

UNLOCK

LISTENING & SPEAKING SKILLS

4

Lewis Lansford

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Lewis Lansford
Frontmatter
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MAP OF THE BOOK

UNIT	VIDEO	LISTENING	VOCABULARY
1 GLOBALIZATION Listening 1: A radio programme about how food travels around the world (Environment) Listening 2: A presentation on energy use in food production (Environment)	The globalization of food	Key listening skill: Predicting content Using your knowledge Listening for gist Listening for detail Listening for opinion Listening for main ideas Pronunciation for listening: Consonant clusters	Globalization and environment (e.g. <i>carbon footprint, processing, imported</i>)
2 EDUCATION Listening 1: A careers advice meeting (Education) Listening 2: A careers advice meeting (Education)	Astronaut training	Key listening skill: Listening for advice and suggestions Understanding key vocabulary Listening for main ideas Listening for detail Listening for gist Listening for opinion Pronunciation for listening: Certain and uncertain intonation	Academic adjectives to describe professions (e.g. <i>manual, medical, technical</i>)
3 MEDICINE Listening 1: A student seminar on pandemics (Medicine) Listening 2: A debate on the flu vaccination (Medicine)	Anthrax	Key listening skill: Identifying viewpoints Using your knowledge Listening for gist Listening for main ideas Listening for opinion Listening for attitude Listening for detail Pronunciation for listening: Intonation in question tags	Scientific research (e.g. <i>researcher, controlled, proven</i>)
4 RISK Listening 1: A safety presentation (Sport) Listening 2: A risk-assessment meeting (Occupational health)	Andes mountain trek	Key listening skill: Listening for clarification Predicting content using visuals Understanding key vocabulary Listening for gist Listening for detail Pronunciation for listening: Stress for emphasis	Adjectives to describe risk (e.g. <i>major, minor, potential</i>)
5 MANUFACTURING Listening 1: A lecture on the history of clothes manufacturing (History) Listening 2: A tour of a car manufacturing plant (Manufacturing)	Making a running shoe	Key listening skill: Signposting Understanding key vocabulary Listening for gist Listening for detail Predicting content using visuals Pronunciation for listening: Pauses in prepared speech	Academic vocabulary for production and processes (e.g. <i>method, management, production</i>)

MAP OF THE BOOK

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

MAP OF THE BOOK

UNIT	VIDEO	LISTENING	VOCABULARY
6 ENVIRONMENT Listening 1: A lecture about environmental change (Environment) Listening 2: A talk about the destruction of deserts (Environment)	Orangutan conservation	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 features Pronunciation for listening: Sentence stress	Verbs to describe environmental change (e.g. <i>adapt, decline, survive</i>)
7 ARCHITECTURE Listening 1: A conversation between two property developers (Urban planning) Listening 2: A housing development meeting (Urban planning)	Changing China	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. <i>transform, anticipate, maintain</i>)
8 ENERGY Listening 1: A radio show on the island of El Hierro (Culture/Environment) Listening 2: A chaired meeting about energy saving in an office (Environment)	Water power	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. <i>generation, capacity, volume</i>)
9 ART AND DESIGN Listening 1: A radio news show about graffiti (Art/Culture) Listening 2: An informal debate about public art (Art)	Sculpture	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. <i>appreciate, interpret, analyze</i>)
10 AGEING Listening 1: A radio interview about retirement (Economics) Listening 2: Presentations on ageing in different countries (Social anthropology)	Taking care of the family	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. <i>permit, devote, contribute</i>)

