4 Movement

DISCUSSION POINT

Work with a partner. Discuss the questions.

1 Look at the list of cities with the heaviest traffic. Why do people spend so much time in traffic in so many cities?
2 What are the environmental effects of spending so much time in traffic?
3 Apart from on the road, where else can you see heavy traffic? What environmental impact does that traffic have?

Cities with the HEAVIEST TRAFFIC

City	Hours Spent in Traffic (2022)
London, UK	156
Chicago, USA	155
Paris, FRA	138
Boston, USA	134
Bogota, COL	122
Milan, ITA	121
Toronto, CAN	181
New York City, USA	117
Monterrey, MEX	116
Palermo, ITA	114

▶ **VIDEO**

CUTTING THROUGH CHAOS

BEFORE YOU WATCH

Match the words in bold with the correct definitions.

1 **commute** (v)   a how you earn money to live on
2 **enable**   b an effect, or an influence on the natural world
3 **productivity**   c to travel regularly to and from work
4 **environmental impact** d the rate at which goods are produced
5 **making a living**   e to give someone the ability or opportunity to do something

Heavy traffic at night in Beijing, China

UNIT
AIMS

LISTENING 1 Listening for generalized statements
LISTENING 2 Understanding priorities
ACADEMIC SKILL Inferring a speaker's attitude or feeling

VOCABULARY Compound adjectives
GRAMMAR Complex passives
SPEAKING Voicing and allaying concern

WHILE YOU WATCH

▶ **Watch the video and answer the questions.**

1 What was a problem in Dhaka?

2 How do motorbike sharing services work and how does this solve a problem?

3 How many people use Pathao according to the video?

4 What financial benefits of Pathao are mentioned?

5 What is a potential secondary benefit of reducing the time spent in traffic?

AFTER YOU WATCH

Work with a partner. Discuss the questions.

1 How would you feel about using a motorbike sharing service?

2 What are the potential benefits and what are the dangers of these services?

3 What other methods can cities use to reduce traffic?

OCEAN SHIPPING

A VOCABULARY PREVIEW

1 **Read the sentences. Choose the correct definition of the words in bold, a or b.**

1 We are concerned about crop damage due to **extreme** variations in temperature in recent years.

   a very large or great   **b** mild or small

2 Working full-time and taking college classes at night, Juan has an **exhausting** schedule.

   a very tiring   **b** energizing

3 We had only a short **layover** in Paris, so we weren't able to leave the airport.

   a connecting flight   **b** stop

4 McDonald's is a **global** company, with restaurants in nearly every country.

   a local   **b** world-wide

5 To avoid the stress of **rush hour**, I work from home as often as possible.

   a a calm, quiet time   **b** a time of heavy traffic

6 Because of her **outstanding** contributions to the company, Mary received the Worker of the Year award.

   a average   **b** exceptional

7 In the **spirit** of doing good while making money, the company donates 5% of its profit to charity each year.

   a sincere desire   **b** fear

8 The sun and wind are **environmentally friendly** ways of generating power.

   a wasteful   **b** clean

2 **Work with a partner. Discuss the questions.**

1 How do **extreme** temperatures, both hot and cold, make you feel?

2 Which day of the week is the most **exhausting** for you? Why?

3 What might be a good way to occupy your time during a **layover**?

4 In your lifetime, what changes have there been in **global** communication?

5 How can people avoid sitting in **rush-hour** traffic in your city?

6 What happened on the most **outstanding** day of your life so far?

7 Do you practice yoga, sports, or other things that are good for the **spirit**?

8 What is an **environmentally-friendly** alternative to plastic?

B BEFORE YOU LISTEN

Work in a group. Discuss the questions.

