



Kurdistan Regional Government  
Council of Ministers  
Ministry of Education

# Sunrise

Activity Book

12



Property of Ministry  
of Education  
NOT FOR RESALE

# Sunrise

## Activity Book

# 12



Kurdistan Regional Government  
Council of Ministers  
Ministry of Education

حکومتی هه‌ریمی کوردستان – عێراق

وهزارهتی په‌روه‌رده – به‌رپه‌وه‌به‌رایه‌تی گشتی پرۆگرام وچا په‌مه‌نبیه‌کان

نهم په‌رتووکه موئکی وهزارهتی ( په‌روه‌رده ) ی حکومتی هه‌ریمی کوردستانه ، فرۆشتنی له بازار  
قه‌ده‌غه‌یه‌و دژ به یاسایه .

*Why not contact my cousin?***1 VOCABULARY: air travel**

A Complete Azad's conversation at the airport with the check-in assistant. Then practise.

air ticket boarding pass luggage  
passport shoulder bag suitcase visa



**Assistant** May I see your (1) passport and your (2) \_\_\_\_\_, please?

**Azad** Here you are, and here's my (3) \_\_\_\_\_ for America.

**Assistant** Thanks. And how many pieces of (4) \_\_\_\_\_ are you checking in today?

**Azad** Just one (5) \_\_\_\_\_. It's about 20 kilos, I think.

**Assistant** Yes, 20.3 kilos. That's fine.

**Azad** Do you need to weigh my (6) \_\_\_\_\_, too?

**Assistant** Yes, please. Mm ... 3.5 kilos, so that's no problem. ... Now, here's your (7) \_\_\_\_\_, which shows you your seat number on the plane – 23C.

**Azad** Thanks very much.

**Assistant** You're welcome. Have a good flight.

B Complete the two-word nouns with the following.

control departure landing  
ticket youth

- 1 air ticket \_\_\_\_\_
- 2 \_\_\_\_\_ lounge
- 3 \_\_\_\_\_ pass
- 4 passport \_\_\_\_\_
- 5 \_\_\_\_\_ conference

C Find the airport words to complete two more types of officer.

cutmoss crysuite citiop

- 1 police \_\_\_\_\_ officer
- 2 \_\_\_\_\_ officer
- 3 \_\_\_\_\_ officer

**2 VOCABULARY: words in context**

Choose the right word to complete each statement. Change the form where necessary.

- 1 Another passenger on the plane \_\_\_\_\_ Azad about his visit to New York. (ask / find out)
- 2 Azad \_\_\_\_\_ a lot from this passenger, who knew New York well. (ask / find out)
- 3 I'm just going on a short \_\_\_\_\_ to the mountains for a few days. (journey / trip)
- 4 Marco Polo's long and dangerous \_\_\_\_\_ from Italy to China took roughly three years. (journey / trip)
- 5 The manager and her assistant always have a ten-minute \_\_\_\_\_ at the start of the day. (conference / meeting)
- 6 Thousands of people from all over the world will come to the next international \_\_\_\_\_ on climate change. (conference / meeting)

- 7 Hemin and I had a quick \_\_\_\_\_ this morning, and he told me a bit about his holiday. (conversation / discussion)
- 8 Everyone who works here should meet one day and have a proper \_\_\_\_\_ about the future of our organization. (conversation / discussion)
- 9 We had dinner at about 7.00 \_\_\_\_\_. (last night / yesterday evening)
- 10 I turned off the TV and went to bed at 10.30 \_\_\_\_\_. (last night / yesterday evening)
- 11 I've just read an amazing \_\_\_\_\_ in this guidebook: the population of Greater New York is around 20 million! (fact / information)
- 12 This guidebook has lots of useful \_\_\_\_\_, advice and suggestions about things to do and places to see in New York. (fact / information)
- 3 You don't know anyone in New York, \_\_\_\_\_
- 4 New York is a huge city, \_\_\_\_\_
- 5 You won't get home until next week, \_\_\_\_\_
- 6 There are people from all over the world at the conference, \_\_\_\_\_
- 7 The conference isn't going to begin today, \_\_\_\_\_
- 8 People have to go to the conference centre tomorrow morning, \_\_\_\_\_
- 9 You haven't had time to explore New York yet, \_\_\_\_\_
- 10 You can't see Central Park from your hostel, \_\_\_\_\_



### 3 FUNCTIONS: making suggestions

Complete the suggestions with these forms. Be careful with the grammatical forms!

I suggest ...	Let's ...
What about ...	Why not ...

Read more about this in SB Unit 1 *Language focus* page 10.

- 1 *Why not* \_\_\_\_\_ visit the Tourist Office to get more information?
- 2 \_\_\_\_\_ meet at 12.00.
- 3 \_\_\_\_\_ you go to the museum if you have time.
- 4 \_\_\_\_\_ going for a walk in Central Park with me?
- 5 \_\_\_\_\_ keep an afternoon free for seeing the sights of New York?

### 4 GRAMMAR: tag questions

Complete Kate's tag questions.

- 1 The conference starts tomorrow, doesn't it?
- 2 You aren't giving your presentation tomorrow, are you?

### 5 LANGUAGE FOR LIFE

Complete the conversation. Then practise.

Fine. How can I help? Have you got a pen and paper? How was your journey?
---

- Rondik** Hi, Susie! It's Rondik, and I've just arrived in New York!
- Susie** Oh, great! \_\_\_\_\_
- Rondik** It was very good. I really enjoyed it.
- Susie** I can give you some names of places to visit if you like.
- Rondik** Thanks. That would be very useful.
- Susie** Right. \_\_\_\_\_
- Rondik** Just a moment ... OK, I'm ready now.
- Rondik** And I wonder if I could ask you one or two questions.
- Susie** \_\_\_\_\_
- Rondik** Well, first of all, how can I find out what's happening in New York.
- Susie** Oh, I suggest you buy a magazine called *Time Out*. It tells you everything.

**1 GRAMMAR: comparative and superlative forms**

A Complete this part of an interview with Helen. Use comparative forms.

'I come from a little town called Grass Valley out west in Oregon. Life there couldn't be (1) *more different from* (different from) the way it is here. For a start, everything is (2) \_\_\_\_\_ (a lot quiet) there, and life is (3) \_\_\_\_\_ (much busy than) it is here in New York. People are also (4) \_\_\_\_\_ (a lot friendly than) they are here. You see, they take the time to talk to you and get to know you (5) \_\_\_\_\_ (much well than) people do here. Here, life is just a race against time, day and night! And I have to say most people back in Grass Valley seem (6) \_\_\_\_\_ (a lot happy than) people do here. I'd love to go back, but sadly there's (7) \_\_\_\_\_ (much little work than) there is here in New York. So ... I have to live in New York, but home for me will always be Grass Valley.'



B Complete this part of an interview with Josh. Use superlative forms.

'I've lived in some of (1) *the biggest* (big) cities in the world, but for me there's nowhere else like New York. It's simply (2) \_\_\_\_\_ (exciting) city on Earth, with many of (3) \_\_\_\_\_ (good) theatres and music and fashion events you'll ever find anywhere. It's not perfect, of course. For example, it's probably one of (4) \_\_\_\_\_ (noisy) places in the world! And the people here? Well, they certainly talk (5) \_\_\_\_\_ (loud) of anyone anywhere in



the world, but they also work and play (6) \_\_\_\_\_ (hard). About safety? Well, New York used to be very dangerous, but not now. Apart from Tokyo, I'd say it's (7) \_\_\_\_\_ (safe) city I've ever known.'

**2 VOCABULARY: grammatical pairs**

A Find verbs and nouns from the text on SB page 6 to complete the pairs.

	verb	noun
1	act	<i>action</i>
2	live	
3		entrance
4	build	
5	attract	

	noun (thing)	noun (person)
1	<i>activity</i>	actor
2	immigration	
3		artist
4	visit	
5	tour	

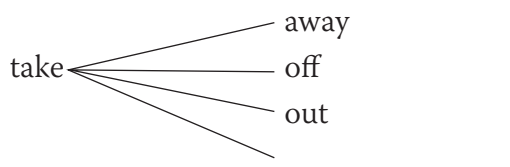
B Use grammatical pairs from A to complete the following. Change the form where necessary.

- At drama school, young *actors* \_\_\_\_\_ do all sorts of strange *activities* \_\_\_\_\_ and exercises to help them learn to act well.
- When \_\_\_\_\_ first start to explore New York, they often choose to 'get the feel' of the city by taking a bus \_\_\_\_\_.
- Old Tom has \_\_\_\_\_ in a small house on Staten Island all his \_\_\_\_\_.
- New York is a great home to music, painting and all the other \_\_\_\_\_. You can see the work of thousands of \_\_\_\_\_ in museums and many other places around the city.
- That office \_\_\_\_\_ is quite new. It was \_\_\_\_\_ just four years ago.
- When crime first got very bad, the police did not \_\_\_\_\_ quickly enough to stop it. But later, their \_\_\_\_\_ gradually made the city a much safer place.
- In recent years, \_\_\_\_\_ has continued and more and more \_\_\_\_\_ have been coming from Asia.

- 8 Broadway's theatres \_\_\_\_\_ thousands of visitors every day, and New York's museums are a big \_\_\_\_\_, too.
- 9 This year, there have been more \_\_\_\_\_ to New York than ever, and more and more of them are coming on holiday \_\_\_\_\_.
- 10 The theatre audience goes in through the beautiful main \_\_\_\_\_, but the actors \_\_\_\_\_ through a small door at the side of the building.

### 3 VOCABULARY: phrasal verbs with take

A Add another phrasal verb from the text on SB page 6.



B Use phrasal verbs from A to complete the following.

- 1 The plane \_\_\_\_\_ at 7.00 and climbed to 10,500 metres.
- 2 I went to the bank and \_\_\_\_\_ some money.
- 3 When Kak Eissa \_\_\_\_\_ the company next year, he will make some big changes.
- 4 It's dangerous to let little Dara play with that knife. I'm going to \_\_\_\_\_ it \_\_\_\_\_ from him.

### 4 GRAMMAR: past simple and perfect tenses

A Complete this part of an interview with Josh. Use the past simple or the present perfect. (Interviewer = I, Josh = J).

- I When (1) did you move (you move) to New York?
- J I (2) \_\_\_\_\_ (get) here the year before last. I (3) \_\_\_\_\_ (be) here for exactly two years and two months.
- I Where (4) \_\_\_\_\_ (you live) before that?
- J I (5) \_\_\_\_\_ (be) in Tokyo, and before that I (6) \_\_\_\_\_ (spend) three years in Berlin.

- I (7) \_\_\_\_\_ (you ever want) to go back to Tokyo or Berlin?
- J Not really. I (8) \_\_\_\_\_ (start) to feel that New York is my real home. And it really is now as I (9) \_\_\_\_\_ (just buy) my own apartment. It has a wonderful view over Central Park, and I (10) \_\_\_\_\_ (never feel) so happy anywhere else in my life!

B Complete this part of an interview with Helen. Use the present perfect or the present perfect continuous. (Use the continuous tense where both are possible.)

