

UNLOCK

LISTENING & SPEAKING SKILLS

2

Stephanie Dimond-Bayir

A2

English
Profile

STUDENT'S BOOK

WITH  UNLOCK
ONLINE WORKBOOK

UNLOCK

LISTENING & SPEAKING SKILLS

2

Stephanie Dimond-Bayir



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MAP OF THE BOOK

UNIT	VIDEO	LISTENING	VOCABULARY	
1 PLACES Listening 1: A podcast about homes around the world (Geography) Listening 2: A lecture about satellite navigation systems (Travel management)	Living in Alaska	Key listening skill: Predicting content using visuals Listening for main ideas Listening for detail Understanding key vocabulary Distinguishing fact from opinion Pronunciation for listening: Vowel sounds: /eɪ/ /ɒ/ /ɪ/ /ʌ/	Vocabulary for places we live and work (e.g. <i>pedestrian area, bus stop, cottage</i>)	
2 FESTIVALS AND CELEBRATIONS Listening 1: Three interviews about festivals in different countries (Social sciences) Listening 2: A talk about celebrations and food (Cultural studies)	A Chinese New Year	Key listening skill: Listening and taking notes Understanding key vocabulary Predicting content using visuals Listening for main ideas Listening for examples Recognizing examples Pronunciation for listening: Stressed words in connected speech	Collocations (e.g. <i>go to a concert, take a photograph, have a nice time</i>)	
3 SCHOOL AND EDUCATION Listening 1: A guided tour of a university campus (University orientation) Listening 2: A discussion about learning with technology (Educational studies)	Education around the world	Key listening skill: Understanding key vocabulary Using visual clues to listen Activating your knowledge Listening for detail Pronunciation for listening: Word stress Understanding intonation	Collocations about learning (e.g. <i>study Geography, learn Biology, teach French, revise History</i>) Review of prepositional phrases	
4 THE INTERNET AND TECHNOLOGY Listening 1: A student radio programme about robots (Sociology) Listening 2: A news report about how computers affect our memory (Psychology)	Virtual reality	Key listening skill: Understanding key vocabulary Listening for main ideas Listening for reasons Listening for additional details Pronunciation for listening: Consonant sounds: /s/ /ʃ/ /tʃ/ strong /æ/ and weak /ə/	Technology (e.g. <i>go online, wifi, the cloud</i>)	
5 LANGUAGE AND COMMUNICATION Listening 1: Different genres of listening (English language and linguistics) Listening 2: Presentation about sign language (Sign language and deaf studies)	Languages in South America	Key listening skill: Using your knowledge to predict content Listening for genre Using your knowledge to predict content Understanding key vocabulary Listening for main ideas Listening for instructions Pronunciation for listening: Sounding positive Consonant sounds: silent /l/	Communication (e.g. <i>pick up, learn, wave</i>)	

	GRAMMAR	CRITICAL THINKING	SPEAKING
	Review of the Past simple	Plan a presentation	<p>Preparation for speaking Organize information for a presentation</p> <p>Pronunciation for speaking Connected speech</p> <p>Speaking task Create a presentation for your classmates about an interesting place. Give factual information about the place you choose.</p>
	Review of Present tense question forms	Use a table to organize ideas	<p>Preparation for speaking Make suggestions</p> <p>Speaking task Discuss a new festival and make suggestions for events. Give a poster presentation about your festival to the rest of your group.</p>
	Basic verb patterns	Use an idea wheel to categorize vocabulary	<p>Preparation for speaking Offer opinions, agree and disagree Phrases for giving opinions in a debate</p> <p>Speaking task Hold a debate about whether students should choose how they learn. Explain if you agree or disagree with your classmates during the debate.</p>
	<i>can / be able to</i>	Categorize advantages and disadvantages to hold a debate	<p>Preparation for speaking Describe additional and contrasting information Linking words of contrast to organize a report</p> <p>Speaking task Present a report about technology, providing some information about a device. Look at advantages and disadvantages and details to support main ideas.</p>
	Imperative clauses Verb patterns	Use a flow chart to give instructions	<p>Preparation for speaking Sequence instructions Sequencing words to organize instructions</p> <p>Speaking task Plan and give a set of instructions.</p>

UNIT	VIDEO	LISTENING	VOCABULARY	
6 WEATHER AND CLIMATE Listening 1: A news report on the climate of the Western Ghats tropical rainforest (Geography) Listening 2: A discussion between two students who are preparing a survey about the weather and people's moods (Psychology and Social Sciences)	Rain and the water cycle	Key listening skill: Understanding key vocabulary Predicting ideas from research Recognizing mood Pronunciation for listening: Vowel sounds: /ɒ/ /əʊ/ Sounding interested	Verb collocations	
7 SPORTS AND COMPETITION Listening 1: A panel discussion about the scoring system in Taekwondo (Sports science) Listening 2: A presentation about unusual sports (Sports science)	The Palio horse race	Key listening skill: Understanding key vocabulary Listening for bias Listening for corrections Pronunciation for listening: Elision and weak forms Making corrections	Vocabulary for sport (e.g. golf, gloves, rink) Adverbs	
8 BUSINESS Listening 1: A conversation about wasting time at work (Business studies, Sociology) Listening 2: A discussion between a mentor and a student about interview techniques (Business studies)	South African Cape fishermen	Key listening skill: Understanding key vocabulary Recognizing numbers Listening for reaction Pronunciation for listening: Pronouncing numbers	Multi-word verbs	
9 PEOPLE Listening 1: A conversation between two students about two remarkable people (History) Listening 2: A seminar discussion about inventions with unusual designs (Industrial design)	Internet inventors	Key listening skill: Predicting content using visuals Understanding key vocabulary Listening for attitude Listening for detail Pronunciation for listening: Showing enthusiasm	-ed and -ing adjectives	
10 SPACE AND THE UNIVERSE Listening 1: A radio programme about space travel (Space studies) Listening 2: A discussion about the International Space Station (Space studies)	Exploring Mars	Key listening skill: Understanding key vocabulary Using context to guess words Listening to an introduction Pronunciation for listening: Words with easily confused sounds Consonant sounds: /t/ /θ/	Travel verbs and nouns with similar meanings Word building	

