Contemporary Topics
21st Century Skills for Academic Success

FOURTH EDITION

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SERIES EDITOR
All over the world there are sports fans who cheer on their favorite teams, or who play sports themselves. Fans celebrate when their favorite teams win. They feel upset when the teams are defeated. However, even with defeat, fans stay loyal to their teams. How would you describe yourself? Are you passionate about sports? Or do you have no interest in sports? What draws people to be sports fans?

**A THINK ABOUT IT** Take this survey about sports. Check (✓) the statements you agree with. Then compare responses with a partner. Give reasons for the statements you don’t agree with.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Watching sports is a great way to relax.</td>
<td></td>
</tr>
<tr>
<td>• Watching a game is more about having fun with friends or family than who wins.</td>
<td></td>
</tr>
<tr>
<td>• Watching sports is a waste of time.</td>
<td></td>
</tr>
<tr>
<td>• The competition is what makes watching sports worthwhile.</td>
<td></td>
</tr>
<tr>
<td>• I feel like I am part of the game even if I’m only watching it.</td>
<td></td>
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</tbody>
</table>

**B TUNE IN** Listen to a talk show interview with sports psychologist Dr. Anika Douglas. With a partner, choose the best answer, based on the interview. More than one answer may be possible.

1. The expression “It’s only a game” means: Don’t take it so seriously. / It’s not fun. / Your team is not going to win.

2. Dr. Douglas says that being a sports fan can be good for your self-esteem / social life / sports team.

3. The “Sports Spectator Identification Scale” measures how good your team is / how emotionally involved you are / how lonely you feel.

4. The host says that he likes to buy team jerseys / go to his team’s games / talk about sports.

**C PAIR WORK** Work with a partner. Ask: Do you know any “super fans”? What do they do? Why are they so interested in their team?
BUILD your vocabulary

LISTEN The boldfaced words are from the unit lecture on sports fans. Listen to each sentence. Do you know any synonyms for the boldfaced words?

1. Fans appreciate the years of training it takes to be a successful athlete.
2. Fans bond with other fans. They share a sense of loss when their team loses and joy when it wins.
3. My sports interests are broad—I like everything from ice skating to track and field to rugby.
4. The fans’ commitment was obvious. They came to every game despite the team's losing record.
5. At an exhibition match, the Olympic team displayed its skills to a packed stadium.
6. Trust between the players is an integral part of team sports.
7. The desire to be part of a community motivates some people to become sports fans.
8. The rivalry between the two teams was ongoing, lasting many years.
9. Winning the championship game reinforced the team’s sense of pride.
10. The fans were upbeat, their self-esteem unaffected by the team's loss.

TRY IT Match each boldfaced word with its definition.

___  1 appreciate  a dedication to something
___  2 bond b clearly show a feeling, attitude, quality
___  3 broad c develop a special relationship
___  4 commitment d value the good qualities of something or someone
___  5 display e strengthen
___  6 integral f the feeling that you deserve to be liked or admired
___  7 motivate g continuing
___  8 ongoing h fundamental, essential
___  9 reinforce i general, main
___ 10 self-esteem j entice or encourage someone to do something
PAIR WORK  Work with a partner. Read the sentences in Column A and discuss the meanings of the boldfaced phrases. Then read sentences 1–5 aloud as your partner fills in the blanks in Column B. Switch roles for 6–10.