- I How long (1) have you been (you be) in New York now?
- H I (2) \_\_\_\_\_ (live) here for nearly two months.
- I (3) \_\_\_\_\_ (you manage) to find your own apartment yet?
- H No, not yet. I (4) \_\_\_\_\_ (stay) with an old college friend.
- I What about work? (5) \_\_\_\_\_ (be able) to get a job yet?
- H Yes, I (6) \_\_\_\_\_ (work) for a publisher ever since I arrived.

C Complete the statements about Helen and Josh. Use the past simple or past perfect. Use the past perfect where both are possible.

*About Helen:*

- 1 Until Helen went \_\_\_\_\_ (go) to college in San Francisco, California, she \_\_\_\_\_ (never travel) very far from home.
- 2 She \_\_\_\_\_ (choose) to study there because she \_\_\_\_\_ (always want) to experience life in California.
- 3 After she \_\_\_\_\_ (decide) to work in publishing, she \_\_\_\_\_ (also decide) to move to New York, the most important centre of the publishing industry in America.

*About Josh:*

- 4 By the time Josh \_\_\_\_\_ (reach) the age of 18, he \_\_\_\_\_ (already live) in several different countries, and he \_\_\_\_\_ (also be) to seven different schools. He and his younger sister \_\_\_\_\_ (have to) do this because his father worked for an international company.

### 1 WRITING SKILLS

**A Write the following as a conversation. Add the correct punctuation – capital letters, commas, apostrophes, full stops, question marks and exclamation marks.**

soon after azad arrived in america he called miss reilly hello she said and she asked about his journey  
 it all went very well thanks to you he replied I arrived last night  
 good she said and the conference starts tomorrow doesnt it  
 yes azad answered and im preparing now  
 but you arent giving your presentation tomorrow are you his teacher said  
 no azad agreed thats on tuesday but he went on theres lots of information to read  
 well yes miss reilly replied but you dont want to miss the chance to see new york do you what about  
 going over to central park later on she suggested  
 good idea azad agreed

---

---

---

---

---

---

---

---

---

---

---

---

**B Look at the first part of the conversation on SB page 5 to check most of your punctuation. Look at the Reference Section page 105 to check the quotation marks.**

### 2 WRITING

**A Collect information about Azad from different parts of Unit 1 in your Student's Book to complete the Conference Members' Form at the top of the next page.**

**B You are the conference organizer who will introduce Azad before he gives his presentation. Use information from the first part of the completed Conference Members' Form to write a short paragraph. Start like this.**

Hello, everyone, and thank you for coming to this presentation, which is on Kurdistan in northern Iraq. I'd like you to welcome our speaker, Mr (full name) \_\_\_\_\_. He is from (place) \_\_\_\_\_, and he is a (number) \_\_\_\_\_-grade student of (subject) \_\_\_\_\_ at (university/school) \_\_\_\_\_. I am sure he has a lot to tell us about his part of the world that will be very interesting. And the title of his presentation today is '\_\_\_\_\_':



### CONFERENCE MEMBERS' FORM

Please note that all conference members **MUST** complete this form and return it to the Conference Office (Room 101) by 10 a.m. on Monday.

Name: Family \_\_\_\_\_ First \_\_\_\_\_

Title: Mr  Ms  Other \_\_\_\_\_ Nationality: \_\_\_\_\_

University / School: \_\_\_\_\_

Year / Grade: \_\_\_\_\_ Main subject(s) \_\_\_\_\_

Presentation title: \_\_\_\_\_

Day of presentation: \_\_\_\_\_ Time: \_\_\_\_\_

New York address: \_\_\_\_\_

Telephone / Email: \_\_\_\_\_

### 3 UNIT TASK

#### A Complete your own conference form.

- 1 Complete the personal details.
- 2 Make up your own presentation details and add these to the form. (Your presentation must be related to Kurdistan.)
- 3 Choose your hostel from the ones in your Student's Book page 9, Unit Task. Add the address and phone number to the form.

### CONFERENCE MEMBERS' FORM

Please note that all conference members **MUST** complete this form and return it to the Conference Office (Room 101) by 10 a.m. on Monday.

Name: Family \_\_\_\_\_ First \_\_\_\_\_

Title: Mr  Ms  Other \_\_\_\_\_ Nationality: \_\_\_\_\_

University / School: \_\_\_\_\_

Year / Grade: \_\_\_\_\_ Main subject(s) \_\_\_\_\_

Presentation title: \_\_\_\_\_

Day of presentation: \_\_\_\_\_ Time: \_\_\_\_\_

New York address: \_\_\_\_\_

Telephone / Email: \_\_\_\_\_

- B Take the part of the conference organizer who will introduce you before you give your presentation. Use information from the first part of the form above to write a short paragraph. Start as in 2B (the paragraph about Azad).**

Hello, everyone, and thank you for coming to this presentation, which is going to be on Kurdistan in northern Iraq. I'd like you to welcome our speaker, \_\_\_\_\_

---



---



---



---



---



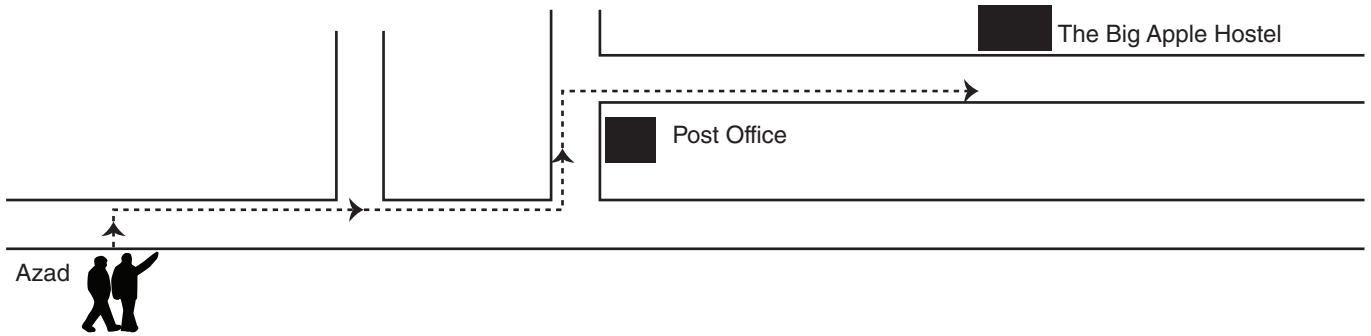
---



# Language Focus

## 1 UNIT LANGUAGE AND FUNCTIONS REVIEW

A Study the map and write directions for Azad.



**Azad** Excuse me, but could you tell me the way to The Big Apple Hostel, please?

**New Yorker** Sure. First, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B You and four friends are thinking of things to do together on Friday. Write everyone's names and suggestions. Use different ways of making suggestions.

**You** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

C Compare yourself with some of your friends. Write one comparative and one superlative form for each of the following.

- 1 tall \_\_\_\_\_  
\_\_\_\_\_
- 2 artistic \_\_\_\_\_  
\_\_\_\_\_
- 3 play (game) well \_\_\_\_\_  
\_\_\_\_\_

D Write things that you would like to tell a new friend about yourself.

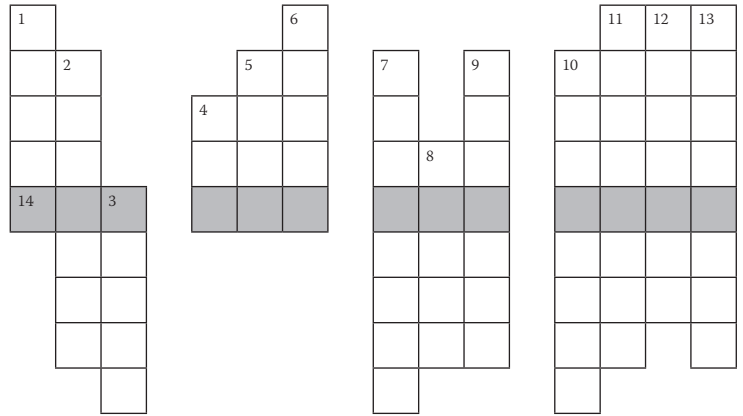
- 1 Something special that you did at a young age:  
When I \_\_\_\_\_, I \_\_\_\_\_
- 2 Something special that you have just recently done:  
Just recently, I \_\_\_\_\_
- 3 Something that you have been learning / trying to do for a long time:  
For the last \_\_\_\_\_, I \_\_\_\_\_

## 2 UNIT VOCABULARY REVIEW

Complete the puzzle with 13 of these new words. (Change the form if necessary.) Find and write a short question for number 14. Find a similar question in the conversation on SB page 5.

arrange crime district fashion found law liberty mile passport  
publishing recover security shine suitcase treble visa woods youth

- 1 The ... of today have many more chances in life than their parents did.
- 2 There have been economic problems, but things are improving. The economy will soon ...
- 3 These ... are ancient: some of the trees are 600 years old.
- 4 Tom, you can't drive your dad's car on the road. You're too young, so it's against the ...
- 5 If you want to visit China, you have to get a ... in your passport before you go.
- 6 How many ... is it from here to the next town?
- 7 I put all my clothes for the trip in this ...
- 8 The rain has stopped, and the sun has started to ...
- 9 Most people want to have the ... to do what they want when they want.
- 10 Other areas of the country are very flat, but there are a lot of hills in this ...



- 11 The ... officer was checking everyone's bags.
- 12 ... in clothing change a lot. For example, soft colours were popular last year, but now everyone is wearing bright reds and yellows and blues.
- 13 Before you can travel abroad, you'll have to get a ...
- 14 \_\_\_\_\_

## 3 TO HELP YOU STUDY

Practise using the Reference Section to find answers to language problems.

**A Use the Grade 12 Alphabetical Wordlist to answer the following questions.**

- 1 What does *revitalization* mean in Kurdish? \_\_\_\_\_
- 2 How is *ou* pronounced in the following words? Copy the different phonetic spellings of *ou*.  
a) *drought* \_\_\_\_\_      b) *shoulder bag* \_\_\_\_\_      c) *trouble* \_\_\_\_\_  
d) *various* \_\_\_\_\_      e) *youth* \_\_\_\_\_
- 3 Is the word *state* shown as a verb, noun or both? \_\_\_\_\_
- 4 What abbreviation is shown for *telecommunications*? \_\_\_\_\_
- 5 What verbs are shown to go before *used to*? \_\_\_\_\_, \_\_\_\_\_
- 6 What preposition often follows the connector *In addition*? \_\_\_\_\_

**B Look up Understanding Words to complete the following statements.**

- 1 We put prefixes at the \_\_\_\_\_ of words, and we put suffixes at the \_\_\_\_\_.
- 2 The prefix *micro~* means \_\_\_\_\_, and it is used in Grade 12 in the word \_\_\_\_\_.
- 3 We use the prefix \_\_\_\_\_ to form the opposite of *possible*, and \_\_\_\_\_ for the opposite of *complete*.
- 4 The suffixes we use to turn the verb *invent* into a) a 'thing' noun and b) a 'person' noun are a) \_\_\_\_\_ and b) \_\_\_\_\_. The nouns are a) \_\_\_\_\_ and b) \_\_\_\_\_.
- 5 Add the correct suffixes to the word *interest* to complete this statement correctly.  
If you're \_\_\_\_\_ in wildlife, there's a very \_\_\_\_\_ documentary on lions at 7.00.

