

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

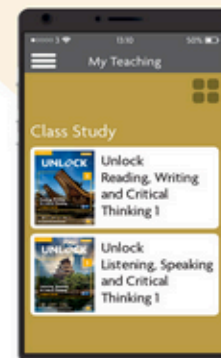
Students are better prepared for their academic studies and have the confidence to apply the critical thinking skills they have developed.

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

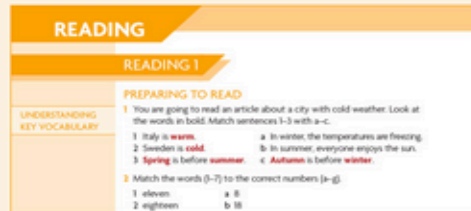
Features an engaging and motivating video which generates interest in the topic and develops listening skills.



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

Presents and practises grammatical structures and features needed for the writing task.

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

Practises all the writing skills needed for the writing task.

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: Swedens in the weather. She is the mother of her children.

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.

WRITING TASK

Write about the weather in your city or town.

PLAN

- Look back at your table in the Critical Thinking section on page 46.
- Check your notes and add any new information you want to include.
- Read the task checklist on page 56 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).

_____ (noun) is _____ (adjective).

_____ (noun) is _____ (number) months. The seasons are _____.

Write sentences about your city.

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

Objectives review

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

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

if ...

watch and understand a video about the topic first.

scan to find information.

categorise information.

use nouns and adjectives.

Wordlist

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

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

seasons

autumn (n) winter (n) spring (n) summer (n)

climate (n) rainy (adj) warm (adj)

cloudy (adj) season (n) windy (adj)

cold (adj) spring (n) winter (n)

city (n) summer (n)

= high-frequency words in the Cambridge Academic Corpus.

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



FOOD AND CULTURE

UNIT 7

LEARNING OBJECTIVES	IN THIS UNIT YOU WILL ...
Watch and listen	watch and understand a video about goat's cheese.
Reading skill	skim a text; take notes.
Critical thinking	generate ideas.
Grammar	use countable and uncountable nouns; use <i>can</i> and <i>cannot</i> ; use subject-verb agreement; use determiners <i>a, an</i> and <i>some</i> .
Academic writing skills	understand error correction marks; write concluding sentences.
Writing task	write about popular food in your country.



UNLOCK YOUR KNOWLEDGE

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

- 1 What is the woman doing?
- 2 What foods do you see?
- 3 What foods do you usually buy?



WATCH AND LISTEN



PREPARING TO WATCH

1 Work with a partner and answer the questions.

- 1 What kinds of food come from cows? Which ones do you like?
- 2 What food is popular in your country?
- 3 Does your country have a national dish? Describe it.

2 Look at the pictures from the video. Write the words from the box in the gaps.

village farm fruit cheese

- 1 This is a French _____.
- 2 Farmers are selling _____.
- 3 The goats live on a _____.
- 4 The man is making _____.

GLOSSARY

market (n) a place where people go to buy or sell things

quart (n) a unit for measuring liquid, equal to 1.14 litres in the UK and 0.95 litres in the US

ingredient (n) one of the different foods that a particular type of food or dish is made from

turn over (phr v) to flip something over to its opposite side

WHILE WATCHING

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

- 1 The village of Arreau is in the south of France.
- 2 The south of France is very rainy.
- 3 Cheese is very popular in France.
- 4 People can learn how to make cheese at the Tuchans' farm.
- 5 They get milk from the goats once a day.
- 6 Salt is one of the ingredients in the cheese.
- 7 Mrs Tuchan makes the cheese and Mr Tuchan sells it.

4 Watch again. Answer the questions.

- 1 What do farmers sell in the market? _____
- 2 What does Mrs Tuchan sell? _____
- 3 Where do the goats wait? _____
- 4 How much milk can a goat make every day? _____
- 5 Where does Mr Tuchan put the cheese? _____
- 6 How long does the cheese stay in the room? _____

5 Match the sentence halves.

- | | |
|-----------------------|---------------------------|
| 1 The farmers have to | a like cheese. |
| 2 Making cheese | b have traditional foods. |
| 3 Most French people | c look after the goats. |
| 4 Most countries | d takes time. |

DISCUSSION

6 Ask and answer the questions with a partner.

- 1 What do you think is interesting or surprising about making goat's cheese?
- 2 What kinds of food or other things can you buy in outdoor markets in your country?
- 3 Why are traditional foods important?

UNDERSTANDING
MAIN IDEAS

UNDERSTANDING
DETAIL

MAKING INFERENCES



READING

READING 1

PREPARING TO READ

1 Ask and answer the questions with a partner.

- 1 What foods are popular all over the world?
- 2 Why do you think those foods are popular?
- 3 What are your favourite foods? Why?

2 You are going to read an article about tea. Read the sentences (1–7). Write the words in bold next to the correct definitions (a–g).

- 1 I enjoy a cup of tea in the afternoon. I add **honey** to make it sweet.
 - 2 I can play many **different** sports. I like football, basketball and tennis.
 - 3 My father **prepares** our family's dinner at the weekends. He really likes cooking.
 - 4 We buy our **bread** at a bakery. I enjoy it with butter and jam.
 - 5 I have the **same** colour eyes as my mother. They are dark grey.
 - 6 There are five main **types** of food: grains, meats, fruits, vegetables and dairy.
 - 7 When it is hot outside, it is good to have water or other **drinks**.
- a _____ (n) a basic food made from flour, water and salt mixed together and baked
- b _____ (adj) like something else
- c _____ (adj) not like other things
- d _____ (n) a group of things which are like each other
- e _____ (n) a sweet and sticky food made by bees
- f _____ (n) liquids that you can put in your mouth and swallow, like water or juice
- g _____ (v) to make something

WHILE READING

Skimming

If you look for the main topic and idea of a text, you are *skimming*. When you skim, do not read every word. Read the nouns, verbs, adjectives and question words.

3 Read the **blue words** in the texts on page 152. Write *T* (true) or *F* (false) next to the statements. Correct the false statements.

- _____ 1 The texts compare tea and coffee.

- _____ 2 Tea is popular in many countries.

- _____ 3 There is one kind of tea.

- _____ 4 The text talks about different ways that people prepare tea.

4 Write the paragraph number (1–7) from the text next to the correct main idea (a–e). You will not use all the paragraphs.

- _____ a People use special kettles to prepare tea.
- _____ b The history of tea started in Asia.
- _____ c There are different kinds of tea made from tea leaves.
- _____ d In Kuala Lumpur, pulled tea is special.
- _____ e Tea is very popular.



SKIMMING

READING FOR
MAIN IDEAS

Tea: a world history

by A. Capper

INTRODUCTION: THE WORLD IN A TEACUP

- 1 Tea is tasty and **good** for you. It is also one of the most **popular drinks** around the **world**. But what is tea? And why is it so **popular**?
- 2 All tea comes from tea leaves, but tea is not always the **same**. There are many kinds of tea. You can drink **black tea**, **green tea**, **white tea** or **fruit tea**. Each **type** of tea has a **different** taste and a different colour.



1.1 a tea seller prepares tea in Kuala Lumpur

- 3 The history of tea begins in Asia. In China, Korea and Japan, tea is still very important today. In Japan, it can take many hours to **prepare** and drink tea with your guests. In Malaysia, a popular drink at breakfast is *teh tarik* ('pulled tea'). Malaysians say it is **good** for you and tastes good with *roti canai* – a kind of **bread**.
- 4 Tourists in Kuala Lumpur like watching the tea sellers make 'pulled tea'. The tea sellers pour hot water on black tea. After five minutes, they add sugar and milk. Then they 'pull' the tea – they pour the tea from one cup to another many times.

- 5 In many countries, you must have a special kettle¹ to make tea. People in different countries also like to add different things to their tea. For example, Russians use a special kettle called a *samovar*. They like drinking tea with lemon. Sometimes, they also drink tea with some sugar or jam. This makes it sweet.



1.3 a Turkish Çaydanlık set

- 6 In Turkey, tea comes in a *Çaydanlık*. A *Çaydanlık* has two kettles: one for the water and one for the tea. Drink Turkish tea with some sugar.
- 7 Arab tea, called *karak*, is made with **cardamom**², ginger, milk and sugar. In the United Kingdom, they add some milk and sugar. The British usually eat biscuits with their tea. In the United States, tea is popular with **honey**.



1.2 a Russian samovar

¹kettle (n) a container with a lid and a handle for boiling water
²cardamom (n) a South Asian plant with seeds used as a spice

Taking notes

When you take notes, you write down the important information from the text. You do not need to write complete sentences. You can use a table to organize your ideas.

- 5 Write information from the text in the table.

READING FOR DETAIL

country	How is the tea prepared? What do people eat with it?
Malaysia	1 Pour hot water on black tea. <ul style="list-style-type: none"> • After five minutes, add sugar and milk. • Then 'pull' the tea. (Pour the tea from one cup to another many times.) • Eat <i>roti canai</i> with it.
Russia	2
Turkey	3
Arab countries	4
United Kingdom	5

- 6 Scan the text. Write the names of the correct countries from the text in the gaps.

- 1 People in _____ drink *teh tarik*.
- 2 In _____, people prepare tea in a *samovar*.
- 3 People prepare tea with two kettles in _____.
- 4 Tourists like watching tea sellers prepare tea in _____.

DISCUSSION

- 7 Ask and answer the questions with a partner.

- 1 How do people drink tea in your country? (With sugar? With milk?)
- 2 Why do you think tea is a popular drink around the world?

SCANNING TO FIND INFORMATION

READING 15

READING 2

PREPARING TO READ

- 1 Work with a partner. Write different types of food in the table. Describe the food to your partner.

What foods do you like to eat in restaurants?	What foods do you like from your country?	What foods do you like from other countries?

