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CAMBRIDGE | Discovery EDUCATION

UNLOCK

LISTENING & SPEAKING SKILLS 1

N. M. White

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Additional resources for this publication at www.cambridge.org/unlock

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MAP OF THE BOOK

UNIT	VIDEO	LISTENING	VOCABULARY	
1 PEOPLE Listening 1: Introductions (Communication studies) Listening 2: Presentations about famous people (Celebrity studies)	The film makers	***Key listening skill***: Understanding key vocabulary Listening for main ideas Listening for detail ***Pronunciation for listening***: Syllable stress	Family Jobs Countries and nationalities	
2 SEASONS Listening 1: A talk about three different places (Landscape architecture) Listening 2: Presentations about landscapes (Meteorology)	Seasons in North America	***Key listening skill***: Using visuals to predict content Understanding key vocabulary Listening for main ideas Listening for detail ***Pronunciation for listening***: Sentence stress	Months and seasons Weather Colours	
3 LIFESTYLE Listening 1: Three conversations about different lifestyles (Sociology) Listening 2: An interview (Anthropology)	The Bedouin	***Key listening skill***: Listening for main ideas Understanding key vocabulary Listening for detail ***Pronunciation for listening***: Intonation	Days of the week Time expressions Collocations for lifestyle (e.g. *download apps*, *go to the gym*, *have dinner with friends*)	
4 PLACES Listening 1: Part of a geography seminar (Urban geography) Listening 2: A guided tour (Tourism geography)	The Great Barrier Reef	***Key listening skill***: Listening for detail Understanding key vocabulary Using your knowledge Listening for main ideas ***Pronunciation for listening***: Stress in determiners (*this*, *that*)	Vocabulary for places (e.g. *bank*, *bridge*, *library*, *mosque*) Prepositions of place	
5 SPORT Listening 1: A university lecture about sport (Sports science) Listening 2: A student presentation about sport and exercise (Health sciences)	Free diving	***Key listening skill***: Using your knowledge Understanding key vocabulary Listening for main ideas Listening for detail ***Pronunciation for listening***: Pronouncing clusters of consonants (e.g. *-gh*, *-ing*, *ph*, *ck*)	Vocabulary for sport Sports collocations (e.g. *play tennis*, *go swimming*, *do karate*)	

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	GRAMMAR	CRITICAL THINKING	SPEAKING
	Personal pronouns Possessive adjectives The verb *be*	Use ideas maps	***Preparation for speaking*** Introducing and starting a talk ***Pronunciation for speaking*** Saying words and sentences in syllables ***Speaking task*** Tell your group about two famous people from your country.
	There is and *There are* Adjectives	Choose visuals for a talk	***Preparation for speaking*** Describing photographs ***Pronunciation for speaking*** Word stress ***Speaking task*** Describe photographs of a landscape.
	The present simple	Use surveys	***Preparation for speaking*** Asking and answering questions ***Pronunciation for speaking*** Intonation in questions ***Speaking task*** Interview students for a survey.
	The imperative	Interpret maps and give directions	***Preparation for speaking*** Asking for and giving directions ***Pronunciation for speaking*** Pronunciation of phrases ***Speaking task*** Ask for and give directions.
	Comparative adjectives	Use a table to make notes	***Preparation for speaking*** Making comparisons and introducing a talk ***Pronunciation for speaking*** Weak vowel sounds ***Speaking task*** Compare different kinds of sport and exercise.

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MAP OF THE BOOK

UNIT	VIDEO	LISTENING	VOCABULARY	
6 JOBS Listening 1: A formal conversation asking for advice (Careers guidance) Listening 2: A job interview (Human resource management)	Fire rangers	***Key listening skill***: Listening for opinion Predicting content Understanding key vocabulary Listening for main ideas Listening for detail ***Pronunciation for listening***: Word stress	Vocabulary for jobs: suffixes Adjectives for people (e.g. *good-looking, kind, polite, slim*) Collocations for jobs (e.g. *build houses, do experiments, serve food*)	
7 HOME AND BUILDINGS Listening 1: A radio interview (Demography) Listening 2: A discussion: ideas for a new building (Architecture)	Homes in Dharavi, India	***Key listening skill***: Listening for reasons Understanding key vocabulary Listening for main ideas Listening for detail ***Pronunciation for listening***: Linking words	Vocabulary for rooms Adjectives for furniture (e.g. *comfortable*, *wooden*, *glass*)	
8 FOOD AND CULTURE Listening 1: A university lecture about food in cities (Food studies) Listening 2: A survey (Gastronomy)	Chinese food	***Key listening skill***: Listening for numbers Predicting content using visuals Understanding key vocabulary Listening for detail Listening for main ideas ***Pronunciation for listening***: Pronunciation of *-teen* and *-ty* numbers	Vocabulary for food	
9 ANIMALS Listening 1: A talk about orangutans (Animal behaviour) Listening 2: A student talk about an animal from their country (Zoology)	Animals and people	***Key listening skill***: Listening for definitions Using your knowledge Understanding key vocabulary Listening for main ideas Listening for detail ***Pronunciation for listening***: Silent consonants	Vocabulary for animals	
10 TRANSPORT Listening 1: A discussion about Transport for London (Transport and logistics) Listening 2: A debate about a transport problem (Urban planning)	Alaskan transport	***Key listening skill***: Taking notes Using your knowledge Understanding key vocabulary Predicting content using visuals Listening for main ideas Listening for detail ***Pronunciation for listening***: Pronouncing years (e.g. *1994, nineteen ninety-four*)	Vocabulary for transport	

