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READING & WRITING SKILLS

1

Sabina Ostrowska

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A1

English
Profile

Sabina Ostrowska

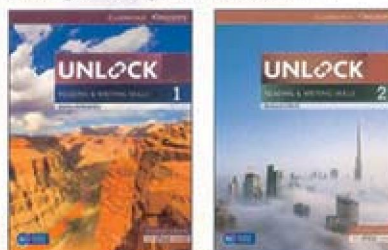
Unlock your potential and prepare for academic success with this motivating, research-based course.

- Exciting video from Discovery Education™ provides new angles on a range of academic topics.
- A fresh approach to critical thinking provides the tools needed to generate individual ideas and opinions.
- Unique corpus research helps avoid the most common errors and provides the academic language needed to succeed.

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CEFR level:	Unlock	IELTS Band:
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B1	Level 3	4.0 - 5.0
A2	Level 2	3.0
A1	Level 1	

Reading & Writing Student's Books 1 – 4



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The Cambridge English Corpus is a multi-billion word collection of written and spoken English. It includes the Cambridge Learner Corpus, a unique bank of exam candidate papers.



Our authors study the Corpus to see how English is really used, and to identify typical learner mistakes. This means that Cambridge materials help students to avoid mistakes, and you can be confident the language taught is useful, natural and fully up to date.

www.cambridge.org/corpus

CAMBRIDGE QUALITY GUARANTEE



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System Requirements

This product is optimised for use on the following systems, browsers and devices:

Windows XP, Windows Vista, Windows 7, Windows 8
Lowest browser version supported: Internet Explorer 9, Firefox 10, Chrome 25

Mac OS X 10.8.1
Lowest browser version supported: Safari 6.0

JavaScript Enabled
Minimum 3Mbps download speed and 512Kbps upload

Supported tablets:
Samsung Galaxy Tab 2, (Android OS v4.0.3)
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Support for browsers, operating systems and devices will vary over time. For the latest information visit: www.cambridge.org/unlock

内部教材交流使用

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Sabina Ostrowska



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

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MAP OF THE BOOK

UNIT	VIDEO	READING	VOCABULARY
1 PEOPLE Reading 1: Friendfile (Communication studies) Reading 2: A very tall man! (Anthropology)	People	Key reading skill: Previewing Understanding key vocabulary Skimming Scanning to find information	Family vocabulary (e.g. <i>grandfather, grandmother, father, mother</i>)
2 SEASONS Reading 1: The coldest city in the world (Geography) Reading 2: Cuba weather (Meteorology)	Extreme weather	Key reading skill: Scanning to find information Previewing Understanding key vocabulary	Adjectives to describe the weather (e.g. <i>warm, hot, cold, sunny</i>)
3 LIFESTYLE Reading 1: Can you imagine your life with no mobile phones or TV? (Anthropology) Reading 2: Timetable (Management)	Life underground	Key reading skill: Scanning to find information Previewing Understanding key vocabulary	Vocabulary for study (e.g. <i>Maths, History, Chemistry, Business</i>)
4 PLACES Reading 1: A world history of maps (History) Reading 2: The Maldives: an overview (Geography)	France	Key reading skill: Reading for main ideas Understanding key vocabulary Previewing Scanning to find information Reading for detail	Vocabulary for places in a city (e.g. <i>museum, library, factory, monument</i>) Vocabulary for places in a country (e.g. <i>hill, farm, field, forest</i>)
5 SPORT Reading 1: The world's top five favourite sports (Sports studies) Reading 2: Sport in Brazil (Cultural studies)	Tai-Chi and Shaolin Kung-Fu	Key reading skill: Using your knowledge to predict content Understanding key vocabulary Reading for main ideas Scanning to find information Scanning to predict content Reading for detail	Adjectives to describe sports (e.g. <i>hard, exciting, expensive, difficult</i>)
6 JOBS Reading 1: Find_my_job.com (Business and management) Reading 2: Job emails (Business and management)	Dabbawallas	Key reading skill: Reading for detail Previewing Understanding key vocabulary Scanning to find information Working out meaning from context	Vocabulary for jobs (e.g. <i>vet, fireman, manages people, prepares food</i>)

