

# Level 5 - Scope and sequence

	GRAMMAR AND FOCUS ON	VOCABULARY	PRONUNCIATION	READING	LISTENING	WRITING	COMMUNICATION SKILL	CRITICAL THINKING	USEFUL LANGUAGE
<b>1</b> Your life Pages 10–21 	auxiliary verbs in questions and short answers; short questions	education	stressing auxiliaries; saying groups of consonants	an article about childhood memories; skimming online articles	explorers talk about their education; understanding different accents	a description of an influential person; proofreading	establishing rapport	asking questions to evaluate evidence	linking to what the other person says; saying why someone is important to you
<b>2</b> Breaking the rules Pages 22–33 	past tenses; <i>be / get used to + something / doing something</i>	crime	pronouncing <i>-ed</i> words; saying long and short “o”	a blog post about unusual laws; understanding the meaning of new words from context	a podcast about crimes gone wrong; understanding fast speech	a crime story; describing actions	understanding power distance	identifying the writer’s tone of voice	adverbs with past tenses; using adverbs to make a story more interesting
<b>3</b> Imagining the future Pages 34–45 	making predictions; talking about data: prepositions	making predictions	saying contracted forms of <i>will</i> and <i>going to</i> ; pronouncing long vowels	profiles about people who are innovating; scanning for specific information	conversations about the future of languages and movies; understanding conversation fillers	a personal development plan; using a mind map to brainstorm ideas	giving helpful feedback	comparing solutions	talking about uncertain plans and predictions; expressing feedback; talking about achieving your goals
<b>4</b> Good taste Pages 46–57 	modifying comparative and superlative adjectives; negative prefixes for adjectives	table manners	changing your pronunciation; saying /k/, /p/, and /t/ in stressed syllables	an excerpt from a travel journal; identifying supporting stories	explorers talk about table manners; understanding fast speech: assimilation	a review of a restaurant; structuring a restaurant review	saying “no”	analyzing descriptive writing	ways of saying “no”; a restaurant review
<b>5</b> Let’s play Pages 58–69 	<i>could have, should have, and would have</i> ; talking about past ability: <i>could, was able to, and managed to</i>	being competitive	pronouncing <i>have</i> in past modal verbs; saying “o” in stressed syllables	a blog post about collaborative games; identifying supporting examples	a radio show about e-sports; using context to understand new words	an opinion essay; structuring a paragraph in a formal text	communicating clearly in a group	relating information to your own experience	explaining games; clarifying misunderstandings; linking opposing points of view in a formal essay

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	GRAMMAR AND FOCUS ON	VOCABULARY	PRONUNCIATION	READING	LISTENING	WRITING	COMMUNICATION SKILL	CRITICAL THINKING	USEFUL LANGUAGE
<b>6</b> Accidents and incidents <i>Pages 70–81</i>	 <p>reporting what people say; discussing present habits</p>	accidents	saying auxiliary verbs at the end of sentences; saying /f/, /dʒ/, and /tʃ/	an article about accidental inventions; activating prior knowledge before reading	explorers talk about accidents they've had; understanding the sequence of events	a formal email of complaint; organizing information in a formal complaint email	balancing fluency and accuracy	analyzing conclusions	talking about surprising information; saying what action should be taken
<b>7</b> Going shopping <i>Pages 82–93</i>	 <p><i>have I get something done; cost, price, worth</i></p>	buying things	stressing the object with <i>have I get something done</i> ; saying longer vowels before voiced consonants	an article and infographic about vending machines; identifying facts and speculation	an explorer talks about shopping; understanding approximate numbers	an online ad for an item you want to sell; omitting words to shorten a text	finding solutions when negotiating	identifying and evaluating the writer's purpose	recommending where to get things done; negotiating; selling items online
<b>8</b> Working life <i>Pages 94–105</i>	 <p>noun phrases; compound words</p>	work	saying /ɜ:(r)/ and /ɑ:(r)/; saying /r/ at the end of syllables	an article about the glass ceiling; taking notes using symbols and abbreviations	explorers talk about their work; synthesizing ideas across listening passages	the "About me" section of an online professional profile; using the <i>-ing</i> form to turn verbs into nouns	dealing with different working styles on teams	evaluating a writer's statements	adapting to different working styles within a team; your professional profile
<b>9</b> History revisited <i>Pages 106–117</i>	 <p>pronouns; the passive voice with <i>by</i></p>	history	stressing pronouns; saying /ɜ:/ with and without "r"	an excerpt from a novel and an interview with an author; understanding reference words	an explorer talks about the Maya; taking notes when listening	a biography of a historical figure; paraphrasing sources	adapting your argument to suit your listener	synthesizing from multiple sources	persuading people; describing historical figures and their achievements
<b>10</b> Believe your eyes! <i>Pages 118–129</i>	 <p>quantifiers; verbs of the senses: <i>looks, sounds, smells, feels, seems</i></p>	truth and lies	understanding vowels across accents; changing meaning by stressing different words	a passage about optical illusions; scanning to interpret visual information	an explorer talks about being honest; understanding references	formal and informal invitations; writing formal and informal invitations	saving face	applying knowledge to new situations	being tactful in sensitive situations; accepting and declining invitations



