

PLACES

UNIT 4

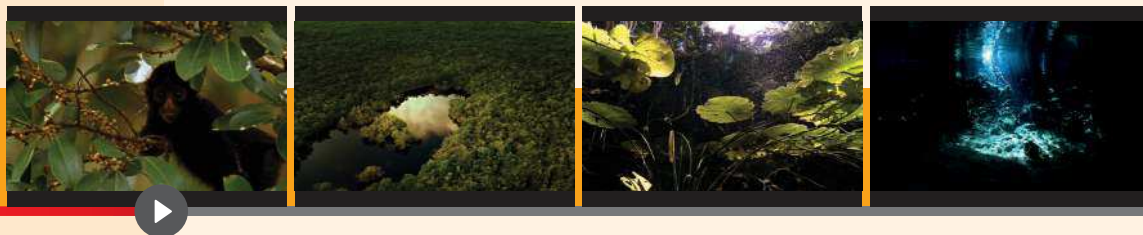
UNLOCK YOUR KNOWLEDGE

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

ACTIVATING YOUR
KNOWLEDGE

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?

PREDICTING
CONTENT USING
VISUALS

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.

1 The Great Lakes in the US are very big, but the **lake** by my house is small.

- a salt water that covers most of the Earth
- b an area of fresh water which has land all around it

2 Lakes have fresh water, but **seas**, like the Mediterranean, have salt water.

- a large areas of very dry land
- b large areas of salt water

3 I do not like to climb **mountains**. I do not like to be up high.

- a very high hills
- b land that is low, near the water

4 There are many trees in a **forest**. They are homes for birds and other animals.

- a a large area of salt water
- b a large area of trees growing closely together

5 The Nile is the longest **river** in the world. It is 6,853 km long.

- a water which flows across the land to a bigger area of water
- b a large area of land with many trees

6 There are five **oceans**. These are the biggest bodies of water in the world.

- a the five main areas of salt water on the Earth
- b an area of sand or rocks next to water

7 People use **maps** to help them find places and understand an area.

- a pictures which show a place and the rivers, lakes and other areas in it
- b 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.

- | | |
|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1 What is the book about?</p> <p>a the history of the world</p> <p>b the history of China</p> <p>c the history of maps</p> | <p>2 What does the picture show?</p> <p>a a modern map of the world</p> <p>b an old map of the world</p> <p>c a photograph of the world</p> |
|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|

WHILE READING

3 Follow the instructions to annotate the text about al-Idrisi’s map.

- 1 Underline the name of an important person in paragraph 1.
- 2 Underline the name of an important map in paragraph 2.
- 3 Underline the names of countries that the map shows in paragraph 3.
- 4 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.

- _____ 1 Muhammad al-Idrisi was Algerian.

- _____ 2 The Tabula Rogeriana is written in Greek.

- _____ 3 South America is not on the map.

- _____ 4 India is on the map.

- _____ 5 There are lakes on the map.

PREVIEWING

ANNOTATING

SCANNING TO FIND INFORMATION

READING FOR DETAIL

Take a look!

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4.2



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

- 1 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.
- 2 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.
- 3 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.
- 4 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

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

READING 2

PREPARING TO READ

- 1 Ask and answer the questions with a partner.
- 1 What are important businesses in your country?
 - 2 How many people live in your country?
 - 3 What is the climate in your country?
 - 4 What languages do people speak in your country?
- 2 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).
- 1 Mauritius is an **island** in the Indian Ocean.
 - 2 Riyadh is the **capital** of Saudi Arabia.
 - 3 Many people enjoy the water and sun at the **beach**.
 - 4 **Modern** cities have new buildings, parks and businesses.
 - 5 Arizona is **famous** because it has the Grand Canyon. Many people visit there.
 - 6 I visited Rome as a **tourist** because it is a beautiful place.
 - 7 My school is **international**. There are students from all over the world.
 - 8 Coffee with milk is **popular** in my country. Everyone drinks it. It's really good.
- a _____ (n) a person who travels and visits places for fun
- b _____ (adj) made with new ideas and designs
- c _____ (n) land with water all around it
- d _____ (n) an area of sand or rocks next to a sea, ocean or lake
- e _____ (n) the most important city in a country, where the government is
- f _____ (adj) many people know it
- g _____ (adj) many people like it
- h _____ (adj) relating to or involving two or more countries



