

UNLOCK

READING & WRITING SKILLS

4

Chris Sowton

Cambridge University Press
978-1-107-61525-0 - Unlock: Reading & Writing Skills 4
Chris Sowton
Frontmatter
[More information](#)

CAMBRIDGE UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9781107615250

© Cambridge University Press 2014

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2014

4th printing 2015

Printed in China by Golden Cup Printing Co. Ltd

A catalogue record for this publication is available from the British Library

ISBN 978-1-107-61525-0 Reading and Writing 4 Student's Book with Online Workbook

ISBN 978-1-107-61409-3 Reading and Writing 4 Teacher's Book with DVD

ISBN 978-1-107-63461-9 Listening and Speaking 4 Student's Book with Online Workbook

ISBN 978-1-107-65052-7 Listening and Speaking 4 Teacher's Book with DVD

Additional resources for this publication at www.cambridge.org/unlock

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables, and other factual information given in this work is correct at the time of first printing but Cambridge University Press does not guarantee the accuracy of such information thereafter.

CONTENTS

Map of the book	4
Introduction	8
UNIT 1 Globalization	14
UNIT 2 Education	32
UNIT 3 Medicine	50
UNIT 4 Risk	68
UNIT 5 Manufacturing	86
UNIT 6 Environment	104
UNIT 7 Architecture	122
UNIT 8 Energy	140
UNIT 9 Art and design	158
UNIT 10 Ageing	176
Glossary	194
Video scripts	202
Acknowledgements	208

MAP OF THE BOOK

UNIT	VIDEO	READING	VOCABULARY
<p>1 GLOBALIZATION</p> <p>Reading 1: Turkish treats (Media)</p> <p>Reading 2: What impact has globalization had on food and eating habits in Italy? (Economics)</p>	A world of food in one city	<p>Key reading skill: Making predictions from a text type</p> <p>Using your knowledge to predict content</p> <p>Understanding key vocabulary</p> <p>Making inferences from the text</p> <p>Reading for main ideas</p> <p>Identifying purpose and audience</p>	<p>Academic alternatives to phrasal verbs (e.g. <i>increase, continue, study</i>)</p> <p>Globalization vocabulary (e.g. <i>consumption, obesity, multinational</i>)</p>
<p>2 EDUCATION</p> <p>Reading 1: Preparing for success, whatever you want to do (Higher education)</p> <p>Reading 2: Distance or face-to-face learning – what's the difference? (Electronic learning)</p>	Becoming a gondolier	<p>Key reading skill: Making inferences from the text</p> <p>Understanding key vocabulary</p> <p>Vocabulary in context</p> <p>Reading for detail</p> <p>Reading for main ideas</p>	<p>Education vocabulary (e.g. <i>assignment, examination, dissertation</i>)</p> <p>Academic words (e.g. <i>establishment, motivation, interaction</i>)</p>
<p>3 MEDICINE</p> <p>Reading 1: The homeopathy debate (Medical ethics)</p> <p>Reading 2: Should healthcare be free? (Economics)</p>	Alternative medicine	<p>Key reading skill: Skimming for key words</p> <p>Reading for detail</p> <p>Identifying opinions</p> <p>Understanding key vocabulary</p> <p>Scanning to find key words</p> <p>Making inferences from the text</p>	<p>Medical vocabulary (e.g. <i>cosmetic surgery, preventable illness, disease epidemic</i>)</p> <p>Academic vocabulary (e.g. <i>complex, illegal, adequate</i>)</p>
<p>4 RISK</p> <p>Reading 1: Are you a risk-taker, or are you risk-averse? (Psychology)</p> <p>Reading 2: A government has a duty to protect its citizens from personal, professional and financial risk (Public administration)</p>	Roller coasters	<p>Key reading skill: Previewing a topic before reading</p> <p>Understanding key vocabulary</p> <p>Reading for main ideas</p> <p>Reading for detail</p> <p>Using your knowledge to predict content</p> <p>Scanning to find information</p> <p>Making inferences from the text</p>	<p>Language of freedom (e.g. <i>allow, ban, limit</i>)</p> <p>Academic nouns (e.g. <i>regulations, legislation, prevention</i>)</p>
<p>5 MANUFACTURING</p> <p>Reading 1: A brief history of silk (History)</p> <p>Reading 2: How is paper manufactured? (Manufacturing systems)</p>	Making chocolate	<p>Key reading skill: Activating prior knowledge</p> <p>Reading for detail</p> <p>Making inferences from the text</p> <p>Using your knowledge to predict content</p> <p>Reading for main ideas</p> <p>Reading for detail</p> <p>Making inferences from the text</p>	<p>Academic verb synonyms (e.g. <i>alter, distribute, extract</i>)</p> <p>Nominalization</p>