- 2 You are going to read a web article. Look at the text and the photos on page 156. Circle the correct options.
- The text is from a website for *tourists / students*.
 - The text is about different *types of food / things to do* in Melbourne.

- 3 Read the sentences (1–5). Match the words in bold to the photos (a–e).

- I eat **meat** for dinner. I like burgers or steak. _____
- I buy **vegetables** at the market in my city. _____
- My dad is a fisherman, so we eat a lot of **fish**. _____
- In Mexico, beans and **rice** are popular. _____
- I eat three **meals** a day: breakfast, lunch and dinner. _____



- 4 Read the sentences (1–2). Write the words in bold next to the correct definitions (a–b).

- Restaurants in the UK often **serve** fish **with** chips.
 - A popular **dish** for breakfast in the United States is pancakes.
- _____ a (n) food that is prepared in a particular way as part of a meal
- _____ b (v phr) to give someone food with other food on the same plate or as part of the same meal

WHILE READING

- 5 Scan the text on page 156. Write *T* (true) or *F* (false) next to the statements. Correct the false statements.

- The different cuisines are in alphabetical order. _____
- Shawarma* is a fish dish. _____
- Amok trey* is an Australian dish. _____
- You cannot get kangaroo meat in Australian restaurants. _____
- Meat is popular in Arab cuisine. _____
- There are different types of *kabsa*. _____
- Kangaroo burgers are served on rice. _____

- 6 Read the questions. Underline the key words in the text. Then write the answers to the questions.

- Where is *kabsa* a very popular dish? _____
- Which dishes are served in or on bread? _____
- Which kinds of meat are good for you? _____
- Which cuisines have rice dishes? _____
- Which cuisines have fish dishes? _____



SCANNING TO FIND INFORMATION

READING FOR DETAIL

www.melbourne/studentguide

Melbourne/Student Guide

Melbourne/Studentguide/Entertainment/Eating out/10 of the best

Home The city Map Public transport Culture Entertainment Help

- 10 OF THE BEST BY CUISINE**
- Arab cuisine
 - Australian cuisine
 - American cuisine
 - Cambodian cuisine
 - Chinese cuisine
 - French cuisine
 - Japanese cuisine
 - Korean cuisine
 - Mexican cuisine
 - Turkish cuisine

Melbourne is a big city. We have cuisines from all over the world. Try some!



kabsa



crocodile



amok Trey

VOTED THE BEST ONLINE CITY GUIDE BY STUDY AUSTRALIA

Arab cuisine¹

1 At an Arab restaurant, you can find delicious **meat dishes**. Two popular dishes are *shawarma* and *kabsa*. *Shawarma* is a savoury² meat dish. The meat is served in *pita* bread with **vegetables**. *Kabsa* is a popular **meal** in many Arab countries and it is very popular in Saudi Arabia. *Kabsa* is a dish with **rice**, meat and vegetables. There are many different ways to prepare *kabsa*. It can be served with onions, chillies and other spices. If you like meat dishes, you will enjoy your meal at an Arab restaurant.

[Read more](#)

Australian cuisine

3 If you are in Australia, you must try a crocodile or kangaroo dish! Many Australian restaurants serve crocodile curry. Crocodile meat is tasty and very good for you. (It is better that you eat crocodile than a crocodile eats you!) Kangaroo meat is also good for you. Kangaroo burgers are served on a type of bread. Australian restaurants also serve great fish and many other dishes.

[Read more](#)

Cambodian cuisine

4 At a Cambodian restaurant, there are many types of dish. Cambodians like **fish** with rice. Cambodian dishes are **served with** a lot of vegetables. They are very popular in Cambodian cuisine. One famous dish is *amok Trey*. Cambodians prepare *amok Trey* with fish, nuts, coconut milk and egg. There are many tasty dishes, but this is one of the best.

[Read more](#)

¹cuisine (n) a style of cooking

²savoury (adj) food which is salty or spicy and not sweet

DISCUSSION

7 Ask and answer the questions with a partner.

- 1 What dishes do you want to try from Reading 2? Why?
- 2 What is your favourite meal? Describe the different dishes.
- 3 Use information from Reading 1 and Reading 2 to answer the following question: Why do different countries have special ways of preparing food and drinks?

LANGUAGE DEVELOPMENT

VOCABULARY FOR FOOD AND DRINK

1 Write the words from the box under the correct photos. Use the glossary on page 200 to help you.

rice dates milk honey onion chillies spices
jam almonds yoghurt water coconuts

1		2		3		4	
5		6		7		8	
9		10		11		12	

SYNTHESIZING



- 2 Work with a partner. Write the names of food next to each description. Use your own ideas and look at the pictures from Exercise 3 on page 154, Reading 2 on page 156 and Exercise 1 on page 157 to help you.



description	food
sweet	
savoury	
good for you	
popular	

- 3 Look at the foods you have listed. With a partner, discuss how they are prepared and what they are usually served with.

COUNTABLE AND UNCOUNTABLE NOUNS

Countable nouns name things you can count, such as vegetables, drinks and meals. They can have a singular or a plural form and a singular or a plural verb.

singular	plural
One vegetable is cabbage.	Vegetables are served in <i>pita</i> bread.
A popular dish is <i>shawarma</i> .	Two popular dishes are <i>shawarma</i> and <i>kabsa</i> .

Uncountable nouns are words for things that you cannot count, like meat, rice and honey. They have a singular form and a singular verb. They do not have a plural form or a plural verb.

~~Meat is good for you. Meats are good for you.~~
~~Rice is served with many dishes. Rices are served with many dishes.~~

- 4 Read the sentences. Tick (✓) if they are correct and put a cross (✗) if they are incorrect. Use a dictionary to help you. Correct the incorrect sentences.

- _____ 1 Honeys are sweet.
 _____ 2 Vegetables are popular in European cuisine.
 _____ 3 Milks are good for children.
 _____ 4 Fishes are tasty.
 _____ 5 They serve biscuits with tea.
 _____ 6 Waters are served in a glass.

- 5 Look back at Exercise 1 on page 157. Write *C* (countable) or *U* (uncountable) next to the nouns and photos.

CAN AND CANNOT

Use *can* + infinitive to show that an action is possible. Use *cannot* + infinitive to show that an action is not possible.

You **can** get many delicious vegetable dishes. The dishes **can** be spicy. I **cannot** eat spicy food. I do not feel well afterwards.

The singular and plural forms of *can* / *cannot* are the same.

I **can**, they **can**, etc.

- 6 Read the sentences and correct the mistakes in the underlined parts. Check your answers with a partner.

- 1 A meat dish can has vegetables.

 2 You cannot smelling the food.

 3 Russian tea cans come with jam.

 4 Some people cannot to eat meat.

 5 Chillies can is very spicy.



WRITING

CRITICAL THINKING

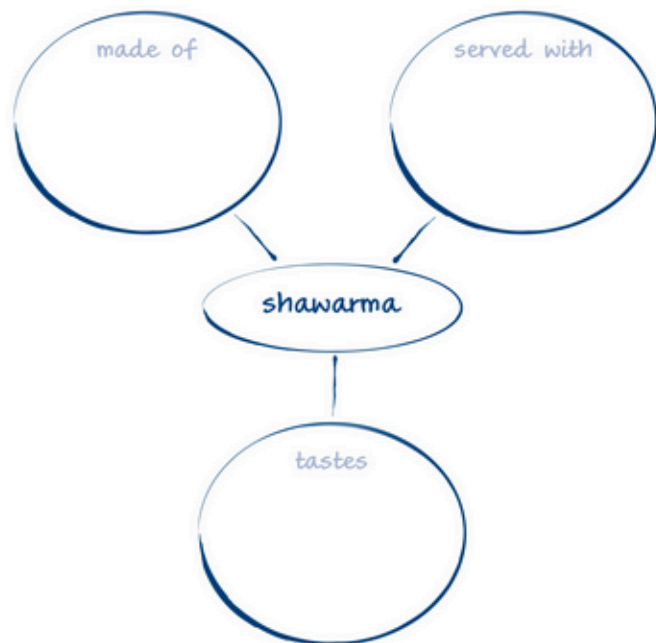
At the end of this unit, you are going to write about food. Look at this unit's writing task in the box below.

Write about popular food in your country.

Generating ideas

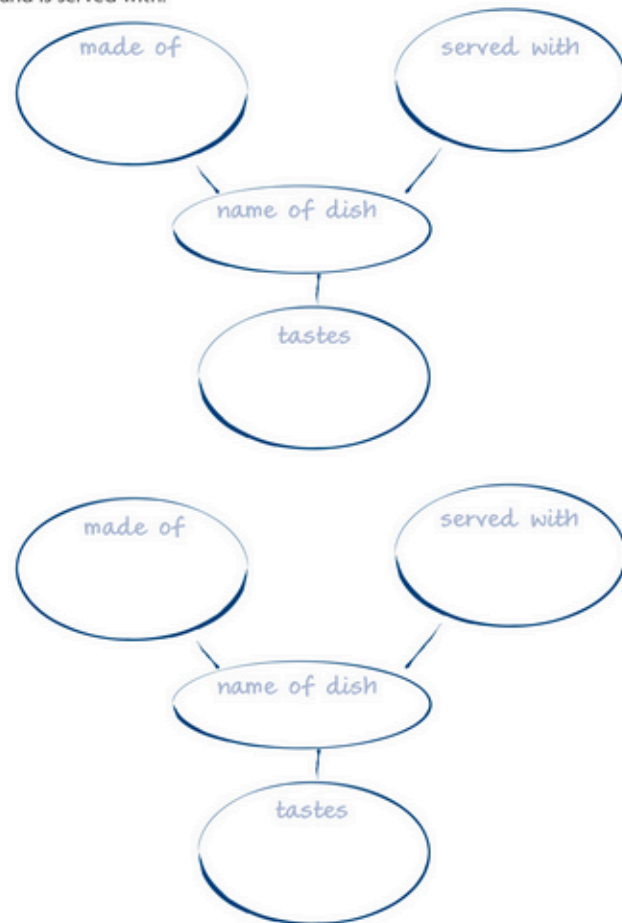
Thinking about what you want to say or write can sometimes be difficult. When you want to generate ideas, you can use an ideas map. You can think of ideas on your own or in a group. To make an ideas map, you can identify supporting information for a main topic. Look at the ideas map below.

