

Listening, Speaking
& Critical Thinking

UNLOCK

4

STUDENT'S BOOK
WITH DIGITAL PACK

THIRD EDITION

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MAP OF THE BOOK

UNIT	VIDEO	LISTENING	VOCABULARY	
1 GLOBALIZATION Listening 1: A radio programme about the global food industry (Environment) Listening 2: A presentation on the global film industry (Business)	The World Trade Organization	<u>Key listening skills:</u> Activating prior knowledge Expressing opinion <u>Additional skills:</u> Understanding key vocabulary Using your knowledge Listening for main ideas Listening for detail Listening for text organization Making inferences Taking notes on main ideas and detail Synthesizing <u>Pronunciation for listening:</u> Consonant clusters	Globalization vocabulary	
2 EDUCATION Listening 1: A podcast about applying to universities in different countries (Education) Listening 2: A conversation between students about paths towards a medical profession (Education)	Langton School Science programme	<u>Key listening skills:</u> Listening for advice and suggestions Making inferences <u>Additional skills:</u> Understanding key vocabulary Listening for main ideas Listening for opinion Synthesizing <u>Pronunciation for listening:</u> Certain and uncertain intonation	Academic adjectives to describe professions (e.g. <i>manual, medical, technical</i>)	
3 MEDICINE Listening 1: A college seminar about a way of helping people (Medicine) Listening 2: A debate about antibiotics (Medicine)	Telemedicine	<u>Key listening skills:</u> Identifying contrasting opinions Strengthening points in an argument <u>Additional skills:</u> Understanding key vocabulary Using your knowledge Listening for attitude Listening for detail Taking notes on main ideas <u>Pronunciation for listening:</u> Intonation in tag questions	Health science vocabulary	
4 THE ENVIRONMENT Listening 1: A lecture about habitat destruction (Environment) Listening 2: A talk about the decline of desert habitats (Environment)	The effects of climate change on wildlife	<u>Key listening skills:</u> Distinguishing main ideas from details Strengthening points in an argument <u>Additional skills:</u> Using your knowledge Listening for main ideas Listening for detail Summarizing Listening for opinion Listening for text organization Synthesizing <u>Pronunciation for listening:</u> Pauses in prepared speech	Verbs to describe environmental change	

	GRAMMAR	CRITICAL THINKING	SPEAKING
	Modals of present and past probability	Using data to support an argument Analyzing and using data in pie charts	<u>Preparation for speaking:</u> Presenting data Describing a pie chart Drawing conclusions from data <u>Speaking task:</u> Give a presentation using data from a pie chart.
	The future continuous Stating preferences with <i>would</i>	Prioritizing criteria Using priorities to evaluate options	<u>Preparation for speaking:</u> Giving an opinion and making suggestions Agreeing and disagreeing respectfully Compromising and finalizing a decision <u>Pronunciation for speaking:</u> Certain and uncertain intonation <u>Speaking task:</u> Decide as a group which candidate should receive a scholarship.
	Conditionals: • The third conditional • Review of the second conditional – unreal situations	Analyzing background and motivation	<u>Preparation for speaking:</u> Creating persuasive arguments <u>Speaking task:</u> Role play a debate
	Multi-word prepositions The past perfect	Organizing information in a presentation	<u>Preparation for speaking:</u> Giving background information and explaining a problem Using signposting language in a presentation <u>Speaking task:</u> Give a problem and solution presentation.

UNIT	VIDEO	LISTENING	VOCABULARY	
5 ARCHITECTURE Listening 1: A conversation between two property developers (Urban planning) Listening 2: A housing development meeting (Urban planning)	The skyscraper	<u>Key listening skills:</u> Understanding figurative language Understanding strong and tentative suggestions <u>Additional skills:</u> Understanding key vocabulary Using your knowledge Listening for main ideas Listening for detail Listening for attitude Taking notes on main ideas and detail <u>Pronunciation for listening:</u> Emphasis in contrasting opinions	Academic vocabulary for architecture and transformation	
6 ENERGY Listening 1: A radio programme about the island of El Hierro, Spain (Culture; Environment) Listening 2: A chaired meeting about saving energy in an office (Environment)	Two cities aiming to be sustainable	<u>Key listening skills:</u> Understanding digressions Understanding persuasive techniques <u>Additional skills:</u> Understanding key vocabulary Using your knowledge Listening for main ideas Listening for detail Listening for text organization Taking notes on main ideas Synthesizing <u>Pronunciation for listening:</u> Intonation related to emotion	Academic vocabulary for networks and systems	
7 ART AND DESIGN Listening 1: A radio report about graffiti (Art and design; Culture) Listening 2: An informal debate about public art (Art and design)	Technology in art	<u>Key listening skills:</u> Inferring opinions Distinguishing fact from opinion <u>Additional skills:</u> Understanding key vocabulary Predicting content using visuals Using your knowledge Listening for main ideas Listening for detail Making inferences Taking notes on opinion and detail <u>Pronunciation for listening:</u> Stress in word families	Academic vocabulary related to art (e.g. <i>appreciate, interpret, analyze</i>)	
8 AGEING Listening 1: A finance podcast (Economics) Listening 2: Two student presentations on ageing in different countries (Social anthropology)	Never too old to code	<u>Key listening skills:</u> Understanding specific observations and generalizations Distinguishing fact from opinion <u>Additional skills:</u> Using your knowledge Understanding key vocabulary Listening for main ideas Listening for detail Listening for text organization Synthesizing <u>Pronunciation for listening:</u> Elision and intrusion	Academic verbs for support and assistance	