**COLUMN A**

1. The friends had different motivations for being sports fans.

2. The whole country enjoyed the performance of the Olympic athletes.

3. Not everyone is interested in sports to the same degree.

4. I like to analyze the strategy of the team and try to figure out their next play.

5. The team fought to get an advantage over their opponent.

6. Many fans experience a sense of belonging as they watch their favorite team.

7. The theory was originated by two psychologists a while back.

8. Sports fans enjoy affiliating with their team as well as with other fans.

9. One interesting aspect of fan affiliation is a sense of loyalty.

10. Fans often identify with particular players on their favorite teams.

**COLUMN B**

1. The friends had different motivations ________ being sports fans.

2. The whole country enjoyed the performance ________ the Olympic athletes.

3. Not everyone is interested ________ sports to the same degree.

4. I like to analyze the strategy ________ the team and try to figure out their next play.

5. The team fought to get an advantage ________ their opponent.

6. Many fans experience a sense ________ belonging as they watch their favorite team.

7. The theory was originated ________ two psychologists a while back.

8. Sports fans enjoy affiliating ________ their team as well as with other fans.

9. One interesting aspect ________ fan affiliation is a sense of loyalty.

10. Fans often identify ________ particular players on their favorite teams.
FOCUS your attention

Enumerating

A speaker often provides organizational cues to help you understand the ideas you hear. One way a speaker does this is by enumerating and then repeating a key word or phrase. The speaker does this to provide a framework to make it easier for you to understand how the ideas are connected. The speaker then presents one characteristic at a time, and signals what’s next by stating a new number and repeating the key word or phrase.

<table>
<thead>
<tr>
<th>NUMBER and REPETITION CUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today I'm going to talk about <strong>three characteristics</strong> of successful athletes.</td>
</tr>
<tr>
<td><strong>Characteristic 1</strong>: Successful athletes are dedicated ...</td>
</tr>
<tr>
<td><strong>Characteristic 2</strong>: Successful athlete are focused ...</td>
</tr>
<tr>
<td><strong>Characteristic 3</strong>: Successful athlete are not afraid of failure ...</td>
</tr>
</tbody>
</table>

These notes are from a lecture organized with numbers and a list of ideas, signaled by a repeated key word (Characteristic).

<table>
<thead>
<tr>
<th>Successful Athletes</th>
<th>Characteristics</th>
<th>Examples / details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) dedicated</td>
<td>practice regularly, disciplined</td>
<td></td>
</tr>
<tr>
<td>2) focused</td>
<td>determined, don’t give up</td>
<td></td>
</tr>
<tr>
<td>3) aren’t afraid of failure</td>
<td>feel they can always improve</td>
<td></td>
</tr>
</tbody>
</table>

**TRY IT** Listen to an excerpt from a class lecture about sports fans. What numbers, repeated key phrase, and ideas do you hear? Take notes in a chart.

**PAIR WORK** Compare notes with a partner.
A THINK ABOUT IT  You are about to watch the unit lecture on sports fans. In your opinion, why are people sports fans?

B LISTEN FOR MAIN IDEAS  Close your book. Watch the lecture and take notes.

C CHECK YOUR UNDERSTANDING  Use your notes. Answer the questions, based on the lecture. Circle a, b, or c.

1 What is the lecture mainly about?
   a the reasons people play sports
   b the reasons people become sports fans
   c the reasons people like competition

2 In what order does the speaker present the topics?
   a motivations, social media, Social Identity Theory
   b social media, Social Identity Theory, motivations
   c motivations, Social Identity Theory, social media

3 What is Social Identity Theory mainly about?
   a the idea that people behave in certain ways in order to increase their social status
   b the idea that people do things to increase their self-esteem
   c the idea that people are interested in competition

4 What is the main reason people become fans?
   a to understand how to be better at sports
   b to follow the players’ stories
   c to feel part of a community

5 Which of the following statements would the speaker disagree with?
   a Being a fan fulfills an important human need.
   b Humans have a drive to belong to a group.
   c Watching sports is essentially a waste of time.

D LISTEN FOR DETAILS  Close your book. Watch the lecture again. Add details to your notes and correct any mistakes.
**CHECK YOUR UNDERSTANDING** Use your notes. Complete the sentences, based on the lecture.