## GETTING ORGANIZED

# Don't you have to revise?

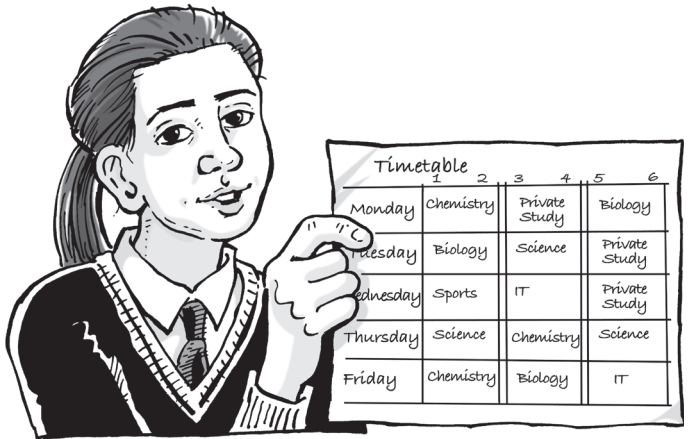
### 1 VOCABULARY: 'time' documents

**A Complete the names of the time documents. Try to complete the spellings correctly from memory. Then turn to SB page 12 to check your work.**

- 1 Where should I put the new office c\_\_e\_\_\_\_r? // On that wall, please. Then everyone can see it.
- 2 Zara writes a daily d\_\_r\_\_ of everything she does, but I just use mine to note things I have to do.
- 3 We've only got a week to finish the project, so we need to work out a very clear work s\_\_ed\_\_\_\_\_.
- 4 This year's school t\_\_\_\_\_t\_\_l\_\_ looks less busy than last year's, but that's because we've got several periods of 'private study' when we can revise for our exams.

**B Write your school timetable in English. Here is a list of school subject names you already know. If you have any subjects that are not included, ask your teacher for help.**

Arabic   Art   Biology   Chemistry  
 Economics   English   Geography  
 (General) Science   History   IT  
 Kurdish   Maths   Religious Education  
 Sociology   Sports



Period	Time	Saturday	_____	_____	_____	_____
1st	_____	_____	_____	_____	_____	_____

## 2 GRAMMAR: prepositions of time

Add the correct prepositions, along with true information about yourself.

- I was born *at* \_\_\_\_\_ (time) \_\_\_\_\_ (day and date).
- I went to my first school, \_\_\_\_\_ (school name), \_\_\_\_\_ (year, year).
- \_\_\_\_\_ those years, I learned to \_\_\_\_\_, and \_\_\_\_\_ the time I finished there, I could \_\_\_\_\_ quite well.
- I continued at that school \_\_\_\_\_ I was \_\_\_\_\_ (age). Then, \_\_\_\_\_ (year), I moved to \_\_\_\_\_ (school name).

## 3 GRAMMAR: negative questions

Complete appropriate negative questions for these situations. Use the words in brackets.

- You see two young children who are playing in the street during school hours.  
*Shouldn't you be* \_\_\_\_\_ at school? (should be)
- Your little brother is late for training at the football club, which starts at 5.00.  
\_\_\_\_\_ at football training by 5.00? (have to be)
- A girl at school called Chinar has spoken nastily to your good friend Rondik but does not see that she has done anything bad.  
Listen, Chinar! \_\_\_\_\_ that Rondik is really upset? (understand)
- You think that Chinar should 'put things right' with Rondik.  
\_\_\_\_\_ and say sorry to Rondik? (can go)
- Chinar replies to you. She says 'sorry', but she tries to say that she did not mean the things she said to Rondik. She says:  
I'm sorry, but \_\_\_\_\_ that I wasn't serious? (Rondik realize)
- Your little sister has been playing with your CD player and she has damaged it.  
Oh, no! \_\_\_\_\_ my CD player alone? (why can leave)
- You are talking about a friend who has just kicked a football through a neighbour's window – for the third time!  
I can't believe it! \_\_\_\_\_ his football and play somewhere safe like the park? (why take)

## 4 LANGUAGE FOR LIFE

Complete appropriately with two possible expressions for each dialogue. Then practise.

But listen, ...    If you're not careful, ...    If you go on like this, ...    Sorry, but ...

- A I love burgers! I had five for lunch!  
B \_\_\_\_\_ / \_\_\_\_\_ you're going to get really fat!
- A I'm going out now to meet my friends.  
B \_\_\_\_\_ / \_\_\_\_\_ you said you were ill this morning and you couldn't go to school!  
A Ah, yes, but I'm feeling much better now!



## GETTING ORGANIZED

# What will you be doing in a year from now?

## 1 VOCABULARY: verb-noun pairs

A Find verbs from the text on SB page 14 to complete the pairs.

	verb	noun
1	organize	organization
2		development
3		decision
4		waste

B Now use grammatical pairs from A to complete the following. Change the form where necessary.

- Has Dara \_\_\_\_\_ which job to take? // No, he's still trying to make his \_\_\_\_\_.
- It's a \_\_\_\_\_ of time to sit here doing nothing, and I hate \_\_\_\_\_ time!
- A university is a large \_\_\_\_\_, and to work efficiently it has to \_\_\_\_\_ its activities well.
- Kurdistan wants economic \_\_\_\_\_, and with its many new projects it is \_\_\_\_\_ fast.

## 2 GRAMMAR: future continuous

Mark Wilde is talking to TV and newspaper reporters about his plans for a big team 'sky dive'.

Write the reporters' questions for his answers. Use the words in brackets.

R1 When will you be doing your jump?  
(when (do) your jump)

MW We will be doing it at this time tomorrow – if the weather is good.

R2 \_\_\_\_\_  
(how high (go))

MW We will be going up to a height of 50,000 feet.

R3 \_\_\_\_\_  
(where (do) your jump)

MW We will be doing it near Cape Canaveral, Florida.



R4 \_\_\_\_\_  
(how many people (jump))

MW Thirty-three of us will all be jumping together.

R5 \_\_\_\_\_  
((try) to hold hands as you fall)

MW Yes, we will be trying to form a large ring.

R6 \_\_\_\_\_  
(how long (stay) together like that)

MW For as long as possible – until we have to move away from each other and prepare to land.

## 3 GRAMMAR: too; (not) enough

Hank (H) and his Dad (D) are taking a holiday in Paris. Use the words in brackets to write Dad's replies. Add *too* or *not ... enough*.



### 1 At the airport

H Look! I've bought all these guidebooks to read on the plane to Paris!

D Oh, no! There are far too many to carry! (there (be) far / many (carry))

H Don't worry. They'll be fine.

D But we don't have enough time to read them all. (we (not have) / time (read) them all)

H Well, you can read half of them and I'll read the other half!

### 2 The first day in Paris

H Let's walk round the city all day today.

D Sorry. \_\_\_\_\_  
\_\_\_\_\_ (I (be) / tired (do) that)

H Oh, come on, Dad!

D No. \_\_\_\_\_  
 \_\_\_\_\_ (I (not have) / energy (walk) all day)

H Well, let's just walk for an hour or two.

**3 That evening**

H Why don't we have lunch at the five-star  
*Restaurant Fantastique*?

D No, no, no! \_\_\_\_\_  
 \_\_\_\_\_ (we (not be) rich / (do) that)

H Yes, but it's a special day – your birthday!

D But \_\_\_\_\_  
 \_\_\_\_\_ (we (not have) / money (eat) there)

H Don't worry about that, Dad. Enjoy yourself!

**4 The next day**

H What about going on the river and then up the  
 Eiffel Tower this afternoon?

D No, I think \_\_\_\_\_  
 \_\_\_\_\_ (that (be) / much (try and do))

H I'm sure we can do it if we start now.

D No, \_\_\_\_\_  
 \_\_\_\_\_ (there (not be) / time (do) both)

H Well, let's just try!

D Oh, all right then.

**5 On the way home**

D Thanks for pushing me, Hank. If you hadn't  
 been with me, all those things we did together  
 \_\_\_\_\_  
 \_\_\_\_\_ ((be) / much for me (do))

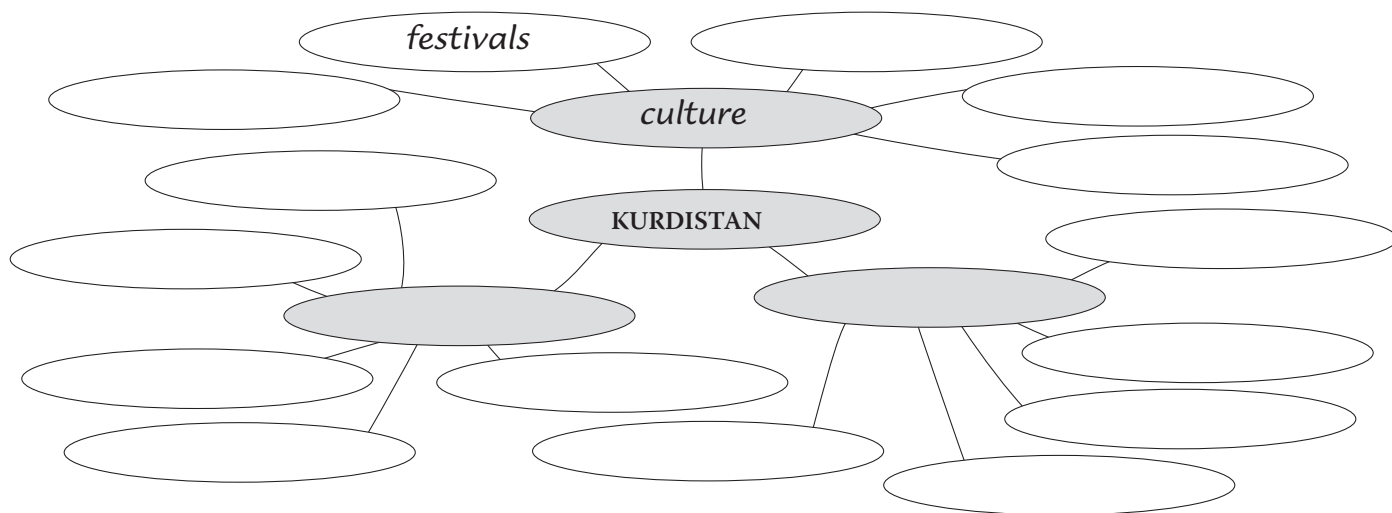
(I (not have) / energy (do) them alone)

**4 VOCABULARY: networks**

Use the following words to create a network about Kurdistan.

First, create these three sections: culture economy geography.

Then add these words: climate construction development farming festivals food language location mountains music oil population rivers trade & transport traditional design



**5 Use the network to plan an essay.**

Imagine that you have to write an essay about one of these three 'faces' of Kurdistan. Choose one, and then choose three of the five topics that you have listed. Next, mention particular points that you would make. Start your plan like this and then continue.

I would like to write about the geography of Kurdistan. First, I would write a paragraph about its location, and I would say something about its neighbours - the rest of Iraq, Iran, Turkey and Syria.

