

UNLOCK

LISTENING & SPEAKING SKILLS

3

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Frontmatter
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MAP OF THE BOOK

UNIT	VIDEO	LISTENING	VOCABULARY
1 ANIMALS LISTENING 1: A podcast with a veterinary student (Biology) LISTENING 2: A debate about using animals for work (Politics)	Wildlife conservation	Key listening skill: Taking notes Understanding key vocabulary Using visuals to predict content Listening for detail Predicting content Listening for main ideas Listening for opinion Pronunciation for listening: Intonation of lists	Word families (e.g. <i>analysis, analyze, analytical, analytically</i>)
2 CUSTOMS AND TRADITIONS LISTENING 1: A radio programme about changing customs in the modern world (Sociology) LISTENING 2: A discussion about new social-networking habits (Culture)	Japan: customs and traditions	Key listening skill: Identifying cause and effect Understanding key vocabulary Predicting content Listening for main ideas Listening for detail Using your knowledge Pronunciation for listening: Connected speech: final /t/ and /d/	Suffixes (e.g. <i>-al, -ise, -able, -ful, -less</i>)
3 HISTORY LISTENING 1: A discussion about major historical finds (History) LISTENING 2: A lecture about Sultan Mehmed II (History)	The desert mummies of Peru	Key listening skill: Understanding key vocabulary Using your knowledge Listening for main ideas Listening for detail Listening for text organisation features Pronunciation for listening: Connected speech: weak forms	Synonyms (e.g. <i>soldiers, warriors, find, discover</i>)
4 TRANSPORT LISTENING 1: A radio programme about fear of flying (Psychology) LISTENING 2: A focus-group discussion about cycling (Sociology)	How to make a BMW	Key listening skill: Identifying rhetorical questions Understanding key vocabulary Using your knowledge Listening for main ideas Listening for detail Taking notes Listening for text organisation features Pronunciation for listening: Word stress	Talking about achievement (e.g. <i>challenge, goal, attitude</i>)
5 ENVIRONMENT LISTENING 1: A lecture about agriculture (Ecology) LISTENING 2: A debate about nuclear energy (politics)	Sleeping giants: Russia's volcanoes	Key listening skill: Understanding explanations Understanding key vocabulary Predicting content from visuals Listening for main ideas Listening for detail Listening for text organisation features Listening for counter-arguments Pronunciation for listening: Connected speech: linking sounds	Negative prefixes (e.g. <i>un-, in-, im-</i>)

MAP OF THE BOOK

	GRAMMAR	CRITICAL THINKING	SPEAKING
	Modals for obligation and suggestions (<i>have to, have got to, should, need to, must, ought to</i>) Contrasting ideas (e.g. <i>but, yet, however</i>)	Giving examples to support an opinion	Preparation for speaking: Preparing an opening statement for a debate, using signposting language to help the audience Pronunciation for speaking: Introducing examples Speaking task: Give an opening statement in a debate: Using animals for entertainment should be banned.
	Dependent prepositions	Ideas maps Identifying advantages and disadvantages	Preparation for speaking: Taking turns in a discussion Using adverbs for emphasis Pronunciation for speaking: Phrases to emphasize agreeing and disagreeing (e.g. <i>I strongly believe that ... , I completely disagree that ...</i>) Speaking task: How has modern technology changed the way we interact with each other? What are the positive and negative aspects of this influence?
	Relative clauses	Distinguishing between facts and opinions	Preparation for speaking: Talking about past events Pronunciation for speaking: Past tense regular verbs /t/ /d/ /id/ Talking about time Speaking task: Give a presentation about a famous historical figure or a historical event
	Comparing things (e.g. <i>by far, considerably more, definitely more</i>)	Evaluating and proposing ideas	Preparation for speaking: Expanding ideas and giving examples of personal experiences Speaking task: Take part in a group discussion about using your mobile phone while walking.
	Modals to express opinions (e.g. <i>might be, could, may</i>)	Giving counter-arguments	Preparation for speaking: Linking ideas Talking about advantages and disadvantages Speaking task: You are a member of a city council that has to decide how to develop a large piece of land. Argue for or against building a new shopping centre.

