

Listening, Speaking
& Critical Thinking

UNLOCK

1

THIRD EDITION

STUDENT'S BOOK
WITH DIGITAL PACK

Nancy Jordan, Susan Peterson,
Andrew Reid, N. M. White,
with Chris Sowton



CAMBRIDGE

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MAP OF THE BOOK

UNIT	VIDEO	LISTENING	VOCABULARY	
1 PEOPLE Listening 1: Introductions (Communications) Listening 2: Presentations about famous people (Anthropology)	Businesspeople in South Africa	<u>Key listening skills:</u> Understanding key vocabulary Taking notes <u>Additional skills:</u> Using your knowledge Listening for main ideas Listening for detail <u>Pronunciation for listening:</u> Syllable stress	Family Countries and nationalities Jobs	
2 SEASONS Listening 1: A conversation about different seasons (Meteorology) Listening 2: Presentations about places (Geography)	How deserts are formed	<u>Key listening skills:</u> Predicting content using visuals <u>Additional skills:</u> Understanding key vocabulary Using your knowledge Listening for main ideas Listening for detail Synthesizing <u>Pronunciation for listening:</u> Sentence stress	Vocabulary for seasons Vocabulary for weather Vocabulary for colours	
3 LIFESTYLE Listening 1: Conversations about the ways people live (Sociology) Listening 2: An interview about lifestyle (Anthropology/Education)	A kite festival in Australia	<u>Key listening skills:</u> Listening for main ideas <u>Additional skills:</u> Using your knowledge Understanding key vocabulary Listening for detail Synthesizing <u>Pronunciation for listening:</u> Intonation in questions and answers	Verb collocations	
4 PLACES Listening 1: A presentation about a new smartphone app (History/Geography) Listening 2: Following directions (Geography)	Copenhagen – a clean city	<u>Key listening skills:</u> Listening for detail <u>Additional skills:</u> Understanding key vocabulary Using your knowledge Listening for main ideas Taking notes: back-to-back listening Synthesizing <u>Pronunciation for listening:</u> Stress in directions	Vocabulary for places	

	GRAMMAR	CRITICAL THINKING	SPEAKING
	Subject pronouns and possessive adjectives The verb <i>be</i>	Choosing information for an ideas map	<p><u>Preparation for speaking:</u> Introducing and starting a talk</p> <p><u>Pronunciation for speaking:</u> Stressing words in sentences</p> <p><u>Speaking task:</u> Tell your group about a famous person from your country.</p>
	<i>There is / There are</i> Adjectives	Using visuals in a talk	<p><u>Preparation for speaking:</u> Giving a talk Describing visuals</p> <p><u>Pronunciation for speaking:</u> Sentence stress Pauses</p> <p><u>Speaking task:</u> Describe photos of a place you want to visit.</p>
	The present simple	Understanding surveys	<p><u>Preparation for speaking:</u> Prepositions of time</p> <p><u>Pronunciation for speaking:</u> Present simple -s and -es endings</p> <p><u>Speaking task:</u> Interview students for a survey.</p>
	Prepositions of place The imperative	Interpreting maps and directions	<p><u>Preparation for speaking:</u> Giving directions Asking for directions</p> <p><u>Pronunciation for speaking:</u> Stress in statements and questions</p> <p><u>Speaking task:</u> Ask for and give directions in a university town.</p>