USING YOUR
KNOWLEDGE

UNDERSTANDING
KEY VOCABULARY



The Maldives

AN OVERVIEW

- 1 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.
- 2 There are 440,000 people in the Maldives. Most people live on small islands.
- 3 The **capital** of the Maldives is Malé. It is a **modern** city with an **international** airport and a big harbour¹.
- 4 People in Malé speak English and Dhivehi. English is useful because many **tourists** come here.
- 5 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

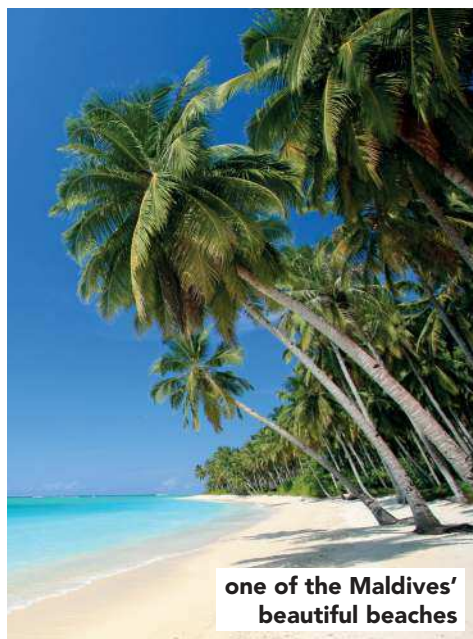
CLIMATE: good, average temperature +30 °C

LANGUAGES: Dhivehi and English

RELIGION: Islam

CURRENCY³: rufiyaa

INDUSTRY⁴: tourism and fishing



one of the Maldives' beautiful beaches

MEET THE LOCALS

Ahmed Faiz, 19

- 6 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.
- 7 The Maldives are famous for their fish. There is a **popular** fish soup here. It is called *garudiya*. It is delicious.
- 8 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.

- 3 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~~

READING FOR MAIN IDEAS

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		

SYNTHESIZING

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

GRAMMAR

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

Bogota is ^{noun} **the capital** ^{noun} **of Colombia**. Madrid is ^{noun} **the centre** ^{noun} **of 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?

