

Listening, Speaking
& Critical Thinking

UNLOCK

2

STUDENT'S BOOK
WITH DIGITAL PACK

THIRD EDITION

Stephanie Dimond-Bayir,
Kimberly Russell, with Chris Sowton



CAMBRIDGE

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MAP OF THE BOOK

UNIT	VIDEO	LISTENING	VOCABULARY
<p>1 PLACES</p> <p>Listening 1: A podcast about homes around the world (Geography)</p> <p>Listening 2: A profile of Stanley Park in Vancouver, Canada (Urban planning)</p>	The Grand Canal	<p><u>Key listening skills:</u> Predicting content using visuals Distinguishing fact from opinion</p> <p><u>Additional skills:</u> Understanding key vocabulary Listening for main ideas Taking notes on detail Listening for facts and opinions Synthesizing</p> <p><u>Pronunciation for listening:</u> Vowel sounds /eɪ/, /ɒ/, /ɪ/, /ʌ/</p>	Descriptive adjectives
<p>2 FESTIVALS AND CELEBRATIONS</p> <p>Listening 1: Interviews about three cultural festivals (Social sciences)</p> <p>Listening 2: A discussion about Thanksgiving in the US and Canada (Cultural studies)</p>	Harbin's ice festival	<p><u>Key listening skills:</u> Taking notes Listening for main ideas</p> <p><u>Additional skills:</u> Understanding key vocabulary Predicting content using visuals Listening for detail Taking notes on detail</p> <p><u>Pronunciation for listening:</u> Sentence stress</p>	Collocations with <i>go to, take</i> and <i>have</i>
<p>3 THE INTERNET AND TECHNOLOGY</p> <p>Listening 1: A student podcast about developments in robotics (Sociology)</p> <p>Listening 2: A news report about how computers affect memory (Psychology)</p>	The internet of things	<p><u>Key listening skill:</u> Listening for reasons</p> <p><u>Additional skills:</u> Understanding key vocabulary Using your knowledge Taking notes on main ideas Listening for detail Synthesizing</p> <p><u>Pronunciation for listening:</u> Consonant sounds /s/, /ʃ/, /tʃ/ Strong /æ/ and weak /ə/</p>	Vocabulary for technology
<p>4 WEATHER AND CLIMATE</p> <p>Listening 1: A student discussion about how weather affects people's moods (Psychology, Social sciences)</p> <p>Listening 2: A news report on global warming and its effects on rainforests (Geography, Environmental science)</p>	The impact of oceans on climate	<p><u>Key listening skill:</u> Predicting ideas from research</p> <p><u>Additional skills:</u> Understanding key vocabulary Using your knowledge Predicting content using visuals Taking notes on main ideas Understanding detail Listening for detail Synthesizing</p> <p><u>Pronunciation for listening:</u> Rising and falling intonation to understand mood Vowel sounds /ɒ/ and /əʊ/</p>	Verb collocations

	GRAMMAR	CRITICAL THINKING	SPEAKING
	Review of the past simple	Deciding if ideas are relevant	<p><u>Preparation for speaking:</u> Signposting an opinion Organizing information for a presentation</p> <p><u>Pronunciation for speaking:</u> Connecting speech</p> <p><u>Speaking task:</u> Give a presentation about an interesting place</p>
	Review of present simple question forms Present continuous	Creating a persuasive argument	<p><u>Preparation for speaking:</u> Making suggestions Agreeing and disagreeing</p> <p><u>Speaking task:</u> Choose an event from a festival and persuade your group to go to it</p>
	can / be able to	Evaluating advantages and disadvantages	<p><u>Preparation for speaking:</u> Giving additional and contrasting information Giving a spoken report</p> <p><u>Speaking task:</u> Present a report about a device or technology</p>
	Gerunds and infinitives Future forms <ul style="list-style-type: none"> • Decisions and plans (<i>will, be going to, present continuous</i>) • Predictions (<i>will, be going to</i>) 	Evaluating effects	<p><u>Preparation for speaking:</u> Linking words to explain cause and effect</p> <p><u>Speaking task:</u> Give a presentation about climate change</p>

