

MAP OF THE BOOK

UNIT	VIDEO	READING	VOCABULARY	GRAMMAR	CRITICAL THINKING	WRITING
1 PEOPLE Reading 1: A profile of a famous person (Communications) Reading 2: A very tall man! (Anthropology)	Fishermen	<u>Key reading skill:</u> Previewing a text <u>Additional skills:</u> Understanding key vocabulary Skimming Scanning to find information Reading for detail Understanding key vocabulary Synthesizing	Family vocabulary	Nouns and verbs <u>Grammar for writing:</u> Subject pronouns The verb be Possessive adjectives	Collecting information	<u>Academic writing skill:</u> Writing simple sentences: • subject + verb • capital letters • full stops <u>Writing task type:</u> Write descriptive sentences <u>Writing task:</u> Write a profile of your family.
2 SEASONS Reading 1: An article about the coldest city in the world (Geography) Reading 2: Cuban climate and weather (Meteorology)	The taiga forest	<u>Key reading skill:</u> Scanning to find information <u>Additional skills:</u> Using your knowledge Understanding key vocabulary Reading for detail Previewing Synthesizing	Vocabulary for climate, weather and seasons	Nouns and adjectives Noun phrases <u>Grammar for writing:</u> Prepositional phrases	Categorizing information	<u>Academic writing skills:</u> Word order: subject-verb-adjective Punctuation: • capital letters • commas <u>Writing task type:</u> Write descriptive sentences <u>Writing task:</u> Write about the weather in your city or town.
3 LIFESTYLE Reading 1: Meet the Kombai (Anthropology) Reading 2: Student timetable (Sociology / Education)	Toronto tourism	<u>Key reading skill:</u> Annotating a text <u>Additional skills:</u> Using your knowledge Understanding key vocabulary Scanning to find information Reading for main ideas Previewing Synthesizing	Collocations for free-time activities Vocabulary for study	Time expressions <u>Grammar for writing:</u> Parts of a sentence The present simple	Choosing relevant information	<u>Academic writing skill:</u> Main ideas and details <u>Writing task type:</u> Write descriptive sentences <u>Writing task:</u> Write about the life of a student in your class.
4 PLACES Reading 1: A world history of maps (History) Reading 2: The Maldives (Geography)	The cenotes of Mexico	<u>Key reading skill:</u> Reading for main ideas <u>Additional skills:</u> Understanding key vocabulary Previewing Annotating Scanning to find information Reading for detail Using your knowledge Synthesizing	Vocabulary for places	Noun phrases with of <u>Grammar for writing:</u> There is / There are Articles	Classifying topics and key words	<u>Academic writing skills:</u> Spelling and punctuation: capital letters Paragraph structure: topic sentences <u>Writing task type:</u> Write a descriptive paragraph <u>Writing task:</u> Write facts about your country.



UNIT	VIDEO	READING	VOCABULARY	GRAMMAR	CRITICAL THINKING	WRITING
5 JOBS Reading 1: Find_my_job.com (Business and management) Reading 2: Job emails (Business and management)	Utah's Bingham mine	<u>Key reading skill:</u> Reading for detail <u>Additional skills:</u> Using your knowledge Previewing Understanding key vocabulary Scanning to find information Reading for main ideas Synthesizing	Vocabulary for jobs	Adjective phrases <u>Grammar for writing:</u> Must and have to The pronoun you	Analyzing and evaluating opinions	<u>Academic writing skills:</u> Joining sentences with <i>and</i> : • simple sentences • compound sentences Writing an email <u>Writing task type:</u> Write an email <u>Writing task:</u> Write an email about a job.
6 HOMES AND BUILDINGS Reading 1: Architect's world: expert interview (Architecture) Reading 2: Skyscrapers (Architecture)	Living in Singapore	<u>Key reading skill:</u> Predicting content using visuals <u>Additional skills:</u> Using your knowledge Understanding key vocabulary Scanning to find information Reading for main ideas Reading for detail Synthesizing	Vocabulary for buildings	Pronouns Adjectives <u>Grammar for writing:</u> Comparing quantities Comparative adjectives	Analyzing data	<u>Academic writing skills:</u> Compound sentences with <i>but</i> Spelling: double consonants Supporting sentences <u>Writing task type:</u> Write a comparative paragraph <u>Writing task:</u> Write a comparison of two buildings.
7 FOOD AND CULTURE Reading 1: Tea: A world history (History) Reading 2: Ten of the best by cuisine (Hospitality management)	Goat's cheese	<u>Key reading skills:</u> Skimming Taking notes <u>Additional skills:</u> Using your knowledge Understanding key vocabulary Reading for main ideas Reading for detail Scanning to find information Previewing Synthesizing	Vocabulary for food and drink	Countable and uncountable nouns Can and cannot <u>Grammar for writing:</u> Subject-verb agreement Determiners: <i>a, an</i> and <i>some</i>	Generating ideas	<u>Academic writing skills:</u> Error correction Concluding sentences <u>Writing task type:</u> Write a descriptive paragraph <u>Writing task:</u> Write about popular food in your country.
8 TRANSPORT Reading 1: Transport survey (Transport and logistics) Reading 2: Transport in Bangkok: Report (Urban planning)	Modern metros	<u>Key reading skill:</u> Working out meaning from context <u>Additional skills:</u> Previewing Understanding key vocabulary Skimming Scanning to find information Reading for detail Using your knowledge Reading for main ideas Synthesizing	Transport collocations	Superlative adjectives Quantifiers <u>Grammar for writing:</u> Subject-verb-object Linking sentences with pronouns	Collecting and analyzing data	<u>Academic writing skill:</u> Giving reasons with <i>because</i> and results with <i>so</i> <u>Writing task type:</u> Write an explanatory paragraph <u>Writing task:</u> Write a paragraph explaining the results of a survey about transport.



YOUR GUIDE TO UNLOCK

Unlock your
academic potential

Unlock Second Edition is a six-level, academic-light English course created to build the skills and language students need for their studies (CEFR Pre-A1 to C1). It develops students' ability to think critically in an academic context right from the start of their language learning. Every level has 100% new inspiring video on a range of academic topics.

Confidence in teaching.

Joy in learning.

Better Learning WITH UNLOCK SECOND EDITION

Better Learning is our simple approach where insights we've gained from research have helped shape content that drives results. We've listened to teachers all around the world and made changes so that *Unlock* Second Edition better supports students along the way to academic success.

CRITICAL THINKING

Critical thinking in *Unlock* Second Edition ...

- is **informed** by a range of academic research from Bloom in the 1950s, to Krathwohl and Anderson in the 2000s, to more recent considerations relating to 21st Century Skills
 - has a **refined** syllabus with a better mix of higher- and lower-order critical thinking skills
 - is **measurable**, with objectives and self-evaluation so students can track their critical thinking progress
 - is **transparent** so teachers and students know when and why they're developing critical thinking skills
 - is **supported** with professional development material for teachers so teachers can teach with confidence
- ... so that students have the best possible chance of academic success.



INSIGHT

Most classroom time is currently spent on developing lower-order critical thinking skills. Students need to be able to use higher-order critical thinking skills too.

CONTENT

Unlock Second Edition includes the right mix of lower- and higher-order thinking skills development in every unit, with clear learning objectives.

RESULTS

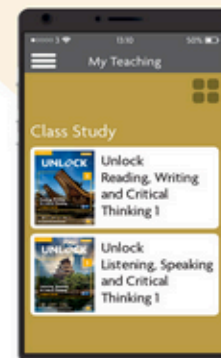
Students are better prepared for their academic studies and have the confidence to apply the critical thinking skills they have developed.

CLASSROOM APP

The *Unlock* Second Edition Classroom App ...

- offers extra, **motivating** practice in speaking, critical thinking and language
- provides a **convenient** bank of language and skills reference informed by our exclusive Corpus research
- is easily **accessible** and **navigable** from students' mobile phones
- is fully **integrated** into every unit
- provides **Unlock-specific** activities to extend the lesson whenever you see this symbol

... so that students can easily get the right, extra practice they need, when they need it.



INSIGHT

The learning material on a Classroom app is most effective when it's an integral, well-timed part of a lesson.

CONTENT

Every unit of *Unlock* Second Edition is enhanced with bespoke Classroom app material to extend the skills and language students are learning in the book. The symbol shows when to use the app.

RESULTS

Students are motivated by having relevant extension material on their mobile phones to maximize their language learning. Teachers are reassured that the Classroom App adds real language-learning value to their lessons.

RESEARCH

We have gained deeper insights to inform *Unlock* Second Edition by ...

- carrying out **extensive market research** with teachers and students to fully understand their needs throughout the course's development
- consulting **academic research** into critical thinking
- refining our vocabulary syllabus using our **exclusive Corpus research**

... so that you can be assured of the quality of *Unlock* Second Edition.

INSIGHT

- Consultation with global Advisory Panel
- Comprehensive reviews of material
- Face-to-face interviews and Skype™ calls
- Classroom observations

CONTENT

- Improved critical thinking
- 100% new video and video lessons
- Clearer contexts for language presentation and practice
- Text-by-text glossaries
- More supportive writing sections
- Online Workbooks with more robust content
- Comprehensive teacher support

RESULTS

"Thank you for all the effort you've put into developing *Unlock* Second Edition. As far as I can see, I think the new edition is more academic and more appealing to young adults."

Burçin Gönülşen,
Işık University, Turkey

HOW UNLOCK WORKS

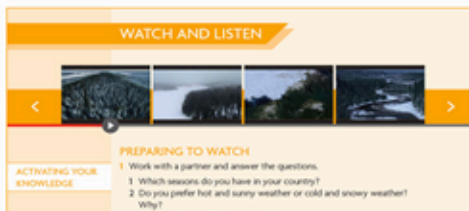
Unlock your knowledge

Encourages discussion around the themes of the unit with inspiration from interesting questions and striking images.



Watch and listen

Features an engaging and motivating video which generates interest in the topic and develops listening skills.



READING

Reading 1

The first text offers students the opportunity to develop the reading skills required to process academic texts, and presents and practises the vocabulary needed to comprehend the text itself.



Reading 2

Presents a second text which provides a different angle on the topic and serves as a model text for the writing task.



Language development

Consolidates and expands on the language presented in preparation for the writing task.



HOW UNLOCK WORKS

WRITING

Critical thinking

Develops the lower- and higher-order thinking skills required for the writing task.

WRITING

CRITICAL THINKING

At the end of this unit, you are going to write about the weather. Look at the unit's writing task in the box below.

Write about the weather in your city or town.

