



IN THIS UNIT YOU LEARN HOW TO:

- talk about sports you watch or do
- recognise and use irony
- discuss issues around gaming
- link ideas within and across sentences
- discuss and use playful language

SPEAKING

- 1 Work in pairs. Look at the photo and discuss the questions.

- What do you think is happening in the photo?
- Which of the phrases below could be used to describe the crowd or individual spectators in the photo? Why might people do these things?

go wild	abuse the referee or a player
boo	hold your head in your hands
chant a name	be on the edge of your seat
get upset	laugh at other people in the crowd

- Have you ever done any of these things when watching sport – or watching something else? If so, when and why?

- 2 Work with a new partner. Discuss which of the options below you would rather do – and why.

- watch sport or play sport
- do yoga or do a martial art
- go to the gym or play a video game
- run a marathon or do a triathlon
- go on a cruise or go on a walking holiday
- watch basketball or watch tennis on TV
- support the favourite in a match or support the underdog
- go to the final of the Football World Cup or the Olympic athletics finals

Angry Aston Villa fans, Birmingham, England



THEY BLEW IT

VOCABULARY Sports and events

1 Work in groups. Answer the questions.

- 1 What's the difference between **getting knocked out** in the second round and **going through** to the second round? And what happens if you just **scrape through**?
- 2 If a player **challenges a decision** or a **call**, do they hope the decision will be **upheld** or **overturned**?
- 3 How might someone be **caught doping**? What would happen after that?
- 4 What happens if a player or team **gets thrashed**? How might the crowd react?
- 5 Why might a referee **send** someone **off** or **sin-bin** them? Which is worse?
- 6 What's the difference between being **suspended**, being **substituted** and being **dropped**?
- 7 Why might you begin to **fade** in a race, game or competition?
- 8 What happens if you **blow it** in a game or season?
- 9 How can people **fix** a match, race or fight? Why do they do it?
- 10 What happens in a **close** game, a **one-sided** game and a **dirty** game?
- 11 What happens when someone **gets cramp**? And what's the difference with **feeling stiff**?
- 12 Why might you **sponsor** someone to do a marathon or some other physical challenge?

- 2 Choose five of the words or phrases in bold in Exercise 1 and say something true that happened to you or a team / player you know. It could be a non-sporting situation.

Liverpool had a great chance to win the league a few years ago, but they blew it when they lost to Chelsea.

When I played rugby at school, we always used to get thrashed. We lost sixty-nil one time.

I just about managed to scrape through my French exam at school. I got 51%.

LISTENING

- 3 Listen to three conversations about sport. Decide in which conversation (1–3) a speaker says something about:

- a a person overcoming a muscle problem.
- b a person / team struggling to begin with.
- c a person / team being the favourite.
- d a person / team being exhausted.
- e the result of a match being very close.
- f a person / team having lessons.
- g a change that helped a person / team.
- h a famous player from the past.
- i raising money.



DEVELOPING CONVERSATIONS

Irony and humour

Irony is quite commonly used in conversation. If we are being ironic, we say the opposite of what we think or we exaggerate the difference between the example we use and the reality.

I'm not exactly Picasso when it comes to painting.

We often use *manage* to ironically when we 'succeed' in doing something stupid.

Manu managed to kick the ball over the bar from about a metre out.

- 6** Work in pairs. Look at the underlined expressions in audio script 34 on page 207. Some show irony and humour, while some are just neutral. Discuss the questions for each expression.

- 1 Is the speaker being ironic or not?
- 2 Where they are being ironic, what's the reality?
- 3 Could you make a similar ironic comment in your language?

- 7** Match 1–5 to the ironic comments a–e. Then practise saying the exchanges with your partner.

- 1 So you're starting at high school next week?
 - 2 What did you think of the poems he wrote?
 - 3 He's a bit absent-minded, then?
 - 4 I'm not exactly the world's best tennis player.
 - 5 Did you see that goal he scored? It was amazing!
- a You could say that! He's managed to lose his passport three times.
 - b It wasn't bad. I didn't exactly go wild, though.
 - c Yeah. I can't wait – all that lovely homework!
 - d Well, it's not exactly Shakespeare.
 - e Come on! You only made about 20 double faults!