	GRAMMAR	CRITICAL THINKING	WRITING
	<p>Nouns and verbs Singular and plural nouns</p> <p>Grammar for writing:</p> <ul style="list-style-type: none"> • The verb <i>be</i> • Personal pronouns • Possessive determiners 	<ul style="list-style-type: none"> • Analyze a family tree • Draw a family tree 	<p>Academic writing skills:</p> <ul style="list-style-type: none"> • Punctuation <p>Writing task type: Write descriptive sentences.</p> <p>Writing task: Write about somebody in your family.</p>
	<p>Adjectives and nouns Noun phrases</p> <p>Grammar for writing:</p> <ul style="list-style-type: none"> • Subject and verb • Prepositions • Prepositional phrases 	<ul style="list-style-type: none"> • Understand a table 	<p>Academic writing skills:</p> <ul style="list-style-type: none"> • Punctuation: capital letters <p>Writing task type: Write facts.</p> <p>Writing task: Write facts about the weather in your city.</p>
	<p>Collocations</p> <p>Grammar for writing:</p> <ul style="list-style-type: none"> • Subject – verb – object • Present simple • Time expressions 	<ul style="list-style-type: none"> • Answer personal questions about routine • Create a timetable 	<p>Academic writing skills:</p> <ul style="list-style-type: none"> • Spelling third person singular forms <p>Writing task type: Write facts.</p> <p>Writing task: Write facts about the lifestyle of a student in your class.</p>
	<p>Noun phrases with <i>of</i></p> <p>Grammar for writing:</p> <ul style="list-style-type: none"> • <i>there is / there are</i> • Determiners: articles 	<ul style="list-style-type: none"> • Order writing by topic • Classify words • Think of key words 	<p>Academic writing skills:</p> <ul style="list-style-type: none"> • Spelling and punctuation: capital letters <p>Writing task type: Write facts.</p> <p>Writing task: Write facts about your country.</p>
	<p>Sports collocations Prepositions Adjectives</p> <p>Grammar for writing:</p> <ul style="list-style-type: none"> • Subject – verb – adjective • Subject – verb – adverb 	<ul style="list-style-type: none"> • Create a ideas map 	<p>Academic writing skills:</p> <ul style="list-style-type: none"> • Commas <p>Writing task type: Write facts.</p> <p>Writing task: Write facts about a popular sport in your country.</p>
	<p>Adjective phrases</p> <p>Grammar for writing:</p> <ul style="list-style-type: none"> • <i>must</i> and <i>have to</i> • Joining sentences with <i>and</i> 	<ul style="list-style-type: none"> • Complete a questionnaire • Choose a job based on Questionnaire results 	<p>Academic writing skills:</p> <ul style="list-style-type: none"> • Contractions <p>Writing task type: Write sentences.</p> <p>Writing task: Write a description of a job for a friend.</p>

UNIT	VIDEO	READING	VOCABULARY
7 HOMES AND BUILDINGS Reading 1: <i>Architect's world expert interview</i> (Architecture) Reading 2: <i>Skyscrapers</i> (Architecture)	Building the new Shanghai	Key reading skill: Using visuals to predict content Understanding key vocabulary Scanning to find information Reading for detail Previewing Understanding discourse	Vocabulary for buildings (e.g. <i>cinema, library, hotel, train station</i>) Vocabulary for parts of buildings (e.g. <i>car park, stairs, exit, garden</i>) Adjectives to describe buildings (e.g. <i>big, modern, old, ugly</i>)
8 FOOD AND CULTURE Reading 1: <i>Tea: A world history</i> (History) Reading 2: <i>Ten of the best by cuisine</i> (Hospitality management)	Mexican food	Key reading skill: Skimming Previewing Understanding key vocabulary Scanning to find information Reading for detail	Vocabulary for food and drink (e.g. <i>potatoes, coconut, yoghurt, water</i>)
9 THE ANIMAL KINGDOM Reading 1: <i>Variety in the animal kingdom</i> (Zoology) Reading 2: <i>The world's fastest hunters</i> (Zoology)	South African wildlife	Key reading skill: Reading for main ideas Previewing Understanding key vocabulary Reading for detail Using your knowledge Skimming Scanning to find information Understanding discourse	Vocabulary to describe facts about animals (e.g. <i>long, high, weighs, habitat</i>) Vocabulary for animals (e.g. <i>harmless, endangered, deadliest, nocturnal</i>)
10 TRANSPORT Reading 1: <i>Transport survey</i> (Transport and logistics) Reading 2: <i>Transport in Bangkok: report</i> (Urban planning)	Tokyo transport	Key reading skill: Working out meaning from context Previewing Using your knowledge Skimming Scanning to find information Understanding key vocabulary Reading for detail Understanding discourse	Transport collocations (e.g. <i>take the bus, travel by car</i>)