<table>
<thead>
<tr>
<th>analyze</th>
<th>competition</th>
<th>bond</th>
<th>drama</th>
<th>motivation</th>
</tr>
</thead>
</table>

1. There is a deeper social ________________ for being a sports fan than just entertainment.

2. The third motivation for fans is to follow the ________________ and personal stories of the players.

3. As fans watch, they become involved and feel they are actually in the ________________ .

4. The fourth motivation is that fans like to ________________ the strategy of the different teams.

5. The fifth motivation is to ________________ with others who share a common interest.

<table>
<thead>
<tr>
<th>team colors</th>
<th>loyal</th>
<th>national</th>
<th>social media</th>
<th>self-identify</th>
</tr>
</thead>
</table>

6. Fans feel part of a ________________ community when their country wins an Olympic medal.

7. Wearing ________________ is one way that fans show their affiliation with the team.

8. A team's successes and failures become part of a sports fan's ________________ .

9. Out of dedication to the group, fans remain ________________ to the team even when it loses.

10. ________________ makes it easy for fans to share their commitment to the team.
HEAR the language

Linked Sounds
Speakers often link the final sound of one word to the first sound of the next word. This can produce a vowel-like sound called a glide. Linking can make two, three, or even four words sound like one word. This is a natural part of English speech because it helps keep the rhythm of the sentences.

EXCEPTIONS
Glide sound /w/ to a → towa
Glide sound /l/ to i → seeyl

A LISTEN Listen and complete the statements and questions from the lecture. Complete the words you hear.

1. I don’t _________________w a _________________ you, but I spent the entire weekend watching World Cup matches.

2. And while some people think of sports as just _________________ f _________________ n i _________________, social psychologists _________________ ve _________________ wider view.

3. Many modern social psychologists say that watching sports—and identifying _________________ th _________________ particular player or team—_______________ n i _________________ human need.

4. _________________ s i _________________ the need to belong _________________ o _________________ group and feel a _________________ se o _________________ self-esteem.

5. Games are interesting _________________ y _________________ f _________________ y i _________________ some kind of problem solving and decision making.

6. How do they try to _________________ t _________________ n a _________________ over their opponents?

7. For example, at the Olympics, _________________ g _________________ s _________________ fan is a way for people to feel _________________ d a _________________ nation.

8. By associating or affiliating with a team—by wearing team colors or by going to games and tracking _________________ s a _________________ losses—fans feel that they _________________ re _________________ n i _________________ part of something.

9. _________________ s o _________________ exchange keeps _________________ s i _________________ in the team community.

10. _________________ e a _________________ l h _________________ ve _________________ human drive to be part of a group and to feel _________________ d a _________________ .

B PAIR WORK Work with a partner. Take turns saying the sentences. Pay attention to the linking.
Agreeing

A FOLLOW THE DISCUSSION Watch as the students talk about sports fans. Read each comment. Then check (✓) the student who makes the comment.

1  “I think people follow sports for the competition.”
   Ben □  Kenzie □  Hugh □  Shelley □

2  “I admit I go for the drama ... how they face challenges.”
   Ben □  Kenzie □  Hugh □  Shelley □

3  “There’s also the fun of analyzing the strategy.”
   Ben □  Kenzie □  Hugh □  Shelley □

4  “I wouldn’t say watching sports increases my self-esteem.”
   Ben □  Kenzie □  Hugh □  Shelley □

B LEARN THE STRATEGIES Watch the discussion again. Listen closely for the comments. Then check (✓) the discussion strategy the student uses.

<table>
<thead>
<tr>
<th></th>
<th>Agreeing</th>
<th>Asking for clarification or confirmation</th>
<th>Asking for opinions or ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Ben: “What are the main reasons people watch sports?”</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>2 Ben: “Not a big sports fan?”</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>3 Hugh: “Yeah, me, too.”</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>4 Hugh: “Yeah, yeah.”</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>5 Shelley: “What does that mean, ‘community’?”</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

Discussion Strategy  Observe a group discussion and you’re likely to hear expressions of agreement like Uh-huh, Right, Yes, I agree, Exactly, Sure, Yeah, and No doubt. Agreeing is an important way to build understanding with another speaker. Even if you only agree with part of what the speaker says, you can show “partial agreement.” For example: I agree with what you said about ... .

C TRY IT In a small group, discuss one or more of these topics. Try to use the discussion strategies you have learned.