Categorising information

GRAMMAR FOR WRITING

PREPOSITIONAL PHRASES

The words about, in, from, between and for are examples of prepositions. A prepositional phrase is a preposition + a noun. Use prepositional phrases to say where, when and how long, and to give an estimate or range.

where: **Swedish is from Ystad.** Ystad is in **Sweden**.

when: It is **warm in summer**. It is **cold in January**.

how long: The rising season lasts **for six months**. The rising season lasts **from May to October**.

estimate or range: It is **about -18 °C**. The city season lasts **about six months**. (The winter season is **between March and June**.)

ACADEMIC WRITING SKILLS

WORD ORDER

Subject-verb-noun (phrase) / adjective

A sentence is about a subject. The subject is a pronoun, a noun or a noun phrase. Write the verb after the subject in a sentence. Write a noun, a noun phrase or an adjective after the verb too.

House or noun phrase: **Swedish is the language**. (It is the mother of her children.)

WRITING TASK

Write about the weather in your city or town.

PLAN

- Look back at your table in the Critical Thinking section on page 48.
- Check your notes and add any new information you want to include.
- Read the task checklist on page 51 to prepare your sentences.

WRITE A FIRST DRAFT

- Write information about your city or town in the gaps below.

_____ (city or town) is in _____ (country).

_____ (number) seasons. The seasons are _____ (seasons).

Write sentences about your city.

- Write a sentence about the weather in one season. (It is windy / cold / ...)

OBJECTIVES REVIEW

- Check your learning objectives for this unit. Write 2 or 1 for each objective.

1 = very well 2 = well 1 = not so well

I can ...

watch and understand a video about the topic first.

scan to find information.

categorise information.

use nouns and adjectives.

- Go to the Unlock Online Workbook for more practice with this unit's learning objectives.

adjective (a)	month (m)	verb (v)
climate (c)	rain (r)	warm (w)
cloudy (cl)	season (s)	windy (w)
cold (cd)	spring (s)	winter (w)
city (ct)	summer (s)	

☞ = high-frequency words in the Cambridge Academic Corpus.

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 learned throughout the unit to support students in drafting, producing and editing a piece of academic writing. This is the unit's main learning objective.

Objectives review

Allows students to evaluate how well they have mastered the skills covered in the unit.

Wordlist

Lists the key vocabulary from the unit. The most frequent words used at this level in an academic context are highlighted. ☞

COMPONENTS

Unlock offers 56 hours per Student's Book, which is extendable to 90 hours with the Classroom App, Online Workbook and other additional activities in the Teacher's Manual and Development Pack.

Unlock is a paired-skills course with two separate Student's Books per level. For levels 1–5 (CEFR A1 – C1), these are **Reading, Writing and Critical Thinking** and **Listening, Speaking and Critical Thinking**. They share the same unit topics so you have access to a wide range of material at each level. Each Student's Book provides access to the Classroom App and Online Workbook.

Unlock Basic has been developed for pre-A1 learners. **Unlock Basic Skills** integrates reading, writing, listening, speaking and critical thinking in one book to provide students with an effective and manageable learning experience. **Unlock Basic Literacy** develops and builds confidence in literacy. The *Basic* books also share the same unit topics and so can be used together or separately, and **Unlock Basic Literacy** can be used for self-study.

Student components

Resource	Description	Access
Student's Books	<ul style="list-style-type: none"> Levels 1–5 come with Classroom App, Online Workbook, and downloadable audio and video <ul style="list-style-type: none"> Levels 1–4 (8 units) Level 5 (10 units) <i>Unlock Basic Skills</i> comes with downloadable audio and video (11 units) <i>Unlock Basic Literacy</i> comes with downloadable audio (11 units) 	<ul style="list-style-type: none"> The Classroom App and Online Workbook are on the CLMS and are accessed via the unique code inside the front cover of the Student's Book The audio and video are downloadable from the Resources tab on the CLMS
Online Workbook	<ul style="list-style-type: none"> Levels 1–5 only Extension activities to further practise the language and skills learned All-new vocabulary activities in the Online Workbooks practise the target vocabulary in new contexts 	<ul style="list-style-type: none"> The Online Workbook is on the CLMS and is accessed via the unique code inside the front cover of the Student's Book
Classroom App	<ul style="list-style-type: none"> Levels 1–5 only Extra practice in speaking, critical thinking and language 	<ul style="list-style-type: none"> The app is downloadable from the Apple App Store or Google Play Students use the same login details as for the CLMS, and then they are logged in for a year
Video	<ul style="list-style-type: none"> Levels 1–5 and <i>Unlock Basic Skills</i> only All the video from the course 	<ul style="list-style-type: none"> The video is downloadable from the Resources tab on the CLMS
Audio	<ul style="list-style-type: none"> All the audio from the course 	<ul style="list-style-type: none"> The audio is downloadable from the Resources tab on the CLMS and from cambridge.org/unlock

COMPONENTS

Teacher components

Resource	Description	Access
Teacher's Manual and Development Pack	<ul style="list-style-type: none"> One manual covers Levels 1–5 It contains flexible lesson plans, lesson objectives, additional activities and common learner errors as well as professional development for teachers, <i>Developing critical thinking skills in your students</i> It comes with downloadable audio and video, vocabulary worksheets and peer-to-peer teacher training worksheets 	<ul style="list-style-type: none"> The audio, video and worksheets are downloadable from the Resources tab on the CLMS and from eSource via the code inside the front cover of the manual
Presentation Plus	<ul style="list-style-type: none"> Software for interactive whiteboards so you can present the pages of the Student's Books and easily play audio and video, and check answers 	<ul style="list-style-type: none"> Please contact your sales rep for codes to download Presentation Plus from eSource



PEOPLE

UNIT 1

LEARNING OBJECTIVES

IN THIS UNIT YOU WILL ...

Watch and listen	watch and understand a video about people who catch fish in different countries.
Reading skill	preview a text.
Critical thinking	collect information.
Grammar	use nouns and verbs; use subject pronouns; use the verb <i>be</i> ; use possessive adjectives.
Academic writing skill	write simple sentences.
Writing task	write a profile.

UNLOCK YOUR KNOWLEDGE

Ask and answer the questions with a partner.

- 1 What is your name?
- 2 Where do you live?
- 3 Do you have a job? What do you do?
- 4 Do you study? What do you study?



WATCH AND LISTEN



PREPARING TO WATCH

- 1 Work with a partner and answer the questions.
 - 1 What do you like to eat? How often do you eat fish?
 - 2 Think about people who live by the sea. What jobs do they have? What do they do in their free time?
 - 3 Where can you buy or eat fish?
- 2 Match the sentences (1–4) with the pictures from the video.
 - 1 The fishing boat is on the sea.
 - 2 The fisherman is smiling.
 - 3 They are fishing from a bridge.
 - 4 They are eating fish in a restaurant.

GLOSSARY

coast (n) the land close to the sea

net (n) a thin kind of cloth for fishing

population (n) all the people who live in a country

relax (v) to become happy and comfortable

fishing rod (n) a long piece of wood that is used for fishing

WHILE WATCHING

- 3 Watch the video. Tick (✓) the information that you hear.
 - 1 Fish is a healthy food.
 - 2 Fishing is a difficult job.
 - 3 Fishing is a popular sport all over the world.
 - 4 For some people, fishing is a job.
 - 5 Fish and chips is popular in the UK.
 - 6 Fishing is a good way to relax with friends.

- 4 Watch again. Circle the words you hear.
 - 1 We eat 100,000 *kilograms* / *tonnes* of fish every year.
 - 2 Most fishing boats are *small* / *slow*.
 - 3 The fishermen in India use fishing *rods* / *nets* to catch their fish.
 - 4 There are more than *10,000* / *100,000* fish and chip shops in the UK.
- 5 Tick (✓) the true statements from the video.
 - 1 Fishermen are catching more fish today than in the past.
 - 2 Most fishing boats have only one fisherman on them.
 - 3 Most of the people on the bridge are fishing for fun, not as their job.
 - 4 You can find a fish and chip shop in many towns in the UK.
 - 5 There are different ways to catch fish.
 - 6 Most fishing boats are big.

DISCUSSION

- 6 Work with a partner and answer the questions.
 - 1 Do you think fishing is an easy or hard job? Explain your answer.
 - 2 Would you like to live in a village or town near the sea? Why / Why not?
 - 3 Do you think fishing is a good job for a man or a woman? Why / Why not?

UNDERSTANDING
DETAIL

MAKING INFERENCES

ACTIVATING YOUR
KNOWLEDGEPREDICTING
CONTENT USING
VISUALSUNDERSTANDING
MAIN IDEAS

READING

READING 1

PREPARING TO READ

Previewing a text

Previewing means looking at a text before you read it. When you preview a text, look at the text and think about these questions:

- 1 Are there photos?
- 2 What is in the photos?
- 3 What is the title of the text?
- 4 Where is the text from? (a book? a magazine? a website?)

- 1 Look at the photo and the text on page 19. Ask and answer the questions with a partner.

- 1 What do you think the text is about?
- 2 What is a profile? Where can you find profiles?
- 3 Look at the photo. Who do you think Moeen Ali is?

- 2 You are going to read a profile of a famous cricket player. Read the words and examples in the table. Then write the bold words from the table in the sentences (1–6) below.

words	examples
languages	Spanish, Urdu, Russian
city	New York, Dubai, Tokyo, Istanbul
date of birth	4 May 1998
country	Saudi Arabia, the United Kingdom, China, Thailand
job	teacher, doctor
hobbies	reading, watching football, running

- 1 London is a very big _____ in England. Many people live there.
- 2 I speak three _____: Turkish, Arabic and English.
- 3 Morocco is a _____ in North Africa. It is close to Algeria and Spain.
- 4 My _____ is 7 July 1997.
- 5 I have a great _____. I am a teacher.
- 6 I have many _____. I like running, reading and watching cricket.

FriendFile



My Profile

Moeen Ali

My personal information

First name: Moeen

Last name: Ali

Date of birth: 18 June 1987

City: Birmingham

Country: United Kingdom

Languages: English, Urdu, Punjabi

Job: Cricket player

Email: info@Mofans.cup.org

Father: Munir Ali

Brothers: Kadeer Ali, Omar Ali

Wife: Firoza Hossain

Son: Abu Bakr

Hobbies: reading, watching cricket, playing with my son



I'm Moeen Ali. I am from Birmingham in the United Kingdom. I speak three languages: English, Urdu and Punjabi. I am a cricket player. I have won many matches. My brothers also play cricket. Their names are Kadeer and Omar. My father is a cricket coach. He is from the UK. His father is from Pakistan. I like reading and watching cricket.



WHILE READING

- 3 Read the text on page 19 quickly. Write the words from the box in the gaps in the text.

