

1 GATHERING

Discussion point

Study the infographic about communities and answer the questions.

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

How *humans* have gathered together



VIDEO



DRONES AND SECURITY

Before you watch

Match the words in bold with the correct definitions.

- | | |
|--------------------------|--|
| 1 apprehend (v) | a someone who buys and uses a product or piece of software |
| 2 crowdsource (v) | b to catch |
| 3 end user (n) | c to mark points on a graph or map |
| 4 nuisance (n) | d to get ideas or help from a large number of people |
| 5 plot (v) | e an annoying and continuing problem |



A fishing community gathers for a busy day.

While you watch

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

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

After you watch

Discuss the questions in a group.

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

Group work

A Vocabulary preview

1 Match the words in bold with the correct definitions.

- | | |
|-----------------------------|--|
| 1 assumption (n) | a something you consider likely to be true even without proof |
| 2 biased (adj) | b causing no difficulty, problems, or delays |
| 3 inefficient (adj) | c not achieving any benefits or positive results |
| 4 nominate (v) | d an event or situation that can be seen to happen or exist |
| 5 overwhelm (v) | e to exist in such great amounts that it is difficult to deal with |
| 6 phenomenon (n) | f preferring one idea or thing to another in an unfair way |
| 7 smooth (adj) | g not working in the best possible way |
| 8 unproductive (adj) | h to officially suggest that someone should be given a job or role |

2 Complete the sentences with the words from the boxes. Change the form if necessary.

nominate phenomenon smooth unproductive

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

assumption biased inefficient overwhelmed

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

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

B Before you listen




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

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

The benefits of group work: _____

The disadvantages of group work: _____

C Global listening

- 1  **1.1** Listen to the first part of a discussion about group work. What is the focus of the discussion, a benefit or a disadvantage?
- 2  **1.1** Listen to the first part again. Number the turns in the order they happen.
 - ___ Saud outlines the content of the article.
 - ___ Tom identifies some problems with group work.
 - ___ Jon gives a reason why group work is popular.
 - ___ Tom questions why group work is so common.
- 3  **1.2** Listen to the rest of the discussion and choose the correct word or phrase to complete each sentence.
 - 1 Saud **supports / doesn't support** group work.
 - 2 Jon argues that group decisions are **very good / not very good**.
 - 3 Tom suggests people usually **agree / disagree** with the leader.
 - 4 Jon describes group think as a way of **controlling / helping** people.
 - 5 Tom identifies the **problems with / benefits of** dominant people.
 - 6 Jon **agrees / disagrees** with Tom's point about dominant people.
 - 7 Saud outlines a strategy to **prevent / encourage** group think.
 - 8 Jon argues that the strategy is **useful / not useful**.



Identifying jokes and colloquial allusions

D Close listening

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

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

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

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

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

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

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

- 1 In Jon's first year of college, he **worked very hard / didn't work very hard / always worked in a group**.
- 2 Some of the student's tutors probably have **a strong academic background / careers in teaching history / some failed tests in their pasts**.
- 3 Jon shows the group **that Tom's point is correct / that he agrees with Tom / that Tom is wrong about group work**.

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

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

E Critical thinking

1 Work on your own.

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

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

2 Share and discuss your lists.

Making an action plan helps you to focus your efforts and achieve your goals. To be most effective, follow a clear procedure:

Identify the main areas for development, e.g., *gain experience of presenting to international audiences*, and then identify the specific steps you need to take to achieve your goals, e.g., *identify some forums for international student presentations*.

A key question you need to be able to answer is *How will I know when I have completed each step?* Identify measurable outcomes, e.g., *apply to at least one forum for presentations*. Set start and end dates for each step, and congratulate yourself when you have completed each one.

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Action plan for personal development planning goals

Main things to do	Steps to take (milestones)	What indicates successful completion?	Start date	Target completion date	Done
1	a				
	b				

- 1 Complete the action plan with the examples from the Study skills box. Then add another possible step and indicator of success, with a realistic time frame for both steps.
- 2 Discuss the questions with a partner.
 - 1 Which areas of your academic life would you like to develop? Why? How? By when?
 - 2 What advice can you give your partner from your own experience and knowledge?
- 3 Use the ideas from your discussion to write an action plan.

