

MAP OF THE BOOK

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



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



YOUR GUIDE TO UNLOCK

Unlock your
academic potential

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

Confidence in teaching.

Joy in learning.

Better Learning WITH UNLOCK SECOND EDITION

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

CRITICAL THINKING



Critical thinking in *Unlock* Second Edition ...

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

INSIGHT

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

CONTENT

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

RESULTS

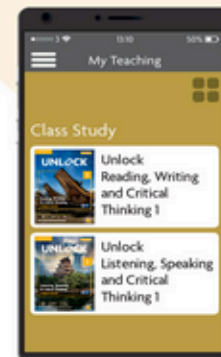
Students are better prepared for their academic studies and have the confidence to apply the critical thinking skills they have developed.

CLASSROOM APP

The *Unlock* Second Edition Classroom App ...

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

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



INSIGHT

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

CONTENT

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

RESULTS

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

RESEARCH

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

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

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

INSIGHT

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

CONTENT

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

RESULTS

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

Burçin Gönülşen,
Işık University, Turkey

HOW UNLOCK WORKS

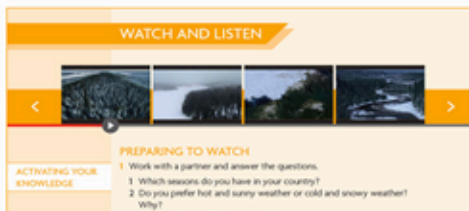
Unlock your knowledge

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



Watch and listen

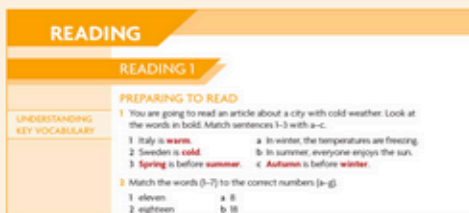
Features an engaging and motivating video which generates interest in the topic and develops listening skills.



READING

Reading 1

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



Reading 2

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



Language development

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



HOW UNLOCK WORKS

WRITING

Critical thinking

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

WRITING

CRITICAL THINKING

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

Write about the weather in your city or town.

Categorising information

GRAMMAR FOR WRITING

PREPOSITIONAL PHRASES

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

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

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

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

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

ACADEMIC WRITING SKILLS

WORD ORDER

Subject-verb-noun (phrase) / adjective

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

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

WRITING TASK

Write about the weather in your city or town.

PLAN

- Look back at your table in the Critical Thinking section on page 48.
- Check your notes and add any new information you want to include.
- Read the task checklist on page 54 to prepare your sentences.

WRITE A FIRST DRAFT

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

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

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

Write sentences about your city.

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

OBJECTIVES REVIEW

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

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

I can ...

watch and understand a video about the topic first.

scan to find information.

categorise information.

use nouns and adjectives.

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

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

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

Grammar for writing

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

Academic writing skills

Practises all the writing skills needed for the writing task.

Writing task

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

Objectives review

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

Wordlist

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

LEARNING OBJECTIVES	IN THIS UNIT YOU WILL ...
Watch and listen	watch and understand a video about <i>cenotes</i> in Mexico.
Reading skill	read for main ideas.
Critical thinking	classify topics and key words.
Grammar	use noun phrases with <i>of</i> ; use <i>there is / there are</i> ; use articles.
Academic writing skills	use capital letters for cities, country names and nationalities; write topic sentences.
Writing task	write facts about your country.

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w

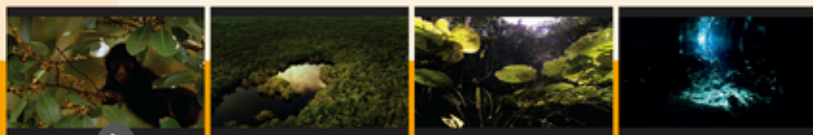
UNLOCK YOUR KNOWLEDGE

Ask and answer the questions with a partner.

- 1 What place is in the picture?
- 2 Why do people go there?
- 3 Do you want to visit this place? Why / Why not?
- 4 What places do people visit in your country?



WATCH AND LISTEN



PREPARING TO WATCH

1 Work with a partner and answer the questions.

- 1 What makes a place special?
- 2 Why do people like to visit special places?
- 3 What special place do you want to visit? Why?

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

- 1 a monkey / There is / in the forest /

- 2 in the trees / a space / There is /

- 3 are growing / Plants / in the water /

- 4 in the water / is swimming / A man /

GLOSSARY

space (n) an empty area

full of (adj phr) containing a lot of things

lily pad (n) the large leaf of a water plant that floats on the surface of water, for example, on a lake or pond

turtle (n) an animal with four legs and a hard shell that usually lives in water

WHILE WATCHING

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

- 1 There aren't many rich, green forests in the Yucatán.
- 2 The people in Mexico call the holes in the forests *cenotes*.
- 3 These holes are made of wood.
- 4 The scientist studies the trees there.
- 5 In the Yucatán, *cenotes* are the only places to find fresh water.
- 6 Most of the plants and animals live at the top of the *cenotes*.

4 Watch again. Write the missing words in the gaps.

- 1 These amazing holes are the only spaces in the _____.
- 2 For Olmo, the *cenotes* are very _____.
- 3 _____ is very important in the Yucatán.
- 4 *Cenotes* help the _____ and plants in the forest live.
- 5 When Olmo swims far into the cave, it gets _____ and dark.

5 Circle the correct word or phrase.

- 1 *Cenotes* are *very* / *not* important in the Yucatán.
- 2 Animals and plants *need* / *die* in the *cenotes*.
- 3 There *is* / *is no* life in the water.
- 4 It is *safe* / *dangerous* to swim far into the cave.

DISCUSSION

6 Ask and answer the questions with a partner.

- 1 Are there any special places in your country like the *cenotes*? What are they?
- 2 Do you want to visit the *cenotes*? Why / Why not?
- 3 Is it interesting to swim in a cave? Why / Why not?

