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# MAP OF THE BOOK

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| The active and passive voice | Understand and use pie charts | **Preparation for speaking**  
Describe charts and data  
**Speaking task**  
Give a presentation using data from a pie chart |
| Stating preferences with *would* | Prioritize criteria | **Preparation for speaking**  
Negotiate, prioritize and make decisions  
**Pronunciation for speaking**  
Certain and uncertain intonation  
**Speaking task**  
Decide as a group which candidate should receive a scholarship |
| Connection actions with time expressions | Understand background and motivation | **Preparation for speaking**  
Persuade someone to agree with your point of view  
**Speaking task**  
 Debate whether healthcare should be free |
| Expressing certainty about future events | Understand statistics | **Preparation for speaking**  
Discuss risk  
**Speaking task**  
Discuss and complete a risk-assessment form |
| Modals for necessity and obligation | Use dependency diagrams | **Preparation for speaking**  
Explain the order of steps in a process  
**Pronunciation for speaking**  
Stress words that indicate order  
**Speaking task**  
Explain a process |
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## UNIT 1: VIDEO LISTENING VOCABULARY GRAMMAR CRITICAL THINKING SPEAKING

### 6 ENVIRONMENT

**Listening 1:** A lecture about environmental change

**Listening 2:** A talk about the destruction of deserts

**Key listening skill:** Distinguishing main ideas from details

**Understanding key vocabulary**

**Listening for main ideas**

**Listening for detail**

**Listening for opinion**

**Listen for text organization**

**Pronunciation for listening:** Sentence stress

**Verbs to describe environmental change** (e.g. adapt, decline, survive)

**Complex prepositions**

**Organize a presentation**

**Preparation for speaking**

- Explain a problem and offer a solution

**Speaking task**

- Give a presentation on the destruction of the Saharan desert

### 7 ARCHITECTURE

**Listening 1:** A conversation between two property developers

**Listening 2:** A housing development meeting

**Key listening skill:** Understanding analogies

**Understanding key vocabulary**

**Using your knowledge**

**Listening for main ideas**

**Listening for detail**

**Listening for opinion**

**Listening for gist**

**Listening for attitude**

**Pronunciation for listening:** Emphasis in contrasting opinions

**Academic vocabulary for architecture and transformation** (e.g. transform, anticipate, maintain)

**Verbs with future meaning**

**Compare requirements to solutions**

**Preparation for speaking**

- Identify problems and suggest solutions

**Pronunciation for speaking**

- Emphasize a word or idea to signal a problem

**Speaking task**

- Discuss a housing problem and possible solutions

### 8 ENERGY

**Listening 1:** A radio show on the island of El Hierro

**Listening 2:** A chaired meeting about energy saving in an office

**Key listening skill:** Understanding digressions

**Using your knowledge**

**Listening for gist**

**Listening for detail**

**Listening for opinion**

**Pronunciation for listening:** Intonation related to emotion

**Academic vocabulary for networks and systems** (e.g. generation, capacity, volume)

**Connecting ideas between sentences**

**Identify pros and cons**

**Preparation for speaking**

- Keep a discussion moving

**Pronunciation for speaking**

- Use a neutral tone of voice

**Speaking task**

- Participate in a chaired discussion on saving energy

### 9 ART AND DESIGN

**Listening 1:** A radio news show about graffiti

**Listening 2:** An informal debate about public art

**Key listening skill:** Inferring opinions

**Understanding key vocabulary**

**Predicting content using visuals**

**Listening for gist**

**Listening for opinion**

**Making inferences**

**Listening for main ideas**

**Listen for text organization** features

**Pronunciation for listening:** Stress in word families

**Academic vocabulary related to art** (e.g. appreciate, interpret, analyze)

**Expressing contrasting opinions**

**Support arguments**

**Preparation for speaking**

- Express opinions in a debate

**Pronunciation for speaking**

- Stress in hedging language

**Speaking task**

- Participate in an informal debate on public art

### 10 AGEING

**Listening 1:** A radio interview about retirement

**Listening 2:** Presentations on ageing in different countries

**Key listening skill:** Understanding specific observations and generalizations

**Using your knowledge**

**Understanding key vocabulary**

**Listening for gist**

**Listening for detail**

**Pronunciation for listening:** Elision and intrusion

**Academic verbs for support and assistance** (e.g. permit, devote, contribute)

**Verbs followed by to + infinitive**

**Understand data in a line graph**

**Preparation for speaking**

- Reference data in a presentation, make comparisons

**Pronunciation for speaking**

- Contrastive stress in comparisons

**Speaking task**

- Give a presentation on ageing

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**MAP OF THE BOOK**
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.
Work with a partner. Discuss the questions below.
1 What is deforestation?
2 What are the causes and consequences of it?
3 What other things do people do that affect the environment?
4 How can people use natural resources without destroying the environment?

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.

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
[...] 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.
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.

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.

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.

Verbs followed by to + infinitive

Some verbs are usually followed by to + infinitive. Common examples are agree, arrange, consent, manage, offer, refuse, threaten and want.

We live close to both our daughters and offer to babysit our grandchildren regularly.

After certain verbs in active sentences an object is included an object before to + infinitive.

Our savings allow us to live the life we’ve always wanted.

Listening for certain and uncertain intonation

We can sometimes understand a speaker’s attitude by listening to their intonation. A rising intonation can indicate uncertainty and a falling intonation can indicate certainty about what they are saying.

Listen and write certain (C) or uncertain (U) next to the statements below.

1. You’re considering university, aren’t you?  
2. I like maths and physics, and I’m doing well in those classes.  
3. You should make use of your maths and physics abilities.  
4. I’m considering studying engineering.

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 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 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 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


*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 |

*eBooks available from www.cambridge.org/unlock
# LEARNING OBJECTIVES

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<td>Predict content</td>
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<tr>
<td>Speaking skills</td>
<td>Describe charts and data</td>
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<td>Speaking task</td>
<td>Present data using a pie chart</td>
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