	GRAMMAR	CRITICAL THINKING	WRITING
	<p><i>Grammar for writing:</i></p> <ul style="list-style-type: none"> • Comparing quantities • Comparative adjectives • Joining sentences with <i>but</i> 	<ul style="list-style-type: none"> • Compare data 	<p><i>Academic writing skills:</i></p> <ul style="list-style-type: none"> • Spelling: double consonants <p><i>Writing task type:</i> Write a comparison.</p> <p><i>Writing task:</i> Write a comparison of two buildings.</p>
	<p>Countable and uncountable nouns</p> <p><i>Grammar for writing:</i></p> <ul style="list-style-type: none"> • Subject–verb agreement • Determiners: <i>a, an</i> and <i>some</i> 	<ul style="list-style-type: none"> • Brainstorm • Analyze notes • Make notes 	<p><i>Academic writing skills:</i></p> <ul style="list-style-type: none"> • Spelling <p><i>Writing task type:</i> Write descriptive sentences.</p> <p><i>Writing task:</i> Write about food in your country for a student website.</p>
	<p><i>can</i> and <i>cannot</i></p> <p><i>Grammar for writing:</i></p> <ul style="list-style-type: none"> • Superlative adjectives 	<ul style="list-style-type: none"> • Analyze a table of facts 	<p><i>Academic writing skills:</i></p> <ul style="list-style-type: none"> • Spelling <p><i>Writing task type:</i> Write a descriptive paragraph.</p> <p><i>Writing task:</i> Write a paragraph about an animal.</p>
	<p>Quantifiers</p> <p><i>Grammar for writing:</i></p> <ul style="list-style-type: none"> • Subject – verb – object • Linking sentences with pronouns 	<ul style="list-style-type: none"> • Collect data with a survey 	<p><i>Academic writing skills:</i></p> <ul style="list-style-type: none"> • Error correction <p><i>Writing task type:</i> Write a paragraph.</p> <p><i>Writing task:</i> Write a paragraph about transport in your city.</p>

UNLOCK UNIT STRUCTURE

The units in *Unlock Reading & Writing Skills* are carefully scaffolded so that students are taken step-by-step through the writing process.

UNLOCK YOUR KNOWLEDGE

Encourages discussion around the theme of the unit with inspiration from interesting questions and striking visuals.

WATCH AND LISTEN

Features an engaging and motivating *Discovery Education*™ video which generates interest in the topic.

READING 1

Practises the reading skills required to understand academic texts as well as the vocabulary needed to comprehend the text itself.

READING 2

Presents a second text which provides a different angle on the topic in a different genre. It is a model text for the writing task.

LANGUAGE DEVELOPMENT

Practises the vocabulary and grammar from the Readings in preparation for the writing task.

CRITICAL THINKING

Contains brainstorming, evaluative and analytical tasks as preparation for the writing task.

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 learnt over the course of the unit to draft and edit the writing task. Requires students to produce a piece of academic writing. Checklists help learners to edit their work.

OBJECTIVES REVIEW

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

WORDLIST

Includes the key vocabulary from the unit.

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

UNLOCK MOTIVATION

UNLOCK YOUR KNOWLEDGE

Read the sentences (1–5) below and write the jobs from the box in the gaps. Use a dictionary to help you.

architect manager software engineer
nurse primary school teacher

- 1 A _____ manages people.
- 2 An _____ designs buildings.
- 3 A _____ looks after people in a hospital.
- 4 A _____ manages software.
- 5 A _____ teaches young children.

PERSONALIZE

Unlock encourages students to bring their own knowledge, experiences and opinions to the topics. This motivates students to relate the topics to their own contexts.

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DISCOVERY EDUCATION™ VIDEO

Thought-provoking videos from *Discovery Education™* are included in every unit throughout the course to introduce topics, promote discussion and motivate learners. The videos provide a new angle on a wide range of academic subjects.