UNDERSTANDING
MAIN IDEAS

UNDERSTANDING
DETAIL

MAKING INFERENCES

READING

READING 1

PREPARING TO READ

UNDERSTANDING
KEY VOCABULARY

- 1 You are going to read a text from a history book. Look at the photos and read the sentences (1–7). Choose the correct definition (a or b) for the words in bold.
- The Great Lakes in the US are very big, but the **lake** by my house is small.
 - salt water that covers most of the Earth
 - an area of fresh water which has land all around it
 - Lakes have fresh water, but **seas**, like the Mediterranean, have salt water.
 - large areas of very dry land
 - large areas of salt water
 - I do not like to climb **mountains**. I do not like to be up high.
 - very high hills
 - land that is low, near the water
 - There are many trees in a **forest**. They are homes for birds and other animals.
 - a large area of salt water
 - a large area of trees growing closely together
 - The Nile is the longest **river** in the world. It is 6,853 km long.
 - water which flows across the land to a bigger area of water
 - a large area of land with many trees
 - There are five **oceans**. These are the biggest bodies of water in the world.
 - the five main areas of salt water on the Earth
 - an area of sand or rocks next to water
 - People use **maps** to help them find places and understand an area.
 - pictures which show a place and the rivers, lakes and other areas in it
 - boats, cars and other things that people drive



- 2 Look at the texts and the picture on page 86. Read the questions and choose the correct answers.
- What is the book about?
 - the history of the world
 - the history of China
 - the history of maps
 - What does the picture show?
 - a modern map of the world
 - an old map of the world
 - a photograph of the world

WHILE READING

- 3 Follow the instructions to annotate the text about al-Idrisi's map.
- Underline the name of an important person in paragraph 1.
 - Underline the name of an important map in paragraph 2.
 - Underline the names of countries that the map shows in paragraph 3.
 - Underline the names of bodies of water the map shows in paragraph 4.
- 4 Scan the text again and find the continents and countries that are mentioned. Circle them in the table. Then check your answers with a partner.

continents	countries	
Asia	Finland	France
Australia	Spain	Italy
Europe	Norway	England
Africa	Canada	India
North America	Morocco	
South America	China	
Antarctica	The United States	

- 5 Read Chapter 4.2. Write *T* (true) or *F* (false) next to the statements. Correct the false statements.
- Muhammad al-Idrisi was Algerian.

 - The Tabula Rogeriana is written in Greek.

 - South America is not on the map.

 - India is on the map.

 - There are lakes on the map.

PREVIEWING

ANNOTATING

SCANNING TO FIND
INFORMATION

READING FOR DETAIL

Take a look!

Feedback | Help | Close

A world history
of maps

by J. T. Kirk

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Price: from £16.75

Book sections

[▶ Table of contents](#)[Introduction](#)[Chapter 4.2](#)

Table of contents

Introduction	5
1 First maps of the world	9
2 The ancient world	45
2.1 Greek maps	57
2.2 Roman road maps	75
3 China	93
3.1 Early maps from Qin State	97
3.2 Han Dynasty maps	111
3.3 Pei Xiu's map of Asia	125
4 Arab maps	137
4.1 Book of the appearance of the Earth by al-Khwarizmi	171
4.2 Muhammad al-Idrisi's world map	183
5 Exploring the world	197
5.1 Discovering America	241
5.2 Ribeiro's first scientific world map	255
6 Maps and satellite photographs	273
Index	301

A world history
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by J. T. Kirk

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4.2

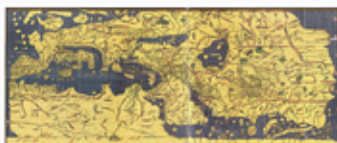


Figure 4.3: World map by Muhammad al-Idrisi, 1154

- Muhammad al-Idrisi came from Morocco. He studied in North Africa and Spain. As a young man, he travelled in Spain, North Africa, France, England and parts of Asia. In 1154, he began working for King Roger II of Sicily. Al-Idrisi created his **map** of the world then.
- Al-Idrisi's map of the world is called the Tabula Rogeriana in Europe. The map is in Arabic. Al-Idrisi used information from earlier Arab and Greek maps. He also used information from explorers. These men were sent to the different countries to draw and record what they saw. This map helped people travel from country to country.
- The map shows North Africa, Europe and South and East Asia. There are many European countries on the map. There is Norway in the north, Spain in the west and Italy in the south. The map also shows India and China.
- There are **forests, rivers, lakes, mountains, seas** and **oceans** on the map. Al-Idrisi's map shows the Mediterranean Sea, the Indian Ocean and the river Nile.

DISCUSSION

- Ask and answer the questions with a partner.
 - How did al-Idrisi make his map?
 - What can you learn from a very old map?
 - When do you use maps?

READING 2

PREPARING TO READ

- Ask and answer the questions with a partner.
 - What are important businesses in your country?
 - How many people live in your country?
 - What is the climate in your country?
 - What languages do people speak in your country?
- You are going to read a fact file about an island country. Read the sentences (1–8). Write the words in bold next to the correct definitions (a–h).
 - Mauritius is an **island** in the Indian Ocean.
 - Riyadh is the **capital** of Saudi Arabia.
 - Many people enjoy the water and sun at the **beach**.
 - Modern** cities have new buildings, parks and businesses.
 - Arizona is **famous** because it has the Grand Canyon. Many people visit there.
 - I visited Rome as a **tourist** because it is a beautiful place.
 - My school is **international**. There are students from all over the world.
 - Coffee with milk is **popular** in my country. Everyone drinks it. It's really good.
 - _____ (n) a person who travels and visits places for fun
 - _____ (adj) made with new ideas and designs
 - _____ (n) land with water all around it
 - _____ (n) an area of sand or rocks next to a sea, ocean or lake
 - _____ (n) the most important city in a country, where the government is
 - _____ (adj) many people know it
 - _____ (adj) many people like it
 - _____ (adj) relating to or involving two or more countries

USING YOUR
KNOWLEDGEUNDERSTANDING
KEY VOCABULARY

The Maldives

AN OVERVIEW

- The Maldives are **islands** in the Indian Ocean. The islands are near Sri Lanka. The Maldives are **famous** for their good climate, beautiful **beaches** and warm seas.
- There are 440,000 people in the Maldives. Most people live on small islands.
- The **capital** of the Maldives is Malé. It is a **modern** city with an **international** airport and a big harbour¹.
- People in Malé speak English and Dhivehi. English is useful because many **tourists** come here.
- Tourism and fishing are very important businesses in the Maldives. There are many tourist hotels. Many people work there. Others work as fishermen or in fish factories². The currency is the rufiyaa.