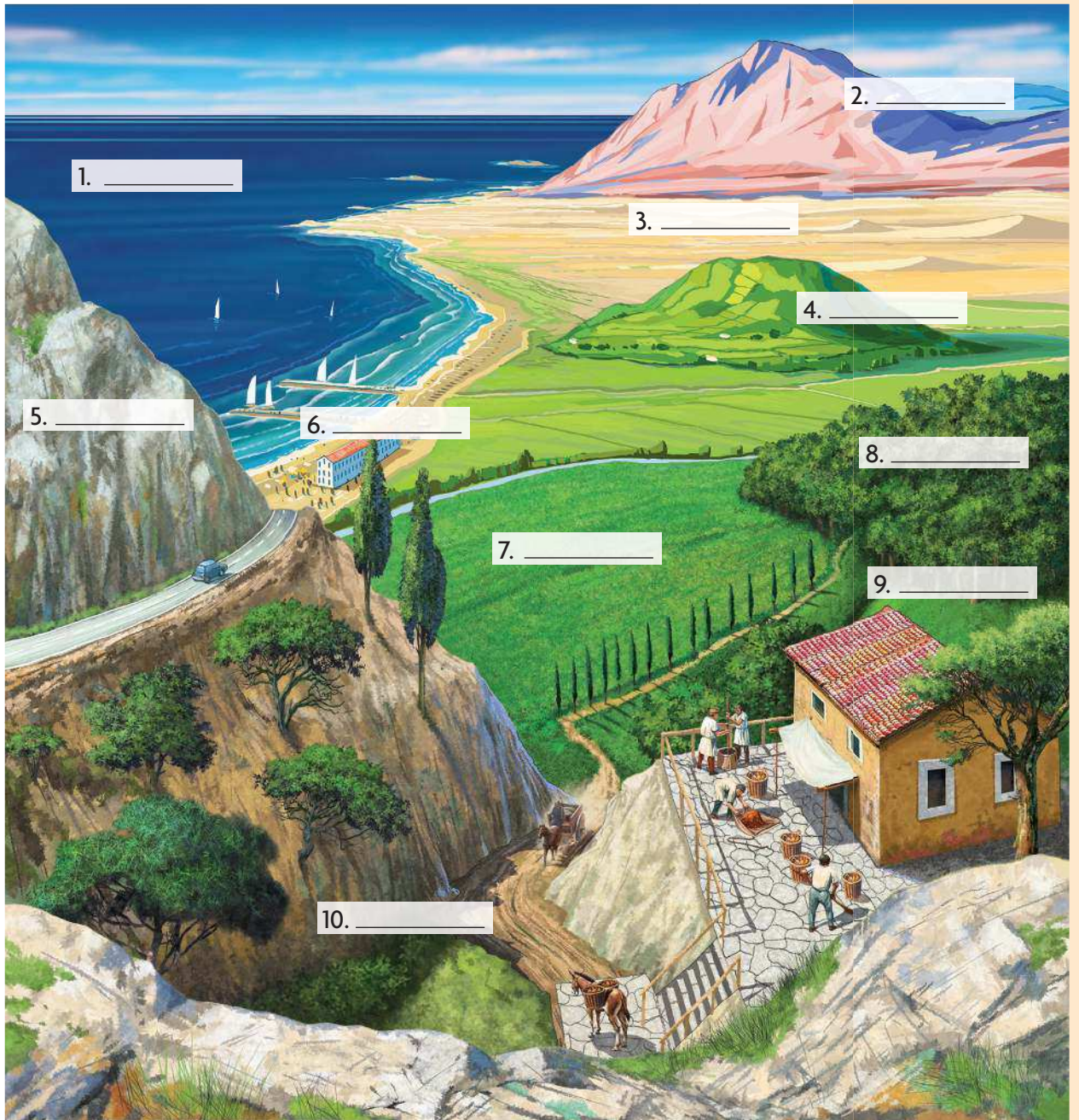
 - 3 What is the currency of your country?

 - 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.

SKILLS

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



UNDERSTAND

- 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



APPLY

- 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.



GRAMMAR FOR WRITING

THERE IS / THERE ARE

GRAMMAR

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 (✗) 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	___ gyp t ___ ___ 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.		

SKILLS

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.
 - 1 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.
 - 2 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.
- 1 The mountains are beautiful, but people also enjoy the forests and lakes in Canada. It's a popular tourist place.
 - a Toronto is a big city in Canada.
 - b Many people come to visit Canada every year.
 - c Canada is a large country.
 - 2 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.
 - a Eating is an important part of visiting Rome.
 - b You can do many things in Rome.
 - c Rome is the capital of 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

- 1 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.
- 2 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	<input checked="" type="checkbox"/>
Write three short paragraphs.	<input type="checkbox"/>
Write a topic sentence for each paragraph.	<input type="checkbox"/>
Write one or two supporting sentences for each topic sentence.	<input type="checkbox"/>
Use <i>there is</i> before singular nouns and <i>there are</i> before plural nouns.	<input type="checkbox"/>
Use <i>the</i> before the names of rivers, seas, oceans, some countries and famous places.	<input type="checkbox"/>
Use the zero article before the names of continents, some countries and cities.	<input type="checkbox"/>

- 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)

capital (n) Ⓞ

cliff (n)

desert (n) Ⓞ

famous (adj) Ⓞ

farm (n) Ⓞ

field (n) Ⓞ

forest (n) Ⓞ

hill (n) Ⓞ

international (adj) Ⓞ

island (n) Ⓞ

lake (n) Ⓞ

map (n) Ⓞ

modern (adj) Ⓞ

mountain (n) Ⓞ

ocean (n) Ⓞ

popular (adj) Ⓞ

river (n) Ⓞ

sea (n) Ⓞ

tourist (n)

valley (n) Ⓞ

Ⓞ = high-frequency words in the Cambridge Academic Corpus

Cambridge University Press

978-1-108-68161-2 — Unlock Level 1 Reading, Writing, & Critical Thinking Student's Book, Mob App and Online Workbook w/
Downloadable Video

Sabina Ostrowska, Kate Adams, With Chris Sowton

Excerpt

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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.