UNIT	VIDEO	LISTENING	VOCABULARY	
5 JOBS Listening 1: A formal conversation asking for advice (Business/Management) Listening 2: A discussion about job applicants (Career Services)	Clean energy	<u>Key listening skills:</u> Using your knowledge to predict content Listening for opinions <u>Additional skills:</u> Understanding key vocabulary Using your knowledge Listening for main ideas Taking notes on opinions Listening for detail Synthesizing <u>Pronunciation for listening:</u> Weak form of <i>have to</i>	Jobs and workers	
6 HOMES AND BUILDINGS Listening 1: A radio interview about restaurants (Architecture) Listening 2: A discussion about buildings (Architecture)	Houses around the world	<u>Key listening skill:</u> Listening for reasons <u>Additional skills:</u> Using your knowledge Understanding key vocabulary Listening for main ideas Listening for detail: jumbled listening Listening for detail Synthesizing <u>Pronunciation for listening:</u> Linking words	Vocabulary for furniture Adjectives for furniture	
7 FOOD AND CULTURE Listening 1: A classroom discussion about food culture (History/Sociology) Listening 2: A student presentation on a survey about eating meat (History/Sociology)	Luxury fruit in Japan	<u>Key listening skill:</u> Listening for numbers <u>Additional skills:</u> Using your knowledge Understanding key vocabulary Listening for main ideas Listening for detail Predicting content using visuals Synthesizing <u>Pronunciation for listening:</u> Numbers with <i>-teen</i> and <i>-ty</i>	Vocabulary for food	
8 TRANSPORT Listening 1: A talk about the London Underground (Engineering/Urban planning) Listening 2: A student presentation about traffic problems (Engineering/Urban planning)	China's roads	<u>Key listening skill:</u> Listening for definitions Synthesizing information <u>Additional skills:</u> Understanding key vocabulary Using your knowledge Predicting content using visuals Taking notes on main ideas Listening for detail Listening for main ideas Taking notes on detail Synthesizing <u>Pronunciation for listening:</u> Pronouncing years	Verbs for transport	

	GRAMMAR	CRITICAL THINKING	SPEAKING
	<p><i>Have to / Has to</i> <i>Should</i> Comparative adjectives</p>	Identifying criteria	<p><u>Preparation for speaking:</u> Comparing people Asking for and giving opinions and reasons Making a decision</p> <p><u>Pronunciation for speaking:</u> Weak sounds in comparatives Consonants in <i>have to</i>, <i>has to</i>, <i>have</i> and <i>has</i></p> <p><u>Speaking task:</u> Choose a person for a job.</p>
	<p>Giving an opinion with <i>should</i></p>	Evaluating ideas	<p><u>Preparation for speaking:</u> Reasons, opinions and agreement</p> <ul style="list-style-type: none"> • Giving reasons • Giving an opinion • Asking for an opinion • Agreeing and disagreeing <p><u>Speaking task:</u> Discuss ideas for a new café.</p>
	<p>The past simple (1)</p> <ul style="list-style-type: none"> • Statements • Yes/No questions and short answers • Irregular verbs 	Understanding pie charts	<p><u>Preparation for speaking:</u> Introducing a report Talking about surveys</p> <p><u>Pronunciation for speaking:</u> The letter <i>u</i></p> <p><u>Speaking task:</u> Report the results of a survey.</p>
	<p>The past simple (2)</p> <ul style="list-style-type: none"> • More irregular verbs <p><i>Because / So</i></p>	Synthesizing information for a talk	<p><u>Preparation for speaking:</u> Describing a topic Describing a problem Describing a solution Describing results</p> <p><u>Pronunciation for speaking:</u> <i>-d / -ed</i> in regular past simple verbs</p> <p><u>Speaking task:</u> Describe a transport problem, solutions and results</p>