Contact information My hobbies and interests
My family My life

- 4 Read the text again. Circle the correct words to make true sentences.

- 1 Moeen is from *Pakistan / the United Kingdom*.
- 2 Moeen's brothers play *football / cricket*.
- 3 Moeen's hobbies are *playing football and reading / watching cricket and reading*.
- 4 Moeen speaks *English / Arabic*.
- 5 Kadeer is Moeen's *brother / father*.
- 6 Moeen's email address is *info@Mofans.cup.org / Mofans@info.cup.org*.
- 7 His *wife / father* is a cricket coach.

- 5 Read the summary and circle the correct words.

Moeen Ali is a ⁽¹⁾ *cricket / football* player. He is from ⁽²⁾ *Birmingham / Manchester* in the United Kingdom. His date of birth is 18 June ⁽³⁾ *1987 / 1997*. He has two ⁽⁴⁾ *sisters / brothers*. His father is ⁽⁵⁾ *Abu Bakr / Munir Ali*.

DISCUSSION

- 6 Ask and answer the questions with a partner.
- 1 What is your date of birth?
 - 2 Do you have any brothers or sisters?
 - 3 What are your brothers' and sisters' names?
 - 4 What languages do you speak?
 - 5 What are your hobbies?

READING 2

PREPARING TO READ

- 1 Look at the text and photos on page 22. Then choose the correct answers.

- 1 The man in the photo is ...
a at a shop. b in his home. c in a park.
- 2 The text is about a ...
a farm. b cricket player. c very tall man.
- 3 The text is from a ...
a book. b magazine. c website.

- 2 You are going to read an article about an unusual man. Read the sentences (1–8). Write the words in bold next to the correct definitions (a–h).

- 1 That is an **unusual** job! I have never heard of it.
 - 2 I am a student at an English university. I **live** in London.
 - 3 I am a teacher. I **work** in a school.
 - 4 Andrea is **interested in** languages. She wants to learn Japanese.
 - 5 I like to listen to **music**. I like the sound of the piano.
 - 6 I **watch** TV at night. I watch cricket and other sports.
 - 7 On a **normal** day, I go to work. Then I come home and eat dinner with my family.
 - 8 My **family** is big. I have a mother, a father, four sisters and three brothers.
- a _____ (n) a group of people related to each other, such as a mother, a father and their children
- b _____ (adj) usual, ordinary and expected
- c _____ (v) to have your home somewhere
- d _____ (adj phr) wanting to learn more about something
- e _____ (n) sounds that are made by playing instruments or singing
- f _____ (adj) different and not usual, often in a way which is interesting or exciting
- g _____ (v) to do a job, especially the job you do to get money
- h _____ (v) to look at something for some time

UNUSUAL PEOPLE: CHAPTER 8 – TALL AND SMALL

A VERY tall man!

- 1 Sultan Kösen is from Turkey. He **lives** in Mardin in Turkey. He lives with his **family**. Sultan has a wife, three brothers and one sister.
- 2 Sultan is a farmer¹. His hobby is **watching** TV. He is **interested in music**. His height² is **unusual**. He is 251 cm tall – that is very tall. Sultan is the tallest man in the world. His mother, brothers, sister and wife are **normal** height.
- 3 Sultan **works** on the farm. He has a tractor. His life is not easy. People look at him in the street. Normal clothes and shoes are too small. His clothes and shoes are very big.
- 4 Sultan speaks Turkish and English. He went to London, Paris and Madrid in Europe in 2010. He went to New York, Chicago and Los Angeles in the United States in 2011.

Sultan Kösen is a tall man.



tractor

¹**farmer** (n)
someone who owns
or works on a farm

²**height** (n) how tall
or high something
or someone is

WHILE READING

- 3 Read the text and circle the correct words in the profile below.

PROFILE

First name: ⁽¹⁾ Sultan / Kösen
 Last name: ⁽²⁾ Sultan / Kösen
 Country: ⁽³⁾ Turkey / the United States
 City: ⁽⁴⁾ Mardin / New York
 Family: ⁽⁵⁾ three sisters and one brother / one sister
 and three brothers
 Hobby: ⁽⁶⁾ watching TV / working on a farm

- 4 Read the text again. Write the correct words from the text in the gaps.

- 1 Sultan Kösen _____ from Turkey.
- 2 He _____ in Mardin in Turkey.
- 3 He lives with his _____.
- 4 Sultan _____ a farmer.
- 5 His hobby is _____ TV.
- 6 Sultan _____ Turkish and English.

DISCUSSION

- 5 Work with a partner. Use information from Reading 1 and Reading 2 to answer the following questions.
 - 1 Sultan's life is not easy. Why?
 - 2 What is Moeen interested in? What is Sultan interested in?
 - 3 What can you learn from a profile?
 - 4 Do you like reading profiles? Why / Why not?

SCANNING TO FIND
INFORMATION

READING FOR DETAIL

SYNTHESIZING



PLUS

LANGUAGE DEVELOPMENT

FAMILY VOCABULARY

1 Write the nouns from the box in the correct columns in the table.

brother daughter grandfather mother uncle

family vocabulary	
male (man)	female (woman)
1 _____	grandmother
father	4 _____
son	5 _____
2 _____	sister
3 _____	aunt

NOUNS AND VERBS

GRAMMAR

Words for people, places or things are *nouns*. Words for states or actions are *verbs*. Sentences have nouns and verbs.

nouns: Sultan is a **farmer**. He lives in **Mardin**. He works on a **farm**.

verbs: Sultan **is** a farmer. He **lives** in Mardin. He **works** on a farm.

2 Read the sentences. Write the bold words in the correct columns in the table on page 25.

- Moeen Ali's grandfather is from **Pakistan**.
- Sultan Kösen **lives** on a farm.
- Moeen Ali's brothers like **cricket**.
- Sultan Kösen **works** in Turkey.
- He is interested in music.
- Moeen Ali **plays** with his son.
- Sultan speaks two **languages**.



nouns	verbs

Singular and plural nouns

Nouns are *singular* or *plural*. Singular means one. Plural means more than one. For most nouns, add -s at the end of the singular form to make the plural form.

singular nouns: Ray has one **brother**. His **brother** is a **farmer**.

plural nouns: Fernando has two **brothers**. His **brothers** are **farmers**.

Some plural nouns have irregular forms:

man → **men**

woman → **women**

person → **people**

GRAMMAR

3 Read the sentences and circle the correct words.

- My mother has four *sister* / *sisters*.
- I have only one *aunt* / *aunts*.
- I have a *grandfather* / *grandfathers* in Dubai.
- My grandmother has two *son* / *sons* in Scotland.
- She has five *brother* / *brothers*.

4 Read the sentences and write the words from the box in the gaps.

brothers city languages lives reads sister

- Moeen Ali _____ books.
- Erika is my _____. She lives with me.
- She speaks two _____: Arabic and English.
- I have a sister and three _____.
- My grandfather _____ in Istanbul.
- Rio de Janeiro is a big _____. My mother works there.



WRITING

CRITICAL THINKING

At the end of this unit, you are going to write a profile. Look at this unit's writing task in the box below.

Write a profile of your family.

1 Work with a partner. Ask and answer the questions about Sultan from Reading 2 on page 22.

- | | |
|-------------------------------|-------------------------------------|
| 1 What is Sultan's last name? | 5 What are Sultan's hobbies? |
| 2 Where does Sultan live? | 6 What languages does Sultan speak? |
| 3 Who is in Sultan's family? | |
| 4 What is Sultan's job? | |

Collecting information

Before you write, collect information. This information can come from your knowledge, books, the internet, people or other places. Use a table to record the information.

2 Use the table to write information about you.

first name	
last name	
date of birth	
city	
country	
family	
job	
hobbies	
languages	

3 Work with a partner and use your table. Ask your partner questions like the ones in Exercise 1. Then answer the questions about you.

GRAMMAR FOR WRITING

SUBJECT PRONOUNS

Subject pronouns can replace nouns. Use subject pronouns before a verb. Subject pronouns are: *I, you, he, she, it, we* and *they*.

I am Min Lee. (Always use a capital letter for the pronoun <i>I</i> .)	I = Min Lee
You are my sister, Laura.	You = Laura
Thomas is 26. He is 26.	He = Thomas
Sarah is a student. She is a student.	She = Sarah
Busan is a city in South Korea. It is a big city.	It = Busan
Matt and I are brothers. We are brothers.	We = Matt and I
Mohammed and Yusuf, you are my friends.	you = Mohammed and Yusuf
Eduardo and Ana are from Colombia. They are from Colombia.	They = Eduardo and Ana

1 Work with a partner. Write the words from the box in the table.

aunts brother daughter father grandfather
grandmother mother sisters sons uncles

she	
he	
they	

2 Read the sentences and write the words from the box in the gaps.

He It She They

- My sister is tall. _____ is 174 cm.
- My aunts are Mexican. _____ are from Mexico City.
- My uncle likes basketball. _____ plays every day.
- Los Angeles is in California. _____ is a big city.

THE VERB BE

The verb *be* has three forms in the present simple: *am*, *is* and *are*. After *I*, use *am*. After *you*, *we* and *they*, use *are*. After *he*, *she* and *it*, use *is*.

singular			plural		
subject	be		subject	be	
I	am	tall. a student.	We	are	from Turkey. students.
You	are		You		
He She It	is		They		

Use *not* after *am* / *is* / *are* to make negative statements.

I **am not** from Busan. He **is not** tall. They **are not** farmers.

Contractions

Use contractions (short forms) in informal writing and in speaking.

singular	plural
I am → I'm	we are → we're
you are → you're	you are → you're
he is → he's	they are → they're
she is → she's	
it is → it's	

I'm from Riyadh. She's from Beijing. They're from Cairo.

Negative contractions

singular	plural
I am not → I'm not	we aren't / we're not
you are not → you aren't / you're not	you aren't / you're not
he is not → he isn't / he's not	they aren't / they're not
she is not → she isn't / she's not	
it is not → it isn't / it's not	

There are two negative forms.

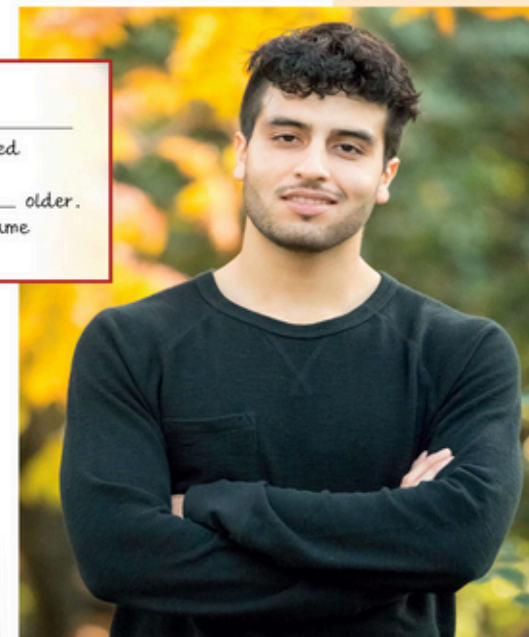
He **is not** tall. = He **isn't** tall. = He's **not** tall.

