## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Map of the book</td>
<td>4</td>
</tr>
<tr>
<td>Your guide to <em>Unlock</em></td>
<td>8</td>
</tr>
<tr>
<td>UNIT 1 Places</td>
<td>14</td>
</tr>
<tr>
<td>UNIT 2 Festivals and celebrations</td>
<td>32</td>
</tr>
<tr>
<td>UNIT 3 School and education</td>
<td>50</td>
</tr>
<tr>
<td>UNIT 4 The internet and technology</td>
<td>68</td>
</tr>
<tr>
<td>UNIT 5 Language and communication</td>
<td>86</td>
</tr>
<tr>
<td>UNIT 6 Weather and climate</td>
<td>104</td>
</tr>
<tr>
<td>UNIT 7 Sports and competition</td>
<td>122</td>
</tr>
<tr>
<td>UNIT 8 Business</td>
<td>140</td>
</tr>
<tr>
<td>UNIT 9 People</td>
<td>158</td>
</tr>
<tr>
<td>UNIT 10 Space and the universe</td>
<td>176</td>
</tr>
<tr>
<td>Pairwork exercises</td>
<td>194</td>
</tr>
<tr>
<td>Glossary</td>
<td>199</td>
</tr>
<tr>
<td>Video and audio scripts</td>
<td>209</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>224</td>
</tr>
</tbody>
</table>
### MAP OF THE BOOK