YOUR GUIDE TO UNLOCK

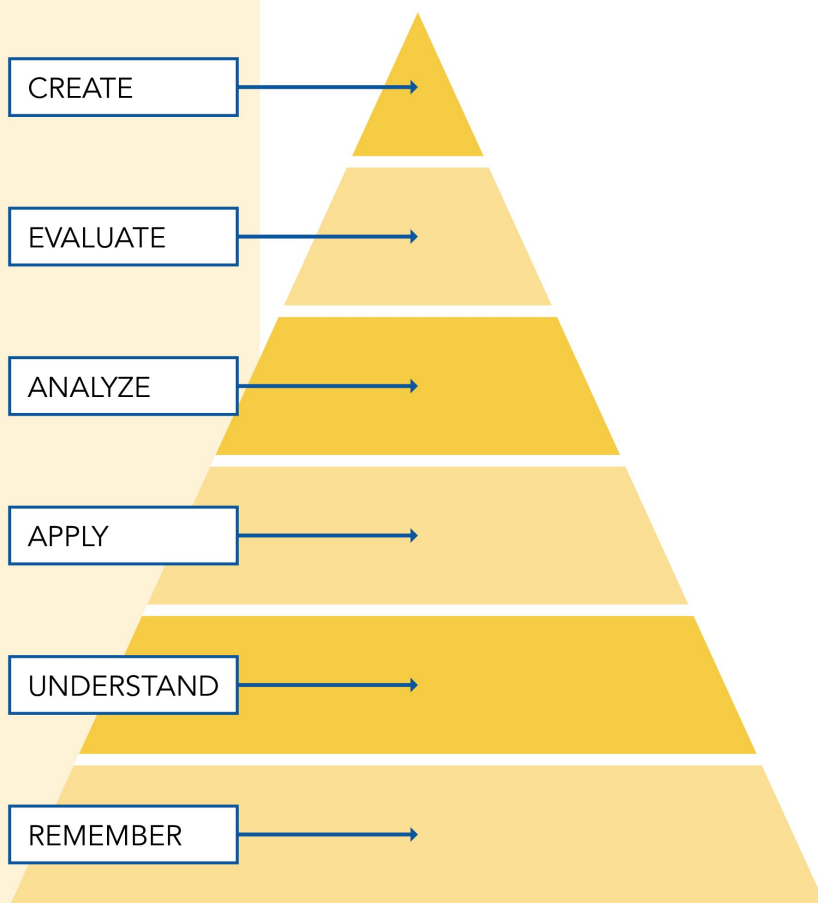
UNLOCK YOUR ACADEMIC POTENTIAL

Unlock Third 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 inspiring videos on a range of academic topics.

CRITICAL THINKING


Unlock Third Edition includes the right mix of lower- and higher-order thinking skills development in every unit, with clear learning objectives. Students are better prepared for their academic studies and have the confidence to apply the critical thinking skills they have developed. Critical thinking in *Unlock Third 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




TEACHER RESOURCES

We've carried out research with teachers across the world to understand their needs and how we can better meet them with *Unlock*. All teacher resources can be accessed on our learning platform, Cambridge One [cambridge.org/one](https://www.cambridge.org/one).

- Fully interactive presentation software, **Presentation Plus**, with pop-up activities to type or automatically display answers.
- Downloadable **Model Answer Booklet** with model answers for all end-of-unit productive activities and example answers for all 'Answers may vary' activity types in the Student's Book.
- **Variations of unit tests, mid- and end-of-course tests** give teachers options when assessing student understanding and progress.
- **Teacher Manual and Development Pack** supports your teaching with flexible lesson plans with timings for every unit.
- **Digital Workbook with videos** to assign additional practice for your students whenever you see this symbol 

RESEARCH

Unlock Third Edition is informed by consulting with a global advisory panel and comprehensive review of the material so you can be assured of the quality of every lesson.

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

HOW UNLOCK WORKS

UNLOCK YOUR KNOWLEDGE

Work with a partner and answer the questions.

- 1 What can you see in the photo?
- 2 Which adjectives describe the job in the photo?

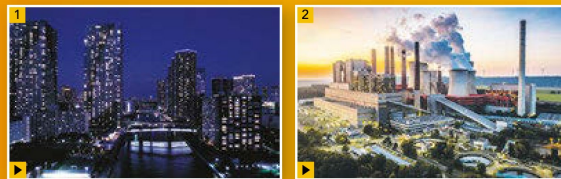
boring dangerous difficult easy interesting safe

- 3 Would you like to do this job? Why / Why not?

Unlock your knowledge

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

WATCH AND LISTEN



PREPARING TO WATCH

ACTIVATING YOUR KNOWLEDGE

- 1 In one minute, make a list of things you use every day. Then discuss the questions below with a partner.

Watch and listen

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

LISTENING

LISTENING

LISTENING 1

PREPARING TO LISTEN

UNDERSTANDING KEY VOCABULARY

- 1 Work with a partner and look at the sentences. Which ones do you agree with?
- 1 Somebody who **works** as a doctor **earns** a lot of money.
- 2 Teachers give students a lot of useful information and **advice** about what to do.
- 3 Businesspeople want to make people's lives better – they want to **help** other people.
- 4 Working in a shop is very easy, but working in a hospital is very **hard**.

Listening 1

Provides information about the topic and practises pre-listening, while-listening and post-listening skills. This section may also include a focus on pronunciation which will further enhance listening comprehension.

LANGUAGE DEVELOPMENT

HAVE TO / HAS TO

GRAMMAR

Look at these sentences. Notice that **have** / **has** and **have to** / **has to** are not the same in meaning.

Beatrice **has** good grades in Science and English. Beatrice **has to** decide what to do next.

Use **have to** / **has to** + the infinitive to show that something is necessary and important.