- 1 Work with a partner. Write words to describe the dish in the ideas map. Explain what it is made of, tastes like and is served with. Look at Reading 2 on page 156 to help you.



- 2 Work in small groups. List popular dishes from your country.

- 3 Choose two popular dishes from Exercise 2. Write the name of the dish in the middle of each ideas map. Say what each dish is made of, tastes like and is served with.



REMEMBER



ANALYZE



UNDERSTAND



GRAMMAR FOR WRITING

SUBJECT-VERB AGREEMENT

A sentence must have a *subject* and a *verb*. The subject can be singular or plural. The verb must agree with the subject.

Use a singular verb form with a singular subject.

subject verb
This **yoghurt** **is** tasty.

subject verb
It **is** a popular dish.

subject verb
Vietnamese cuisine **uses** coconut milk.

Use a plural verb form with a plural subject.

subject verb
The **almonds** **are** tasty.

subject verb
They **are** popular dishes.

subject verb
Many dishes **use** coconut milk.

Remember: Uncountable nouns must have a singular verb form.

1 Circle the correct verb forms.

- Turkish chefs *prepare / prepares* small dishes called *meze*.
- Latin American cuisine *use / uses* a lot of vegetables.
- A famous dish in Japan *is / are* sushi.
- Rice *is / are* popular in many restaurants in Korea.
- Chinese food *is / are* served with rice and vegetables.
- Two popular rice dishes in Thailand *is / are* called *khao mok kai* and *khao na pet*.

2 Read the sentences. Tick (✓) if they are correct and put a cross (X) if they are incorrect. Use a dictionary to help you.

- _____ 1 Korean restaurants serves rice with meat and vegetables.
 _____ 2 Butter is served with bread.
 _____ 3 Latin American chefs uses many different kinds of vegetables in their dishes.
 _____ 4 Kangaroo burgers is served on a type of bread.
 _____ 5 Apples and bananas are sweet.
 _____ 6 French vegetable soup are delicious.

3 Correct the incorrect sentences in Exercise 2.

- 1 _____
 2 _____
 3 _____
 4 _____
 5 _____
 6 _____

DETERMINERS: A, AN AND SOME

Determiners are words before a noun, such as articles (*a*, *an*, *the* and 'the zero article') and other words, such as *some*.

Write articles before a noun or noun phrase.

Use the articles *a* or *an* before a singular countable noun. Use *a* before a consonant sound. Use *an* before a vowel sound.

A famous dish from Italy is *risotto*. *Amok trey* is **a** popular Cambodian dish. *Jambalaya* is **an** American dish. **An** apple is served with this dish.

Do not use *a / an* before an uncountable noun.

~~Add a honey to the dish.~~ English people drink tea with a milk.
 Add honey to the dish. English people drink tea with milk.

You can use *some* before:

- a plural countable noun (e.g. vegetables, drinks)
- an uncountable noun (e.g. milk, rice)

Some means 'more than one' before a countable noun.

Some biscuits are served with the coffee. Chefs prepare the dish with **some vegetables**.

Some means 'a (small) part of' before an uncountable noun.

Add **some honey** to the dish. English people drink tea with **some milk**.

4 Correct the underlined parts of the sentences.

1 At some Arab restaurant, you can find delicious meat dishes.2 The curry is served with a rice.3 Some famous dish in New Orleans is jambalaya and gumbo.4 French chefs add a apple to this dish.5 Korean chefs prepare many dishes with a meat.6 Australian like eating a crocodile meat.7 There are some vegetable in Korean *kimchi*.8 Some popular dish in Latin America is chicken soup.

ACADEMIC WRITING SKILLS

ERROR CORRECTION

Some teachers use correction codes for errors. Look at the examples below.

[G] = grammar ~~Honey are sweet.~~ → Honey is sweet.

[MW] = missing word ~~I drink tea sugar.~~ → I drink tea with sugar.

[P] = punctuation ~~I like almonds → I like almonds.~~

[SP] = spelling mistake ~~They are delious.~~ → They are delicious.

[CL] = capital letter ~~It is an arab dish.~~ → It is an Arab dish.

[C] = content (is the information correct?) ~~Amok trey is from France.~~ →

Amok trey is from Cambodia.

[WP] = wrong preposition ~~They are served for bread.~~ → They are served with bread.

1 Look at a student's paragraph marked with correction codes. Correct the mistakes.

My favourite cusine [SP] ¹_____ is Mexican food. The dishes [MW] ²_____ served with rice and beans. They are also served of [WP] ³_____ chips and salsa. Salsa is made with tomatoes and other vegetables. It can is [G] ⁴_____ spicy. I drink mexican [CL] ⁵_____ coffee after my meal. It has cinnamon in it [P] ⁶_____. I like all the dishes in this cuisine.

CONCLUDING SENTENCES

A *concluding sentence* ends a paragraph. Often it repeats the main idea of the paragraph using different words.

topic sentence + supporting sentences

All tea comes from tea leaves, but tea is not always the same. There are many types of tea. You can drink black tea, green tea, white tea or fruit tea.

concluding sentence

Each type of tea has a different taste and a different colour.

In the example above, the last sentence is the concluding sentence. It repeats the main idea that tea is not always the same.

2 Read the first sentence of the paragraphs. Then tick (✓) the concluding sentence.

1 At a Cambodian restaurant, there are many types of dish.

 One famous dish is *amok trey*.

 Cambodians prepare *amok trey* with fish, nuts, coconut milk and egg.

 There are many tasty dishes, but this is one of the best.

 The coconut milk makes it sweet.

2 At an Arab restaurant, you can find delicious meat dishes.

 Shawarma is a savoury meat dish.

 Kabsa is a dish with rice, meat and vegetables.

 If you like meat dishes, you will enjoy your meal at an Arab restaurant.

 Kabsa is a popular meal in many Arab countries and it is very popular in Saudi Arabia.

3 Read the paragraphs. Then write a concluding sentence.

1 France is known for its great bakeries. You can get delicious bread, biscuits and other sweet food at these shops. The French are also known for their tasty cheeses. A popular meal is bread and cheese.

2 Brazilian restaurants serve delicious meat dishes. The meat is cooked over a fire and salted. You eat it with vegetables. You can find this savoury dish at most restaurants.



WRITING TASK

Write about popular food in your country.

PLAN

- 1 Look at the brainstorming notes you made in your ideas map in the Critical thinking section on page 161.
- 2 Think of any more information you would like to add to your ideas map.
- 3 Read the Task checklist below as you prepare your paragraphs.



WRITE A FIRST DRAFT

- 4 Follow the instructions to write a paragraph about each dish.
 - 1 Say what dishes are popular in your country.
 - 2 Describe the taste of the first dish. Describe what the dish is made of. Explain what the dish is served in or served with.
 - 3 Describe the taste of the second dish. Describe what the dish is made of. Explain what the dish is served in or served with.
 - 4 Write a concluding sentence to each paragraph.

EDIT

- 5 Use the Task checklist to review your paragraphs.

TASK CHECKLIST	<input checked="" type="checkbox"/>
Write a paragraph about each dish.	<input type="checkbox"/>
Make sure subjects and verbs agree in your sentences.	<input type="checkbox"/>
Use the article <i>a / an</i> before a singular countable noun.	<input type="checkbox"/>
Use <i>some</i> before a plural countable noun or an uncountable noun.	<input type="checkbox"/>
End each paragraph with a concluding sentence.	<input type="checkbox"/>

- 6 Make any necessary changes to your paragraphs.

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 goat's cheese. _____
- skim a text. _____
- take notes. _____
- generate ideas. _____
- use countable and uncountable nouns. _____
- use *can* and *cannot*. _____
- use subject-verb agreement. _____
- use determiners *a, an* and *some*. _____
- understand error correction marks. _____
- write concluding sentences. _____
- write about popular food in my country. _____

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

WORDLIST

almond (n)	fish (n)	rice (n)
bread (n)	honey (n)	same (adj)
chilli (n)	jam (n)	serve with (v phr)
coconut (n)	meal (n)	spice (n)
date (n)	meat (n)	type (n)
different (adj)	milk (n)	vegetable (n)
dish (n)	onion (n)	water (n)
drink (n)	prepare (v)	yoghurt (n)

= high-frequency words in the Cambridge Academic Corpus



TRANSPORT

UNIT 8

LEARNING OBJECTIVES

IN THIS UNIT YOU WILL ...

Watch and listen	watch and understand a video about metros.
Reading skill	work out meaning from context.
Critical thinking	collect and analyze data.
Grammar	use superlative adjectives; use quantifiers; use subject-verb-object sentence order; link sentences with pronouns.
Academic writing skill	give reasons with <i>because</i> and results with <i>so</i> .
Writing task	write a paragraph explaining the results of a survey.

UNLOCK YOUR KNOWLEDGE

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

- 1 How do people in this city get to work and school?
- 2 Which way looks the fastest? Why?
- 3 How do you travel to get to work and school? Why?



WATCH AND LISTEN



PREPARING TO WATCH

1 Work with a partner and answer the questions.

- 1 What are the most common types of transport in your city?
- 2 What are some unusual types of transport?
- 3 What cities have underground or metro systems?

2 Look at the pictures from the video. Circle the correct word.

- 1 This train is *underground* / *overground*.
- 2 Many people are waiting to get *on* / *off* the train.
- 3 The city is *busy* / *quiet*.
- 4 The man is helping people in the *shopping centre* / *metro station*.

