

UNLOCK

READING & WRITING SKILLS

3

Carolyn Westbrook

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Carolyn Westbrook
Frontmatter
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MAP OF THE BOOK

UNIT	VIDEO	READING	VOCABULARY
1 ANIMALS Reading 1: Endangered species (zoology) Reading 2: Losing the battle for survival (zoology)	Sharks	Key reading skill: Reading for main ideas Using your knowledge to predict content Reading for detail Working out meaning from content Using visuals to predict content Skimming Making inferences from the text	Academic adjectives 1 (e.g. <i>common, healthy, endangered</i>)
2 CUSTOMS AND TRADITIONS Reading 1: Customs around the world (Sociology) Reading 2: A British wedding (Cultural studies)	Customs in Dagestan	Key reading skill: Reading for detail Scanning to predict content Reading for main ideas Making inferences from the text Understanding key vocabulary Previewing Skimming Understanding discourse	Academic adjectives 2 (e.g. <i>brief, certain, obvious</i>)
3 HISTORY Reading 1: Museum brochures (History) Reading 2: Should we teach history? (Education)	Egyptian archaeology	Key reading skill: Identifying purpose and audience Using your knowledge to predict content Understanding key vocabulary Scanning to find information Skimming Reading for detail Making inferences from the text	Academic vocabulary (e.g. <i>display, document, period</i>)
4 TRANSPORT Reading 1: Masdar: The future of cities? (Transport management) Reading 2: Solving traffic congestion (Urban planning)	Indian transport	Key reading skill: Using visuals to predict content Understanding key vocabulary Reading for main ideas Reading for detail Making inferences from the text	Collocation (e.g. <i>traffic congestion, public transport, rush hour</i>) Academic synonyms (e.g. <i>prevent, select, consider</i>)
5 ENVIRONMENT Reading 1: Our changing planet (Physical geography) Reading 2: What are the causes of deforestation and what are its effects on the natural environment? (Natural sciences)	Alaskan glaciers	Key reading skill: Scanning to find information Using your knowledge to predict content Reading for main ideas Reading for detail Identifying purpose Previewing Understanding key vocabulary Making inferences	Academic vocabulary (e.g. <i>annual, issue, predict</i>) Topic vocabulary (e.g. <i>deforestation, climate change, flood</i>)

MAP OF THE BOOK

	GRAMMAR	CRITICAL THINKING	WRITING
	Comparative adjectives Grammar for writing: • Word order, using <i>and</i> , <i>but</i> and <i>whereas</i>	<ul style="list-style-type: none"> Analyze a diagram for information Evaluate information from a diagram 	Academic writing skills: • Punctuation: capital letters, full stops, commas Writing task type: Write two comparison paragraphs. Writing task: Compare and contrast the two sharks in the diagram.
	Avoiding generalizations with <i>can</i> and <i>tend to</i> Adverbs of frequency Grammar for writing: • Adding detail for interest • Prepositional phrases	<ul style="list-style-type: none"> Analyze a description Identify the structure of a description 	Academic writing skills: • Essay structure Writing task type: Write three descriptive paragraphs. Writing task: Describe the laws and traditions concerning weddings. Have there been any changes in recent years?
	Making suggestions Grammar for writing: • Stating opinions • Linking contrasting sentences with <i>but</i> , <i>however</i> , <i>although</i> and <i>on the other hand</i>	<ul style="list-style-type: none"> Analyze different opinions Evaluate the importance of information Organize ideas in a chart 	Academic writing skills: • Write an introduction Writing task type: Write a balanced opinion essay. Writing task: Should museums be free or should visitors pay for admission? Discuss.
	Grammar for writing: • First conditional • Using <i>if ... not</i> and <i>unless</i>	<ul style="list-style-type: none"> Analyze an essay question Evaluate advantages and disadvantages Create your own list of advantages and disadvantages 	Academic writing skills: • Write a conclusion Writing task type: Write a problem–solution essay based on a map. Writing task: Describe the traffic problems in this city and outline the advantages and disadvantages of the suggested solutions.
	Grammar for writing: • Cause and effect • Using <i>because</i> and <i>because of</i>	<ul style="list-style-type: none"> Evaluate ideas and examples using an ideas map Create your own ideas and examples/evidence 	Academic writing skills: • Write a topic sentence. Writing task type: Write two cause–effect paragraphs. Writing task: Outline the human causes of climate change. What effects will these have on the planet?

