

Listening, Speaking
& Critical Thinking

UNLOCK

5

STUDENT'S BOOK
WITH DIGITAL PACK

THIRD EDITION

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MAP OF THE BOOK

UNIT	VIDEO	LISTENING	VOCABULARY	
1 CONSERVATION Listening 1: A lecture about sustainable agriculture (Ecology/Environmental science) Listening 2: A panel discussion about climate change (International development/Ecology)	Saving Indonesia's birds of paradise one village at a time	<u>Key listening skills:</u> Listening to introductions Identifying rhetorical questions as signposts <u>Additional skills:</u> Using your knowledge Listening for main ideas Taking notes on detail Summarizing <u>Pronunciation for listening:</u> Intonation of complete and incomplete ideas	Language for assigning credit and blame or responsibility	
2 DESIGN Listening 1: A presentation on 3-D printing (Design/Manufacturing) Listening 2: A presentation on planned obsolescence (Manufacturing/Marketing)	Designer bikes become showcase for social status	<u>Key listening skills:</u> Using a table to take notes on main ideas and detail Reviewing and organizing notes <u>Additional skills:</u> Understanding key vocabulary Predicting content using visuals Taking notes on main ideas and detail <u>Pronunciation for listening:</u> Word stress	Using cause-and-effect phrases	
3 PRIVACY Listening 1: A moderated forum on individual privacy and law enforcement (Law/Ethics) Listening 2: A public presentation about internet security and privacy (Information technology/Marketing)	Cybersecurity	<u>Key listening skills:</u> Listening for facts and supporting information Listening for opinion <u>Additional skills:</u> Using your knowledge Making inferences Taking notes on main ideas and detail Synthesizing <u>Pronunciation for listening:</u> Sentence stress	Collocations (the internet and the law)	
4 BUSINESS Listening 1: A lecture about disruptive innovation (Business) Listening 2: A presentation on US non-profit organizations (Management)	Ugandan tech start-up caters to local markets	<u>Key listening skills:</u> Listening for definitions Understanding figurative language Identifying figurative language <u>Additional skills:</u> Understanding key vocabulary Taking notes on main ideas and detail <u>Pronunciation for listening:</u> Pausing and thought groups	Academic alternatives	
5 PSYCHOLOGY Listening 1: A planning session for a group presentation on the psychology of first impressions (Psychology) Listening 2: A lecture on navigation techniques and the brain (Psychology/Neurology)	New virtual reality game helping to fight against dementia	<u>Key listening skills:</u> Listening for generalizations and summaries Listening for dependency relationships <u>Additional skills:</u> Using your knowledge Understanding key vocabulary Making inferences <u>Pronunciation for listening:</u> Emphasis	Academic word families	

	GRAMMAR	CRITICAL THINKING	SPEAKING
	Parallel structure in comparisons	Analyzing issues	<u>Preparation for speaking:</u> Challenging other points of view <u>Pronunciation for speaking:</u> Intonation of complete and incomplete ideas <u>Speaking task:</u> Have an informal debate about the mission of national parks.
	Degree expressions	Evaluating pros and cons	<u>Preparation for speaking:</u> Acknowledging other arguments <u>Pronunciation for speaking:</u> Stress in compound nouns and noun phrases <u>Speaking task:</u> Give a group presentation about a product designed for obsolescence.
	Subject-verb agreement with quantifiers	Eliciting information via surveys Analyzing data	<u>Preparation for speaking:</u> Presenting survey data Presenting conclusions from research <u>Pronunciation for speaking:</u> Question intonation <u>Speaking task:</u> Give a presentation of the data you have gathered from a survey and your conclusions.
	Emphasizing and contrasting	Persuading your audience in a business presentation	<u>Preparation for speaking:</u> Mission statements Crafting a pitch <u>Speaking task:</u> Make a pitch for investment or donations to get a new venture started.
	Noun clauses with <i>wh</i> -words and <i>if/whether</i>	Synthesizing information from multiple sources	<u>Preparation for speaking:</u> Talking about research Incorporating visual support <u>Speaking task:</u> Give a group presentation with visual support about research on an aspect of human behaviour.

UNIT	VIDEO	LISTENING	VOCABULARY	
6 CAREERS Listening 1: A presentation by a careers advisor for Computer science students (Education/ Human resources) Listening 2: A workshop about job interview skills (Business/ Education/Human resources)	Changing work patterns	<u>Key listening skill:</u> Making inferences <u>Additional skills:</u> Using your knowledge Understanding key vocabulary Listening for main ideas Taking notes on detail Synthesizing <u>Pronunciation for listening:</u> Reduction of auxiliary verbs	Emphatic expressions of belief and certainty	
7 HEALTH SCIENCES Listening 1: A talk about lab-grown meat Listening 2: A community meeting about water quality (Environmental management/ Politics)	Ultra-processed foods	<u>Key listening skills:</u> Taking unstructured notes as you listen Identifying persuasive appeals <u>Additional skills:</u> Using your knowledge Predicting content using visuals Taking notes on main ideas and detail Summarizing Taking notes on detail Synthesizing <u>Pronunciation for listening:</u> Contrastive stress	Adjectives of strong disapproval	
8 COLLABORATION Listening 1: A training session on group dynamics and the 'bad apple' effect (Business/Sociology/ Human resources) Listening 2: A class discussion about two systems for decision making (Business/Politics/Law/ Ethics)	Collaboration in the electric vehicle industry	<u>Key listening skill:</u> Using proverbs to illustrate larger ideas <u>Additional skills:</u> Using your knowledge Understanding key vocabulary Summarizing Taking notes on detail Making inferences Taking notes on main ideas <u>Pronunciation for listening:</u> Connected speech: linking words with vowels	Dependent prepositions	
9 TECHNOLOGY Listening 1: A lecture about the adoption cycle of new technology (Sociology/Business/Technology/ Marketing) Listening 2: A seminar about the impact of AI on employment (Computer science: AI/Ethics)	First anthropomimetic robot	<u>Key listening skills:</u> Listening for examples Supporting speculation <u>Additional skills:</u> Understanding key vocabulary Predicting content using visuals Listening for main ideas Listening for detail Synthesizing <u>Pronunciation for listening:</u> Connected speech: elision	Negative prefixes	
10 LANGUAGE Listening 1: A university seminar about machine translation (Linguistics/Computer Science) Listening 2: A research interview with a non-native English teacher (Education)	How a child learns to speak	<u>Key listening skill:</u> Noting down follow-up questions <u>Additional skills:</u> Understanding key vocabulary Using your knowledge Listening for main ideas Making inferences Taking notes on main ideas and detail Synthesizing <u>Pronunciation for listening:</u> Connected speech: linking	Phrasal verbs about communication	