GLOSSARY

passenger (n) someone who is travelling in a vehicle, but not controlling the vehicle

platform (n) the area in a train or metro station where you get on and off a train

attendant (n) someone whose job is to help people in a particular place

calm (adj) relaxed; not worried or excited

WHILE WATCHING

3 Watch the video. Write *T* (true) or *F* (false) next to the statements. Correct the false statements.

- _____ 1 Every day, millions of people travel on trains which are under the ground.
- _____ 2 The oldest underground system is in Tokyo.
- _____ 3 London's underground system is called the 'Tube'.
- _____ 4 London has the busiest underground system.
- _____ 5 Attendants help keep passengers safe, calm and on time.

4 Watch again. Choose the correct answer.

- 1 How many underground systems are there in the world today?
 - a over 500
 - b over 250
 - c over 150
- 2 How do 500,000 Londoners get to work each day?
 - a They go by underground.
 - b They walk.
 - c They drive.
- 3 How many people take the Tokyo underground system every hour?
 - a 3,500
 - b 35,000
 - c 350,000
- 4 Which sentence is not true about Tokyo?
 - a There are more people in Tokyo than any other city.
 - b There are no underground attendants.
 - c There are 8 million passengers on Tokyo's underground every day.

5 Complete the sentences with the words in the box.

faster helpful traffic usually

- 1 There is less _____ on the streets when people take the underground.
- 2 If you work in a city, the underground is often _____ than a car.
- 3 People in Tokyo are _____ on time for work.
- 4 It is _____ to have an attendant on the underground platform.

DISCUSSION

6 Ask and answer the questions with a partner.

- 1 Have you travelled on the underground in London, Tokyo, New York or another large city? How was it?
- 2 Underground systems help people in cities like London and Tokyo get to work. What are some other good things about underground systems in cities?
- 3 What do you think are the easiest ways to travel in a city? Why?

UNDERSTANDING
DETAIL

MAKING INFERENCES

READING

READING 1

PREPARING TO READ

1 You are going to read about transport. Work with a partner. Look at the text on page 173 and answer the questions.

- 1 What type of text is this?
- 2 Why do people write this type of text?

2 Read the sentences (1–8). Choose the correct definitions (a or b) for the words in bold.

- 1 In cities, there are many options for **transport**. You can take a bus, car or train to work.
 - a the things people use to move from one place to another
 - b the people living in a certain area
- 2 The **traffic** is moving slowly. There are a lot of cars on the road.
 - a the cars, trucks, etc. driving on the road
 - b the time it takes to get somewhere
- 3 When does the **train** get into the station? I need to be there by 9 am.
 - a a long, thin type of transport which travels on metal tracks and carries people or things
 - b a route or way for travelling from one place to another
- 4 I take the **metro** to work. I only have to go two stops.
 - a a place for people to walk along the road
 - b trains which travel underground, usually in a city
- 5 Many children learn to ride a **bicycle**. It's a fun and easy way to travel.
 - a a type of transport with two wheels that you sit on and move by pushing two pedals with your feet
 - b a type of transport with four wheels and an engine
- 6 I took a **taxi** from the airport to the city. It was really expensive!
 - a a place for planes to land and people to get on planes
 - b a car with a driver who you pay to take you somewhere
- 7 My son takes the **bus** to school with other children from his class.
 - a a big type of car which carries many passengers by road
 - b a small car with three wheels
- 8 I don't ride a **motorbike** where I live. It is rainy and I don't want to get wet.
 - a a type of transport with two wheels and an engine
 - b railway tracks for moving things

We are a group of Engineering students from Australia. This summer, we are studying at Bangkok University of Science and Technology. We would like to find out:

- 1 how people in Bangkok travel.
- 2 how people feel about **transport** in Bangkok.

Please answer the questions below. The **survey** takes about five minutes.

Tick (✓) the correct boxes to answer the questions.

A. About you

- A1 Age: How old are you?
 14–17 18–21 22–31
 32–53 older than 53
- A2 Gender: I am: male female
- A3 Occupation: What do you do?
 study work

B. Travel

- B1 How long is your journey to work or school?
 5–15 minutes 15–45 minutes
 45–60 minutes more than 1 hour
- B2 How do you get to work or school?
 on foot? **bicycle** car tuk-tuk
 motorbike water taxi **taxi**
 SkyTrain **metro** **bus**
- B3 How often do you use these kinds of transport?

Table 1

kinds of transport	always	often	sometimes	not often	never
on foot	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
bicycle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
car	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
motorbike	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
water taxi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
taxi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
bus	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SkyTrain	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
metro	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tuk-tuk	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- B4 Which type or types of transport do you own?
 I own a: bicycle car motorbike
 other (Please write.): _____

C. Opinion

C1 Read the statements in the table. Do you agree or disagree with them?

Table 2

statements	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
There is a lot of traffic in Bangkok.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The traffic makes me late.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We need more public transport.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C2 Write any comments or suggestions that you have about transport in Bangkok.

We should create more metro lines.
Then more people could use the metro,
and there would not be so much traffic
on the roads.



tuk-tuk



SkyTrain



water taxi

¹survey (n) a set of questions people are asked to get information
²on foot (prep phr) if you go somewhere on foot, you **walk** there.

Thank you for taking the time to answer the questions in this survey.

WHILE READING

3 Skim the text. What information is the survey asking about? Circle the correct topics below.

- 1 the number of hours people in Bangkok work or study
- 2 how people travel in Bangkok
- 3 the cost of transport in Bangkok
- 4 popular forms of transport in Bangkok
- 5 how people in Bangkok travel on holiday
- 6 what forms of transport people own

4 Scan the text for the survey answers.

1 How old is the person?

2 How long is the person's journey?

3 How does the person travel to work?

4 What does the person never use for transport?

5 Does the person think the traffic makes her late?

5 Look at the text again. Write *T* (true) or *F* (false) next to the statements. Correct the false statements.

_____ 1 There is not a place for people to write their suggestions in the survey.

_____ 2 The survey asks if the person is male or female.

_____ 3 The purpose of the survey is to see how people like Bangkok.

_____ 4 The person answering the survey often takes the bus.

_____ 5 The person answering the survey thinks more water taxis should be added.

READING BETWEEN THE LINES

Working out meaning from context

The type of text and the topic are part of the *context* of a text. The context is also the phrases and sentences in a text which help you understand the meaning of new words.

6 Match the **highlighted** words in the text on page 173 to their definitions (1–5).

- | | |
|---|-------|
| 1 another word for <i>job</i> | _____ |
| 2 another word for <i>questionnaire</i> | _____ |
| 3 another word for <i>on foot</i> | _____ |
| 4 another word for <i>form or type</i> | _____ |
| 5 a word that means <i>man or woman</i> | _____ |

DISCUSSION

7 Ask and answer the questions with a partner.

- 1 What type of transport do people usually use in your city or town?
- 2 Which types of transport are the best and which are the worst for:
 - a long journeys?
 - b getting fit and healthy?
 - c places with no roads?
 - d families?

WORKING OUT
MEANING FROM
CONTEXT



READING FOR DETAIL

SKIMMING

SCANNING TO FIND
INFORMATION

READING 2

PREPARING TO READ

- 1 You are going to read a report about transport in Bangkok. A report is a description of something or information about something. Work with a partner to complete the table with ideas.

report	information
weather report	information about ...
news report	information about ...
	information about ...

- 2 Look at the text and the pie chart on page 178. Answer each question (1–3) by choosing the correct option (a–c).

- What type of text is it?
 - a news report
 - a report for a university class
 - an email to the writer's family
- What is the main topic of this text?
 - weather
 - food
 - transport
- Who wrote this text?
 - a student
 - a teacher
 - a journalist

- 3 Read the definitions. Write the correct form of the words in bold to complete the sentences.

drive (v) to make a car, bus or train move, and control what it does
prefer (v) to like someone or something more than another person or thing
report (n) information about an event or situation
result (n) information which you get from something, like an exam, a survey, a medical test, etc.
ride (v) to travel by sitting on a bike or motorbike, in a bus or metro, etc.
spend (v) to use time by doing something
take (v) to travel somewhere using a taxi, bus or train

- I _____ riding my bike to going by car. I like to be outside.
- My mum _____ the bus to work every day. She gets there in ten minutes.
- My dad _____ 40 minutes in traffic every morning. Driving in the morning takes a lot of time.
- The traffic _____ said that traffic was moving slowly all over the city.
- I got the _____ back from my test. I did really well!
- The bus driver _____ too fast! He should go more slowly on these busy streets.
- I _____ my motorbike into the city on the weekends. It's faster than my bike.



WHILE READING

- 4 Scan the text. Write the correct numbers in the gaps on the pie chart (Figure 1).

Student Name: Lamal Tongduan
 Student ID: 100035478 / Bangkok University of Science and Technology
 Course: Transport and the City

Transport in Bangkok: Report

- 1 This **report** shows the **results** of a survey about transport in Bangkok. Over 8 million people live in the city. The pie chart (Figure 1) shows the most popular types of transport in Bangkok. It shows the percentage¹ of people who use each type of transport to get to work or school.
- 2 Every day, thousands of people use public and private transport. A popular form of public transport is the SkyTrain. People take public transport so they don't have to drive themselves. 21% of the population of Bangkok takes the SkyTrain to work or school. Another form of public transport in the city is the bus. 18% of people who live in Bangkok **take** buses. People **prefer** buses to tuk-tuks because buses cost less money. Only 8% of people use tuk-tuks to get to work or school. Most people in Bangkok use private transport. They **drive** their own cars. 14% of people **ride** motorbikes to get to work or take children to school. Only 3% walk to work and only 2% cycle to work. Most places of work are too far away to walk or cycle to so these are the least popular ways to get to work.
- 3 There is a lot of traffic in Bangkok. The roads are full of different types of vehicles² (cars, motorbikes, tuk-tuks, etc.). 23% of people drive a car to work or school. Most people **spend** more than one hour every day travelling because the traffic is so bad. Almost 35% of people are late because of traffic jams. However, there are no traffic jams on the river. 11% of people take the water taxi. It is one of the fastest means of transport.