MAP OF THE BOOK

UNIT	VIDEO	LISTENING	VOCABULARY
6 HEALTH AND FITNESS LISTENING 1: A radio programme about healthy lifestyles (Fitness) LISTENING 2: Health advertisements (Health)	Training for a triathlon: the ultimate event	Key listening skill: Identifying attitude Understanding key vocabulary Using your knowledge Listening for main ideas Referring to common knowledge Listening for detail Pronunciation for listening: Intonation: expressing attitudes	Phrasal verbs (e.g. <i>go out, bring up, take up</i>)
7 DISCOVERY AND INVENTION LISTENING 1: A talk about inventions (Discovery) LISTENING 2: A lecture about mobile phone apps (Invention)	Engineering a ski resort in the desert	Key listening skill: Understanding lecture organisation Understanding key vocabulary Using your knowledge Listening for main ideas Listening for detail Referring to earlier ideas Taking notes Listening for text organisation features Pronunciation for listening: Weak forms and strong forms	Phrases with <i>make</i> (e.g. <i>make a discovery, make sure, make a difference</i>)
8 FASHION LISTENING 1: A discussion about clothes (Fashion) LISTENING 2: Interview with a designer (Business)	From function to fashion	Key listening skill: Listening for detail Understanding key vocabulary Using visuals to predict content Listening for main ideas Using your knowledge Pronunciation for listening: Vowel elision	Idioms and fixed expressions (e.g. <i>I see what you mean, give me a hand, at long last</i>)
9 ECONOMICS LISTENING 1: A radio programme about millionaire lifestyles (Sociology) LISTENING 2: A discussion about whether college students should be paid for good grades (Economics)	Economic migration: the Chinese dream	Key listening skill: Understanding key vocabulary Using your knowledge to predict content Listening for main ideas Listening for detail Referring to research Identifying opposing points of view Pronunciation for listening: Silent letters	Collocations with <i>pay, save</i> and <i>money</i> (e.g. <i>pay in cash, save energy, borrow money</i>)
10 THE BRAIN LISTENING 1: An interview about what makes a genius (Psychology) LISTENING 2: A formal conversation about brain health (Health)	The placebo effect	Key listening skill: Understanding paraphrase Using your knowledge to predict content Listening for main ideas Listening for detail Pronunciation for listening: Intonation in questions	Collocations with <i>mind</i> (e.g. <i>mind your own business, never mind, speak your mind</i>)

MAP OF THE BOOK

	GRAMMAR	CRITICAL THINKING	SPEAKING
	Talking about preferences (e.g. <i>I'd rather, I'd prefer</i>)	Analyzing persuasive language in advertisements	Preparation for speaking: Planning to persuade someone Using imperatives Using adjectives Speaking task: Create an advertisement for an alternative treatment.
	Passive forms	Researching a topic using <i>Wh</i> -questions and ideas maps	Preparation for speaking: Outlining a topic Organizing ideas Explaining how something is used Speaking task: Give a presentation about an invention or discovery that has changed our lives.
	Talking about the future	Raising and discussing alternative points of view	Preparation for speaking: Asking for opinions and checking information Focusing on information that follows Speaking task: Interview people to find out attitudes towards uniforms and dress codes.
	Conditional sentences	Identifying and explaining opinions for and against an idea	Preparation for speaking: Using <i>-ing</i> verb forms to talk about actions Asking someone to explain in more detail Speaking task: Debate whether young people should have credit cards.
	Modal verbs for giving advice (<i>If I were you, I would ...; You should ...; You ought to ...</i>)	Analysing and applying the idea of multiple intelligences	Preparation for speaking: Asking for and giving advice Using <i>-ing</i> verb forms to talk about actions Speaking task: Ask for and give advice on how to study effectively and what type of courses to consider.

YOUR GUIDE TO UNLOCK

UNLOCK UNIT STRUCTURE

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.