“

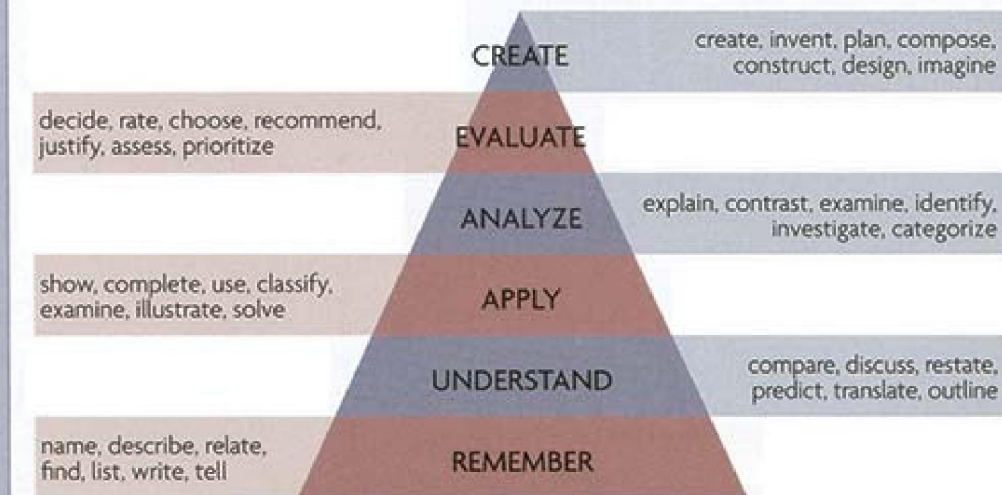
The video was excellent! It helped with raising students' interest in the topic. It was well-structured and the language level was appropriate.

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

”

UNLOCK CRITICAL THINKING

BLOOM'S TAXONOMY



“ The Critical thinking sections present a difficult area in an engaging and accessible way.

Shirley Norton,
London School of
English, UK ”

BLOOM'S TAXONOMY

The Critical Thinking sections in *Unlock* are based on Benjamin Bloom's classification of learning objectives. This ensures learners develop their lower- and higher-order thinking skills, ranging from demonstrating knowledge and understanding to in-depth evaluation. The margin headings in the Critical Thinking sections highlight the exercises which develop Bloom's concepts.

LEARN TO THINK

Learners engage in evaluative and analytical tasks that are designed to ensure they do all of the thinking and information-gathering required for the end-of-unit writing task.

CRITICAL THINKING

UNDERSTAND

At the end of this unit, you will write facts. Look at this unit's writing task in the box below.

Write facts about the weather in your city.

Understand a table

A table shows facts and numbers. It is easy to see facts and numbers in a table.

Decimal numbers have a full stop in them – for example, 1.1, 1.7, 2.7. When we say decimal numbers, we use the word *point*.

1.1 one point one 1.7 one point seven 2.7 two point seven


Table 3.4: Average temperatures and rainfall in Ulaanbaatar, Mongolia

month	average temperatures (°C)	average rainfall (mm)
January	-22	1.1
February	-16	1.7
March	-7	2.7
April	+2	8.3
May	+10	13


THE CAMBRIDGE LEARNER CORPUS

The Cambridge Learner Corpus is a bank of official Cambridge English exam papers. Our exclusive access means we can use the corpus to carry out unique research and identify the most common errors learners make. That information is used to ensure the *Unlock* syllabus teaches the most relevant language.

THE WORDS YOU NEED

Language Development sections provide vocabulary and grammar building tasks that are further practised in the  Workbook. The glossary and end-of-unit wordlists provide definitions, pronunciation and handy summaries of all the key vocabulary.

PEOPLE
UNIT 1


LANGUAGE DEVELOPMENT

EXPLANATION Nouns and verbs

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

nouns: Tom is a doctor. He lives in New York. He works in a hospital.
 verbs: Tom is a doctor. He lives in New York. He works in a hospital.

1 Read the sentences (1–7) and write the bold words in the correct places in the table below.

GRAMMAR FOR WRITING

EXPLANATION The verb *be*

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

I am a student.
 You are a student. We are students. They are students.
 Junko is a student. She is a student. My sister is a student.
 Amir is a boxer. Sultan is a farmer. My grandfather is a doctor.
 London is a big city. It is a big farm. His name is Tom.
 Marika and Rolando are Italian. They are Italian.

1 Read the texts (A and B) and write *am, is* or *are* in the gaps.

ACADEMIC LANGUAGE

Unique research using the Cambridge English Corpus has been carried out into academic language, in order to provide learners with relevant, academic vocabulary from the start (CEFR A1 and above). This addresses a gap in current academic vocabulary mapping and ensures learners are presented with carefully selected words they will find essential during their studies.

GRAMMAR FOR WRITING

The grammar syllabus is carefully designed to help learners become good writers of English. There is a strong focus on sentence structure, word agreement and referencing, which are important for **coherent** and **organized** academic writing.

“ The language development is clear and the strong lexical focus is positive as learners feel they make more progress when they learn more vocabulary.