UNIT	VIDEO	LISTENING	VOCABULARY
<p>5 SPORTS AND COMPETITION</p> <p>Listening 1: A student presentation on unusual sports (Sports science)</p> <p>Listening 2: A discussion about money in sport (Sports science)</p>	A famous chess game	<p><u>Key listening skills:</u> Listening for bias Supporting opinions</p> <p><u>Additional skills:</u> Understanding key vocabulary Listening for main ideas Taking notes on detail Taking notes on opinion Synthesizing</p> <p><u>Pronunciation for listening:</u> Making corrections</p>	Vocabulary for sport and competition (e.g. <i>competition, score, prize, fan, champion, compete</i>)
<p>6 BUSINESS</p> <p>Listening 1: A conversation between a business student and a professor about a project (Business studies)</p> <p>Listening 2: A conversation between a business owner and a consultant (Business, Marketing)</p>	Upskilling	<p><u>Key listening skill:</u> Listening for numbers</p> <p><u>Additional skills:</u> Understanding key vocabulary Listening for main ideas Taking notes on main ideas Using your knowledge Taking notes on detail</p> <p><u>Pronunciation for listening:</u> Pronouncing numbers</p>	Phrasal verbs
<p>7 PEOPLE</p> <p>Listening 1: A student presentation on creative people (History)</p> <p>Listening 2: A student conversation about a project on remarkable people (Business studies, Industrial design)</p>	Trash artists	<p><u>Key listening skill:</u> Listening for attitude</p> <p><u>Additional skills:</u> Understanding key vocabulary Using your knowledge Listening for main ideas Taking notes on detail Listening for attitude Synthesizing</p> <p><u>Pronunciation for listening:</u> Intonation for emotion and interest</p>	Adjective endings <i>-ed</i> and <i>-ing</i>
<p>8 THE UNIVERSE</p> <p>Listening 1: A radio programme about space junk (Space studies)</p> <p>Listening 2: A discussion about funding for space exploration (Space studies)</p>	Space research	<p><u>Key listening skill:</u> Understanding meaning from context</p> <p><u>Additional skills:</u> Understanding key vocabulary Taking notes on detail Listening for main ideas Listening for detail Synthesizing</p> <p><u>Pronunciation for listening:</u> Words with easily confused sounds</p>	Vocabulary for problems and solutions

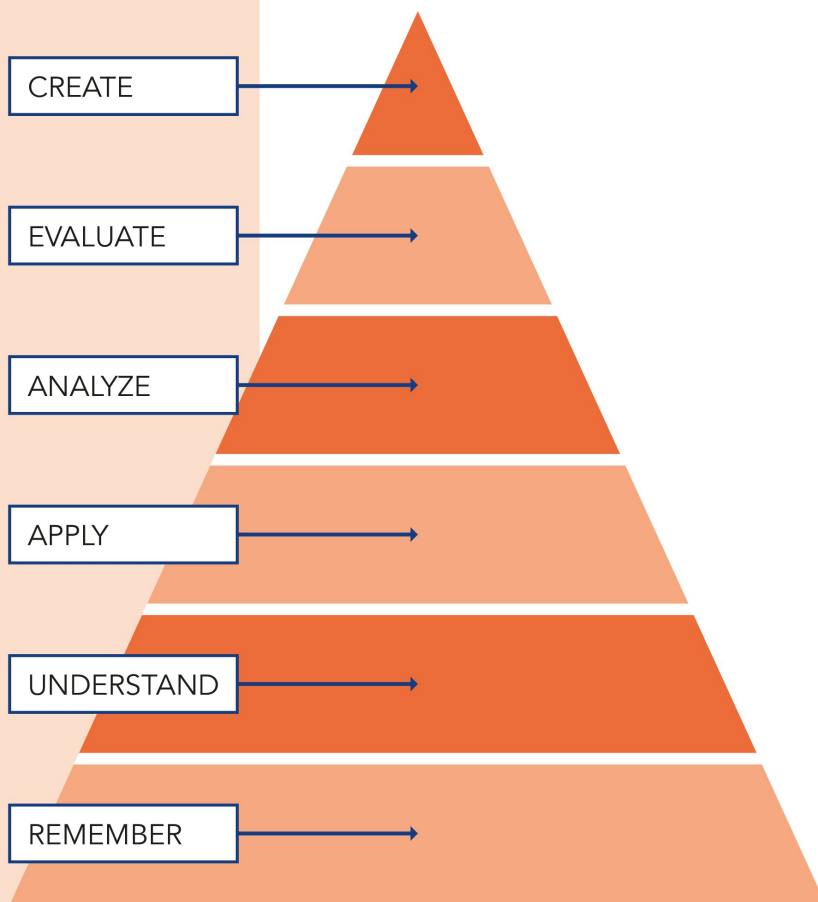
	GRAMMAR	CRITICAL THINKING	SPEAKING
	Conditionals <ul style="list-style-type: none"> • The zero conditional and the first conditional Adverbs of degree	Building a strong argument Using a persuasion map	<u>Preparation for speaking:</u> Emphasizing a point Asking for and giving clarification <u>Speaking task:</u> Have a discussion about money in sport
	Comparatives and superlatives	Identifying solutions to problems	<u>Preparation for speaking:</u> Giving advice <u>Speaking task:</u> Give advice to a failing business
	Past continuous <ul style="list-style-type: none"> • Forming the past continuous • The past continuous and the past simple 	Evaluating the importance of information	<u>Preparation for speaking:</u> Time order Examples and details <u>Speaking task:</u> Give a presentation about a remarkable person and their work
	The second conditional	Finding the best solution to a problem	<u>Preparation for speaking:</u> Turn-taking Showing levels of agreement <u>Speaking task:</u> Discuss how to get children interested in space exploration

