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UNLOCK

READING & WRITING SKILLS

2

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CONTENTS

MAP OF THE BOOK

UNIT	VIDEO	READING	VOCABULARY	
1 PLACES Reading 1: Rise of the megacities (Geography) Reading 2: Homestay holidays (Travel and Tourism)	Life in faraway places	***Key reading skill***: Scanning for numbers Understanding key vocabulary Making predictions Reading for main ideas Reading for detail Scanning to find information Working out meaning Scanning to predict content Making inferences	Vocabulary to describe places (e.g. *exciting, interesting, polluted, noisy, boring*)	
2 FESTIVALS AND CELEBRATIONS Reading 1: Celebrate! (Sociology) Reading 2: Muscat Festival (Cultural Studies)	Festivals: Mongolia	***Key reading skill***: Previewing Understanding key vocabulary Reading for main ideas Reading for detail Recognizing text type Scanning to predict content Recognizing text type	Vocabulary to describe festivals (e.g. *lucky, culture, traditional, history, highlights*)	
3 SCHOOL AND EDUCATION Reading 1: La Masia: the best footballers in the world (Education) Reading 2: My Princeford experience (Education)	A reading class	***Key reading skill***: Skimming Understanding key vocabulary Using visuals to predict content Reading for main ideas Reading for detail Understanding discourse Making inferences Previewing Using your knowledge	Vocabulary to describe education (e.g. *a principal, a lecturer, a lab, a graduate, an office*)	
4 THE INTERNET AND TECHNOLOGY Reading 1: Someone's always watching you online … (Information Technology) Reading 2: Video games (Information Technology)	The rise of social media	***Key reading skill***: Making inferences Scanning to predict content Reading for main ideas Reading for detail Understanding key vocabulary Identifying type	Vocabulary to describe the internet and technology (e.g. *an online game, a computer program, a chat room, internet banking, a smartphone*)	
5 LANGUAGE AND COMMUNICATION Reading 1: Writing systems (Linguistics) Reading 2: Language change: a study guide (Linguistics)	The importance of codes	***Key reading skill***: Reading for main ideas Understanding key vocabulary Using your knowledge Reading for main ideas Reading for detail Recognizing text type Scanning to predict content Making inferences	Vocabulary to describe language and communication (e.g. *sign, symbol, information, money, word*)	

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	GRAMMAR	CRITICAL THINKING	WRITING
	Nouns, verbs and adjectives **Grammar for writing**: • Sentence structure 1: subject + verb • *There is / There are*	• Understand the differences between two texts • Evaluate information using a T-chart • Analyze positives and negatives using a T-chart • Create your own T-chart to organize your ideas	**Academic writing skills**: • Capital letters and full stops **Writing task type:** Write descriptive sentences. **Writing task**: Describe the place where you live. Write about the positives and negatives.
	Prepositions of time and place: *on, in, at* Adverbs of frequency **Grammar for writing 2**: • Sentence structure 2: subject and verb order • Prepositional phrases	• Apply your knowledge to a calendar • Evaluate events in your country from an outsider's point of view • Create a spider diagram to organize ideas	**Academic writing skills**: • Paragraph organization 1: organizing sentences into a paragraph **Writing task type:** Write a descriptive paragraph. **Writing task**: Describe a festival or special event.
	Education nouns Plural nouns **Grammar for writing**: • Subject pronouns • *because* and *so*	• Remember information from texts • Analyze information in your notes • Create a *wh-* chart to organize information	**Academic writing skills**: • Paragraph organization 2: topic and supporting sentences **Writing task type:** Write a descriptive paragraph. **Writing task**: Describe your education.
	Compound nouns Giving opinions **Grammar for writing**: • *and*, *also* and *too* • *but* and *however*	• Analyze an essay question • Evaluate advantages and disadvantages • Create your own list of advantages and disadvantages	**Academic writing skills**: • Topic sentences **Writing task type:** Write a one-sided opinion paragraph. **Writing task**: The internet has made our lives better. Do you agree or disagree?
	Countable and uncountable nouns Articles: *a, an* or no article **Grammar for writing**: • Quantifiers: *some, many, a lot of, a few, a little*	• Evaluate ideas and examples using an ideas map • Create your own ideas and examples/evidence	**Academic writing skills**: • Supporting sentences • Giving examples: *like, such as* and *for example* **Writing task type:** Write a descriptive paragraph. **Writing task**: How is your language different from 50 years ago? Describe the way that people speak and write your language has changed.