1 Were your last three non-food purchases produced locally or imported?

2 What are the advantages and disadvantages of transporting goods by ship?

C GLOBAL LISTENING

1 🎧 **4.1 Listen to** *Ocean shipping*, **a podcast with Omar Hasan, a shipping executive and Jeffrey Ellis, a marine biologist. Mark** *O* **(Omar) or** *J* **(Jeffrey) next to the speaker who discusses each topic.**

1 responsibility of consumers _____

2 ballast water _____

3 dollar value of shipping industry _____

4 environmentally friendly fuels _____

5 stronger enforcement _____

6 number and size of container ships _____

7 reducing environmental damage _____

8 types of pollution caused by container shipping _____

2 🎧 **4.1 Listen again. Choose the best answer for each question.**

1 Which type of pollution is **not** mentioned in the podcast?

   a air   **b** water   **c** noise   **d** ballast

2 Which of the following alternative fuels is discussed?

   a natural gas   **b** diesel   **c** electricity

3 The problem with wind energy is that …

   a it is too expensive.

   b it is not environmentally friendly.

   c it is not sufficiently developed yet.

4 In general, Mr. Hasan's attitude toward the shipping industry is …

   a enthusiastic.   **b** uncertain.   **c** critical.

5 Mr. Ellis worries that the shipping industry is …

   a profitable.   **b** growing.   **c** harmful.

6 The "three R's" are …

   a steps consumers can take.

   b new laws for ocean shippers.

   c solutions proposed by the IMO (International Maritime Organization).

Listening for main ideas

GLOSSARY

ballast (n) heavy material (often water) that is carried in the bottom of a ship to make them stable at sea

International Maritime Organization (IMO) the United Nations organization that observes and reports on ocean shipping

Movement | **UNIT 4** | **69**

D CLOSE LISTENING

1 🎧 **4.2 Listen to the first part of *Ocean shipping* again. Complete the sentences with the missing numbers.**

1 Container ships carry ⎯⎯⎯⎯⎯⎯ tonnes of goods per year.

2 By 2030, the value of shipping could be ⎯⎯⎯⎯⎯⎯ dollars per year.

3 The largest container ship is ⎯⎯⎯⎯⎯⎯ meters long.

4 A ship can carry more than ⎯⎯⎯⎯⎯⎯ liters of ballast water.

2 🎧 **4.3 Listen to the last part of *Ocean shipping* again. Choose the solutions that are mentioned.**

☐ **a** environmentally friendly fuels   ☐ **d** reducing the number of ships

☐ **b** high taxes on shipped goods   ☐ **e** energy from wind

☐ **c** ships traveling more slowly   ☐ **f** people reducing consumption

Listening for generalized statements

A generalization is a statement that is true in most situations or for most people. To identify a generalization, listen for the following signal words and phrases:

In general, … / Generally, … / As a rule, … / Most of the time, … / Most … / A majority of people … / Normally, … / Usually, …. / Typically, … / An overwhelming number of people …

3 🎧 **4.4 Complete the sentences with the signal words and phrases you hear.**

1 ⎯⎯⎯⎯⎯⎯, there are approximately 50,000 container ships sailing on our oceans.

2 ⎯⎯⎯⎯⎯⎯, very large. The largest container ship today, the Ever Ace, is about 400 meters long and almost 62 meters wide.

3 ⎯⎯⎯⎯⎯⎯, ships produce a huge amount of waste and sewage.

4 The IMO does what it can but ⎯⎯⎯⎯⎯⎯ that is not enough.

5 ⎯⎯⎯⎯⎯⎯ container ships these days carry the latest hi-tech technology to monitor air and waste-water quality.

4 Work with a partner. Restate each item in Exercise 3 using a different signal word or phrase.

E CRITICAL THINKING

Work in a group. Discuss the questions.

1 Have you ever seen a large container ship? Where? What was your impression?

2 Summarize the positions of the two speakers, Mr. Hasan and Mr. Ellis.

3 Which speaker, Mr. Hasan or Mr. Ellis, is more persuasive, in your opinion?

4 How can we balance the profitability of the shipping industry against the environmental damage it causes? What additional solutions can you suggest?