“Chessboxers” play a round of chess during training in Paris, France.

# 5

## Let's play

### GOALS

- Read to identify examples supporting an argument
- Talk about regrets and possibilities
- Use context to understand new words when listening
- Talk about being competitive
- Communicate clearly in a group
- Write an opinion essay

### 1 Work in pairs. Discuss the questions.

- 1 What are the people doing in the photo? Would you call it a sport? Why or why not?
- 2 In your opinion, which of these activities are sports? Try to agree on a definition of a “sport.”

chess      motor racing      golf  
horse racing      competitive dance      mountain climbing

### WATCH

- 2  5.1 Watch the video. Discuss the questions in pairs.

#### NATIONAL GEOGRAPHIC EXPLORER



ANUSHA SHANKAR

- 1 What did volleyball allow Anusha to do?
  - 2 Why does Anusha enjoy watching artistic sports?
  - 3 Which type of game is her favorite?
- 3 Make connections. Discuss in pairs. Are you an athletic person? What kinds of games and sports do you like playing? Why?

# 5A

## Play together nicely

### LESSON GOALS

- Identify supporting examples
- Relate information to your own experience
- Explain how to play a game

### READING

- 1 Work in pairs. Look at the photo. What kind of game do you think the people are playing? Do you enjoy playing games like this?
- 2 Read the blog post on page 61. Choose the best title.
  - 1 Competition or cooperation?
  - 2 The rise of cooperative games
  - 3 Cooperation—the future of games?
- 3 Look at the Reading Skill box. Then underline sentences in the blog post that provide supporting examples for the ideas (1–3).

### READING SKILL

#### Identifying supporting examples



When writers build an argument, they include examples to support their point of view. When you read, identify the examples that the writer is using and try to understand why they chose them. Ask yourself: What particular purpose does this example serve?

Examples that support ideas may begin “for example” or “such as,” but often the example may not be clearly labeled. Look for specific information, like names, facts, or personal anecdotes.

- 1 Cooperative games are becoming more popular.
  - 2 Cooperative games follow most normal rules of game design.
  - 3 Video game players accepted the idea that cooperation is fun a long time ago.
- 4 Read the blog post again. Discuss the questions in pairs.
    - 1 What rules must all good games follow, according to the writer? Can you think of any others?
    - 2 How have video games influenced board games?
    - 3 In which ways may cooperative games be better than competitive ones?

### EXPLORE MORE!

Search online to find out about a collaborative board game, video game, or other activity that you would like to try.

- 5 Look at the Critical Thinking Skill box. Then discuss the questions (1–3) in groups.

### CRITICAL THINKING SKILL

#### Relating information to your own experience



It is important to reflect on a written argument and compare it with what you already know. This way, you can decide how much you agree with it.

- Identify statements of fact. Are they really true?
- Do the facts match what you already know?
- Does any of the information contradict what you believe?

- 1 What collaborative games and activities do you know or have you tried?
- 2 Do you agree that collaboration “makes a richer playing experience”?
- 3 How convinced are you by the writer’s conclusion about why we play collaborative games?