UNIT	VIDEO	READING	VOCABULARY	
6 WEATHER AND CLIMATE Reading 1: Extreme weather (Geography) Reading 2: Surviving the Sea of Sand (Environmental Science)	Stormchasers	*Key reading skill*: Using your knowledge to predict content Understanding key vocabulary Reading for main ideas Reading for detail Recognizing text type	Vocabulary to describe temperatures and graphs (e.g. *high, low, rise, drop, an increase, a decrease*)	
7 SPORTS AND COMPETITION Reading 1: Five strange sports (Sports Science) Reading 2: Tough man: a race to the limit (Sports Science)	Sports and competition	*Key reading skill*: Scanning to predict content Understanding key vocabulary Skimming Reading for detail Recognizing text type Previewing Reading for main ideas Understanding discourse Working out meaning	Vocabulary to describe prepositions of movement (e.g. *past, through, across, along, over*)	
8 BUSINESS Reading 1: Are you ready for the world of work? (Human Resources) Reading 2: You can choose your grandma! (Business)	The changing world of business	*Key reading skill*: Working out meaning from context Scanning to predict content Reading for main ideas Reading for detail Working out meaning Identifying the audience Understanding key vocabulary Scanning to predict content Making inferences	Vocabulary to describe business (e.g. *set up, a business partner, an employee, employ, a product*)	
9 PEOPLE Reading 1: Respect! (Sociology) Reading 2: People I admire (Sociology)	Mine rescue	*Key reading skill*: Reading for detail Understanding key vocabulary Scanning to predict content Reading for main ideas Identifying purpose Making inferences	Vocabulary to describe people (e.g. *reliable, talented, patient, sensible, selfish*)	
10 SPACE AND THE UNIVERSE Reading 1: Alien Planet (Space Science) Reading 2: Life on other planets (Space Science)	Our journey into space	*Key reading skill*: Scanning to find information Previewing Understanding key vocabulary Reading for main ideas Working out meaning Scanning to predict content Making inferences	Vocabulary to describe giving evidence and supporting an argument (e.g. *studies, reports, research, an expert*)	

	GRAMMAR	CRITICAL THINKING	WRITING
	Collocations with *temperature* Describing a graph *Grammar for writing*: • Comparative and superlative adjectives	• Analyze a graph • Evaluate a table and a graph	*Academic writing skills*: • Introductory sentences for descriptive paragraphs about a graph *Writing task type:* Write sentences to describe a graph. *Writing task*: Describe a graph.
	Prepositions of movement *Grammar for writing*: • Subject and verb agreement	• Analyze a diagram • Apply information to a description and a diagram	*Academic writing skills*: • Ordering events in a process • Eliminating irrelevancies *Writing task type:* Write a process paragraph. *Writing task*: Write a process paragraph to describe the Sydney triathlon.
	Collocations with *business* Business vocabulary *Grammar for writing*: • Past and present tenses • Clauses with *when*	• Analyze a spider diagram • Create a timeline to organize events	*Academic writing skills*: • Adding detail *Writing task type:* Write a narrative paragraph. *Writing task*: Write a narrative paragraph about the business history of Google.
	Noun phrases with *of* Adjectives to describe people *Grammar for writing*: • Subject and object pronouns • Possessive adjectives	• Apply information to a category • Analyze photographs • Create an idea wheel to categorize information	*Academic writing skills*: • Concluding sentences *Writing task type:* Write an explanatory paragraph. *Writing task*: Describe a person you admire and explain why.
	Giving evidence and supporting an argument *should* and *it is important to* *Grammar for writing*: • Developing sentence structure • Infinitive of purpose	• Analyze an essay question • Evaluate arguments for and against • Create evidence and examples for arguments	*Academic writing skills*: • Essay organization *Writing task type:* Write a balanced opinion essay. *Writing task*: Exploring space is very expensive. Some people think that it is too expensive. However, other people think it is a good way for governments to spend our money. Discuss both points of view and give your opinion.