Communities in real life

A Vocabulary preview

1 Match the words in bold with the correct definitions.

- | | |
|-----------------------------|---|
| 1 distinct (adj) | a no longer used because of being replaced by something more effective |
| 2 evaluation (n) | b relating to one particular thing |
| 3 fund (v) | c to provide money for something that costs a lot |
| 4 obsolete (adj) | d a decision about quality and value, based on careful thought |
| 5 provider (n) | e an organization or company that makes a service available to the public |
| 6 sector (n) | f a number that represents a fact or describes a situation |
| 7 specifically (adv) | g a group that is part of a larger group |
| 8 statistic (n) | h separate and different in a way that is clear |

2 Complete the sentences using your own ideas.

- 1 Using statistics shows that you ...
- 2 ... is usually the biggest provider of education.
- 3 Seeing yourself as part of a distinct community can ...
- 4 The most important sector for financial support from the government is ...
- 5 ... are examples of things that, very soon, will be obsolete.
- 6 ... should fund sports and arts organizations.
- 7 Evaluation is an important part of ...
- 8 Most libraries are aimed specifically at ...

3 Compare your sentences from Exercise 2 with a partner. How many of each other's ideas do you agree with?

B Before you listen



You are going to listen to a lecture about the community sector. First, discuss the questions with a partner.

- 1 Which of these do you have in your area?

business-advice center childcare center health center library

- 2 Who funds them?

C Global listening

- 1  **1.5** In the introduction to the lecture, the lecturer asks the question: *Do we still need them in the mobile, virtual age?* Which organization do you think he is talking about? Listen and check.
- 2  **1.6** Listen to the rest of the lecture and number the main ideas in the order they are presented.
 - ___ Libraries will need to offer different services in the future.
 - ___ Community-sector groups are different from other organizations.
 - ___ Libraries could be places for people to gather.
 - ___ Evidence shows that the community sector helps many people.
 - 2 Has technology decreased the need for certain things?
 - ___ There are many arguments against libraries.
 - 1 The idea of communities with centers is being challenged.
 - ___ Some people think there is no future for libraries.

Listening to a sequence of arguments



D Close listening


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

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

What is the main argument or viewpoint?

What supporting evidence is provided?

What alternative arguments or viewpoints might there be?

- 1  **1.7** Listen to four extracts from the talk. Match the extract with the lecturer's actions.


The lecturer ...

gives his own view with no supporting information. ___

assumes everyone knows the same information. ___


refers to but provides no proof of specific evidence. ___

believes that most people have the same opinion. ___

- 2  **1.7** Listen again and then discuss the questions with a partner.

1 What supporting evidence is provided?

2 What alternative arguments or viewpoints might there be?

- 3  **1.8** Listen to four more extracts. Identify how these arguments are supported. Match the methods (a–d) with the extract numbers (1–4).

a references on a handout ___

c quoting somebody's opinion ___

b using a statistic ___

d referring to a research study ___

E Critical thinking

- 1 Work in small groups. Choose one of the community-sector groups. Make a list of what the public generally wants and needs from such a group.

business-advice center childcare center health center library

- 2 Exchange lists with another group. Identify how the community-sector group could ensure that the public is satisfied.

Critical thinking

Logical fallacy: anecdotal evidence

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

I know a person who ...

My experience is that ...

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

What about the case where ... ?

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

So that proves it.

There has to be a connection.



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

- 1 What it is is that people don't trust others to work alone. They think people just won't do any work.
- 2 If you put people in a group, it's always the same people who get to speak, and the quieter people can feel overwhelmed, never getting to speak ... you know, like Sam? We always end up doing what he suggests, for some reason. If he told us to jump off a building, we probably would!
- 3 And it isn't really true ... what about last week in the tutorial when Susi had that great idea about the presentation? She never usually speaks, but everyone listened to her ...
- 4 ... because people just won't need to go to a library to borrow books or go there to use a photocopier. I certainly won't, anyway. I access most of the articles I need for my work online, and I'm sure you do, too.

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

3 Discuss the questions in small groups.

- 1 How can forms of anecdotal evidence be useful, e.g., in law or medicine?
- 2 What support can be given to anecdotal evidence to make it useful?

Vocabulary development

Words for working together

1 Complete the definitions with the words in the box.

antisocial collaborate membership open to
participant perspective productivity voluntary

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

2 Choose the best words to complete the collocations.

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

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

For example:

I have an annual membership at a local gym.