	GRAMMAR	CRITICAL THINKING	SPEAKING
	Future forms: <ul style="list-style-type: none"> • <i>Will</i> and <i>be going to</i> for predictions and expectations 	Comparing and evaluating solutions	<p><u>Preparation for speaking:</u> Identifying problems and suggesting solutions:</p> <ul style="list-style-type: none"> • Presenting a problem • Making polite suggestions • Responding to suggested solutions <p><u>Pronunciation for speaking:</u> Emphasizing a word or idea to signal a problem</p> <p><u>Speaking task:</u> Discuss a housing problem and possible solutions.</p>
	Connecting ideas The passive voice	Analyzing and evaluating problems and solutions	<p><u>Preparation for speaking:</u> Keeping a discussion moving:</p> <ul style="list-style-type: none"> • Asking for input in a discussion, summarizing and keeping a discussion moving • Dealing with interruptions and digressions <p><u>Pronunciation for speaking:</u> Using a neutral tone of voice</p> <p><u>Speaking task:</u> Participate in a discussion about an energy problem and possible solutions.</p>
	Relative clauses	Debate statements and responses Preparing for a debate: <ul style="list-style-type: none"> • Evaluating reasons • Analyzing evidence 	<p><u>Preparation for speaking:</u> Language for debates:</p> <ul style="list-style-type: none"> • Expressing contrasting opinions • Restating somebody's point • Language for hedging <p><u>Pronunciation for speaking:</u> Stress in hedging language</p> <p><u>Speaking task:</u> Participate in an informal debate about whether public money should be spent on public art.</p>
	Verbs with infinitives or gerunds	Analyzing and using data from a line graph	<p><u>Preparation for speaking:</u> Referencing data in a presentation:</p> <ul style="list-style-type: none"> • Explaining details and trends in a graph • Explaining causes and effects <p><u>Pronunciation for speaking:</u> Contrastive stress in numbers and comparisons</p> <p><u>Speaking task:</u> Give a presentation using graphical data</p>