ACADEMIC SKILLS

INFERRING A SPEAKER'S ATTITUDE OR FEELING

When listening, you can often infer, or guess, a great deal about a speaker's attitude or feeling by listening carefully to their tone of voice and the way they change their word stress and intonation. Normally, English speakers stress words that convey important information, such as nouns, verbs, and adjectives. Stress means that the words are higher in pitch, louder, and pronounced with clearer vowels than function words such as prepositions and articles. Moreover, English sentences and *Wh*-questions usually end with a slight rise, and then a fall in intonation, whereas yes /no questions end with rising intonation. Speakers can vary these normal patterns to express their feelings. For example, big rises and falls in intonation can signal anger, enthusiasm, or other strong feelings. An even, low tone might mean that a speaker feels sad or worried. A rising intonation at the end of a statement can indicate uncertainty or disbelief. Contrast:

Normal stress and intonation: I lost my phone.
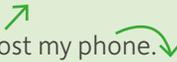
Anger: I LOST my PHONE

Sadness: I lost my phone.

1 🎧 **4.5 Listen to the same sentence spoken three different ways. Decide how the speaker probably feels.**

a excited	**b** surprised	**c** neutral
b excited	**b** surprised	**c** neutral
a excited	**b** surprised	**c** neutral

2 🎧 **4.6 Listen to some extracts from *Ocean shipping* and choose the correct option.**

1 Mr. Hasan's attitude to the number 50,000 can be described as …

   a shocked.   **b** matter-of-fact.   **c** excited.

2 Mr. Ellis's attitude toward the number 50,000 is …

   a outraged.   **b** excited.   **c** neutral.

3 Mr. Hasan sounds …

   a angry.   **b** excited.   **c** uninterested.

4 Most likely, the host is …

   a neutral.   **b** depressed.   **c** astonished.

5 Mr. Elllis seems to feel …

   a worried.   **b** optimistic.   **c** supportive.

CROWD MANAGEMENT

A VOCABULARY PREVIEW

1 Match the words in bold with the correct definitions.

1 **barrier** (n)	**a**	the chance that something unpleasant or harmful could happen
2 **conventional** (adj)		
3 **emotional** (adj)	**b**	very interested in or excited by something
4 **enthusiastic** (adj)	**c**	to hurry or move quickly somewhere
5 **risk** (n)	**d**	the condition of being protected from danger or harm
6 **rush** (v)		
7 **safety** (n)	**e**	a type of fence that stops you entering a specific area
8 **venue** (n)	**f**	showing or making others show strong feelings
	g	usual, common, or accepted
	h	the place where an event happens

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

1 The show starts in 15 minutes, so we'd better _____ if we want to get good seats.

2 I'm not sure such a _____ approach will work here.

3 Allowing so many people onto the platform is a big _____.

4 The company hired extra security officers to maintain the _____ of the crowd.

5 Large groups of people are only dangerous if they become too _____.

6 Security cameras are installed throughout the _____.

7 Hundreds of _____ fans waited outside for their favorite singer to come out.

8 Fans broke through the _____ and ran onto the playing field.

B BEFORE YOU LISTEN

Work with a partner. Look at the picture on page 73 and answer the questions.

1 Where was this picture taken? What is happening?

2 What are some of the potential dangers of this situation?

3 What can event organizers do to prevent accidents in this situation?

C GLOBAL LISTENING

4.7 Listen to *Crowd management*. **Choose the best answer for each question.**

1   What is the seminar mainly about?

   a   types of crowd

   b   crowd safety

   c   event planning

2   What type of crowd attends a sporting event?

   a   a casual crowd

   b   a conventional crowd

   c   an expressive crowd

3   An acting crowd becomes dangerous when …

   a   they wave signs.

   b   they shout the names of their favorite players.

   c   they rush onto the playing field.

4   Which of the following is *not* mentioned in connection with good planning?

   a   The number of people attending the event.

   b   Having state-of-the-art equipment.

   c   Having good signage.

5   According to the speaker, why is it important to keep a crowd moving?

   a   To stop people getting lost.

   b   To prevent overcrowding.

   c   To stop them rushing onto the playing field.

Listening for main ideas

GLOSSARY

hazard (n)   something that is dangerous

principle (n)   a basic idea or rule that has a major influence on how something is done

sociology (n)   the study of society and the way people behave toward each other

D CLOSE LISTENING

Understanding priorities

A priority is something important that must be done first, or that requires more attention than anything else.

