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

<table>
<thead>
<tr>
<th>UNIT</th>
<th>VIDEO</th>
<th>READING</th>
<th>VOCABULARY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 GLOBALIZATION</strong></td>
<td></td>
<td><strong>Key reading skill:</strong> Making predictions from a text type</td>
<td>Academic alternatives to phrasal verbs (e.g. increase, continue, study)</td>
</tr>
<tr>
<td>Reading 1: Turkish treats (Media)</td>
<td>A world of food in one city</td>
<td>Understanding key vocabulary</td>
<td>Globalization vocabulary (e.g. consumption, obesity, multinational)</td>
</tr>
<tr>
<td>Reading 2: What impact has globalization had on food and eating habits in Italy? (Economics)</td>
<td>Making inferences from the text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading 1: A brief history of silk (History)</td>
<td>Identifying purpose and audience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading 2: How is paper manufactured? (Manufacturing systems)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2 EDUCATION</strong></td>
<td>Becoming a gondolier</td>
<td><strong>Key reading skill:</strong> Making inferences from the text</td>
<td>Education vocabulary (e.g. assignment, examination, dissertation)</td>
</tr>
<tr>
<td>Reading 1: Preparing for success, whatever you want to do (Higher education)</td>
<td>Understanding key vocabulary</td>
<td>Academic words (e.g. establishment, motivation, interaction)</td>
<td></td>
</tr>
<tr>
<td>Reading 2: Distance or face-to-face learning – what’s the difference? (Electronic learning)</td>
<td>Vocabulary in context</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3 MEDICINE</strong></td>
<td>Alternative medicine</td>
<td><strong>Key reading skill:</strong> Skimming for key words</td>
<td>Medical vocabulary (e.g. cosmetic surgery, preventable illness, disease epidemic)</td>
</tr>
<tr>
<td>Reading 1: The homeopathy debate (Medical ethics)</td>
<td>Reading for detail</td>
<td>Academic vocabulary (e.g. complex, illegal, adequate)</td>
<td></td>
</tr>
<tr>
<td>Reading 2: Should healthcare be free? (Economics)</td>
<td>Identifying opinions</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4 RISK</strong></td>
<td>Roller coasters</td>
<td><strong>Key reading skill:</strong> Previewing a topic before reading</td>
<td>Language of freedom (e.g. allow, ban, limit)</td>
</tr>
<tr>
<td>Reading 1: Are you a risk-taker, or are you risk-adverse? (Psychology)</td>
<td>Understanding key vocabulary</td>
<td>Academic nouns (e.g. regulation, legislation, prevention)</td>
<td></td>
</tr>
<tr>
<td>Reading 2: A government has a duty to protect its citizens from personal, professional and financial risk (Public administration)</td>
<td>Reading for main ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5 MANUFACTURING</strong></td>
<td>Making chocolate</td>
<td><strong>Key reading skill:</strong> Activating prior knowledge</td>
<td>Academic verb synonyms (e.g. alter, distribute, extract)</td>
</tr>
<tr>
<td>Reading 1: A brief history of silk (History)</td>
<td>Making inferences from the text</td>
<td>Nominalization</td>
<td></td>
</tr>
<tr>
<td>Reading 2: How is paper manufactured? (Manufacturing systems)</td>
<td>Making inferences from the text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GRAMMAR</td>
<td>CRITICAL THINKING</td>
<td>WRITING</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar for writing:</strong></td>
<td>• Provide supporting examples</td>
<td><strong>Academic writing skills:</strong></td>
<td></td>
</tr>
<tr>
<td>• Noun phrases</td>
<td>• Apply supporting examples to statements</td>
<td>• Essay types</td>
<td></td>
</tr>
<tr>
<td>• Time phrases</td>
<td></td>
<td>• Essay structure</td>
<td></td>
</tr>
<tr>
<td><strong>Writing task type:</strong></td>
<td></td>
<td><strong>Writing task:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Write the first draft of an essay.</td>
<td>How have food and eating habits changed in your country?</td>
<td></td>
</tr>
<tr>
<td><strong>Writing task:</strong></td>
<td></td>
<td>Suggest some reasons for these changes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grammar for writing:</strong></td>
<td>• Analyze academic and vocational subjects</td>
<td><strong>Academic writing skills:</strong></td>
<td></td>
</tr>
<tr>
<td>• Comparison and contrast language</td>
<td></td>
<td>• Analyzing an essay question</td>
<td></td>
</tr>
<tr>
<td>• Comparison and contrast language in topic sentences</td>
<td></td>