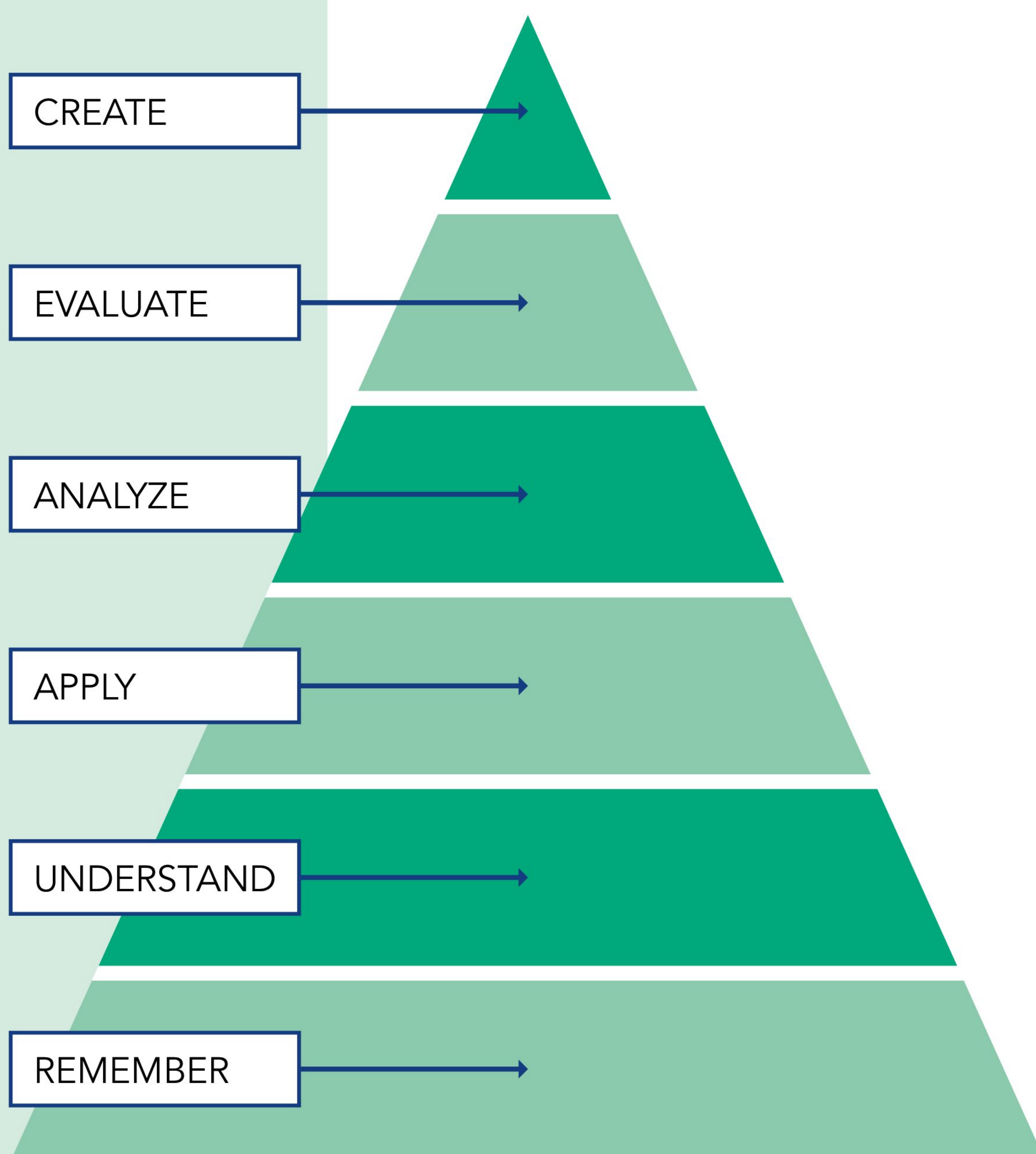
YOUR GUIDE TO UNLOCK

UNLOCK YOUR ACADEMIC POTENTIAL

Unlock Third Edition is a six-level, academic-light English course created to build the skills and language students need for their studies (CEFR Pre-A1 to C1). It develops students' ability to think critically in an academic context right from the start of their language learning. Every level has inspiring videos on a range of academic topics.

CRITICAL THINKING


Unlock Third Edition includes the right mix of lower- and higher-order thinking skills development in every unit, with clear learning objectives. Students are better prepared for their academic studies and have the confidence to apply the critical thinking skills they have developed. Critical thinking in *Unlock Third Edition*:



- is **informed** by a range of academic research from Bloom in the 1950s, to Krathwohl and Anderson in the 2000s, to more recent considerations relating to 21st Century Skills;
- has a **refined** syllabus with a better mix of higher- and lower-order critical thinking skills;
- is **measurable**, with objectives and self-evaluation so students can track their critical thinking progress;
- is **transparent** so teachers and students know when and why they're developing critical thinking skills;
- is **supported** with professional development material for teachers so teachers can teach with confidence.


TEACHER RESOURCES

We've carried out research with teachers across the world to understand their needs and how we can better meet them with *Unlock*. All teacher resources can be accessed on our learning platform, Cambridge One cambridge.org/one.

- Fully interactive presentation software, **Presentation Plus**, with pop-up activities to type or automatically display answers.
- Downloadable **Model Answer Booklet** with model answers for all end-of-unit productive activities and example answers for all 'Answers may vary' activity types in the Student's Book.
- **Variations of unit tests, mid- and end-of-course tests** give teachers options when assessing student understanding and progress.
- **Teacher Manual and Development Pack** supports your teaching with flexible lesson plans with timings for every unit.
- **Digital Workbook with videos** to assign additional practice for your students whenever you see this symbol 

RESEARCH

Unlock Third Edition is informed by consulting with a global advisory panel and comprehensive review of the material so you can be assured of the quality of every lesson.

- **extensive market research** with teachers and students to fully understand their needs throughout the course's development
- consulting **academic research** into critical thinking
- refined vocabulary syllabus using our **exclusive Corpus research** 

HOW UNLOCK WORKS

UNLOCK YOUR KNOWLEDGE

Work with a partner. Discuss the questions.

- 1 What do you think makes something 'art'?
- 2 What kind of art can you see in the photo?
- 3 What do you think is the best way to appreciate art?

Unlock your knowledge

Encourages discussion around the themes of the unit with inspiration from interesting questions and striking images.

WATCH AND LISTEN



ACTIVATING YOUR KNOWLEDGE

PREPARING TO WATCH

- 1 Work with a partner and answer the questions.
1 Have you ever tried creating your own art or designing something? If so, what method did you use? If not, why not?

Watch and listen

Features an engaging and motivating video which generates interest in the topic and develops listening skills.

LISTENING

LISTENING 1

PREPARING TO LISTEN

- 1 You are going to listen to a radio report about the work of a graffiti artist. Before you listen, read the sentences (1–8) and write the words in bold next to the definitions (a–h).
- 1 A lot of people think that graffiti is **vandalism** because it destroys how buildings look. But good graffiti can be an art form.
- 2 Good art should be a form of **self-expression**. Artists should show their own personality in everything they create.
- 3 A good painting or photo always has good **composition**. Everything in it is arranged carefully so that you can clearly see what is happening.
- 4 If you want to be an artist, you should never listen to other people's **criticism** of your work. You should create whatever you feel you need to create and ignore negative opinions.