The following expressions are often used to describe priorities:

Priority number one is ...   *Our number one priority is ...*

Our top priority is ...   *The most important thing to consider is ...*

Our main concern is ...

4.8 Listen to part of *Crowd management* again and complete the notes with no more than three words in each blank.

PRIORITIES OF CROWD MANAGEMENT

General

Two main priorities:

1 = [1]_____; prevent injuries + avoid accidents.

2 = Make sure the event is [2]_____.

Planning

Top priority = knowing the # of people [3]_____.

Risk management

Identify [4]_____ (e.g., that hurt people / affect enjoyment) > Event organizer should reduce / correct risk.

Communication

Priority = clear visual [5]_____ is key—stops people getting lost,

[6]_____, or injured.

Crowd flow

Keep people [7]_____ to prevent [8]_____.

E CRITICAL THINKING

Work in a group. Discuss the questions.

1   What are some examples of casual and conventional crowds?

2   What can cause a crowd to become dangerously emotional?

3   What actions can you take to be safe at an outdoor venue such as a sports stadium?

CRITICAL THINKING

> ### Slippery slope
>
> Slippery slope arguments claim that allowing something relatively harmless today (event A) will start a trend that ultimately results in something terrible or extreme happening later (event Z). For example:
>
> *If we don't stop them raising fees this year,*
>
> *soon we'll be paying $1 million dollars a semester!*
>
> (event A)   >   (event Z)
>
> This is illogical. There is no evidence that allowing the college to raise fees this year will ultimately lead to fees of $1 million a semester.

1 🎧 **4.9 Listen to an extract from *Crowd management*. Complete the slippery slope argument.**

Fans wave a ^{1}_____ or ^{2}_____ the name of their favorite team / player.

People become emotional and jump out of their ^{3}_____.

A ^{4}_____ occurs, with hundreds of people running down stairs, climbing over fences, etc.

^{5}_____ can happen and people can get ^{6}_____.

2 **Work with a partner. Look at the slippery slope argument in Exercise 1 and answer the questions.**

1 What is the first event described?

2 What is the extreme event described?

3 Do you think the first event will necessarily lead to something so extreme?

3 **Work in a group. Read the situations. Decide if they're reasonable arguments (e.g., the first event may well lead to the final event), or slippery slope arguments. Explain your answers.**

1 If we let children play video games every night, their grades will get worse and worse, and they won't be able to get a good job when they're older.

2 Today you're ten minutes late, tomorrow it will be an hour. Before long you won't bother coming to work at all.

3 John often downloads movies illegally. Pretty soon he'll be stealing from his parents or robbing banks!

VOCABULARY DEVELOPMENT

Compound adjectives

A compound adjective is a single adjective formed from two or more words. Here are some common types:

- Compounds containing numbers:

six-foot fence, *four-year* program

- Compounds containing *-ed* or *-ing* participles:

far-reaching effects, *fast-moving* crowd, *ill-equipped* hospital

- Multiword compounds:

state-of-the-art equipment, *up-to-date* plan

- Adjective + noun compounds:

high-school student, *high-risk* situation, *last-minute* change

1 **Complete the sentences with a compound adjective below.**

> decision-making   high-priced   internationally recognized
> middle-class   slow-moving   three-bedroom   twelve-year-old

1 We were heartbroken when our ＿＿＿＿＿＿ cat died.
2 The Fosters live in a ＿＿＿＿＿＿ neighborhood, with many small homes and some apartments.
3 A ＿＿＿＿＿＿ house is too small for a family with seven children.
4 The parking lot at the luxury hotel was crowded with ＿＿＿＿＿＿ cars.
5 The committee's ＿＿＿＿＿＿ process is slow and stressful.
6 The park is next to a ＿＿＿＿＿＿ river.
7 The speaker is an ＿＿＿＿＿＿ movie-maker.