	GRAMMAR	CRITICAL THINKING	WRITING
	Degree expression with <i>so ... that; such a ... that</i>	Understanding job descriptions	<u>Preparation for speaking:</u> Body language Presenting yourself in a job interview <u>Speaking task:</u> Participate in a mock job interview.
	Establishing cohesion with <i>so</i> and <i>such</i>	Understanding motivation	<u>Preparation for speaking:</u> Inclusive language <u>Pronunciation for speaking:</u> Emphasis for emotional appeal <u>Speaking task:</u> Participate in a meeting to discuss whether a fast-food restaurant should open at a local commercial complex.
	<i>Wh-</i> clefts	Evaluating options	<u>Preparation for speaking:</u> Steps for consensus building Collaborative language: suggestion and concession <u>Speaking task:</u> Participate in a consensus-building decision- making task to decide on future food service operations at your college or university.
	Hypothetical future	Providing supporting detail	<u>Preparation for speaking:</u> Leaving and returning to the topic Asking for clarification and confirmation <u>Pronunciation for speaking:</u> Assimilation in connected speech <u>Speaking task:</u> Take part in a group discussion about the future of specific professions.
	Complex gerunds and infinitives	Asking appropriate and productive questions	<u>Preparation for speaking:</u> Interrupting and handling questions <u>Pronunciation for speaking:</u> Intonation when interrupting <u>Speaking task:</u> Conduct an in-depth semi-structured interview about learning English.

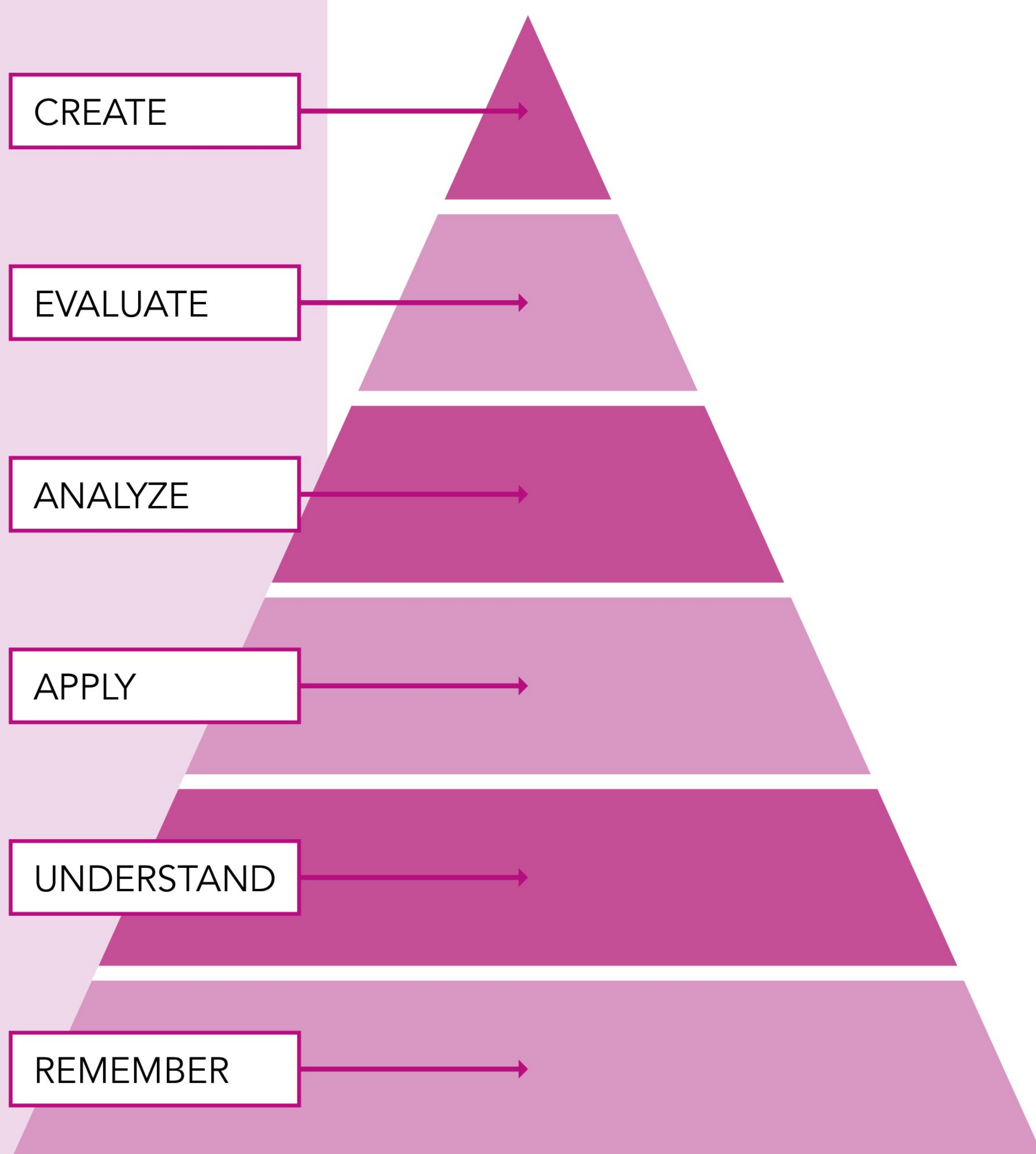
YOUR GUIDE TO UNLOCK

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 Look at the picture. How popular would you say this kind of meal is in your country? What impacts can such meals have on people's health and on the environment?
- 2 Are you aware of any new products that are being developed and which have the potential to make people healthier?
- 3 In what ways might the place where a person is born affect their health throughout their life?