MAP OF THE BOOK

	GRAMMAR	CRITICAL THINKING	WRITING
	<p>Grammar for writing:</p> <ul style="list-style-type: none"> • Noun phrases • Time phrases 	<ul style="list-style-type: none"> • Provide supporting examples • Apply supporting examples to statements 	<p>Academic writing skills:</p> <ul style="list-style-type: none"> • Essay types • Essay structure <p>Writing task type: Write the first draft of an essay.</p> <p>Writing task: How have food and eating habits changed in your country? Suggest some reasons for these changes.</p>
	<p>Grammar for writing:</p> <ul style="list-style-type: none"> • Comparison and contrast language • Comparison and contrast language in topic sentences 	<ul style="list-style-type: none"> • Analyze academic and vocational subjects 	<p>Academic writing skills: Analyzing an essay question</p> <p>Writing task type: Write an introduction to an essay (1).</p> <p>Writing task: Outline the various differences between studying a language and studying mathematics. In what ways may they in fact be similar?</p>
	<p>Grammar for writing:</p> <ul style="list-style-type: none"> • Articles • Language of concession 	<ul style="list-style-type: none"> • Evaluate actions for avoiding illness • Understand whether statements are in favour or against an argument 	<p>Academic writing skills: Write an introduction to an essay (2)</p> <p>Writing task type: Structure body paragraphs in an essay.</p> <p>Writing task: 'Avoiding preventable illnesses is the responsibility of individuals and their families, not governments.' Do you agree?</p>
	<p>Grammar for writing:</p> <ul style="list-style-type: none"> • Cause and effect • Conditional language 	<ul style="list-style-type: none"> • Evaluate risks • Apply risk evaluation 	<p>Academic writing skills: Topic sentences in body paragraphs</p> <p>Writing task type: Structure 'for and against' arguments in essays.</p> <p>Writing task: 'If children are never exposed to risk, they will never be able to cope with risk.' Give reasons for and against this statement and give your opinion.</p>
	<p>Grammar for writing:</p> <ul style="list-style-type: none"> • The passive • Sequencing 	<ul style="list-style-type: none"> • Understand the stages in a process • Apply understanding of the stages in a process 	<p>Academic writing skills: Adding detail to your writing</p> <p>Writing task type: Write a description of a process.</p> <p>Writing task: Write a description of a process with which you are familiar.</p>

MAP OF THE BOOK

UNIT	VIDEO	READING	VOCABULARY
6 ENVIRONMENT Reading 1: Disaster mitigation (Meteorology) Reading 2: Combating drought in rural Africa: a report (Environment)	The Three Gorges Dam	Key reading skill: Identify cohesive devices (pronouns and synonyms) Understanding key vocabulary Reading for main ideas Reading for detail Making inferences from the text Using your knowledge to predict content	Natural disaster vocabulary (e.g. <i>natural, major, severe</i>) Academic noun phrases
7 ARCHITECTURE Reading 1: Are green buildings too costly? (Environmental planning) Reading 2: Which is more important when designing a building: beauty or function? (Building design)	Islamic architecture	Key reading skill: Skimming Using your knowledge to predict content Understanding key vocabulary Reading for detail Making inferences from the text Reading for main ideas	Academic word families (e.g. <i>function, environment, responsibility</i>) Architecture and planning (e.g. <i>conservation, skyscrapers, outskirts</i>)
8 ENERGY Reading 1: Slides from a presentation on energy (Energy development) Reading 2: The world is running out of many vital natural resources. Discuss the most effective ways to address this problem. (Environment)	Alternative energy	Key reading skill: Working out meaning from context Understanding key vocabulary Reading for detail Using your knowledge to predict content Making inferences from the text	Energy collocations (e.g. <i>fossil fuel, renewable energy, air pollution</i>) Formal and informal academic verbs (e.g. <i>consult, deliver, instigate</i>)
9 ART Reading 1: Art for art's sake? (Fine art) Reading 2: Should photography be considered a fine art, like painting or sculpture? (Photography)	A Leonardo da Vinci design	Key reading skill: Scanning to find information Understanding key vocabulary Using your knowledge to predict content Reading for detail Making inferences from the text Paraphrasing	Quotations and reporting information (e.g. <i>state, say, argue</i>) Describing art (e.g. <i>abstract, figurative, lifelike</i>)
10 AGEING Reading 1: The social and economic impact of ageing (Economics) Reading 2: What are the effects of a young population on a society? (Social anthropology)	The Khanty of Siberia	Key reading skill: Using your knowledge to predict content Reading for detail Making inferences from the text Understanding key vocabulary Reading for main ideas Working out meaning from context	Retirement and the elderly (e.g. <i>pension, retirement, memory</i>) Academic collocations with prepositions (e.g. <i>rely on, in contrast, range of</i>)