I / You / We / They	have to	work hard.
He / She / It	has to	

Note: you can use **have to** / **has to** + **have**.

I **have to have** good grades to go to university.

Use **don't** / **doesn't have to** + the infinitive to show that something is not necessary and not important.

Language development

Practises the vocabulary and grammar from Listening 1 and pre-teaches the vocabulary and grammar for Listening 2.

LISTENING 2

PREPARING TO LISTEN

- 1 Imagine you are the manager of a gym. You want to choose a new person for the job of fitness instructor. What is important? Circle a number (1 = not important, 3 = very important).

The person's age	1	2	3
The person's experience (what they know from doing a job)	1	2	3
What the person is like (for example, are they healthy or nice?)	1	2	3
Where the person is from	1	2	3
What the person knows from school or university	1	2	3

USING YOUR KNOWLEDGE

Listening 2

Presents a second listening text on the topic, often in a different format, and serves as a model for the speaking task.

- 5.6 Listen to two managers, Emma and Paul, choosing a new fitness instructor. Who do they choose, Christa or Lucy?



QR codes

Allows students to easily access the audio of the listening passages and activities.

SPEAKING

SPEAKING

CRITICAL THINKING

At the end of this unit, you are going to do the speaking task below.

Choose a person for a job.

Identifying criteria

Criteria are reasons for doing something. Before you make a decision, think about your criteria. Here are two examples of criteria from Listening 2:

We have to find a person who has experience – a person who can teach our students tennis or volleyball.

We want a person who can make the students work hard.

1 Read about a job below and answer the questions.

- 1 What is the job?
- 2 What are the job criteria?
- 3 What kind of person does the sports centre want?
- 4 Do you think you are a good person for the job? Why / Why not?

APPLY

Critical thinking

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

PREPARATION FOR SPEAKING

PRONUNCIATION FOR SPEAKING

WEAK SOUNDS IN COMPARATIVES

1 5.7 Listen and write the missing words in the sentences. Then listen again and repeat the sentences. Make sure you pronounce the weak form /ə/.

- 1 My fitness instructor is _____ me.
- 2 Working as a nurse is _____ working as a teacher.
- 3 Being a teacher is _____ being a builder.
- 4 A doctor has to be _____ a chef.

CONSONANTS IN HAVE TO, HAS TO, HAVE AND HAS

2 5.8 Listen to the sentences. How do we pronounce the letters in bold below? Match the verbs (1–4) to the correct sound (a–d).

1 have to	a /f/
2 has to	b /v/
3 have	c /z/
4 has	d /s/

Preparation for speaking

Presents and practises functional language, pronunciation and speaking strategies for the speaking task.

SPEAKING TASK

Choose a person for a job.

PREPARE

- 1 Review your notes in Exercise 2 in the Critical thinking section on page 120 about how well each person meets the job criteria.
- 2 Read the Task checklist as you prepare your discussion.

TASK CHECKLIST	✓
Use notes comparing your person to the nurse's job criteria.	
Ask for opinions, give opinions and give reasons for your opinion.	
Use <i>should</i> , <i>have to</i> and comparative adjectives.	
Use /a/ when you use <i>have to</i> / <i>has to</i> and comparatives with <i>than</i> .	
Use expressions for making a decision, agreeing and disagreeing.	

Speaking task

Uses the skills and language learned throughout the unit to support students in producing a presentational or interactional speaking task. This is the unit's main learning objective.

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 clean energy.	_____
use my knowledge to predict content.	_____
listen for opinions.	_____
identify criteria.	_____
use <i>have to</i> .	_____
use <i>should</i> .	_____
use comparative adjectives.	_____
compare people.	_____
ask for and give opinions and reasons.	_____

Objectives review

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

ask for and give opinions and reasons.

make a decision.

choose a person for a job.

2 Use the *Unlock Digital Workbook* for more practice with this unit's learning objectives.

WORDLIST

advice (n)	hard (adj)	strong (adj)
boring (adj)	help (v)	teach (v)
earn (v)	job (n)	work (v)
example (n)	kind (adj)	
fit (adj)	polite (adj)	

= high-frequency words in the Cambridge Academic Corpus

Wordlist

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

COMPONENTS

Unlock offers 70–90 hours per Student's Book, which is extendable with the Digital Pack, and other additional activities in the Teacher's Manual and Development Pack.