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 to put these foods and drinks into the correct group. Then add one more to each group.

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 talk about lab-grown meat. Before you listen, work with a partner and decide if you think the following statements (1–6) are true or false. Give reasons for your answers.
 - 1 Meat and fish are higher in protein than most other foods.
 - 2 One tenth of all food grown on earth is fed to farm animals.
 - 3 Britain's National Health Service recommends that people who eat 70g of red or processed meat each day increase this to at least 90g.
 - 4 About 80 billion land animals are slaughtered each year for human consumption.
 - 5 Antibiotics fed to animals are known to be harmful when consumed by humans.
 - 6 Research from Oxford University says that a 90% reduction in

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

ESTABLISHING COHESION WITH SO AND SUCH

GRAMMAR

Cohesion refers to the use of grammatical structures and words to make links within a text. There are many ways to establish cohesion. One way is to use the words so and such to link new information with ideas that came earlier in a text or conversation.

So

So is often used to avoid repeating a phrase. It is used with be or a modal or auxiliary verb, often do.

*While we may feel uneasy about eating meat, many of us continue to **do so** anyway.*
(Many of us continue to eat meat.)

*Many people who give up meat feel that by **doing so**, they are helping to improve animal welfare.*
(By giving up meat, they are helping to improve animal welfare.)

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 You are going to listen to a moderated community meeting about water quality. Work with a partner. Answer the questions.
 - 1 What do the photographs show?
 - 2 What do you know about the safety of your drinking water?
 - 3 What health problems can unsafe drinking water cause?



Listening 2

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

- 4 7.6 Listen to the community meeting. Check your predictions in Exercise 3. Then complete the cause-and-effect chain (a–d) below with the items in the box.

behavioural and cognitive problems damaged pipes
contaminated water lead poisoning

Swansbeck changed
water source

water supply more
acidic

a

b

c

d

LISTENING FOR MAIN IDEAS



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.

Participate in a meeting in which you discuss whether a fast-food restaurant should open at a local commercial complex. You will each take on the role of somebody involved with and/or affected by this decision.

SKILLS

Understanding motivation

Controversial issues can often provoke emotional responses because the stakes are high. If you want to understand a person's point of view, it is useful to understand their motivation – what they want and what makes them behave as they do. Understanding the motivation of all parties in a situation can help you anticipate and challenge others' points of view. It may also help you to persuade others to adopt your position.

ANALYZE

1 Study the facts and figures and read the article about a country on page 161. Then work in small groups and answer the questions.

1 How favourable is the market for fast-food restaurants? What approximate level of growth between 2008 and 2023 is shown in

Critical thinking

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

SPEAKING TASK

Participate in a meeting in which you discuss whether a fast-food restaurant should open at a local commercial complex. You will each take on the role of somebody involved with and/or affected by this decision.

PREPARE

1 Review your talking points from Critical thinking, Exercise 6 on page 163 and the challenges that you anticipate.

2 Refer to the Task checklist as you prepare for your discussion.

TASK CHECKLIST	✓
Make a statement which clearly expresses your position.	
Use adjectives of strong emotion where appropriate.	
Use contrastive stress where appropriate.	

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.

WORDLIST

aghast (adj)

dismayed (adj)

livestock (n)

appalled (adj)

dreadful (adj)

minimal (adj)

appalling (adj)

economy of scale

obesity (n)

atrocious (adj)

(n phr)

outraged (adj)

compromise (v)

horrified (adj)

outrageous (adj)

concentration

humane (adj)

property (n)

(n)

hygiene (n)

shocked (adj)

contaminate (v)

incidence (n)

shocking (adj)

correlation (n)

infectious (adj)

deplorable (adj)

intervene (v)

= high-frequency words in the Cambridge Academic Corpus

PREPARATION FOR SPEAKING

INCLUSIVE LANGUAGE

When speakers want to persuade others, they often try to include listeners in the perspective they are taking. They may use the pronouns *we*, *us*, *our* and *everybody*. Using inclusive language can make people more willing to listen to your argument.

If *we* want to prevent this from happening in the future, we need to know what happened.

Perhaps he can answer *our* questions.

Fast food is poisoning *our* young people.

Now *everybody* eats burgers and fried fish. *Everybody* I know is on medication.

They may suggest that they are just like their listeners.

Like all of you, I want to know why ...

They may address their listeners directly.

So, what do *you* think? What kind of life do they have to look forward to?

1 Work with a partner. Rewrite the sentences below with more inclusive language.

1 The testing procedures are unsuitable, and the laboratory has

Preparation for speaking

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

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 ultra-processed food.

make unstructured notes as I listen.

identify persuasive appeals.

understand motivation.

establish cohesion with *so* and *such*.

use inclusive language.

participate in a community meeting about a local health controversy.

2 Use the *Unlock Digital Workbook* for more practice with this unit's

Objectives review

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

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

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	• 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: – 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	• 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	• 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	• 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	• 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	Additional materials which can be used for professional development: • Peer-to-peer training workshop materials with PowerPoint presentations • In-session worksheets, trainer’s notes • Pre- and post-workshop quizzes
Presentation Plus	• 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	• 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

CONSERVATION

LEARNING OBJECTIVES

Watch and listen

Watch and understand a video about endangered birds in Indonesia.

Listening skills

Listen to introductions; identify rhetorical questions as signposts.

Critical thinking

Analyze issues.