	GRAMMAR	CRITICAL THINKING	SPEAKING
	Review of future forms	Use a consequence map	<p>Preparation for speaking Linking words to explain cause and consequence</p> <p>Speaking task Create and complete a survey about the use of land and how it affects the climate. Present the results of the survey to your classmates.</p>
	Review of the Present perfect	Use ideas rakes	<p>Preparation for speaking Phrases to talk about advantages and disadvantages, to explain that you don't understand and to ask for further explanation</p> <p>Speaking task Have a panel discussion about sport and money. Talk about advantages and disadvantages.</p>
	Review of comparatives	Use cluster diagrams	<p>Preparation for speaking Phrases to give advice</p> <p>Speaking task Think of some solutions to a work or study problem and give advice to someone.</p>
	Suffixes	Use description wheels	<p>Preparation for speaking Phrases and questions to talk about the appearance and functions of objects</p> <p>Speaking task Describe an object. Talk about what it looks like and its functions. Consider its advantages and disadvantages.</p>
	Conditionals	Use question charts	<p>Preparation for speaking Using body language to show interest Phrases to invite others to speak, interrupt or continue speaking</p> <p>Speaking task Plan a conference about space exploration. Discuss and find solutions to any possible problems.</p>

UNLOCK UNIT STRUCTURE

The units in *Unlock Listening and Speaking Skills* are carefully scaffolded so that students build the skills and language they need throughout the unit in order to produce a successful Speaking task.

UNLOCK YOUR KNOWLEDGE

Encourages discussion around the theme of the unit with inspiration from interesting questions and striking visuals.

WATCH AND LISTEN

Features an engaging and motivating *Discovery Education™* video which generates interest in the topic.

LISTENING 1

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

LANGUAGE DEVELOPMENT

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

LISTENING 2

Provides a different angle on the topic and serves as a model for the speaking task.

CRITICAL THINKING

Contains brainstorming, categorising, evaluative and analytical tasks as preparation for the speaking task.

PREPARATION FOR SPEAKING / SPEAKING SKILLS

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

SPEAKING TASK

Uses the skills and strategies learnt over the course of the unit to produce a presentational or interactional speaking task.

OBJECTIVES REVIEW

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

WORDLIST

Includes the key vocabulary from the unit.

This is the unit's main learning objective. It gives learners the opportunity to use all the language and skills they have learnt in the unit.

UNLOCK MOTIVATION

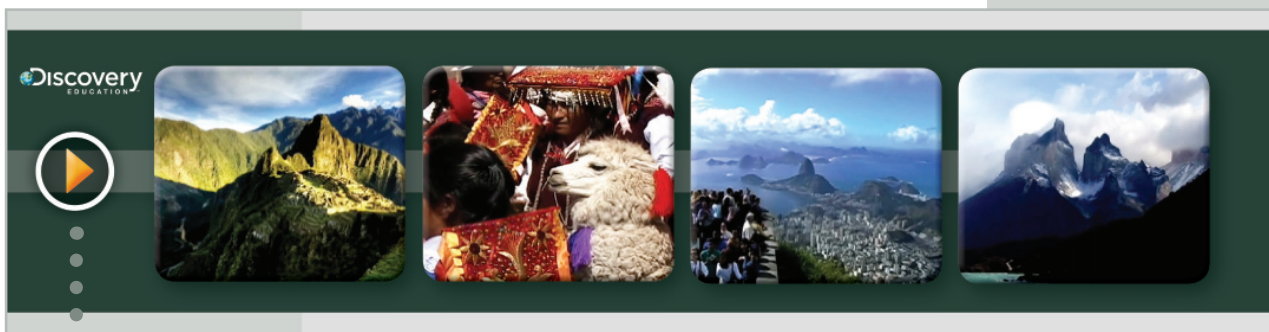
UNLOCK YOUR KNOWLEDGE

Work in pairs. Look at the photograph and answer the questions.

- 1 Have you ever learnt something in the way you can see in the photograph? Was it a good way to learn?
- 2 Talk about something you learnt outside of the classroom. How did you learn? Did you enjoy it? Why?
- 3 Do you plan to learn something new? If yes, what would you like to learn?
- 4 What do you think will happen to schools and learning in the future?

PERSONALIZE

Unlock encourages students to bring their own knowledge, experiences and opinions to the topics. This **motivates** students to relate the topics to their own contexts.