UNLOCK UNIT STRUCTURE

The units in *Unlock Reading & Writing Skills* are carefully scaffolded so that students are taken step-by-step through the writing process.

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.
READING 1	Practises the reading skills required to understand academic texts as well as the vocabulary needed to comprehend the text itself.
READING 2	Presents a second text which provides a different angle on the topic in a different genre. It is a model text for the writing task.
LANGUAGE DEVELOPMENT	Practises the vocabulary and grammar from the Readings in preparation for the writing task.
CRITICAL THINKING	Contains brainstorming, evaluative and analytical tasks as preparation for the writing task.
GRAMMAR FOR WRITING	Presents and practises grammatical structures and features needed for the writing task.
ACADEMIC WRITING SKILLS	Practises all the writing skills needed for the writing task.
WRITING TASK	Uses the skills and language learnt over the course of the unit to draft and edit the writing task. Requires students to produce a piece of academic writing. Checklists help learners to edit their work.
OBJECTIVES REVIEW	Allows students 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.

UNL⌀CK MOTIVATION

UNL⌀CK YOUR KNOWLEDGE

Look at the photographs and answer the questions below.

1 What subjects are the students in the photographs studying?
2 Which picture is most like your education? Why?
3 Which picture is the least like your education? Why?
4 Which type of education do you think is the best? Why?

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.
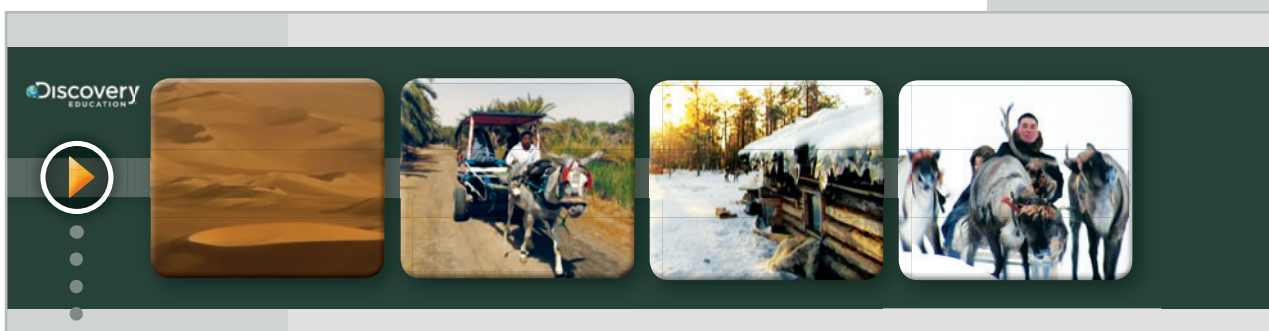
DISCOVERY EDUCATION™ VIDEO