¹percentage (n) how many out of 100

²vehicles (n) things such as cars or buses which take people from one place to another, especially using roads

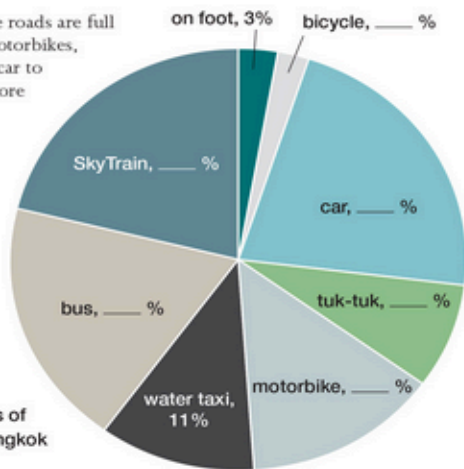


Figure 1: Means of transport in Bangkok by popularity

- 5 Write the words and phrases from the box in the gaps. You can use a word more than once. You may have to change verb form.

drive motorbikes take traffic transport

This report shows the results of a survey about ⁽¹⁾_____ in Bangkok. Over 8 million people live in Bangkok. The pie chart (Figure 1) shows the most popular types of transport in Bangkok. It shows the percentage of people who use each type of transport to get to work or school. 21% of the population of Bangkok ⁽²⁾_____ the SkyTrain to work or school. Another way to travel is to ⁽³⁾_____ the bus. However, it is more popular to ⁽⁴⁾_____ your own car. There is a lot of ⁽⁵⁾_____ in Bangkok. The roads are full of cars, ⁽⁶⁾_____, etc.

- 6 Read the text on page 178 again. Underline the information which answers each question and write it below.

1 How many people live in Bangkok?

2 Is the SkyTrain a public or private form of transport?

3 What percentage of people drive cars?

4 How long do most people spend in traffic?

5 What percentage of people are late because of traffic jams?

DISCUSSION

- 7 Ask and answer the questions with a partner.

- 1 What is the most popular way to get to work in Bangkok? Why do you think people prefer that type of transport?
- 2 Imagine you live in Bangkok. What type of transport would you use? Why?
- 3 Use information from Reading 1 and Reading 2 to answer the questions: Why is it important for cities to know how people get to work? Which type of transport do you think is best for cities? Why?



LANGUAGE DEVELOPMENT

SUPERLATIVE ADJECTIVES

Superlative adjectives show how a noun in a group is different from all the other nouns. Superlative adjectives have different forms. Use *the* before a superlative adjective.

For one-syllable adjectives, add <i>-est</i> .	long → the longest <i>The longest</i> trip is an hour.
For adjectives that end in one vowel + one consonant, double the consonant and add <i>-est</i> .	big → the biggest The underground has <i>the biggest</i> station.
For adjectives that end in a consonant + <i>-y</i> , change the <i>-y</i> to <i>-i</i> and add <i>-est</i> .	dry → the driest January is usually <i>the driest</i> month in Bangkok. friendly → the friendliest Bangkok has <i>the friendliest</i> people.
For adjectives with two or more syllables, add <i>the most</i> before the adjective.	popular → <i>the most</i> popular The SkyTrain is <i>the most popular</i> type of transport.
Some adjectives have irregular superlative forms.	good → <i>the best</i> The water taxi is <i>the best</i> way to travel. bad → <i>the worst</i> Driving is <i>the worst</i> way to travel here. There is always bad traffic.

1 Write the superlative form to replace the words in bold.

- The tuk-tuks are **slow**. the slowest
- My morning journey to work is **long**. _____
- Bangkok has **hot** summers. _____
- The roads are **busy**. _____
- The centre is an **important** part of the city. _____
- My journey to school is **short**. _____
- The traffic is very **bad** in the morning. _____
- The views are **pretty** from the water taxi. _____
- The metro is a **good** way to travel. _____
- The motorway is a **big** road in the city. _____

QUANTIFIERS

Quantifiers tell you the answer to the question *How many?* Use quantifiers before a noun. For small numbers, use *a few*, *not many* and *some*. For bigger numbers, use *many*, *a lot of* and *most*.



There are **a lot of** taxis.
A few people take tuk-tuks.
Not many people take taxis.

Some trains are fast.
Many people work in the centre.
Most people drive their own cars.

2 Read the sentences. Circle the quantifiers and underline the nouns the quantifiers refer to.

- Most people in Bangkok drive their own cars.
- Some people ride motorbikes.
- Not many people cycle to work or school.
- A few people take the water taxi.
- Many people take the SkyTrain.
- Not many people walk to work or school.
- Most people spend more than one hour travelling to work or school.

3 Read the sentences and write quantifiers in the gaps. Use the percentages to help you. More than one answer is possible.

- _____ (90%) people take the underground to work.
- _____ (8%) people drive their cars to work.
- _____ (25%) people cycle to work.
- _____ (9%) people take the bus to work.
- _____ (3%) people walk or run to work.
- _____ (70%) students take the bus to the university.
- _____ (0%) students drive to the university.
- _____ (100%) employees work in the office.



TRANSPORT COLLOCATIONS

You can use these types of collocations when you talk about transport.

subject	verb	determiner	noun (transport)	prepositional phrase (to + place)
Many people	take	the	bus metro	to school. to work.
My parents	drive	their a	car	to work.
I	ride	my a	bike motorbike	to school.

subject	verb	prepositional phrase (to + place)	prepositional phrase (by + noun for transport)
Many students People	travel get	to school to work	by bus. by metro. by car.

4 Put the words in order to make sentences.

1 to / take / school / We / a bus / .

2 travels / by / work / train / Malai / to / .

3 takes / to / the city / the metro / Sunan / .

4 get to / work / Many people / motorbike / by / .

5 by / My children / bike / get to / school / .

6 a taxi / to / the shop / Suni / takes / .

5 Read the sentences. Write the correct form of the verbs in the gaps. You can use the words more than once.

drive ride take

1 James _____ a motorbike. His mother does not like it.

2 I _____ a taxi to the airport.

3 Ali can _____ a bike to work.

4 Alison usually _____ the bus to school.

5 Keiko always _____ a car.

WRITING

CRITICAL THINKING

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

Write a paragraph explaining the results of a survey about transport.

Collecting and analyzing data

Before you write, you can *collect data* and *analyze* it. You can use questionnaires and surveys to collect data. Then look at it carefully. What does the data show? What can you do with this information?

1 Look back at Reading 2 on page 178. Tick (✓) the number of the paragraph or paragraphs that state the percentages in the pie chart.

_____ 1 _____ 2 _____ 3

2 Now look at the results from a survey on transport in Chicago. Match the questions (1–3) to the results (a–c).

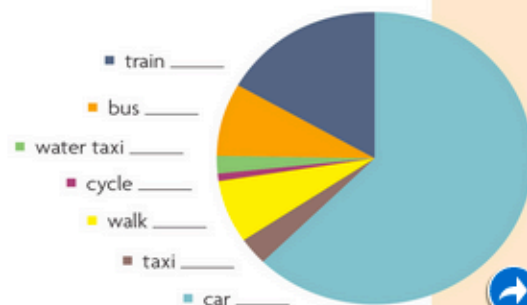
We asked over one million workers the following questions:

- 1 Do you use public transport? If so, what type? _____
- 2 If you don't use public transport, how do you get to work? _____
- 3 Which statements do you agree with? _____

- a The bus takes too long. There is too much traffic. The water taxi is not near my work. It takes too long to walk to my workplace.
- b 17% take the train. 8% take the bus. 2% take a water taxi.
- c 1% cycle to work. 7% walk to work. 3% take a taxi to work. The other 62% drive to work.

3 Underline the information in Exercise 2 that you could show in a pie chart.

4 Use the information from Exercise 2. Write the percentages in the pie chart.



UNDERSTAND



ANALYZE



CRITICAL THINKING 18

- 5 With a partner, ask and answer questions about the pie chart. Look at the percentages and how big or small each piece of the pie chart is.
- How do most workers in Chicago get to work?
 - How do some workers in Chicago get to work?
 - How do a few workers in Chicago get to work?
- 6 Discuss the results. Why do you think people use the different types of transport?

GRAMMAR FOR WRITING

SUBJECT-VERB-OBJECT

A sentence is about a *subject*. The subject is a *pronoun*, a *noun* or a *noun phrase*. The *verb* is after the subject in a sentence. A sentence can have an *object*. The object is a pronoun, a noun or a noun phrase. The object is after the verb.

subject: **14% of people** ride motorbikes.
11% of people take the water taxi.

verb: 14% of people **ride** motorbikes.
 11% of people **take** the water taxi.

object of verb: 14% of people ride **motorbikes**.
 11% of people take **the water taxi**.

A prepositional phrase is not the object of a verb.

	<i>prepositional phrase</i>	<i>prepositional phrase</i>
Many students in the class travel to school		by metro .

	<i>prepositional phrase</i>	<i>prepositional phrase</i>
A few students in the class get to school		by car .

- 1 Read the sentences. Tick (✓) if the bold word or phrase is the object of the verb.
- Many people travel **by car**.
 - Many people in Hong Kong take **a water taxi** to work.
 - Students in Rio de Janeiro do not cycle to their **universities**.
 - In Costa Rica, families often ride **motorbikes** to work and school.
 - Most people in Moscow travel **by metro**.

- 2 Read the sentences. Three of the sentences have objects. Find the objects and underline them.
- Jamila and Kamilah travel to school by car.
 - Juan drives a car to university.
 - Some people walk to work in New York.
 - Many people ride bikes to work in London.
 - People in Bangkok often take the SkyTrain.
- 3 Work with a partner. Correct the mistakes in the sentences.
- In Abu Dhabi, cars people drive to work.