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](https://www.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** 



UNLOCK YOUR KNOWLEDGE

Work with a partner. Look at the photo and answer the questions.

- 1 What do you think this is? How is it possible to get a photo like this?
- 2 What can we learn from studying outer space?
- 3 One day we might be able to live on Mars. Would you want to go? Why / Why not? Is there somewhere else in space that you want to travel to?

Unlock your knowledge

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

WATCH AND LISTEN




PREPARING TO WATCH

ACTIVATING YOUR KNOWLEDGE

- 1 Work with a partner and answer the questions.
- 1 What things about space do you want to know more about?

Watch and listen

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

LISTENING


LISTENING

LISTENING 1

PRONUNCIATION FOR LISTENING
WORDS WITH EASILY CONFUSED SOUNDS

SKILLS Understanding meaning from context

Some words sound the same or very similar. If the words sound the same, you have to guess from the context which word is correct. Also, think about which type of word it is. For example, *read* is a verb, but *red* is an adjective.

1  8.1 Listen to the pairs of words. What do you notice about the

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

VOCABULARY FOR PROBLEMS AND SOLUTIONS

- 1 Work with a partner. Read the paragraph below. Discuss the meaning of the words in bold. Use a dictionary to help you. Which words have similar meanings? Which words are new for you?

What are some of the **impacts** of space exploration? One is that space exploration needs spaceports, just like aeroplane travel needs airports. Private companies look at many places to build on so they can choose the best **option**. But there are **issues** with building new spaceports. People don't want large spaceports near them. They worry about the **effects** of noise and light on people and animals living nearby. They think accidents at the spaceports also might be a **problem**. One **solution** might be to build small spaceports to send very small rockets into space. Another **alternative** is to just use the

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 Work with a partner. Read the poster for the event and discuss the meanings of the words in bold. Then write them next to the definitions (a–e). Which words are new for you?

a controlled by a person or a company and not by the government _____

b open to everybody to see or use _____

c a person who has a lot of knowledge about something _____

d a natural ability to do something _____

e to consider or study something carefully to decide how good or bad it is _____


**UNDERSTANDING
KEY VOCABULARY**

Listening 2

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

Expert speakers:
Dorota Loy – a scientist from the Space Development Project
Raj Padow – a researcher in economics
Dr Jun Wu – a lecturer of astrophysics
If you want to develop your **talent** for public speaking, join us next week!

WHILE LISTENING

- 2  8.5 Listen to the first part of the talk. There are four wrong words in the poster in Exercise 1. Underline them. Then answer the question.

- 1 What are the main issues that the speakers will discuss?

a _____

b _____

**LISTENING FOR
MAIN IDEAS**

QR codes

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

SPEAKING

SPEAKING

CRITICAL THINKING

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

Discuss how to get children interested in space exploration.

Finding the best solution to a problem

When you are trying to work out a solution to a problem, you are unlikely to find the best answer right away. A good strategy is to think of several solutions, then evaluate them to decide which is the best.

1 Work with a partner. Look back at the notes from Listening 2 on page 180. What is the main problem that the speakers discuss? Write your answer in the *problem* column of the table.

problem	possible solution

REMEMBER

SKILLS

Critical thinking

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

PREPARATION FOR SPEAKING

TURN-TAKING

1 People often use fixed phrases to invite others to speak, interrupt or continue speaking when somebody has stopped them. Complete the table with the turn-taking phrases from the box.

a What is your opinion?
 b Could I finish?
 c I'd like to finish my point.
 d Could I just say something?
 e Sorry, but I have to interrupt you and say ...
 f You haven't said much. What do you think?
 g Why don't you start us off ... ?
 h Sorry, but can I just say ... ?
 i Would anybody like to say anything else about ... ?
 j Let me just finish what I was saying.

inviting somebody else to speak	interrupting	continuing to speak
Let's get your thoughts on this.	Can I just say something here?	Could I finish my point?

Preparation for speaking

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

SPEAKING TASK

Discuss how to get children interested in space exploration.