### SPEAKING

#### NATIONAL GEOGRAPHIC EXPLORER

- 6 5.1 Work in groups. Listen to Anusha Shankar discuss two popular games in her country. Which sounds more fun? Do similar games exist in your country?
- 7 5.1 Look at the Useful Language box. Then listen to Anusha again and write the next words she says after each phrase. Discuss with a partner.

#### Useful Language Explaining games

You have to / can't / must ...  
It's a bit like ... except that ...  
The opposing team / player has to ...  
The rules are quite ...  
To play, you need ...  
The objective / aim of the game is to ...

- 8 Think of a childhood game or sport you have played. Teach a partner how to play it.

- 1 What's going on with all these collaborative games? Games have traditionally been competitive—mancala, Monopoly, Go ... even rock, paper, scissors! Isn't the aim of the game to beat your opponent? But *cooperative* games are making their way into the top ten lists of board games. It turns out that there's a whole side to games I'd been missing all these years, and so had many game designers, it appears. All of a sudden, the world is playing games that break the first rule of game design: “You must have a winner and a loser.”

In fact, collaborative games aren't breaking *all* the rules. Successful collaborative games still need to have clear objectives, as well as the opportunity for individual players within the team to show their skills. Like all good games, they need to develop, with a beginning, a middle, and an end, and of course, they should be easy to play but difficult to play well and win!

- 10 A favorite example is Forbidden Island. You only need two people to play, and the rules are simple. The objective is to find the hidden treasures and escape before the island sinks. Players have roles with special skills. For example, only the diver is allowed to swim across flooded areas. Only by listening to suggestions and working as a team can you win.

So why the sudden growth in the collaborative board game market? Well, first, the designers may be following designers in the digital gaming world, who realized long ago that the possibilities with online gaming could be both competitive and collaborative. Even classic games of the nineties like *Super Mario World* gave Mario and Luigi the option to work together. The board game revival is partly a reaction against video games by those of us who want more face-to-face personal interaction, but designers have also learned from the online gamers that working together can be as fun as defeating the scary monsters by yourself.

Second, many of us will often catch up with friends and family online. People quickly realized that video get-togethers weren't always much fun without some structure, and games—both collaborative and competitive—took off. Competitive games aren't always healthy activities (the classic example is Monopoly, which in my family generally ends with no one speaking to each other for at least 24 hours), but there are some truly fantastic ideas for games you can play even when you're thousands of miles apart.

Reiner Knizia, designer of some of the most successful collaborative board games, believes that “playing with each other and facing a common opponent ... makes a much richer playing experience.” Collaboration brings out our greatest strengths as a species: the ability—and the desire—to solve problems. Tess, a board-gaming friend of mine, says, “It's sometimes frustrating when a teammate wants to do something you don't, but that's part of the fun—working together to find the best strategy.” The fact is that by using language, we can achieve things that we'd never be able to achieve alone. Games like this provide us with practice for the real-world battles that only together can we win.



Friends play *Pandemic*, a cooperative board game, in Riga, Latvia.

## She should have scored!

### LESSON GOALS

- Understand sports commentaries
- Talk about regrets and possibilities
- Pronounce *have* in past modal verbs

Amy Conroy in action at the women's final of the Wheelchair Basketball World Championships in Hamburg, Germany.



### LISTENING AND GRAMMAR

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

running	chess	football	karate
basketball	surfing	swimming	volleyball

- Which of these sports have you played? Which would you like to try?
- Which do you like or dislike watching on TV? Why?
- Which are the most and least popular in your country?

- 2 5.2 Listen to three sports commentaries. Which sports are they about?

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

- 3 5.2 Listen again. Complete the sentences with the words that you hear.

- That was a good effort, but he really \_\_\_\_\_ have passed the ball.
- He knows he \_\_\_\_\_ have been in a much better position to shoot.
- Kovacs really \_\_\_\_\_ have won this race with an earlier attack.
- Being beaten by a 16-year-old Hungarian ... \_\_\_\_\_ have been a huge surprise for the current world record holder.
- He \_\_\_\_\_ have played the ball left. He \_\_\_\_\_ have played it right.