We **are not** brothers. = We **aren't** brothers. = We're **not** brothers.

3 Read paragraphs A and B, and write *am*, *is* or *are* in the gaps.

A

My name ⁽¹⁾ _____ Khalid.
I ⁽²⁾ _____ from Al Ain. I ⁽³⁾ _____
19. Al Ain ⁽⁴⁾ _____ in the United
Arab Emirates. My brother's name
⁽⁵⁾ _____ Faisal. He ⁽⁶⁾ _____ older.
He ⁽⁷⁾ _____ 26. My father's name
⁽⁸⁾ _____ Ali.



B

I ⁽¹⁾ _____ Min Lee. I ⁽²⁾ _____
from Busan. Busan ⁽³⁾ _____ in South
Korea. I live with my mother, my father
and my sister. My mother and father
⁽⁴⁾ _____ from Seoul. My sister's name
⁽⁵⁾ _____ Hani. She ⁽⁶⁾ _____ 17.
She ⁽⁷⁾ _____ a student. Her hobbies
⁽⁸⁾ _____ playing basketball and
watching TV.

4 Write *am not*, *is not* or *are not* in the gaps.

- I _____ from Guangzhou. I am from Beijing.
- Ana and Feride _____ sisters. They are friends.
- Ahmed is from Jeddah. He _____ from Riyadh.
- Daniella is from Mexico City. She _____ from Guadalajara.
- My parents _____ from China. They are from South Korea.
- We _____ farmers. We are doctors.

5 Correct five mistakes in the text below.

My name am Ibrihim. My family is from Tunisia. I have two sisters and one brother. My sisters is in school in Tunis. They are 11 and 12. My brother is 22. He are a teacher in Spain. I live with my brother. We is in Madrid. I are at university. I speak Spanish, Arabic and English.

6 Rewrite the sentences. Use contractions.

- I am from Tokyo.

- We are students in London.

- It is a big city.

- You are not tall.

- She is not a student.

- He is a teacher.

- You are students in my class.

- It is not a big school.

- We are not in Mexico.

- I am not at university.

POSSESSIVE ADJECTIVES

Possessive adjectives show that someone owns or has something. They can also show family relationships. The possessive adjectives are: *my*, *your*, *his*, *her*, *its*, *our* and *their*. Use possessive adjectives before a noun.

subject pronoun	possessive adjective	
I	my	I am from Turkey. My city is Istanbul.
you	your	You are from Egypt. Your school is in Alexandria.
she	her	Natalia is from Italy. Her father is from Rome.
he	his	Sultan lives in Mardin. His family is in Turkey.
it	its	Japan is a country in Asia. Its capital is Tokyo.
we	our	We have a big family. Our uncle is in Dubai.
they	their	Marta and Luis have a sister. Their sister is a teacher.

7 Read the sentences and write the words from the box in the gaps.

Her His Its My Our Their

- I have two sisters. _____ names are Frances and Celia.
- Jenny Fielding is from Miami. _____ father's name is David.
- We go to school in London. _____ school is very big.
- I have a brother and a sister. _____ sister's name is Andrea.
- Moeen Ali is from the United Kingdom. _____ grandfather is from Pakistan.
- I live in a big city. _____ name is Tokyo.

ACADEMIC WRITING SKILLS

WRITING SIMPLE SENTENCES

A *simple sentence* has a subject and a verb. The sentence is about the subject. The verb comes after the subject.

subject verb
noun: **Sultan** is from Turkey.

subject verb
noun phrase: **His life** is not easy.

subject verb subject verb
pronoun: I am from Beijing. **It** is a big city.

Begin the first word in a sentence with a capital letter (A, B, C). Put a full stop (.) at the end of the sentence.

He watches TV.

Remember: Sentences always have a subject and a verb.

subject verb
✓ **Moeen Ali** plays cricket.

subject missing verb
✗ **Moeen Ali** cricket.

1 Put the words in order to make simple sentences.

1 Zhong Shan / My grandfather's name / is / .

2 is / He / 59 / .

3 a doctor / He / is / .

4 is from / He / Hong Kong / .

5 two daughters / He / has / .

6 my mother and father / lives with / He / .

2 Correct the mistakes in the simple sentences. Check for capital letters and full stops. Is there a subject and a verb in the sentence?

1 my name is Gustavo.

2 i am from Ecuador

3 i 19

4 my father's name Marcus.

5 she a teacher

6 he has two sons.

7 my brother's name is Paulo.

8 is a doctor

9 she in Canada

10 Paulo's hobbies playing with his son and watching TV

WRITING TASK

Write a profile of your family.

PLAN

1 Look back at your table in the Critical thinking section on page 26. Check your notes and add any new information to your profile, including information about your family. Think about:

- your family's names and ages
- the languages your family speaks
- your family's jobs
- your family's hobbies

2 Read the Task checklist on page 34 as you prepare your profile.



WRITE A FIRST DRAFT

3 Write sentences for your profile. Use the words in the table below and the information from your table in the Critical thinking section to help you.

A	B	C
I	am	a teacher.
My name My family	is	Hiro. from Kyoto.
My brothers and sisters My hobbies	are	students in London. watching TV and playing basketball.
I She He They We	live(s) with	my uncle. my mother and father.
	speak(s)	Japanese. Spanish. Turkish. Chinese. English. Arabic and English.

EDIT

4 Use the Task checklist to review your profile.

TASK CHECKLIST	✓
Make sure each sentence has a subject and a verb.	<input type="checkbox"/>
Make sure each sentence begins with a capital letter and ends with a full stop.	<input type="checkbox"/>
Use the correct form of <i>be</i> with subjects and subject pronouns.	<input type="checkbox"/>
Use possessive adjectives (<i>my, his, her</i>) before a noun (<i>brother, sister, uncle</i>).	<input type="checkbox"/>
Make sure people's names and places have capital letters.	<input type="checkbox"/>
Make sure the personal pronouns <i>he</i> and <i>she</i> are before the verb <i>is</i> .	<input type="checkbox"/>
Make sure the personal pronouns <i>we</i> and <i>they</i> are before the verb <i>are</i> .	<input type="checkbox"/>

5 Make any necessary changes to your profile.

OBJECTIVES REVIEW

1 Check your learning objectives for this unit. Write 3, 2 or 1 for each objective.

3 = very well 2 = well 1 = not so well

I can ...

watch and understand a video about people who catch fish in different countries. _____

preview a text. _____

collect information. _____

use nouns and verbs. _____

use subject pronouns. _____

use the verb *be* (present simple). _____

use possessive adjectives. _____

write simple sentences. _____

write a profile. _____

2 Go to the *Unlock Online* Workbook for more practice with this unit's learning objectives.



WORDLIST

aunt (n)	grandfather (n)	music (n)
brother (n)	grandmother (n)	normal (adj)
city (n)	hobby (n)	sister (n)
country (n)	interested in (adj phr)	son (n)
date of birth (n)	job (n)	uncle (n)
daughter (n)	language (n)	unusual (adj)
family (n)	live (v)	watch (v)
father (n)	mother (n)	work (v)

= high-frequency words in the Cambridge Academic Corpus

LEARNING OBJECTIVES	IN THIS UNIT YOU WILL ...
Watch and listen	watch and understand a video about the taiga forest.
Reading skill	scan to find information.
Critical thinking	categorize information.
Grammar	use nouns and adjectives; use noun phrases; use prepositional phrases.
Academic writing skills	use correct word order; use correct punctuation.
Writing task	write about the weather.

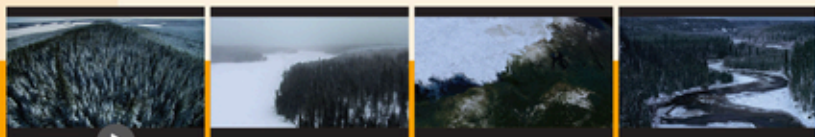
UNLOCK YOUR KNOWLEDGE

Look at the photo and ask and answer the questions with a partner.

- 1 Does this look like a nice time of year? Why / Why not?
- 2 Does this look like your country? Why / Why not?
- 3 What time of year do you like best? Why?



WATCH AND LISTEN



PREPARING TO WATCH

1 Work with a partner and answer the questions.

- Which seasons do you have in your country?
- Do you prefer hot and sunny weather or cold and snowy weather? Why?
- Where in the world is it very cold?

2 Look at the pictures from the video. Write *T* (true) or *F* (false) next to the statements. Correct the false statements.

- _____ 1 This part of the Earth is warm.

- _____ 2 Part of the river is frozen.

- _____ 3 There is ice and snow on the trees.

- _____ 4 The trees die in the winter.

GLOSSARY

temperature (n) how hot or cold something is, for example, 0 °C

river (n) a long natural area of water that goes across the land

fir trees / pine trees (n) trees with thin, hard green leaves that stay green all winter

forest (n) a large area with many trees growing closely together

freezing (adj) very cold

heavy snow (n phr) a lot of snow

WHILE WATCHING

3 Watch the video. Tick (✓) the statements that you hear.

- The days grow short and cold.
- Winter is hard here.
- Water in the air, in rivers and in plants turns to ice.
- All of the plants die.
- During the winter, heavy snow covers the taiga.
- Cold temperatures return in spring.

4 Watch again. Circle the correct answer.

- Snow and cold temperatures move *north* / *south*.
- Fir trees can live in *very warm* / *cold* temperatures.
- The taiga forest has almost 20% / 30% of all the trees on Earth.
- Heavy *snow* / *rain* covers part of the taiga until the spring.

5 Read the sentences below and write the words from the box in the gaps.

difficult flowers near winter

- The _____ is very long in the taiga forest.
- The taiga forest is _____ the North Pole.
- Living in the taiga forest is _____ in winter.
- _____ do not grow in winter in the taiga forest.

DISCUSSION

6 Ask and answer the questions with a partner.

- Do you think it is easy for people to live in the taiga forest? Why / Why not?
- How long do you think winter is in the taiga forest?
- Which season is the longest in your country?
- What things do you take with you when you go to a cold place?