Listening 1

Provides information about the topic and practises pre-listening, while-listening and post-listening skills. This section may also include a focus on pronunciation which will further enhance listening comprehension.

LANGUAGE DEVELOPMENT

RELATIVE CLAUSES

GRAMMAR

Relative clauses can define, describe or add extra information about nouns. Most relative clauses begin with a relative pronoun (*who*, *that*, *which*, *whose*) or a relative adverb (*where* or *when*). In the example, the relative pronoun *who* introduces more information about the subject.

*The person **who did the painting** is very creative.*
Use *who* or *that* for people.

*The artist **who/that** painted on the wall is unknown.*
Use *which* or *that* for things or ideas.

*The sculpture **which/that** was just placed in the park was created by my cousin.*
Use *when* for time.

*I went to the gallery on the day **when** the new exhibition opened.*
Use *where* for places.

Language development

Practises the vocabulary and grammar from Listening 1 and pre-teaches the vocabulary and grammar for Listening 2.

LISTENING 2

PREPARING TO LISTEN

- 1 Read the definitions. Then think about your answers to the questions below.

analyze (v) to study something in a systematic and careful way
display (v) to show something in a public place
focus on (phr v) to give a lot of attention to one particular person, subject or thing
interpret (v) to describe the meaning of something, often after having examined it in order to do so
reflect (v) to show, express, or be a sign of something
reject (v) to refuse to accept or believe something
restore (v) to return something to an earlier condition
reveal (v) to show something that was previously hidden or secret

Listening 2

Presents a second listening text on the topic, often in a different format, and serves as a model for the speaking task.

- 5 7.1 Listen again. Make notes in the table on the different opinions of each person interviewed. Compare your notes with a partner.

TAKING NOTES ON OPINION

person	opinions
Alex	
the office worker	
the police officer	
the gallery owner	
Joseph	



LISTENING 1 151

QR codes

Allow students to easily access the audio of the listening passages and activities.

SPEAKING

CRITICAL THINKING

At the end of this unit, you are going to do the speaking task below.

Have an informal debate about whether or not public money should be spent on public art.

SKILLS

Debate statements and responses

In a debate, a *statement* is an expression of a position, opinion or suggestion on the topic. A *response* is a reaction to the statement that has been made. Participants in a debate respond to an initial statement and any further responses before a decision can be reached.

UNDERSTAND

1

Look back at Exercise 6 from Listening 2 on page 158. Notice how the debate is structured. Then match the parts of a debate (1–4) to the sentences from the debate (a–d).

1 Statement

2 Response 1

3 Response 2

4 Decision

a

Let's put together a proposal.

b

I don't think public money should buy art because not everybody likes it.

c

Public money should be used to buy public art.

Critical thinking

Develops the lower- and higher-order thinking skills required for the speaking task.

PREPARATION FOR SPEAKING

LANGUAGE FOR DEBATES

SKILLS

Expressing contrasting opinions

In a debate or discussion, people may state opinions that you disagree with. If you want to persuade people that your opinion is correct or that what the other person said is untrue, you can introduce the opposing opinion and then express your own contrasting opinion using the expressions below.

Opinion the speaker disagrees with

At first glance, it looks/seems as if ... It looks like ...

Many people think (that) ... We take it for granted that ...

People tend to believe (that) ... Some people say ...

We assume (that) ... It seems like ...

People tend to believe that being an artist isn't a well-paid career.

We assume that being artistic is a skill that can't be taught.

It seems like governments are less and less interested in sponsoring the arts.

Speaker's opinion

But, in fact, ... / The fact is ... In reality, ...

However, ... The truth/fact of the matter is ...

Preparation for speaking

Presents and practises functional language, pronunciation and speaking strategies for the speaking task.

SPEAKING TASK

Have an informal debate about whether public money should be spent on public art.

PREPARE

1

Look back at the table in the Critical thinking section on page 161. Add any new reasons or evidence. Highlight your three strongest reasons – you will use them during the debate.

2

Look at the reasons and evidence you wrote for the opposing side in the Critical thinking section. Think about the facts you might put forward, and your opinions.

3

Think of ways to show that you disagree with other people's opinions. Make notes on language you can use for expressing contrasting opinions or hedging from page 164. Think also about which words you might stress.

Speaking task

Uses the skills and language learned throughout the unit to support students in producing a presentational or interactional speaking task. This is the unit's main learning objective.

OBJECTIVES REVIEW

1

Check your learning objectives for this unit. Write 3, 2 or 1 for each objective.

3 = very well 2 = well 1 = not so well

I can ...

watch and understand a video about technology in art. _____

infer opinions. _____

distinguish fact from opinion. _____

use debate statements and responses. _____

prepare for a debate. _____

use relative clauses. _____

express contrasting opinions. _____

restate somebody's point. _____

use language for hedging. _____

Objectives review

Allows learners to evaluate how well they have mastered the skills covered in the unit.