- Based on your own experiences, what types of activities create a sense of community?
- Do you agree that people are sports fans out of a human drive to be part of a community?
- Do you belong to any online communities? Do you feel it’s the same as or different from face-to-face communities you belong to?
**REVIEW your notes**

**REVIEW** With a partner, review the main ideas of the lecture. Use your notes. Paraphrase and clarify the ideas. Here are some expressions you can use:

- Basically, ...
- In a nutshell, ...
- To paraphrase / sum up what the lecturer said, ...
- I'm not sure I understand. Are you saying ... ?
- It sounds like you are saying ... Does that mean ... ?
- You mentioned ... Does that mean ... ?
- Can you give me some examples of what you mean by ... ?

Now compare the organization in your notes. Then compare with those below.

<table>
<thead>
<tr>
<th>Five motivations for being sports fans:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st motivation is ...</td>
</tr>
<tr>
<td>2nd motivation is ...</td>
</tr>
<tr>
<td>3rd motivation is ...</td>
</tr>
<tr>
<td>4th motivation is ...</td>
</tr>
<tr>
<td>5th motivation is ...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Identity Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory says:</td>
</tr>
<tr>
<td>Self-esteem includes:</td>
</tr>
<tr>
<td>Theory applied to sports fans:</td>
</tr>
<tr>
<td>Use of social media</td>
</tr>
<tr>
<td>Conclusion:</td>
</tr>
<tr>
<td>Human drive / group identity</td>
</tr>
</tbody>
</table>

**TIP!**
As you learned in Unit 6, to paraphrase means to say something in your own words. You can also paraphrase what someone else has said to make sure you have understood the information correctly.

Now you are ready to take the Unit Test and the Proficiency Assessment.
A Special Passion

In this unit, the lecturer talked about the love of sports and five motivations for being a sports fan. Which motivations do you think explain why you or someone you know enjoys a particular sport or activity?

**TASK** Learn about a classmate’s interest in a sport or activity. Then give a short presentation about your findings. Use an attention-getting opener.

**Prepare**

1. Interview a classmate about a sport or activity he or she is passionate about. Discuss what motivates him or her to love the sport or activity. Ask a lot of “why” questions.

2. Make a list of his or her motivations. Why does he or she love the sport or activity? Review your lecture notes for the reasons people follow sports.

3. Organize your interview notes into an outline. (Use the example outline to help you.) Use your classmate’s motivations to create the main points of your outline. In the outline, highlight two of the strongest motivations. Add details to your outline as key words and phrases. Write transition words or phrases between the main points. Create an attention-getting opener.

4. Work with a partner. Compare your outlines. Talk first about the effectiveness of your attention-getting opener. Then discuss the motivations. Ask each other questions.

**Practice**

5. Practice with your partner. Did your attention-getting opener immediately “catch” your partner’s interest? Did you cover the motivations well? Use the Unit 7 Presentation Evaluation Form (in Appendix C) to give each other suggestions to improve your presentations.

**Present**

6. Deliver your presentation to the class. Try to speak naturally and confidently.

7. When you finish, ask for audience questions: Does anyone have a question about [classmate’s name]’s motivations for [his / her] love of the sport / activity?

8. Listen to your classmates’ presentations.

**Evaluate**

9. Use the Evaluation Form to evaluate your and your classmates’ presentations. Give comments that will encourage your classmates to improve!

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**Presentation Strategy: Using an attention-getting opener**

To capture your listeners’ attention immediately, start your presentation with an attention-getting opener. Like a “hook” to catch a fish, this initial surprising or amusing question, statement or quote doesn’t state your topic but “catches” your audience by making them curious about what you will say next. For example, you could ask:

*Do you know what [name] really enjoys and why?*

*What do you think [name] would love to do on a free Saturday?*

*Imagine next Saturday is a great day. What do you think [name] will do?*

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**TOPIC: A SPECIAL PASSION**

- Attention-getting opener
  - Introduction
    - A Classmate’s sport or activity
    - B Main ideas: 2–3 motivations
  - Transition to motivation #1: “His / Her first motivation is…”
  - II Motivation #1
    - A Detail
    - B Detail
  - Transition to motivation #2
  - III Motivation #2
    - A Detail
    - B Detail
  - Transition to conclusion
  - IV Conclusion