- 4 Answer the questions (1–2) about the sentences (1–5) in Exercise 3. Then read the Grammar box to check.

- Are the sentences about past, present, or future events? \_\_\_\_\_
- Which modal verbs in the sentences refer to:
  - a regret? \_\_\_\_\_
  - an ability or possibility? \_\_\_\_\_
  - something that was certain? \_\_\_\_\_

### GRAMMAR *Could have, should have, and would have*

Use *could have* + past participle to talk about past possibilities.

*Kovacs really could have won this race with an earlier attack.*

Use *should / shouldn't have* + past participle to talk about regrets.

*That was a good effort, but he really should have passed the ball.*

Use *would have* + past participle for imagined past results.

*He knows he would have been in a much better position to shoot.*

Go to page 145 for the Grammar reference.

- 5 Complete the exchanges with *could have, should have, or would have*.

- A: I can't understand why she didn't score!  
B: Yes, she definitely \_\_\_\_\_ scored. There were no defenders around.
- A: It's a real shame he didn't train enough.  
B: You're right. He \_\_\_\_\_ trained harder.
- A: Do you think Josipov deserved to win?  
B: I don't think so. I'm sure Martinez \_\_\_\_\_ won the match if he hadn't gotten injured.
- A: The Pistons never stood a chance of winning.  
B: You think so? I really thought they \_\_\_\_\_ won it. They had some good opportunities.
- A: It's a shame Lisa didn't win the chess tournament.  
B: Yes, I'm sure she \_\_\_\_\_ won if it wasn't for that tiny mistake.

### PRONUNCIATION

- 6 5.3 Listen to the sentence said by two different speakers. Discuss the questions in pairs. Then read the Clear Voice box to check.

*I really thought she could have won that game.*

- How does each speaker say *have*? Do they say it differently each time?
- Which version is easier to understand?

### CLEAR VOICE

#### Pronouncing *have* in past modal verbs

In fast speech, *have* is often pronounced as /əv/ after *should, might, could, and would*, so *should have* sounds like /ʃədəv/. This can make your pronunciation less clear, so sometimes you may need to say the full form, e.g., /ʃʊd hæv/, especially if the other person doesn't understand you.

- 7 Work in pairs. Act out the exchanges from Exercise 5. Follow the instructions.

**Student B:** Say the modal verb quickly as /əv/.

**Student A:** You didn't quite understand Student B, so ask them to repeat.

**Student B:** Say the full form of *have* (/hæv/).

### SPEAKING

#### NATIONAL GEOGRAPHIC EXPLORER

- 8 5.4 Listen to Anusha Shankar talk about an event she took part in. Answer the questions.

- What event is Anusha talking about?  
\_\_\_\_\_
- What happened during the event?  
\_\_\_\_\_
- What regret does she have?  
\_\_\_\_\_

- 9 Work in groups. Tell each other about a difficult event or competition you took part in. It does not have to be related to sports. Talk about:

- what happened and why the event was important.
- what didn't happen but *should, could, or would* have happened.
- how you felt.
- what your classmates would have done differently in this situation.

# 50 Games for gamers

## LESSON GOALS

- Use context to understand new words when listening
- Talk about being competitive
- Say "o" in stressed syllables
- Talk about past ability

## SPEAKING

- 1 5.5 Work in pairs. Look at the photo and guess which sport is being played. Then listen to a commentary about it. Did you guess correctly?

## LISTENING

- 2 5.6 Listen to a radio show about e-sports. What reasons are given for and against including e-sports in the Olympic games?

### LISTENING SKILL

#### Using context to understand new words



When listening, there may be words you don't understand. Try not to be frustrated. Continue listening to work out their meaning from context. For example, the speaker might use synonyms of the new word that you already know (e.g., *stadium—arena*). They might give an example that will help you understand the new word (e.g., *I was just jumping up and down, hugging people—I was delighted*). There might be other words that will give you a clue (e.g., *She seemed invincible. She hadn't lost in more than 20 games.*)

- 3 5.7 Look at the Listening Skill box. Then listen to an excerpt from the radio show. Discuss in pairs the meaning of the words (1–3).