Academic words

1 Match the words in bold with the correct definitions.

- | | | |
|----------------------------|---|---|
| 1 conformity (n) | a | more successful or powerful than other people of the same type |
| 2 deviation (n) | | |
| 3 dominant (adj) | b | a feeling of being embarrassed and finding it difficult to relax or speak |
| 4 impose (v) | | |
| 5 inhibition (n) | c | not willing to do something |
| 6 justification (n) | d | to influence or control something in a clever or dishonest way |
| 7 manipulate (v) | | |
| 8 reluctant (adj) | e | a difference in the usual or expected way of doing something |
| | f | to introduce something such as a new system and force people to accept it |
| | g | behavior that is acceptable because it is similar to everyone else's |
| | h | a reason why something is correct |

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

- It is normal to feel a degree of _____ in new situations and to find it difficult to speak.
- It can be difficult for quieter people to speak when there are more _____ team members.
- An effective team leader does not _____ his or her views on others.
- The need for a quick decision is a/an _____ for the team leader to decide without the group.
- People are often _____ to speak if they think they are going to be criticized.
- _____ to group rules is important for a smooth working process.
- Good team leaders know how to _____ the team members.
- Group work becomes difficult when there is _____ from the original aims and plan.

3 Choose the three sentences you most agree or disagree with in Exercise 2. Explain your choices to a partner.

Speaking model

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

A Analyze

Read the discussion. Answer the questions.

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

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

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

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

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

DOUG: How is that related to being from the U.K.?

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

ANGIE: That's a good point.

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

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

DOUG: Mm, interesting, but let's stay focused on the subject of community groups and funding. We haven't got time to go into the ins and outs of older people's lives.

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

JAMIL: Hang on a minute. Has everybody given their point of view? We need to talk more about the value of volunteering before we move on. I've said what I think, but what about everyone else?

LEAH: Could I say something about this?

JAMIL: Yeah, go for it.

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

B Discuss

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

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

Cleft sentences

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

Cleft sentences with *it*

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

It's older people who volunteer most.

Cleft sentences with *wh-* words

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

What is needed is people from the communities themselves.

1 Match the parts of the cleft sentences.

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

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

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

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

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

Speaking skill

Keeping discussion going

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

- 1 At the start, identify the aim of the discussion and points to be discussed.
So, as we agreed, the point of the discussion is to ...
We have four main areas to cover.
- 2 Ensure that everyone participates and, also, stays on topic.
What do you think about that?
Let's try to stay on topic.
- 3 Monitor the time, keep the discussion moving, and make sure everyone is ready to change topics.
I'm afraid we'll have to leave that for another day.
Let's move on to the next point.
Does anyone else have anything to add to that?
- 4 Listen actively, respond to points made, and contribute your ideas.
Really?
That's a very valid point ...
If I could jump in here ...

1 Match a phrase with each purpose.

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

2 1.9 Listen to four extracts from the model. Match each extract (1–4) with its purpose.

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

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

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

Pronunciation for speaking

Stress in key words in colloquial language

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

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

1 Match each extract with its underlying meaning.

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

2 1.10 Listen to the extracts above and underline the stressed words. Compare with a partner and identify the following.

- How does the stress help provide the meaning?
 - What happens to the unstressed words?
- 3 Work with a partner. Say the sentences from Exercise 1. Aim to say them at a natural pace, with the key words stressed.
- 4 Review the Speaking model. Then work in groups of four, with each person taking one of the four roles from the discussion. Discuss the same topic, using some of the language from the model and focusing on using stress in the key words.

Speaking task

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

Brainstorm

Review *Working in groups* and *Communities in real life* and the Speaking lesson.

Note different ways to support a community.

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

Plan

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

Speak

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

Share

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

Reflect

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

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

Review

Wordlist

Vocabulary preview

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

Vocabulary development

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

Academic words

conformity (n)	impose (v) ***	manipulate (v) **
deviation (n)	inhibition (n) *	reluctant (adj) **
dominant (adj) **	justification (n) **	

Academic words review

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

conformity deviation dominant inhibition reluctant

- 1 She was able to recite the poem with no _____ from the text.
- 2 Bosses say they value initiative, but they're usually happy with _____.
- 3 Hank was _____ to leave his laboratory—he still had work to do.
- 4 In most groups, the person with the _____ personality normally takes the lead.
- 5 Basia was starving, so she loaded her plate with food with no _____.

Unit review

- Listening 1 I can identify jokes and colloquial allusions.
- Listening 2 I can adopt a critical stance to the information I hear.
- Study skill I can make an action plan for personal development.
- Vocabulary I can use vocabulary describing working in teams.
- Grammar I can use cleft sentences.
- Speaking I can keep a discussion going.