

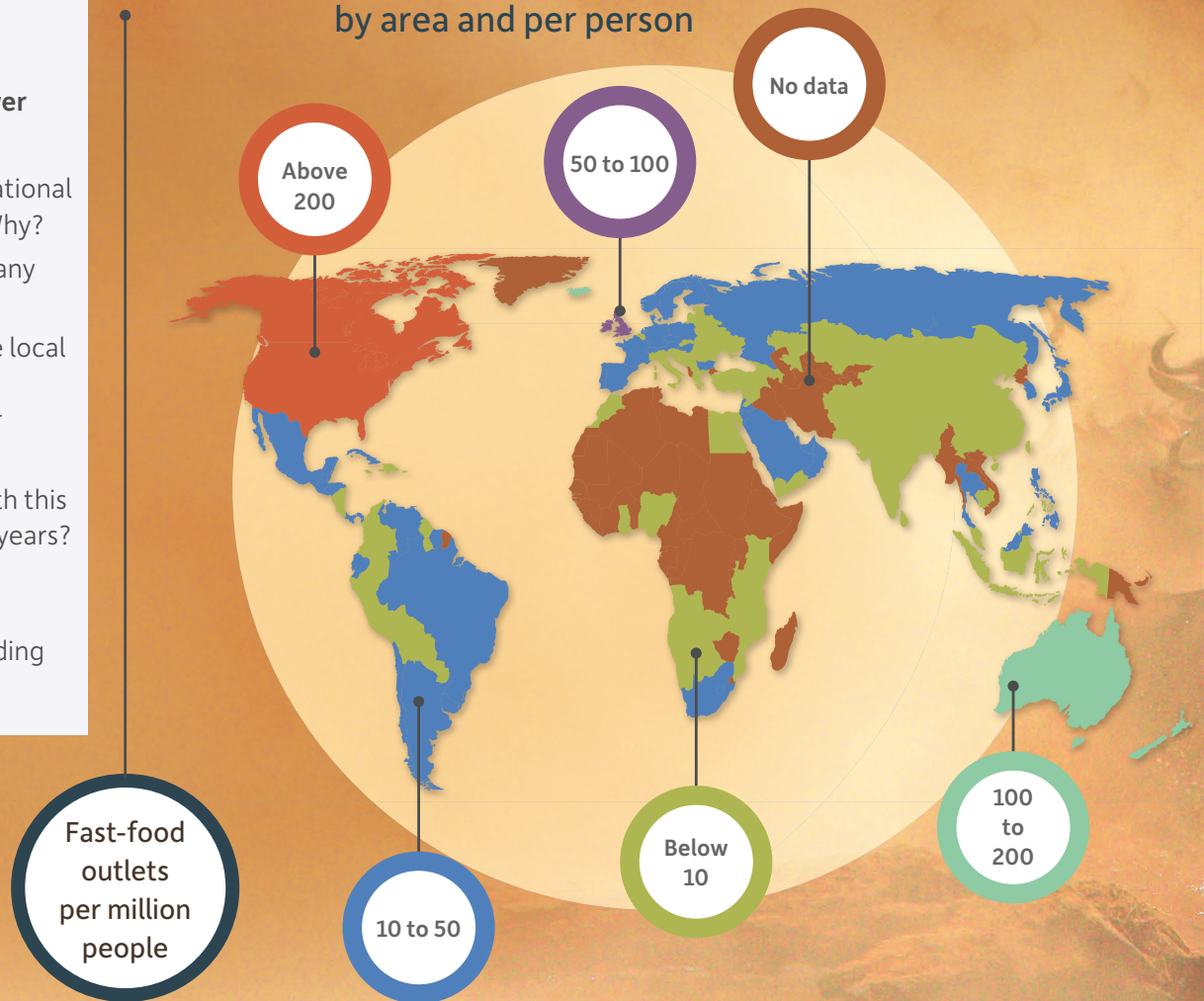
# 5 Sprawl

## DISCUSSION POINT

Study the infographic about the global spread of companies, and answer the questions.