MAP OF THE BOOK

	GRAMMAR	CRITICAL THINKING	WRITING
	<p>Grammar for writing:</p> <ul style="list-style-type: none"> Expressing solutions using <i>it</i> 	<ul style="list-style-type: none"> Analyze strategies Create a diagram analyzing strategies in terms of cost and time 	<p>Academic writing skills: Paragraph structure in essays</p> <p>Writing task type: Write a report referring to a case study.</p> <p>Writing task: Write a report which provides both short- and long-term solutions to an environmental problem. Refer to a specific case study in your report.</p>
	<p>Grammar for writing:</p> <ul style="list-style-type: none"> Register in academic writing 	<ul style="list-style-type: none"> Evaluate arguments Analyze arguments 	<p>Academic writing skills: Ordering information</p> <p>Writing task type: Write a persuasive essay</p> <p>Writing task: Which is more important when building or buying a new home: its location or its size?</p>
	<p>Grammar for writing:</p> <ul style="list-style-type: none"> Relative clauses Defining and non-defining relative clauses Phrases to introduce advantages and disadvantages 	<ul style="list-style-type: none"> Evaluate your answers to a questionnaire Understand alternative energy sources 	<p>Academic writing skills: Editing language Spelling Countable/uncountable nouns</p> <p>Writing task type: Write a problem–solution essay.</p> <p>Writing task: The world is unable to meet its energy needs. What three sources of renewable energy would be most effective in solving this problem in your country? Which is your preferred option?</p>
	<p>Grammar for writing:</p> <ul style="list-style-type: none"> Substitution Ellipsis 	<ul style="list-style-type: none"> Understand supporting and challenging statements Evaluate statements 	<p>Academic writing skills: Coherence</p> <p>Writing task type: Write an essay using quotations.</p> <p>Writing task: Fashion, cooking, video games and sport have all been likened to fine art. Choose <i>one</i> of these and discuss whether it should be considered fine art, comparable to painting or sculpture.</p>
	<p>Grammar for writing:</p> <ul style="list-style-type: none"> Numerical words and phrases Language of prediction 	<ul style="list-style-type: none"> Analyze data Apply data analysis Understand advantages 	<p>Academic writing skills: Interpreting graphs and charts</p> <p>Writing task type: Describe population data and its implications.</p> <p>Writing task: The population pyramids show the global population by age in 1950 and 2010 and the projected figures for 2100. Write an essay describing the information and suggesting what the potential global impact could be if the 2100 projections are correct.</p>

YOUR GUIDE TO UNLOCK

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.