2 **Rewrite the sentences with a compound adjective.**

1 Avi's commute lasts two hours.
   Avi has a ＿＿＿＿＿＿ commute.
2 Why does Eva need a cell phone that costs three hundred dollars?
   Why does Eva need a ＿＿＿＿＿＿ cell phone?
3 That is a good solution in the short term.
   That's a good ＿＿＿＿＿＿ solution.
4 Normally, the class behaves extremely well.
   Normally it's an extremely ＿＿＿＿＿＿ class.
5 English is spoken in several countries in east Africa.
   There are several ＿＿＿＿＿＿ countries in east Africa.

ACADEMIC WORDS AND IDIOMS

1 **Read the sentences. Choose the best definition for the words in bold.**

1 If you include standing room, the stadium holds **approximately** 75,000 people.
  a exactly **b** close, but not exact **c** comfortably

2 Our company has made a **commitment** to finish all repairs by next Friday.
  a promise **b** claim **c** plan

3 Will you please stop **dragging your feet** and clean up this room?
  a working hard **b** reading a book **c** delaying

4 I really like your idea. Do you think the manager will **get on board** with it?
  a disapprove **b** agree **c** try to change

5 Once the program is approved, the city will need three years to **implement** it.
  a understand how to do it **b** stop it
  c make it start to work

6 The company uses CCTV cameras to **monitor** the behavior of customers.
  a observe **b** control **c** understand

7 Intonation often **reveals** a great deal about how the speaker is feeling.
  a hides **b** confuses **c** shows

8 The industry conducts **random** testing of the pollution in its waste-water.
  a unplanned, sudden **b** expensive **c** carefully controlled

9 One **strategy** for managing people waiting in a line is to entertain them.
  a clever trick **b** bad idea
  c method for achieving something

10 It's important that the entrance has a strong **visual** impact.
  a relating to hearing **b** relating to touch **c** relating to sight

2 **Work with a partner. Discuss the questions.**

1 What kind of **commitments** to safety should ship owners have to make?

2 What can advertisers do to make outdoor signs **visually** appealing?

3 What changes would you like to **implement** at your college or university?

4 Name three **strategies** for keeping people safe in a busy train station.

5 How do you feel if cameras are **monitoring** you in a public place?

6 **Approximately** how long is your commute to college or university?

7 Are you **on board** with the idea of paying higher taxes to give teachers higher salaries?

8 When it's time to study, do you often **drag your feet**, or do you jump right in?

9 In your culture, do people usually **reveal** their private information when they meet someone for the first time?

10 Do you usually plan what to wear, or do you choose items at **random** each morning?

ACADEMIC IDIOMS

(GET) ON BOARD

Going back to the 15th century, *on board* described someone on a ship. Later, when trains became common, station managers would blow a whistle as a train was leaving the station and shout, *All on board*! Now, *on board* and *get on board* also describe when someone is ready and willing to participate in an activity or idea.

We won't send in the final design until Jane gets on board with it.

SPEAKING MODEL

You are going to learn about complex passives, voicing concerns, and word stress in content and function words. You are then going to use these to assess and prioritize risks in a stadium and suggest solutions for each issue.

A ANALYZE

Work with a partner. Read the model and answer the questions below.

Alice: Thank you, everyone, for completing the risk management checklists for the upcoming soccer game. Thanks for **getting on board** so quickly. It looks like you've identified seven potential problems. Let's try to prioritize them and work on finding solutions for each one.

Mark: I'm a little concerned that there could be fights at the end of the game, like there were the last time these two teams played. Some people are bound to be upset if their team loses. So, I think preventing fights has to be our top priority.

Alice: I agree that this is a major issue. The board does not want to **drag their feet** on this, which is why they recommended hiring five additional security teams.

Mark: Good idea. At least one team should sit in each section of the stands, and additional teams should stand at the top and bottom of each staircase. If a fight breaks out, the teams can work together to pull people apart.

1 How many problems did the team identify in its risk assessment?
2 Which problem has top priority, according to Mark?
3 What solution does Alice propose?

B DISCUSS

Work with a partner. Discuss the questions.