- 8** Complete each of the sentences below in two ironic ways that are true for you.

- 1 I once managed to ...
- 2 I'm not exactly ...

- 9** Work in groups. Compare and discuss your ideas.

CONVERSATION PRACTICE

- 10** Work in pairs. Choose one of these tasks. Use as much language from this lesson as you can.

- a Think of sporty things you have seen or done. Think of one 'success' and one 'failure' and make some notes about what happened. Then tell your partner about what happened. Your partner should comment and ask questions to help you.
- b Student A: read your rolecard in File 24 on page 191. Student B: read your rolecard in File 25 on page 192. Spend a few minutes planning what to say and then roleplay the conversations.



26 To watch the video and do the activities, see the DVD ROM.

GAME THEORY

VOCABULARY Talking about gaming

- 1 Work in groups. How many different kinds of electronic games can you think of?

first-person shooter games

- 2 Complete the sentences with the correct form of these verbs.

collaborate	expose	let	provide
defy	foster	modify	stimulate

- 1 Gaming _____ an escape from the stresses and strains of everyday life.
 - 2 You often have to work together and _____ to achieve success.
 - 3 The fact you can _____ your environment to suit your own taste makes things very creative.
 - 4 Gaming can actually help _____ family relationships if everyone plays together.
 - 5 You _____ to a huge amount of English in most games, so they're a great way of practising.
 - 6 A lot of the new multi-player online roleplaying games really _____ the imagination.
 - 7 The graphics on some modern games are so incredible they _____ description.
 - 8 First-person shooter games are a great way of _____ off steam.
- 3 Underline any phrases in Exercise 2 that are new for you. Then work in pairs and compare your choices.
- 4 With your partner, discuss how far you agree with each opinion in Exercise 2. Explain why. Can you think of any other benefits of gaming? What are the downsides?



READING

- 5 Read the blog post by a teacher. Answer the questions.

- 1 What kinds of gaming are mentioned – and why?
- 2 What benefits of gaming are mentioned? And what downsides?
- 3 How would you describe the blogger's attitude towards gaming? Why?

Just another secret teacher blogspot

PAY TO PLAY!

Like many of you, I suspect, I've lost the odd evening to online chess or snooker, and after particularly traumatic staff meetings I've even been known to get disturbingly engrossed in first-person shooters! I mean, it's not hard to grasp the appeal of most computer games, is it? All the same, surely only the most evangelical would claim that gaming comes with no strings attached.

It's the effect it seems to be having on the lives of half my students that worries me most – and frankly, I mean the male half! Now, it seems to be a fairly universal truth that girls do better than boys at school. Partly this is **down to** the fact that girls read more and, on top of that, they spend more time doing homework. **Meanwhile**, boys are busy playing games.

Of course, I've heard the arguments in support of collaborative gaming. I've read research claiming linguistic and social skills develop **on account of** the hours spent online – and that's all fine **so long as** it's done in moderation. Trust me, though, it rarely is! Many of the lads I teach are addicts, pure and simple. The roleplay games they're into are a chronic suck on their time – whether or not they start out with the intention of studying, before too long their evenings are lost to the virtual realm. Time flies by and they game till they drop – and **subsequently** drag themselves into class in the morning half-asleep at best.

Whichever way you look at it, the effects aren't great. Despite the friendships they may be cementing during these late-night sessions, during the day they're letting themselves down. They're less attentive than I'd like them to be, **not to mention** less verbal. That is, when they're not actually just nodding off! **Moreover**, in spite of all that time online, they're not ending up any more informed about the world around them. Just this morning I was confronted by a student who not only failed to recognise a photo of the president but also didn't even understand what an election was! Quite incredible!

To be fair, these are issues that senior management are aware of. The best solution they've come up with so far, though? Gamification of the syllabus! I despair sometimes, I really do.

Work in pairs. Discuss which of the following opinions you think the blogger gives. Underline the parts of the blog you believe support your ideas. Then decide which one is the main argument.

- 1 Gaming can be a great way to unwind.
- 2 Most gaming enthusiasts have a fairly balanced view of its benefits.
- 3 Teenage girls mature earlier than teenage boys do.
- 4 Gaming can have social and educational benefits.
- 5 Obsessive gaming is the main reason boys are falling behind at school.
- 6 It's easy to lose track of time when you're gaming.
- 7 Computers make you stupid.
- 8 The school bosses have a good grasp of the problems teachers face.