¹harbour (n) area of water next to land for ships and boats

²factories (n) buildings where a large number of things or products are made

³currency (n) the money a country uses

⁴industry (n) types of businesses

FACT FILE

FULL NAME: Republic of Maldives

POPULATION: 440,000

CAPITAL: Malé

GEOGRAPHY: 1,190 islands

CLIMATE: good, average temperature +30 °C

LANGUAGES: Dhivehi and English

RELIGION: Islam

CURRENCY³: rufiyaa

INDUSTRY⁴: tourism and fishing



one of the Maldives' beautiful beaches

MEET THE LOCALS

Ahmed Faiz, 19

- I live on an island south of Malé. Life on my island is very simple. There are some shops and there is one mosque. We speak Dhivehi but we also learn English in high school. It is a nice place to live.
- The Maldives are famous for their fish. There is a **popular** fish soup here. It is called *garudiya*. It is delicious.
- People in the Maldives like to swim and dive.



Ahmed Faiz

WHILE READING

Reading for main ideas

Many texts have paragraphs. A paragraph is part of a long text. Each paragraph has one topic or main idea. When we read for the main ideas in a text, we read each paragraph to find:

- the topic (e.g. family, weather, university)
- the important information about the topic (e.g. the number of brothers and sisters a person has; the average rainfall in summer; the reason a student wants to study)

Tourism and fishing are very important businesses in the Maldives. There are many tourist hotels. Many people work there. Others work as fishermen or in fish factories. The currency is the rufiyaa.

The topic here is tourism and fishing. The important information about the topic is that they are very important businesses in the Maldives.

- Read the text on page 88. Write the topics from the box next to the paragraph numbers in the table. Then write the important information about the topics.

languages the population hobbies and sport the capital city
where the Maldives are a young Maldivian's home
traditional food tourism-and-fishing

paragraph	topic	important information about the topic
1		
2		
3		
4		
5	tourism and fishing	they are very important businesses in the Maldives
6		
7		
8		

READING FOR
MAIN IDEAS

DISCUSSION

4 Work with a partner. Use ideas from Reading 1 and Reading 2. Ask and answer the questions.

- 1 Why do tourists go to the Maldives?
- 2 Do you want to visit the Maldives? Why / Why not?
- 3 Why do people travel to different countries? What's important to know about a country?

LANGUAGE DEVELOPMENT

NOUN PHRASES WITH OF

One type of noun phrase is a noun + of + a noun.

Bogota is ^{noun} the ^{noun} capital ^{noun} of ^{noun} Colombia. Madrid is in ^{noun} the ^{noun} centre ^{noun} of ^{noun} Spain.

The noun phrase noun + of + noun answers the question *What?*

This book is about **history**. (The history of what?)

This book is about **the history of Japan**.

1 Match the sentence halves.

- 1 The capital
- 2 The dollar is the currency
- 3 The main languages
- 4 Al-Idrisi's map shows parts

- a of the United States.
- b of Asia.
- c of Canada are English and French.
- d of the Maldives is Malé.

2 Work with a partner. Use a noun + of + noun to answer the questions.

1 What country is Lisbon the capital of?

2 What is the capital of your country?

3 What is the currency of your country?

4 What are the main languages of your country?

VOCABULARY FOR PLACES

3 Write the words from the box in the correct places (1–10) on the picture.

beach cliff desert farm field forest
hill mountain sea valley



WRITING

CRITICAL THINKING

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

Write facts about your country.

Classifying topics and key words

Classifying means putting words into groups with the same topic. Classifying helps you to plan your writing.

A writer thinks about words to describe his or her country.

tourism language fishing Dhivehi industry English

Then the writer classifies the words to organize and plan.

topic	key words
industry	tourism fishing
language	English Dhivehi

- 1** Look at Reading 2 on page 88. Circle the key words which the writer used to discuss each topic.

topic	key words
geography	islands climate food Indian Ocean near Sri Lanka
language	English Thai Dhivehi
industry	tourism fishing cooking currency diving

- 2** Find the paragraphs in Reading 2 with the topics in the table below. Then list the key words.

topic	key words
capital	
population	

- 3** Think about your country. Choose five topics from the box and write these in column A.

capital climate currency food geography
industry language population sport

A topic	B key words

- 4** Think of key words for the topics and write them in column B.
5 Without showing your table, tell a partner your key words. Can your partner guess your topic? If your partner is wrong, you may need to choose different key words.

ANALYZE

GRAMMAR FOR WRITING

THERE IS / THERE ARE

You can use *there is / there are* to say that something exists. Use *there is* before singular nouns and *there are* before plural nouns.

singular:

There is an airport in Malé.

There is a mosque on Ahmed Faiz's island.

There is a popular fish soup in the Maldives.

plural:

There are many countries on al-Idrisi's map.

There are many tourist resorts in the Maldives.

There are 440,000 people in the Maldives.

1 Read the sentences. Write *There is / There are* in the gaps.

- 1 _____ many different kinds of businesses in my country.
- 2 _____ 50 states in the USA.
- 3 _____ three airports in my city.
- 4 _____ a big art museum in Seoul.
- 5 _____ a beautiful park in my city.

2 Read the sentences. Tick (✓) the correct sentences and put a cross (X) next to the incorrect sentences.

- _____ 1 There are many different people in London.
- _____ 2 There is mountains in Switzerland.
- _____ 3 There is many parks in Tokyo.
- _____ 4 In Thailand, there are many islands.
- _____ 5 There have many people in Buenos Aires.
- _____ 6 There are many tourists in Paris.
- _____ 7 They are many lakes in Italy.
- _____ 8 There are a big river in my city.

3 Correct the incorrect sentences in Exercise 2.

ARTICLES

Use *articles* before a noun or before an adjective + noun.

Indefinite articles (*a / an*)

A / An is the indefinite article. Use *a / an* with singular countable nouns.

Use *a* before consonant sounds.

- **a** river, **a** lake, **a** sea, **a** mountain
- **a** big river, **a** small lake, **a** cold sea, **a** tall mountain

Use *an* before vowel sounds.