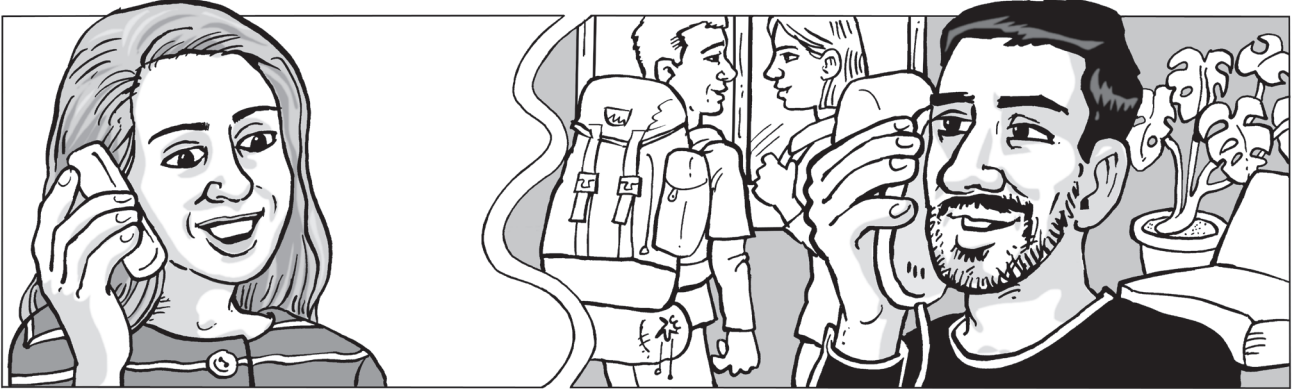
Next, I would write a paragraph about \_\_\_\_\_, and I would say something about \_\_\_\_\_.

Then, I would write a paragraph about \_\_\_\_\_.

## GETTING ORGANIZED

# Organizing a meeting; organizing ourselves

### 1 WRITING SKILLS Track 8



#### A Listen and complete the notes.

*Azad's first suggestion: Meet on \_\_\_\_\_ at \_\_\_\_\_*

*Stella's problem: Extra university lecture at \_\_\_\_\_*

*Stella's suggestion instead: Meet on \_\_\_\_\_*

*Azad's problem: Has to speak for \_\_\_\_\_ at \_\_\_\_\_*

*Stella's suggestion after that: Meet on \_\_\_\_\_ at \_\_\_\_\_*

*Where they plan to go: \_\_\_\_\_ and \_\_\_\_\_*

#### B Turn the notes into Azad's email report to Kate Reilly. (He wrote it just after the conversation.)

First, I suggested meeting on \_\_\_\_\_ at 3.00, but Stella had a problem with that because she has to \_\_\_\_\_

---



---



---



---



---

### 2 LANGUAGE FOR LIFE

First, order the useful telephone expressions. Then complete the dialogue with them, adding capital letters and punctuation. Check your work in SB page 17 Activity C.

you / for / phone    please / it / what / is / name    help / how / you / I / may  
moment / you / for / could / hold / a    him / you / me / through / put / to / could

**Receptionist**    Big Apple Hostel. \_\_\_\_\_  
**Stella**    Oh, hi. I'd like to speak to a guest, please. His name is Azad Qadir. \_\_\_\_\_

**Receptionist** I'm afraid we don't have phones in the guests' rooms. But wait, I know the person you mean, and I can see him now in the entrance hall.

**Stella** Oh, great!

**Receptionist** \_\_\_\_\_

**Stella** Of course.

**Receptionist** I'll call him over to the phone ... Er, \_\_\_\_\_

**Stella** Stella Farrant.

**Receptionist** Mr Qadir! Mr Qadir! \_\_\_\_\_

**3 WRITING**

**A Take the part of Dr Dale and write a short report about Layla. Use material from SB page 13 and page 17 to write a paragraph. Start like this.**

Steve is right to tell Layla that she is too anxious. If she goes on like this, she may burn out

\_\_\_\_\_,  
just as Steve says. She therefore needs to do one or two things differently. For example, I really think that she \_\_\_\_\_. I also think \_\_\_\_\_  
\_\_\_\_\_



**B Continue with a paragraph about Steve. Start like this.**

However, Layla is correct to tell Steve that \_\_\_\_\_.  
If he is not careful, \_\_\_\_\_ exactly as Layla says. As a result, he needs to \_\_\_\_\_. For example, \_\_\_\_\_  
\_\_\_\_\_

**4 UNIT TASK**

**Write a paragraph about yourself and Dr Dale's ideas. Start like this.**

I was very interested to read Dr Dale's ideas about getting organized. She offers a number of tips that are very useful, including \_\_\_\_\_ things that I have not thought about before.

On the positive side, I feel that I already do some of these things \_\_\_\_\_.  
For example, I \_\_\_\_\_.  
I also \_\_\_\_\_

However, it is also true that I \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Language Focus

## 1 UNIT LANGUAGE AND FUNCTIONS REVIEW

Complete Dr Dale's page in *Student Today Magazine*. Fill the gaps with language that you have met in Unit 2. Use the words in the box.

during enough time to for too long  
 from isn't there need  
 should to too much time  
 why not will be getting will be having

### YOUR QUESTIONS ANSWERED

#### Useful advice for students

By Dr Sally Dale



**Q** Dear Dr Sally,  
 I have just been accepted to study engineering at my first-choice college. Of course, I am very pleased about that, and I keep telling myself that this time next year I (1) \_\_\_\_\_ a great time. However, that means studying (2) \_\_\_\_\_ the age of five (3) \_\_\_\_\_ the age of 24 without a break! I feel I've been spending (4) \_\_\_\_\_ with books (5) \_\_\_\_\_. And I don't think I've had (6) \_\_\_\_\_ develop as a person. So I keep wanting to do something else for a while. (7) \_\_\_\_\_ something I can do about this?

Ann Rees (18)

**A** Dear Ann,  
 Yes, there is something: you (8) \_\_\_\_\_ consider taking a 'gap' year – a year away from education before you continue. Of course, you will (9) \_\_\_\_\_ to ask your college to hold your place for a year, but they will probably be very happy to agree. Then, (10) \_\_\_\_\_ that year, you can do a practical job and get experience in the real world of work. For example, you could join an organization that helps build things like bridges and schools in places such as Africa and S.E. Asia. If you do that, you (11) \_\_\_\_\_ valuable engineering experience as well as a break from studying. (12) \_\_\_\_\_ contact your college about this today?!

## 2 UNIT VOCABULARY REVIEW

A Use the letters in brackets to produce the words for the definitions.

- 1 complete \_\_\_\_\_: (v) to finish, e.g. a piece of work (meltcope)
- 2 \_\_\_\_\_: (n) an important thing that must be done before other things (yoritrip)
- 3 \_\_\_\_\_: (n) an amount of time, e.g. the length of a school lesson (rediop)
- 4 \_\_\_\_\_: (v) to use materials again, often to make something different (yelcrec)
- 5 \_\_\_\_\_: (n) problems, worries or things that are difficult (tourleb)
- 6 \_\_\_\_\_: (v) succeed in doing something difficult (acehive)
- 7 \_\_\_\_\_: (n) a plan of activities or events and when they will happen (heedlucs)
- 8 \_\_\_\_\_: (n) the scientific study of heat, light and other forms of energy and how they move or change objects (scyphis)
- 9 \_\_\_\_\_: (n) a printed piece of paper that is free and that gives information about something (felteal)
- 10 \_\_\_\_\_: (n) one of the two periods of about 18 weeks that the school year consists of in some countries (stemseer)
- 11 \_\_\_\_\_: (n) a meeting or a class where a small group of people discuss a subject (minesar)
- 12 \_\_\_\_\_: (n) the study of social matters, the way that human beings organize themselves as a group and the way they act towards each other (yooliscog)

B Check your work in A. Find the words you produced in this list of important new words.

achieve anxious biology burn out  
 bus stop chemistry complete document  
 leaflet lecture outline period physics  
 priority recycle relaxed research  
 receptionist revision schedule semester  
 seminar sociology trouble

### 3 TO HELP YOU STUDY

A You already know the words in these tables. To complete the tables, add endings to form new words that you have met in Grade 12, Units 1 and 2.

	verb	noun
1	plan	
2	practise	
3	protect	
4	publish	
5	revise	

	noun	noun
1	bank	
2	chemist	
3	immigrant	
4	presenter	
5	wood	

B Check your work in the Grade 12 Alphabetical Wordlist.

C Use pairs of words from A to complete the following. Change the form where necessary.

- The US population was just a few million in 1800, but \_\_\_\_\_ rose rapidly during the following century and \_\_\_\_\_ started coming from many other parts of the world.
- How often do you \_\_\_\_\_ your singing? // I go to singing \_\_\_\_\_ three times a week.
- We used to go into the \_\_\_\_\_ to find trees that had fallen and bring back \_\_\_\_\_ for our fire.
- My uncle works for a \_\_\_\_\_, and my cousin hopes to get a job in \_\_\_\_\_, too.
- Why have you written TRAVEL on your \_\_\_\_\_ for next summer? / Because I'm \_\_\_\_\_ to travel round the world then!
- I'm going to do some \_\_\_\_\_ for our history test tonight, and then I'm going to \_\_\_\_\_ for our biology test tomorrow night.

D You already know all the nouns and adjectives in this table. Add the missing ones and then the adverbs.

	noun	adjective	adverb
1	beauty	<i>beautiful</i>	<i>beautifully</i>
2	difference		
3		environmental	
4		fashionable	
5		personal	
6	safety		

E Use sets of words from D to complete the following. Change the form where necessary.

- A I heard about the fire. Are you and little Nian \_\_\_\_\_?

B Yes, we all got out \_\_\_\_\_, Mum. But we've lost everything.

C That's not important. Your \_\_\_\_\_ is the only really important thing.
- A Here are Dlovan Gharib's \_\_\_\_\_ details.

B Thanks, but tell me, what sort of \_\_\_\_\_ is he?

A Speaking \_\_\_\_\_, I think he's the right man for the job, but you should decide for yourself when you interview him.
- A Have you noticed any \_\_\_\_\_ now that Layla has been away at university for a year?

B Oh, yes! She thinks and talks very \_\_\_\_\_ now. She's really a \_\_\_\_\_ person!



### *People may have lived here.*

#### 1 VOCABULARY

A Complete the tables with words from the box.

area circular deep distance  
height length measure  
rectangular square triangle  
volume weight wide

#### Dimensions

adjective	high		long	
noun		width		depth

#### Shapes

noun		rectangle		circle
adjective	square		triangular	

#### Other ways of measuring

verb		weigh
noun	measurement	

	e.g. metres (m) kilometres (km)	e.g. feet miles
	e.g. square metres (m <sup>2</sup> )	e.g. square feet (sq ft)
	e.g. cubic metres (m <sup>3</sup> )	e.g. cubic feet (cu ft)

B In Grade 9, you learned a little about Alexandria's Pharos lighthouse. Here is more. Use words from the tables to complete the text.

For 1,500 years, Pharos, the world's first lighthouse, stood on a small island at the entrance to the important Egyptian port of Alexandria. With its great (1) *height* of about 130 metres above sea level, it became one of the Seven Wonders of the Ancient World (along with the Pyramid of Khufu near Cairo).