- 1 Do you eat at international chain restaurants? Why?
- 2 What makes a company successful globally?
- 3 What happens to the local competition when a successful outsider moves in?
- 4 What will happen with this trend in the next 20 years?
- 5 Which is a better description of this development: spreading or invading? Why?

## Fast-food outlets by area and per person



VIDEO

RIVER TAXI

## BEFORE YOU WATCH

Match the words in **bold** with the correct definitions.

- |                                   |                                              |
|-----------------------------------|----------------------------------------------|
| 1 <b>carjacking</b> (n)           | a a specific group of customers              |
| 2 <b>gridlock</b> (n)             | b an idea or opportunity                     |
| 3 <b>initiative</b> (n)           | c famous in a negative sense                 |
| 4 <b>in the works</b> (phr)       | d planned                                    |
| 5 <b>notorious</b> (adj)          | e the theft of a car while a person is in it |
| 6 <b>target demographic</b> (phr) | f very severe traffic congestion             |



# UNIT AIMS

**LISTENING 1** Listening to detect and repair lapses in understanding

**LISTENING 2** Using extension materials to support understanding

**ACADEMIC SKILL** Identifying the speaker's opinion

**VOCABULARY** Words for relationships

**GRAMMAR** Inversions

**SPEAKING** Drafting persuasive statements



Wildebeest stampede during migration

## WHILE YOU WATCH

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

- 1 Cairo has a very efficient public transportation system. T / F
- 2 The traffic problems are caused by crime. T / F
- 3 The Nile Taxi company intends to extend its service for more people. T / F
- 4 The service can reduce travel times by more than 50%. T / F
- 5 Anyone can afford to use the service. T / F

## AFTER YOU WATCH

Discuss these questions in a group.

- 1 Does your city have similar problems to Cairo?
- 2 What do you think are the problems of using the river as a means of transportation within a city?
- 3 What do you think can be done to reduce the migration of people to major cities?
- 4 What is your favorite city? Why do you like it?
- 5 What are the negative aspects of living in a large city?

## THE SPREAD OF ENGLISH

### A VOCABULARY PREVIEW

#### 1 Match the words in bold with the correct definitions.

- |                           |                                                                     |
|---------------------------|---------------------------------------------------------------------|
| 1 <b>enhance</b> (v)      | a not supporting a particular side in an argument or disagreement   |
| 2 <b>exclude</b> (v)      | b relating to languages or words                                    |
| 3 <b>linguistic</b> (adj) | c idea, knowledge, or understanding of something                    |
| 4 <b>neutral</b> (adj)    | d happening in many places, or affecting many people                |
| 5 <b>notion</b> (n)       | e to improve something, or to make it more attractive or valuable   |
| 6 <b>obligatory</b> (adj) | f describing something that must be done in order to obey a rule    |
| 7 <b>significance</b> (n) | g the importance that something has because it affects other things |
| 8 <b>widespread</b> (adj) | h to deliberately not include someone or something                  |

#### 2 Complete the sentences with the words below.

excluded linguistic obligatory widespread

- Learning languages in an online environment becomes more \_\_\_\_\_ every year.
- \_\_\_\_\_ knowledge helps you to understand a country's culture.
- Knowing a country's language should be \_\_\_\_\_ for people going to live there.
- Only one language should be used in the workplace; other languages should be \_\_\_\_\_.

enhances neutral notion significance

- The choice of language used in an international meeting has great political \_\_\_\_\_.
- The \_\_\_\_\_ of the world needing an international language is wrong.
- The choice of languages taught at school is not a \_\_\_\_\_ decision.
- Speaking more than one language \_\_\_\_\_ your career opportunities.

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



**B BEFORE YOU LISTEN**

**1 How do you feel about each of these statements about learning English? Discuss your views with a partner.**


- 1 I have no choice. It is obligatory.
- 2 I would feel excluded from a shared culture if I didn't learn it.
- 3 I feel fairly neutral about it.
- 4 It enhances my academic opportunities.
- 5 I love linguistic challenges and I'm learning several languages.