- **an** ocean, **an** island, **an** hour
- **an** old city, **an** ancient map

Definite article (*the*)

The is the definite article. Use *the* before the names of singular or plural places:

- rivers – **the** river Danube, **the** river Nile, **the** river Thames
- seas – **the** North Sea, **the** Mediterranean Sea, **the** Black Sea
- oceans – **the** Pacific Ocean, **the** Atlantic Ocean, **the** Indian Ocean
- many famous places – **the** Galata Tower, **the** Eiffel Tower, **the** Pyramids
- 'united' countries – **the** United Arab Emirates, **the** United Kingdom, **the** United States of America
- groups of islands – **the** Maldives, **the** Azores
- groups of mountains – **the** Andes, **the** Alps, **the** Himalayas
- plural countries – **the** Philippines, **the** Maldives

Zero article

Use no article (the *zero article*) before the names of:

- continents – **Asia**, **North America**, **Europe**
- most countries – **England**, **China**, **Turkey**
- cities – **Abu Dhabi**, **Bangkok**, **Shanghai**
- lakes – **Lake Superior**, **Lake Baikal**

4 Read the sentences and write *a*, *an*, *the* or \emptyset (zero article) in the gaps.

- 1 My grandparents' house is next to _____ lake.
- 2 My parents live on _____ island in _____ Mediterranean Sea.
- 3 My family comes from _____ Chile.
- 4 _____ Chile is in _____ South America.
- 5 We live near _____ Pacific Ocean.
- 6 _____ Andes are the highest mountains in my country.
- 7 My sister lives in _____ United Kingdom.
- 8 She works in _____ Tokyo. She lives in _____ small village.



5 Correct the mistakes in the sentences.

1 I come from the India.

2 Paris is an popular city with tourists.

3 There is very tall building in Abu Dhabi.

4 I go to an university in Dublin.

5 United Kingdom is in a Europe.

6 I live by big lake.

7 Ural Mountains are in Russia.

8 He studies in a United Kingdom.

9 The Turkey is a beautiful country.

10 There is big mountain near my city.

6 Work with a partner. Answer the questions. Use the correct articles.

1 What sea or ocean is close to the country you live in?

2 What place do tourists visit in the country you live in?

3 What island do you want to visit?

4 What countries are close to the country you live in?

ACADEMIC WRITING SKILLS

SPELLING AND PUNCTUATION

SKILLS

Capital letters

The first letter of the name of a city, the name of a country and the adjective for a nationality is always a *capital letter*.

1 Look at the country names and write vowels (a, e, i, o, u) in the gaps to make the correct nationality names.

country	nationality
China	Ch ___ n ___ s ___
India	___ nd ___ ___ n
Egypt	___ gypt ___ ___ n
Saudi Arabia	S ___ ___ d ___
The United Arab Emirates	___ m ___ r ___ t ___
Algeria	___ lg ___ r ___ ___ n
Japan	J ___ p ___ n ___ s ___
Thailand	Th ___ ___
Turkey	T ___ rk ___ sh
France	Fr ___ nch
The United Kingdom	Br ___ t ___ sh
Canada	C ___ n ___ d ___ ___ n

2 Correct the punctuation in the sentences. Add capital letters and full stops.

1 i am from cairo

2 there are many beautiful beaches in portugal

3 the climate is good in the maldives

4 there are four main islands in japan

5 chicken is very popular in malaysia



PARAGRAPH STRUCTURE

Paragraphs are groups of sentences which talk about one idea. This is called the *main idea*. Good paragraphs have three parts: a *topic sentence*, *supporting sentences / details* and a *concluding sentence*.

The topic sentence usually comes first. The details, also called the supporting sentences, come next and give more information about the main idea. The paragraph ends with a concluding sentence.

topic sentence	I live on an island south of Malé.		
supporting sentences / details	Life on my island is very simple.	There are some shops and there is one mosque.	We speak Dhivehi, but we also learn English in high school.
concluding sentence	It is a nice place to live.		

Topic sentences

The topic sentence tells the reader what the paragraph is about. It tells the main idea of the paragraph. In the paragraph above, the topic is 'an island south of Malé'. The main idea in the topic sentence is that it is where the writer lives. The topic sentence is usually the first sentence in a paragraph. Then the following sentences add details to the topic.

- 3 Read each group of sentences. Underline the topic sentence in each.
- The Maldives are islands in the Indian Ocean. The islands are near Sri Lanka. The Maldives are famous for their good climate, beautiful beaches and warm seas.
 - Tourism and fishing are very important businesses in the Maldives. There are many tourist hotels. Many people work there. Others work as fishermen or in fish factories. The currency is the rufiyaa.

- 4 Read each group of sentences (1–2). Choose the correct topic sentence (a–c). Then compare with a partner.

- The mountains are beautiful, but people also enjoy the forests and lakes in Canada. It's a popular tourist place.
 - Toronto is a big city in Canada.
 - Many people come to visit Canada every year.
 - Canada is a large country.
- There are many restaurants and there is a public market. You can buy fresh fish, vegetables and other delicious food there. Everyone loves eating in Rome.
 - Eating is an important part of visiting Rome.
 - You can do many things in Rome.
 - Rome is the capital of Italy.



Rome, Italy

- 5 Read the sentences below and write your own topic sentence. Then compare with a partner.
- Many people live in the capital. There are lots of things to do and see. It is a busy and interesting place to live.
-

WRITING TASK

Write facts about your country.

PLAN

- Look back at the notes you created about your country in the Critical thinking section on page 93. Choose three topics to write paragraphs about. Check the key words and phrases you will use and add any new information you want to include in your writing.
- Read the Task checklist on page 100 as you prepare your paragraphs.



WRITE A FIRST DRAFT

- 3 Write a paragraph for each topic. Write a topic sentence and one or two supporting sentences for each topic. Use the key words to help you.

The capital of my country is Bangkok. It is a famous city in Thailand. There are more than eight million people living there.

EDIT

- 4 Use the Task checklist to review your paragraphs.