<table>
<thead>
<tr>
<th>UNIT</th>
<th>VIDEO</th>
<th>LISTENING</th>
<th>VOCABULARY</th>
</tr>
</thead>
</table>
| **1 PLACES** | Living in Alaska | **Key listening skill:** Predicting content using visuals  
Listening for main ideas  
Listening for detail  
Understanding key vocabulary  
Distinguishing fact from opinion  
**Pronunciation for listening:** Vowel sounds: /æ/ /ɒ/ /ɪ/ /ʌ/ | Vocabulary for places we live and work (e.g. pedestrian area, bus stop, cottage) |
| **2 FESTIVALS AND CELEBRATIONS** | A Chinese New Year | **Key listening skill:** Listening and taking notes  
Understanding key vocabulary  
Predicting content using visuals  
Listening for main ideas  
Listening for examples  
Recognizing examples  
**Pronunciation for listening:** Stressed words in connected speech | Collocations (e.g. go to a concert, take a photograph, have a nice time) |
| **3 SCHOOL AND EDUCATION** | Education around the world | **Key listening skill:** Using visual clues to listen  
Understanding key vocabulary  
Activating your knowledge  
Listening for detail  
**Pronunciation for listening:** Word stress  
Understanding intonation | Collocations about learning (e.g. study Geography, learn Biology, teach French, revise History)  
Review of prepositional phrases |
| **4 THE INTERNET AND TECHNOLOGY** | Virtual reality | **Key listening skill:** Listening for reasons  
Understanding key vocabulary  
Listening for main ideas  
Listening for supporting details  
**Pronunciation for listening:** Consonant sounds: /s/ /ʃ/ /ŋ/ strong /æ/ and weak /ə/ | Technology (e.g. go online, wifi, the cloud) |
| **5 LANGUAGE AND COMMUNICATION** | Languages in South America | **Key listening skill:** Listening for genre  
Using your knowledge to predict content  
Using your knowledge to predict content  
Understanding key vocabulary  
Listening for main ideas  
Listening for instructions  
**Pronunciation for listening:** Sounding positive  
Consonant sounds: silent /l/ | Communication (e.g. pick up, learn, wave) |
<table>
<thead>
<tr>
<th>GRAMMAR</th>
<th>CRITICAL THINKING</th>
<th>SPEAKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of the Past simple</td>
<td>Plan a presentation</td>
<td>Preparation for speaking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Organize information for a presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pronunciation for speaking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Connected speech</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speaking task</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Create a presentation for your classmates about an interesting place.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Give factual information about the place you choose.</td>
</tr>
<tr>
<td>Review of Present tense</td>
<td>Use a table to organize ideas</td>
<td>Preparation for speaking</td>
</tr>
<tr>
<td>question forms</td>
<td></td>
<td>Make suggestions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speaking task</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discuss a new festival and make suggestions for events.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Give a poster presentation about your festival to the rest of your group.</td>
</tr>
<tr>
<td>Basic verb patterns</td>
<td>Use an idea wheel to categorize vocabulary</td>
<td>Preparation for speaking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Offer opinions, agree and disagree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Phrases for giving opinions in a debate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speaking task</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hold a debate about whether students should choose how they learn.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Explain if you agree or disagree with your classmates during the debate.</td>
</tr>
<tr>
<td>can / be able to</td>
<td>Categorize advantages and disadvantages to hold a debate</td>
<td>Preparation for speaking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Describe additional and contrasting information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Linking words of contrast to organize a report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speaking task</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Present a report about technology, providing some information about a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>device. Look at advantages and disadvantages and details to support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>main ideas.</td>
</tr>
<tr>
<td>Imperative clauses</td>
<td>Use a flow chart to give instructions</td>
<td>Preparation for speaking</td>
</tr>
<tr>
<td>Verb patterns</td>
<td></td>
<td>Sequence instructions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sequencing words to organize instructions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speaking task</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plan and give a set of instructions.</td>
</tr>
<tr>
<td>UNIT</td>
<td>VIDEO</td>
<td>LISTENING</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>-----------</td>
</tr>
<tr>
<td><strong>6 WEATHER AND CLIMATE</strong></td>
<td>Rain and the water cycle</td>
<td><em>Key listening skill:</em> Predicting ideas from research&lt;br&gt;Understanding key vocabulary&lt;br&gt;Recognizing mood&lt;br&gt;&lt;br&gt;<em>Pronunciation for listening:</em> Vowel sounds: /əʊ/ /ɜːʊ/ &lt;br&gt;Sounding interested</td>
</tr>
<tr>
<td><strong>7 SPORTS AND COMPETITION</strong></td>
<td>The Palio horse race</td>
<td><em>Key listening skill:</em> Listening for bias&lt;br&gt;Understanding key vocabulary&lt;br&gt;Listening for corrections&lt;br&gt;&lt;br&gt;<em>Pronunciation for listening:</em> Making corrections</td>
</tr>
<tr>
<td><strong>8 BUSINESS</strong></td>
<td>South African Cape fishermen</td>
<td><em>Key listening skill:</em> Recognizing numbers&lt;br&gt;Understanding key vocabulary&lt;br&gt;Listening for reaction&lt;br&gt;&lt;br&gt;<em>Pronunciation for listening:</em> Pronouncing numbers</td>
</tr>
<tr>
<td><strong>9 PEOPLE</strong></td>
<td>Internet inventors</td>
<td><em>Key listening skill:</em> Recognizing attitude&lt;br&gt;Predicting content using visuals&lt;br&gt;Understanding key vocabulary&lt;br&gt;Listening for detail&lt;br&gt;&lt;br&gt;<em>Pronunciation for listening:</em> Showing enthusiasm</td>
</tr>
<tr>
<td><strong>10 SPACE AND THE UNIVERSE</strong></td>
<td>Exploring Mars</td>
<td><em>Key listening skill:</em> Recognizing words with easily confused sounds&lt;br&gt;Understanding key vocabulary&lt;br&gt;Using context to guess words&lt;br&gt;Listening to an introduction&lt;br&gt;&lt;br&gt;<em>Pronunciation for listening:</em> Words with easily confused sounds&lt;br&gt;Consonant sounds: /t/ /θ/</td>
</tr>
</tbody>
</table>
6 WEATHER AND CLIMATE

Listening 1: A news report on the climate of the Western Ghats tropical rainforest (Geography)

Listening 2: A discussion between two students who are preparing a survey about the weather and people’s moods (Psychology and Social Sciences)

Rain and the water cycle

Key listening skill:
- Predicting ideas from research
- Understanding key vocabulary
- Recognizing mood

Pronunciation for listening:
- Vowel sounds: /ɒ/ /əʊ/
- Sounding interested

Verb collocations

Preparation for speaking
- Linking words to explain cause and consequence

Speaking task
- Create and complete a survey about the use of land and how it affects the climate. Present the results of the survey to your classmates.