Read the comments on the blog post and decide how far you agree with them. Then write one more comment for yourself.

Work in groups. Discuss the comments on the post and the ones you wrote.

Comments

AliJenkins1992 27 November 14:42

Point taken about gaming addiction and its effect on student attentiveness. **That notwithstanding**, you're wrong about gamification. Thanks to the introduction of basic coding classes in schools, we're seeing some of the most exciting developments in education for decades.

BingBev 28 November 05:43

AliJenkins1992 Couldn't agree more. We really have to start getting boys more involved in learning. **Otherwise**, we'll lose a whole generation. Gamification talks to them on their level.

Bikinikill 27 November 14:23

Girls work harder **so as to** achieve more at school? No wonder given what we have to deal with afterwards!

Gelion 27 November 15:43

I played the first Tomb Raider way back in 1997, or thereabouts, and loved it. The problem-solving, finding stuff, the soundtrack, the sounds ... amazing game. I also realised how addictive it was. Nights of good intentions went bad: 'I'll just get to the next level and then I'll turn it off' turned into early hours sessions and **consequently** I began to understand why many of my school students arrived at school bleary-eyed. **Whilst** I absolutely loved it, I realised what a major time suck getting into computer games can be and as such made the conscious decision to walk away.

GRAMMAR

Linking words and phrases

We use many different words and phrases to link two parts of sentences or to show the relationship between two separate sentences. We use linkers to show: (1) contrast, (2) condition, (3) time / order, (4) purpose / result, (5) addition, (6) cause. Linkers which serve the same function often take different grammatical patterns.

9 Match two linkers in bold in the blog post and comments to each of the functions in the box.

10 Decide which linkers in bold in the blog post could be replaced with these phrases.

all the same	as such	despite the fact that
on top of that	a result of	as well as
if we don't	provided	as a result of
in the meantime	in order to	then

G Check your ideas on page 177 and do Exercise 1.

11 Complete the descriptions of different games with these linkers.

as such	although	even though	owing to
whereas	as well as	down to	in spite of
similarly	whether		

1 It's the kind of thing you'd enjoy _____ you're an expert or completely new to the game.

2 It runs on both PCs and Macs, _____ you'll probably need to install some kind of web player.

3 It's a business simulation game and, _____, it's perfect training for the world of work.

4 I think a large part of its appeal is _____ how easy it is to modify and adapt.

5 It's a kind of sci-fi strategy game, but _____ space battles you can also fight battles on land.

6 _____ a few technical issues that sometimes affect it, it's still an incredible game.

7 _____ the graphics have quite an old-fashioned look, there's still something lovely about it.

8 _____ a lot of games are just down to luck, this one involves a considerable degree of skill.

9 It's really clever because the main character is this guy who's being treated for mental illness _____ his habit of playing violent video games endlessly!

10 I think it's basically quite nicely designed, but some of the graphics are quite limited. _____, some of the textures on the buildings could still be improved.

12 Work in groups. Think of two electronic games you like – preferably ones your partners don't know. If you don't play electronic games, think of board or card games you like. Spend a few minutes deciding how to describe them and how you could use linkers. Then work together and take turns to describe your games.

G For further practice, see Exercise 2 on page 178.



WORD PLAY

LISTENING

- 1 Work in pairs. Look at the photo and discuss the questions.
 - Do you know the game that is being played in the photo?
 - How does it work?
 - What skills do you think you need?
 - Are you / Would you be any good at it? Why? / Why not?
- 2 ► 35 Listen to the introduction to a podcast called *The Wright Word*. Find out why the game in the photo is mentioned and what the topic of the podcast is.
- 3 Work in pairs. Discuss the questions.
 - 1 What do you think of the project? Do you think it will work? Why? / Why not?
 - 2 What other examples of word games and wordplay can you think of?
 - 3 In what ways might games and wordplay be good / not so good for learning a language?
- 4 ► 36 Listen to the rest of the podcast. What do the speakers say in relation to the questions in Exercise 3?

5 ► 36 Work in pairs. Answer the questions. Then listen again and check your ideas.