1 sponsorship    2 spectators    3 tournament

- 4 5.6 Listen to the radio show again.

Complete the sentences. Then with a partner discuss whose argument is stronger.

- Adam doesn't think they are sports because they don't involve \_\_\_\_\_ activity.
- Ji-soo says professional gamers might practice for \_\_\_\_\_ hours every day.
- Adam believes the Olympics should encourage people to do \_\_\_\_\_.
- Ji-soo doesn't agree that video games make people \_\_\_\_\_.

## VOCABULARY

- 5 Match these words and phrases (a–f) with the definitions (1–6).

a be determined to	b talented
c become a professional	d beat your opponent
e participate in a tournament	f compete against someone

- defeat the other player \_\_\_\_\_
- try to win against another player \_\_\_\_\_
- start being paid for doing a sport \_\_\_\_\_
- take part in a competition \_\_\_\_\_
- having a natural ability for something \_\_\_\_\_
- decide you will do something without letting anything stop you \_\_\_\_\_

- 6 Write sentences about your own experience playing sports and games using some of the phrases from Exercise 5. Then share your sentences with a partner.

Go to page 137 for the Vocabulary reference.

## PRONUNCIATION

- 7 5.8 Look at the Clear Voice box. Decide which of the sounds in bold are long and which are short. Listen to the audio to check your answers. Then practice saying the words.

compete	competitive	motivated	opponent
perform	professional	record	spectator

### CLEAR VOICE

#### Saying "o" in stressed syllables



The pronunciation of the letter "o" in multisyllable words changes in stressed syllables, becoming longer than in unstressed ones. It is then often pronounced as /ɔ:/ (*perform*) or /əʊ/ (*opponent*) instead of /ɑ/ (*competition*) or /ə/ (*spectator*). It's important to pronounce these sounds as long.

## GRAMMAR

- 8 Read the paragraph. Which of the phrases in bold are about:

- a general past ability?  
\_\_\_\_\_
- an ability using thought (two phrases)?  
\_\_\_\_\_
- an ability in a specific situation (two phrases)?  
\_\_\_\_\_

It was amazing to be selected for the team. I'd only been playing *Dota 2* for two years. Most players **could beat** me at the start, but by training hard I **was able to win** my first tournament. And I finally **managed to persuade** my parents that I wasn't wasting my time by winning prize money. But I didn't expect to be part of a professional team in the World Cup. When I was invited, I **could understand** the words, but I **couldn't believe** it!

- 9 Read the Focus On box to check your answers from Exercise 8. In pairs talk about an achievement you are proud of.

### FOCUS ON Talking about past ability: *could*, *was able to*, and *managed to*

Use *could* to talk about a general past ability.

*Most players could beat me.*

Use *could* with verbs of senses (e.g., *smell*) and thought processes (e.g., *believe*).

*I could understand the words.*

Use *was able to* or *managed to* to talk about past achievements in more specific situations.