WORDLIST

analyze (v)

comment (v)

composition (n)

creativity (n)

criticism (n)

display (v)

focus on (phr v)

identity (n)

interpret (v)

reflect (v)

reject (v)

restore (v)

reveal (v)

right (n)

self-expression (n)

vandalism (n)

= high-frequency words in the Cambridge Academic Corpus

Wordlist

Lists the key vocabulary from the unit. The most frequent words used at this level in an academic context are highlighted with this icon

HOW UNLOCK WORKS 11

COMPONENTS

Unlock offers 70–90 hours per Student’s Book, which is extendable with the Digital Pack, and other additional activities in the Teacher’s Manual and Development Pack.

Unlock is a paired-skills course with two separate Student’s Books per level. For levels 1–5 (CEFR A1 – C1), these are **Reading, Writing and Critical Thinking** and **Listening, Speaking and Critical Thinking**. They share the same unit topics so you have access to a wide range of material at each level. Each Student’s Book includes access to the Digital Pack.

Unlock Basic has been developed for pre-A1 learners. **Unlock Basic Skills** integrates reading, writing, listening, speaking and critical thinking in one book to provide students with an effective and manageable learning experience. **Unlock Basic Literacy** develops and builds confidence in literacy. The Basic books also share the same unit topics and so can be used together or separately, and **Unlock Basic Literacy** can be used for self-study.

STUDENT COMPONENTS

All material in the Student’s Digital Pack (Levels 1–5) can be accessed on Cambridge One, our learning platform using the unique code printed on the inside front cover of the Student’s Book.

Resource	Description
Student’s Book with Digital Pack	<ul style="list-style-type: none">• 8 units per level (Levels 1–4); 10 units (Level 5)• QR codes for students to easily access the Class Audio• Levels 1–5 includes access to the Digital Pack:<ul style="list-style-type: none">– Interactive eBook with videos– Digital Workbook– Downloadable audio for listening activities and pronunciation (Listening and Speaking strand)– Downloadable audio for reading passages (Reading and Writing strand)• <i>Unlock Basic Skills</i> comes with downloadable audio and video (11 units)• <i>Unlock Basic Literacy</i> comes with downloadable audio (11 units)
Interactive eBook with videos	<ul style="list-style-type: none">• Levels 1–5• Digital version of the Student’s Book with auto-graded activities• Student’s Book videos for students to watch on their own
Digital Workbook with videos	<ul style="list-style-type: none">• Levels 1–5• Extension activities to further practise the language and skills learned• Additional video comprehension and extension activities that are different from the activities in the Student’s Book.

TEACHER COMPONENTS

All teacher components can be accessed on Cambridge One, our learning platform. Teachers can access the Digital Workbook with videos by creating an account. To access the Teacher’s Resources and Presentation Plus, please request an access code from your local Cambridge representative.

Resource	Description
Audio	<ul style="list-style-type: none">• Downloadable audio for listening activities and pronunciation (Listening and Speaking strand)• Downloadable audio for reading passages (Reading and Writing strand)
Teacher’s Manual and Development Pack	<ul style="list-style-type: none">• Flexible lesson plans with timings, lesson objectives and lesson observation templates• Downloadable Model Answer Booklet with model and example answers for productive skills• Supplementary classroom materials for Levels 1–4• Common student errors• <i>Developing critical thinking skills in your students</i>, a teacher development material with clear objectives, in-practice activities and opportunities for review and self-evaluation.
Teacher Development Resources	<p>Additional materials which can be used for professional development:</p> <ul style="list-style-type: none">• Peer-to-peer training workshop materials with PowerPoint presentations• In-session worksheets, trainer’s notes• Pre- and post-workshop quizzes
Presentation Plus	<ul style="list-style-type: none">• Fully interactive presentation software, with pop-up activities to type or automatically display answers• Embedded audio and video for easy access to play in class
Tests	<ul style="list-style-type: none">• Unit, mid- and end-of-course tests for the assessment of student understanding and progress

TEACHING WITH UNLOCK THIRD EDITION

This online training course gives you a thorough knowledge of how *Unlock* works, what it includes and acquaints teachers with the methodological principles behind the course.

UNIT 1

GLOBALIZATION

LEARNING OBJECTIVES

Watch and listen

Watch and understand a video about the World Trade Organization.

Listening skill

Activate prior knowledge.

Critical thinking

Analyze and use data in pie charts; use data to support an argument.

Grammar

Use modals of present and past probability.

Speaking skills

Present data; describe a pie chart; draw conclusions from data.

Speaking task

Give a presentation using data from a pie chart.