UNLOCK MOTIVATION

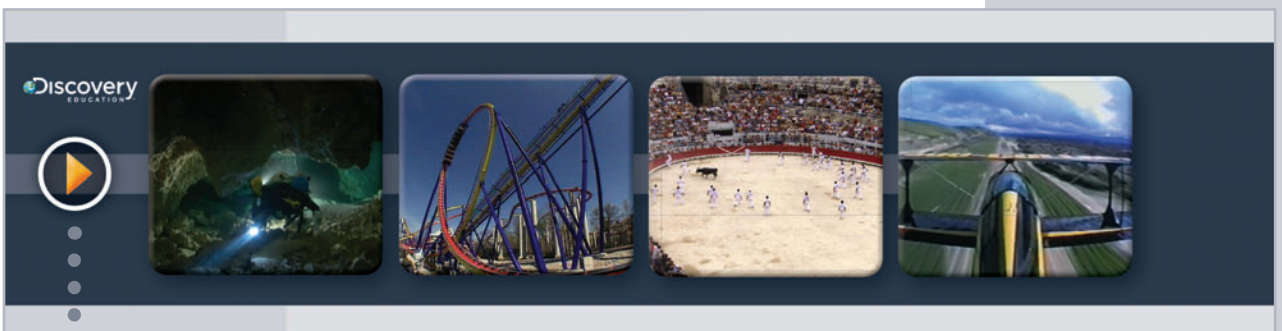
UNLOCK YOUR KNOWLEDGE

Work with a partner. Discuss the questions below.

- 1 Look at your clothes, the items on your desk, in your bag and pockets. Where were they made? How many were made in your country?
- 2 Does it matter that we now import so many goods from other countries? Why? / Why not?
- 3 What effects has globalization had on your country?

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.

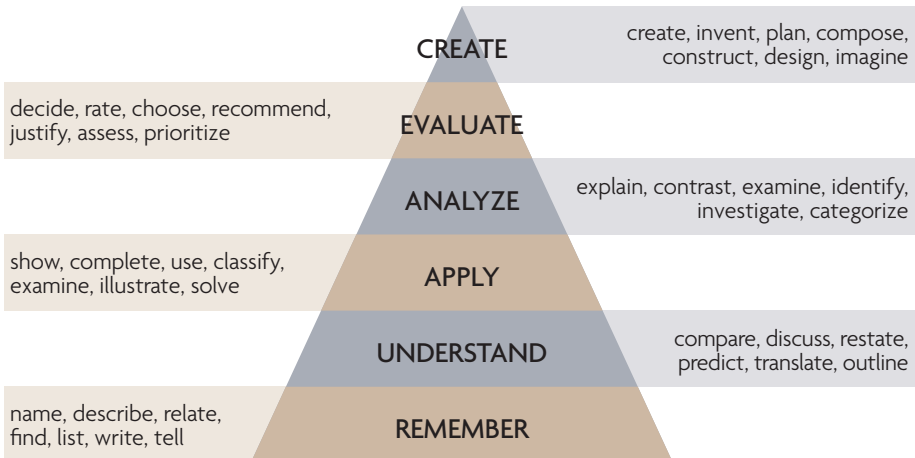
“ The video was excellent! It helped with raising students’ interest in the topic. It was well-structured and the language level was appropriate.
 Maria Agata Szczerbik,
 United Arab Emirates University,
 Al-Ain, UAE ”

YOUR GUIDE TO UNLOCK

UNLOCK 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



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 the first draft of an essay. Look at this unit's writing task in the box below.

How have food and eating habits changed in your country? Suggest some reasons for the changes.

Providing supporting examples


In academic writing, you need to justify and give supporting examples to any statements or opinions that you write, to show that they are true.

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

GLOBALIZATION
UNIT 1

 LANGUAGE DEVELOPMENT

EXPLANATION

Academic alternatives to phrasal verbs

When writing essays, it is important to use language which is more formal than you would use when speaking or in informal pieces of writing.

Phrasal verbs, which usually consist of a main verb followed by a particle (e.g. *up, on*), are less common in academic writing than in informal writing. In academic writing, phrasal verbs can often be replaced by a single word. Using these alternatives will make your writing seem more formal and academic.

GRAMMAR FOR WRITING

EXPLANATION

Noun phrases

Nouns are often combined with other words to make noun phrases. These can express a more specific idea.

Noun phrases can be made by combining nouns with:

- other nouns: *building regulations*
- relative clauses: *a building which is very old*
- prepositional phrases: *the building at the back*
- adjectives: *the tall, white building*

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

Cambridge University Press
 978-1-107-61525-0 - Unlock: Reading & Writing Skills 4
 Chris Sowton
 Frontmatter
[More information](#)