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.
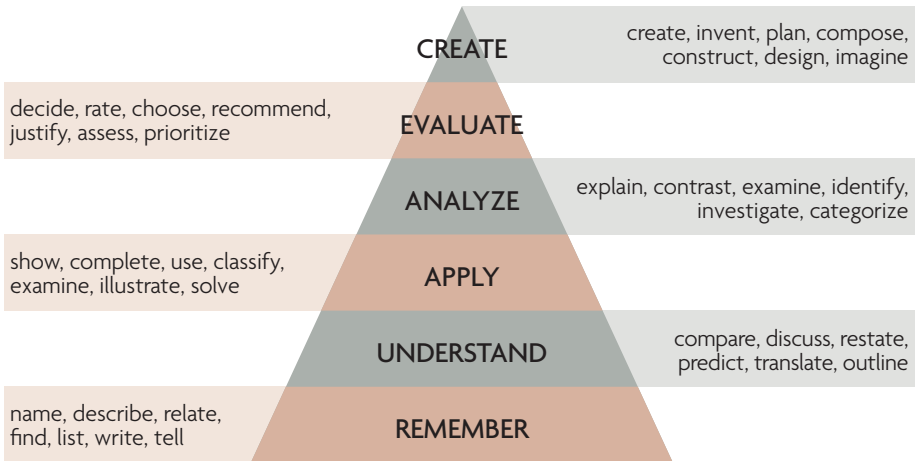
"
The video was excellent! It helped with raising students' interest in the topic. It was well-structured and the language level was appropriate.

Maria Agata Szczerbik,
United Arab Emirates University,
Al-Ain, UAE
"

UNL⦿CK CRITICAL THINKING

> " The Critical thinking sections present a difficult area in an engaging and accessible way.
>
> Shirley Norton, London School of English, UK "

BLOOM'S TAXONOMY

CREATE — create, invent, plan, compose, construct, design, imagine

decide, rate, choose, recommend, justify, assess, prioritize — **EVALUATE**

ANALYZE — explain, contrast, examine, identify, investigate, categorize

show, complete, use, classify, examine, illustrate, solve — **APPLY**

UNDERSTAND — compare, discuss, restate, predict, translate, outline

name, describe, relate, find, list, write, tell — **REMEMBER**

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 writing task.

CRITICAL THINKING

At the end of this unit, you will write six descriptive sentences. Look at this unit's Writing task in the box below.

> Describe the place where you live. Write about the positives and the negatives.

UNDERSTAND

1 What is the main difference between the places described in Reading 1 and the places in Reading 2?

Using a T-chart

We can use a T-chart to write about positives (+) and negatives (–). We write about the positives in one column and the negatives in the other column.

EVALUATE

2 Read the notes (1–5) about living in a city. Which notes are positive and which notes are negative? Write + or – .

1 lots of monuments, museums and restaurants _____
2 many businesses and jobs _____
3 traffic jams _____
4 an interesting mix of cultures and people _____
5 not enough houses _____

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UNL🔒CK 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 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 UNL🔒CK ONLINE Workbook. The glossary and end-of-unit wordlists provide definitions, pronunciation and handy summaries of all the key vocabulary.

| PLACES | UNIT 1 |

👁 LANGUAGE DEVELOPMENT

NOUNS, VERBS AND ADJECTIVES

1 Look at the sentence below and the numbered words. Match words (1–3) to the word classes below.

> (1) Delhi (2) has many (3) beautiful (1) monuments, (3) interesting (1) museums and (3) modern (1) restaurants.

noun _____
verb _____

2

3

GRAMMAR FOR WRITING

EXPLANATION

Sentence structure 1: Subject + verb

A sentence has to have a subject and a verb. The subject of a sentence can be a noun or a noun phrase. A noun phrase is a group of words that acts like a noun. The verb can also be one word or a group of words.

subject (noun or noun phrase)	verb	
The people in the town	are	friendly.
The village	does not have	a shop.
My brother	lives	in the city.

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 they will find essential during their studies.

GRAMMAR FOR WRITING

The grammar syllabus is carefully designed to help learners become good writers of English. There is a strong focus on sentence structure, word agreement and referencing, which are important for **coherent** and **organized** academic writing.