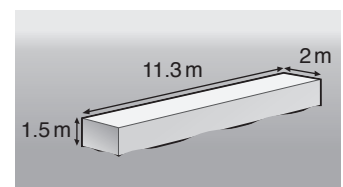
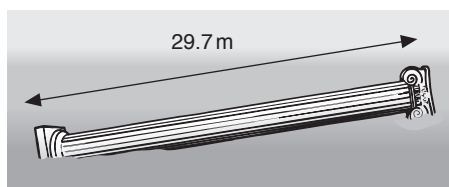
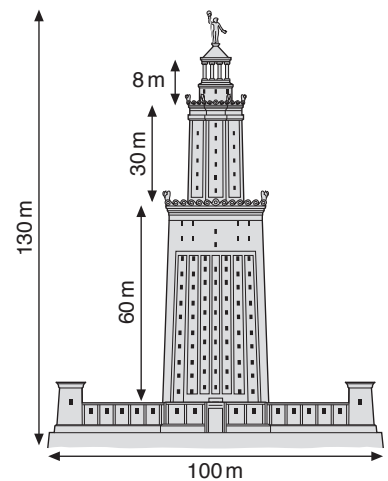
Ships could see the light of Pharos from a (2) \_\_\_\_\_ of 30 miles or more. By day, it came from a mirror that shone the light of the sun across the sea. By night, it came from a huge fire.

The base of Pharos covered most of the island and probably had an (3) \_\_\_\_\_ of roughly 10,000 m<sup>2</sup>. Rising from this, the main structure of the lighthouse consisted of three different parts. The first was (4) \_\_\_\_\_ in shape. It seems that each side was about 35m (5) \_\_\_\_\_ and was approximately 60m (6) \_\_\_\_\_. On top of this, the second part had eight sides, and it probably had a (7) \_\_\_\_\_ of roughly 30m. The top part was (8) \_\_\_\_\_ in shape and above that probably stood a statue of \*Poseidon.

Pharos guided ships to safety for many years, but earthquakes gradually destroyed it. Since 1994, over 2,000 ancient stones, columns and statues have been discovered on the seabed at a (9) \_\_\_\_\_ of about seven metres, and it is believed that many of them were once part of Pharos. One huge column has a (10) \_\_\_\_\_ of nearly 29.7m.

There is also a line of over 20 huge blocks of stone, some over 11m (11) \_\_\_\_\_, with a (12) \_\_\_\_\_ of around 35m<sup>3</sup> and a (13) \_\_\_\_\_ of as much as 75 tonnes.

\*Poseidon: the Greek god of water and the sea, also the bringer of earthquakes



## 2 GRAMMAR: Active and passive; *by* + agent

Put the following into the passive. Use *by* + agent only when it is important to do so.

### Alexandria and Pharos

Alexander the Great founded Alexandria over 2,300 years ago, and his people built this great new port on the coast near the mouth of the River Nile. Under the new king, Ptolemy I, they designed many fine buildings for this new capital of Egypt. Then they began the construction of the most famous of them all – the Pharos lighthouse. Ptolemy I's son, Ptolemy II, finished the project 12 years later. From that time, its light guided visitors safely into the port, day and night. Although earthquakes destroyed it long ago, and no one has seen it for 700 years, people still remember it as one of the Seven Wonders of the Ancient World.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

## 3 GRAMMAR: expressing certainty and possibility – past and present

Use the verb in brackets and suitable forms from the table to complete the following.

	certain	possible
<b>present</b>	<i>*must/can't be (doing)</i>	<i>may/might/could be (doing)</i>
<b>past</b>	<i>must have (done)</i> <i>can't/couldn't have (done)</i>	<i>may/might/could have (done)</i>

\*Before you start, read about *must* and *can't* for certainty in Language Focus Lesson 2 on SB page 26.

### Pharos, past and present

No one knows for sure the height of Pharos, but it (1) *must have been* (be: certain) about 130 metres. And as one of the tallest structures in the world at that time, it (2) \_\_\_\_\_ (amaze: certain) everyone who saw it. Sadly, a long series of earthquakes between 320 and 1303 gradually destroyed it. It seems that an earthquake in 796 (3) \_\_\_\_\_ (damage: possible) the top part quite badly. However, it (4) \_\_\_\_\_ (not collapse: certain) because the famous writer Idrisi tells us that it was still working when he visited in 1115. However, there (5) \_\_\_\_\_ (be: possible) some major problems because Salah al-Din, the great Kurdish leader of the Muslim World and ruler of Egypt, began repair work in 1272. Sadly, soon afterwards, a huge earthquake in 1303 sent almost the whole structure to the bottom of the sea.

Since 1994, around 2,250 large pieces of stone have been found on the seabed, and many of these (6) \_\_\_\_\_ (be: certain) the remains of Pharos. The experts say that there (7) \_\_\_\_\_ (also be: possible) about 500 more blocks, statues and columns down there which still have to be found. The hope is that with much careful study, all these pieces will tell us more clearly what the whole structure (8) \_\_\_\_\_ (look: certain) like when the Ptolemies were the rulers of Egypt.

## SAVING THE PAST FOR THE FUTURE

*Plans are now being carried out.*

### 1 VOCABULARY

A Use word formation patterns to recognize new word forms (in italics) that are grammatically related to words you know. Add these grammatical forms to the table heading: adjective, noun (person), noun (thing).

	_____	_____	_____
1	<i>archaeology</i>	archaeologist	archaeological
2	biology	<i>biologist</i>	<i>biological</i>
3	technology	<i>technologist</i>	<i>technological</i>

B Look at the first four lines of the tables below. Then complete line 1 of each table with words from the text on SB page 22.

	verb	noun
1	invent	
2	attract	attraction
3	construct	construction
4	pollute	pollution
5	collect	
6	connect	
7		location

	verb	noun
1	civilize	
2	invite	invitation
3	organize	organization
4	present	presentation
5		conservation
6	explore	
7	prepare	

C You can even use these patterns to work out the probable forms of words you have never met. Complete lines 5–7 of each table in B. (But note: be careful when you do this. English often breaks its own patterns, so always check your ideas in a dictionary.)

D Use words from A–C to complete the following.

- Haval always loved looking at plants and animals when he was small. Now, \_\_\_\_\_ is his best subject at school, and he wants to study at university to become a \_\_\_\_\_.
- The ancient city was \_\_\_\_\_ at the southern end of the lake, and you can easily see its exact \_\_\_\_\_ from the large mound that still stands there.
- Have \_\_\_\_\_ for the project started yet? // Yes, we're \_\_\_\_\_ to start work next month.
- The Great Pyramid of Khufu took over 20 years to \_\_\_\_\_, and thousands of men

worked – and even sometimes died – to make its \_\_\_\_\_ possible.

### 2 GRAMMAR: the passive – mixed tenses

An old Erbil Citadel building is being repaired and made ready for its new use as a craft workshop with a craft shop and café. A city planning officer is visiting the site today, 8th November, and she is asking about the work programme.



Study the work schedule and answer her questions. Use the present continuous passive, the passive with *going to* and other tenses necessary to give information about dates.

Work schedule		
Job	Schedule (Oct-Dec)	Completed?
Repair roof.	1-19/10	
Build workshop area.	15-27/10	✓
Deliver new doors.	24/10	✓
Change electrics.	29/10-9/11	✓
Paint all walls.	5/11-16/11	
Construct workshop shelves & tables.	8/11-16/11	
Plant café garden.	19/11-30/11	
Set up workshop & café equipment.	21/11-30/11	
Wash & clean whole building.	3-6/12	

- 1 Q Have the electrics been changed yet?  
A No, they haven't, but they're being changed now. They're going to be finished tomorrow.
- 2 Q When is the workshop area going to be built?  
A It's already been built. It was finished on 27th October.
- 3 Q Is the café garden being planted now?  
A No, it isn't, but it's going to be planted soon. It's going to be finished on 30th November.
- 4 Q When is the roof going to be repaired?  
A \_\_\_\_\_
- 5 Q Is the workshop and café equipment being set up now?  
A \_\_\_\_\_
- 6 Q Have the workshop shelves and tables been constructed yet?  
A \_\_\_\_\_
- 7 Q When are the new doors going to be delivered?  
A \_\_\_\_\_
- 8 Q Have all the walls been painted yet?  
A \_\_\_\_\_
- 9 Q Is the whole building being washed and cleaned now?  
A \_\_\_\_\_

**3 GRAMMAR: *It is said / thought / believed that ...***

A Change the start to *It is ...* and order the other words below to write statements about the pictures of British history and old stories.

People 

say	think	that
believe		

 a lake in northern Scotland. / lives in Loch Ness, / an ancient monster  
 was buried / in central England. / deep in this mound / an ancient king  
 be able to walk / from Britain to Germany / on dry land / all the way / people used to



*It is* \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

B Write a similar statement about Kurdish history or an old Kurdish story.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### *Making a presentation*

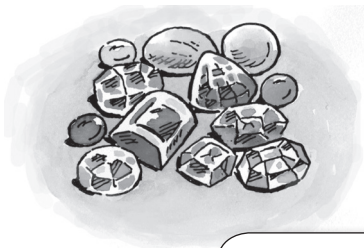
#### 1 WRITING

A Complete the exhibit notes. Choose words from the following.

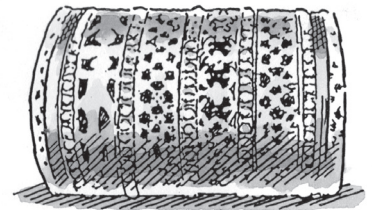
made  
produced  
sold  
taken  
traded  
used

across  
along  
all along  
from  
in  
to

China  
Egypt  
India  
Persia  
The Silk Road  
Central Asia  
the East  
the West



Items for the Silk Road Exhibition



**Exhibit 137**  
Precious stones: Produced in \_\_\_\_\_  
Stones like these were often traded in \_\_\_\_\_ and in \_\_\_\_\_

**Exhibit 138**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Exhibit 139**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Exhibit 140**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B Note extra information about the coin. (If necessary, listen to CD Track 11 Part 3 again.)

Coin produced during time of Kublai Khan, Mongol \_\_\_\_\_  
\_\_\_\_\_ from \_\_\_\_\_ - \_\_\_\_\_

Shows that \_\_\_\_\_

## 2 WRITING

A Describe the movement of technologies and religions between the East and the West.

Work from memory. Write *E-W* (from east to west) or *W-E* (from west to east).

*How inventions, crafts and religions travelled*

**Inventions and crafts:**

- |                |                  |
|----------------|------------------|
| 1 fireworks    | <i>E-W</i> _____ |
| 2 glass-making | _____            |
| 3 paper-making | _____            |
| 4 rug-making   | _____            |
| 5 printing     | _____            |

**Religions:**

- |                |       |
|----------------|-------|
| 6 Islam        | _____ |
| 7 Christianity | _____ |
| 8 Buddhism     | _____ |

B Write a summary statement. List things that moved from east to west and from west to east.

Things that moved from east to west included \_\_\_\_\_  
 \_\_\_\_\_, and \_\_\_\_\_  
 \_\_\_\_\_

## 3 UNIT TASK

In Lesson 3 you spoke about old buildings or ancient sites that need to be investigated and/or protected. There are thousands of places like these in Iraqi Kurdistan. Most have not been investigated, and many are believed to be very ancient.