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

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

STUDENT COMPONENTS

All material in the Student's Digital Pack (Levels 1–5) can be accessed on Cambridge One, our learning platform using the unique code printed on the inside front cover of the Student's Book.

Resource	Description
Student's Book with Digital Pack	<ul style="list-style-type: none">• 8 units per level (Levels 1–4); 10 units (Level 5)• QR codes for students to easily access the Class Audio• Levels 1–5 includes access to the Digital Pack:<ul style="list-style-type: none">– Interactive eBook with videos– Digital Workbook– Downloadable audio for listening activities and pronunciation (Listening and Speaking strand)– Downloadable audio for reading passages (Reading and Writing strand)• <i>Unlock Basic Skills</i> comes with downloadable audio and video (11 units)• <i>Unlock Basic Literacy</i> comes with downloadable audio (11 units)
Interactive eBook with videos	<ul style="list-style-type: none">• Levels 1–5• Digital version of the Student's Book with auto-graded activities• Student's Book videos for students to watch on their own
Digital Workbook with videos	<ul style="list-style-type: none">• Levels 1–5• Extension activities to further practise the language and skills learned• Additional video comprehension and extension activities that are different from the activities in the Student's Book.

TEACHER COMPONENTS

All teacher components can be accessed on Cambridge One, our learning platform. Teachers can access the Digital Workbook with videos by creating an account. To access the Teacher's Resources and Presentation Plus, please request an access code from your local Cambridge representative.

Resource	Description
Audio	<ul style="list-style-type: none">• Downloadable audio for listening activities and pronunciation (Listening and Speaking strand)• Downloadable audio for reading passages (Reading and Writing strand)
Teacher's Manual and Development Pack	<ul style="list-style-type: none">• Flexible lesson plans with timings, lesson objectives and lesson observation templates• Downloadable Model Answer Booklet with model and example answers for productive skills• Supplementary classroom materials for Levels 1–4• Common student errors• <i>Developing critical thinking skills in your students</i>, a teacher development material with clear objectives, in-practice activities and opportunities for review and self-evaluation.
Teacher Development Resources	<p>Additional materials which can be used for professional development:</p> <ul style="list-style-type: none">• Peer-to-peer training workshop materials with PowerPoint presentations• In-session worksheets, trainer's notes• Pre- and post- workshop quizzes
Presentation Plus	<ul style="list-style-type: none">• Fully interactive presentation software, with pop-up activities to type or automatically display answers• Embedded audio and video for easy access to play in class
Tests	<ul style="list-style-type: none">• Unit, mid- and end-of-course tests for the assessment of student understanding and progress

TEACHING WITH UNLOCK THIRD EDITION

This online training course gives you a thorough knowledge of how *Unlock* works, what it includes and acquaints teachers with the methodological principles behind the course.

UNIT 1

PEOPLE

LEARNING OBJECTIVES

Watch and listen

Watch and understand a video about businesspeople in South Africa.

Listening skills

Understand key vocabulary; take notes.

Critical thinking

Choose information for an ideas map.

Grammar

Use subject pronouns and possessive adjectives; use the verb *be*.

Speaking skill

Introduce and start a talk.

Speaking task

Talk about a famous person from your country.



UNLOCK YOUR KNOWLEDGE

Work with a partner and answer the questions.

- 1 What can you see in the photo?
- 2 What is happening?
- 3 How do you think the woman feels? Why do you think she feels like this?

WATCH AND LISTEN



ACTIVATING YOUR KNOWLEDGE

PREDICTING CONTENT USING VISUALS

PREPARING TO WATCH

- 1 Work with a partner and answer the questions.
 - 1 What clothes are you wearing today?
 - 2 Where do you buy most of your clothes? Where do they come from?
 - 3 Do you know somebody who has their own business? What kind of business is it?
- 2 Look at the photos from the video. Match the sentences (a–d) to the photos (1–4).
 - a Soweto is in the South African city of Johannesburg. _____
 - b The towers have colourful pictures. _____
 - c The woman has her own clothing business. _____
 - d The man is drawing a picture of a lamp. _____