PREPARE

1 Look back at your notes in the Critical thinking section on page 184. Add any new information to the table.

2 Work in small groups. Share your ideas for how you can get children interested in space exploration. Follow these steps:

- Use the table in Exercise 6 in the Critical thinking section to help you.
- Make sure that you discuss possible problems and solutions.
- Use the language from the Preparation for speaking section to take turns in your discussion, to show different levels of agreement and to acknowledge other people's ideas.

3 You are going to discuss your ideas with another group. Choose which points from your discussion in Exercise 2 you will discuss. Use the language below to help you discuss your choice.

What do you think about ... ? I think we should ... I'm not sure about ... What's your opinion? I like that idea.

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 space research. _____

understand meaning from context. _____

find the best solution to a problem. _____

use the second conditional. _____

Objectives review

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

WORDLIST

alternative (n)	issue (n)	public (adj)
beyond (prep)	journey (n)	satellite (n)
effect (n)	option (n)	solution (n)
evaluate (v)	planet (n)	spacecraft (n)
expert (n)	private (adj)	surface (n)
explore (v)	problem (n)	talent (n)
impact (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

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	Additional materials which can be used for professional development: <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

PLACES

LEARNING OBJECTIVES

Watch and listen

Watch and understand a video about the Grand Canal.

Listening skills

Predict content using visuals; distinguish fact from opinion.

Critical thinking

Decide if ideas are relevant.

Grammar

Use past simple statements and questions.

Speaking skills

Signpost an opinion; organize information for a presentation.

Speaking task

Give a presentation about an interesting place.





UNLOCK YOUR KNOWLEDGE

Work with a partner. Look at the photo and answer the questions.

- 1 Do you think the houses in the photo are unusual? Why / Why not?
- 2 Why do some people have unusual homes?
- 3 Do you prefer to live in a house or an apartment building? Why?
- 4 What are some of the advantages of living near the sea?
On a mountain? In a city centre?

WATCH AND LISTEN



ACTIVATING YOUR KNOWLEDGE

PREDICTING CONTENT USING VISUALS

UNDERSTANDING MAIN IDEAS

PREPARING TO WATCH

1 Work with a partner and answer the questions.

- 1 Where is the city of Venice?
- 2 What do you know about Venice?
- 3 Why do tourists like to visit old towns or cities like Venice?

2 You are going to watch a video about Venice. Before you watch, look at the photos from the video. Discuss with your partner how this city looks different from other cities.

GLOSSARY

canal (n) a river made by people


gondola (n) a narrow boat with a raised point at both ends, used on canals in Venice

man-made (adj) not natural but made by people

palace (n) a large, important house or building, often where a king or queen lives

stilts (n) long pieces of wood or metal that a building stands on so that it is above the ground or water

WHILE WATCHING

3  Watch the video. Write *T* (true) or *F* (false) next to the statements below. Then correct the false statements.

- _____ 1 There are a lot of canals and bridges.
- _____ 2 Most of the islands between the canals are big.
- _____ 3 Today, Venice is important for art and businesses.
- _____ 4 People know Venice as a popular tourist centre.
- _____ 5 The Grand Canal is the smallest canal in Venice.
- _____ 6 The Grand Canal is a man-made river.
- _____ 7 Another name for Venice is 'The City of Boats'.



4 Watch again. Answer the questions.

- 1 What does Venice have instead of busy roads?
- 2 What don't you see on them?
- 3 What is the name of the special boats in the video?
- 4 What are palaces and other buildings in Venice built on?
- 5 What was the Ca' d'Oro palace decorated with?
- 6 What is the Rialto Bridge made of?

5 Work with a partner. Complete each sentence with a number from the box.

30 two 15 117 300 400

- 1 There are _____ islands between the canals and _____ bridges in Venice.
- 2 The Grand Canal is more than _____ miles long.
- 3 For nearly _____ years, you could only cross the Grand Canal on the Rialto Bridge.
- 4 A gondola ride usually takes _____ minutes.
- 5 The palace was built in the _____th century.

6 Work with a partner. The speaker in the video says that a gondola ride is *'one of the best 30 minutes you can spend in your life'*.

- 1 Why do you think the speaker says this?
- 2 Do you agree with this opinion? Why / Why not?

DISCUSSION

7 Work in a small group. Discuss the questions below.

- 1 What do you think it is like to live in Venice?
- 2 Does your hometown or country have any interesting canals, rivers or roads?