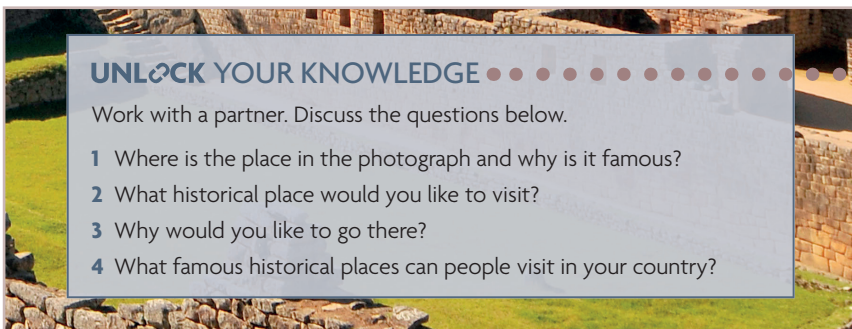
SPEAKING TASK | Uses the skills and strategies learnt over the course of the unit to produce a presentational or interactional speaking task.

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.

UNLOCK MOTIVATION



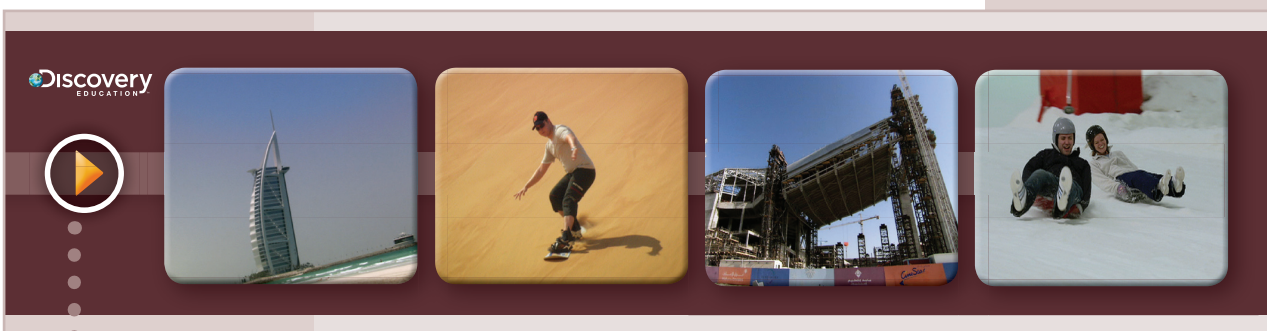
UNLOCK YOUR KNOWLEDGE

Work with a partner. Discuss the questions below.

- 1 Where is the place in the photograph and why is it famous?
- 2 What historical place would you like to visit?
- 3 Why would you like to go there?
- 4 What famous historical places can people visit in 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

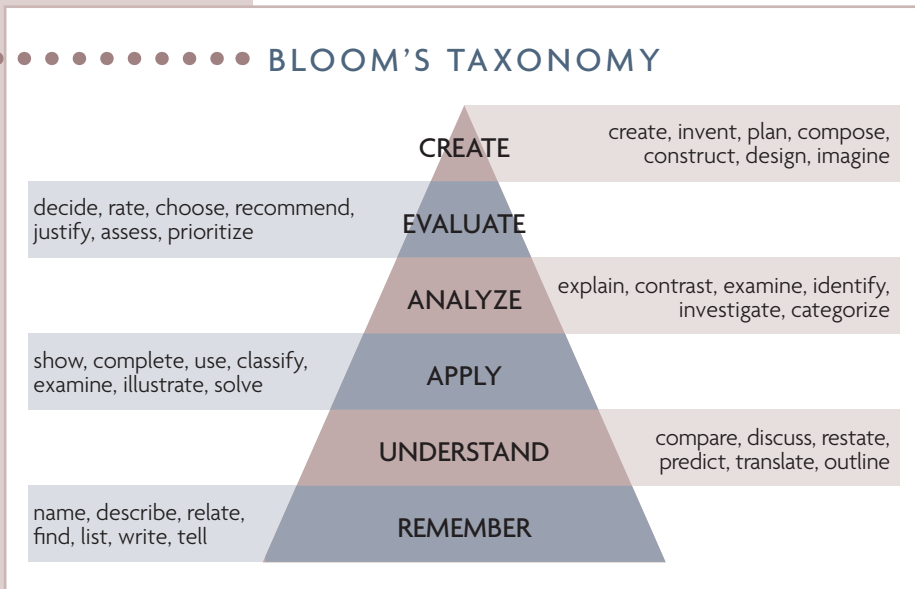
Thought-provoking videos from *Discovery Education*™ are included in every unit throughout the course to introduce topics, promote discussion and motivate learners. The videos provide a new angle on a wide range of academic subjects.