**2 Which of these words are negative?**

common confusing damages destroys dominant widespread

**3 Work with a partner. Predict statements that might be made about the role of English in the world using the six words in Exercise 2.**

**C GLOBAL LISTENING**

**1**  **5.1 Listen to four speakers giving their opening statements in a debate. Number the main points in the order they are presented (1–8).**

- 5 Destroys other languages
- \_\_\_ Already dominating the world
- \_\_\_ Common language for many people
- \_\_\_ Damaging to the places it spreads to
- \_\_\_ Lives alongside other languages
- \_\_\_ Many different forms are confusing
- \_\_\_ Not obligatory, but a free choice to learn
- 1 Widespread throughout culture

**2 Review the main ideas. Which of the sentences below best describes how the debate develops?**

- a The speakers answer the moderator's questions with little or no time to prepare.
- b The two sides of the debate give their views, but they also have the chance to interrupt or question the other side.
- c The structure of this debate requires that all arguments of one side must be completed before the other side can begin to speak.

Listening for speakers' main points



Listening to detect and repair lapses in understanding

### D CLOSE LISTENING

While listening, we can often recognize when we have missed some information. Make a note of the information given before and after the lapse, adding a question to indicate the type of information you think is missing.

1<sup>st</sup> speaker: "English is a \_\_\_\_\_ language"

*adjective— "sp??"  
... speaker uses this positively??*

However, sometimes we are unaware that we have missed or misunderstood something. At the end of the listening, review your notes and identify unlikely or surprising information.

181<sup>!!!</sup> countries with English as official language—**CHECK!!!**

We can repair these lapses in understanding by asking questions or using reliable online sources to check the information later.

*I'm missing some information. You said "English is a what language"?*

*What did you mean by "sprawling" exactly?*

*I'm not sure if I heard correctly. Did you say "181"?*

*You said "the official language," is that right?*

#### 1 Review the extracts from the students' notes. What lapse in understanding has the student identified in each: missing or surprising information?

- 2015—10.5<sup>!!!</sup> billion worldwide speak English—**IMPOSSIBLE!!!**
- Not helpful to learn Russian, Swahili, or French "not going to help anyone" — *does she really mean this?!!!!*
- Local culture, language, customs, food, + (???) of how to live—**NEED TO CHECK**
- Speaker says he "taught millions" —**WHAT?!**
- 2012: >21,000 articles, from 239 countries—                    % in English

#### 2 5.2 Listen to the extracts from the opening statements. Write the phrases used to repair the lapses and correct or add the information.

### E CRITICAL THINKING

Discuss the questions in a group.

- Which languages did you learn at school? Why do you think you learned these?
- Which languages do you think should be taught at school? Why?
- What languages are needed for the 21<sup>st</sup> century workplace?

## ACADEMIC SKILLS


IDENTIFYING THE SPEAKER'S OPINION

Speakers often include their opinions overtly, using phrases such as *As far as I'm concerned*, *It seems to me*, and *In my opinion*. However, opinions can also be included less overtly, e.g., through the arguments presented and examples given. This information can be more difficult to identify as opinion. Questions can help you to do this. Review the **main** five questions and the *follow-up* questions:

- 1 Is information presented objectively like a fact or subjectively like an opinion?** *Is the information combined with a comment? Is the information presented using dramatic language to persuade people?*
- 2 What evidence is included to support statements?** *Is there any research? If there is research, what do you know about the sources?*
- 3 What examples are included?** *Do the examples really support the argument? Can you think of examples that don't support the argument?*
- 4 What is missing?** *Are there aspects that the speaker doesn't mention?*
- 5 Are any counterarguments included?** *Is only the speaker's own opinion given?*

- 1 Read an extract from *The spread of English*. Which examples of the ideas in questions 1–5 can you find?**

We're going to propose that English is, in fact, a sprawling language, and that this is a good thing. Can there really be any doubt about this? I think not. We will give you three reasons, three reasons that cannot seriously be denied, three reasons that prove our point beyond any possible doubt. The first is this. Look at the world today, or, rather listen. English is now so widespread that it is impossible to imagine a world without it.