GLOSSARY

business (n) a company

design (v) to draw or plan something before you make it


equipment (n) tools or machines

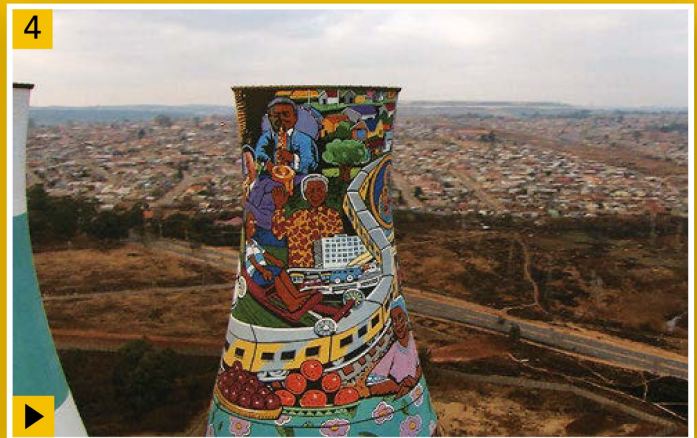
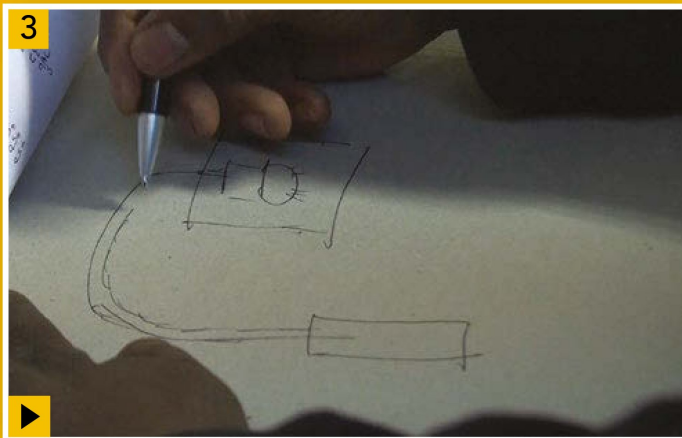
material (n) cloth for making clothes

sew (v) to make or repair clothing with a needle and thread

successful (adj) having a good result

WHILE WATCHING

- 3  Watch the video. Circle the information that you hear.
 - 1 Mandisa Zwane has her own clothing business.
 - 2 Her business is not very successful.
 - 3 The Box Shop helps people to start their own businesses.
 - 4 The businesses in Soweto sell to shops in many countries.
 - 5 Valaphi Mpolweni sells paintings and other art.



4 Watch again. Circle the correct answer.

- 1 Mandisa sews / *buys* clothes in Soweto.
- 2 She uses *expensive* / *colourful* African material.
- 3 *Four* / *Ten* other people work for Mandisa.
- 4 The Box Shop gives business owners *money* / *advice*.
- 5 Valaphi sells furniture to shops in *the United States* / *South Africa*.

5 Write the correct word from the box in each sentence.

business popular difficult workers

- 1 Mandisa needed more _____ because her business is very successful.
- 2 It is probably _____ to start your own business in Soweto.
- 3 The people at the Box Shop have a good knowledge of _____ .
- 4 Valaphi's furniture is _____ in the United States.

DISCUSSION

6 Discuss the questions below with a partner.

- 1 Do you like the clothing that Mandisa makes? Why / Why not?
- 2 Do you want to have your own business? Why / Why not?
- 3 Do you think it is difficult to have your own business?
Why / Why not?

UNDERSTANDING
DETAIL

MAKING
INFERENCES

LISTENING

LISTENING 1

PREPARING TO LISTEN

USING YOUR KNOWLEDGE

1 Work with a partner. When you meet people for the first time, what do you tell them about yourself? Talk about the ideas below.

- your full name
- where you are from
- where you live now
- your job
- your age
- your family
- your plans for the future

SKILLS

Understanding key vocabulary

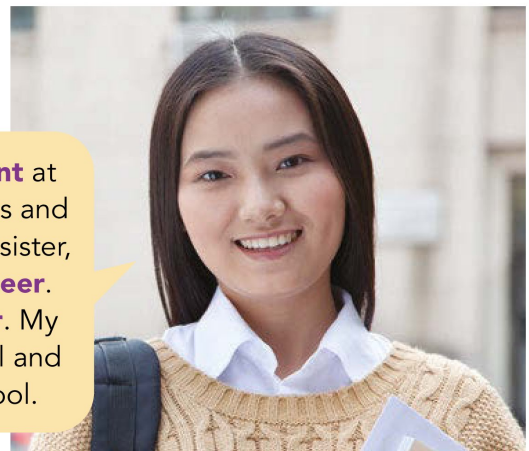
Before you listen, try to understand the key vocabulary in the Preparing to listen exercises. These words will help you understand the main ideas of the listening.