“ 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

BLOOM'S TAXONOMY



“ [...] 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.

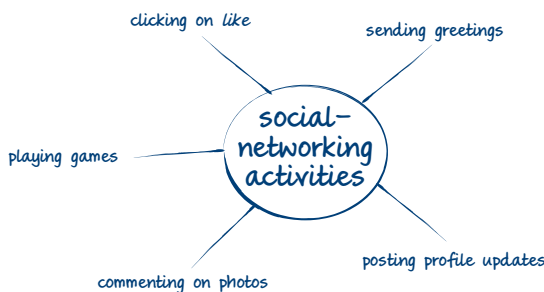
CRITICAL THINKING

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

How has modern technology changed the way we interact with each other? What are the positive and negative aspects of this influence?

UNDERSTAND

1 Look at the ideas map. What is the main focus?



2 Work with a partner. Add extra examples to the ideas map.


3 Work with another pair. Take turns to explain your extra examples.

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 that 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 provides definitions and pronunciation, and the end-of-unit wordlists provide useful summaries of key vocabulary.

LANGUAGE DEVELOPMENT

Word families

You can develop your academic vocabulary by working on word families. When you record a new word in your notebook, make sure to write down any other forms from its word family.

- Complete the table below. Sometimes there is more than one possible answer. Use a dictionary to help you.


noun	verb	adjective	adverb

PRONUNCIATION FOR LISTENING

Connected speech: weak forms

When we speak fluently, some words are not usually pronounced in a strong or clear way. These are usually auxiliary verbs (*has, was, do, etc.*), modals (*would, can, etc.*), prepositions (*to, for, etc.*) and other small words (*and, you, etc.*).

When small words are not pronounced clearly, we call this a 'weak form'. These words are pronounced with a /ə/ sound.

-  Listen to extracts from the discussion. Notice the pronunciation of the highlighted words.
 - Has **the** professor sent us **the** list **of** possible topics **to** choose from?
 - OK, we **can** do that.
 - Some **of** them are human and some **are** animals.

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 which they will find essential during their studies.

PRONUNCIATION FOR LISTENING

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



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

UNLOCK Reading & Writing Skills 1 Online Workbook

Class expires: 8 Oct, 2015


Class content: Unlock Reading & Writing Skills 1


Content Blog Chat Forum Wiki Writing activity

UNLOCK READING & WRITING SKILLS 1

UNIT 2: CUSTOMS AND TRADITIONS EXERCISE 1: PREVIEWING

Look at the photographs and complete the sentences.

1

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

2

 In a Chinese wedding the bride and groom drink .

Check Show answers Start again

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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.

Unlock Reading & Writing 2

UNIT 1


PLACES

UNLOCK YOUR KNOWLEDGE

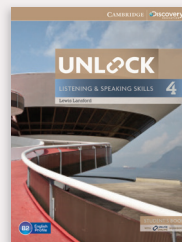
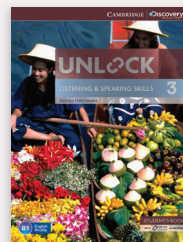
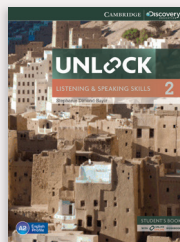
LEARNING OBJECTIVES

GO

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  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



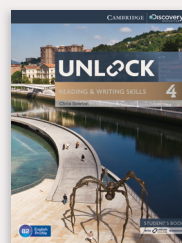
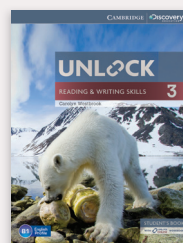
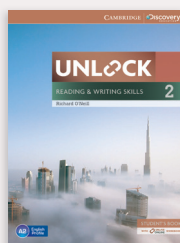
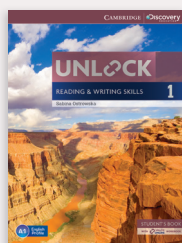
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The complete course audio is available from www.cambridge.org/unlock



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