Grammar

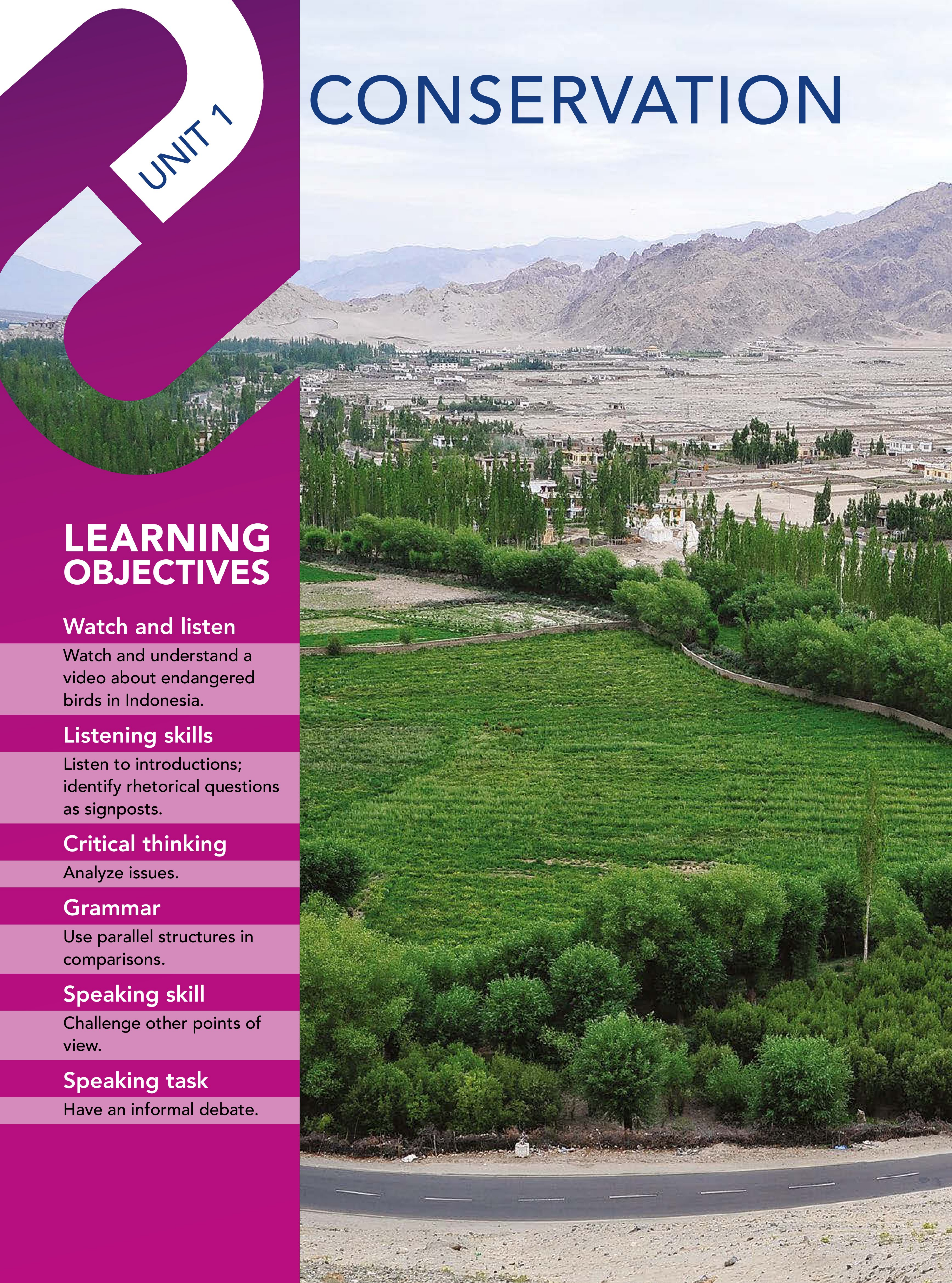
Use parallel structures in comparisons.