> " 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.
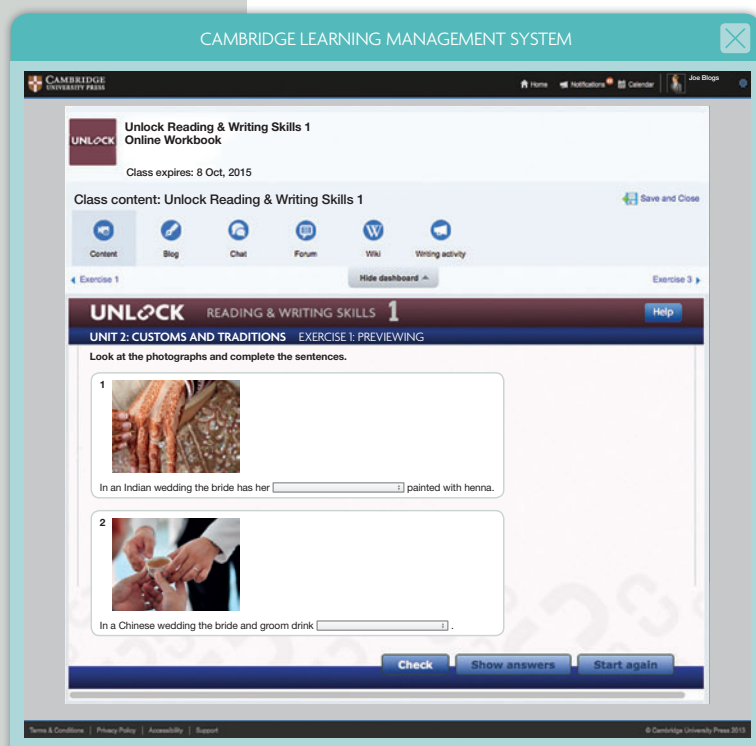
CAMBRIDGE LEARNING MANAGEMENT SYSTEM (LMS)

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.
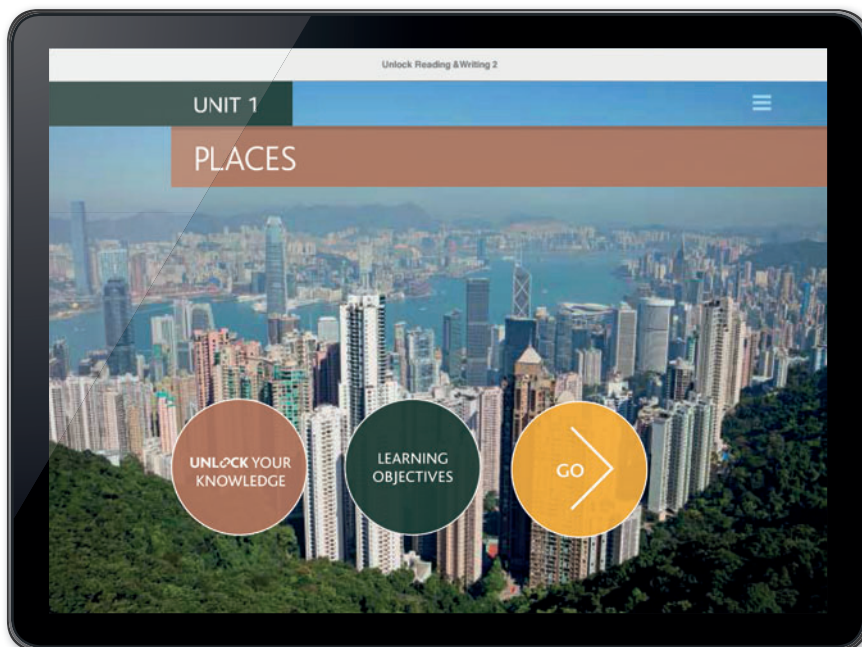
COURSE COMPONENTS

- 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.
- 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 writing tasks, tests, teaching tips and research projects for students.
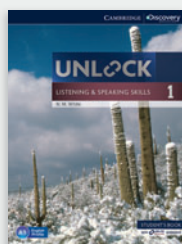- *Presentation Plus* **software for interactive whiteboards** is available for all Student's Books.

READING AND WRITING
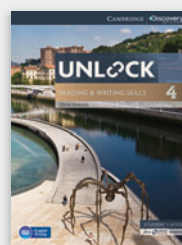
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*eBook available from **www.cambridge.org/unlock**

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

UNL**O**CK READING AND WRITING SKILLS 2