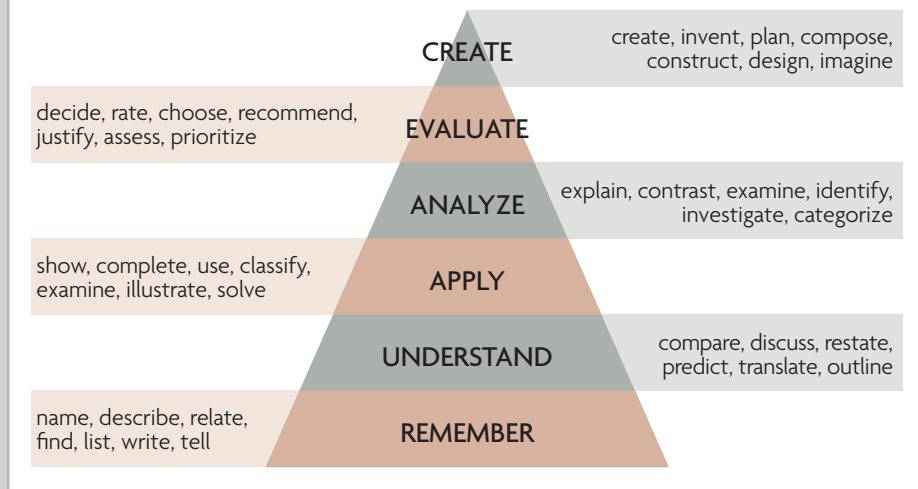
DISCOVERY EDUCATION™ VIDEO

Thought-provoking videos from *Discovery Education™* are included in every unit throughout the course to introduce topics, promote discussion and motivate learners. The videos provide a new angle on a wide range of academic subjects.

“ The video was excellent! It helped with raising students' interest in the topic. It was well-structured and the language level was appropriate. Maria Agata Szczerbik, United Arab Emirates University, Al-Ain, UAE ”

UNLOCK CRITICAL THINKING

BLOOM'S TAXONOMY



[...] with different styles of visual aids such as mind maps, grids, tables and pictures, this [critical thinking] section [provides] very crucial tools that can encourage learners to develop their speaking skills.

Dr. Panidnad Chulerk,
Rangit University,
Thailand

BLOOM'S TAXONOMY

The Critical thinking sections in *Unlock* are based on Benjamin Bloom's classification of learning objectives. This ensures learners develop their **lower- and higher-order thinking skills**, ranging from demonstrating **knowledge** and **understanding** to in-depth **evaluation**.

The margin headings in the Critical thinking sections highlight the exercises which develop Bloom's concepts.

LEARN TO THINK

Learners engage in **evaluative** and **analytical tasks** that are designed to ensure they do all of the thinking and information-gathering required for the end-of-unit speaking task.

CRITICAL THINKING

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

Plan and give a set of instructions.

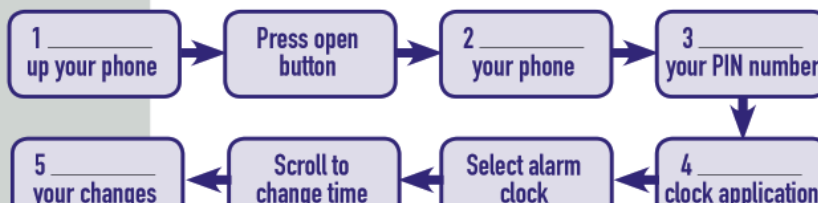
Giving instructions

To give instructions, use a simple flow chart to help you think of the actions you will need to describe the process.

APPLY

2 Complete the instructions for setting the alarm on a mobile phone. Write the verbs in the box in the flow chart.

put enter save pick unlock select press




UNLOCK RESEARCH

THE CAMBRIDGE LEARNER CORPUS

The **Cambridge Learner Corpus** is a bank of official Cambridge English exam papers. Our exclusive access means we can use the corpus to carry out unique research and identify the most common errors that learners make. That information is used to ensure the *Unlock* syllabus teaches the most **relevant language**.

THE WORDS YOU NEED

Language Development sections provide vocabulary and grammar-building tasks that are further practised in the  **UNLOCK ONLINE** Workbook. The glossary provides definitions and pronunciation, and the end-of-unit wordlists provide useful summaries of key vocabulary.

LANGUAGE DEVELOPMENT

COLLOCATIONS ABOUT LEARNING

1 Look at the list of verbs in bold and subjects below from the listening. Decide which verb is the odd one out. Use the glossary on page 000 to help you.

- 1 **study** Geography
- 2 **learn** Biology
- 3 **teach** French
- 4 **revise** History

2 Write three of the verbs from Exercise 1 in the gaps to complete the sentences.

PRONUNCIATION FOR LISTENING

1 When a speaker is bored or unhappy their voice goes down at the end. What happens if they are interested or happy?

reallys = Speaker is interested.

really = Speaker is not interested.

ACADEMIC LANGUAGE

Unique research using the **Cambridge English Corpus** has been carried out into academic language, in order to provide learners with relevant, academic vocabulary from the start (CEFR A1 and above). This addresses a gap in current academic vocabulary mapping and ensures learners are presented with carefully selected words which they will find essential during their studies.

PRONUNCIATION FOR LISTENING

This unique feature of **Unlock** focuses on aspects of pronunciation which may inhibit listening comprehension. This means that learners are primed to understand detail and nuance while listening.