Write a short, formal presentation to UNESCO about one of them. Do the following:

- Complete the statement about the report.
- Introduce the place this report is about and where it is. Explain why it is special.
- Give a description of the place as it now appears.
- Say what may be discovered if it is investigated and what may happen if it is not protected.

Start like this:

Report on \_\_\_\_\_ and the need to \_\_\_\_\_

The aim of this short report is to present a description of \_\_\_\_\_,  
 to explain why it is special, to describe the place as it now is, and to show the need for its urgent  
 investigation and protection.

This place is \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

As it now appears, \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Here in Kurdistan, we believe that \_\_\_\_\_  
 urgently needs to be investigated and protected. If \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



# Language Focus

## 1 GRAMMAR AND FUNCTIONS

A Complete the following paragraphs from a newspaper report. Put the verbs in brackets into suitable forms of the passive.

### ANCIENT JEWELLERY FOUND ON SEABED

During the last three months, hundreds of ancient pieces of gold and silver jewellery (1) have been found (find) on the seabed just a kilometre from the south-east coast of England. Nothing remains of the boat that was carrying them, but (2) it is thought (it / think) that it was on its way to what is now Germany.

The search is continuing, and it (3) \_\_\_\_\_ (carry out) by a group of friends who are professional divers, not archaeologists. However, their finds (4) \_\_\_\_\_ (send) straight to a team of archaeologists in London, and they are creating great interest there. The London team's leader, Dr Alan Rose says, 'These objects are nearly 2,500 years old, and they (5) \_\_\_\_\_ (make) by people who were real artists in metal. And another very important thing: before this, (6) \_\_\_\_\_ (it / think) that sea trade did not develop until much later. These finds mean that the history of sea trade in northern Europe must now (7) \_\_\_\_\_ (write) again.'

A full report (8) \_\_\_\_\_ (publish) as soon as possible. A TV documentary (9) \_\_\_\_\_ (also make) during the next month. (10) \_\_\_\_\_ (it / hope) that this will be ready to broadcast before the end of the year.



B Complete the following paragraphs with modal verbs to express certainty and possibility.

No one knows for sure, but the ancient boat that was carrying the jewellery (1) may / might / could have been (be: possible) up to ten metres long. And archaeologists now believe that boats like this (2) \_\_\_\_\_ (sail: possible) regularly and quite safely across the open sea.

So what happened to this boat? Dr Rose feels that there (3) \_\_\_\_\_ (be: certain) a very sudden storm and, as a result, the boat (4) \_\_\_\_\_ (not have: certain) time to escape to safety before it was destroyed by the wind and waves.

And did the sailors and merchants on the boat escape? Dr Rose thinks that one or two of them (5) \_\_\_\_\_ (swim: possible) to the coast but, sadly, he believes that in a storm as bad as this most (6) \_\_\_\_\_ (not survive: certain).

## 2 VOCABULARY

A Find and circle 20 of these new words in the box on page 25.

bury   circular   coin   college   craft   delicious   dimension   dramatic   glad  
government   heart   invention   measure   provide   religion   shape   square  
structure   technique   treasure   triangular   urgent   volume

j	g	l	a	d	e	t	r	i	a	n	g	u	l	a	r	z	v	s	l
n	p	m	b	e	s	m	t	e	j	f	c	d	n	g	a	l	g	t	b
u	h	s	f	e	r	e	l	i	g	i	o	n	a	e	c	s	o	q	t
r	j	q	k	h	f	r	v	u	m	o	v	y	i	t	i	w	v	t	r
g	a	u	i	e	g	t	e	c	h	n	i	q	u	e	r	t	e	i	e
e	n	a	l	a	d	n	i	b	t	l	u	h	o	o	c	j	r	u	a
n	o	r	b	r	r	d	r	a	m	a	t	i	c	h	u	p	n	x	s
t	c	e	m	t	y	i	x	u	r	j	g	m	p	a	l	o	m	g	u
q	o	a	e	w	d	i	m	e	n	s	i	o	n	j	a	y	e	u	r
l	l	t	a	v	s	e	y	w	f	s	t	o	b	u	r	g	n	g	e
h	l	f	s	r	h	l	b	u	r	y	l	h	p	t	r	e	t	f	k
c	e	k	u	t	a	i	s	y	n	i	d	e	l	i	c	i	o	u	s
x	g	f	r	l	p	h	c	o	i	n	i	l	c	a	y	e	d	s	a
j	e	w	e	k	e	c	r	a	f	t	e	p	r	o	v	i	d	e	v

**B Now use words from the box to complete the following. Change the form where necessary.**

- 1 Thank you for a wonderful meal. It was \_\_\_\_\_!
- 2 The ancient city covers an area of 2.5 \_\_\_\_\_ kilometres.
- 3 Islam, Christianity and Buddhism are all \_\_\_\_\_ that were spread by the Silk Road.
- 4 I suddenly saw a bright light in the night sky, and it was triangular in \_\_\_\_\_.
- 5 We do not yet know what secrets are \_\_\_\_\_ deep in the ground.

**3 TO HELP YOU STUDY**

Some languages are spelt phonetically: they are spelt the way they sound. However, English spelling is more complicated, and this means it is very important to use your dictionary and the phonetic alphabet.

There are basic pronunciation and spelling rules, but sounds are often spelt in other ways, too. For example, you have studied the sounds of *s* in Unit 3 – /s/ and /z/ as in *studios* – but there are also words with different pronunciations of *s* or *ss*, e.g. *sure* /ʃʊ:(r)/ and *unusual* /ʌn'ju:ʒʊəl/.

**A Copy the phonetic spellings of these words from the Grade 12 Alphabetical Wordlist.**

**Then practise pronouncing them.**

commission /\_\_\_\_\_/      dimension /\_\_\_\_\_/  
measurement /\_\_\_\_\_/      treasure /\_\_\_\_\_/

You know the usual pronunciations of *c* – /s/ and /k/ as in *circular* – but there are also words with different pronunciations of *c*, e.g. *ancient* /'eɪnʃ(ə)nt/ and *precious* /'preʃəs/.

**B Copy the phonetic spellings of these words from the Grade 12 Alphabetical Wordlist.**

**Then practise pronouncing them.**

delicious /\_\_\_\_\_/      efficient /\_\_\_\_\_/      specialize /\_\_\_\_\_/

You know the usual pronunciation of *ch* – /tʃ/ as in *merchant* – but there are also words with different pronunciations of *ch*, e.g. *machine* /məʃ'i:n/ and *school* /sku:l/.

**C Copy the phonetic spellings of these words from the Grade 12 Alphabetical Wordlist.**

**Then practise pronouncing them.**

archaeologist /\_\_\_\_\_/      architecture /\_\_\_\_\_/      technique /\_\_\_\_\_/

*It couldn't have gone better!***1 VOCABULARY: prepositions**

Choose prepositions from the boxes to complete the story of Azad's visit to New York.

at for from in on to to

Azad flew (1) \_\_\_\_\_  
New York (2) \_\_\_\_\_ the  
Youth Conference (3) \_\_\_\_\_  
Manhattan, which continued  
all week (4) \_\_\_\_\_ Monday  
(5) \_\_\_\_\_ Friday. His  
presentation was (6) \_\_\_\_\_  
2.00 p.m. (7) \_\_\_\_\_ Tuesday.



for in of about past  
until up with

The following day, he also took part (9) \_\_\_\_\_  
a discussion (10) \_\_\_\_\_ Middle East resources,  
and he spoke (11) \_\_\_\_\_ Iraq. Because he was  
very busy, he had to wait (12) \_\_\_\_\_ Thursday  
to go out (13) \_\_\_\_\_ Stella to do  
some sight-seeing. They sailed (14) \_\_\_\_\_ the  
Statue (15) \_\_\_\_\_ Liberty, and they also went  
(16) \_\_\_\_\_ the Empire State Building and saw  
the city lights.

**2 VOCABULARY: grammatical pairs**

A Find verbs, nouns and adjectives from the text on SB page 28 to complete the pairs.

	verb	noun
1	Speak	
2	develop	
3		discussion
4		preparation
5	see	

	noun (thing)	noun (person)
1		actor
2		presenter
3	organization	
4	tour	
5		officer

	noun	adjective
1		young
2		educational
3	centre	
4	business	
5	day	

B Complete the pairs with an *~ing* and an *~ed* adjective from the text on SB page 28. Then add three more *~ing/~ed* pairs that you already know.

	adjective	adjective
1	interesting	
2		amazed
3		
4		
5		

C Use grammatical pairs from A–B to complete the following. Change the form where necessary.

- The New York Times* is a \_\_\_\_\_ newspaper, and you will find it in the shops every \_\_\_\_\_, early in the morning.
- International leaders are meeting to \_\_\_\_\_ the problems of climate change. However, they do not agree about very much, and their \_\_\_\_\_ are going to take a long time.
- If you are a \_\_\_\_\_ in New York, there are lots of different sight-seeing \_\_\_\_\_ that you can join to see the city.
- Are you \_\_\_\_\_ in this programme?  
// No, it isn't very \_\_\_\_\_. Let's turn off the TV.

**3 VOCABULARY: words in context**

Choose the right word to complete each statement. Change the form where necessary.

- 1 When Tara heard the noise outside, she \_\_\_\_\_ speaking and turned around. (end / stop)
- 2 Tara \_\_\_\_\_ her talk by saying, 'That's all I have to say. Thanks for listening.' (end / stop)
- 3 The new leader of the government gave a great \_\_\_\_\_ that made the whole country feel he was the right man for the job. (lecture / speech)
- 4 I always write out my \_\_\_\_\_ notes as soon as possible to make sure I've understood all the important information. (lecture / speech)
- 5 I was \_\_\_\_\_ about the exam, but I thought I would probably do well enough. (frightened / nervous)
- 6 When the lion ran straight towards me, I was suddenly really \_\_\_\_\_! (frightened / nervous)
- 7 Astronauts on the International Space Station have wonderful \_\_\_\_\_ of the Earth. (sight / view)
- 8 We don't have time to visit many of the tourist \_\_\_\_\_ of Washington, but we'll certainly make sure we see the White House. (sight / view)
- 9 Karwan is over two metres \_\_\_\_\_ now, and he's getting really good at basketball! (high / tall)
- 10 He's got the \_\_\_\_\_ number of points of anyone in the team so far this year. (high / tall)
- 11 We discussed our plans for a long time, and \_\_\_\_\_ we decided to travel west. (at the end / in the end)
- 12 \_\_\_\_\_ of the day, we stopped by a stream, cooked dinner and went to sleep. (at the end / in the end)

**4 FUNCTIONS: making suggestions**

Complete the suggestions with these forms.

I suggest ...	Let's ...
What about ...	Why not ...

- 1 \_\_\_\_\_ forget about work this evening?
- 2 \_\_\_\_\_ go out to see a film instead.
- 3 \_\_\_\_\_ seeing the new George Clooney film?
- 4 \_\_\_\_\_ we meet at the cinema at 7.00.

**5 GRAMMAR: comparative and superlative forms**

After the conference, Azad hopes to visit a cousin in Cleveland, Ohio.

Compare different forms of transport for him: a) the time they take, and b) how expensive they are.