TASK CHECKLIST	✓
Write three short paragraphs.	
Write a topic sentence for each paragraph.	
Write one or two supporting sentences for each topic sentence.	
Use <i>there is</i> before singular nouns and <i>there are</i> before plural nouns.	
Use <i>the</i> before the names of rivers, seas, oceans, some countries and famous places.	
Use the zero article before the names of continents, some countries and cities.	

- 5 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 *cenotes* in Mexico. _____

read for main ideas. _____

classify topics and key words. _____

use noun phrases with *of*. _____

use *there is / there are*. _____

use articles. _____

use capital letters for cities, country names and nationalities. _____

write topic sentences. _____

write facts about my country. _____

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

WORDLIST

beach (n)	hill (n)	popular (adj)
capital (n)	international (adj)	river (n)
cliff (n)	island (n)	sea (n)
desert (n)	lake (n)	tourist (n)
famous (adj)	map (n)	valley (n)
farm (n)	modern (adj)	
field (n)	mountain (n)	
forest (n)	ocean (n)	

🔍 = high-frequency words in the Cambridge Academic Corpus

LEARNING OBJECTIVES

IN THIS UNIT YOU WILL ...

Watch and listen	watch and understand a video about a mine.
Reading skill	read for detail.
Critical thinking	analyze and evaluate opinions.
Grammar	use adjective phrases; use <i>must</i> and <i>have to</i> ; use the pronoun <i>you</i> .
Academic writing skills	join sentences with <i>and</i> ; write emails.
Writing task	write an email about a job.

UNLOCK YOUR KNOWLEDGE

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

- 1 What are the men doing? What is their job?
- 2 Do you want this job? Why / Why not?
- 3 What makes a job good?
- 4 What job do you want? What job do you not want?



WATCH AND LISTEN



PREPARING TO WATCH

1 Work with a partner and answer the questions.

- 1 Do you work? What do you do?
- 2 What are some unusual jobs?
- 3 What are some dangerous jobs?
- 4 Would you like to have an unusual job? Why / Why not?

2 Look at the pictures from the video. Match the sentence halves.

- | | |
|-------------------------|-----------------------------|
| 1 There is a large | a much bigger than the man. |
| 2 The truck is carrying | b are flying in the air. |
| 3 The truck is | c hole in the ground. |
| 4 The earth and rocks | d a lot of rocks and earth. |

GLOSSARY

copper (n) a soft, red-brown metal

mine (n) a hole in the ground where people get gold, salt, etc.

produce (v) to make or grow something

wire (n) a long, very thin piece of metal

dig (v) to make a hole in the ground

giant (adj) very big

WHILE WATCHING

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

- _____ 1 The Bingham mine is in Utah.

- _____ 2 The mine produces enough copper wires for all the homes in Canada.

- _____ 3 We use copper wires in a lot of different places.

- _____ 4 The trucks work 12 hours a day.

4 Watch again. Circle the words you hear.

- 1 It is the *largest* / *longest* mine of its kind in the world.
- 2 It is almost *one mile* / *two and a half miles* deep.
- 3 The rocks contain a *large* / *small* amount of copper.
- 4 They also use something *stronger* / *weaker* to get the rocks and copper out of the ground.

5 Tick (✓) the true sentences about work in the Bingham mine.

- 1 It is difficult.
- 2 It can be dangerous.
- 3 The truck drivers work in the office for half of the day.
- 4 The operations manager has an important job.
- 5 Finding copper can take a long time.
- 6 There are many mines in Utah.

DISCUSSION

6 Ask and answer the questions with a partner.

- 1 Is working in the Bingham mine an interesting job? Why / Why not?
- 2 Are there any mines in your country or region? What do they produce?
- 3 Do you know any other dangerous jobs? What are they?

UNDERSTANDING
MAIN IDEAS

UNDERSTANDING
DETAIL

MAKING INFERENCES

READING

READING 1

PREPARING TO READ

- 1 Ask and answer the questions with a partner.
- What makes someone good at his or her job?
 - What information do you want to know before you take a job?
 - Where are good places to find information about different types of jobs?
- 2 Look at the texts on page 108. Where are they from?
- a website about travel
 - a website for jobs
 - a website for teachers
- 3 You are going to read online job adverts. Read the sentences (1–8). Choose the correct definitions (a or b) for the words in bold.
- I am **fit**. I run 5 kilometres every day.
 - in good health; strong
 - have a lot of money
 - My mum is a doctor. She works at a **hospital**.
 - a place where people who are sick or hurt go for help
 - a place where people go to study and learn
 - Miriam needs two teaspoons of **medicine**. She is not feeling well.
 - a sandwich or a salad
 - something you take to feel better
 - Oscar is a **pilot**. He can fly planes and passed a flying test.
 - a person who teaches children
 - a person who flies an aeroplane
 - Football players get good **pay**. They make millions of pounds a year.
 - the money you receive for doing a job
 - the feeling you get from doing good work
 - I have **friendly** teachers. They always say 'hi' and smile when I see them.
 - nice and kind
 - not nice or kind
 - The **nurse** checked the boy's temperature. He was not feeling well.
 - a person who helps doctors and cares for people
 - a person who helps children learn at school
 - I am **healthy**. I eat food which is good for me. I sleep well. I go to the gym.
 - quick to understand; intelligent
 - being well; not sick

WHILE READING

- 4 Scan the texts on page 108. Write words from the texts in the gaps (1–8).

	text A	text B	text C
1 What is the job?	(1)	pilot	(2)
2 Which country is the job in?	(3)	(4)	Japan
3 Where is the work?	Renji Hospital	(5)	Kitahiroshima Primary School
4 What is the pay?	CNY 16,800 per month	(6)	(7)
5 What are the hours?	full time (including weekends)	part time	(8)

Reading for detail

Reading for detail means looking for key words which give more information about the main idea. One way of reading for detail is to follow the steps below:

- Ask a question: *What is the job at Renji Hospital?*
- Scan the text to find key words: *looking for, hospital, teach, nurses*
- Read the sentences in the paragraph with the key words to find the correct answer: *are looking for a nurse to work at the hospital and teach student nurses*

- 5 Read the texts again. Write *T* (true) or *F* (false) next to the statements. Correct the false statements.

- The pilot at FlyHigh must speak three languages.

- The teacher at Kitahiroshima Primary School has to teach grades 1–2.