<td><strong>Writing task type:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Write an introduction to an essay (1).</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Writing task:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Outline the various differences between studying a language and studying mathematics. In what ways may they in fact be similar?</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar for writing:</strong></td>
<td>• Evaluate actions for avoiding illness</td>
<td><strong>Academic writing skills:</strong></td>
<td></td>
</tr>
<tr>
<td>• Articles</td>
<td>• Understand whether statements are in favour or against an argument</td>
<td>• Write an introduction to an essay (2)</td>
<td></td>
</tr>
<tr>
<td>• Language of concession</td>
<td></td>
<td><strong>Writing task type:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Structure body paragraphs in an essay.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Writing task:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘Avoiding preventable illnesses is the responsibility of individuals and their families, not governments.’ Do you agree?</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar for writing:</strong></td>
<td>• Evaluate risks</td>
<td><strong>Academic writing skills:</strong></td>
<td></td>
</tr>
<tr>
<td>• Cause and effect</td>
<td>• Apply risk evaluation</td>
<td>• Topic sentences in body paragraphs</td>
<td></td>
</tr>
<tr>
<td>• Conditional language</td>
<td></td>
<td><strong>Writing task type:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Structure ‘for and against’ arguments in essays.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Writing task:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘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.</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar for writing:</strong></td>
<td>• Understand the stages in a process</td>
<td><strong>Academic writing skills:</strong></td>
<td></td>
</tr>
<tr>
<td>• The passive</td>
<td>• Apply understanding of the stages in a process</td>
<td>• Adding detail to your writing</td>
<td></td>
</tr>
<tr>
<td>• Sequencing</td>
<td></td>
<td><strong>Writing task type:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Write a description of a process.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Writing task:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Write a description of a process with which you are familiar.</td>
<td></td>
</tr>
<tr>
<td>UNIT</td>
<td>VIDEO</td>
<td>READING</td>
<td>VOCABULARY</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>---------</td>
<td>------------</td>
</tr>
<tr>
<td>6 ENVIRONMENT</td>
<td>The Three Gorges Dam</td>
<td><strong>Key reading skill:</strong> 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</td>
<td>Natural disaster vocabulary (e.g. natural, major, severe) Academic noun phrases</td>
</tr>
<tr>
<td>7 ARCHITECTURE</td>
<td>Islamic architecture</td>
<td><strong>Key reading skill:</strong> Skimming Using your knowledge to predict content Understanding key vocabulary Reading for detail Making inferences from the text Reading for main ideas</td>
<td>Academic word families (e.g. function, environment, responsibility) Architecture and planning (e.g. conservation, skyscrapers, outskirts)</td>
</tr>
<tr>
<td>8 ENERGY</td>
<td>Alternative energy</td>
<td><strong>Key reading skill:</strong> Working out meaning from context Understanding key vocabulary Reading for detail Using your knowledge to predict content Making inferences from the text</td>
<td>Energy collocations (e.g. fossil fuel, renewable energy, air pollution) Formal and informal academic verbs (e.g. consult, deliver, instigate)</td>
</tr>
<tr>
<td>9 ART</td>
<td>A Leonardo da Vinci design</td>
<td><strong>Key reading skill:</strong> Scanning to find information Understanding key vocabulary Using your knowledge to predict content Reading for detail Making inferences from the text Paraphrasing</td>
<td>Quotations and reporting information (e.g. state, say, argue) Describing art (e.g. abstract, figurative, lifelike)</td>
</tr>
<tr>
<td>10 AGEING</td>
<td>The Khanty of Siberia</td>
<td><strong>Key reading skill:</strong> 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</td>
<td>Retirement and the elderly (e.g. pension, retirement, memory) Academic collocations with prepositions (e.g. rely on, in contrast, range of)</td>
</tr>
</tbody>
</table>
Reading 2: What are the economic impact of ageing of a young population on a society? (Social anthropology)