UNIT	VIDEO	READING	VOCABULARY
6 HEALTH AND FITNESS Reading 1: Keep fit (Medicine) Reading 2: Tackling obesity (Nutrition)	Cycling	Key reading skill: Reading for detail Understanding key vocabulary Using your knowledge to predict content Skimming Reading for main ideas Using key vocabulary Making inferences from the text	Academic verbs and nouns (e.g. <i>injure, suffer, encourage</i>) Collocation (e.g. <i>life expectancy, serious illness, junk food</i>)
7 DISCOVERY AND INVENTION Reading 1: The magic of mimicry (Science and technology) Reading 2: The world of tomorrow (Product design)	Robots	Key reading skill: Scanning to predict content Using your knowledge to predict content Skimming Reading for detail Making inferences from the text	Understanding prefixes (e.g. <i>misunderstand, underperform, unsafe</i>)
8 FASHION Reading 1: Is fast fashion taking over? (Retail management) Reading 2: Offshore production (Human resources)	Missoni Italian fashion	Key reading skill: Distinguishing fact from opinion Using your knowledge to predict content Reading for main ideas Reading for detail Making inferences from the text Understanding key vocabulary Skimming	Hyponyms (e.g. <i>fashion and clothing, beauty products and cosmetics</i>) Homonyms (e.g. <i>approach, volume, goal</i>)
9 ECONOMICS Reading 1: How should you invest your money? (Business) Reading 2: How times have changed (Economics)	The Russian economy	Key reading skill: Skimming Understanding key vocabulary Reading for main ideas Identifying purpose Reading for detail Making inferences from the text Using your knowledge to predict content	Academic vocabulary (e.g. <i>economy, finance, industry</i>) Synonyms (e.g. <i>purchase and buy, domestic and household</i>)
10 THE BRAIN Reading 1: Tricks played by the brain (Psychology) Reading 2: Mind control (Neurology)	The amazing brain	Key reading skill: Previewing Skimming Reading for detail Making inferences from the text Scanning to predict content	Medical language (e.g. <i>surgery, vaccination, treatment,</i>) Academic verbs (e.g. <i>recover, care, confirm</i>)