UNDERSTANDING
MAIN IDEASUNDERSTANDING
DETAIL

MAKING INFERENCES

READING

READING 1

PREPARING TO READ

1 You are going to read an article about a city with cold weather. Look at the words in bold. Match sentences 1–3 with a–c.

- 1 Italy is **warm**. a In winter, the temperatures are freezing.
 2 Sweden is **cold**. b In summer, everyone enjoys the sun.
 3 **Spring** is before **summer**. c **Autumn** is before **winter**.

2 Match the words (1–7) to the correct numbers (a–g).

- | | |
|--------------|------|
| 1 eleven | a 8 |
| 2 eighteen | b 18 |
| 3 twenty-one | c 6 |
| 4 forty-two | d 42 |
| 5 fifty | e 21 |
| 6 eight | f 11 |
| 7 six | g 50 |

3 Look at the temperatures in the box. Ask and answer the questions with a partner.

0 °C +16 °C +35 °C

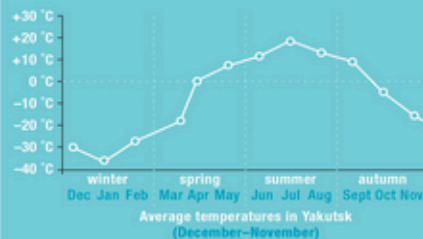
- Which temperature do you like best? Why?
- What clothes do people wear outside for each temperature?
- What is the temperature in summer where you live? What is the temperature in winter?

4 Look at the graph, photographs and heading in the article on page 41. Write *T* (true) or *F* (false) next to the statements. Correct the false statements.

- Yakutsk is a city. _____
- Winter is very cold in Yakutsk. _____
- Summer is very cold in Yakutsk. _____
- Svetlana has a café in Moscow. _____



THE COLDEST CITY IN THE WORLD



ice skating



skiing



- The temperature in your freezer is **cold**. It is about $-18\text{ }^{\circ}\text{C}$. The city of Yakutsk in Russia is colder than your freezer. In **winter**, the average temperature¹ is $-42\text{ }^{\circ}\text{C}$!
- In 2018, I visited Yakutsk. Why? Because I wanted to see the coldest city in the world. I wanted to meet the people of Yakutsk.

Svetlana has a warm café in a cold city.



- 'Life is difficult in winter,' says Svetlana, 'but we're not sad.' Svetlana is the manager of a café² in Yakutsk. She has two children. Her son Pavel is 11. Her daughter Daria is 5.
- 'The average temperature in winter is $-42\text{ }^{\circ}\text{C}$. Some winters are colder. At $-55\text{ }^{\circ}\text{C}$, the schools are closed. Daria and Pavel are happy,' Svetlana says.
- People in Yakutsk like sport³. In **spring** and **autumn**, the average temperature is $-21\text{ }^{\circ}\text{C}$. They go skiing and ice skating. In **summer**, it is **warm**. The average temperature is $+20\text{ }^{\circ}\text{C}$. People take food and drinks to eat outside.

¹average temperature (n phr) how hot or cold a place usually is

²café (n) a small restaurant where you can buy drinks and food

³sport (n) a game or activity which people do to keep healthy or for fun

WHILE READING

Scanning to find information

Scanning means looking for information. When we scan, we do not read every word in a text. We can scan for information such as:

- numbers
- names of people
- names of places

Look for capital letters to find people and places.

5 Match the facts (1–6) to the correct numbers (a–f).

- | | |
|--|-------------------------|
| 1 the average temperature in summer | a -42°C |
| 2 the year the writer visited Yakutsk | b 2018 |
| 3 the average temperature in winter | c 5 |
| 4 Daria's age | d -55°C |
| 5 the average temperature in spring and autumn | e -21°C |
| 6 the temperature when schools are closed | f $+20^{\circ}\text{C}$ |

6 Write the words from the box in the gaps to complete the summary of the text.

cold spring Svetlana warm Yakutsk

The text is about ⁽¹⁾_____ and her family. They live in the city of ⁽²⁾_____ in Russia. Winters are very ⁽³⁾_____. Sometimes school is closed. In ⁽⁴⁾_____ and autumn, people go skiing and ice skating. In summer, it is ⁽⁵⁾_____.

DISCUSSION

7 Ask and answer the questions with a partner.

- 1 Do you want to live in Yakutsk? Why / Why not?
- 2 When is a good time to visit Yakutsk? Why?
- 3 What do you do in cold temperatures?

READING 2

PREPARING TO READ

1 Work with a partner. Talk about winter, spring, summer and autumn in your city or town. Do you have all four seasons? What months are in each season?

months	
January	July
February	August
March	September
April	October
May	November
June	December

2 Look at Texts A, B and C on page 44. Choose the correct answers (a–c) to the questions (1–3).

- 1 Where are the texts from?

a a book	b a magazine	c a website
----------	--------------	-------------
- 2 Which text is about the weather in Cuba now?

a Text A	b Text B	c Text C
----------	----------	----------
- 3 Which texts are about typical weather in Cuba?

a Texts A and B	b Texts B and C	c Texts A and C
-----------------	-----------------	-----------------

3 You are going to read about the weather in Cuba. Read the definitions in the box. Then write the words from the box in the gaps in 1–4.

dry (adj) with very little or no rain
rainfall (n) the amount of rain that falls in one place
season (n) one of the four parts of the year: winter, spring, summer or autumn
climate (n) the weather that a place usually has

- 1 The _____ in spring is often high. It is good for the plants.
- 2 Summer is my favourite _____. I like warm temperatures.
- 3 The desert is very _____. Little rain falls there.
- 4 The _____ in the desert is hot and dry.

USING YOUR KNOWLEDGE

PREVIEWING

UNDERSTANDING KEY VOCABULARY

SCANNING TO FIND INFORMATION

READING FOR DETAIL





4 Write the words from the box in the gaps in Text A.

cloudy sunny rainy windy

A WWW.CUBAWEATHER.ORG
CUBA WEATHER HOME | WEATHER | CUBAN CLIMATE | WEATHER AVERAGES
 TODAY | TOMORROW | 5 DAY | MONTHLY

TODAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
(1) _____	cloudy and (2) _____	(3) _____ and cloudy	sunny and (4) _____	sunny
+29 °C	+28 °C	+26 °C	+29 °C	+31 °C

B WWW.CUBAWEATHER.ORG
CUBA WEATHER HOME | WEATHER | CUBAN CLIMATE | WEATHER AVERAGE

- Cuba is in the Caribbean. The **climate** in Cuba is good. It has two **seasons**: the **dry** season and the **rainy** season. The dry season and the rainy season each last for six months.
- The dry season is from November to April. The average temperatures are between +22 °C and +25 °C in the dry season. The average **rainfall** is 62 mm in the dry season. It is **windy** and **sunny** in the dry season.
- The rainy season is from May to October. In the rainy season, the average temperatures are between +26 °C and +28 °C. The average rainfall in the rainy season is 146 mm. It is often **cloudy**.
- The best time to visit Cuba is April or May.

C WWW.CUBAWEATHER.ORG
CUBA WEATHER HOME | WEATHER | CUBAN CLIMATE | WEATHER AVERAGES

SEASON (MONTHS)	AVERAGE TEMPERATURE	AVERAGE RAINFALL	AVERAGE WIND SPEED
Dry (Nov–Apr)	+23 °C	62 mm	8 kph
Rainy (May–Oct)	+27 °C	146 mm	15 kph

WHILE READING

- 5 Read the three texts (A–C) quickly. Match the facts (1–6) to the correct numbers (a–f).
- | | |
|---|-------|
| 1 number of months in the dry season | a +26 |
| 2 average temperatures (°C) in the dry season | b +31 |
| 3 average rainfall (mm) in the dry season | c +23 |
| 4 average rainfall (mm) in the rainy season | d 146 |
| 5 temperature (°C) on Tuesday | e 6 |
| 6 temperature (°C) on Thursday | f 62 |
- 6 Look at Text B again. Take notes on the seasons in the table.

dry season	rainy season

DISCUSSION

- 7 Work with a partner. Use ideas from Reading 1 and Reading 2 to answer the questions.
- When is a good time to visit Cuba? Why do you think those months are good?
 - What are the seasons in Cuba?
 - Where can you find facts about the climate in a country?
 - Why do people want to know about the weather and climate of a place?

SCANNING TO FIND INFORMATION

SYNTHESIZING

LANGUAGE DEVELOPMENT

NOUNS AND ADJECTIVES

GRAMMAR

Words for people, places or things are *nouns*. Words that describe people, places and things are *adjectives*.

We write adjectives before a noun.

good climate, cold winter, happy child

Adjectives always go after *is / are (not)*.

Summer *is nice*.

Ice skating and skiing are *popular* in my country.

The rainy season *is not dry*.

1 Match the adjectives (1–7) with their opposites (a–g).

- | | |
|-------------|-------------|
| 1 difficult | a warm |
| 2 cold | b dry |
| 3 sunny | c hot |
| 4 cool | d cloudy |
| 5 rainy | e unpopular |
| 6 popular | f easy |
| 7 happy | g sad |

2 Underline the nouns and circle the adjectives in the sentences.

- The café is warm.
- October is rainy.
- The climate is good.
- Summers are hot.
- Winters are cold.

3 Read the sentences. Write the words from the box in the gaps.

cloudy cold difficult happy sunny

- In Yakutsk, life is _____ in winter.
- The children are _____. There is no school today.
- It is warm and _____ today.
- The winter is _____ in Yakutsk.
- The rainy season is _____. You do not see the sun for days.



NOUN PHRASES

GRAMMAR

A *noun phrase* is a noun and another word that describes or defines the noun. When an adjective comes before a noun, it is part of a noun phrase.

noun phrases: *Cuba has a good climate. The average rainfall is 62 mm.*

Use *has* to show that the noun phrase belongs to the subject.

Cuba has a dry season.

Use *be* to link the noun phrase with a word or phrase that describes it.

The rainy season is from May to October.

4 Make a noun phrase from the bold words in each sentence. Write it in the gaps to make a new sentence.

- Yakutsk's **winters** are **cold**.
Yakutsk has _____ .
- The **season** is **dry** from November to April.
The _____ is from November to April.
- In the rainy season, the **rainfall** is **high**.
The rainy season has _____ .
- Summers** are **warm** in Yakutsk.
Yakutsk has _____ .

5 Work with a partner. Correct the mistakes in the sentences. Check the adjectives in the noun phrases and after the verbs *be* and *have*.

- Cuba has a season rainy.

- Yakutsk has a autumn cold.

- In summer, we have weather sunny.

- The dry season windy is.

- In spring, the rainfall high is.