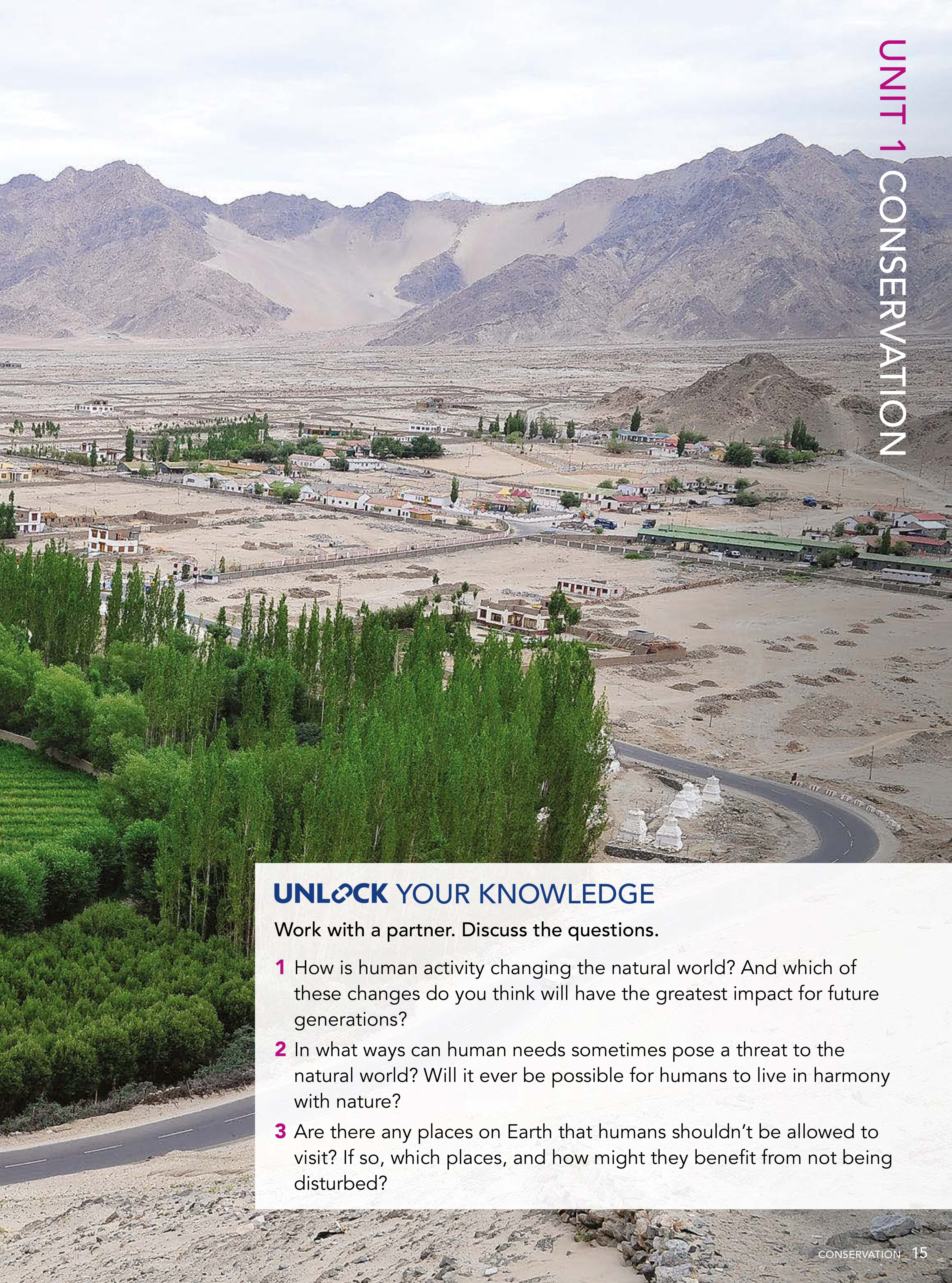
Speaking skill

Challenge other points of view.

Speaking task

Have an informal debate.





UNLOCK YOUR KNOWLEDGE

Work with a partner. Discuss the questions.

- 1 How is human activity changing the natural world? And which of these changes do you think will have the greatest impact for future generations?
- 2 In what ways can human needs sometimes pose a threat to the natural world? Will it ever be possible for humans to live in harmony with nature?
- 3 Are there any places on Earth that humans shouldn't be allowed to visit? If so, which places, and how might they benefit from not being disturbed?

WATCH AND LISTEN



ACTIVATING YOUR KNOWLEDGE

PREDICTING CONTENT USING VISUALS

UNDERSTANDING MAIN IDEAS

PREPARING TO WATCH

- 1 Work with a partner. Discuss the questions.
 - 1 Which species of wild animals are common in your country?
 - 2 Do you know of any popular species of wild animal which are endangered? How can humans protect them?
- 2 You are going to watch a video about an endangered species of bird of paradise. Before you watch, look at the photos from the video. Discuss the questions with your partner.
 - 1 What part of the world do you think this species of bird of paradise comes from? What kind of habitat does it live in?
 - 2 What do you think is happening in the third picture? What other threats might there be to this species' survival?
 - 3 What do you think environmentalists are doing to protect them?

GLOSSARY

destructive (adj) causing damage

logging (n) the activity of cutting down trees in order to use their wood

plantation (n) a large farm, on which a particular type of crop is grown

treasure (v) to take great care of something because it's important to you

illicit (adj) illegal

smuggle (v) to take things into or out of a place secretly and often illegally

WHILE WATCHING

- 3  Watch the video. Which statement best summarizes the main idea?
 - a There are many ways that humans are causing *cendrawasih* numbers to fall, but only one hope for saving them.
 - b Illegal human activities are damaging the *cendrawasih*'s habitat and in future it is likely that they will only be seen in books and zoos.



4 Watch again. Write *T* (true) or *F* (false) next to the statements below. Correct the false statements.

- _____ 1 The *cendrawasih* bird of paradise is commonly seen in the Indonesian jungle.
- _____ 2 The forest where the *cendrawasih* lives is being destroyed.
- _____ 3 The *cendrawasih* is the only species of bird of paradise found in Indonesia.
- _____ 4 It is illegal to catch and sell tropical birds.

5 Watch again. Complete the student notes with one word in each gap.

<i>threats to the cendrawasih</i>	<i>conservation</i>
(1) _____ in danger because of	Papua has 1/3 of Indonesia's
(2) _____ human activities:	(7) _____ rainforests.
• Illegal ⁽³⁾ _____	Environmentalists want to:
• Conversion from rainforest to	• save the bird's habitat
(4) _____ plantations	• improve the local ⁽⁸⁾ _____.
Sales of birds of paradise are	Birdwatchers = jobs for local people
(5) _____ but birds are often	• women cook
illegally ⁽⁶⁾ _____ abroad.	• men provide ⁽⁹⁾ _____

DISCUSSION

6 Work in a small group. Discuss the questions.

- 1 What do you think are the main challenges for environmentalists who want to protect endangered species in the rainforests?
- 2 Do you think that it is more important to protect some endangered species than others? Why / Why not?

UNDERSTANDING DETAIL

LISTENING

LISTENING 1

PREPARING TO LISTEN

1 Read the sentences. Write the words in bold (1–8) next to their definitions (a–h) below.

- 1 Even after years of farming, the soil remains **fertile** and produces successful crops every year.
- 2 Technology has allowed farmers to get much higher **yields** from their crops than in the past.
- 3 About ten percent of the global population suffers from serious hunger and, without help, many will die of **starvation**.
- 4 Dark green, leafy vegetables are full of important **nutrients** that are difficult to obtain from other sources.
- 5 In warm tropical climates, both flowers and insects are **abundant**.
- 6 We need to find a **viable** alternative to traditional agriculture, which isn't sustainable.
- 7 The shift in population from the countryside to cities has resulted in the **conversion** of a great deal of farmland into suburbs.
- 8 Before you plant the trees, you need to dig a deep hole and then **loosen** the soil all around it so the roots have plenty of room.