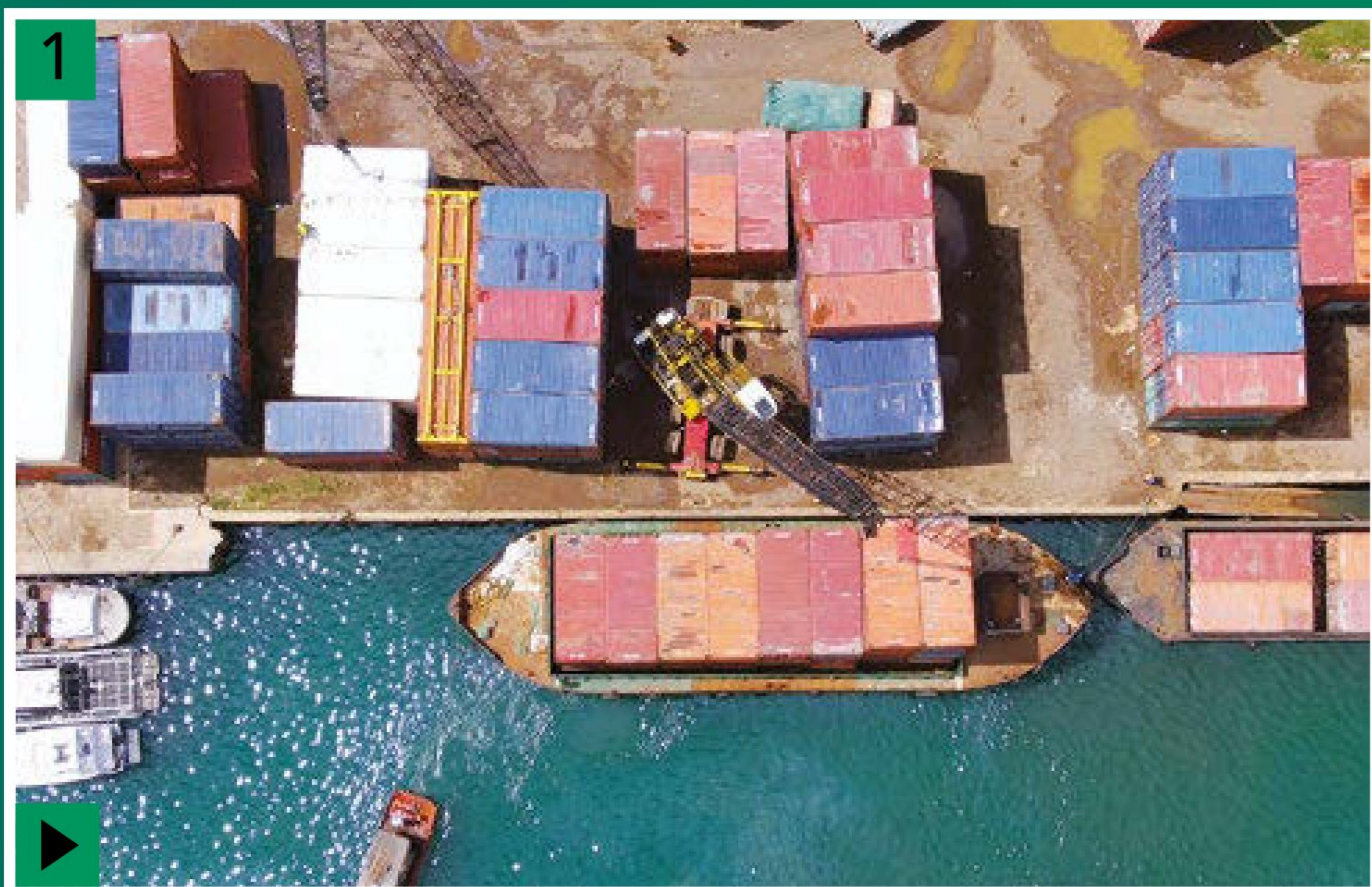


UNLOCK YOUR KNOWLEDGE

Work with a partner. Discuss the questions.

- 1 Do you think it's good that we can find very similar stores, restaurants or cafés in almost every country? Why / Why not?
- 2 Given a choice, would you prefer to try food from your own country or food from other places? Is the same true for music, TV and films?
- 3 How many international stores or places to eat are there where you live? Was it the same when your parents were your age?

WATCH AND LISTEN



ACTIVATING YOUR KNOWLEDGE

PREDICTING CONTENT USING VISUALS

PREPARING TO WATCH

1 Work with a partner and answer the questions.

- 1 What does your country sell to other countries? What does it buy from them?
- 2 What can make it difficult for one country to trade with another?
- 3 Do you prefer to buy local products or products from abroad? Why?

2 You are going to watch a video about the World Trade Organization. Before you watch, look at the photos from the video. Discuss the questions with your partner.

- 1 What can you see in each photo?
- 2 What kind of things do you think might influence a country's ability to trade with other countries?
- 3 What organizations or groups do you know that work to make international trade easier?

GLOSSARY

barrier (n) something that prevents something else from happening or makes it more difficult

cost of living (n phr) the amount of money a person needs to live

customs procedures (n phr) official actions deciding what products can or can not enter or leave a country

food security (n phr) the fact that a place is able to make or get enough food to feed its people

red tape (n phr) official rules that seem unnecessary and make things harder or slower

reform (v) to improve a law or system, making it more modern or effective



WHILE WATCHING

3 Watch the video. Write *T* (true) or *F* (false) next to the statements below. Then compare your answers with a partner.