WRITING

CRITICAL THINKING

At the end of this unit, you are going to write about the weather. Look at this unit's writing task in the box below.

Write about the weather in your city or town.

Categorizing information

After you collect information, the next step is to categorize it, or put the information in groups. Look at the headings in the table. A table is a good way to categorize information. It is easy to see facts and numbers.

season	months	average temperature
spring	March, April, May	+21 °C

- 1** Complete the table below about Yakutsk. Use information from the text and graph on page 41.

season	months	average temperature
winter		
	March, April and May	
		-21 °C

- 2** Work with a partner. Look at the table in Exercise 1 on page 48. Ask and answer the questions.

- 1 Is Yakutsk cold in February?
- 2 Is Yakutsk warm in August?
- 3 What is the weather like in April?
- 4 When is autumn?
- 5 Is spring warm or cold?

- 3** Think of your own city or town. Circle the seasons there.

dry season autumn rainy season spring summer winter

- 4** Create a table for the seasons in your city or town. If you don't know the information, write what you think it is.

season	months	average temperature

- 5** Compare your answers with a partner. Then use the internet to check and correct your information.

ANALYZE



GRAMMAR FOR WRITING

PREPOSITIONAL PHRASES

GRAMMAR

The words *about*, *in*, *from*, *between* and *for* are examples of *prepositions*. A *prepositional phrase* is a preposition + a noun. Use prepositional phrases to say where, when and how long, and to give an estimate or range.

where: Svetlana is **from Yakutsk**. Yakutsk is **in Russia**.

when: It is warm **in summer**. It is cold **in January**.

how long: The rainy season lasts **for six months**. The rainy season lasts **from May to October**.

estimate or range: It is **about -18°C** . The dry season lasts **about six months**. The average temperatures are **between $+22^{\circ}\text{C}$ and $+25^{\circ}\text{C}$** .

- 1 Read the sentences. Write the prepositions from the box in the gaps. You can use one preposition more than once.

about between for in

- 1 People _____ Yakutsk like sport.
- 2 It is windy _____ the dry season in Cuba.
- 3 The average temperatures are _____ $+26^{\circ}\text{C}$ and $+28^{\circ}\text{C}$ in the dry season.
- 4 The temperature _____ your freezer is _____ -18°C .
- 5 Winter lasts _____ three months in Yakutsk.

- 2 Answer the questions. Use the correct prepositions in your answers.

- 1 Where are you from?

- 2 When is it warm in your city?

- 3 How long is the winter in your country?

- 4 What is the average temperature in May in your city?

- 5 When is the weather nice in your city?

GRAMMAR

Prepositional phrases and punctuation

When a prepositional phrase begins a sentence, use a comma after it.

In the rainy season, the average temperatures are between $+26^{\circ}\text{C}$ and $+28^{\circ}\text{C}$.

In spring and autumn, the average temperature is -21°C .

- 3 Circle the prepositional phrase in the sentences.
 - 1 In the dry season, the average temperatures are between $+26^{\circ}\text{C}$ and $+28^{\circ}\text{C}$.
 - 2 The average temperatures are between $+26^{\circ}\text{C}$ and $+28^{\circ}\text{C}$ in the dry season.
- 4 Look at the sentences in Exercise 3. Answer the questions.
 - 1 Which sentence has a comma after the prepositional phrase?

 - 2 What preposition is used to give a range in temperatures? _____
- 5 Write the prepositional phrases from the box in the gaps. Add commas if necessary.

in July in the dry season in the rainy season

 - 1 It is hot in Cuba _____.
 - 2 _____ the average rainfall is 146 mm.
 - 3 The average rainfall is 62 mm _____.
- 6 Add five commas to the text.

Dubai is a great place to visit. From November to March many people go to the beach. The weather is good. In these months the temperatures are between $+24^{\circ}\text{C}$ and $+35^{\circ}\text{C}$. From January to March Dubai has a rainy season, but it does not rain a lot. Summer is from April to October. In summer Dubai is very hot. People do not go outside. In this season the temperatures are too high.

7 Put the words in order to make sentences. Remember to use a comma if a prepositional phrase begins the sentence.

1 windy / October / , / is / it / In / .

2 weather / good / summer / is / The / in / .

3 Cuba / climate / good / the / is / In / , / .

4 the average / , / 34 mm / In / autumn / rainfall / is / .

5 Yakutsk / The / are / cold / winters / in / .

6 in / summer / is / The average temperature / +20 °C / .

7 the dry season / 62 mm / In / , / average rainfall / is / the / .

ACADEMIC WRITING SKILLS

WORD ORDER

LANGUAGE

Subject–verb–noun (phrase) / adjective

A sentence is about a *subject*. The subject is a pronoun, a noun or a noun phrase. Write the *verb* after the *subject* in a sentence. Write a noun, a noun phrase or an adjective after the verb *be*.

Noun or noun phrase: *Svetlana is the manager. She is the mother of two children.*

Adjective: *Winter is cold. Life is difficult.*

1 Circle the option that is true for you or your country.

- 1 It is / is not cold in December.
- 2 Skiing is / is not popular in my country.
- 3 I am happy / sad in spring.
- 4 I think the weather in my country is good / bad.
- 5 It is rainy / sunny in August.
- 6 It is warm / cold in November.
- 7 The summer is / is not dry in my country.

2 Put the words in order to make sentences.

1 is / in / Russia / Ice skating / popular / .

2 are / two seasons / There / in Cuba / .

3 rainy / is / It / in April / .

4 hot / is / in Cuba / It / .

5 are / warm / The summers / .

6 dry / in August / is / It / .

7 windy / it / In winter, / is / .



PUNCTUATION

Capital letters

For the following types of words, the first letter is always a capital letter.

names of months: *April, May, June*

names of days: *Monday, Tuesday, Wednesday*

nationalities: *Mexican, Egyptian, Korean*

names of people: *Juanna, Luis, Rodrigo*

names of places: *Turkey, Cairo, New York*

Commas

Commas separate parts of a sentence or things in a list. Use a comma:

- after a prepositional phrase at the beginning of a sentence
- when listing three or more items

In winter, we go skiing.

In summer, we go swimming.

It is going to be windy on Monday, Wednesday, Thursday and Saturday.

We do not usually use a comma before *and*.

3 Add commas to the items in the lists.

- 1 It is spring in March April and May.
- 2 It rains in spring summer and autumn.
- 3 The coldest months are December January and February.
- 4 The warmest months are June July and August.

4 Correct the punctuation in the sentences. Add capital letters, commas and full stops.

1 in january the weather is cold in russia

2 the average temperature is +21 °C in july

3 in the rainy season the average rainfall is 146 mm in cuba

4 the weather is sunny in summer

5 in dubai august is a hot month

WRITING TASK

Write about the weather in your city or town.

PLAN

- 1 Look back at your table in the Critical thinking section on page 49. Check your notes and add any new information you want to include.
- 2 Read the Task checklist on page 56 as you prepare your sentences.

WRITE A FIRST DRAFT

3 Write information about your city or town in the gaps below.

_____ (city or town) is in
 _____ (country). _____ (city or
 town) has _____ (number) seasons. The seasons are
 _____.

4 Write sentences about your city.

1 Write a sentence about the weather in one season. (It is windy / cold / rainy.)

2 Say which months the season is in (April / May).

3 Write a sentence about the average temperatures in this season.

4 Write a sentence about the weather in another season. (It is windy / cold / rainy.)

5 Write a sentence about the average temperatures in this season.



EDIT

5 Use the Task checklist to review your sentences.

TASK CHECKLIST	✓
Use adjectives before a noun or after the verb <i>be</i> .	<input type="checkbox"/>
Use prepositional phrases to tell where, when or how long, or to give an estimate or range.	<input type="checkbox"/>
Use commas after prepositional phrases which begin a sentence and for items in a list.	<input type="checkbox"/>
Capitalize the beginning of a sentence and names of months, days, people, nationalities and places.	<input type="checkbox"/>

6 Make any necessary changes to your sentences.

OBJECTIVES REVIEW

1 Check your learning objectives for this unit. Write 3, 2 or 1 for each objective.

3 = very well 2 = well 1 = not so well

I can ...

- watch and understand a video about the taiga forest. _____
- scan to find information. _____
- categorize information. _____
- use nouns and adjectives. _____
- use noun phrases. _____
- use prepositional phrases. _____
- use correct word order. _____
- use correct punctuation. _____
- write about the weather. _____

2 Go to the *Unlock Online Workbook* for more practice with this unit's learning objectives.

WORDLIST

autumn (n) ☉	rainfall (n) ☉	sunny (adj)
climate (n) ☉	rainy (adj)	warm (adj) ☉
cloudy (adj)	season (n) ☉	windy (adj)
cold (adj) ☉	spring (n) ☉	winter (n) ☉
dry (adj) ☉	summer (n) ☉	

☉ = high-frequency words in the Cambridge Academic Corpus

LEARNING OBJECTIVES

IN THIS UNIT YOU WILL ...

Watch and listen	watch and understand a video about visiting Toronto on holiday.
Reading skill	annotate a text.
Critical thinking	choose relevant information.
Grammar	use time expressions; recognize parts of a sentence; use the present simple.
Academic writing skill	write about main ideas and details.
Writing task	write about the life of a student in your class.

UNLOCK YOUR KNOWLEDGE

- 1 Look at the photo and ask and answer the questions with a partner. Use the names of places from the box to help you.

café library park

- 1 Where are the people?
- 2 What are they doing?
- 3 Where do you study with friends? Why?
- 4 Where do you go with friends for fun? Why?



WATCH AND LISTEN



PREPARING TO WATCH

1 Work with a partner and answer the questions.

- Where is your favourite place to go on holiday? Why?
- What do you like to do when you travel?
- Do you enjoy activities that are a little bit dangerous? Why / Why not? Talk about a dangerous activity that you enjoy / don't enjoy.

2 Look at the pictures from the video. Put the words in order to make a sentence.

- the city from / the top of the CN tower / You can see / .

- of Lake Ontario / Toronto is / on the shore / .

- the main pod of the tower / This is / that people visit / .

- Five people are walking / of the CN Tower / on the outside / .

GLOSSARY

popular (adj) something (or someone) that many people like

pod (n) a small, usually round, building

border (n) a line between two countries

brave (adj) not afraid

WHILE WATCHING

3 Watch the video. Tick (✓) the true sentences.

- 1 The CN Tower is Canada's most popular tourist attraction.
- 2 The CN Tower is the tallest building in Toronto.
- 3 The CN Tower was built to mark Canada's 100th birthday.
- 4 You can see the city and lake from several different places in the CN Tower.
- 5 The Glass Floor is on the same level as the main pod.
- 6 You can walk on the outside of the CN Tower.