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	GRAMMAR	CRITICAL THINKING	SPEAKING
	have/has to	Choose criteria	***Preparation for speaking*** Asking for and giving reasons ***Pronunciation for speaking*** Pronouncing consonants in *have to*, *have*, *has to*, *has* (e.g. /f/, /v/, /z/, /s/) ***Speaking task*** Choose a person for a job.
	should	Find reasons for and against	***Preparation for speaking*** Asking for and giving opinions Agreeing and disagreeing ***Speaking task*** Discuss ideas for a new building.
	Countable and uncountable nouns (with *some*, *any*, *much*, *many*)	Use pie charts	***Preparation for speaking*** Introducing a report Talking about the results ***Pronunciation for speaking*** Sentence stress: emphasis ***Speaking Task*** Report the results of a survey.
	Definitions (e.g. *a kind of*, *that means*, *is the name for*)	Use online translation tools and dictionaries	***Preparation for speaking*** Introducing a topic Using questions in a talk ***Pronunciation for speaking*** Pauses ***Speaking task*** Describe an animal.
	The past simple	Use flow charts	***Preparation for speaking*** Describing a topic Describing a problem Describing a solution Describing results ***Pronunciation for speaking*** Past simple endings: /t/, /d/, /ɪd/ ***Speaking task*** Describe a solution to a transport problem.

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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.

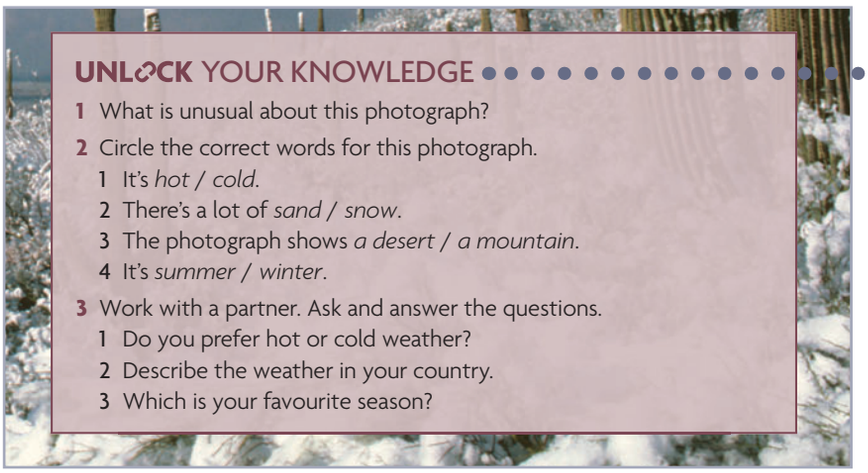
This is the unit's main learning objective. It gives learners the opportunity to use all the language and skills they have learnt in the unit.

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UNLOCK MOTIVATION



UNLOCK YOUR KNOWLEDGE

1 What is unusual about this photograph?

2 Circle the correct words for this photograph.
- 1 It's *hot / cold*.
- 2 There's a lot of *sand / snow*.
- 3 The photograph shows *a desert / a mountain*.
- 4 It's *summer / winter*.

3 Work with a partner. Ask and answer the questions.
- 1 Do you prefer hot or cold weather?
- 2 Describe the weather in your country.
- 3 Which is your favourite season?

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

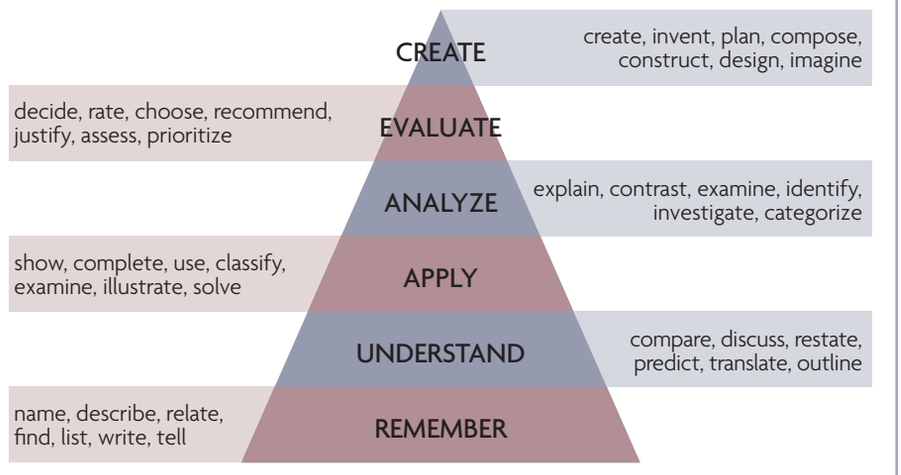
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UNLOCK CRITICAL THINKING

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

UNDERSTAND

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

Tell your group about two famous people from your country.