1 Do you think Alice's suggestion will help to prevent fights?
2 What other steps can be taken to prevent fights from breaking out?
3 Have you ever attended an event where a fight broke out? How did the event organizers handle it? What did you do?

GRAMMAR

Complex passives

The passive voice (*be* + past participle) can be used with all simple, continuous, and perfect tenses:

*The new seating area **will be installed** on Saturday.* (simple future)

*Previously, all maintenance **was being managed** externally.* (past continuous)

*Much of the signage on the first floor **has been replaced**.* (present perfect)

*Not all risks **had been** accounted for by the survey.* (past perfect)

We can also use the passive voice with modal verbs:

*Handrails **should** be installed throughout the venue.*

*All venues **must** be equipped with multiple emergency exits.*

Note we use the preposition ***by*** to introduce the agent:

*CCTV camera will be installed **by** CTFS on Monday.*

Remember to use prepositions that collocate with the past participle:

*The venue is comprised **of** five main seating areas.*

*All stands are equipped **with** safety barriers.*

1 **Complete the sentences with the correct form of the verbs below.**

damage   deal   discuss   injure   install   replace   report   spend

1 A large area of seating _____ in a fire last year.

2 More money must _____ on security around the venue.

3 Several people _____ by the time security arrived.

4 This section of the roof should _____. It's leaking.

5 Several cases of food poisoning _____ last year.

6 We're not sure yet. Lots of different options _____.

7 Better lighting _____ over the next few months.

8 This issue must _____ with immediately!

2 **Rewrite these sentences with the correct form of the passive. Only include the agent if necessary.**

1 They must install new lighting throughout the venue.

2 EAP has created a large new entrance on the south side of the stadium.

3 The board must address all potential hazards.

4 The company will replace all signage early next year.

5 The government has abandoned plans to update the health and safety guidelines.

SPEAKING SKILL

Voicing and allaying concern

We can use the following phrases to express concern:

I'm concerned / worried that there aren't enough emergency exits.

I think / believe / fear the roof in this area might be a major / serious issue.

We have to make sure (that) this area doesn't get too crowded.

We can't have wet floors / broken turnstiles. That's really dangerous / unsafe.

Sometimes we need to make other people feel less worried or frightened about something. This is called **allaying concern**. To allay someone's concern we usually acknowledge the issue, and explain how we intend to solve it:

You're right—this area is poorly lit, which is why we're installing new lighting next month.

The lack of exits is being taken into account and we hope to have a solution by Friday.

1 🎧 **4.10 Listen and complete each sentence with no more than two words.**

1 **A:** I'm _____ there aren't enough emergency exits in this area.

 B: I agree that this is a major issue, and we will be discussing it in the next board meeting.

2 **A:** We _____ fire exits being blocked by unused sports equipment.

 B: Absolutely! All unused sports equipment will be removed by the end of the week.

3 **A:** We must _____ that there are enough security guards on game day.

 B: This is a top priority for us, which is why we have recruited 50 new security guards.

4 **A:** _____ overcrowding will be a serious problem in this area.

 B: I agree, which is why a new entrance is being installed in the south stand.

5 **A:** I'm a _____ about the number of injuries on the stairs last year.

 B: We're concerned too, which is why we've asked for a full risk assessment of that area.

2 **Work with a partner. Take turns allaying the concerns listed below.**

1 I'm worried that the signage on the first floor is confusing.

2 We need to make sure that everyone understands the health and safety concerns.

3 I don't believe that there are enough parking spaces for this many people.

4 We can't have food being prepared so close to the toilet block / restrooms.

PRONUNCIATION FOR SPEAKING

Word stress with content and function words

Words that convey meaning in English are called **content words**. They are normally stressed in sentences. Words that connect, replace, or show relationships are called **function words**. These are normally unstressed within sentences.