Form of transport	Journey time	Cost
bus	5 hours 30 minutes	\$45
train	3 hours 15 minutes	\$78
plane	1 hour 10 minutes	\$99

- 1 (the plane – the other two) The plane takes the least time, but it's \_\_\_\_\_
- 2 (the train – the plane) The train \_\_\_\_\_
- 3 (the bus – of the three) \_\_\_\_\_

**6 GRAMMAR: past simple and present perfect**

Describe a) something you finished recently and b) something you have started but not finished yet. Write about 1) starting and 2) how long you were/have been doing it.

- a \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- b \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### 1 GRAMMAR: negative questions

Azad has arrived at his cousin's home in Ohio.

Turn the thoughts into negative questions.

*I expect he was amazed by the speed of New York life.*

*I'm sure he's happy he can relax with us now.*



*He probably feels tired after his long journey.  
I imagine he'd like something to eat now.*

- 1 **Weren't you** \_\_\_\_\_ by the speed of New York life?
- 2 \_\_\_\_\_ relax with us now?
- 3 \_\_\_\_\_ long journey from New York?
- 4 \_\_\_\_\_ something to eat now?

### 2 GRAMMAR: continuous tenses

Azad is sending Miss Reilly a short email.

Turn his thoughts into statements. Use the correct verb tenses.

*a week ago, / (sit) / my hostel room, / (worry) / my presentation*

*During the past few days, / (have) / wonderful time, / (meet) people / all over / world*

*Right now, / (stay) / my cousin / his family, / (relax) before dinner with / them*

*Next week, / (fly) back / Kurdistan, / (see) my family / all my friends again, including you*

- 1 A week ago, I \_\_\_\_\_ in my hostel room, and I \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

### 3 FUNCTIONS: giving advice

Choose sentence parts to give appropriate advice.

- |                      |  |
|----------------------|--|
| Then you really must | go to the bank and get some more.          |
| Then you'd better    | go and see the doctor.                     |
| Then you ought to    | go back to the shop and change it.         |
| Then you should      | go to the supermarket and get some things. |

- 1 **A** This new CD is damaged. Look at it!  
**B** *Then you should* \_\_\_\_\_
- 2 **A** Oh, no! I haven't got any more money.  
**B** \_\_\_\_\_
- 3 **A** There's no food in the house, and my friend is coming for dinner!  
**B** \_\_\_\_\_
- 4 **A** I haven't been feeling well for a while.  
**B** \_\_\_\_\_

**4 GRAMMAR: forms of the passive**

It is the Monday after the end of the conference. Although this has finished, the work of the organizers has not.

Use their work schedule to make statements. Use suitable forms of the passive, including modals.

**Job**

- 1 Produce a short, final news report.
- 2 Note conference successes & failures.
- 3 Consider ways of doing better next time.
- 4 Discuss possible locations for next time.
- 5 Publish the full NY conference report.
- 6 Choose a city for the next conference.
- 7 Prepare invitations for the conference.

**When**

*last Friday night*  
*already done*  
*now*  
*tomorrow*  
*may do this month*  
*have to do in Nov*  
*must do by 31/12*

1 *A short, final news report*

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

**5 GRAMMAR: certainty and possibility**

A Answer these questions about the following situation.

You have arrived at school, and you are surprised to find that your friend is not there.

1 Where do you think your friend must be?

\_\_\_\_\_

2 Why do you think he/she might be away from school today?

\_\_\_\_\_

3 What do you think he/she could be doing?

\_\_\_\_\_

B Answer these questions about the following situation:

For the last hour, you have been waiting at the bus station for a friend. Two buses have arrived from your friend's town, but he/she was not on either of them. You do not have your mobile with you, so you cannot phone him/her to find out what has happened.

1 What must your friend have failed to do?

\_\_\_\_\_

2 How may that have happened?

\_\_\_\_\_

3 Why could he/she not have contacted you?

\_\_\_\_\_

**6 GRAMMAR: cause and effect**

Complete the following to make two true statements. Start the second part of each with *because* or *so*.

1 I am good at \_\_\_\_\_ (first part)

\_\_\_\_\_ when I leave school, I want to \_\_\_\_\_ (second part)

2 When my friend leaves school, he/she wants to \_\_\_\_\_ (first part)

\_\_\_\_\_ he/she is good at \_\_\_\_\_ (second part)

# 5

## FEEDING NINE BILLION

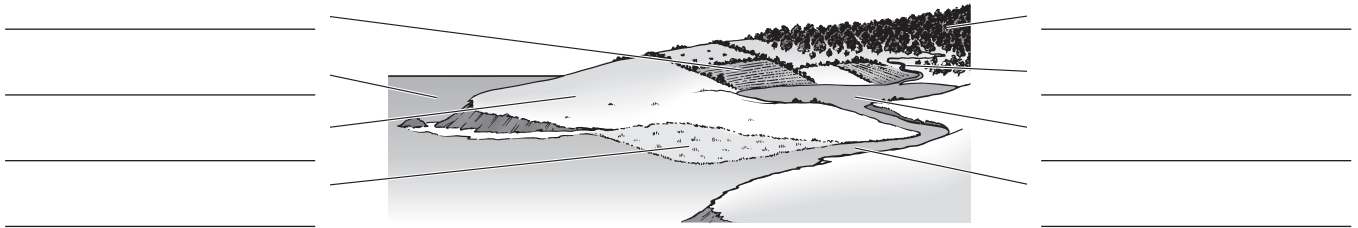
*When that happens, the rain will stop.*

LESSONS  
1&2

### 1 VOCABULARY: geographical terms

Label the picture with these groups of words.

lake	sea	river	stream
farmland	grassland	wetland	woodland



### 2 VOCABULARY: percentages and fractions

Match the fractions in the box to the percentages below.

$\frac{1}{5}$ – a fifth	$\frac{1}{8}$ – an eighth	$\frac{1}{4}$ – a quarter	$\frac{1}{10}$ – a tenth	$\frac{1}{3}$ – a third	$\frac{1}{20}$ – a twentieth
	$\frac{1}{2}$ – half	$\frac{3}{4}$ – three quarters	$\frac{2}{5}$ – two fifths	$\frac{2}{3}$ – two thirds	

- |                  |       |         |       |
|------------------|-------|---------|-------|
| 1 50%            | _____ | 6 20%   | _____ |
| 2 33.3% (approx) | _____ | 7 40%   | _____ |
| 3 66.7% (approx) | _____ | 8 12.5% | _____ |
| 4 25%            | _____ | 9 10%   | _____ |
| 5 75%            | _____ | 10 5%   | _____ |

### 3 GRAMMAR: ways of comparing quantities

Complete these statements about charts a–e on SB p32. Use the ways of comparing shown in brackets – (%) e.g. 15%, (<sup>a</sup>/<sub>b</sub>) e.g.  $\frac{1}{2}$ , or (x) e.g. *five times, twice*.

#### Chart a

- The 1950 population was less than 25% of the high 2050 projection. (%)
- The low 2050 projection is just over \_\_\_\_\_ of the high 2050 projection. (<sup>a</sup>/<sub>b</sub>)
- The low 2050 projection is roughly \_\_\_\_\_ the 1950 population. (x)

#### Chart b

- The medium projection for 2300 is roughly  $\frac{1}{4}$  of the high projection for that year. (<sup>a</sup>/<sub>b</sub>)
- The medium projection for 2300 is about \_\_\_\_\_ the low projection for that date. (x)
- The high projection for 2300 is approximately \_\_\_\_\_ of the medium projection for that point. (%)

#### Chart c

- The area of sea is three times the area of land. (x)
- The sea covers \_\_\_\_\_ of the surface of the Earth. (%)
- Land covers only \_\_\_\_\_ of the Earth's surface. (<sup>a</sup>/<sub>b</sub>)

#### Chart d

- Exactly \_\_\_\_\_ of the world's land is productive. (<sup>a</sup>/<sub>b</sub>)
- A little over \_\_\_\_\_ of the global land surface consists of high mountains and land covered with ice. (<sup>a</sup>/<sub>b</sub>)
- Just over \_\_\_\_\_ of the Earth's land area is desert. (<sup>a</sup>/<sub>b</sub>)

**Chart e**

- 13 Grassland covers exactly \_\_\_\_\_ the area of farmland. (×)
- 14 Forests and woodland cover more than \_\_\_\_\_ the land that urban areas cover. (×)
- 15 Farmland takes approximately \_\_\_\_\_ the amount of land that urban areas take. (×)

**4 VOCABULARY: word pairs****A Find opposites for these words in your SB.****page 32**

- 1 high low
- 2 sea \_\_\_\_\_
- 3 salt water \_\_\_\_\_
- 4 passive \_\_\_\_\_

**page 33**

- 5 urban \_\_\_\_\_
- 6 southern \_\_\_\_\_
- 7 appear \_\_\_\_\_
- 8 wetter \_\_\_\_\_

**5 GRAMMAR: conjunction + present + future****A Choose from the conjunctions in brackets to complete the text.**

The price of fuel touches everything we do on a farm like this – the use of heavy equipment, the price of farm chemicals, transport and heat for the animals in winter. Now, that price has already gone up by a fifth in the last year, and (1) \_\_\_\_\_ (if / as) it goes up by another 20%, we just won't be able to continue farming.

Even (2) \_\_\_\_\_ (as / before) it rises by as much as that, we will be in a lot of trouble. Our prices will have to jump 20% or more, and (3) \_\_\_\_\_ (when / before) that happens, the big supermarkets will quickly stop buying from us and start trying to buy more cheaply from abroad. And (4) \_\_\_\_\_ (as / after) they change like that, they won't come back to us in the future – even if fuel prices, and therefore our prices, drop again.

And what will happen (5) \_\_\_\_\_ (after / before) more and more farmers like me disappear? Well, gradually less and less food will be produced, and (6) \_\_\_\_\_ (as / before) less and less is produced, prices will slowly go up and up – here and everywhere else, too. And (7) \_\_\_\_\_ (before / when) that world food crisis arrives, perhaps people will remember how farmers like me tried to warn the world!



Alan Harper,  
dairy farmer,  
southern  
England

**B Use pairs of words from A to complete the following.**

- 1 Tony is a very \_\_\_\_\_ person with lots of energy, whereas Theo is quite \_\_\_\_\_: he's happy to sit in front of the TV all day!
- 2 A lot of animals \_\_\_\_\_ in the coldest months and then \_\_\_\_\_ again when spring comes.
- 3 I come from a small village in a \_\_\_\_\_ area, so life in an \_\_\_\_\_ environment like New York was very strange at first.
- 4 We need \_\_\_\_\_ to drink. If we drink this \_\_\_\_\_, it'll just make us more thirsty.
- 5 I love this beautiful beach, where the \_\_\_\_\_ and the \_\_\_\_\_ meet.
- 6 River levels used to be \_\_\_\_\_, but a lot of water is taken for irrigation now, and water levels are often very \_\_\_\_\_.
- 7 Parts of \_\_\_\_\_ Europe are often quite warm in winter, but \_\_\_\_\_ Europe gets very cold.