UNDERSTANDING
DETAIL

MAKING
INFERENCES

LISTENING

LISTENING 1

PREPARING TO LISTEN

1 Read the sentences (1–8). Then write the correct form of the words in bold next to the definitions (a–h).

- 1 Look at the pictures. Do you **recognize** any of the places? Where are they?
- 2 Some of these places are very **strange**. They are not like other places.
- 3 The **capital** of the United Kingdom is London. The Prime Minister lives there.
- 4 These **ancient** buildings are more than 1,000 years old.
- 5 Mountains have a lot of **rocks** on them. They make it difficult to walk.
- 6 Kara lives in a small **apartment** in Tokyo. It's in a big building.
- 7 We have to drive over the **bridge** to get to the island.
- 8 Lisa found a large **cave** in the mountain. It was very dark and cold inside.

- a _____ (adj) different from the usual or normal; unusual or not expected
- b _____ (n) something built over a river or road that lets people, cars or trains go across
- c _____ (n) hard pieces of the material that the Earth is made of
- d _____ (v) to know something because you have seen it before
- e _____ (n) a large hole in the side of a mountain or under the ground
- f _____ (adj) from a long time ago; very old
- g _____ (n) a room or set of rooms where somebody lives, in a big building
- h _____ (n) the most important city in a country or state, where the government is

UNDERSTANDING
KEY VOCABULARY

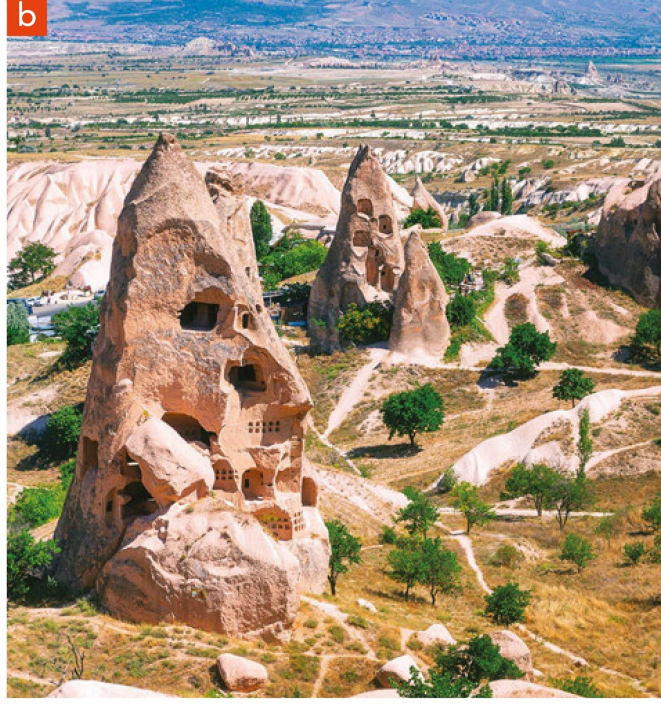
SKILLS

Predicting content using visuals

Before you listen, look quickly at the photos related to the listening. Think of important or 'key' words to talk about the photos. Think about the size, shape or place of things in each photo. This helps you understand more about the topic when you listen.

- 2 You are going to listen to a podcast about homes around the world. Look at the photos. What do you think you will learn about homes?
- 3 Work with a partner. Match the words from the box to the photos. In some items, more than one answer is possible.

an-cient br_i_dge c_ave r_ock str_ange st_i_lts



PRONUNCIATION FOR LISTENING

SKILLS

Vowel sounds /eɪ/, /ɒ/, /ɪ/, /ʌ/

Pronunciation is just as important for listening as it is for speaking. When you improve your English pronunciation, you also improve your ability to understand others when you are listening.

 **1.1** Listen to each of the words below. Notice the different vowel sounds in each word.

/eɪ/ place

/ɒ/ hot

/ɪ/ quick

/ʌ/ up



4 Work with a partner. Say the words from the table below and notice the underlined sound. Write the words from Exercise 3 in the table.

/eɪ/	/ɒ/	/ɪ/	/ʌ/
<i>pl<u>a</u>ce</i>	<i>h<u>o</u>t</i>	<i>qu<u>i</u>ck</i>	<i><u>u</u>p</i>

5 Write the words from the box below in the table in Exercise 4.

built hun-dreds long say un-der

6 Work with a partner. Take turns reading aloud the words from the lists below. Your partner listens and writes each word in the table in Exercise 4.

Student A: cot hate not cut

Student B: hit kit Kate hut

WHILE LISTENING

7  **1.2** Listen to the podcast and circle the correct answer (a or b).

- The speakers on the podcast are
a world travellers.
b professors.
- The main topic of the podcast is
a travelling to different countries.
b unusual places where people live.

LISTENING FOR MAIN IDEAS