- 2 Improve the argument in Exercise 1 by matching statements 1–3 with the examples you found.**
  - 1** There are around 1.5 billion speakers of English (either as a first or second language) compared to only around 550 million Spanish speakers or 280 million French speakers.
  - 2** The others might argue the fact that English is so widespread it's problematic because the use of English dominates the use of other languages, but hasn't it always been an aim to have a language in common?—look at Esperanto!
  - 3** We will give you three reasons and we believe that after hearing those reasons, you will agree that English is a sprawling language.
- 3**  **5.3 Listen to an extract from the same debate. Summarize the speaker's opinion and make a note of what helped you to identify this.**
- 4 Work in a group. Discuss your ideas and notes.**

## REWILDING

## A VOCABULARY PREVIEW

## 1 Match the sentence halves to complete the definitions.

- 1 **density** (n) – the amount of \_\_\_\_\_
  - 2 **distribution** (n) – the way that something is \_\_\_\_\_
  - 3 **diversity** (n) – the fact that very different people or things \_\_\_\_\_
  - 4 **ecology** (n) – study of the environment and how \_\_\_\_\_
  - 5 **extinction** (n) – the situation when \_\_\_\_\_
  - 6 **habitat** (n) – the type of place where \_\_\_\_\_
  - 7 **modification** (n) – a small \_\_\_\_\_
  - 8 **predator** (n) – an animal that \_\_\_\_\_
- a change to something
  - b kills and eats other animals
  - c something in a place
  - d an animal or plant usually lives
  - e exist within a group or place
  - f spread over an area
  - g plants, animals, and humans live together
  - h an animal, plant, or language no longer exists

## 2 Complete the questions using some of the words in bold from Exercise 1.

- 1 Are there any animals in danger of \_\_\_\_\_ in your country?
- 2 Is there a wild animal or \_\_\_\_\_ that you can easily see in your area?
- 3 Is there a wide range of different natural \_\_\_\_\_ in your country?
- 4 What \_\_\_\_\_ would you make to the laws protecting nature?
- 5 Is there a rich cultural \_\_\_\_\_ where you live?
- 6 How does the \_\_\_\_\_ of goods across the country impact the environment?

## 3 Work with a partner. Discuss your answers to the questions in Exercise 2.

**B BEFORE YOU LISTEN**

Use the additional materials provided with a lecture (slides, handouts, etc.) before, while, and after you listen to support and deepen your understanding.

Before you listen, review the materials to:

- familiarize yourself with the topic.
- predict the content of the lecture.
- check the meaning and pronunciation of key words.
- look up unknown terms for items featured in visuals.

While you listen, use the materials as a basis for your note-taking. Annotate and add further ideas and questions.

Using extension materials to support understanding

**You will hear a lecture. Review the slide from the lecture with a partner.**

1 Label the images. Use the words below and look up others you need.

bear celebrities Italian village prehistoric Earth wild boar



2 Discuss your understanding of rewilding. Annotate the slide with your ideas.

3 Write three questions you think the lecture will answer about rewilding.

**C GLOBAL LISTENING**


**5.4** Listen to the lecture and complete the outline for the talk.

- Introduction: <sup>1</sup> \_\_\_\_\_ of rewilding
- The <sup>2</sup> \_\_\_\_\_ associated with rewilding
- The <sup>3</sup> \_\_\_\_\_ brought about by rewilding
- Conclusion: the <sup>4</sup> \_\_\_\_\_ dimension of rewilding



## Annotating lecture slides

**D CLOSE LISTENING**

- 1  **5.4** Listen to the lecture again and add more information about the positive and negative effects of rewilding to the slides.

**Introduction:**

Rewilding land, is it all positive?

**Possible positives:**

increases biodiversity, reduces carbon in atmosphere, climate change and new habitats, well-being effect

**Possible negatives:**

unclear what time rewilding should return to, loss of amenities, only rich can influence it, predator problems, more disease

**Conclusion:**

humans playing god with nature

- 2 **Work with a partner.** Discuss what you remember from the lecture and add more information about the positive and negative effects of rewilding to the slides.