Colleen Wackrow,
Princess Nourah Bint Abdulrahman University, Al-Riyadh, Kingdom of Saudi Arabia

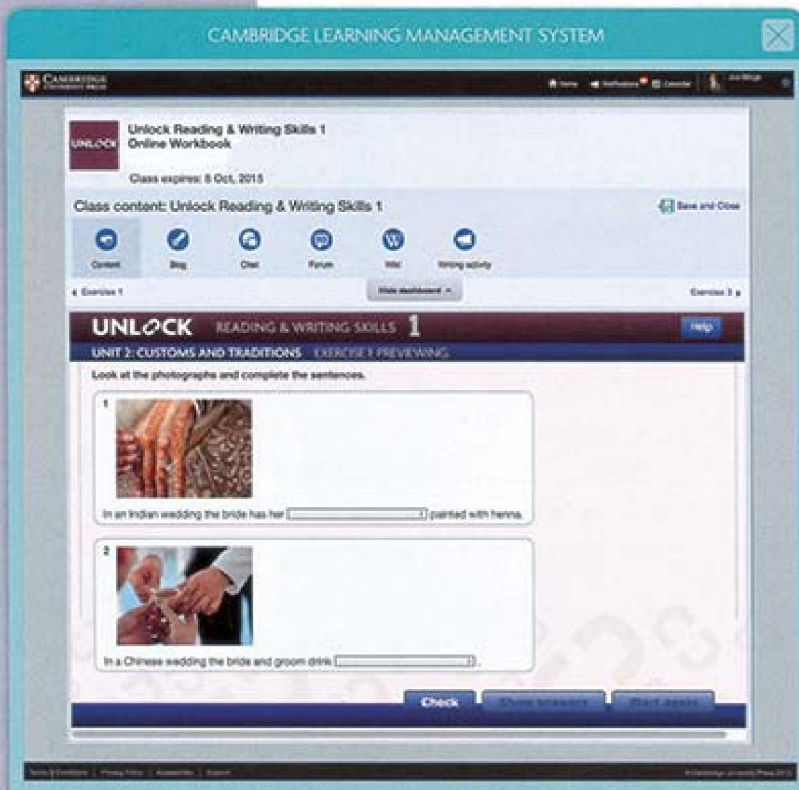
UNLOCK SOLUTIONS

FLEXIBLE

Unlock is available in a range of print and digital components, so teachers can mix and match according to their requirements.

UNLOCK ONLINE WORKBOOKS

The **UNLOCK ONLINE** Workbooks are accessed via activation codes packaged with the Student's Books. These **easy-to-use** workbooks provide interactive exercises, games, tasks, and further practice of the language and skills from the Student's Books in the Cambridge LMS, an engaging and modern learning environment.



CAMBRIDGE LEARNING MANAGEMENT SYSTEM (LMS)


The Cambridge LMS provides teachers with the ability to track learner progress and save valuable time thanks to automated marking functionality. Blogs, forums and other tools are also available to facilitate communication between students and teachers.

UNLOCK EBOOKS

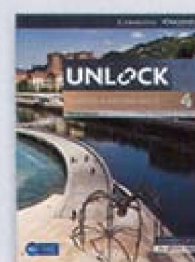
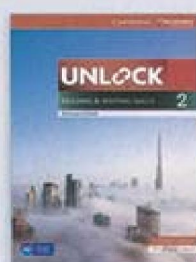
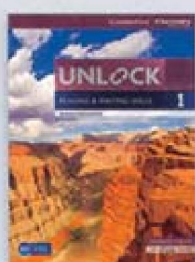
The *Unlock* Student's Books and Teacher's Books are also available as interactive eBooks. With answers and *Discovery Education™* videos embedded, the eBooks provide a great alternative to the printed materials.



COURSE COMPONENTS

- Each level of *Unlock* consists of two Student's Books: **Reading & Writing** and **Listening & Speaking** and an accompanying Teacher's Book for each. Online Workbooks are packaged with each Student's Book.
- Look out for the  symbols in the Student's Books which indicate that additional practice of that skill or language area is available in the Online Workbook.
- Every *Unlock* Student's Book is delivered both in print format and as an interactive eBook for tablet devices.
- The *Unlock* Teacher's Books contain additional writing tasks, tests, teaching tips and research projects for students.
- *Presentation Plus* software for interactive whiteboards is available for all Student's Books.