- a _____ (v) to make something less firm or tight
- b _____ (adj) more than enough; existing in large amounts
- c _____ (n) the process of changing from one thing to another
- d _____ (n) death or terrible suffering due to a lack of food
- e _____ (n) the amount that is produced of something, such as a crop
- f _____ (adj) able to succeed
- g _____ (adj) rich; able to produce good-quality crops
- h _____ (n) substances that a plant or animal needs to live and grow

2 You are going to listen to a lecture on whether sustainable agriculture is a viable option. Before you listen, work with a partner and complete the tasks.

- 1 What do you think the term *sustainable agriculture* means?
- 2 Read the statements below and try to work out the meanings of the terms in italics. Use a dictionary or look online to check your ideas.

If fields are not designed well, wind and rain can cause *erosion* of the soil. The top layer of soil may completely disappear.

erosion: _____

UNDERSTANDING
KEY VOCABULARY

USING YOUR
KNOWLEDGE

One way to improve the *retention* of nutrients in the soil is to *diversify* crops. For example, a farmer can grow different crops in a particular field every year, instead of only corn or wheat year after year.

retention: _____

diversify: _____

Listening to introductions

The introduction to a lecture can provide valuable information. Speakers often give a preview of what they plan to talk about (the *topic*) and the order in which they will discuss the points (the *structure*).

WHILE LISTENING

3  1.1 Listen to the introduction to the lecture. Circle all the correct answers to each question.

- 1 What details about high-yield agriculture are presented?
 - a the need for chemical fertilizers
 - b the use of irrigation systems to bring water to the crops
 - c the use of heavy equipment
 - d the use of pesticides to kill insects
 - e an increase in wheat production
 - f reduced labour requirements
- 2 What have been the benefits of the green revolution?
 - a high crop yields
 - b better soil
 - c more food for more people
 - d conservation of resources
- 3 What do you think the speaker will discuss next?
 - a more benefits of intensive agriculture
 - b the negative impact of intensive agriculture
 - c how we can improve agricultural practices
 - d who deserves credit for the green revolution



Identifying rhetorical questions as signposts

A rhetorical question is a question form that is used to make a point, rather than to get an answer. It is usually followed by important information. The speaker may expand on a point, provide an explanation or reason, or give examples. Speakers often use rhetorical questions to introduce their opinion about some piece of information they are presenting. Using rhetorical questions is somewhat less direct than expressing the same idea in a statement.

LISTENING FOR
MAIN IDEAS



TAKING NOTES
ON DETAIL

LISTENING
FOR TEXT
ORGANIZATION

4 1.2 Read the questions and then listen to the rest of the lecture. Answer the questions. Write the main ideas.

1 So what is intensive farming, and what happens when we farm intensively?

Intensive farming involves _____.

The advantage is _____.

The disadvantage is _____.

2 What are the most important resources in agriculture?

3 Now, what are some other advantages of practices like crop rotation and the use of cover crops?

4 So why doesn't everybody in the world just switch to sustainable practices? _____

5 1.2 Listen again and complete the student's notes.

I. Soil

1 *Original quality of the soil declines because* _____

2 *To replace lost nutrients, farmers use* _____

3 *Three alternative approaches:* _____

4 *Another problem with soil quality is* _____

5 *Causes:* _____

II. Water

6 *Agriculture uses* _____% _____

7 *The two main sources of water:* _____

8 *Two approaches to conserving water / reducing erosion:* _____

POST-LISTENING

6 Circle the statement (a–c) that best matches the speaker's opinion on each topic (1–4).

1 Intensive farming

a It has been a huge success. With future technological advances, we can make it even more successful.

b It has been beneficial, but it is not worth the environmental cost.

c It has been very successful, but it's time to consider its pros and cons.

- 2 Farming that specializes in one crop
 - a It is very efficient.
 - b It is not sustainable.
 - c It is not very practical.
- 3 Water
 - a Agriculture uses too much water.
 - b Agricultural use of water is likely to increase.
 - c Rain will never provide enough water for agriculture.
- 4 Sustainable farming
 - a It is a better option than conventional farming.
 - b It is just as practical as conventional farming.
 - c It will replace conventional farming.

PRONUNCIATION FOR LISTENING

Intonation of complete and incomplete ideas

It is important to listen not just to what speakers say, but to *how* they say it. Intonation is the pitch, or rise and fall, of the voice. Changes in intonation can change meaning. In English, intonation that falls to a low level shows that an idea is complete. Intonation that rises or intonation that falls only slightly can show that an idea is incomplete and the speaker intends to say more.

7 1.3 Listen. Are the speaker's ideas complete (C) or incomplete (I)?

- 1 I want to talk about some issues _____
- 2 Let's start by talking about natural resources _____
- 3 I'm a professor of Agricultural Science now _____
- 4 These farmers are using animal waste _____
- 5 They're also rotating crops _____
- 6 Diversifying crops can reduce the number of pests _____
- 7 It's hard to talk about soil _____
- 8 This practice is not sustainable _____



DISCUSSION

8 Work with a partner. Discuss the questions.

- 1 Would you be willing to pay more for food if it were grown using sustainable agricultural practices? Why / Why not?
- 2 All over the world, people have been leaving their farming communities and moving to cities. What impact might this have on sustainable agriculture?

9 Write a summary of your discussion about the two questions in Exercise 8. What are your conclusions? Write 150–200 words.



LANGUAGE DEVELOPMENT

PARALLEL STRUCTURES IN COMPARISONS

GRAMMAR

When using comparisons, it is important to make clear exactly which items are being compared. Otherwise, statements can be ambiguous, e.g.:

*Chemical fertilizers **cause** more damage than erosion.*

This could either mean that chemical fertilizers cause more damage than they do erosion, or that erosion causes less damage than chemical fertilizers.