**E CRITICAL THINKING**

- 1 **Work in small groups.** Use your notes to prepare a 100-word opening statement to highlight the negative aspects of rewilding.
- 2 **Listen to another group's opening statement.** Note and give feedback on what the group explains well.
- 3 **In your group, discuss the positive aspects of rewilding.** Do they outweigh the negatives?

**CRITICAL THINKING****Rhetorical devices**

Skillful speakers use rhetorical devices to engage listeners and persuade them of their point of view. Rhetorical devices can use different features of language.

**Content**

- Metaphor links new ideas to a known concept to help understanding and promote familiarity.
- Sarcasm appears to praise but actually is critical.
- Hyperbole uses exaggerated language to emphasize a point.
- Rhetorical questions engage the listener but are answered for them.

**Structure**

- Parallel structures have the same grammatical pattern in both parts.
- Anaphora means repeating the same word or phrase at the start of successive sentences or clauses.

**1 Read the extracts from *The spread of English* and *Rewilding*. Underline the words that make up the rhetorical devices.**

- 1 We will give you three reasons, three reasons that cannot seriously be denied, three reasons that prove our point beyond any possible doubt.
- 2 ... What language are all these things in? You've guessed it, English.
- 3 I've taught English to millions of children in Spain and France, and it's amazing how they all benefited in so many ways.
- 4 In almost every country in the world, there is a recognition that to fail to learn English is to fail to join the international community.
- 5 Sorry, earlier you said that you taught millions? I'm not sure if I heard that right ... you must be quite a teacher!
- 6 We can question whether humans are actually, once again, using the dominance of our own species to "play god" with nature.

**2 Match each extract with a rhetorical device in the box.****3 Discuss the extracts from Exercise 1 with a partner.**

- 1 In your opinion, which uses of rhetorical device strengthen the person's argument? How?
- 2 Which weaken the argument? How?

## VOCABULARY DEVELOPMENT

## WORDS FOR RELATIONSHIPS

1 Read the sentences. Match the verbs in bold with the correct definitions below.

- 1 We need to take care of the situation so it doesn't **deteriorate** any further.
- 2 Invaders tend to either destroy or **displace** the inhabitants of the location.
- 3 Introducing new elements **disrupts** the natural process of development.
- 4 If we **eliminate** an animal's only predator, there's nothing to stop the population increasing.
- 5 It's often not clear at first which invasive species will **emerge** as the dominant ones.
- 6 In a natural evolution process, predators and animals that they hunt **exist** side by side.
- 7 With the growth of the travel industry, accidental invasive species **are on the increase**.
- 8 Many invasive species **present a danger** to the natural inhabitants of the location.

- a \_\_\_\_\_ to interrupt something and prevent it from continuing by creating a problem
- b \_\_\_\_\_ to be real, or to appear in the real world
- c \_\_\_\_\_ to become worse
- d \_\_\_\_\_ to be a threat to something
- e \_\_\_\_\_ to take the place of someone or something
- f \_\_\_\_\_ to be happening more often
- g \_\_\_\_\_ to get rid of something that is not wanted or needed
- h \_\_\_\_\_ to appear or become recognized

2 Make a note of your answers to the questions below. Then discuss them with a partner.

- 1 What have you eliminated from your life recently?
- 2 What could present a danger to your future ambitions?
- 3 What has been on the increase in the news in the last few months?
- 4 What has deteriorated in your country in the last few years?
- 5 Who has emerged as an important figure in your country this year?
- 6 What kinds of things can disrupt our day-to-day routines?