- The nurse at Renji Hospital must have ten years' experience.

- Teachers at Kitahiroshima Primary School are friendly.

- Pilots at FlyHigh are paid per hour.

- The nurse at Renji Hospital must speak two languages.

SCANNING TO FIND INFORMATION

READING FOR DETAIL



FIND_MY_JOB.COM

FIND A JOB

GET HELP!

UPLOAD YOUR CV

A

YOUR SEARCH

Area(s): [Medicine](#)Job(s): [Nurse](#)[Email me jobs like this](#)[RSS Feeds](#)Location¹: Shanghai, China**Renji Hospital**

Renji Hospital is in Shanghai. We train and teach doctors and **nurses**. We are looking for a nurse to work at the hospital and teach student nurses. You have to work early mornings and late nights. You must also give **medicine** to patients.

You must have ten years' experience². You must also speak Chinese and English.

Pay: CNY 16,800 per month

Hours: Full time (including weekends)

B

YOUR SEARCH

Area(s): [Aviation](#)Job(s): [Pilot](#)[Email me jobs like this](#)[RSS Feeds](#)

Location: Mumbai, India

FlyHigh Air Transport Company

FlyHigh is a small company in Mumbai, India. We have private³ flights throughout Asia.

We are looking for a **pilot**. All our pilots are **friendly** and speak English, Hindi and Urdu.

You must have two years' experience. You have to work weekends. You must be **fit** and **healthy**.

Pay: INR 200,000 per journey

Hours: Part time

C

YOUR SEARCH

Area(s): [Education](#)Job(s): [Teacher](#)[Email me jobs like this](#)[RSS Feeds](#)Location: Kitahiroshima,
Japan**Kitahiroshima Primary School**

Kitahiroshima is a private English school. Our teachers are friendly and interested in teaching children.

We are looking for a Maths teacher to teach grades 1–3.

You must have a university education. You must speak English.

Pay: JPY 320,000 per month

Hours: Full time

¹location (n) a place²experience (n) what you know from doing your job³private (adj) belongs to one person or group

DISCUSSION

6 Ask and answer the questions with a partner.

- 1 For which job do you need to speak more than one language? Why do you think they ask for that?
- 2 Which job from Reading 1 do you want to do? Why?

READING 2

PREPARING TO READ

1 Think about the emails you write to your friends.

- 1 Why do you write them?
- 2 What do you write about?
- 3 Is your language the same when you write as when you speak?

2 Work with a partner on page 108. Compare your answers in Exercise 1. What is the same? What is different?

3 You are going to read emails about job searches. Read the sentences (1–7). Write the words and phrases in bold next to the correct definitions (a–g).

- 1 Science is very **interesting**. There is so much to learn and know.
- 2 I work for a **company** which makes computers.
- 3 Yusuf works at a **gym**. He teaches people to do exercises.
- 4 My sister is very **good at** cricket. She is the best player on the team.
- 5 I need to do well in **high school** so I can go to a good university.
- 6 My mum is an **engineer**. She plans and builds parts for cars.
- 7 School is **great**. I really like it and I'm learning a lot. It's going well.

a _____ (n) a person who designs and builds things

b _____ (n) an organization which sells something to make money

c _____ (n) a school for children from about 12 to 18 years old

d _____ (adj) able to do something well

e _____ (n) a place with machines where people go to do exercises

f _____ (adj) very good; excellent

g _____ (adj) exciting; not boring

USING YOUR
KNOWLEDGEUNDERSTANDING
KEY VOCABULARY



A



To: a_evgn@cup.org
From: k_t_b1001@cup.org
Subject: **Interesting** job for you!

Hi, Ahmad!

I've found a **great** job for you. It's for a full-time fitness instructor¹. The job is at David Allen's Irish **Gym** in Manchester.

You have to get up early in the morning. There are 12 students in each group. You have to be very friendly and **good at** sports. The pay is very good – they pay £28 an hour. You don't have to work on Fridays.

I think you'll like this job. Here's the link²: www.ukjobs.co.uk/Fitness-instructor

Talk to you soon!

Karel

B



To: erik1221@cup.org
From: ingrid_soljberg@cup.org
Subject: IT'S MUM – LOOK AT THIS JOB!

Erik,

I've found a great job for you. It's in Oslo and I know you want to live there. Here's the link: www.itcompany42.org/jobs I know this **company**³.

The job is for a software³ **engineer**. They pay £4,150 per month!

You must have studied Computer Science at university, and you have to have two years' experience. It also says that you must know some Norwegian. You don't have to speak Norwegian a lot, so it's OK for you.

Let me know what you think!

Love,

Mum

C



To: daria_122@cup.org
From: oily_murgatroyd@cup.org
Subject: Do you want a job in a great country?

Dear Daria,

I hope you're well. I have a great job for you. I think you'll like it. It's in South Korea! I know you love Korean food.

The job is in Suncheon. It's a small city in the south of the country.

The job is at a **high school**. You have to teach English and French to grades 10 to 12. You speak English and French (and Russian!).

You don't have to speak Korean, so this is a great job for you. You have to work many hours every day. But you are a very serious teacher. I know you work hard.

Here's the link: www.skoreajobs.com/Education/HS/Languages

Good luck!

Oliver

¹**instructor** (n) somebody who teaches

²**link** (n) a word or phrase on a website which takes you to another website

³**software** (n) programs which you use to make a computer do different things

WHILE READING

4 Scan the texts on page 110. Write the correct information in the gaps.

- 1 The email to Ahmad is about a job as a _____.
- 2 There are _____ students in a class at the gym.
- 3 The email to Erik is about a job as a _____.
- 4 The pay for Erik's job is _____ per month.
- 5 The job for Daria is in _____.
- 6 Daria must teach grades _____ to _____.

5 Read the texts again. Choose the answer that best states the main ideas.

- a Each email is from a company. The company gives information about a job.
- b Each email is about a teaching job. The emails talk about the languages the person needs to speak.
- c Each email is from a family member or friend. The person talks about a job.
- d Each email is from a person looking for a job. The person says why the job is great.