“ The language development is clear and the strong lexical focus is positive as learners feel they make more progress when they learn more vocabulary.
Colleen Wackrow,
Princess Nourah Bint Abdulrahman University, Al-Riyadh, Kingdom of Saudi Arabia

”

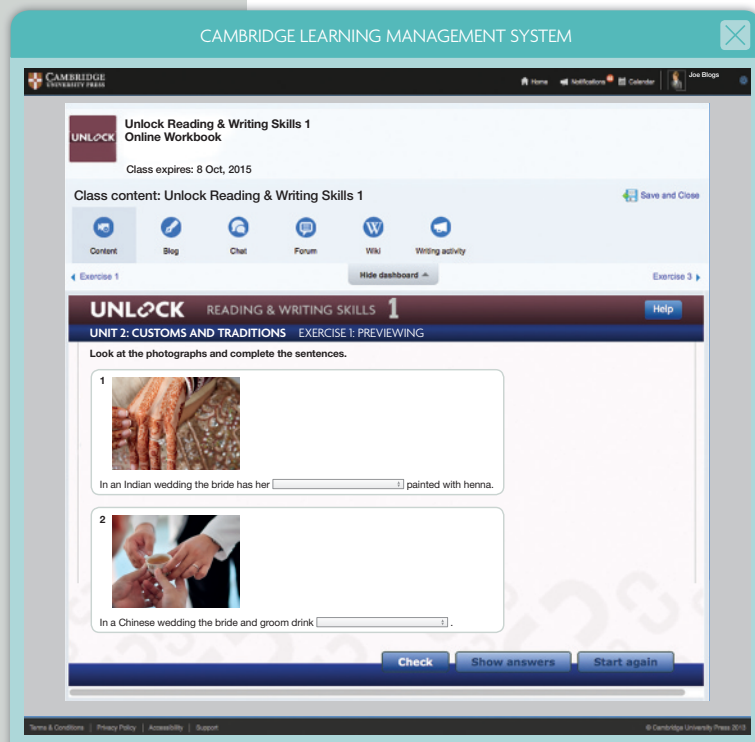
UNLOCK SOLUTIONS

FLEXIBLE

Unlock is available in a range of print and digital components, so teachers can mix and match according to their requirements.

UNLOCK ONLINE WORKBOOKS

The **UNLOCK ONLINE** Workbooks are accessed via activation codes packaged with the Student's Books. These **easy-to-use** workbooks provide interactive exercises, games, tasks, and further practice of the language and skills from the Student's Books in the Cambridge LMS, an engaging and modern learning environment.



CAMBRIDGE LEARNING MANAGEMENT SYSTEM (LMS)


The Cambridge LMS provides teachers with the ability to track learner progress and save valuable time thanks to automated marking functionality. Blogs, forums and other tools are also available to facilitate communication between students and teachers.

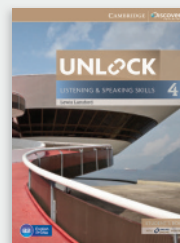
UNLOCK EBOOKS

The *Unlock* Student's Books and Teacher's Books are also available as interactive eBooks. With answers and *Discovery Education™* videos embedded, the eBooks provide a great alternative to the printed materials.



COURSE COMPONENTS

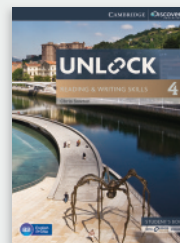
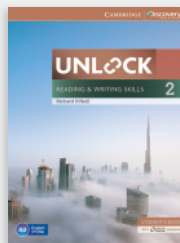
- Each level of *Unlock* consists of two Student's Books: **Reading & Writing** and **Listening & Speaking** and an accompanying Teacher's Book for each. Online Workbooks are packaged with each Student's Book.
- Complete course audio is available to download from www.cambridge.org/unlock
- Look out for the  symbols in the Student's Books which indicate that additional practice of that skill or language area is available in the Online Workbook.
- Every *Unlock* Student's Book is delivered both in print format and as an interactive **eBook for tablet devices**.
- The *Unlock* Teacher's Books contain additional speaking tasks, tests, teaching tips and research projects for students.
- *Presentation Plus* software for interactive whiteboards is available for all Student's Books.

LISTENING
AND
SPEAKING

Student's Book and Online Workbook Pack*	978-1-107-67810-1	978-1-107-68232-0	978-1-107-68728-8	978-1-107-63461-9
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*eBooks available from www.cambridge.org/unlock

The complete course audio is available from www.cambridge.org/unlock

READING
AND
WRITING

Student's Book and Online Workbook Pack*	978-1-107-61399-7	978-1-107-61400-0	978-1-107-61526-7	978-1-107-61525-0
Teacher's Book with DVD*	978-1-107-61401-7	978-1-107-61403-1	978-1-107-61404-8	978-1-107-61409-3
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*eBooks available from www.cambridge.org/unlock

LEARNING OBJECTIVES

Watch and listen	Watch and understand a film about living in Alaska
Listening skills	Predict content using visuals; listen for fact and opinion
Speaking skills	Organize information for a presentation
Speaking task	Give a presentation about an interesting place

PLACES

UNIT 1

**UNLOCK YOUR KNOWLEDGE**

Work in pairs. Look at the photograph and answer the questions.

- 1 Would you prefer to live in a house or a block of flats? Why?
- 2 Do you think the flats in the photograph are unusual? Why?
- 3 Why do people choose to live in unusual places?
- 4 Which place would you prefer to live: by the sea, on a mountain or in a city centre? Why?

WATCH AND LISTEN

Discovery
EDUCATION

UNDERSTANDING KEY VOCABULARY

PREPARING TO WATCH

1 Match the verbs (1–8) to the phrases (a–h).

- | | |
|-----------|------------------------------|
| 1 chop | a the house |
| 2 live | b wood into a stove |
| 3 store | c cattle home |
| 4 heat | d wood |
| 5 prepare | e from the land |
| 6 collect | f vegetables from the garden |
| 7 drive | g wood and food safely |
| 8 put | h the home for winter |


2 Why is it difficult to live in Alaska? Write down three ideas.

WHILE WATCHING

3 Watch the video and check your answers to Exercise 2.

4 Look at the photographs of jobs the Kilcher family do before winter. Watch the video again from 01:25. Number the photographs in the order you see them.