## ACADEMIC WORDS AND IDIOMS

### 1 Match the words in bold with the correct definitions.

- |                                |                                                                                              |
|--------------------------------|----------------------------------------------------------------------------------------------|
| 1 <b>arbitrary</b> (adj)       | a the process by which people or animals move to another place                               |
| 2 <b>beg the question</b> (id) | b a difference between two things                                                            |
| 3 <b>bog standard</b> (id)     | c ordinary and not special in any way                                                        |
| 4 <b>convention</b> (n)        | d to try to find out the facts in order to learn the truth                                   |
| 5 <b>dimension</b> (n)         | e arranged according to importance                                                           |
| 6 <b>distinction</b> (n)       | f to make you want to know the answer to a particular question                               |
| 7 <b>evolution</b> (n)         | g the way in which something gradually changes and develops                                  |
| 8 <b>hierarchical</b> (adj)    | h not based on any particular plan or system                                                 |
| 9 <b>investigate</b> (v)       | i a way of behaving that is generally accepted as being normal and right                     |
| 10 <b>mature</b> (adj)         | j a set of plans or actions agreed on by a group                                             |
| 11 <b>migration</b> (n)        | k a part of a situation, especially when it influences the way you think about the situation |
| 12 <b>policy</b> (n)           | l no longer young; fully developed                                                           |

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

- Governments need a clear \_\_\_\_\_ on how to protect local environments.
- There is now little \_\_\_\_\_ between cultures, due to globalization.
- Working on projects always adds a new \_\_\_\_\_ to the topic.
- Governments will always organize themselves into \_\_\_\_\_ systems—it is how power works.
- \_\_\_\_\_ of people around the world shapes cultures and societies.
- An explanation of any rule will always \_\_\_\_\_ of what happened before it was made.
- Some of the more \_\_\_\_\_ residents can remember when the town was surrounded by fields.
- We shouldn't try to \_\_\_\_\_ why problems exist; the focus should be on solving them.
- The way the world is now is quite \_\_\_\_\_ because it is based on random events in the past.
- Following \_\_\_\_\_ is the best thing to do when in a new country.
- \_\_\_\_\_ is a natural process; we shouldn't try to prevent animals (or languages) from dying out.
- Don't expect too much from the book—I found most of the content quite \_\_\_\_\_.

### ACADEMIC IDIOMS

#### BEG THE QUESTION

The phrase was originally used by philosophers such as Aristotle for identifying an error that can be made in philosophical debate. But today, the most common use of this phrase is to highlight that a piece of given information prompts a further question which also needs answering.

## SPEAKING MODEL

You are going to learn about forming inversions, using rhythm in rhetorical devices, drafting persuasive statements, and ordering arguments. You are then going to deliver an opening statement for a debate on the spread of chain stores around the world.

### A ANALYZE

Read the opening statement to a debate. Answer the questions.

- 1 What is the motion of the debate?
- 2 Which side is the speaker on?
- 3 How many key arguments will she and her partner put forward in total?
- 4 How many key arguments will she put forward herself?

**SPEAKER:** The motion put forward today is that the spread of chain stores globally has a negative effect on local businesses. I ask you, can anyone really doubt that? Never have our streets been so full of stores from elsewhere. Not only has the presence of these invaders displaced our own local businesses, they have reduced diversity and are eliminating our culture. These predators are eating up the competition, and who is that competition? It's us, yes, that's right, me and you, and our livelihoods.

Today, we propose three arguments against this invasion—three arguments to consider, three arguments to educate, three arguments that prove that it could be so very different. But before all that, to be clear, let me ask you: just what is the problem with chain stores?

The problem with chain stores, dear audience, is this. More than 95% of store space on city streets and in out-of-town malls (both high-end and bog standard) is occupied by these invaders. Let's stop and think about that. More than 95%. These invaders present a clear danger to local companies.

At no time in history have there been so few local companies on our main streets. This sprawl is killing local business. Argument number one. I'll say it again: this sprawl is killing our—your—local business.

Argument number two? Argument number two concerns diversity. People assume globalization brings diversity. Not so. Think of the downtown where you live. Think of a downtown you've visited recently. Think of a downtown you've seen in a movie. What's the difference? Maybe the weather, but, I guarantee, not much else. Every store is the same, every product is the same, every choice has already been made for you. Which begs the question of what people understand by the term "diversity" nowadays. Only now are some of us waking up to the fact that we've been invaded and our culture stolen from us. Wake up and see that, too.