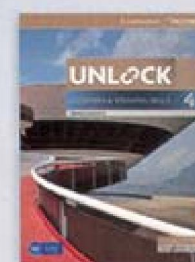
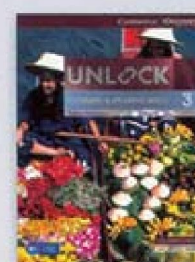
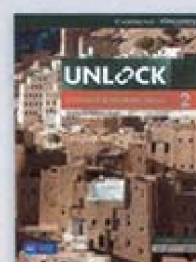
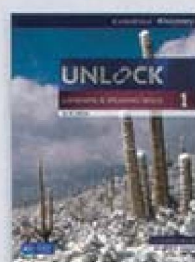
READING AND WRITING



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*eBook available from www.cambridge.org/unlock

LISTENING AND SPEAKING



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*eBook available from www.cambridge.org/unlock

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





LEARNING OBJECTIVES

Watch and listen	Watch and understand a video about people and their jobs
Reading skills	Preview a text
Academic writing skills	Use capital letters and full stops in sentences
Writing task	Write descriptive sentences

UNLOCK YOUR KNOWLEDGE

Work with a partner. Ask and answer the questions below.

- 1 What is your full name?
- 2 Where do you live?
- 3 Do you have a job? What do you do?
- 4 Do you study? What do you study?
- 5 What do you do in your free time?

WATCH AND LISTEN

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UNDERSTANDING KEY VOCABULARY

PREPARING TO WATCH

1 Match the places (1–6) to the correct countries (a–f).


- | | | |
|----------------------|-----------------|-------|
| 1 New Delhi | a Italy | _____ |
| 2 New York | b South Africa | _____ |
| 3 The Cape Peninsula | c United States | _____ |
| 4 Cairo | d Mexico | _____ |
| 5 Milan | e India | _____ |
| 6 Mexico City | f Egypt | _____ |

LISTENING FOR KEY INFORMATION

WHILE WATCHING

2 You are going to watch a video about people around the world. Watch and complete the table with the information you hear.

name	job	place
Amarel		New York, United States
Sebastian	He is an artist.	
Angela		Milan, Italy
Yasmine	She works for a magazine.	
David		The Cape Peninsula, South Africa
Geeta	She plans weddings.	

- 3  Watch the video again. Complete the sentences below with the correct adjectives from the box.

beautiful different interesting famous

- 1 The people in the video do _____ jobs.
- 2 Sebastian is a _____ Mexican artist.
- 3 Angela makes _____ clothes.
- 4 The people in the video all have _____ lives.

DISCUSSION

- 4 Work with a partner. Ask and answer the questions below.
- 1 Which person in the video has the most interesting job?
 - 2 What job would you like to do in the future?
 - 3 Where would you like to live in the future?

READING 1

PREPARING TO READ

1 Look at the text. Circle the correct answers to the questions below.

- 1 What is the text about?
a a sport b a young man c a family
- 2 Where is the text from?
a a book b a magazine c a web page

2 Read the sentences (1–4) below and write the words from the box in the gaps.

languages city birth country

- 1 London is a very big _____ .
2 I speak three _____ : Turkish, Arabic and English.
3 Morocco is a _____ in North Africa.
4 My date of _____ is 7 July 1993.

WHILE READING

3 Read the text and write the words from the box in the gaps (1–4).

My hobbies and interests My address My life My family

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

- 1 Amir is from *Pakistan / the United Kingdom*.
2 Amir's brother is a *boxer / racing car driver*.
3 Amir's hobbies are *gaming and swimming / swimming and football*.
4 Muhammad Ali is Amir's favourite *sportsman / teacher*.
5 Falak is Amir's *sister / mother*.
6 Shah is Amir's *brother / father*.
7 Amir's address is *info@amirsfans.co.uk / amirsfans@info.co.uk*
8 His favourite football team is *Manchester City / Bolton Wanderers*.

5 Read the summary below and circle the correct words.

Amir Khan is a ⁽¹⁾ boxer / teacher. He is from ⁽²⁾ Bolton / Manchester in the United Kingdom. His date of birth is 8 December ⁽³⁾ 1986 / 1996. His brother's name is ⁽⁴⁾ Haroon / Shah. His father is ⁽⁵⁾ Muhammad Ali / Shah Khan.

PREVIEWING

UNDERSTANDING
KEY VOCABULARY

SKIMMING

SCANNING TO FIND
INFORMATION



DISCUSSION

6 Work with a partner. Ask and answer the questions (1–6) below.

- 1 What is your name?
- 2 Where are you from?
- 3 What is your date of birth?
- 4 What are your brothers' and sisters' names?
- 5 What languages do you speak?
- 6 How tall are you?