Content words	Function words
nouns (*crowd, risk*)	articles (*a, the*)
verbs (*rush, think*)	prepositions (*on, to, for*)
adjectives (*crowded, wet*)	pronouns (*you, them*)
adverbs (*very, extremely*)	conjunctions (*and, or*)
negatives (*not, never*)	*be*-verb (*is, are*)
demonstratives (*this, that*)	auxiliaries (*have, do*)

1 🎧 **4.11 Listen and complete the sentences with the content words you hear. Then listen again and repeat.**

   1 I **think** the _____ is the **biggest** _____.

   2 It's **dangerous** to have _____ **floors** near the _____.

   3 I **don't think** there are _____ _____.

   4 We **need** to _____ a **handrail** on the _____.

   5 I'm _____ about _____ in the **east stand**.

2 🎧 **4.12 Identify the words you think are stressed in each conversation. Then listen and repeat.**

   1 **A:** We can't have wet floors in this area.

      B: You're right, that's really dangerous.

   2 **A:** The fence in this area isn't very strong.

      B: That's true. Perhaps we should replace it.

   3 **A:** Replacing the roof should be our top priority.

      B: I agree. The old roof is a danger to fans.

   4 **A:** The way to the toilets isn't well signposted.

      B: I agree. It's confusing for fans.

   5 **A:** There's only one exit for all fans.

      B: Yes, that's a big problem.

SPEAKING TASK

You work for a risk assessment company. Assess and prioritize the risks to public safety in a stadium and suggest solutions to each issue.

Brainstorm

Work in a group of four. Discuss the potential risks in the stadium.

No roof

Food risk?

General: Home and away fans mixed — OK?

One entrance

Wet floors

No handrail

Poor lighting

Plan

Divide your group into two pairs.

Pair 1: Prioritize the risks you discussed and decide how to voice your concerns about each.

Pair 2: Think of solutions to the issues you discussed and decide how to allay concerns about each.

Speak

Work in the same groups.

Pair 1: Voice your concerns in order of priority, and discuss the proposed solutions.

Pair 2: Listen to each issue, and try to allay concerns by offering a solution.

Review

Work with another group. Explain the risks your group identified, and the solutions you agreed on. Use correct sentence stress as you present your ideas.

Reflect

Work with a partner. Discuss the questions.

1   Why do you think people enjoy attending events like sporting events or concerts in large stadiums?

2   Have you ever attended an event in a large stadium? What was it? Do you think the event managers did a good job of controlling the crowd and managing risks?

3   Do you think more people will become super-commuters in the future, or will technology make it easier for people to stay and work in one place?

WORDLIST

Vocabulary preview

barrier (n) **
conventional (adj) ***
emotional (adj) ***
enthusiastic (adj) **

environmentally friendly (adj)
exhausting (adj)
extreme (adj) **
global (adj) ***

layover (n)
outstanding (adj) **
risk (n) ***
rush (v) **

rush hour (n)
safety (n) ***
spirit (n) ***
venue (n) **

Vocabulary development

decision-making (adj) *
high-priced (adj)

internationally recognized (adj)
middle-class (adj) *

part-time (adj) **
slow-moving (adj)

three-bedroom (adj)
twelve-year-old (adj)

Academic words and idioms

approximately (adv) **
commitment (n) ***
dragging their feet (id)

get on board (id)
implement (v) **
monitor (v) **

random (adj) **
reveal (v) ***

strategy (n) ***
visual (adj) **

ACADEMIC WORDS AND IDIOMS REVIEW

Complete the sentences using the words and idioms below.

commitment   dragging their feet   get on board implement   restored   source   visual

1 It will be extremely difficult to _____ the change without the full support of the board.

2 The government has been _____ with plans to create traffic zones.

3 The painting has been recently _____ and is now on show again.

4 Getting married is a big _____ and changes your life.

5 The _____ effects in the latest George Carpenter film are incredible.

6 The _____ of the White Nile was discovered by Burkhart Waldecker.

7 It's so nice to see new people _____ with this community project.

UNIT REVIEW

Listening 1	☐	I can listen for generalized statements.
Listening 2	☐	I can understand priorities.
Academic skill	☐	I can infer attitudes and feelings.
Vocabulary	☐	I can use compound adjectives.
Grammar	☐	I can use complex passive sentences.
Speaking	☐	I can voice and allay concerns.