My debating partner will identify the third argument, but as you turn to listen to the opposing side's first opening statement, I can see already the realization on your faces of just how wrong this invasion is.

### B DISCUSS

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

- 1 How strong is each argument she identifies?
- 2 What do you think the third argument will be?
- 3 What key arguments could the opposing side put forward?

## GRAMMAR

**Inversion**

We can create emphasis by using inversion. This technique places the verb before the subject to make the sentence sound more formal and also more noticeable. Compare the two sentences:

*Had they originated there, this situation would not occur.*

*If they had originated there, this situation would not occur.*

Inversion is used:

after frequency adverbs *seldom, rarely, never*.

*Never before has a cultural change of this size happened so quickly.*

after certain phrases with *no*.

*Nowhere that it arrives does it improve life for the local people.*

after certain phrases with *only*.

*Only after humans started moving around the planet did this problem begin.*

**1 Put the words in the correct order to make sentences containing inversion. Check your answers with the *Speaking model*.**

1 been / never / our streets / have / so full of stores / from elsewhere

\_\_\_\_\_

2 the presence of these invaders / has / displaced / not only / our own local businesses, / they have reduced diversity

\_\_\_\_\_

3 there / at no time in history / have / so few local companies / been / on our main streets

\_\_\_\_\_

**2 Rewrite these sentences starting with the words in parentheses.**

1 There will never be a time when people decide to stay where they are. (at no time)

\_\_\_\_\_

2 People hardly ever choose familiar experiences when they can choose something more exciting. (rarely)

\_\_\_\_\_

3 We are realizing now that the spread of some companies means the extinction of others. (only now)

\_\_\_\_\_

**3 Do you agree with the sentences in Exercise 2? Explain your views to a partner.**



## Drafting persuasive statements

## SPEAKING SKILL

The aim of your persuasive statement is to convince people of your viewpoint. Employing a range of techniques will strengthen your statement, adding to its persuasive powers.

- 1 Clearly state the main viewpoint—presenting this as a fact provides a strong entry point.
- 2 Identify the key points—three is typically an effective number.
- 3 Appeal to reason with facts and figures—numbers are powerful and memorable.
- 4 Appeal to emotion—connect on a personal level with emotive language.

Remember, though the content of the statement is very important, the delivery will also affect how persuasive it is. Deliver your statement with confidence by doing the following:

- mark the script for pronunciation features.
- use an appropriate pace.
- practice, record, and review.

- 1** Read the *Speaking model* on page 96 and make a note of how the speaker covers points 1 to 4 in the skills box.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

- 2** Work with a partner. Use your ideas from the *Discuss* section on page 96 to write an opening statement for the opposing team. Follow the steps in the skills box.
- 3** Practice the opening statement together so you can deliver it confidently. Give each other feedback on the delivery.
- 4** Change partners and deliver your opening statement again. How much have you improved? How?


## PRONUNCIATION FOR SPEAKING

### Rhythm in rhetorical devices


Effective speakers use pronunciation features to highlight and emphasize rhetorical features. Variation—changing speed, volume, pitch, and use of pauses—keeps your delivery interesting and listeners engaged.

- Pauses highlight important ideas or give listeners a moment to consider what has been said.
- Stress emphasizes the key words and contrasts the speaker wants to make.
- Pitch changes show the speaker's attitude to what is being said.

Be aware of the effect your voice has on what you say. For example, sarcasm is often expressed with a low pitch on the key word, with the word being lengthened. Make your voice work for you, as a deliberate choice, not against you.

**1**  **5.5 Read the extracts containing rhetorical devices. Predict where the pauses, stress, and major pitch changes are and mark them. Listen and check. Then practice the sentences.**

- 1 It destroys local culture, local language, local customs, local food, local notions of how to live.
- 2 Multiculturalism totally depends on it; without a common language, it cannot exist.
- 3 The stink bug is now your neighbor, my neighbor, everyone's neighbor.

