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Lewis Lansford, Robyn Brinks Lockwood, With Chris Sowton
978-1-108-67272-8 Unlock Level 4 Listening, Speaking & Critical Student's Book, Mob App and Online Workbook w/ Downloadable Audio
Excerpt

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LEARNING OBJECTIVES	IN THIS UNIT YOU WILL ...
Watch and listen	watch and understand a video about US basketball stars bringing the American league to China.
Listening skill	activate prior knowledge.
Critical thinking	analyze and use data in pie charts; use data to support an argument.
Grammar	use modals of present and past probability.
Speaking skills	present data; describe a pie chart; draw conclusions from data.
Speaking task	give a presentation using data from a pie chart.

GLOBALIZATION

UNIT 1



UNLOCK YOUR KNOWLEDGE

Work with a partner. Discuss the questions below.

- 1 Do you read any international magazines or watch foreign television programmes or films? Give examples of your favourites.
- 2 Do you like fashion or music from other countries? Why / Why not?
- 3 What international restaurants are there in your city or country? What do they serve?
- 4 Do you buy any foods from other countries at the supermarket? If so, what foods do you buy?



WATCH AND LISTEN



ACTIVATING YOUR KNOWLEDGE

PREDICTING CONTENT USING VISUALS

PREPARING TO WATCH

- 1 Work with a partner and answer the questions.
 - 1 Do you enjoy watching international sporting events on television, that is, sports that are popular in many different countries? Which ones? Why do you like these sports?
 - 2 How often do you watch *live* sporting events? How much does it cost to watch them?
 - 3 Do you support a team? Do you have any clothes or anything else with the name or picture of the team?
- 2 Look at the pictures from the video. Discuss the questions with a partner.
 - 1 In which country is the game being played? Do you think basketball is popular there? Why / Why not?
 - 2 What are the players doing when they are not playing basketball?
 - 3 Why do you think they are doing these things?

GLOSSARY

NBA (abbr) National Basketball Association; the men's professional basketball league in the United States and Canada

charm offensive (n phr) a strong effort to make people like you

NBA-sponsored facilities (n phr) buildings and equipment that are paid for by the NBA

merchandising and broadcast deals (n phr) agreements to put games on television and sell things associated with the teams, such as T-shirts and hats

go from strength to strength (phr) to become more and more successful

have their way (phr) to get what they want

WHILE WATCHING

- 3**  Watch the video. Write *T* (true) or *F* (false) next to the statements below. Correct the false statements.
- _____ 1 The NBA players were in China to celebrate the opening of a new sports facility.
- _____ 2 The NBA players were in China to make basketball more popular.
- _____ 3 The NBA teams came to China to play a game during the main basketball season.
- _____ 4 The NBA player, Jeremy Lin, is from China.
- _____ 5 The Chinese market is of increasing importance to the NBA.
- 4**  Read the main ideas. Watch the video again and add supporting details for each main idea.
- 1 The NBA players went to China on a charm offensive.

- 2 The Chinese market is very valuable to the NBA.

- 3 The players enjoyed themselves in China.

- 5** Work with a partner. Discuss the questions and give reasons for your answers.
- 1 Do you think the visits to China and other parts of the world by the NBA will continue? Why / Why not?
- 2 What kind of impact do you think the visit had on the children who met the players, and the fans who watched the games?
- 3 Do you think the NBA will have teams outside North America in the future? Why / Why not? If so, what countries might come first?
- 4 What do you think the players learned during their visit to China?

DISCUSSION

- 6** Work with a partner and answer the questions.
- 1 Would you like to attend an NBA game? Why / Why not?
- 2 Do you think the international popularity of American basketball will continue to grow? Why / Why not?
- 3 What other sports are popular outside the country where they began? Why do you think they became global?
- 4 Are there any sports that originated in your country or region that have become popular in other places? Which one(s)? Why do you think its popularity has spread?

UNDERSTANDING
MAIN IDEAS

UNDERSTANDING
DETAIL

MAKING INFERENCES

LISTENING

LISTENING 1

PREPARING TO LISTEN

UNDERSTANDING
KEY VOCABULARY

1 Read the sentences and write the words in bold next to the definitions.

- 1 I **purchase** apples from the local farm shop to help the environment.
 - 2 As an educated **consumer** I often read the labels on my shopping.
 - 3 Some farmers **produce** fruit and vegetables to sell locally.
 - 4 The UK **imports** its bananas from other countries and then sells them in local markets.
 - 5 Scientists **investigate** the reasons climate change is getting worse.
 - 6 According to the label on the pasta sauce, it is made **overseas**.
 - 7 In cold climates, many types of fruit can be grown in **greenhouses**.
- a _____ (v) to buy something
- b _____ (adv) in, from, or to other countries
- c _____ (n) someone who buys or uses goods or services
- d _____ (v) to bring products in from another country to sell or use
- e _____ (n) a building used to grow plants that need constant warmth and protection
- f _____ (v) to create something or bring it into existence
- g _____ (v) to carefully examine something, especially to discover the truth about it