FriendFile



MY PROFILE

Amir Khan

My personal information

First name: Amir
Last name: Khan
Date of birth: 8 December 1986
City: Bolton
Country: United Kingdom
Languages: English, Urdu, Punjabi
Job: Boxer

Email: info@amirfans.co.uk

Mother: Falak
Father: Shah
Brother: Haroon

Hobbies: swimming, football
Favourite football club:
 Bolton Wanderers
Favourite sportsman:
 Muhammad Ali



I'm Amir Khan. My mother and father are from Pakistan. I speak three languages: English, Urdu and Punjabi. I am a boxer. I have won many boxing matches. My brother's name is Haroon. He is a boxer too. I like reading, swimming and watching football.

READING 2

PREPARING TO READ

PREVIEWING

1 Look at the text. Circle the correct options (a–c).

- 1 The photo is of
a a typical man. b an unusual man. c an English man.
- 2 The text is about
a a racing car driver. b a boxer. c a very tall man.
- 3 The text is from
a a book. b a magazine. c a web page.

Previewing

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

- Are there photographs?
- What is in the photographs?
- What is the title of the text?
- Where is the text from? (a book? a magazine? a web page?)

UNDERSTANDING KEY VOCABULARY

2 Check the meaning of the bold words in the sentences (1–6) below. Use the glossary on page 194 to help you.

- 1 My sister is 188 cm. She is very **tall!**
- 2 My brother is a student. He **lives** in London.
- 3 My father is a teacher. He **works** in a school.
- 4 Meltem loves **clothes** and **shoes**.
- 5 Chaiwat's **height** is 169 cm.
- 6 Khalid's father is a **farmer**.

UNUSUAL PEOPLE: CHAPTER 8 – TALLEST AND SMALLEST



Sultan Kösen is from Turkey

A VERY tall man!

Sultan Kösen is from Turkey. He lives in Mardin in Turkey. He lives with his family. Sultan lives with his mother, his three brothers and his sister.

Sultan is a typical farmer. His hobby is watching TV. He is interested in music. His height is unusual. He is 251 cm tall – that is very tall. Sultan is the tallest man in the world. His mother, brothers and sister are normal height.

Sultan works on the farm. He has a tractor. His life is not easy. People look at him in the street. Normal clothes and shoes are too small. His clothes and shoes are very big.

Sultan speaks Turkish and English. He went to London, Paris and Madrid in Europe in 2010. He went to New York, Chicago and Los Angeles in America in 2011.



WHILE READING

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

UNUSUAL PEOPLE – PROFILE

First name: ⁽¹⁾ *Sultan / Kösen*

Last name: ⁽²⁾ *Sultan / Kösen*

Country: ⁽³⁾ *Turkey / America*

City: ⁽⁴⁾ *Mardin / New York*

Date of birth: ⁽⁵⁾ *1982 / 2011*

Family: ⁽⁶⁾ *3 sisters and 1 brother / 1 sister and 3 brothers*

Height: ⁽⁷⁾ *210 cm / 251 cm*



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

1 Sultan Kösen _____ from Turkey.

2 He _____ in Mardin in Turkey.

3 He lives with his _____.

4 Sultan _____ a typical farmer.

5 His hobby _____ watching TV.

6 Sultan _____ Turkish and English.

DISCUSSION

5 Work with a partner. Ask and answer the questions (1–3) below.

1 Where do you live?

2 Is it a nice place to live? Why? / Why not?

3 Who do you live with?

LANGUAGE DEVELOPMENT

EXPLANATION

Nouns and verbs

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

nouns: Tom *is* a doctor. He *lives* in New York. He *works* in a hospital.

verbs: Tom *is* a doctor. He *lives* in New York. He *works* in a hospital.

1 Read the sentences (1–7) and write the bold words in the correct places in the table below.

- 1 Marika Diana is from **Italy**.
- 2 Sultan Kosen **lives** on a farm.
- 3 My **brother** is a student.
- 4 Faisal's mother **works** in London.
- 5 London is a big city.
- 6 Amir Khan is a **boxer**.
- 7 Sultan's clothes and shoes are very big.

nouns	verbs



EXPLANATION

Singular and plural nouns

Nouns are *singular* or *plural*. Singular means *one*. Plural means *more than one*. We use *-s* at the end of plural nouns.

singular nouns: Ray has a brother. His brother is a boxer.

plural nouns: Engin has two brothers. His brothers are boxers.

2 Read the sentences (1–5) and circle the correct words.

- 1 My mother has four *sister* / *sisters*.
- 2 I have only one *pen* / *pens*.
- 3 My father has a *car* / *cars*.
- 4 We have two *house* / *houses*.
- 5 They have five *cat* / *cats*.