- _____ 1 The World Trade Organization (WTO) includes every country in the world.
- _____ 2 Countries join the WTO to increase their trade opportunities.
- _____ 3 Countries need to collaborate to make decisions about WTO rules.
- _____ 4 Only large corporations benefit from the WTO. The main aim of the WTO is to help large businesses do better.

4 Watch again and make notes on these WTO aims. Then discuss the questions with a partner.

A Removing barriers to international trade

What are the possible results of this? ⁽¹⁾ _____

How can this benefit individual countries? ⁽²⁾ _____

How can this benefit consumers? ⁽³⁾ _____

B Being able to operate freely across borders

Who benefits from simpler customs procedures? ⁽⁴⁾ _____

What are the possible results? ⁽⁵⁾ _____

C Reforming agricultural trade rules

Who benefits? ⁽⁶⁾ _____

What are the possible results? ⁽⁷⁾ _____

DISCUSSION

5 Discuss the questions below with a partner.

- 1 What are the possible benefits of raising the living standards of everybody in the world? Are there any possible drawbacks?
- 2 What new technologies might affect trade in the future?

UNDERSTANDING
MAIN IDEAS

UNDERSTANDING
DETAIL

LISTENING

LISTENING 1

PREPARING TO LISTEN

1 Read the sentences (1–7). Write the correct form of the words in bold next to the definitions (a–g).

- 1 A lot of people only **purchase** fruit and vegetables that are grown locally, to help the environment.
- 2 Most **consumers** don't bother reading the labels on food products before they buy them.
- 3 My country **produces** a lot of food that gets sold in other countries.
- 4 My country **imports** most of its fresh fruit from abroad.
- 5 Scientists aren't doing enough to **investigate** solutions to or ways of controlling climate change.
- 6 Nowadays, it's easy to find a range of both home-grown foods and foods from **overseas** in the shops.
- 7 In my country, there are large **greenhouses** for growing fresh fruit and salad all year round.

- a _____ (v) to buy something
- b _____ (adv) in, from, or to other countries
- c _____ (n) somebody who buys or uses goods or services
- d _____ (v) to bring products in from another country to sell or use
- e _____ (n) a building used to grow plants that need constant warmth and protection
- f _____ (v) to create something or bring it into existence
- g _____ (v) to carefully examine something, especially to discover the truth about it

2 Work with a partner and discuss the sentences in Exercise 1. To what extent do you think each one is true?

UNDERSTANDING KEY VOCABULARY

SKILLS

Activating prior knowledge

Thinking about what you already know about the topic before you listen can help you connect it to your own personal experiences or past studies. It can also help you to predict what information you might hear or to think about what you might like to know about the topic.

You can activate your prior knowledge by asking questions about the topic, looking at photos related to the topic, thinking about the title of the lecture or talk, or talking with a classmate about the topic.

You can ask questions such as:

- What do I already know about this topic?
- What experiences have I had that relate to this topic?
- What have I read or heard about this topic before?
- What do I think about this topic?

Activating prior knowledge will make it easier to understand key information when you listen the first time. It can also help you evaluate the information, based on what you already know.


- 3 Work in groups. How much thought do you give to where your food comes from and how it gets to your local shops? Do you think you are typical of most consumers?



- 4 You are going to listen to a radio programme called *The 51,500-kilometre fruit salad*. Before you listen, work with a partner and discuss the questions below. Give reasons for your opinions.

- 1 Based on the title, what do you think the programme will be about?
- 2 Do you think the programme is likely to approach the subject in a mostly positive or a mostly negative way?
- 3 What are some of the possible positive and negative arguments it could include?

WHILE LISTENING

- 5  1.1 Listen to the programme. Does it mention any of the arguments that you thought of in Exercise 4?
- 6 Discuss the main arguments included in the programme with a partner. Which were negative arguments and which were positive?

Positive: We can taste food from different cultures around the world without leaving the country.

USING YOUR KNOWLEDGE

LISTENING FOR MAIN IDEAS



TAKING NOTES
ON DETAIL

7  1.1 Listen again and complete the student's notes.

Name of programme: *The 51,500-kilometre fruit salad*

Main topic: ⁽¹⁾ _____

Customer being interviewed is buying more fruit and vegetables in order to eat more healthily.

Item	tomatoes	⁽²⁾ _____	grapes	blueberries	⁽⁷⁾ _____
Country of origin	Morocco	Colombia	⁽⁴⁾ _____	Argentina	New Zealand
Kilometres travelled	3,500	⁽³⁾ _____	⁽⁵⁾ _____	⁽⁶⁾ _____	18,800

Total km travelled: 51,500 km – all because of a very long ⁽⁸⁾ _____.

A ⁽⁹⁾ _____ is given as an example of something produced locally, but is still transported as much as ⁽¹⁰⁾ _____ km to be packaged in one of a supermarket's many large factories.