**2**  **5.6 Listen and read the extracts containing rhetorical devices. Mark the pauses, stress, and major pitch changes. Then practice the sentences.**

- 1 What language are all these things in? You've guessed it, English.
- 2 We will give you three reasons, three reasons that cannot seriously be denied, three reasons that prove our point beyond any possible doubt.
- 3 In almost every country in the world, there is a recognition that to fail to learn English is to fail to join the international community.

**3** **Review the *Speaking model* with a partner. Identify rhetorical devices and mark the stress, pauses, and pitch changes on these. Take turns delivering sentences from this opening statement.**

## SPEAKING TASK

Make an opening statement in a debate about the spread of fast food restaurants.

### Brainstorm

Review *The spread of English* and *Rewilding* and the Speaking lesson.

- Read the debate motion below.

*The spread of fast food chains globally has a negative effect on local cultures.*

- Work in pairs to brainstorm ideas for and against the motion.
- Change partners. Compare and add to your own list of ideas.

Research facts and statistics related to each of the ideas you identified. Review your answers and ideas about the infographic on page 84.

### Plan

Work with a partner to plan your opening statements for or against the motion. Your teacher will instruct you on the side to take.

### Speak

Pair up with two other students on the opposing side. Make your opening statements. Listen carefully to the opposing team's arguments and make a note of strong points.

### Review

Work with a new group. Outline the key points put forward by each side. Compare the strengths of the other side's opening statements.

### Reflect

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

- 1 What are the key elements of a strong opening statement?
- 2 In which situations should the spread of something be avoided, and in which can it be welcomed?
- 3 Will there be more or less diversity in the future?



**WORDLIST**

\*\*\* very frequent    \*\* frequent    \* not frequent

**Vocabulary preview**

density (n) **	enhance (v) **	linguistic (adj) *	obligatory (adj)
distribution (n) **	exclude (v) ***	modification (n) **	predator (n) **
diversity (n) **	extinction (n) *	neutral (adj) **	significance (n) **
ecology (n) *	habitat (n) *	notion (n) ***	widespread (adj) **

**Vocabulary development**

be on the increase (phr)	displace (v)	eliminate (v) **	exist (v) ***
deteriorate (v) *	disrupt (v) *	emerge (v) ***	present a danger (phr)

**Academic words and idioms**

arbitrary (adj) *	convention (n) ***	evolution (n) **	mature (adj) **
beg the question (id)	dimension (n) **	hierarchical (adj)	migration (n) *
bog standard (id)	distinction (n) ***	investigate (v) ***	policy (n) ***

**ACADEMIC WORDS AND IDIOMS REVIEW**

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

beg more questions    bog standard    dimension  
evolution    facilitate    hierarchical    investigate

- The effects of the new drug are still unknown—currently, two laboratories \_\_\_\_\_ them.
- Nasser replaced the \_\_\_\_\_ structure with a more equal structure.
- The ending was not satisfactory and \_\_\_\_\_ than it answered.
- The \_\_\_\_\_ of the writer’s views can be traced in the diaries he kept.
- Having seen the competition was quite \_\_\_\_\_, the team was optimistic about their chances of winning.
- Going to the lecture brought a whole new \_\_\_\_\_ to their knowledge of this area of research.
- The campus staff is here tonight to help \_\_\_\_\_ the big move.

**UNIT REVIEW**

- |                |                          |                                                            |
|----------------|--------------------------|------------------------------------------------------------|
| Listening 1    | <input type="checkbox"/> | I can listen to detect and repair lapses in understanding. |
| Listening 2    | <input type="checkbox"/> | I can use extension materials to support my understanding. |
| Academic skill | <input type="checkbox"/> | I can use methods to identify a speaker’s opinion.         |
| Vocabulary     | <input type="checkbox"/> | I can use words for relationships between things.          |
| Grammar        | <input type="checkbox"/> | I can use inversions.                                      |
| Speaking       | <input type="checkbox"/> | I can draft persuasive statements and order arguments.     |