6 Read the texts again. Write A (Ahmad), E (Erik) or D (Daria) next to the statements.

- 1 He / She must be good at sport. _____
- 2 He / She has to teach two languages. _____
- 3 He / She must have two years' experience. _____
- 4 He / She has to get up early. _____
- 5 He / She must work many hours every day. _____

DISCUSSION

7 Ask and answer the questions with a partner.

- 1 Which jobs from Reading 2 are you interested in? Why?
- 2 Do you want to move to a different country for a job? Why / Why not?
- 3 What information did the job adverts in Reading 1 and emails in Reading 2 include about the jobs? What other information is important to know when you look for a job?

SCANNING TO FIND
INFORMATION

READING FOR
MAIN IDEAS

READING FOR DETAIL

SYNTHESIZING



👁 LANGUAGE DEVELOPMENT

VOCABULARY FOR JOBS

1 Make sentences about jobs. Write the verb phrases from the box in the correct places in column B of the table.

grows food and looks after animals writes news stories plays a sport in a team
teaches children gives people medicine manages people
teaches people to do exercises cares for sick people
makes software for computers teaches languages

A jobs	B activities	C locations
1 A farmer		on a farm.
2 A manager		
3 A doctor	gives people medicine	
4 A journalist		in an office.
5 A software engineer		
6 A football player		in big cities.
7 A school teacher		
8 A fitness instructor		
9 A nurse		
10 A language teacher		



2 Write the prepositional phrases from the box in the correct places in column C of the table. You can use some phrases more than once. Remember to write the full stop.

in a hospital. in an office. in a school.
in a gym. in a company.

ADJECTIVE PHRASES

An *adjective phrase* describes the subject of the sentence. The adjective phrase comes after the verb *be*.

One type of adjective phrase is *very* + adjective.

Software engineers are very intelligent. Nurses must be *very kind*.

Another type of adjective phrase is adjective + *and* + adjective.

Fitness instructors are fit and healthy. Nurses have to be *kind and helpful*.

Adjectives with prepositional phrases

Another type of adjective phrase is *good at* + noun or *good with* + noun.

The teacher is good at Maths. Nurses must be *good with people*.

Usually people are *good at* a subject and *good with* a person or object.

3 Read the sentences and circle the best words and phrases.

- 1 Fitness instructors have to be *interesting* / *healthy and strong*. They are moving around all day!
- 2 Doctors must be *very intelligent* / *very healthy and strong*. There is a lot to know about medicine.
- 3 Nurses have to be *friendly* / *strong*. They work with people.
- 4 Farmers have to be *strong* / *friendly*. They work with animals and equipment.

4 Circle the correct preposition in each sentence.

- 1 A primary school teacher has to be good *at* / *with* children.
- 2 A software engineer needs to be good *at* / *with* computers.
- 3 A nurse needs to be good *at* / *with* people.
- 4 A French and Spanish teacher needs to be good *at* / *with* languages.
- 5 A journalist needs to be good *at* / *with* writing.



WRITING

CRITICAL THINKING

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

Write an email about a job.

Analyzing and evaluating opinions

It is useful to know what people think about a topic. This is their opinion. Then you can use the information to make decisions. One way to get people's opinions is with a *Likert scale*. In a Likert scale, people read a sentence and then circle the answer that is true for them. Their answer shows how they feel.

I am good at English.

1 2 3 4 5

1 = strongly disagree

2 = disagree

3 = neither agree nor disagree

4 = agree

5 = strongly agree

1 Read the sentences and circle the answers which are true for you.

1 = strongly disagree

2 = disagree

3 = neither agree nor disagree

4 = agree

5 = strongly agree

1 I am healthy.

1 2 3 4 5

2 I am fit and strong.

1 2 3 4 5

3 I am good with people.

1 2 3 4 5

4 I am very intelligent.

1 2 3 4 5

5 I am kind and helpful.

1 2 3 4 5

6 I am good with children.

1 2 3 4 5

7 I am very good at football.

1 2 3 4 5

8 I am good at Maths.

1 2 3 4 5

9 I am good at writing.

1 2 3 4 5

10 I am good with computers.

1 2 3 4 5

11 I am good with animals.

1 2 3 4 5

12 I am good at languages.

1 2 3 4 5

- Work with a partner. Underline the adjective phrases in the sentences in Exercise 1.
- Look at the jobs (1–10) in the table. For each job, write the adjective phrase(s) from Exercise 1 which describe(s) it. The first one has been done for you.

A job	B best description
1 a farmer	<u>good with animals</u>
2 a manager	
3 a doctor	
4 a journalist	
5 a software engineer	
6 a football player	
7 a school teacher	
8 a fitness instructor	
9 a nurse	
10 a language teacher	

- Work with a partner. Read your partner's answers to Exercise 1. Then look at the table in Exercise 3 and choose the best job for your partner. Does your partner agree?



EVALUATE

ANALYZE



EVALUATE



GRAMMAR FOR WRITING

MUST AND HAVE TO

GRAMMAR

Use *must* + infinitive or *have to* + infinitive to say that something is necessary.

Doctors **must be** intelligent. Doctors **have to be** intelligent.

Use *must* + infinitive for *I, you, he, she, it, we* and *they*.

They **must be** kind.

Never use *must to* + infinitive.

~~A nurse must to be kind and helpful.~~ → A nurse **must be** kind and helpful.

Use *have to* + infinitive for *I, you, we* and *they*.

Managers **have to be** good with people. They **have to be** good with people.

Use *has to* + infinitive for *he, she* and *it*.

A manager **has to be** good with people. He / She **has to be** good with people.

1 Correct the mistakes in the sentences.

- 1 A football player musts be strong and healthy.
- 2 Pilots have work at night.
- 3 A manager have to be helpful.
- 4 Teachers must good with people.
- 5 A software engineer must to be good at Maths.
- 6 Farmers have good with animals.
- 7 Journalists must to good at writing.
- 8 A language teacher must good at speaking and writing.

Do not have to / Does not have to

Use *do not have to* / *does not have to* + infinitive to say that something is not necessary. You can use contractions for *do not* (*don't*) and *does not* (*doesn't*).

Use *do not have to* + infinitive for *I, you, we* and *they*.

Farmers **do not (don't) have to** be good with computers.

Use *does not have to* + infinitive for *he, she* and *it*.

A language teacher **does not (doesn't) have to** be good at Maths.