3 Read the sentences (1–6) and write the words from the box in the gaps.

teachers lives speaks Rome brothers is

- 1 Hamdan _____ from Dubai.
- 2 Eriko and Tomoko are _____. They work in a big school.
- 3 She _____ two languages: Arabic and English.
- 4 I live with my sister and my three _____.
- 5 My grandfather _____ in Istanbul.
- 6 Marika Diana lives in _____.

FAMILY VOCABULARY

4 Write the words from the box in the correct places in the table below.

grandfather uncle brother mother daughter

male	female
(1) _____	grandmother
father	(2) _____
son	(3) _____
(4) _____	sister
(5) _____	aunt

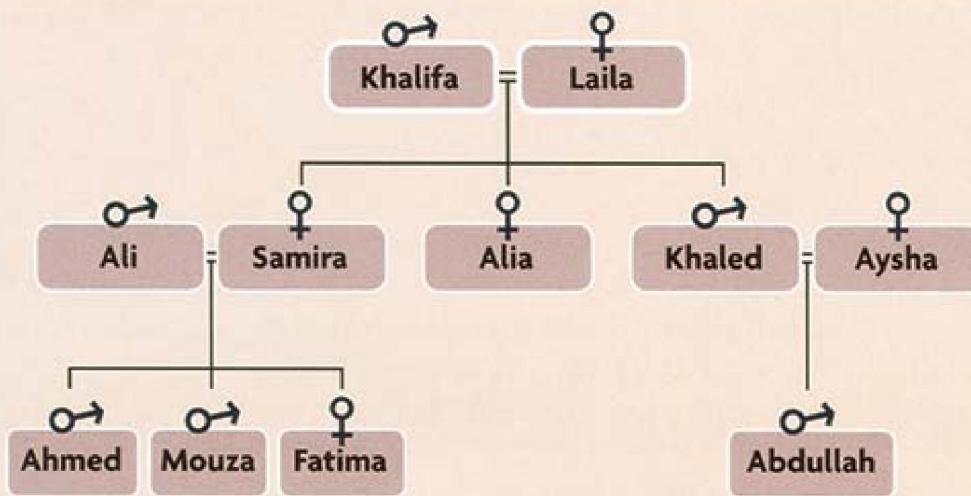
CRITICAL THINKING

At the end of this unit, you will write descriptive sentences. Look at this unit's writing task in the box below.

Write about somebody in your family.

A family tree

A *family tree* shows the relationships in a family.



1 Work with a partner. Ask and answer the questions (1–8) about the family tree.

- 1 Who is Samira's brother?
- 2 Who is Fatima's mother?
- 3 Who is Ahmed's grandmother?
- 4 Who are Abdullah's aunts?
- 5 Who are Khalifa's daughters?
- 6 Who is Aysha's son?
- 7 Who is Mouza's grandfather?
- 8 Who are Khaled's sisters?

2 Draw your family tree.

3 Work with a partner. Ask and answer questions like the questions in Exercise 1 about your family trees.

UNDERSTAND

CREATE

WRITING

GRAMMAR FOR WRITING

EXPLANATION

The verb *be*

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

I am a student.

You are a student. We are students. They are students.

Junko is a student. She is a student. My sister is a student.

Amir is a boxer. Sultan is a farmer. My grandfather is a doctor.

London is a big city. It is a big farm. His name is Tom.

Angela and Ottavio are Italian. They are Italian.

1 Read the texts (A and B) and write *am*, *is* or *are* in the gaps.



A

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

B

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



Personal pronouns

We use *personal pronouns* before a verb. Personal pronouns are *I, you, he, she, it, we* and *they*. The pronouns *he, she, it,* and *they* can also replace nouns.

I am Min Lee.

Faisal is 26. He is 26. [He = Faisal]

Hani is a student. She is a student. [She = Hani]

Busan is a city in South Korea. It is a city in South Korea.

[It = Busan]

We are from Al Ain.

Min and Hani are from Busan. They are from Busan.

[They = Min and Hani]

- 2 Write the words from the box in the correct places in the table below.

grandfather mother sons brother aunts
daughter father uncles sisters

she	
he	
they	

- 3 Read the sentences (1–4) below and write the words from the box in the gaps.

He She It They

- My sister is very tall. _____ is 175 cm.
- My family is Egyptian. _____ are from Cairo.
- My uncle likes swimming. _____ swims every day.
- Paris is in France. _____ is a big city.