- 5 Work in pairs. Describe what is happening in each photograph. Use the verb phrases from Exercise 1.
- 6 Match each question (1–6) to an answer (a–f).
- Why:
- 1 is the winter hard?
 - 2 do people live from the land and grow food?
 - 3 do the Kilchers chop wood and keep it near the house?
 - 4 is the chopped wood important?
 - 5 do the Kilchers drive the cattle from Kachemak Bay?
 - 6 do they store vegetables in boxes?
- a It keeps them safe for winter.
 - b It is used for fuel to heat the house for the whole of the winter.
 - c There are no shops or supermarkets close by.
 - d They want to keep them at home while the weather is bad.
 - e It lasts for eight months and the temperature can be -60°C.
 - f There is too much snow to move it all later.
- 7  Watch again. Check your answers.

DISCUSSION

- 8 Work in pairs and answer the questions.
- 1 Would you like to live in Alaska for one winter? Why / why not?
 - 2 Do you think the lifestyle in Alaska is healthy?
 - 3 Which problems do people living in cities have?
- 9 Work in groups of four. You are going to live in Alaska next winter. You can take three things with you to make life comfortable. Follow the instructions.
- 1 Work on your own. Write down three things you would like to take to Alaska.
a phone, a TV
 - 2 Discuss your items with your group. Choose three things for the whole group.
 - 3 Find someone from another group. Tell them which three things you are taking and why.

LISTENING 1



PREPARING TO LISTEN



Predicting key words and activating knowledge

Before you listen, look quickly at any pictures. Think of important or 'key' words to describe the pictures. Doing this helps you understand more when you listen. If you know the key words you can understand the main ideas and follow the information. Remember you don't need to understand every word.

PREDICTING CONTENT USING VISUALS

- 1 You are going to listen to a podcast about homes around the world. Match the words in the box to the photographs above. Use the glossary on page 199 to help you.

cave mushroom-shaped ancient
bridge industrial rock



- 2 Look at the questions below. Match the words in *italics* with their definitions (a–c).
 - 1 Do you *recognize* any of the places? Where do you think they are?
 - 2 Which do you think are *strange*?
 - 3 Which one is *located* next to the sea?
 - a different from normal
 - b know something or someone because you have seen it before
 - c to be in or near a place
- 3 Work in pairs. Answer the questions in Exercise 2 for the photographs above.

PRONUNCIATION FOR LISTENING

- 4  Listen to each word in the table.

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

- 5 Work in pairs. Say the words from Exercise 4 with your partner and notice the underlined sound. Write the words from Exercise 1 in the table in Exercise 4.
- 6 Write the words below in the table in Exercise 4.

beautiful long strange lovely

- 7 Work with a partner. Take it in turns to read a word from lists A–D out loud. Your partner should listen carefully and tell you which word you have said.

Student A: 'cut' Student B: 'You said cut. Number 2. List D.'

A	B	C	D
1 hate	hot	hit	hut
2 Kate	cot	kit	cut


WHILE LISTENING

- 8  Look at the questions below. Listen and choose the correct option.

- The speakers on the podcast are:
 - politicians.
 - lecturers.
 - travel presenters.
- The main topic of the podcast is:
 - travelling to different countries.
 - unusual places where people live.
 - a history of ancient houses.

LISTENING FOR
MAIN IDEAS

LISTENING FOR
DETAIL

- 9 Circle the correct answers in these sentences about the gapped answers in the table in Exercise 10.
- The words in the gaps in Column A will probably be *names / numbers / adjectives*.
 - The words in the gaps in Column B will probably be *names / numbers / adjectives*.
 - Each time you hear the name of *a place / person*, you can listen for the *names / numbers* that follow. This will help you listen at the right time.
- 10  12 Listen to the podcast again. Write a word in the gaps to complete the table.

A country	B information
Matmata is in 1 _____ .	Matmata is 2 _____ years old. 3 It is located _____ kilometres south of Tunis.
Cappadocia is in 4 _____ .	The caves formed about 5 _____ years ago.
Ponte Vecchio is in 6 _____ .	It was built in 7 _____ .
Neft Dashlari is in 8 _____ .	The bridge is 9 _____ miles long. 10 _____ people live there.

DISCUSSION

- 11 Choose one of the questions below to talk about.
- What is the most interesting building you know?
 - Can you describe your own house or flat?
 - Are there any differences in how people live in different parts of your country?
- 12 Work with a partner who has chosen a different question. Take turns to tell your partner the answer to the question you have chosen. Ask follow-up questions.

LANGUAGE DEVELOPMENT

REVIEW OF THE PAST SIMPLE

1 Circle the verbs in the Past simple in the sentences from Listening 1.

- 1 People started living in them 700 years ago.
- 2 ... I went to Cappadocia in Turkey.
- 3 But did you know some people live on bridges?
- 4 People changed them into homes during the Roman period.
- 5 There was another bridge there before but an accident destroyed it.
- 6 They decided that the workers needed somewhere to live so they built a kind of 'city' above the sea.
- 7 They put houses, libraries, schools and even a cinema there.

2 Answer the questions about the sentences in Exercise 1.

- 1 Which example is a question? Which auxiliary verb is used?
- 2 When we ask a question, is the main verb in the past or in the infinitive form?