- 1 Why are hybrid cattle mentioned?
- 2 What point is made about the Carrier language having an oral tradition?
- 3 How does a Chinese crossword differ from a Western one? Why do you think Scrabble wouldn't work in Chinese?
- 4 What example is given of a pun?
- 5 What is described as a bit sexist?
- 6 What example is given of alliteration? How is alliteration linked to tongue twisters?
- 7 Why is the chat feature of an app mentioned?
- 8 Why does Christine call it a day?

6 Work in groups. Discuss the questions.

- It's claimed that 50% of the world's 6,500 languages will become extinct by the end of the century. Why do you think that is? Does it matter? Why? / Why not?
- Why do you think playing with language is universal?
- Which of the word games and kinds of wordplay mentioned had you heard of before? Which have you played? Do you like them?
- How can language be sexist? Do you have the idea of political correctness in your language (changing language to avoid sexism, etc.)? Do you think it's a good idea? Why? / Why not?
- How much do you make jokes about and banter with family / friends / colleagues? What about?

UNDERSTANDING VOCABULARY

Alliteration

As mentioned in the listening, many tongue twisters and idioms make use of alliteration, where several words in the phrase start with the same letter or sound.

A big black bug bit a big black bear.

We need to make sure everything's **ship-shape** before the inspection.

Alliteration may mean we favour the choice of some words in normal speech and collocation.

The whole argument is **fundamentally flawed**. (instead of basically flawed)

They're **seeking sanctuary** from the war. (instead of looking for sanctuary)

Some phrases repeat a vowel sound for a kind of rhyme that has a similar affect to alliteration.

We shouldn't **play safe**.

- 7 ▶ 37 Listen to these tongue twisters. Then work in pairs and see who can say each one the fastest. Which of them do you find most difficult? Why?

- 1 Three free throws.
- 2 A really weird rear wheel.
- 3 She sells seashells on the seashore.
- 4 Peter Piper picked a pickled pepper.
- 5 How can a clam cram in a clean cream can?
- 6 How much ground would a groundhog hog if a groundhog could hog ground?

- 8 Complete the sentences with these phrases. Underline other alliterative phrases in seven of the sentences.

give as good as she gets
on the tip of my tongue
the lap of luxury
bite the bullet
doom and gloom

peer pressure
reserve the right
love lost
jump the gun
stop the rot

- 1 It was another deeply disappointing result, but hopefully we can _____ in the next game.
- 2 There's little _____ between the two sides and unfortunately there was no meeting of minds.
- 3 It's expensive, but I think we just have to _____ and buy a new one. It's not going to break the bank.
- 4 It's not all _____, far from it. I still have my house and a family that loves me!

5 Oh, it's _____. It'll come back to me in a minute.

6 Don't give in to _____. Have the courage of your convictions.

7 It's the same old story. While they live in _____, the majority are struggling to make ends meet.

8 The organiser normally announces changes in the programme, but, strictly speaking, they always _____ to make amendments without prior notice.

9 He was making a few jokes at her expense, but then she can _____.

10 I don't want to _____, but preparations for the World Cup seem to be right on track and the stadiums are simply superb.

- 9 Work in pairs. Choose six of the phrases from Exercise 8 that you would like to remember most. Write down the first letter of each word in the phrase, as below. Then close your books and say the phrases.

It's o. t. t. o. my t. (It's on the tip of my tongue.)

She can g. a. g. a. she g.

- 10 With your partner, think of true examples for the phrases you chose in Exercise 9.

SPEAKING

- 11 Work in pairs. Choose one of the following word games to play.

Student A: use the words in File 26 on page 190.

Student B: use the words in File 27 on page 193.

Coffeepot

Say phrases and sentences using a word / phrase from the list but replace the word with 'coffeepot'. Your partner should guess the word. How many can they guess in one minute? For example:

'He's a coffeepot.' 'He always coffeepots at cards.' 'Stop coffeepotting!' 'We won, but then we were declared the loser because they said we'd coffeepotted.'

Act or draw

Act out or draw a word / phrase from the list *without speaking*. How many can your partner guess in one minute?

Taboo

Explain a word / phrase from the list *without using the words in brackets*. How many can your partner guess in one minute?