 - Not many people in Ankara take to work taxis.

 - Workers in Seoul take the train work.

 - Most students to school motorbikes ride.

 - Some students in Paris take to university the bus.

LINKING SENTENCES WITH PRONOUNS

Use *pronouns* when you do not want to repeat the same noun or noun phrase in a paragraph. The pronouns *he*, *she*, *it* and *they* can replace nouns. The nouns you replace can be *subjects* or *objects* in different sentences.

subject: **The pie chart** shows the most popular types of transport in Bangkok. ~~The pie chart~~ **It** shows the percentage of people who use each type of transport to get to work or school.

object: Many students ride **motorbikes**. ~~Motorbikes~~ **They** are not expensive.

- 4 Match the sentences (1–5) with (a–e). Use the correct pronouns. Make sure the bold words in a–e can replace the ones in 1–5.
- Jamila and Kamilah** travel to school by car. _____
 - Jordan** drives a car to university. _____
 - Some people** cycle to work in New York. _____
 - Many workers ride a **bike** to work in London. _____
 - People in Bangkok prefer to take the **SkyTrain**. _____
- He** is a good driver.
 - It** is cheaper than a tuk-tuk!
 - It** is a healthy form of transport.
 - They** travel in their father's car.
 - They** can ride on special roads for bikes.

WRITE A FIRST DRAFT

- 3 Write your topic sentence first. See Unit 4 for help with paragraph structure.
- 4 Write sentences to add details about the topic.
 - 1 Write a sentence about the seven forms of transport in the survey.
 - 2 Write three or four sentences about the percentage of people who use each form of transport.
 - 3 Write two or three sentences which compare popular forms of transport in the city.
 - 4 Write two sentences which give reasons why people use the different types of transport.
 - 5 Write a sentence about the most popular form of transport in the city.
 - 6 Write a concluding sentence.
- 5 Put your topic sentence, supporting sentences and concluding sentence together to make a paragraph.

EDIT

- 6 Use the Task checklist to review your paragraph.

TASK CHECKLIST	<input checked="" type="checkbox"/>
Use data from the survey on transport in Chicago.	<input type="checkbox"/>
Use percentages from your pie chart.	<input type="checkbox"/>
Write a topic sentence, supporting sentences and a concluding sentence.	<input type="checkbox"/>
Use pronoun links in your sentences.	<input type="checkbox"/>
Use <i>because</i> and <i>so</i> to give reasons and results.	<input type="checkbox"/>
Use the correct form of superlative adjectives.	<input type="checkbox"/>

- 7 Make any necessary changes to your paragraph.

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 metros. _____
- work out meaning from context. _____
- collect and analyze data. _____
- use superlative adjectives. _____
- use quantifiers. _____
- use subject–verb–object sentence order. _____
- link sentences with pronouns. _____
- give reasons with *because* and results with *so*. _____
- write a paragraph explaining the results of a survey. _____

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






WORDLIST














bicycle (n)	prefer (v) 	take (v) 
bus (n)	report (n) 	taxi (n)
drive (v) 	result (n) 	traffic (n) 
metro (n)	ride (v)	train (n) 
motorbike (n)	spend (v) 	transport (n) 

 = high-frequency words in the Cambridge Academic Corpus

GLOSSARY

 = high-frequency words in the Cambridge Academic Corpus

Vocabulary	Pronunciation	Part of speech	Definition
UNIT 1			
aunt	/ɑːnt/	(n)	the sister of someone's mother or father, or the wife of someone's uncle
brother 	/'brʌðə/	(n)	a boy or man who has the same parents as you
city 	/'sɪti/	(n)	a large town
country 	/'kʌntri/	(n)	an area of land which has its own government, army, etc.
date of birth	/'deɪt əv bɜːθ/	(n)	the day you were born, shown in numbers, or words and numbers
daughter 	/'dɔːtə/	(n)	someone's female child
family 	/'fæməli/	(n)	a group of people related to each other, such as a mother, a father and their children
father	/'fɑːðə/	(n)	someone's male parent
grandfather	/'grænd,fɑːðə/	(n)	the father of someone's mother or father
grandmother	/'grænd,mʌðə/	(n)	the mother of someone's mother or father
hobby	/'hɒbi/	(n)	an activity that you like and often do when you are not working
interested in	/'ɪntrəstɪd ɪn/	(adj phr)	wanting to learn more about something

Vocabulary	Pronunciation	Part of speech	Definition
job 	/dʒɒb/	(n)	the work which you do in order to get money
language 	/'læŋɡwɪdʒ/	(n)	the words used by the people of a country
live 	/lɪv/	(v)	to have your home somewhere
mother 	/'mʌðə/	(n)	someone's female parent
music 	/'mjuːzɪk/	(n)	sounds that are made by playing instruments or singing
normal 	/'nɔːmə/	(adj)	usual, ordinary and expected
sister 	/'sɪstə/	(n)	a girl or woman who has the same parents as you
son 	/sʌn/	(n)	someone's male child
uncle	/'ʌŋkl/	(n)	the brother of someone's mother or father, or the husband of someone's aunt
unusual 	/'ʌn'juːʒuəl/	(adj)	different and not usual, often in a way which is interesting or exciting
watch 	/wɒtʃ/	(v)	to look at something for some time
work 	/'wɜːk/	(v)	to do a job, especially the job you do to get money
UNIT 2			
autumn 	/'ɔːtəm/	(n)	the season of the year between summer and winter
climate 	/'klaɪmət/	(n)	the weather that a place usually has
cloudy	/'klaʊdi/	(adj)	with many clouds in the sky



Vocabulary	Pronunciation	Part of speech	Definition
cold ☉	/kəʊld/	(adj)	having a low temperature
dry ☉	/draɪ/	(adj)	with very little or no rain
rainfall ☉	/'reɪnfɔ:l/	(n)	the amount of rain that falls in one place
rainy	/'reɪni/	(adj)	raining a lot
season ☉	/'si:zən/	(n)	one of the four periods of the year: winter, spring, summer or autumn
spring ☉	/sprɪŋ/	(n)	the season of the year between winter and summer
summer ☉	/'sʌmə/	(n)	the warmest season of the year, between spring and autumn
sunny	/sʌni/	(adj)	bright because of light from the sun
warm ☉	/wɔ:m/	(adj)	having a temperature between cool and hot
windy ☉	/wɪndi/	(adj)	with a lot of wind
winter	/'wɪntə/	(n)	the coldest season of the year, between autumn and spring

UNIT 3

afternoon	/,ɑ:ftə'nu:n/	(n)	the time between 12 pm and 6 pm
Arabic	/'æɪrəbɪk/	(n)	a language spoken in Western Asia and North Africa
Art ☉	/ɑ:t/	(n)	the making or study of paintings, drawings, etc. or the objects created
Biology ☉	/'baɪ'ɒlədʒi/	(n)	the study of living things

Vocabulary	Pronunciation	Part of speech	Definition
breakfast	/'brekfəst/	(n)	the food you eat in the morning after you wake up
Business ☉	/'bɪznɪs/	(n)	the buying and selling of goods or services
busy ☉	/'bɪzi/	(adj)	having a lot of things to do
Chemistry ☉	/'kemɪstri/	(n)	the scientific study of substances and how they change when they combine
cook ☉	/kʊk/	(v)	to prepare food by heating it
dinner	/'dɪnə/	(n)	the food you eat at the end of the day
Economics ☉	/,i:kə'nɒmɪks/	(n)	the study of the way in which trade, industry and money are organized
English ☉	/'ɪŋɡlɪʃ/	(n)	the language that is spoken in the UK, the US and in many other countries
evening ☉	/'i:vnɪŋ/	(n)	the time between 6 pm and 11 pm
Geography	/'dʒɪ'ɒɡrəfi/	(n)	the study of the systems and processes involved in the world's weather, mountains, seas, lakes, etc.
get up	/get ʌp/	(phr v)	to leave your bed after sleeping
History ☉	/'hɪstəri/	(n)	the study of events in the past
Literature	/'lɪtrətʃər/	(n)	written artistic works, especially those with a high and lasting artistic value
lunch	/'lʌntʃ/	(n)	the food you eat in the middle of the day

Vocabulary	Pronunciation	Part of speech	Definition
Management	/ˈmænɪdʒmənt/	(n)	the study of the technique, practice or science of managing a company, business, etc.
Maths	/mæθs/	(n)	the study or science of numbers and shapes
meet	/mi:t/	(v)	to see and speak to someone for the first time
morning	/ˈmɔːnɪŋ/	(n)	the time between 5 am and 12 pm
Physics	/ˈfɪzɪks/	(n)	the scientific study of natural forces, such as energy, heat, light, etc.
relax	/rɪˈlæks/	(v)	to become calm and comfortable
Science	/saɪəns/	(n)	the study of the structure of natural things and the way that they behave
swim	/swɪm/	(v)	to move through water by moving your body
timetable	/ˈtaɪm,tetɪbl/	(n)	a list or plan to show when you do things
travel	/ˈtrævəl/	(v)	to go from one place to another, usually over a long distance
weekdays	/ˈwi:kdeɪz/	(n)	the five days of the week when many people work
weekend	/ˌwi:kˈend/	(n)	the two days of the week when many people do not work

Vocabulary	Pronunciation	Part of speech	Definition
UNIT 4			
beach	/bi:tʃ/	(n)	an area of sand or rocks next to a sea, ocean or lake
capital	/ˈkæpɪtəl/	(n)	the most important city in a country, where the government is
cliff	/klɪf/	(n)	a high area of rock with a very steep side, often next to a coast
desert	/ˈdezət/	(n)	a large, hot, dry area of land with very few plants
famous	/ˈfeɪməs/	(adj)	many people know it
farm	/fɑ:m/	(n)	land and buildings used for growing crops and keeping animals
field	/ˈfi:ld/	(n)	an area of land used for growing crops or keeping animals
forest	/ˈfɒrɪst/	(n)	a large area of trees growing closely together
hill	/hɪl/	(n)	a high area of land that is smaller than a mountain
international	/ˌɪntəˈnæʃənəl/	(adj)	relating to or involving two or more countries
island	/ˈaɪlənd/	(n)	land with water all around it
lake	/leɪk/	(n)	an area of fresh water which has land all around it
map	/mæp/	(n)	a picture which shows a place and the rivers, lakes and other areas in it
modern	/ˈmɒdən/	(adj)	made with new ideas and designs



