional game who worry that it is in danger of disappearing. If that happens, we may lose some of the deep cultural associations and values that the long form of cricket provides. It's not a scenario that anyone who loves the game wants.

Rule changes can also arise from new attitudes to safety, as society becomes less accepting of risk. Rugby and football are contact sports where bodies clash, so it is impossible to totally eliminate injuries, but changing the rules can reduce the risks. However, some spectators miss the excitement that risk brings, and the escape that it allows them from their more mundane day-to-day lives. And sports without excitement, they say, well, what's the point?

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 with a partner. Play the recording again if needed.

AUDIO SCRIPT

Track 2.4

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

AUDIO SCRIPT

Track 2.5

- 3 Students work alone to write questions in the first column. Then, they 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

With a partner, students discuss and make a list of other issues there could be with rules in sports and the impacts these may have. Feedback results as a whole class.

POSSIBLE ANSWERS

Rules that utilize current technology: as technology changes, the rules may need to—chess has been impacted by the rise of online chess, which has allowed cheating to become a problem. In cycling, there have to be checks now to make sure there are no concealed booster motors. Materials development: swimsuits and running shoes, for example—they have been restricted as they make people faster, and therefore, old records are easily broken. Rules based on how people were in the past: typically, adult height increases globally, meaning that the rules and equipment might have to change to reflect new body sizes. Attitudes to gender change over time so the opinion of having sporting events separated by gender will also change.

CRITICAL THINKING

AD HOMINEM ATTACKS

- 1 Students work alone to identify the ad hominem attacks. They compare answers with a partner, 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 with a partner 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 have them work with a partner 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 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 with a partner. 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.

ACADEMIC WORDS AND IDIOMS

- 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 with a partner.

ANSWERS

1 m 2 d 3 g 4 e 5 b 6 l 7 j 8 i 9 a
10 h 11 k 12 c 13 f

- 2 Students complete each sentence with their own ideas before comparing with a partner. Students discuss which of the sentences they agree with and why.

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 is 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 with a partner. Support students by reminding them of the interactions learned on page 32. 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 with a partner, checking the discussion on page 40. 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 40 and compare answers with a partner. 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 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 college 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 2.6

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 2.6 again so that students can write the phrases. Students compare their answers with a partner. 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 40 to check their answers. Students work with a partner. 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 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 2.7

- 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 40. They read the extracts with a partner, 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. With a partner, Student A reads their sentences to Student B. Student B decides if it is eliciting or expressing. They swap roles and repeat.

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.

REVIEW

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 with a partner or in 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 AND IDIOMS REVIEW

Students work through the sentences, check with a partner, and report back to the class.

ANSWERS

- 1 integration 2 driving force 3 inherent
4 scenario 5 cast our minds back 6 Joe Public

UNIT REVIEW

Students work through the list alone to decide what they can and can't do. They discuss their answers with a partner, 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.