3 Complete the table with the main verbs from Exercise 1.

Past simple verbs: regular (add -ed)	Past simple verbs: irregular
<i>started</i>	
	<i>knew</i>

4 Write the correct verb in the gaps to complete the questions.

- 1 When _____ (you / start) to live in your house?
- 2 Where _____ (be) your mother's house when she was a child?
- 3 Where _____ (you / go) on your last holiday?
- 4 _____ (you / know) the people who lived near you when you were a child?
- 5 How often _____ (you / change) the colour of your bedroom walls when you were young?

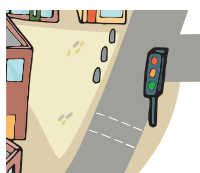
5 Work in pairs. Choose two of the questions to ask your partner. Take turns to ask and answer.



PLACES WHERE WE LIVE AND WORK

- 6 In Neft Dashlari there are houses, libraries, schools and even a cinema. Would you usually see these things in a town or in the countryside?
- 7 Label pictures a–l with the words in the box. Use the glossary on pages 199–200 to help you.

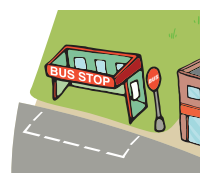
forest traffic lights wildlife bus stop coffee shop mountain
tourist information office cottage field lake river street



a _____



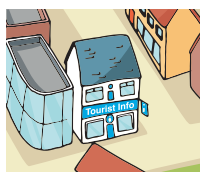
b _____



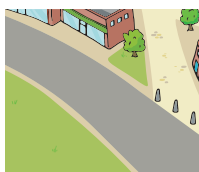
c _____



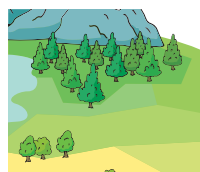
d _____



e _____



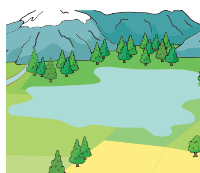
f _____



g _____



h _____



i _____



j _____



k _____



l _____

- 8 Use the pictures above to help you answer the questions.
- Which places in the town can you wait at and why?
 - What can you cross in the town and in the country?
 - Which place can you get information from?
 - Where could you have a break and relax?
 - Is there anything in the pictures not found in your country?
- 9 Work with a partner. Choose five of the words or objects in the pictures. Describe the word you have chosen in one sentence. Can your partner guess the word?
- A: It crosses a river or a road
B: Is it a bridge?
- 10 Work in small groups and tell each other:
- Your favourite place to have a break
 - A place where you meet friends
 - A place you work or study

LISTENING 2

PREPARING TO LISTEN

- 1 Look at the vocabulary in the word cloud. You are going to listen to a teacher giving a lecture. What do you think it is about?



UNDERSTANDING KEY VOCABULARY

- 2 Match the sentence halves. Use the glossary on pages 199–200 to help you.

- 1 When we *process* information
 - 2 Something difficult to understand
 - 3 I say *obviously* or *it is clear*
 - 4 If I *personally feel, think or believe* something
- a is *complicated* or *complex*.
 - b when I give a *fact* everyone knows.
 - c we organize and understand it.
 - d it is my *opinion*.

WHILE LISTENING

- 3 1.3 Listen to the lecture and check your answers to Exercise 1. Was the lecture about:
- a how to use a satnav / GPS to find your way?
 - b the advantages and disadvantages of a satnav / GPS?
 - c different uses of technology in cars?

LISTENING FOR GIST



4 Read the sentences. Write *F* if the sentence is a fact. Write *O* if it is the opinion of the speaker. Write *DK* if we don't know.

- 1 Satnavs are usually in new cars. _____
- 2 Satnavs were first made in 1978. _____
- 3 Satnavs are more useful than phones when you want to find your way. _____
- 4 It is difficult to read a map when driving. _____
- 5 Satnavs can tell us if the traffic is good or bad. _____
- 6 The brain takes time to process the pictures on a satnav. _____
- 7 Satnavs can cause accidents. _____
- 8 Most drivers listen to the satnav and don't always look. _____

5  1.3 Listen again. Check your answers.

POST-LISTENING

6 Read the audioscript on page 210 and write phrases that introduce opinions and facts in the gaps to complete the sentences.

- 1 Who has a satnav? ... So that is most of us. _____ , satnavs are now in most new cars.
- 2 As _____ , they give us directions while we drive and we can also look at the photographs or images.
- 3 Some scientists _____ that satnavs can be dangerous.
- 4 Now, _____ that this may be true.
- 5 But I also _____ that our journeys are more complicated.
- 6 ... this might cause accidents. And I _____ that most drivers listen to a satnav.
- 7 In _____ , the photographs on the satnav are not important.
- 8 It _____ that drivers don't actually look at the satnav very often.

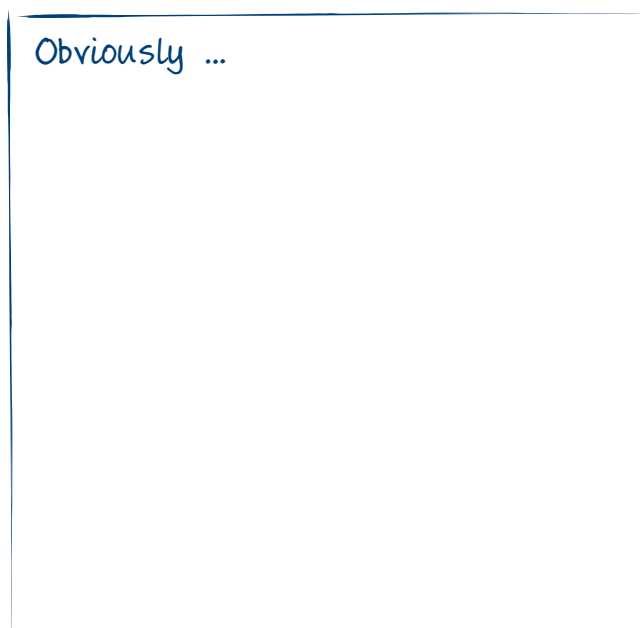
7 Which phrases introduce opinions and which introduce facts? Which tense is often used to give facts?