*I managed to persuade my parents that ...*

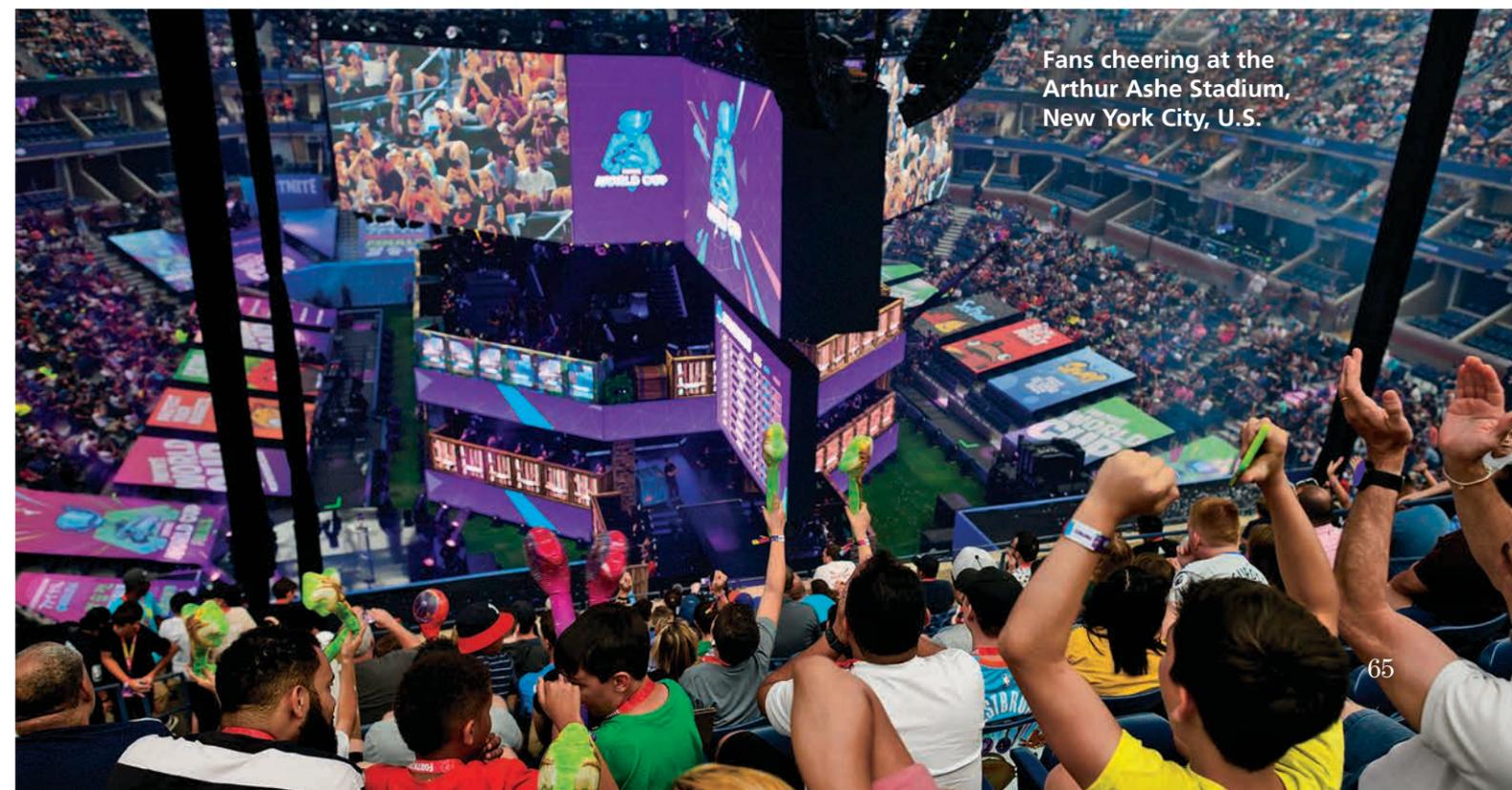
Go to page 146 for the Focus On reference.

## SPEAKING

- 10 Work in pairs. Think about situations in which you compete. Use these ideas to help you. Then discuss the questions.

playing games	an exam	a tournament
going to the gym	playing sports	a job interview

- How competitive are you?
- Does being successful require great skill and talent or is it more about being determined?
- How do you behave if you do not perform well?



Fans cheering at the Arthur Ashe Stadium, New York City, U.S.

# 5D Communicating clearly in a group



## LESSON GOALS

- Understand the illusion of transparency
- Communicate clearly in a group
- Practice communicating clearly and clarifying misunderstandings

## SPEAKING

### 1 Work in pairs. Discuss the questions.

- 1 Think about teams that you have been on. How do the team members communicate with each other? Do they do this successfully?
- 2 Think of a situation where communicating with your team members did not go well. What happened? What could or should you have done differently?

## MY VOICE

### 2 5.2 Work in groups. Watch the video about communicating clearly in a group. What problem about communicating is mentioned? Have you ever experienced it?

### 3 Work in groups of four. Repeat the experiment mentioned in the video.

- 1 Think of a famous tune that you think the others will know. Don't tell them what it is.
- 2 Tap out the tune with your finger. Can the others guess what it is?
- 3 Change roles and repeat the experiment until everyone has tapped out a tune.
- 4 How many times did someone correctly guess the tune?