4 Watch again. Complete the sentences with numbers from the box.

360 160 116 1976

- The CN Tower opened in _____.
- From the LookOut level, there is a _____-degree view of the city and Lake Ontario.
- Niagara Falls is _____ km from the centre of Toronto.
- The EdgeWalk is _____ floors above the ground.

5 Match the sentence halves.

- | | |
|-----------------------------------|--|
| 1 The main job of the CN Tower is | a from different levels of the CN Tower. |
| 2 You can see a view of the city | b very exciting. |
| 3 Niagara Falls is | c communication. |
| 4 The EdgeWalk is | d far from the CN Tower. |

DISCUSSION

6 Work with a partner and answer the questions.

- Which part of the CN Tower would you like to visit – the LookOut level, the Glass Floor or the SkyPod? Give reasons for your answer.
- What place do people visit on holiday in your city? Describe it.
- Have you visited a tall tower in another city? Describe what you saw.

UNDERSTANDING
MAIN IDEAS

UNDERSTANDING
DETAIL

MAKING INFERENCES

READING

READING 1

PREPARING TO READ

1 Ask and answer the questions with a partner.

- 1 Imagine you do not have a smartphone or TV. What do you do? How do you spend your time?
- 2 Imagine there are no supermarkets or restaurants. What do you eat?

2 Which things in the box can you see in the photos on page 63? Circle the words. Use a dictionary to help you.

a writer a hunter a jungle a tree house
a TV a website a watch

3 You are going to read about a book that shows you a different way of life. Read the sentences (1–8). Write the words or phrases in bold next to the correct definitions (a–h).

- 1 I do not like to wake up early. I **get up** around 10:00 am.
- 2 I like to **cook** my food at home, but many of my friends eat at restaurants.
- 3 Before I go to work, I have coffee and toast for **breakfast** every morning.
- 4 I usually eat **lunch** at my desk at work. I usually have a salad or soup.
- 5 I eat **dinner** after work. Sometimes, I eat with friends at a restaurant.
- 6 I often **travel** to China and Japan for my work.
- 7 I **meet** a lot of people in my job. I really enjoy talking with new people.
- 8 I **swim** every Saturday. I have lessons at a pool near my house.

- a _____ (n) the food you eat at the end of the day
- b _____ (phr v) to leave your bed after sleeping
- c _____ (v) to see and speak to someone for the first time
- d _____ (n) the food you eat in the morning after you wake up
- e _____ (v) to move through water by moving your body
- f _____ (v) to prepare food by heating it
- g _____ (n) the food you eat in the middle of the day
- h _____ (v) to go from one place to another, usually over a long distance

'This book shows you a different way of life.' *Daily Press*

Meet the Kombai

Can you imagine your life with no smartphones or TV? With no cars or supermarkets? Can you imagine life in a tree house?

- 1 In her book, *A Life in the Trees*, journalist¹ Rebecca Moore **travels** 15,000 kilometres (km) from London to Papua New Guinea. In Papua New Guinea, Rebecca **meets** the Kombai people. She talks about their lives in the jungle.
- 2 Moore lived with the Kombai women and children for three months. Kombai life is very different. The Kombai people have no watches² and no cars. There is no school for the children. Parents³ teach their children to **cook**, hunt and **swim**.
- 3 The Kombai **get up** every morning at sunrise. Kombai men hunt in the jungle. They can hunt for 12 hours. They also cut down sago palms. This tree is important. The women cook the inside of the tree. The Kombai people eat this food for **breakfast, lunch** and **dinner**.
- 4 The most important part of Kombai life is building their tree houses. The men, women and children all help build tree houses. Each house is 20 metres (m) high. The stories in this book show the Kombai people's lives in the trees.



Kombai tree house

'Buy this book!'

Jeffrey Post,
Lifestyle

'It has amazing
photographs on
every page.'

Simon Higgins,
New Look



woman preparing a sago palm



Kombai hunter

¹journalist (n) someone whose job is to write articles for newspapers, magazines, etc.

²watches (n) small clocks on a strap that you wear on your arm

³parents (n) mother and father

WHILE READING

4 Read the text on page 63. Then match the sentence halves to create complete sentences about the text.

- | | |
|---------------------------------------|----------------------|
| 1 In Papua New Guinea, Rebecca meets | a the sago palm. |
| 2 The Kombai women cook | b the Kombai people. |
| 3 The Kombai people have | c build tree houses. |
| 4 The men, women and children help to | d a different life. |

5 Read the text again to check your answers.

6 Scan the text for the information in the table. Tick (✓) the person or people that do each action. There may be more than one answer. The first one has been done as an example.

	Rebecca Moore	Kombai men	Kombai women	Kombai children
1 hunt in the jungle		✓		
2 travel 15,000 km				
3 cook sago palms				
4 eat sago palms				
5 have no cars				
6 teach children to hunt, cook and swim				
7 build tree houses				
8 tell the story of the Kombai way of life				

DISCUSSION

7 Ask and answer the questions with a partner.

- Why do you think the Kombai live in tree houses?
- What do the Kombai people teach their children? Why?
- The Kombai people eat sago palms three times a day. What is good and bad about eating the same food all the time?

READING 2

PREPARING TO READ

1 Read the sentences (1–8). Choose the best definition (a or b) for the words in bold.

- After lunch, I like to go for a walk in the **afternoon**.
a the time between 12 pm and 6 pm
b something you eat for lunch
- I am very **busy** at university. I take many courses.
a having a lot of friends
b having a lot of things to do
- My **timetable** is the same every day. I work and then go to school.
a a place where you work to make money
b a list or plan to show when you do things
- I get up at 6 am every **morning**. I make coffee and eat breakfast.
a the time between 5 am and 12 pm
b the place where you make food
- I **relax** after work. I watch TV.
a to become calm and comfortable
b to have many things to do
- In the **evening**, I do my homework and read a book before bed.
a a place you go to relax
b the time between 6 pm and 11 pm
- I have school on **weekdays**. I have to get up early.
a the five days of the week when many people work
b the two days of the week when many people do not work
- At the **weekend**, I go cycling. I have fun with friends.
a the two days of the week when many people do not work
b the five days of the week when many people work

2 In your country, what days are weekdays? What days are weekends? List the things you do on weekdays and weekends. Compare your list with a partner.

Weekdays: _____, _____, _____, _____, _____

Things I do on weekdays: _____

Weekends: _____, _____

Things I do at weekends: _____



3 Write the bold words from Exercise 1 in the correct columns in the table.

noun	verb	adjective	part of the day	part of the week

4 Look at the timetable below and the text on page 67. Write *T* (true) or *F* (false) next to the statements. Correct the false statements.

- 1 The timetable is for an Engineering student.
 2 The timetable and the text are from a website.
 3 The text and the timetable are about Abdullah Taha.
 4 Abdullah's weekend is on Saturday and Sunday.

Name of student: *Abdullah Taha*

Department: *Engineering*

morning							
	Sun	Mon	Tue	Wed	Thur	Fri	Sat
8-9 am	Physics 101 lecture	Physics seminar	Physics 101 lecture	Physics 101	Physics 101 lecture		
9:15-10:15 am	Maths 121	Maths 121 lecture	Maths 121	Maths 121 lecture	Maths 121 seminar		
10:30-11:30 am	Engineering 122 lecture	Engineering 122 seminar	Engineering 122 lecture	Engineering 122	Engineering 122 lecture		
afternoon							
	Sun	Mon	Tue	Wed	Thur	Fri	Sat
12:30-1:30 pm	Study group						
2-3 pm		English 101	Library	English 101	Arab History 123 lecture		
evening							
	Sun	Mon	Tue	Wed	Thur	Fri	Sat
5-7 pm	Library	Library	Library	Library	Relax with friends		
7-10 pm	Library	Library	Camera Club	Go to the gym	Relax with friends		



File Home Insert Object Type View Window Help

Abdullah Taha

- Abdullah Taha is a student in my class. He has a busy **timetable**. Abdullah studies Engineering¹ at Cairo University. Abdullah takes five courses. They are Physics², Maths, English, Engineering and Arab History³. His favourite subjects are Physics and Maths.
- Abdullah is a **busy** student. He gets up at 6 am every **weekday**. He studies every evening. He has many classes, seminars and lectures every week.
- Abdullah has three classes every **morning**. He has Physics from 8 am to 9 am, Maths from 9:15 am to 10:15 am and Engineering from 10:30 am to 11:30 am.
- On Sunday, he meets his study group. His study group is from 12:30 pm to 1:30 pm. On Monday and Wednesday, he has English. His English class is from 2 pm to 3 pm. On Thursday **afternoon**, he has Arab History from 2 pm to 3 pm.
- In the **evening**, Abdullah studies in the library. In his free time, Abdullah **relaxes** with friends. Sometimes, Abdullah goes to the cinema. Abdullah likes taking photographs. He is in the university Camera Club.
- Abdullah says, 'My university life is very busy. I have a lot of exams and projects, but I always have time to relax with friends and family, especially at the **weekend**.'

¹Engineering (n) the study of designing and building buildings, bridges, roads, etc.
²Physics (n) the scientific study of natural forces, such as energy, heat, light, etc.
³History (n) the study of events in the past

WHILE READING

Annotating a text

When you *annotate*, you mark the text. For example, you can underline key words. Key words are the words or phrases which give the important information in the text. Look at the underlined words in the paragraph below. The reader has underlined the key words which give the most important information and details.

In her book, *A Life in the Trees*, journalist Rebecca Moore travels 15,000 km from London to Papua New Guinea. In Papua New Guinea, Rebecca meets the Kombai people. She tells about their lives in the jungle.

- 5 Read the text about Abdullah on page 67 again. Underline two or three key words or phrases in each paragraph. Then compare your key words with a partner. What is the important information? Take notes.
- 6 Use the text and your notes from Exercise 5. Circle the correct key words to make true sentences about Abdullah.
- 1 Abdullah relaxes with friends *every evening / on Thursday evening*.
 - 2 He is a student in *Cairo / Riyadh*.
 - 3 He says that his life is *busy / quiet*.
 - 4 He has *three / five* classes every morning.
 - 5 He goes to the *Camera Club / gym* on Tuesday evening.
 - 6 He studies Maths every *morning / afternoon*.
 - 7 He gets up *late / early*.
 - 8 He takes *three / five* courses at the university.
 - 9 He has an Arab History class on *Tuesday / Thursday*.
 - 10 He studies in the Department of *Engineering / English*.