Adding a verb after *than* makes it clearer.

*Chemical fertilizers **cause** more damage than erosion **causes / does**.*

It is also possible to use a different verb tense after *than*:

*The manufacturer **is producing** more petrol cars now than they **will** in the future / than they **used to**.*

The two parts of a sentence that use similar grammar like this can be referred to as **parallel structures**.

Comparisons of nouns inside a prepositional phrase (e.g. *price of organic vegetables*) often require repetition of the noun in the phrase in order to be clear.

*The price of organic vegetables is higher than **the price of** conventionally grown vegetables.*

In order to avoid repeating the noun, you can use a pronoun instead:

*The price of organic vegetables is higher than **that** of conventionally grown vegetables.*

1 Put the words in order to make sentences with parallel structures.

- 1 it was / 1.1 degrees / The Earth / in the 1880s. / is now /
an average of / warmer than
- 2 those / Carbon emissions / are five times / from road transport /
higher than / from flying.
- 3 more electricity / about two times / currently produces. /
Globally, / hydropower produces / than wind
- 4 by 2050 / Emissions / unless food production methods are
reformed. / from food production / than they / could be 40%
higher / are now

2 Rewrite the non-parallel sentences so that they are clear.

- 1 Wind is expected to cause more coastal flooding than rain.
- 2 Farms take up a greater percentage of the land in Turkey than Saudi Arabia.
- 3 Some people say farmers should not grow almonds because they need more water than wheat and other grains.
- 4 The costs of labour in organic farming are higher than traditional farming techniques.

3 Write three comparison sentences using the information in the table below. Make sure each sentence has a parallel structure. Compare your sentences with a partner.

In 1995, coal generated more electricity than gas did.

Sources of energy 1995–2040

consumption in million tonnes of oil equivalent (mtoe)			
source of energy	1995	2017	2040
oil	3391	4538	4860
gas	1816	3156	4617
coal	2224	3731	3625
nuclear	526	596	770
hydro	563	919	1245
renewables	45	571	2748

(Source: BP Energy Outlook, 2019)

1

2

3

4 Work with a partner. Read your partner’s sentences from Exercise 3 and use parallel structures to explain them.

Historically, coal was known to be cheaper than other fuels.



LANGUAGE FOR ASSIGNING CREDIT AND BLAME OR RESPONSIBILITY

Here are some common expressions that can be used to assign the credit, responsibility or blame for something when making an argument.

assign credit	He is credited with solving the problem. We have him to thank for solving the problem.
accept credit	The CEO took credit for the innovations.
assign blame or responsibility	Responsibility falls on the shoulders of the company. Who is to blame / responsible for damage to the environment caused by these emissions? And how should we hold these countries accountable / to account? The regulators pointed the finger at the company.
accept blame or responsibility	It's the governments and citizens of the developed world who need to step up (and accept responsibility for the health of the environment). The company faced up to their responsibilities.
avoid blame or responsibility	The company attempted to shirk the blame / their responsibilities. The company attempted to sidestep responsibility (for the problem).

- 5 Work in small groups. Rewrite the sentences using expressions from the Vocabulary box, so that the meaning remains similar.

1 Rather than just saying that climate change is caused by oil and gas companies, we should admit that we ourselves have also allowed it to happen.

Rather than pointing the finger at oil and gas companies for being responsible for climate change, we should accept responsibility ourselves for allowing it to happen.

2 Habitat loss is the fault of the mining companies who profit from the extraction of resources.

3 The farmer who was polluting the river said that it was not his problem, but the regulator made him explain what he had done and why.

4 Representatives of the airline industry argue that drivers contribute more to climate change than air passengers.

6 Work with a partner. Match the sentence halves. Then discuss the questions, giving reasons for your answers.

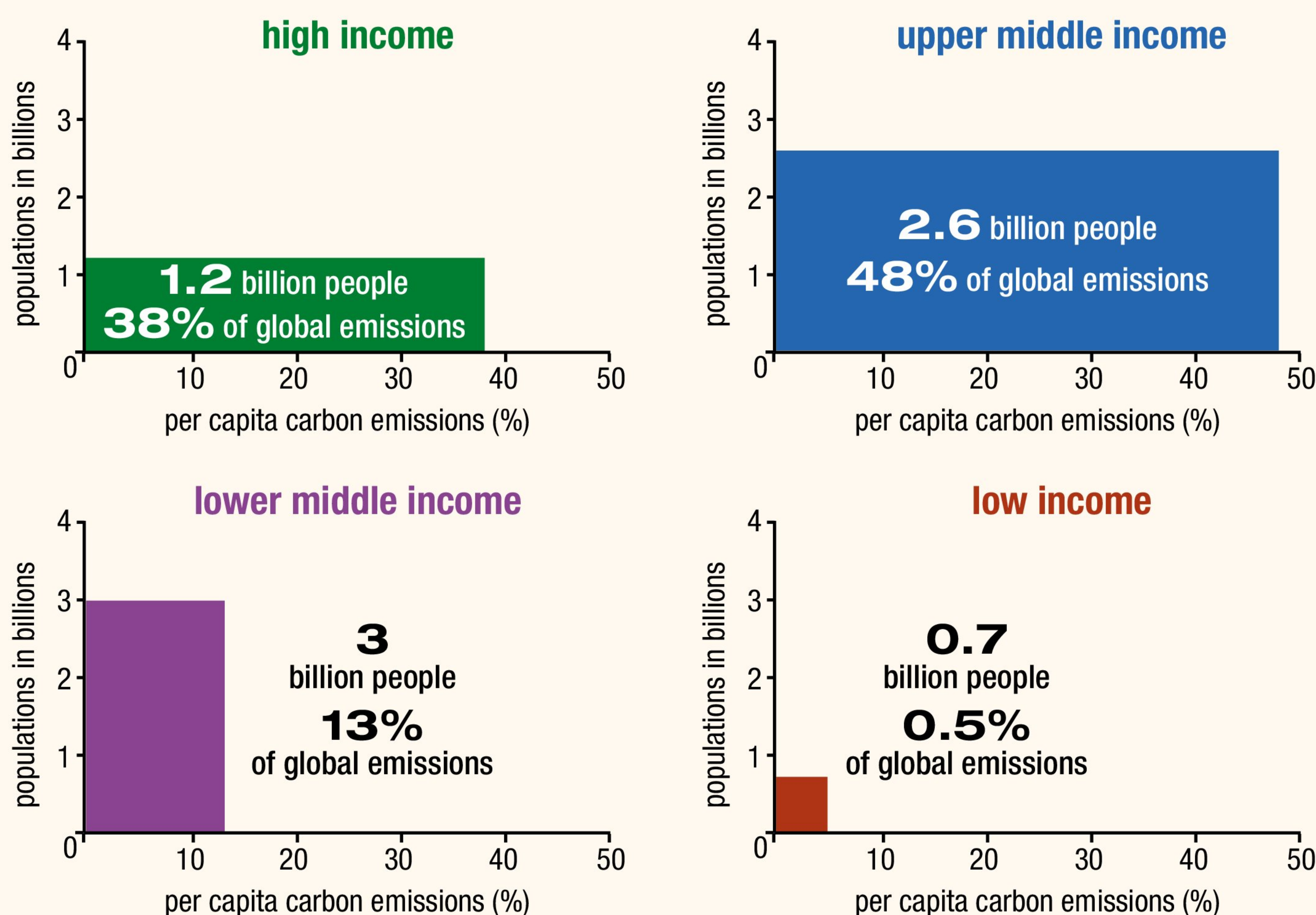
- 1 How fair is it to point
 - 2 Who do you believe should be held
 - 3 Do you know of any companies who have been accused of shirking the
- a blame for environmental damage which they may have caused?
b accountable for the vast amounts of plastic in the oceans, and why?
c the finger at the world's oil and gas companies for their role in global warming?