### 4 5.2 Watch the video again. Are the sentences true (T) or false (F)?

- |  |   |   |
|--|---|---|
| 1 The project manager liked the poster.  | T | F |
| 2 The project manager wanted the poster to be made smaller.                                      | T | F |
| 3 It is important to make the right assumptions.   | T | F |
| 4 In international communication, it is more likely that false assumptions will be made.         | T | F |
| 5 To make sure someone understands what you mean, ask questions to check understanding.          | T | F |
| 6 When working in groups, talk to each other about how to communicate to avoid misunderstandings | T | F |
| 7 The illusion of transparency cannot be avoided.  | T | F |

## EXPLORE MORE!

Search online about the "illusion of transparency" to learn more about the topic and experiments to show that it exists.

## 5 Read the situations (1–3). Have you or someone you know experienced anything similar?

1 Makena, André, and Margarita are discussing a project they're all working on together at work. André says, "I think it's time we send it to Rahim for review." Margarita nods and Makena says "Sure thing." Two days later André asks Margarita and Makena whether they've heard back from Rahim. Margarita and Makena don't understand why André expected *them* to send it.

2 Angela is working on a presentation with three other students. Her task is to send the presentation to the teacher before the class. The presentation has a lot of images. Yu, another student in the group, says that it's probably too big to send via email and that she should just upload it to the cloud and share the link with the teacher. Angela doesn't know how she will send the presentation.

3 Oliver, Yuto, and several other colleagues want to buy their manager a present for her birthday. They've all been working together on a big project and want to thank their manager for her help and support. Yuto says "What about perfume?" There are a few quiet "yeses" and "maybes," but nobody continues the discussion. The next day, Oliver shows Yuto and his colleagues the perfume he has bought. They are a bit confused, because they thought the decision hadn't been made yet.

## 6 Work in pairs. Read the situations in Exercise 5 again and discuss the questions. Use the Communication Skill box to help you.

- 1 What problems does the "illusion of transparency" lead to in each of the situations?
- 2 What could the people have done to make communication clearer?

## COMMUNICATION SKILL

### Communicating clearly in a group

To work well, groups need to communicate clearly and avoid the illusion of transparency.

- Discuss communication preferences at the beginning of a project.
- Ask questions to see if you really understand.
- If you're not sure if others understand what you mean, ask them to confirm.

## 7 5.9 Listen to a conversation at a basketball club. Then discuss the questions in pairs.

- 1 Why doesn't Rudy know about the club tradition?
- 2 What assumption do the other players make?
- 3 Do you think the coach's solution to the problem of the missing cake is a good one? Why or why not? What else could he have done?

## 8 5.9 Look at the Useful Language box. Then listen to the conversation again and underline the phrases you hear.

### Useful Language Clarifying misunderstandings

#### Expressing confusion

Would you mind explaining that to me again?  
I don't think I understood.  
Sorry, but I'm not sure if you mean ... or ...

#### Clarifying

Just to confirm, I thought I should explain ...  
When you say ..., I guess you mean ...?  
Just to clarify, are you telling me that ...?

## SPEAKING

## 9 OWN IT! Work in pairs. Role-play the situations from Exercise 5, using the Communication Skill box and the Useful Language to help you communicate clearly.

## 10 Work with another pair. Did you clarify the misunderstandings in the same way?

# 5E

## Are sports stars overpaid?

- LESSON GOALS**
- Structure a formal paragraph
  - Link opposing points of view in a formal essay
  - Write an opinion essay

An ice hockey match between KHL Medveščak Zagreb and EC KAC in Zagreb, Croatia.

### SPEAKING

**1** Work in pairs. Read the statements (1–3) and discuss your opinions about them. Give reasons.

- Some sports stars earn too much money.
- Male and female sports stars should earn the same salary.
- There should be a limit on athletes' salaries.

### READING FOR WRITING

**2** Read the essay. Discuss the questions in pairs.

- What is the writer's opinion? Which arguments are used to support this opinion?
- What phrases are used to express opinions?

**3** Read the essay again. Match the paragraphs (1–5) with the functions (a–d). One function can be matched with two paragraphs.