Vocabulary	Pronunciation	Part of speech	Definition
mountain 🗨	/ˈmaʊntɪn/	(n)	a very high hill
ocean 🗨	/ˈəʊʃən/	(n)	one of the five main areas of salt water on the Earth
popular 🗨	/ˈpɒpjələ/	(adj)	many people like it
river 🗨	/ˈrɪvəl/	(n)	water which flows across the land to a bigger area of water
sea 🗨	/si:/	(n)	a large area of salt water
tourist	/ˈtuərɪst/	(n)	a person who travels and visits places for fun
valley 🗨	/ˈvæli/	(n)	an area of low land between hills or mountains

UNIT 5

company 🗨	/ˈkʌmpəni/	(n)	an organization which sells something to make money
doctor 🗨	/ˈdɒktə/	(n)	a person with a medical degree whose job is to treat people who are ill or hurt
engineer 🗨	/ˌendʒɪˈniə/	(n)	a person who designs and builds things
farmer 🗨	/ˈfɑ:mə/	(n)	someone who owns or looks after a farm
fit 🗨	/fɪt/	(adj)	in good health; strong
fitness instructor	/ˈfɪtnəs ɪnˈstrʌktə/	(n)	somebody who teaches people how to do exercises
football player	/ˈfʊtbɔ:l ˈpleɪə/	(n)	someone who plays football, especially as their job
friendly 🗨	/ˈfrendli/	(adj)	nice and kind
good at	/gʊd ət/	(adj)	able to do something well

Vocabulary	Pronunciation	Part of speech	Definition
great 🗨	/ɡreɪt/	(adj)	very good; excellent
gym	/dʒɪm/	(n)	a place with machines where people go to do exercises
healthy 🗨	/ˈhelθi/	(adj)	being well; not sick
high school	/ˈhaɪ ˌsku:l/	(n)	a school for children from about 12 to 18 years old
hospital 🗨	/ˈhɒspɪtəl/	(n)	a place where people who are sick or hurt go for help
interesting 🗨	/ˈɪntrəstɪŋ/	(adj)	exciting; not boring
journalist	/ˈdʒɜ:nəlɪst/	(n)	a person who writes news stories or articles for a newspaper or magazine or broadcasts them on radio or television
language teacher	/ˈlæŋɡwɪdʒ ˈti:tʃə/	(n)	somebody who teaches languages
manager 🗨	/ˈmænɪdʒə/	(n)	a person who is responsible for managing an organization
medicine 🗨	/ˈmedɪsən/	(n)	something you take to feel better
nurse 🗨	/nɜ:s/	(n)	a person who helps doctors and cares for people
office 🗨	/ˈɒfɪs/	(n)	a room or part of a building in which people work
pay 🗨	/peɪ/	(n)	the money you receive for doing a job
pilot 🗨	/ˈpaɪlət/	(n)	a person who flies an aeroplane
school 🗨	/sku:l/	(n)	a place where children go to be educated

Vocabulary	Pronunciation	Part of speech	Definition
school teacher	/sku:l 'ti:tʃə/	(n)	somebody who teaches children at a school
software engineer	/'sɒftweər ,endʒɪ'nɪə/	(n)	someone whose job is to create computer programs
UNIT 6			
apartment	/ə'pɑ:tmənt/	(n)	a set of rooms for someone to live in on one level of a building or house
beautiful ☉	/'bjʊ:tɪfəl/	(adj)	very attractive
big ☉	/bɪg/	(adj)	large in size or amount
building	/'bɪldɪŋ/	(n)	a structure with walls and a roof, such as a house, school, etc.
car park	/'kɑ: ,pɑ:k/	(n)	a place where vehicles can be parked
ceiling	/'si:lɪŋ/	(n)	the surface of a room that you can see when you look above you
cheap ☉	/tʃi:p/	(adj)	costing little money
cost ☉	/kɒst/	(v)	to have an amount of money as a price; you must pay that amount to buy something
entrance ☉	/'entrəns/	(n)	a door or other opening that you use to enter a building or place
exit ☉	/'eksɪt/	(n)	the door or gate that you use to leave a building or place
expensive ☉	/'ɪk'spensɪv/	(adj)	costing a lot of money
garden ☉	/'gɑ:dən/	(n)	an area of ground belonging to a house, often containing grass, flowers or trees

Vocabulary	Pronunciation	Part of speech	Definition
glass ☉	/glɑ:s/	(n)	a hard, transparent material, used to make windows, bottles and other objects
lift ☉	/lɪft/	(n)	a machine which carries people up and down in tall buildings
modern ☉	/'mɒdən/	(adj)	relating to the present and not the past; using the newest ideas, design, technology, etc.
new ☉	/'nju:z/	(adj)	different from before; recently made
old ☉	/əʊld/	(adj)	having lived or existed for a long time; having been used or owned for a long time
plastic ☉	/'plæstɪk/	(adj)	made of a light, artificial substance which can be made into different shapes when it is soft and is used in a lot of different ways
roof ☉	/ru:f/	(n)	the surface which covers the top of a building or vehicle
shopping centre	/'ʃɒpɪŋ ,sentə/	(n)	a place where a lot of shops have been built close together
short ☉	/'ʃɔ:t/	(adj)	having a small distance from one end to the other
small ☉	/'smɔ:l/	(adj)	little in size or amount
stairs ☉	/'steəz/	(n)	a set of steps from one level in a building to another
tall ☉	/'tɔ:l/	(adj)	having a greater than average height
traditional ☉	/'trə'dɪʃənəl/	(adj)	following the customs or ways of behaving which have continued in a group of people or society for a long time



Vocabulary	Pronunciation	Part of speech	Definition
ugly 🗨️	/ˈʌɡli/	(adj)	unpleasant to look at
wall 🗨️	/wɔːl/	(n)	one of the vertical sides of a room or building
window 🗨️	/ˈwɪndəʊ/	(n)	a space in the wall of a building or in a vehicle which has glass in it, used for letting light and air inside and for looking through
wood 🗨️	/wʊd/	(n)	the hard material which trees are made of
UNIT 7			
almond	/ˈɑːmənd/	(n)	a flat, oval nut, often used in cooking
bread 🗨️	/bred/	(n)	a basic food made from flour, water and salt mixed together and baked
chilli	/ˈtʃɪli/	(n)	a small, thin, red or green vegetable which tastes very hot
coconut	/ˈkəʊkənʌt/	(n)	a very large nut with a hard, hairy shell, a white part which you eat and liquid in the centre
date 🗨️	/deɪt/	(n)	a sticky brown fruit with a long seed inside
different 🗨️	/ˈdɪfərənt/	(adj)	not like other things
dish	/dɪʃ/	(n)	food that is prepared in a particular way as part of a meal
drink	/drɪŋk/	(n)	a liquid that you can put in your mouth and swallow, like water or juice
fish 🗨️	/fɪʃ/	(n)	an animal which lives in water and swims using its tail and fins, eaten as food

Vocabulary	Pronunciation	Part of speech	Definition
honey	/ˈhʌni/	(n)	a sweet and sticky food made by bees
jam	/dʒæm/	(n)	a sweet food made from fruit which you spread on bread
meal 🗨️	/miəl/	(n)	the food which is eaten at a particular time or for a particular event
meat 🗨️	/mi:t/	(n)	muscles and the soft parts of animals, used as food
milk	/mɪlk/	(n)	a white liquid produced by women and other female animals, such as cows, for feeding their babies
onion	/ˈʌnjən/	(n)	a round vegetable with layers which has a strong taste and smell
prepare 🗨️	/prɪˈpeə/	(v)	to make something
rice	/raɪs/	(n)	small grains from a plant which are cooked and eaten as food
same	/seɪm/	(adj)	like something else
serve with	/sɜːv wɪð/	(v phr)	to give someone food with other food on the same plate or as part of the same meal
spice	/speɪs/	(n)	a substance made from a plant, used to give a special taste to food
type	/taɪp/	(n)	something which is part of a group of things which are like each other
vegetable	/ˈvedʒtəbəl/	(n)	a plant which you eat, for example, potato, onion, bean, etc.

Vocabulary	Pronunciation	Part of speech	Definition
water	/ˈwɔ:tə/	(n)	a clear liquid which falls from the sky as rain and which is in seas, lakes and rivers
yoghurt	/ˈjɒgət/	(n)	a thick, liquid food with a slightly sour taste which is made from milk
UNIT 8			
bicycle	/ˈbaɪsɪkl/	(n)	a type of transport with two wheels that you sit on and move by pushing two pedals with your feet
bus	/bʌs/	(n)	a big type of car which carries many passengers by road
drive 🗨️	/draɪv/	(v)	to make a car, bus or train move, and control what it does
metro	/ˈmetrəʊ/	(n)	trains which travel underground, usually in a city
motorbike	/ˈməʊtəbaɪk/	(n)	a type of transport with two wheels and an engine
prefer 🗨️	/prɪˈfɜː/	(v)	to like someone or something more than another person or thing
report 🗨️	/rɪˈpɔːt/	(n)	information about an event or situation
result 🗨️	/rɪˈzʌlt/	(n)	information which you get from something, like an exam, a survey, a medical test, etc.
ride	/raɪd/	(v)	to travel by sitting on a bicycle or motorbike, in a bus or metro, etc.