DISTINGUISHING FACT FROM OPINION

- 8 The phrases from Listening 2, Exercise 6 tell us if the information is factual or the opinion of the speaker. Add the phrases to the grouping diagrams below.

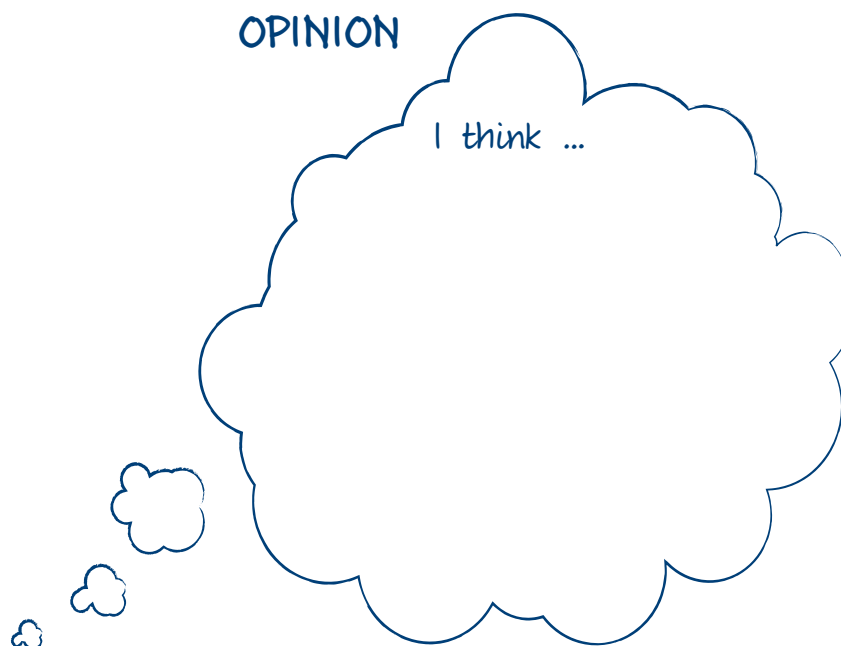
FACT

Obviously ...



OPINION

I think ...



DISCUSSION

- 9 Work in pairs. Discuss whether you use a satnav or a map in a car or on your phone when going to new places. Which do you prefer and why?

CRITICAL THINKING

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

Create a presentation for your classmates about an interesting place. Present factual information and give your opinion about the place you choose.

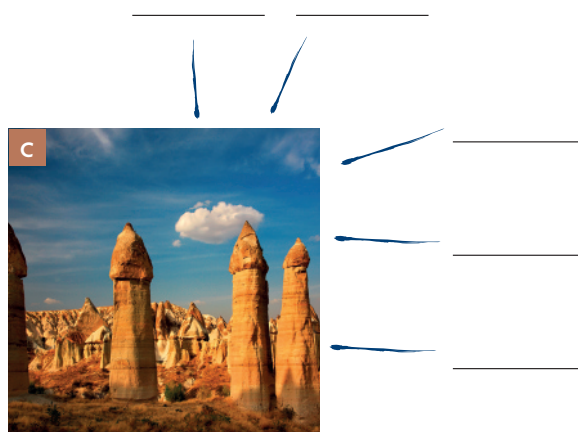
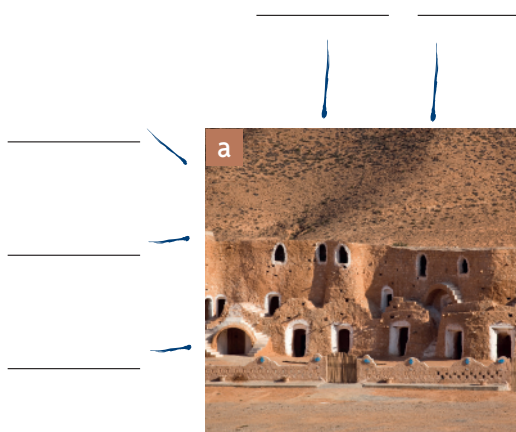
REMEMBER

- 1 Work with a partner and describe your homes to each other. Give two facts and two opinions.

My house has three bedrooms. Two are blue and the other is white. I think my house is very comfortable and beautiful.

- 2 Label the places from Listening 1 with three facts from categories 1–3.

- 1 the place it is located
- 2 reason why it is unusual
- 3 age

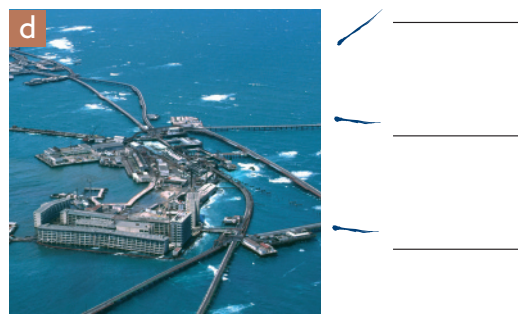


beautiful small

Age: Built
1300s/historic

Location:
Florence, Italy

Unusual: has
shops



- 3 Use a different colour and add two opinions to the places from Listening 1. Think about:

- 1 what the place looks like
- 2 what it is like to live there

EVALUATE

Planning a presentation

Use a table to plan your presentation so that it is well-organized and you have enough to say. Add sections for an introduction, general facts about your topic, advantages, disadvantages as well as a summary.