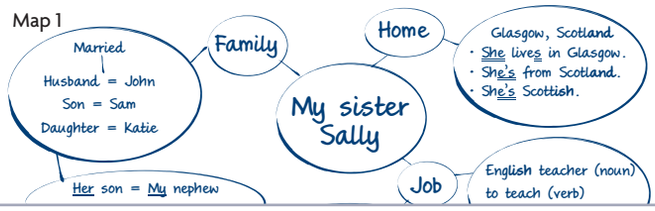
Ideas maps

An ideas map helps you think about the topic and organize information about it. It also helps you to remember key information and vocabulary.

1 Look at the ideas maps below and answer the questions.

1 What is the main topic of each map?
2 What other topics can you find in the maps?
3 What language information can you find in the maps?
4 Which ideas map do you prefer? Why?

Map 1



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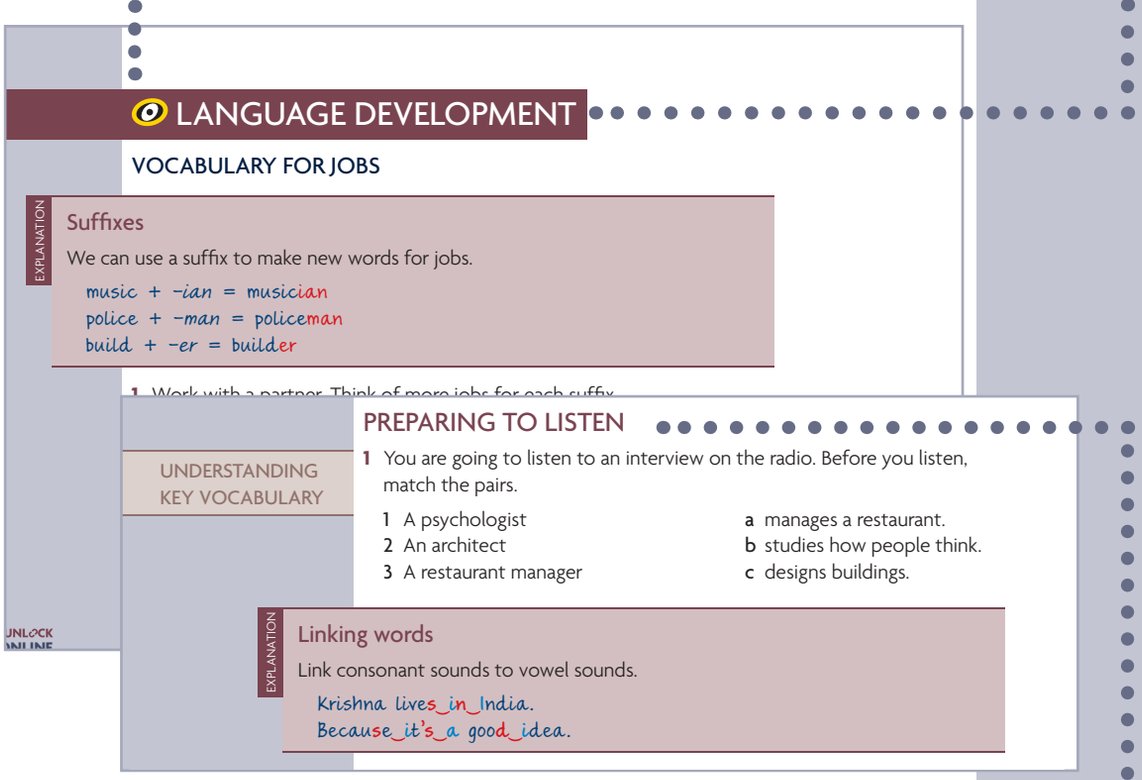
UNLOCK RESEARCH

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 UNLOCK ONLINE Workbook.
The glossary provides definitions and pronunciation, and the end-of-unit wordlists provide useful summaries of key vocabulary.



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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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



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.



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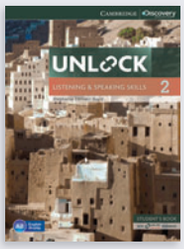
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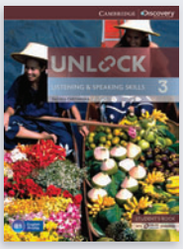
COURSE COMPONENTS

- 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 UNLOCK 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









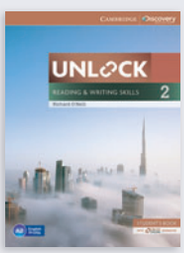
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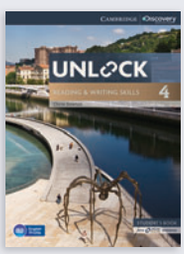
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READING AND WRITING









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LEARNING OBJECTIVES

Watch and listen	Watch and understand a video about film makers
Listening skills	Understand key vocabulary
Speaking skills	Vocabulary for countries and nationalities; phrases for introducing and starting a talk; vocabulary for people
Speaking task	Talk about famous people from your country

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