Activating prior knowledge

Thinking about what you already know about the topic before you listen can help you connect it to your own personal experiences or past studies. It can also help you predict what information you might hear or think about what you might like to know about the topic. You can activate your prior knowledge by asking questions about the topic, looking at photos related to the topic, thinking about the title of the lecture or talk, or talking with a classmate about the topic.

You can ask questions such as:

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

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

- 2 You are going to listen to a radio programme called *The 48,000-km fruit salad*. Before you listen, work with a partner. Think about the programme name and look at the photo below. Choose the topics that you think will be included. Give reasons why.

- | | |
|---------------------------|------------------------------------|
| 1 Supermarkets | 5 Specialist food shops |
| 2 Environmental pollution | 6 UK businesses in other countries |
| 3 Job creation | 7 Shipping food by aeroplane |
| 4 International companies | 8 Ways to make healthy food |



WHILE LISTENING

- 3  1.1 Listen to the interview between a customer and a reporter and check your answers to Exercise 2.

USING YOUR
KNOWLEDGE

LISTENING FOR
MAIN IDEAS

TAKING NOTES
ON DETAIL

- 4  1.1 Listen again and complete the student's notes. Then compare notes with a partner.

Name of programme: *The world close up*

Main topic: ⁽¹⁾ _____

Customer interviewed: ⁽²⁾ _____

Customer is buying more ⁽³⁾ _____ and ⁽⁴⁾ _____ in order to eat more ⁽⁵⁾ _____.

Item	Tomatoes	⁽⁶⁾ _____	Grapes	Blueberries	⁽⁷⁾ _____
Country	Morocco	Colombia	⁽⁸⁾ _____	Argentina	New Zealand
Kilometres	3,500	⁽⁹⁾ _____	⁽¹⁰⁾ _____	⁽¹¹⁾ _____	18,800

The lettuce is ⁽¹²⁾ _____, but the farm it came from could have ⁽¹³⁾ _____.

Fruit and vegetables from hot countries must be grown in greenhouses, and this ⁽¹⁴⁾ _____.

Total kilometres travelled ⁽¹⁵⁾ _____

Problems with food travelling: long food ⁽¹⁶⁾ _____ and a huge carbon ⁽¹⁷⁾ _____.

- 5 Read the statements. Write *T* (true) or *F* (false). Then correct the false statements.

_____ 1 Most of the food David is buying is imported.

_____ 2 David usually tries to eat foods that are grown locally.

_____ 3 The global food industry limits the types of fruit people eat.

_____ 4 You can be sure that locally grown food has not travelled.

_____ 5 Locally grown food is always environmentally friendly.

POST-LISTENING

- 6  1.2 Listen to the extracts from the radio programme. Choose the statement (a–c) which best matches the reporter's opinion.

- 1 a Cheap food can have hidden negative effects.
b Cheap food costs less for consumers.
c Cheap food is better for the environment.

LISTENING FOR
OPINION

- 2 a Shipping fruit by air is a good thing.
b Shipping fruit by air is not environmentally friendly.
c Shipping fruit by air is cheap and easy.
- 3 a Shipping fruit around the world might contribute to global warming.
b The price of fruit at the supermarket is too high because of air travel.
c If we don't eat enough locally grown fruit, we won't be healthy.

PRONUNCIATION FOR LISTENING

Consonant clusters

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

Mixtures of consonant sounds can cause problems with note-taking. If you mishear the speaker, you might write the wrong word. Consonant clusters can be heard at the start of words (*grow*, *fly*, *cross*) or at the end of words (*cost*, *past*, *find*).

- 7**  **1.3** Listen to the consonant clusters in these sentences. Write the word the speaker says.
- 1 These agricultural products are already going _____ .
 - 2 We _____ many kinds of tea on this plantation.
 - 3 The police regularly _____ illegal imports.
 - 4 The company _____ more crops overseas last year.
 - 5 The bananas are _____ so that they ripen together.
 - 6 _____ the crops causes air pollution.
 - 7 The products _____ through customs easily.
 - 8 I want to know why these routes _____ more.
- 8**  **1.4** Listen and complete the student's notes. Then read the notes and check that the words make sense in the context.