UNDERSTANDING KEY VOCABULARY

2 You are going to listen to three students talk about each other. Before you listen, read what two other students say. Which things from Exercise 1 do they talk about?



My name's Fahd and I'm from Saudi Arabia. I'm 19 and I have a **brother** and three **sisters**. I live with my sisters in Riyadh, but my brother lives in Jeddah. He's a **doctor** in a hospital there.



My name's Li Yu Lin. I'm a **student** at university. I want to study business and be a **businessperson**! I have one sister, but no brothers. She is an **engineer**. I live with my **mother** and **father**. My mother is the **manager** of a hotel and my father is a **teacher** at a school.

- 3 Look again at what the two students say. Which words are for people in the family? Which words are for jobs?
- 4 Work with a partner. Talk about two more things you can tell somebody when you meet them for the first time.

PRONUNCIATION FOR LISTENING

Syllable stress

When a word has more than one syllable, one syllable in the word has more stress than the other(s). You say it in a longer, louder way than the other syllable(s). The stressed syllables in these words are underlined.

bro-ther

man-a-ger

sis-ter

- 5 🔊 1.1 How many syllables do these words have? Listen and write 1, 2 or 3.

1 introduce _____

5 twenty _____

9 computer _____

2 please _____

6 eighteen _____

10 college _____

3 Peru _____

7 study _____

4 Türkiye _____

8 business _____

- 6 🔊 1.1 Listen again. Underline the stressed syllables in Exercise 5.

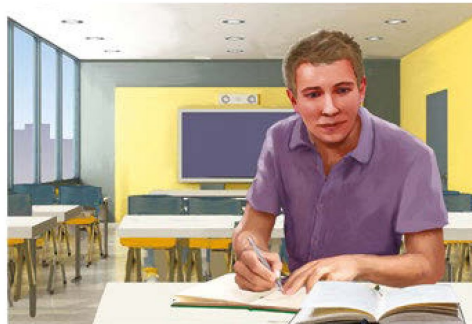
WHILE LISTENING

- 7 🔊 1.2 Listen to the three students. Match the countries to the students.

Peru Japan Türkiye



1 Nehir _____



2 Carlos _____



3 Koko _____



LISTENING FOR
MAIN IDEAS



8  **1.2** Listen again. Choose the correct answer.

- 1 The students talk about ...
 - a teachers in their school.
 - b students in their class.
 - c their friends at home.
- 2 They tell us about their ...
 - a families.
 - b holidays.
 - c homes.
- 3 They also tell us what they want to ...
 - a do on holiday.
 - b do at home.
 - c study at university.

9  **1.2** Write *T* (true) or *F* (false) next to the sentences below. Then correct the false sentences. Listen again and check your answers.

- 1 Koko's a student. _____

- 2 Koko is 18. _____

- 3 Nehir is 19. _____

- 4 Nehir has a sister. _____

- 5 Carlos's father is a doctor. _____

- 6 Carlos wants to study Business. _____

10 Work with a partner. Ask and answer questions about the students in Exercise 7. Make notes in the table.

Student 1 ... What's her name?

Her name's Nehir.

	What's his/ her name?	How old is he/she?	Where's he/she from?	What jobs do his/her parents do?	What does he/ she want to do in the future?
student 1	<i>Nehir</i>				
student 2					
student 3					

DISCUSSION

- 11** You are going to talk about yourself and your family. Before you do this, circle the things you want to talk about below. Think about what you can say.

your full name

where you are from

what you do

how old you are

your family

your plans for the future

- 12** Work in small groups. Take turns talking about yourself and your family. When other students are talking, take notes about what they say.

I'm ...

I'm from ...

I'm ... (years old).

I'm a ...

I have ..., My father's a ..., My mother's a ...

I want to ...

CREATE

- 13** Write a short profile about one of the other students in your group. When you finish, discuss it with them. Is all the information correct?

My Profile 

Paolo is from Brazil. He's from Recife.
He's 18 and he's a student. He has two
sisters and he wants to study Business.