Do not use *must not* + infinitive to say that something is not necessary.

~~A journalist must not be good with animals.~~ → A journalist **does not (doesn't) have to be** good with animals.

GRAMMAR

2 Put the words in order to make sentences.

- 1 does / have to / A farmer / with people / not / be good / .

- 2 A software engineer / does not / be / patient and / kind / have to / .

- 3 with animals / have / not / do / Nurses / to be good / .

- 4 be strong / You / not / have to / do / .

- 5 A French teacher / have to / good / at Maths / be / does not / .

- 6 good / You / do not / have to / be / at French / .

THE PRONOUN YOU

Use the pronoun *you* to say something to someone.

You have to work many hours. **You** are a very serious teacher.

You can be singular or plural. The verb does not change. It is the same form.

singular	plural
You are a good teacher. (you = 1 person)	You are great students (you = more than 1 person)

You can also mean *people in general*. In this case, it does not mean any one particular person. This meaning is often used in job adverts.

You have to be kind. (People in general have to be kind.)

There is a job for a fitness instructor. **You** must be fit and healthy.
(People who want to be a fitness instructor must be fit and healthy.)

3 Rewrite the sentences. Use *you* as the subject.

- 1 He must have three years' experience.

 - 2 She is kind and good with people.

 - 3 We have a university education.

 - 4 They speak Chinese.

 - 5 Altan and Elif speak Turkish.

- 4 Look back at Reading 2 on page 110. Circle the examples of *you* where it means *people in general*.



ACADEMIC WRITING SKILLS

JOINING SENTENCES WITH AND

Simple sentences

A *simple sentence* has a subject and a verb.

subject verb subject verb

You are friendly. **You are** good with people.

When the subjects and verbs in two sentences are the same, you can join these ideas with *and* in one sentence. You only need the subject once.

and
You are friendly. ~~You are~~ good with people.
→ You are friendly **and** good with people.

Compound sentences

When the subjects are different in two simple sentences, you can join these together with *and* in one sentence. This is called a *compound sentence*.

You need both subjects. Put a comma before *and*.

subject verb subject verb

The pay is good. **The job is** interesting.

, and
→ The pay is good. ~~The job is~~ interesting.
→ The pay is good, **and** the job is interesting.

It is important to have both simple and compound sentences in your writing. This makes your writing more interesting.

- 1 Rewrite the simple sentences. If the subjects are the same, join the ideas with *and* in one sentence. If the subjects are different, write one compound sentence with *and*.

1 You must be intelligent. You must be good with people.

2 You have to be healthy. You have to be strong.

3 Football players have to be fit. You are fit.

4 The job is to teach English. You are an English and French teacher.

5 You have to be good at Maths. You have to be friendly.



WRITING AN EMAIL

Begin an email with a greeting.

<i>Hi, Ahmad!</i>	Use <i>Hi</i> for people you know. Use an exclamation mark to show you are happy or excited.
<i>Erik,</i>	Use a person's first name, followed by a comma for most situations.
<i>Dear Daria,</i>	Use <i>Dear</i> for people you do not know very well.

End an email with a closing. Write your name after the closing.

<i>Talk to you soon!</i> <i>Karel</i>	Use this expression for people you talk to often.
<i>Love,</i> <i>Mum</i>	Use this for close family and friends.
<i>Good luck!</i> <i>Oliver</i>	Use this phrase to wish someone good luck.

You can use contractions in informal emails to family and friends.

You do not have to work at weekends. → *You don't have to work at weekends.*

I think you will like this job. → *I think you'll like this job.*

It is in South Korea. → *It's in South Korea.*

I hope you are doing well. → *I hope you're doing well.*

I have found a great job for you. → *I've found a great job for you.*

We do not usually use contractions in academic writing.

- 2 Rewrite the information as emails with a greeting, contractions and a closing. Then compare your work with a partner.

1 **To:** Allen

Sentences: I am excited to see you. I think you will like my news!

From: Max

2 **To:** Jen

Sentences: You do not have to worry. I found a job for you. It is in London!

From: Carmen

3 To: Chuanwei
 Sentences: It is great that you found a job! You will be so happy there.
 From: Tao

WRITING TASK

Write an email about a job.

PLAN

1 Look at the job you chose for your partner in the Critical thinking section on page 115. Think of details for the job and fill in the table.



Who is the job for?	
What is the job?	
Where is the job?	
What does he / she need to be good at?	
Why is your friend good for the job?	
What is the pay?	
When does he / she work?	

2 Show the table to your partner. What other details can you use? Add them to the table.

3 Read the Task checklist on page 122 as you prepare your email.

WRITE A FIRST DRAFT

4 Now use the information from your table to write an email to your partner about the job.

To:
 From:
 Subject:

_____ (Write your greeting)

I hope you're well. I have a great job for you.

(Write sentences about the job with information from Exercise 1. Use *must* and *have to* with adjective phrases.)

Here's the link: www.discoverjobs4you.com

_____ ! (Closing)

_____ (Write your name)

EDIT

5 Use the Task checklist to review your email.

TASK CHECKLIST	✓
Describe the job and explain why it is good for your partner.	
Use adjective phrases to describe the person for the job.	
Use <i>must</i> and <i>have to</i> to say that something is necessary.	
Use the pronoun <i>you</i> and contractions in your email.	
Use a greeting and closing in your email.	

6 Make any necessary changes to your email.

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 a mine. _____

read for detail. _____

analyze and evaluate opinions. _____

use adjective phrases. _____

use *must* and *have to*. _____

use the pronoun *you*. _____

join sentences with *and*. _____


write an email. _____

write an email about a job. _____

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

WORDLIST

company (n) 	great (adj) 	medicine (n) 
doctor (n) 	gym (n)	nurse (n) 
engineer (n) 	healthy (adj) 	office (n) 
farmer (n) 	high school (n)	pay (n) 
fit (adj) 	hospital (n) 	pilot (n) 
fitness instructor (n)	interesting (adj) 	school (n) 
football player (n)	journalist (n)	school teacher (n)
friendly (adj) 	language teacher (n)	software engineer (n)
good at (adj)	manager (n) 	

 = high-frequency words in the Cambridge Academic Corpus