Vocabulary	Pronunciation	Part of speech	Definition
spend 🗨️	/spend/	(v)	to use time by doing something
take 🗨️	/teɪk/	(v)	to travel somewhere using a taxi, bus or train
taxi	/ˈtæksi/	(n)	a car with a driver who you pay to take you somewhere
traffic 🗨️	/ˈtræfɪk/	(n)	the cars, trucks, etc. driving on the road
train 🗨️	/treɪn/	(n)	a long, thin type of transport which travels on metal tracks and carries people or things
transport 🗨️	/ˈtrænspɔːt/	(n)	the things people use to move themselves or things from one place to another



VIDEO SCRIPTS

UNIT 1

▶ Fishermen

Narrator: Fish is a part of a healthy diet. And people all over the world are eating more and more of it – about 20 kilograms per person per year. That's more than 100,000 tonnes of fish. We can thank the more than 57 million people who work as fishermen for all that fish. They go out every day in 4.6 million boats. Most of them are small boats, like these boats on the coast of India. Fourteen million people in India are fishermen. They catch fish to feed their families and to sell. These fishermen use nets to catch fish.

Most of those 57 million fishermen are in Asia and Africa, but there are also plenty of fishermen in Europe, like this man. He fishes from a boat near the coast of England. Some of this man's catch may end up like this, in fish and chips – a popular dish in the United Kingdom, where people spend 1.2 billion pounds every year in the country's more than 10,000 fish and chip shops! Almost a quarter of the British population visits a fish and chip shop every week.

For most fishermen, fishing is a job. But for others, it's a way to relax. Many of these people bring their fishing rods to the Galata Bridge in Istanbul, in Turkey, every day. Sometimes they catch a big fish, sometimes it's just a little one, but they can always enjoy some tea and time with their friends.

UNIT 2

▶ The taiga forest

Narrator: In the beginning of winter here, the days grow short and cold. Snow and cold temperatures move south into parts of North America, Europe and Asia.

Winter is hard here. Water in the air, in rivers and in plants turns to ice. As a result, most of the plants die. But some trees, like fir trees and pine trees, can live in very cold temperatures. These trees make up the greatest forest on Earth, called the taiga.

The taiga forest goes around the northern part of the Earth. From Alaska to Canada, from Scandinavia to Russia, it has almost 30% of all the trees on Earth!

During the winter, in the most northern part of the taiga forest, freezing air from the north meets warm air from the south. Heavy snow covers this area of the taiga until warmer temperatures return in the spring.

UNIT 3

▶ Toronto tourism

Narrator: Toronto, Canada, sits on the northern shore of Lake Ontario. With 2.8 million people, it's the country's largest city. It's also a fun place to visit. Forty million tourists visit Toronto every year. It has many tourist attractions, like this one. Over a million people visit this square each year to listen to concerts, go ice skating or just shop.

But Toronto's most famous attraction is the CN Tower. The tower opened in 1976 and very quickly became popular with visitors, but its main purpose is for communication. At 553 metres tall, it's the tallest building in the city. Visitors can take a tram to the tower. You can see the main pod about halfway up the tower. That's where most visitors go.

The LookOut level in the main pod is 346 metres above ground. From here, you can have a 360-degree view of the city and the lake. On the same level, you can also visit the Glass Floor. When you walk out onto the floor, you can look straight down through the glass to the ground.

If you want to go even higher, visit the SkyPod. It is 447 metres above the ground. From the SkyPod, on a clear day, you can see for 160 kilometres – all the way to Niagara Falls, near the Canadian-United States border. Of course Niagara Falls looks much smaller from the CN Tower!

If you are very brave, you may want to try the EdgeWalk. You and five friends can walk around the outside of the main pod. When you look down, there is nothing between you and the city of Toronto, 116 floors below!

UNIT 4

▶ The cenotes of Mexico

Narrator: In the southeast part of Mexico, known as the Yucatán, there are many rich, green forests.

Here, these amazing holes are the only spaces in the trees. They are very deep, they are made of rock and they are often full of water. Mexicans call these places *cenotes*.

Olmo Torres-Talamante is a scientist. For him, the *cenotes* are very special. He studies them, and the plants and animals in and around them.

Water is very important in the Yucatán. It rains a lot here, but there are no lakes or rivers. When it rains, the water goes down into the rock under the Yucatán. Over time, it makes the *cenotes*.

Cenotes are the only places to find fresh water in the Yucatán. They help the animals and plants in the forest live.

Lily pads, fish and turtles all live at the top of the *cenotes*, where it's warm and light. But when Olmo swims deeper into the cave, it gets cold and dark. How can anything live here?

But even here, the scientist finds life.

UNIT 5

▶ Utah's Bingham mine

Narrator: This is the Bingham copper mine in Utah, in the western United States. It's the largest mine of its kind in the world. And it gets bigger all the time. Today it's two and a half miles wide and almost one mile deep. Matt Lengerich is the operations manager of the mine. It produces enough copper each year to make wires for every home in the USA and Mexico. We use copper everywhere – in our homes, cell phones and cars – and some of it comes from here.

But the rocks contain only a small amount of copper. So Matt's workers have to dig up a lot of rocks to get enough copper. That's why Bingham mine is so big.

Matt's workers use these giant trucks to dig up the copper. Sometimes the copper is so deep that they have to dig for seven years to reach it.

Everything about the mine is big. These giant trucks are heavier than a jumbo jet and work 24 hours a day.

Drivers use the giant trucks to move the rocks and copper. But they also use something stronger.

The Bingham mine is more than 100 years old and it's larger than any other mine of its kind.

UNIT 6

▶ Living in Singapore

Narrator: Singapore. It's an island, a city and a country. It's an important centre for banking, technology and transport. And it's growing. It has the second busiest port in the world. With an area of less than 720 square kilometres and five and a half million people, space is a problem. Where does everyone live?

In the first half of the 20th century, many people lived in buildings like these. There

are shops on the bottom floor, and people live on the second floor. But there were not enough houses or flats for the growing population. The government began to build hundreds of tall apartment buildings like these. The apartments are modern, simple and light. Today more than 80% of the population lives in these buildings. Groups of buildings create high-rise neighbourhoods, with schools, shopping, restaurants and medical offices nearby.

About 10% of all tourists arrive by cruise ship, and there are lots of hotels. The country has more than a million hotel rooms for all of the tourists and business travellers. There are traditional hotels. This one is probably Singapore's most famous hotel – Raffles. It was built in 1887, when Singapore was part of the British Empire. Most hotels in the city are modern. This luxury hotel stands next to the sea.

But for the people of Singapore, this looks like home. More than 90% of them own their home – one of the highest rates in the world.

UNIT 7

Goat's cheese

Narrator: This is the village of Arreau in the south of France. Every Thursday morning in Arreau, there is a market. Here, farmers sell fruit, vegetables, bread, meat and cheese.

Cheese is very popular in France. And Arreau has some very special cheese – goat cheese.

Mrs Tuchan sells goat cheese from her farm.

Her farm is in a village near Arreau. People can visit the farm to learn how she and her husband make cheese.

First they have to get the milk from the goats. The goats wait at the door. They go into the milking room one by one.

Mrs Tuchan uses a machine to get the milk. She does this twice a day. Each goat can give more than two quarts of milk every day.

Next, the milk goes to a different room – the cheese-making room.

Now they have to turn the milk into cheese. Mr Tuchan adds an ingredient to the goat milk. Then he puts it in small plastic cups with holes in the bottom.

The next day, he turns the cheese over. Then he adds some salt to it.

Next, he moves the cheese to another room. The cheese stays here for one to three weeks. Then it will be ready to sell, and to eat.

UNIT 8

Modern metros

Narrator: How do people in big cities travel? Many of them take the underground. Underground trains move millions of people underground every day. There are over 150 underground systems in the world today. The oldest one is in London, England. There, everyone calls it the 'Tube'.

At 8:00 am, the Tube really gets busy. In the morning, over 500,000 Londoners go to work by underground. Of course, people on the streets can't see them. But what if the Tube ran above the ground?

Every day in London, over 500 trains on 250 miles of track move nearly 3 million people. That's a lot of people, but the busiest underground system in the world is in Tokyo, Japan.

There are more people in Tokyo than in any other city in the world. Around 35,000 people take the Tokyo underground every hour. That means eight million passengers travel underground every day. On every platform, there are 25 underground attendants, like Yuhei Mitsuhashi. They keep the passengers safe, calm and on time, because the trains cannot be late.

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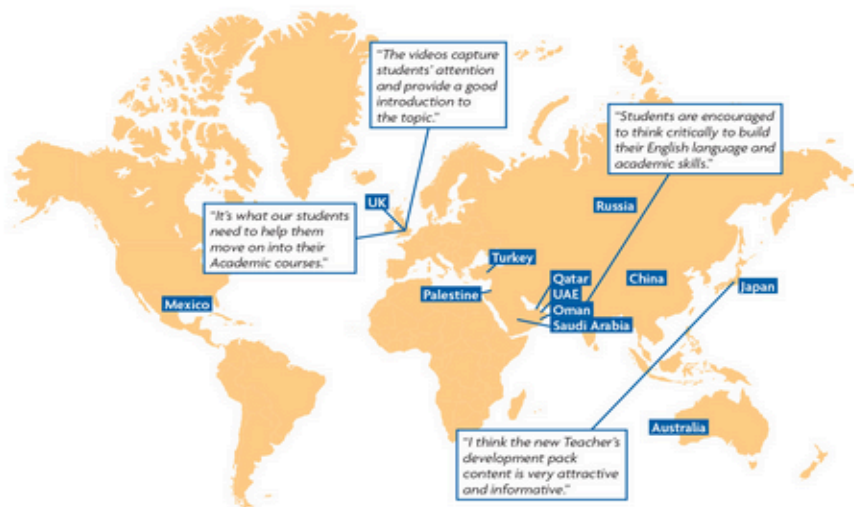
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