- Present the opposing point of view and show why it is not true \_\_\_\_\_
- Introduce the main topic \_\_\_\_\_
- Present arguments to support the writer's opinion \_\_\_\_\_
- Summarize the essay topic \_\_\_\_\_

**1** Top football or basketball stars earn more in a month than many of us might earn in a lifetime. While no doubt they are incredibly talented and hard-working, such high salaries cannot be justified.

**2** First, sports stars do not work as hard as other people. Although it is true that they spend several hours a day training and might play matches on weekends, they do not even work 40 hours a week. Therefore, it is hard to argue they should earn so much more than others.

**3** In addition, even though top athletes are talented, there are also many highly gifted people in other professions who do not earn anywhere near as much. For example, university professors are just as talented. Nevertheless, they earn far less than most sports stars.

**4** Finally, some claim that top athletes' high salaries can be justified by the profits that they generate through advertising contracts, TV broadcasts, or ticket sales. However, they don't produce anything that directly benefits society. In contrast, bus drivers help us get to work, teachers educate future generations, and doctors save lives; yet, they all earn far less than sports stars.

**5** All in all, it seems clear that top sports stars earn too much. Their salaries should reflect the number of hours they work or the benefit they offer to society.

**4** Work in pairs. Read paragraphs 2–4 from the essay and answer the questions. Then read the Writing Skill box to check.

- How many sentences does each paragraph have?
- In which sentence does the writer present the main idea of the paragraph?
- How is the main idea then developed?

### WRITING SKILL

#### Structuring a paragraph in a formal text

Paragraphs in a formal text are often made up of three to four sentences. They begin with a topic sentence, which introduces the main idea of the paragraph. This is then developed by explaining, adding more information, showing opposing points of view, presenting causes or effects, and by giving examples. Well-organized paragraphs help the reader follow the writer's argument.

**5** Put the sentences (a–d) in order (1–4) to make a paragraph.

- Therefore, it cannot be said that every sports star is overpaid.
- Their earnings can vary a great deal depending on the sport or the country.
- For example, while a top soccer player might earn tens of thousands of euros a week, a top volleyball player will not even make 1/10th of this.
- First, it is not true that all top sports stars earn very high salaries.

**6** Look at the Useful Language box. Then connect the opposing ideas (1–3) using the linking word in parentheses.

#### Useful Language Linking opposing points of view in a formal essay

**While** no doubt ..., such high salaries ...

**Although** it is true that ..., they do not ...

**Even though** top athletes are talented ... are just as talented. **Nevertheless**, they earn far less than ...  
... TV broadcasts, or ticket sales. **However**, they don't produce ...

... directly benefits society. **In contrast**, bus drivers help us ... **yet**, they earn far less.

1 Some people argue that top sports stars are paid too much. Their salaries reflect their popularity. (although)

\_\_\_\_\_

\_\_\_\_\_

2 The health benefits of sports are clear. Many people do not regularly take part in any sport. (however)

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\_\_\_\_\_

3 Sports are often connected with physical activity. Some sports, such as fishing, are far less active. (while)

\_\_\_\_\_

\_\_\_\_\_

**7** Choose one of the topics. Write five sentences about it using linking words to connect opposing ideas. Share your ideas with a partner.

- Success in sports is mostly due to hard work and much less to talent.
- Chess or e-sports should not be seen as sports because they do not involve any physical activity.
- Children should be able to choose whether or not they want to take P.E. in school.

### WRITING TASK

**8 WRITE** Write an opinion essay on the topic you chose in Exercise 7. Use the Writing Skill box and Useful Language to help you.

**9 CHECK** Use the checklist. I have ...

- introduced the topic and presented my opinion in the introduction.
- written at least two paragraphs giving arguments for my opinion.
- included paragraphs of about three or four sentences with a clear topic sentence in each.
- presented an opposing point of view and shown why it is not true.
- summarized the essay and restated my opinion in the conclusion.

**10 REVIEW** Work in pairs. Read your partner's essay. Do you agree with their opinion? Which arguments do you find the strongest and the weakest?

Go to page 132 for the Reflect and review.