7 SPORTS AND COMPETITION

Listening 1: A panel discussion about the scoring system in Taekwondo (Sports science)

Listening 2: A presentation about unusual sports (Sports science)

The Palio horse race

Key listening skill:
- Listening for bias
- Understanding key vocabulary
- Listening for corrections

Pronunciation for listening:
- Making corrections

Vocabulary for sport (e.g. golf, gloves, rink)

Review of the Present perfect

Preparation for speaking
- Phrases to talk about advantages and disadvantages, to explain that you don’t understand and to ask for further explanation

Speaking task
- Have a panel discussion about sport and money. Talk about advantages and disadvantages.

8 BUSINESS

Listening 1: A conversation about wasting time at work (Business studies, Sociology)

Listening 2: A discussion between a mentor and a student about interview techniques (Business studies)

South African Cape fishermen

Key listening skill:
- Recognizing numbers
- Understanding key vocabulary
- Listening for reaction

Pronunciation for listening:
- Pronouncing numbers

Multi-word verbs

Review of comparatives

Preparation for speaking
- Use ideas rakes

Speaking task
- Think of some solutions to a work or study problem and give advice to someone.

9 PEOPLE

Listening 1: A conversation between two students about two remarkable people (History)

Listening 2: A seminar discussion about inventions with unusual designs (Industrial design)

Internet inventors

Key listening skill:
- Recognizing attitude
- Predicting content using visuals
- Understanding key vocabulary
- Listening for detail

Pronunciation for listening:
- Showing enthusiasm –ed and –ing adjectives

Suffixes

Preparation for speaking
- Use description wheels

Speaking task
- Plan a conference about space exploration. Discuss and find solutions to any possible problems.

10 SPACE AND THE UNIVERSE

Listening 1: A radio programme about space travel (Space studies)

Listening 2: A discussion about the International Space Station (Space studies)

Exploring Mars

Key listening skill:
- Recognizing words with easily confused sounds
- Understanding key vocabulary
- Using context to guess words
- Listening to an introduction

Pronunciation for listening:
- Words with easily confused sounds
- Consonant sounds: /t/ /θ/

Travel verbs and nouns with similar meanings

Word building

Conditionals

Preparation for speaking
- Use question charts

Speaking task
- Plan a conference about space exploration. Discuss and find solutions to any possible problems.
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.
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
CRITICAL THINKING

[... 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.

IMPLEMENT

At the end of this unit you are going to do the speaking task below.

Plan and give a set of instructions.

Giving instructions

To give instructions, use a simple flow chart to help you think of the actions you will need to describe the process.

2 Complete the instructions for setting the alarm on a mobile phone. Write the verbs in the box in the flow chart.

Put enter save pick unlock select press

Press open button 2 your phone 3 your PIN number

Scroll to change time 5 your changes

Select alarm clock clock application
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.

This unique feature of Unlock focuses on aspects of pronunciation which may inhibit listening comprehension. This means that learners are primed to understand detail and nuance while listening.

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
SOLUTIONS
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.

FLEXIBLE
Unlock is available in a range of print and digital components, so teachers can mix and match according to their requirements.

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.

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.

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

<table>
<thead>
<tr>
<th>Student’s Book and Online Workbook Pack*</th>
<th>978-1-107-61399-7</th>
<th>978-1-107-61400-0</th>
<th>978-1-107-61526-7</th>
<th>978-1-107-61525-0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation Plus (interactive whiteboard software)</td>
<td>978-1-107-63800-6</td>
<td>978-1-107-65605-5</td>
<td>978-1-107-67624-4</td>
<td>978-1-107-68245-0</td>
</tr>
</tbody>
</table>

*eBooks available from www.cambridge.org/unlock