- 4 Imagine you are going to present one of the places in Exercise 2 to your class. Make a list of ideas to include in your presentation.
- 5 Now look at the table below. Did you include the same things in your list?
- 6 Write a heading from the box in the gaps to complete Column A of the table.

opinion (disadvantages) ~~summary~~ opinion (advantages)
introduction & general facts history

CREATE


A plan for presentation	B information in each part of presentation
1 _____ Name of place / country / location	
2 _____ How old? Who made it / other events?	
3 _____ Interesting / beautiful? Why visit?	
4 _____ Expensive / too crowded? Problems?	
5 <u>SUMMARY</u> _____ Good? Go or not?	

- 7 Choose one of the places from Exercise 2. Write notes in column B of the table.
- 8 Work with a partner. Using your notes, take turns to tell each other about the place you have chosen. Don't say the name of the place. Your partner should listen and guess the place you chose.



SPEAKING

PREPARATION FOR SPEAKING

- 1 When you present information it is important to organize what you say into different topics. Match topics 1–4 to sentences a–d.

1 General fact	a Satnavs are good when you are going to a new place.
2 Advantages	b Satnavs can stop drivers thinking about the road.
3 Disadvantages	c Satnavs have more advantages than disadvantages.
4 Summary	d Satnavs were first made in 1978 to help drivers find their way.
- 2  1.4 To help you prepare for your presentation, here is some language that you can use. Listen and circle the organizing phrase that you hear.
 - 1 *I'd like to talk about / I'd like to tell you about* the advantages and disadvantages of satnavs.
 - 2 *First of all / Firstly*, let's look at the advantages.
 - 3 *I'd also like to talk about / I'd also like to give you* some disadvantages.
 - 4 *In summary / Finally*, the advantages of satnavs, in my opinion are greater than the disadvantages.

PRONUNCIATION FOR SPEAKING

- 3  1.5 Look at the organizing phrases again and listen to the first example. Notice that the words *talk about* are connected.
I'd like to talk_about the advantages and disadvantages of satnavs.
- 4 Look at the last letter of the word *talk* and the first letter of *about*. Complete the rule by circling the correct word.
 When one word ends in a *consonant* / *vowel* sound and the next begins with a *consonant* / *vowel* sound, there is a link between them: *talk_about* becomes /tɔ:kəbaʊt/
- 5 Draw the three links between the consonants and vowels in the phrase.
First of all, let's look at the advantages.
- 6  1.6 Listen and repeat the phrase.
- 7 Work with a partner. Mark the links in the following phrases. Then take turns to say the phrases.

1 I'd like to give some information about ...	3 The next topic is ...
2 Now let's talk about ...	4 Finally let's look at ...



- 8 Student A, turn to page 194 and follow the instructions. Student B, turn to page 196 and follow the instructions.

SPEAKING TASK

Create a presentation for your classmates about an interesting place. Present factual information and give your opinion about the place you choose.

- 1 Choose an unusual or interesting place you know. Try to think of somewhere other people might not know.
- 2 Find out some facts about the place you have chosen and note down your own ideas / opinions of the place.
- 3 Write an outline plan for the presentation. Use the table below to help you to organize your presentation.

A plan for presentation	B information in each part of presentation
introduction Name of place	
history How old? Who made it / other events?	
opinion: advantages Interesting / beautiful? Why visit?	
opinion: disadvantages Expensive / too crowded? Problems?	
summary Good? Go or not?	

- 4 Work in groups of three or four. Present your information to each other. While listening, you can ask questions about what you hear.
- 5 Vote for the place that most students would like to visit.

ORGANIZING INFORMATION FOR A PRESENTATION

PREPARE

PRESENT

TASK CHECKLIST



Have you used the Past simple correctly?

Have you organized your presentation using appropriate organizing phrases?

Have you introduced facts and opinions using the correct language?

Have you joined sounds in phrases when the words link together?

OBJECTIVES REVIEW

I can ...

understand a film about living in Alaska.



listen for fact and opinion.



use regular and irregular verbs in the Past simple.



organize information in a table and present it.



give a descriptive presentation.



WORDLIST

UNIT VOCABULARY

advantages (n)	long (adj)
ancient (adj)	lovely (adj)
area (n)	method (n)
beautiful (adj)	mountain (n)
believe (v)	mushroom-shaped (adj)
bridge (n)	obviously (adv)
bus stop (n)	opinion (n)
castle (n)	pedestrian area (n)
cave (n)	personally (adv)
clear (adj)	process (n)
coffee shop (n)	recognize (v)
complex (adj)	river (n)
complicated (adj)	rock (n)
cottage (n)	route (n)
crossroads (n)	satnav (n)
dangerous (adj)	strange (adj)
desert (n)	street (n)
fact (n)	summary (n)
feel (v)	think (v)
field (n)	tour (n)
finally (adv)	tourist information office (n)
firstly (adv)	traffic lights (n)
forest (n)	trip (n)
industrial (adj)	unusual (adj)
journey (n)	way (n)
lake (n)	wildlife (n)
located (v)	