Reading 2: Which is more costly? (Environmental planning)

Reading 1: Are green buildings too expensive, or are they building: beauty or function? (Alternative architecture)

Reading 1: Slides from a presentation on energy (Energy resources. Discuss the most important when designing a building) (Building design)

Reading 1: Disaster mitigation in rural Africa: a report (Disaster mitigation)

Reading 2: Combating drought (Meteorology)

Reading 1: Art for art's sake? (Fine art)

Reading 2: Should photography be considered a fine art, like painting or sculpture?

Reading 2: What are the effects of retirement and the elderly? (Environment)

Reading for main ideas: Working out meaning from context

Reading for detail: Understanding key vocabulary

Reading for main ideas: Making inferences from the text

Using your knowledge to predict key reading skill

Using your knowledge to predict content

Using your knowledge to predict context

Using your knowledge to predict meaning

Using your knowledge to predict grammar

Using your knowledge to predict academic collocations

Reading for detail: Making inferences from the text

Using your knowledge to predict content

Using your knowledge to predict context

Using your knowledge to predict meaning

Using your knowledge to predict grammar

Using your knowledge to predict academic collocations

Grammar for writing: Expressing solutions using it

Grammar for writing: Register in academic writing

Grammar for writing: Relative clauses

Grammar for writing: Substitution

Grammar for writing: Numerical words and phrases

Academic writing skills: Paragraph structure in essays

Academic writing skills: Ordering information

Academic writing skills: Editing language

Academic writing skills: Coherence

Academic writing skills: Interpreting graphs and charts

Writing task type: Write a report referring to a case study.

Writing task type: Write a persuasive essay

Writing task: Write a problem–solution essay.

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.

Writing task: Write a report referring to a case study.

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?

Reading for main ideas: Working out meaning from context

Reading for detail: Understanding key vocabulary

Reading for main ideas: Making inferences from the text

Using your knowledge to predict key reading skill

Using your knowledge to predict content

Using your knowledge to predict context

Using your knowledge to predict meaning

Using your knowledge to predict grammar

Using your knowledge to predict academic collocations

Grammar for writing: Create a diagram analyzing strategies in terms of cost and time

Grammar for writing: Analyze arguments

Grammar for writing: Analyze arguments

Grammar for writing: Evaluate your answers to a questionnaire

Grammar for writing: Understand alternative energy sources

Grammar for writing: Understand supporting and challenging statements

Grammar for writing: Evaluate statements

Grammar for writing: Analyze data

Grammar for writing: Apply data analysis

Grammar for writing: Understand advantages

Academic writing skills: Analyzing strategies

Academic writing skills: Evaluate arguments

Academic writing skills: Evaluate your answers to a questionnaire

Academic writing skills: Understand alternative energy sources

Academic writing skills: Understand supporting and challenging statements

Academic writing skills: Evaluate statements

Academic writing skills: Analyze data

Academic writing skills: Apply data analysis

Academic writing skills: Understand advantages

Academic writing skills: Describing population data and its implications.

Grammar for writing: It

Writing task: Write an essay using quotations.

Writing task: Fashion, cooking, video games and sport have all been likened to fine art. Choose one of these and discuss whether it should be considered fine art, comparable to painting or sculpture.

Writing task: Create a diagram analyzing strategies in terms of cost and time.

Writing task: Write a report referring to a case study.

Writing task: Write an essay describing the information and suggesting what the potential global impact could be if the 2100 projections are correct.

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.

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?
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.
**MOTIVATION**

*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.

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

---

**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.
YOUR GUIDE TO UNLOCK

UNLOCK CRITICAL THINKING

BLOOM’S TAXONOMY

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

decide, rate, choose, recommend,
- justify, assess, prioritize

EVALUATE
- explain, contrast, examine, identify
- investigate, categorize

ANALYZE
- show, complete, use, classify
- examine, illustrate, solve

APPLY
- compare, discuss, restate
- predict, translate, outline

UNDERSTAND
- name, describe, relate
- find, list, write, tell

REMEMBER

The Critical thinking sections present a difficult area in an engaging and accessible way.

Shirley Norton,
London School of English, UK

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.

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.

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.
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.

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
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 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.

UNIT 2: CUSTOMS AND TRADITIONS
EXERCISE 1: PREVIEWING
Look at the photographs and complete the sentences.

In an Indian wedding the bride has her painted with henna.

In a Chinese wedding the bride and groom drink .
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 ONLINE 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 |
| 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


*eBook available from www.cambridge.org/unlock

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