MAP OF THE BOOK

	GRAMMAR	CRITICAL THINKING	SPEAKING
	Complex prepositions	Organize a presentation	<p>Preparation for speaking Explain a problem and offer a solution</p> <p>Speaking task Give a presentation on the destruction of the Saharan desert</p>
	Verbs with future meaning	Compare requirements to solutions	<p>Preparation for speaking Identify problems and suggest solutions</p> <p>Pronunciation for speaking Emphasize a word or idea to signal a problem</p> <p>Speaking task Discuss a housing problem and possible solutions</p>
	Connecting ideas between sentences	Identify pros and cons	<p>Preparation for speaking Keep a discussion moving</p> <p>Pronunciation for speaking Use a neutral tone of voice</p> <p>Speaking task Participate in a chaired discussion on saving energy</p>
	Expressing contrasting opinions	Support arguments	<p>Preparation for speaking Express opinions in a debate</p> <p>Pronunciation for speaking Stress in hedging language</p> <p>Speaking task Participate in an informal debate on public art</p>
	Verbs followed by <i>to</i> + infinitive	Understand data in a line graph	<p>Preparation for speaking Reference data in a presentation, make comparisons</p> <p>Pronunciation for speaking Contrastive stress in comparisons</p> <p>Speaking task Give a presentation on ageing</p>

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

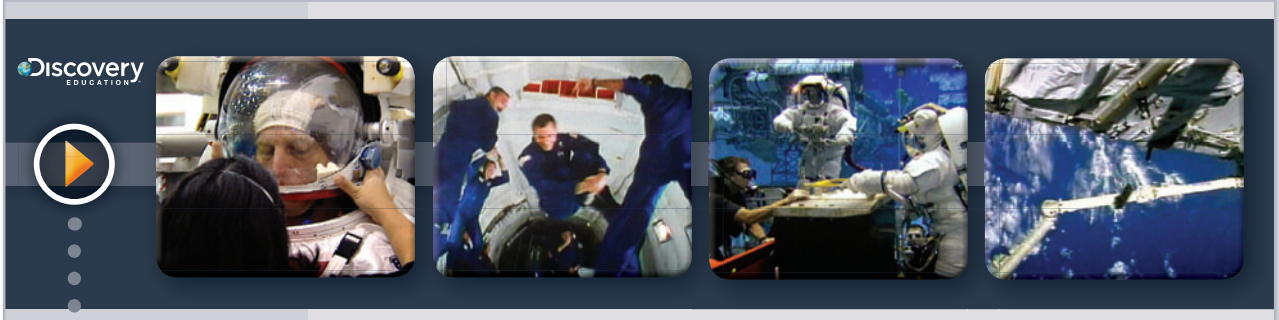
UNLOCK YOUR KNOWLEDGE

Work with a partner. Discuss the questions below.

- 1 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?

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.

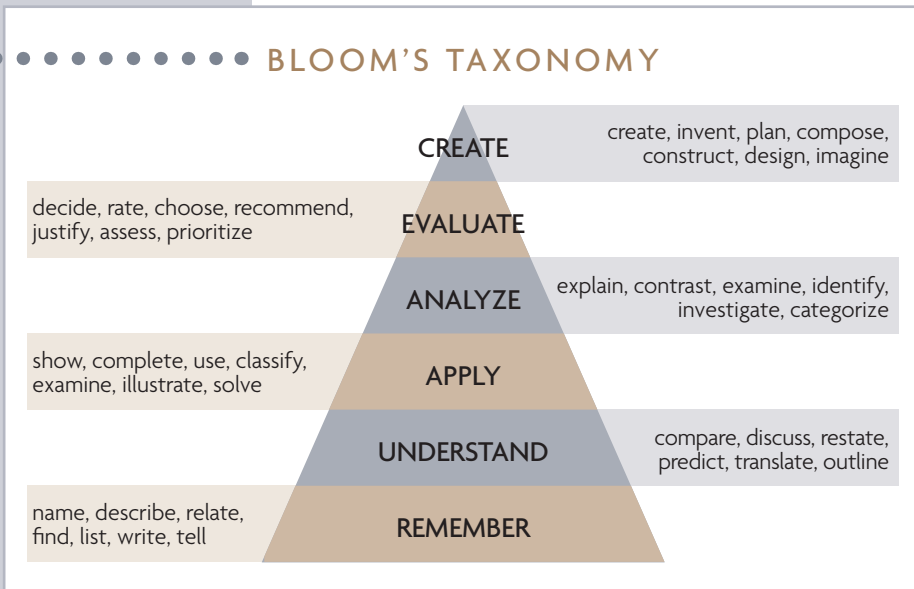
Maria Agata Szerbik,
 United Arab Emirates University,
 Al-Ain, UAE

”

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 can we ensure that workers in developing countries are paid fairly for the food we import?