MAP OF THE BOOK

	GRAMMAR	CRITICAL THINKING	WRITING
	<p>Grammar for writing:</p> <ul style="list-style-type: none"> • Giving reasons • Giving examples with <i>such as, for instance, for example, especially</i> 	<ul style="list-style-type: none"> • Understand and subdivide arguments • Apply subdivided arguments to the organization of an essay plan 	<p>Academic writing skills:</p> <ul style="list-style-type: none"> • Write supporting sentences. <p>Writing task type: Write a problem-solution essay.</p> <p>Writing task: What can people do to live longer? What can a government do to increase the average life expectancy of its country's citizens?</p>
	<p>Making predictions with <i>will, could</i> and <i>won't</i></p> <p>Grammar for writing:</p> <ul style="list-style-type: none"> • Relative clauses • Advantages and disadvantages 	<ul style="list-style-type: none"> • Remember ideas clearly by listing advantages and disadvantages • Understand an issue by finding reasons and evidence to support ideas 	<p>Academic writing skills:</p> <ul style="list-style-type: none"> • Edit for common errors <p>Writing task type: Write an advantage–disadvantage essay.</p> <p>Writing task: Choose one new area of technology or invention and outline its advantages and disadvantages.</p>
	<p>Grammar for writing:</p> <ul style="list-style-type: none"> • Prepositional phrases (e.g. <i>apart from, rather than, along with</i>) • Counter-arguments (e.g. <i>argue, claim, insist, state</i>) 	<ul style="list-style-type: none"> • Evaluate arguments and counter-arguments 	<p>Academic writing skills:</p> <ul style="list-style-type: none"> • Cohesion • Coherence <p>Writing task type: Write a balanced opinion essay.</p> <p>Writing task: Fashion is harmful. Discuss.</p>
	<p>Grammar for writing:</p> <ul style="list-style-type: none"> • Describing graphs – noun phrases and verb phrases • Using prepositions and conjunctions to add data • Writing approximations of numerical data (e.g. <i>nearly, more than, approximately</i>) 	<ul style="list-style-type: none"> • Understand and interpret visual information • Analyze a graph 	<p>Academic writing skills:</p> <ul style="list-style-type: none"> • Writing a description of a graph <p>Writing task type: Write an explanatory paragraph describing a graph</p> <p>Writing task: Describe both graphs and explain the data.</p>
	<p>Grammar for writing:</p> <ul style="list-style-type: none"> • Passive (in narrative tenses and with modal verbs) 	<ul style="list-style-type: none"> • Analyze a diagram to understand a process 	<p>Academic writing skills:</p> <ul style="list-style-type: none"> • Writing a description of a process <p>Writing task type: Write a process paragraph</p> <p>Writing task: Explain how the body responds to changes in temperature.</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 Is it better to see animals in a zoo or in the wild? Why?
- 2 Are there more wild animals in your country now or were there more in the past? Why?
- 3 Why do people keep domestic animals in their homes?
- 4 What things do we need animals for?
- 5 Which animals do you think are going to die out in the near future?
- 6 Can we live without animals?

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



DISCOVERY EDUCATION™ VIDEO

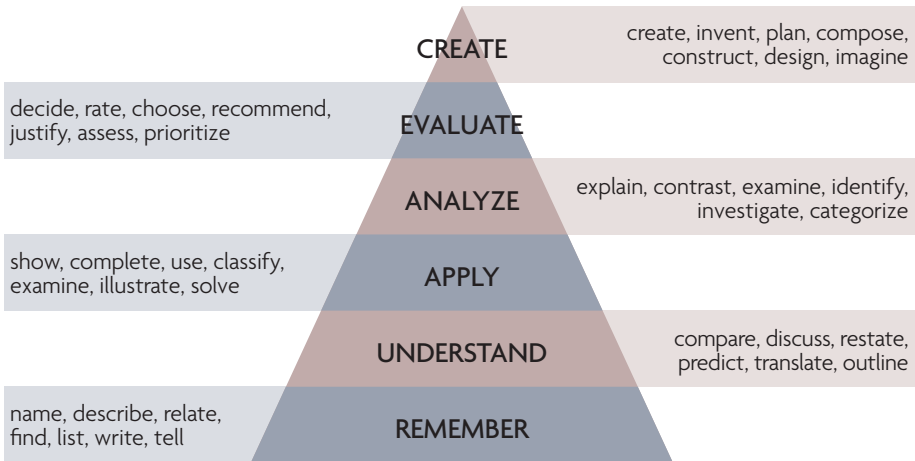
Thought-provoking videos from *Discovery Education™* are included in every unit throughout the course to introduce topics, promote discussion and motivate learners. The videos provide a new angle on a wide range of academic subjects.

“ 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



“ The Critical thinking sections present a difficult area in an engaging and accessible way. Shirley Norton, London School of English, UK ”

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

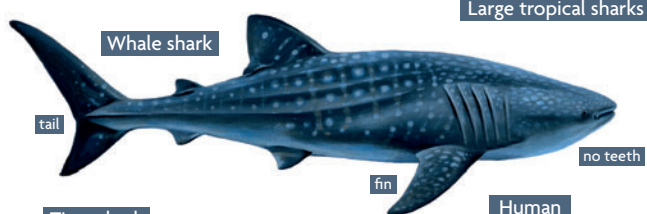
Organizing information

Organizing information from a diagram is an important critical thinking skill.