DISCUSSION

- 7 Work with a partner. Use ideas from Reading 1 and Reading 2. Ask and answer the questions below.
- 1 When does Abdullah relax? What does he do to relax?
 - 2 When do you relax? What do you do to relax?
 - 3 Compare your life to the Kombai people and to Abdullah. What is the same? What is different?
 - 4 Think about the things Abdullah and the Kombai people do. Which things do you like? Do you do them? Why / Why not?

LANGUAGE DEVELOPMENT

COLLOCATIONS FOR FREE-TIME ACTIVITIES

A pair or small group of words that are often used together is a *collocation*. One type of collocation is a verb + a noun or a noun phrase.

sentence	collocation (verb + noun or noun phrase)
I have breakfast .	have + breakfast
Hiroki and Ken play video games .	play + video games
Abdullah studies English .	studies + English

Another type of collocation is a verb + a prepositional phrase.

sentence	collocation (verb + prepositional phrase)
Abdullah goes to the gym .	goes + to the gym
Abdullah studies in the library .	studies + in the library
Abdullah relaxes with friends .	relaxes + with friends

- 1 Match the sentence halves.

- | | |
|---------------------------------|---|
| 1 Eun Jung studies | a coffee before work. |
| 2 Asif gets up | b Physics at Cambridge University. |
| 3 Melody and Ginger take | c at 6 am . |
| 4 In the morning, I have | d to the gym every Saturday. |
| 5 My friends go | e the bus every morning. |

- 2 Read the sentences and write the verbs from the box in the gaps.

do cooks eats go have meets relax take

- 1 Abdullah _____ **with** his study group on Sundays.
- 2 I _____ **the bus** to university every morning.
- 3 You _____ **to the gym** every day.
- 4 Melody and Ginger _____ **breakfast** at 7 am!
- 5 Li Mei _____ **her lunch** in the café.
- 6 Sandra and Andreia _____ **with friends** in the evening.
- 7 My sister _____ **dinner** for my family.
- 8 You _____ **your homework** in the evening.



ANNOTATING

SCANNING TO FIND INFORMATION

SYNTHESIZING

VOCABULARY FOR STUDY

3 Read the names of the subjects. Tick (✓) in the correct box. Use the glossary on page 192 to help you.



subject	Arts and Humanities	Business	Science	Languages
Maths			✓	
Physics				
Literature				
English				
Economics				
Biology				
History				
Management				
Arabic				
Geography				
Chemistry				
Art				

4 Check your answers with a partner. Then ask and answer the questions.

- 1 Which of the subjects in the table do you study?
- 2 Which do you enjoy?
- 3 Do you know any other subjects for each group?

5 Put the letters in the correct order to make the names of subjects.

- 1 ogypherag G _____
- 2 sneghl E _____
- 3 siphcsy P _____
- 4 miechtyrs C _____
- 5 rysothi H _____
- 6 lobiogy B _____
- 7 cmieoocns E _____

TIME EXPRESSIONS

Time expressions say when or how often something happens. One type of time expression is every + a noun.

I do my homework **every week**. She has an English class **every Wednesday afternoon**. They swim **every morning**.

Another type of time expression is a prepositional phrase for time. The preposition depends on the noun phrase that follows.

- at + clock time / weekend: **at 10 am**, **at 3 pm**, **at the weekend**
- in + part of the day: **in the morning**, **in the afternoon**, **in the evening**
- on + day of the week: **on Monday**, **on Tuesdays**
- on + day of the week + part of the day: **on Monday morning**, **on Tuesday afternoon**, **on Friday evening**, **on Sunday night**

6 Write *at*, *in* or *on* in the gaps.

- 1 Simon swims on Saturday morning at 8 am.
- 2 _____ the evening, Abdullah studies in the library.
- 3 _____ Monday, I have an English class _____ 2 pm.
- 4 I talk to my family _____ the evening.
- 5 _____ Tuesday morning, Feride has Maths _____ 11 am.
- 6 Kyoko goes to the university _____ Monday and Thursday.
- 7 I do my homework _____ the evening.
- 8 Andrea goes to work _____ 7 am every day.
- 9 _____ the weekend, I relax with my friends.

7 Answer the questions. Use the correct time expression.

- 1 When do you do your homework?

- 2 What time do you get up?

- 3 What days do you have classes?

2 Match the sentence halves.

- | | |
|--------------------|---------------------------|
| 1 I do my homework | a have lunch at 1 pm. |
| 2 My friends | b on Saturdays. |
| 3 My sister | c to the gym at 8 am. |
| 4 My brother goes | d eats breakfast at 7 am. |

THE PRESENT SIMPLE

Use the *present simple* to talk about daily life.

I **have** breakfast every morning.

If the subject of the sentence is third person and singular (*he, she, it*), the verb ends with *-s*.

singular			plural		
subject	verb		subject	verb	
I You	swim	every day.	We You They	swim	every day.
He She It	swims	every day.			

To make the third person singular form of a verb in the present simple, follow these spelling rules.

rule	third person singular verb form
Add <i>-s</i> if the verb ends in a consonant or a consonant sound.	cook → cooks live → lives
Add <i>-es</i> if the verb ends in <i>-s, -z, -x, -ch</i> or <i>-sh</i> .	pass → passes relax → relaxes watch → watches wash → washes
Replace <i>-y</i> with <i>-ies</i> if the verb ends in a consonant + <i>-y</i> .	study → studies
Add <i>-es</i> if the verb ends in a vowel sound (<i>a, e, i, o, u</i>).	go → goes
Add <i>-s</i> if the verb ends in a vowel + <i>-y</i> .	say → says

Some verbs are irregular. Memorize their spellings. (have → has, be → is)

3 Write the third person singular form of the present simple verb.

infinitive	third person singular verb form
get up	1 gets up
travel	2
go	3
study	4
stay	5
have	6

4 Read the text. Circle the correct forms of the verbs.

Kana ⁽¹⁾ *is / are* a student in my class. This ⁽²⁾ *is / are* her timetable. She ⁽³⁾ *study / studies* Management at the University of Brighton. She ⁽⁴⁾ *get up / gets up* at 6 am. She ⁽⁵⁾ *eat / eats* breakfast at 6:30 am. On Mondays and Wednesdays, Kana ⁽⁶⁾ *meet / meets* with a study group at 11 am. She ⁽⁷⁾ *have / has* lunch at 12:30 pm every day. She ⁽⁸⁾ *study / studies* in the library from 3 to 6 pm. She ⁽⁹⁾ *go / goes* to the gym with friends on Sundays. Kana ⁽¹⁰⁾ *is / are* a serious student.

5 Write answers to the questions about your partner's timetable on page 72. Use the correct verb form.

1 What does your partner do on Saturdays?

2 What does your partner do every day?

3 When does your partner relax?

4 What does your partner study?

5 When does your partner have classes?

ACADEMIC WRITING SKILLS

MAIN IDEAS AND DETAILS

A *main idea* says what a paragraph is about. The *details* add information about the main idea.

main idea **Abdullah Taha is a student in my class. He has a busy timetable.** *details*
 Abdullah studies Engineering at Cairo University. He takes five courses.
 They are Physics, Maths, English, Engineering and Arab History.
 His favourite subjects are Physics and Maths.

The main idea is often at the beginning of the paragraph. Then the writer writes details after it. They give more information and explain the main idea.

The main idea in the example is that Abdullah is a student. The details give more information about Abdullah's life as a student. They talk about his school, timetable and courses. Remember that when you write, the details need to be about the main idea.

- 1 Read the paragraph. Circle the main idea and underline the details. Then choose the correct answer (a–c) to the questions (1 and 2).

Abdullah has three classes every weekday morning. He gets up at 6 am every day. Then he has Physics from 8 am to 9 am, Maths from 9:15 am to 10:15 am and Engineering from 10:30 am to 11:30 am.

- 1 What do the details talk about?
 - a Abdullah's weekday mornings.
 - b Abdullah's English class.
 - c Abdullah's weekday afternoons.
- 2 What detail could the writer also include in this paragraph?
 - a Abdullah meets his brother on Sunday afternoons.
 - b Abdullah studies in the library in the evening.
 - c Abdullah plays football on Wednesday afternoons.
- 2 Read the paragraph. Circle the main idea and underline the details. Then add one more sentence to give another detail. Use your own ideas.

At the weekends, Abdullah relaxes with friends. Sometimes, he goes to the cinema. _____
 He enjoys his busy life.

WRITING TASK

Write about the life of a student in your class.

PLAN

- 1 Look back at the timetable you created for your partner in the Critical thinking section on page 72. Check your notes and add any new information you want to include in your writing. Use it to plan the details for your sentences.
- 2 Read the Task checklist on page 78 as you prepare your sentences.

WRITE A FIRST DRAFT

- 3 Write answers in the gaps which are true for your partner.

_____ (student's name) is a student in my _____ (subject) class. This is _____ (his / her) timetable.
- 4 Write sentences which are true about your partner's schedule.
 - 1 Write a sentence about the subject(s) he / she studies.

 - 2 Write a sentence about the time he / she gets up.

 - 3 Write three sentences about his / her school or university timetable.

 - 4 Write one sentence about his / her weekend or free time.



EDIT

5 Use the Task checklist to review your sentences.

TASK CHECKLIST	✓
Write a sentence which says the main idea.	
Write other sentences which add details.	
Spell present simple third person verbs correctly.	
Use the correct collocations for free-time activities.	
Use the correct prepositions for time expressions.	

6 Make any changes to your sentences.

OBJECTIVES REVIEW

1 Check your learning objectives for this unit. Write 3, 2 or 1 for each objective.

3 = very well 2 = well 1 = not so well

I can ...

watch and understand a video about visiting Toronto on holiday. _____

annotate a text. _____

choose relevant information. _____

use time expressions. _____

recognize parts of a sentence. _____

use the present simple. _____

write about main ideas and details. _____

write about the life of a student in my class. _____

2 Go to the *Unlock Online Workbook* for more practice with this unit's learning objectives.



WORDLIST

afternoon (n)	Economics (n) Ⓞ	meet (v) Ⓞ
Arabic (n)	English (n) Ⓞ	morning (n) Ⓞ
Art (n) Ⓞ	evening (n) Ⓞ	Physics (n) Ⓞ
Biology (n) Ⓞ	Geography (n)	relax (v)
breakfast (n)	get up (phr v)	Science (n) Ⓞ
Business (n) Ⓞ	History (n) Ⓞ	swim (v)
busy (adj) Ⓞ	Literature (n)	timetable (n)
Chemistry (n) Ⓞ	lunch (n)	travel (v) Ⓞ
cook (v) Ⓞ	Management (n)	weekdays (n)
dinner (n)	Maths (n)	weekend (n)

Ⓞ = high-frequency words in the Cambridge Academic Corpus