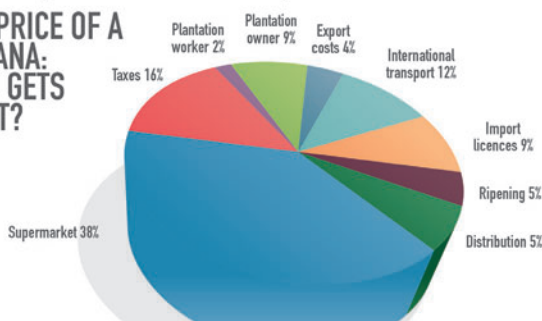
Understanding a pie chart

Pie charts are used to show percentages. The sections of a pie chart represent portions of 100%, or the entire circle.

UNDERSTAND

1 Look at the pie chart below. Answer the questions.

THE PRICE OF A BANANA: WHO GETS WHAT?




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

EXPLANATION

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.

PRONUNCIATION FOR LISTENING

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.

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

- | | | |
|---|--|----------|
| 1 | You're considering university, aren't you? | <u>U</u> |
| 2 | I like maths and physics, and I'm doing well in those classes. | <u>C</u> |
| 3 | You should make use of your maths and physics abilities. | _____ |
| 4 | I'm considering studying engineering. | _____ |

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

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YOUR GUIDE TO UNLOCK

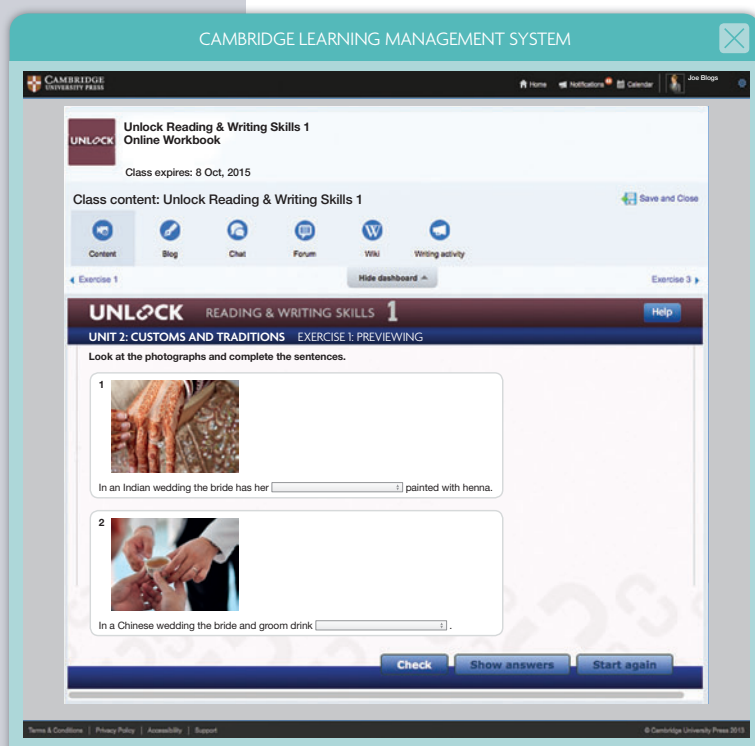
UNLOCK SOLUTIONS

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

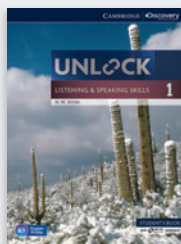
The *Unlock* Student's Books and Teacher's Books are also available as interactive eBooks. With answers and *Discovery Education™* videos embedded, the eBooks provide a great alternative to the printed materials.



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.
- 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



Student's Book and Online Workbook Pack*	978-1-107-67810-1	978-1-107-68232-0	978-1-107-68728-8	978-1-107-63461-9
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*eBooks available from www.cambridge.org/unlock

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



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*eBooks available from www.cambridge.org/unlock

LEARNING OBJECTIVES

Watch and listen	Watch and understand a video about the global food supply chain
Listening skills	Predict content
Speaking skills	Describe charts and data
Speaking task	Present data using a pie chart