YOUR GUIDE TO UNLOCK

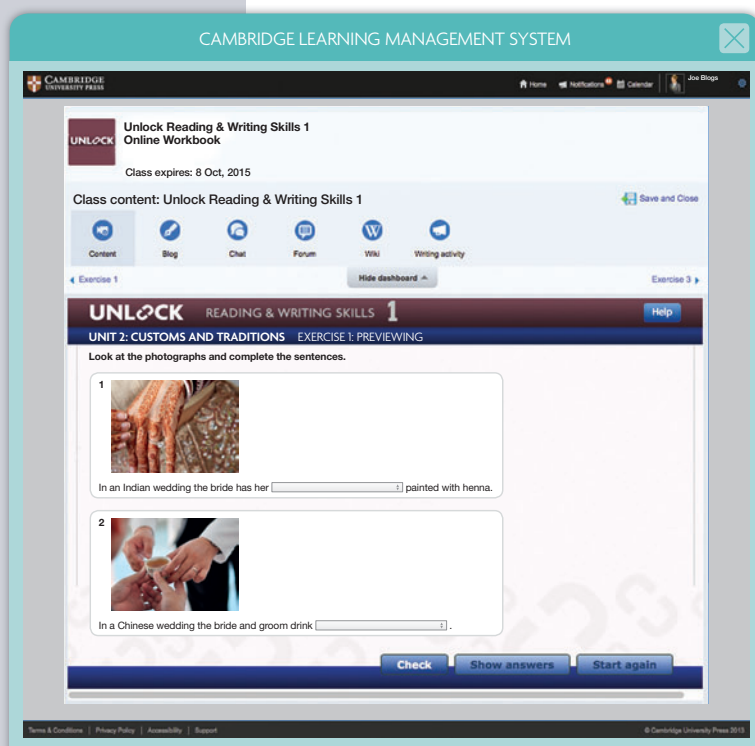
UNLOCK SOLUTIONS

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.

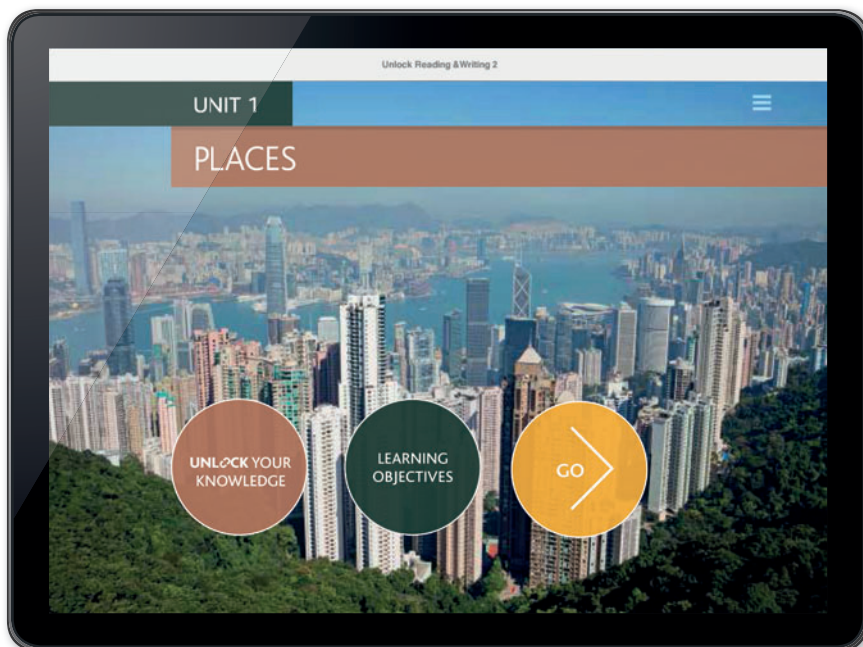


CAMBRIDGE LEARNING MANAGEMENT SYSTEM (LMS)


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.

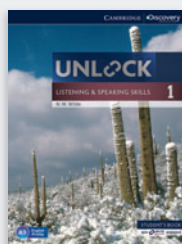
READING AND WRITING



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
Presentation Plus (interactive whiteboard software)	978-1-107-63800-6	978-1-107-65605-5	978-1-107-67624-4	978-1-107-68245-0

*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
Teacher's Book with DVD*	978-1-107-66211-7	978-1-107-64280-5	978-1-107-68154-5	978-1-107-65052-7
Presentation Plus (interactive whiteboard software)	978-1-107-66424-1	978-1-107-69582-5	978-1-107-63543-2	978-1-107-64381-9

*eBook available from www.cambridge.org/unlock

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