ANALYZE

1 Look at the diagram of the two sharks and the boxes in Exercise 2. Write a sentence for each feature to explain how the sharks are similar or different.

- 1 Size: _____
- 2 Colour: _____
- 3 Skin pattern: _____
- 4 Mouth: _____
- 5 Fins and tail: _____




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.

LANGUAGE DEVELOPMENT

COLLOCATION 1

1 Match the nouns (1–8) to the nouns (a–h) to make collocations about transport.

- | | |
|-----------|----------------|
| 1 traffic | a transport |
| 2 public | b restrictions |
| 3 cycle | c charge |
| 4 rush | d congestion |
| 5 car | e lane |
| 6 road | f share |

GRAMMAR FOR WRITING

EXPLANATION

First conditional

We often use the first conditional to persuade or negotiate. Notice how we use *if* and *will* to link two sentences.

idea/action: The government increases tax on fuel.

consequence: People use their cars less.

If the government increases tax on fuel, people will use their cars less.

or

People will use their cars less, if the government increases tax on fuel.

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

YOUR GUIDE TO UNLOCK

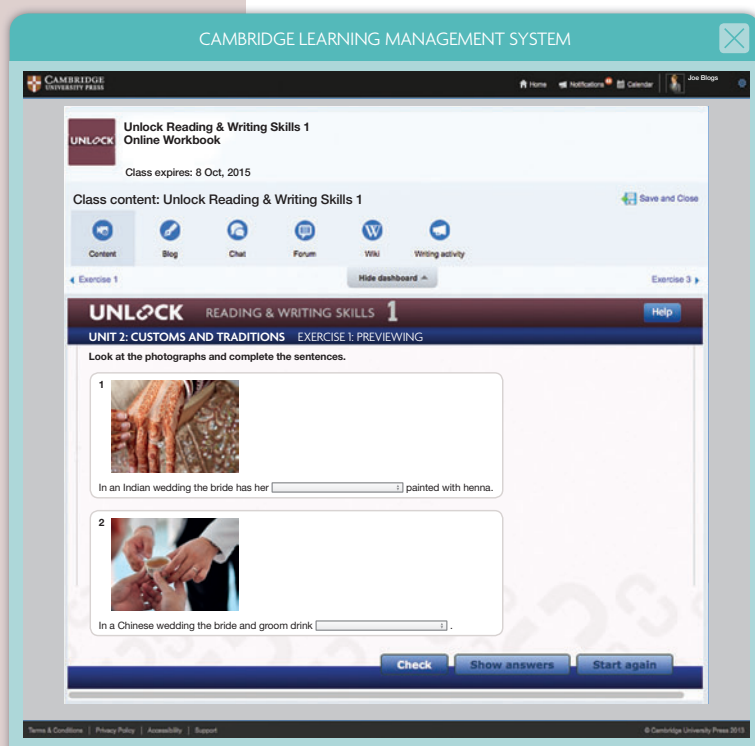
UNLOCK SOLUTIONS

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

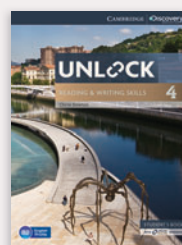
The *Unlock* Student's Books and Teacher's Books are also available as interactive eBooks. With answers and *Discovery Education*™ videos embedded, the eBooks provide a great alternative to the printed materials.



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.

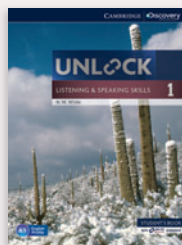
READING AND WRITING



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



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*eBook available from www.cambridge.org/unlock

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



LEARNING OBJECTIVES

Watch and listen	Watch and understand a video about sharks
Reading skills	Identify the main ideas in a text
Academic writing skills	Structure and punctuate a paragraph
Writing task	Write two comparison paragraphs