LISTENING 2

PREPARING TO LISTEN

1 You are going to listen to some students having a debate at a seminar on the topic of assigning responsibility for climate change. Before you listen, work with a partner. Look at the charts below and answer the questions.

USING YOUR
KNOWLEDGE



(Source: ourworldindata.org)

- 1 Why should we be concerned about CO₂ emissions and climate change?
- 2 How do you think the data in the diagram was gathered?
- 3 What conclusions can be drawn about the link between wealth and climate change?
- 4 How do you think a similar diagram produced in 30 years' time might look, and why?

- 2 Read the text from an environmental organization about its mission to promote sustainable transport. Work with a partner and write definitions of the words in bold.

OUR MISSION

It's been known for many years that the production of greenhouse gases, in particular from aeroplanes, is leading to potentially catastrophic levels of climate change. And yet, every year, **unprecedented** numbers of people are choosing to fly. As a result, the number of new airports and runways is **accelerating**. We believe that governments should be **diverting** funds away from such carbon-intensive projects, and instead, funding renewable energy initiatives that will enable us to effectively **combat** climate change. This is the most urgent issue facing the world today; it is not a **burden** we can simply leave to future generations. This is why we are working hard to promote green forms of transport. We are also calling for **sanctions** against companies and businesses who continue polluting or who refuse to **dispose of** their waste responsibly, continuing the **shameful** practice of dumping toxic waste in our rivers and oceans.

unprecedented – when something has never happened before

- 3 Match the sentence halves.

- 1 When it comes to **combatting** _____
 - 2 The transition from fossil fuels to renewables appears to be _____
 - 3 The main problem with nuclear power is the difficulty of safely _____
 - 4 People who say that the Earth is now facing an **unprecedented** _____
 - 5 Government spending on non-essentials like sports and the arts should be _____
 - 6 It could be argued that governments should impose harsh **sanctions** _____
 - 7 The way that some people have attempted to deny that fossil fuel use _____
- a **accelerating** in many parts of the world.
 - b on any countries that fail to meet their emissions reduction targets.
 - c **disposing of** the toxic waste it produces.
 - d **diverted** into funds to protect the natural world instead.
 - e climate change, all countries should be prepared to share the financial **burden** equally.
 - f crisis are forgetting that the climate has been changing throughout history.
 - g leads to climate change in spite of evidence to the contrary is absolutely **shameful**.

4 Work with a partner and answer the questions.

- 1 Which of the opinions expressed in Exercise 3 would benefit from additional evidence or reasoning? Choose one of the opinions, and discuss what the speaker could add in order to make it more convincing.
- 2 Are there any opinions which you find either particularly controversial or uncontroversial, and if so, why?
- 3 Which two of the opinions do you agree with the most, and why?

5 1.4 Listen to a lecturer introducing an activity to his students in a seminar. Work with a partner. Answer the questions.

- 1 What questions does the lecturer want the students to discuss?
- 2 How does he say they should approach the task?
- 3 If you were in this class, what would you have done to prepare for the seminar?

WHILE LISTENING

6 1.5 Listen to the seminar. Which student(s) expresses these opinions? Write *E* (Emma), *J* (Jack), *S* (Sam) and / or *T* (Tomoko).

- 1 Too little has been done to reduce emissions of CO₂.
- 2 Climate change statistics can sometimes be misleading.
- 3 Combatting climate change may be unaffordable for some countries.
- 4 Wealthy countries have contributed more to global warming than poor ones have.
- 5 Climate change poses similar challenges to both rich and poor countries.
- 6 It can be difficult to fairly calculate a country's contribution to climate change.
- 7 Some countries should have to pay more than others to combat climate change.
- 8 The dialogue between countries about climate change should not be reduced to conflict about poor resource management.
- 9 The amount countries should pay to combat climate change can be calculated objectively.



LISTENING FOR MAIN IDEAS