- 8 The information in Exercise 7 is about products which are imported to and sold in the UK. Which of these statements are true about products sold in your country? Compare ideas in small groups.
- 1 Imported products are cheaper than products that are grown locally.
 - 2 Locally grown food is always environmentally friendly.

POST-LISTENING


SKILLS

Expressing opinion


Sometimes people make straightforward statements to express their opinions, but sometimes you have to look for meanings that the author wants the reader to understand, but doesn't say directly. This is known as 'reading between the lines'.

MAKING
INFERENCES



9  1.2 Listen to the short extracts from the radio programme. Choose the statement (a–c) which best matches the reporter's opinion.

- 1 a Cheap food can have hidden negative effects.
b Cheap food costs less for consumers.
c Cheap food is better for the environment.
- 2 a Shipping fruit by air is a good thing.
b Shipping fruit by air is not environmentally friendly.
c Shipping fruit by air is cheap and easy.
- 3 a Shipping fruit around the world might contribute to global warming.
b The price of fruit at the supermarket is too high because of air travel.
c If we don't eat enough locally grown fruit, we won't be healthy.

- 10  1.2 Listen again. Discuss with a partner whether you think the reporter states their opinion directly, or whether you have to 'read between the lines'.


PRONUNCIATION FOR LISTENING

Consonant clusters

A consonant cluster is a group of consonant sounds without a vowel between them, for example /gr/ or /spl/.


Mixtures of consonant sounds (which may contain a silent vowel) can cause problems with note-taking. If you mishear the speaker, you might write the wrong word.

Consonant clusters can be heard at the start of a syllable (grow, fly, cross), at the end of a syllable (costst, pastst, findnd) or where two syllables meet (confuse). They can appear more than once in the same word (transported, impact). Remember to think about the way the word is pronounced, not the way it is written. For example, several has the consonant cluster /vr/ because the middle vowel is not pronounced.

- 11  1.3 Listen to the consonant clusters in these sentences. Write the word the speaker says. Then repeat the sentences.

- 1 These agricultural products are already going _____.
- 2 We _____ many kinds of tea on this plantation.
- 3 The police regularly _____ illegal imports.
- 4 The company _____ more crops overseas last year.
- 5 There's often a big _____ between the taste of local food and food that's been imported.
- 6 _____ the crops causes air pollution.
- 7 The products pass through _____ easily.
- 8 I want to know why these routes _____ more.



- 12  1.4 Listen and complete the student's notes. Make sure you read through the completed notes to check your answers make sense in the context.



There hasn't been much support from the ⁽¹⁾_____ over the issue of imported agricultural crops. There are ⁽²⁾_____ issues with this. ⁽³⁾_____, nearly a ⁽⁴⁾_____ of all imported fruit cannot grow in our ⁽⁵⁾_____. Secondly, the ⁽⁶⁾_____ should help our own farmers rather than foreign growers. Finally, we should not fall into the ⁽⁷⁾_____ of not ⁽⁸⁾_____ enough food. What would happen if it didn't rain and we were ⁽⁹⁾_____ with a food shortage?

- 13 Work with a partner. Circle the words in Exercise 12 which you think contain consonant clusters. Practise saying these words. Which do you think are the most difficult to say?

DISCUSSION

14 Discuss these statements with a partner. How many arguments can you think of to support each one?

- 1 Supermarkets are providing a valuable service in allowing us to buy a variety of food all year round, at affordable prices.
- 2 Imported food from far away is harmful to the planet.

15 Write two paragraphs on the topics below. At the start of each paragraph, state the topic, then provide two or three supporting arguments. Share your paragraphs with other students.

- Paragraph 1: People should be able to buy a variety of affordable food all year round.
- Paragraph 2: However, there is an environmental cost to importing food from distant countries.

16 Work in groups. Discuss any solutions you can think of to the problems you described in Exercise 15.

I think we should continue to import food from other countries, but where possible, we should ...

LANGUAGE DEVELOPMENT

MODALS OF PRESENT AND PAST PROBABILITY

GRAMMAR

You can use modals to show how sure or unsure you are of something in the present or the past.

In the present, use a modal + infinitive. In the past, use a modal + *have* + past participle.

If you are very certain something is true:

Use *must* when there is strong evidence for something, or when you think there is only one logical conclusion.

*These avocados **must be** from Mexico. The label says 'avocados from Mexico'. (present)*

*These avocados **must have come** from Mexico. I saw the delivery come in yesterday from Mexico. (past)*

If you are not sure if something is true:

When you think something is possible, but you are not sure, use *may (not)*, *might (not)* or *could*.

*The company **could be** British, but I'm not really sure. (present)*

*The supermarket **might have imported** the bananas from Colombia. (past)*

*Eun Sook **may not have worked** in the UK before. (past)*

Don't use *can* + infinitive to say that something is possible. Use *could* instead.

Don't use contracted forms of *may not* or *might not*.