There hasn't been much ⁽¹⁾ _____ from the government over the issue of imported agricultural crops. There are ⁽²⁾ _____ issues with this. ⁽³⁾ _____, nearly a ⁽⁴⁾ _____ of all imported fruit cannot grow in our ⁽⁵⁾ _____. Secondly, the ⁽⁶⁾ _____ should help our own farmers rather than foreign growers. Finally, we should not fall into the ⁽⁷⁾ _____ of not ⁽⁸⁾ _____ enough food. What ⁽⁹⁾ _____ happen if it didn't ⁽¹⁰⁾ _____ and we were left with a food shortage?

DISCUSSION

9 Work with a partner. Discuss the questions.

- 1 What kind of fresh foods are available in your country? Are they produced locally or overseas?
- 2 Are these fresh foods available all year or only at specific times? Why?
- 3 Do you check the origin of food when you buy it by reading the label? Where does it come from?
- 4 Do you think most people in your city or country buy food that has travelled long distances? Why / Why not?


 LANGUAGE DEVELOPMENT

MODALS OF PRESENT AND PAST PROBABILITY

You can use modals to show how sure or unsure you are of something in the present or past. In the present, use a modal + infinitive. In the past, use a modal + *have* + past participle.

It **might be** a British company. (present)

It **might have been** a British company. (past)

Use *must* when you are certain that something is true because there is strong evidence, or when you think there is only one logical conclusion.

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

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

Use *can't* or *couldn't* when you are absolutely certain that something is not true.

Abdul **can't be** from Oman. He has an Egyptian passport. (present)

His flight **can't have arrived** in Dubai yet. It's only nine o'clock. (past)

This jumper **can't be** from Japan. The tag says 'made in Scotland'. (present)

She **couldn't have bought** her car in the UK. She was living in Turkey at the time. (past)

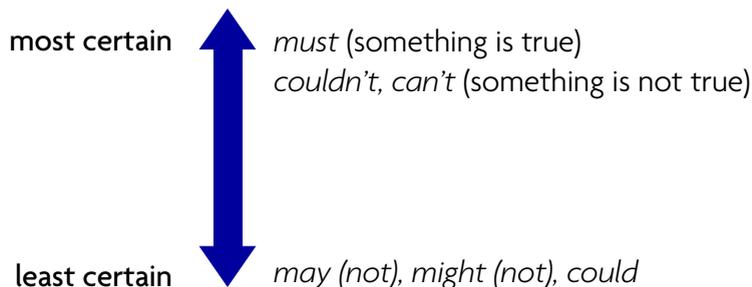
When you think something is possible, but you are not sure, use *may (not)*, *might (not)* or *could*.

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

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

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

Only use contractions (short forms) with *could* and *can*.



- 1** Circle the correct modal and verb form. Use the information in brackets to help you.
- 1 Alana *couldn't have bought / may have bought* tickets to Ecuador last week. She asked me about ticket prices. (guessing)
 - 2 Ahmed *must be / could be* from Oman. I saw his passport earlier. (the only logical conclusion)
 - 3 I *might have lost / must have lost* my passport on the way home from work. It was in my pocket when I left work, and then it wasn't there when I got home. (the only logical conclusion)
 - 4 Jan's new company *might send / must send* her to Dubai next week. They do a lot of international business, and she thinks a large meeting is happening in the next ten days. (guessing)
 - 5 My new smartphone *can't be / must be* from Tahiti. There isn't a big smartphone industry there. (impossible)
 - 6 Luis *may have lived / must have lived* in South Korea for a while. He speaks fluent Korean, and I saw a Korean company on his CV. (the only logical conclusion)
- 2** Look again at Exercise 1. How would the meaning of each sentence change if the other modal and verb form was used?
- 3** Complete the statements with modals of present and past probability. Use the given verbs and the clues in brackets to help you. Sometimes more than one answer is possible.
- 1 These fruit and vegetables _____ (be) grown locally – I bought them at the farm shop. (present – logical conclusion)
 - 2 Your phone _____ (be) made overseas and exported to be sold in other countries. (past – logical conclusion)
 - 3 Your lunch _____ (contain) only food products that were produced in this country. (present – guess)
 - 4 Fifty years ago, goods that were produced locally _____ (be) cheaper than goods that were produced overseas. (past – guess)
 - 5 This film _____ (be) based on an older British film. The writer said it was American! (past – impossible)
- 4** Discuss these questions with a partner. Use the structures *could be / may be / must be* or *could have / may have / must have* in your answers.
- 1 Where do you think the clothes you are wearing today were made?
 - 2 Think about the kind of car you would like to buy. Where do you think it was made? What other countries buy that car?
 - 3 Do you have friends from other countries? Where are they from? What other countries have they visited or lived in?