**B Answer the questions about the end of Grade 12. Re-use the conjunctions.**

- 1 What will you try to do **as** you prepare for your final exams?  
\_\_\_\_\_
- 2 How will you feel **before** your first exam?  
\_\_\_\_\_
- 3 What will you say to your parents **after** your last exam?  
\_\_\_\_\_
- 4 How will you celebrate **when** you finally leave school at the end of the year?  
\_\_\_\_\_



**1 VOCABULARY: word building with prefix re~**

A Find an example of the prefix *re~* in SB Reference Section 1 on page 103. Then find another example – a new word – in the text on SB page 34, lines 55–60.

B Add the two words from A to their definitions.

\_\_\_\_\_ produce new life, make a copy of something

\_\_\_\_\_ use something again

Now add these other words to their definitions.

rename	return	recycle	revise	remember	replace
--------	--------	---------	--------	----------	---------

\_\_\_\_\_ use waste material (e.g. glass, paper) again, often for a different purpose

\_\_\_\_\_ bring back into your mind

\_\_\_\_\_ give something another name

\_\_\_\_\_ take away someone or something and put someone or something new there instead

\_\_\_\_\_ go back to a place where you were before

\_\_\_\_\_ study information again to prepare for a test or exam

**2 GRAMMAR: as long as**

You have used conditional statements like this for many years:

*If this land is not farmed sustainably, it will turn into desert.*

In Grade 11, you met other ways of expressing the same idea, including:

*Unless this land is farmed sustainably, it will turn into desert.*

These forms are negative, and they warn about a bad result: ... it will turn into desert.

Now you have another form that focuses on a positive result:

*As long as this land is farmed sustainably, it will not turn into desert.*

Turn the sentences into pairs of conditional statements. Start with the words in brackets.

1 To grow well, these plants need to get lots of sun. (as long as) (unless)

a As long as these plants get lots of sun, they will grow well.

b Unless these plants get lots of sun, they will not grow well.

2 We need to have good weather, or the trees will not produce good fruit.  
(as long as) (if ... not)

a \_\_\_\_\_

b \_\_\_\_\_

3 To do well, you need to give these flowers more water. (if ... not) (as long as)

a \_\_\_\_\_

b \_\_\_\_\_



4 You have to protect your vegetables, or they will be attacked by disease. (unless) (as long as)

a \_\_\_\_\_

b \_\_\_\_\_

### 3 VOCABULARY: words in context

Choose the right word to complete each statement.

- 1 New York has a \_\_\_\_\_ that is still growing. (people / population)
- 2 Many of the \_\_\_\_\_ who work in New York travel in from outside. (people / population)
- 3 Uncle Dara is getting \_\_\_\_\_. He must be over 65 now. (ancient / old)
- 4 This piece of jewellery was made in \_\_\_\_\_ Egypt – about 3,000 years ago. (ancient / old)
- 5 These packets \_\_\_\_\_ tea and coffee. (consist of / contain)
- 6 Lunch today will \_\_\_\_\_ burgers, eggs, tomatoes and chips. (consist of / contain)
- 7 Havel isn't rich, but he makes enough money to \_\_\_\_\_ his family. (eat / feed)
- 8 That was delicious, but I couldn't \_\_\_\_\_ any more. I'm full! (eat / feed)
- 9 All the \_\_\_\_\_ from here to those hills belongs to one farmer. (ground / land)
- 10 Chinar fell off the wall and hit the \_\_\_\_\_ really hard, and she broke her arm. (ground / land)
- 11 There are three houses on this side of the road, and I live in the \_\_\_\_\_ one. (medium / middle)
- 12 We've got this sweater in small, \_\_\_\_\_ and large sizes. Which would you like (medium / middle)?
- 13 The apples are ready, and the farmer is \_\_\_\_\_ them. (picking / taking)
- 14 The goats are \_\_\_\_\_ apples from the box. Stop them! (picking / taking)



### 4 GRAMMAR: could have, should have

We all make mistakes and feel that we should have done something that we did not, or that we should not have done something that we did. For example, I feel I should have been nicer to my sister when she was ill, and I feel that I shouldn't have borrowed my brother's CD without asking him.

Answer the following about mistakes that you have made.

- 1 Name something that you feel you should have done.

I feel I should \_\_\_\_\_

\_\_\_\_\_

Say what you think might/could/would (not) have happened if you had done that.

If I \_\_\_\_\_

\_\_\_\_\_

- 2 Name something that you believe you ought not to have done.

I feel I ought \_\_\_\_\_

\_\_\_\_\_

Say what you feel might/could/would (not) have happened if you had not done that.

If I \_\_\_\_\_

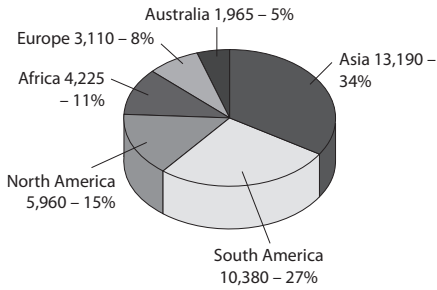
\_\_\_\_\_

### Proposing actions

#### 1 WRITING

A Use information from the pie chart and the table to complete a paragraph about the continent with the highest freshwater runoff.

Freshwater runoff into the oceans per year (cubic kilometres – km<sup>3</sup>)



Some major rivers, by continent

Africa	Asia	Australia	Europe	North America	South America
Nile	Tigris	Darling	Rhine	St Lawrence	Orinoco
Zambesi	Euphrates	Murray	Loire	Ohio	Amazon
Congo	Indus		Danube	Mississippi	Tocantins
Niger	Ganges			Rio Grande	São Francisco
	Brahmaputra			Colorado	Paraná
	Mekong				Negro
	Yangtze				
	Amur				

Asia is the (1) \_\_\_\_\_ with the highest freshwater runoff into the (2) \_\_\_\_\_. This is due to its many large rivers, which include the Tigris, the (3) \_\_\_\_\_, the (4) \_\_\_\_\_ and the (5) \_\_\_\_\_. Together, Asia's rivers produce more than a (6) \_\_\_\_\_ of global (7) \_\_\_\_\_ – a total of (8) \_\_\_\_\_ cubic kilometres every (9) \_\_\_\_\_. This is roughly the same amount as the total runoff from North America, (10) \_\_\_\_\_ and (11) \_\_\_\_\_.

B Now write a 'mirror' paragraph. Use information from the pie chart and the table to complete a similar paragraph about the continent with the *second*-highest freshwater runoff.

\_\_\_\_\_ is the continent with the second-highest \_\_\_\_\_

---



---



---



---



---



---



---

#### 2 WRITING

A Start a short essay about the four Rs. Order these sentence parts and write them out as the opening paragraph.

to avoid wasting precious resources,  
that we can all do    It is very important  
and there are many things    to help save them.



**B** Continue your short essay about the four Rs. Use this pattern for your paragraph about each R.

Sequence marker	+	Action point	+	Example connector 1	+	Example	+	Example connector 2	+	Example
First of all,		we need to ...		For example,						
Secondly,		we have to ...		For instance,		we can ...		To give another example,		we can ...
Thirdly,		we must ...		To give an example,		we should ...		As another example,		we should ...
Finally,		it is important to ...		As one example,						

### Saving precious resources

It is \_\_\_\_\_

First of all, we need to reduce the amount of resources that we use. For example, \_\_\_\_\_

### 3 UNIT TASK

Complete the short opening paragraph. (Copy the question from SB page 37.) Then write a paragraph about what you discussed, listing examples of action points.

The question which interested me most was Number \_\_\_\_: 'What \_\_\_\_\_

# Language Focus

## 1 UNIT LANGUAGE REVIEW

Sirwan and Shilan Kakayi used to work at a Detroit car factory, but they have moved out of the city to start a new life on a small farm by Lake Eyrie. A reporter from the local newspaper is interviewing them.

**Choose words from the brackets to complete the interview.**

**Reporter** How are you enjoying your new life?

**Sirwan** It's been great to get away from the big city.

**Shilan** We feel we're getting back to nature.

**Reporter** Is farming completely new to you?

**Shilan** Yes, but we're learning fast, and we're having a lot of fun!

**Sirwan** We're working (1) \_\_\_\_\_ (half / twice) the hours we used to, and we're only making (2) \_\_\_\_\_ (a quarter of / twice) the money we used to make, but we're enjoying life (3) \_\_\_\_\_ (a tenth / ten times) as much as before.

**Reporter** So you aren't sorry you made the move.

**Shilan** No way! We feel we (4) \_\_\_\_\_ (might have / should have) done it years ago.

**Sirwan** We talked about it for a long time, and we had enough money, so we (5) \_\_\_\_\_ (could have / shouldn't have) done it before, but I guess we were a bit too nervous.

**Reporter** So how are you changing things here?

**Shilan** We're doing a lot. (6) \_\_\_\_\_ (As a result, / For instance,) this farm used to be a dairy farm, but now we're using (7) \_\_\_\_\_ (two thirds of / a third of) the land for crops and a much smaller area for animals.

**Reporter** Are things going well?

**Sirwan** It's early days. We'll be able to tell you (8) \_\_\_\_\_ (before / when) we get our first crops in the summer.

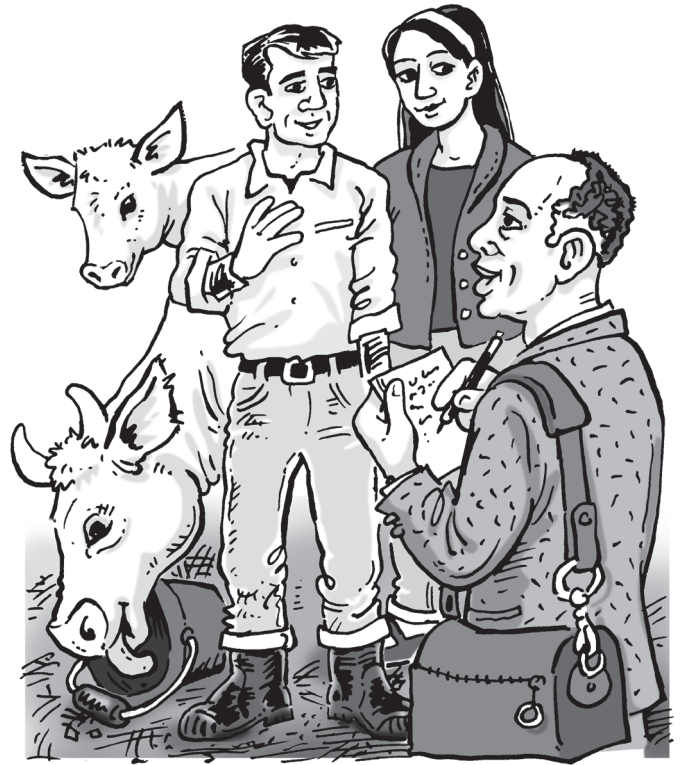
**Shilan** (9) \_\_\_\_\_ (If / Before) we don't make too many mistakes we should be OK. (10) \_\_\_\_\_ (As long as / Unless) the crops are good, we'll make enough money to continue.

**Reporter** I'm sure you're right, but what (11) \_\_\_\_\_ (would you do / would you have done) if things went badly? Would you go back to Detroit?

**Sirwan** No, we would try to avoid that. We've thought of several things we could do instead.

**Shilan** (12) \_\_\_\_\_ (For example, / Therefore,) we might go back to our families in Kurdistan and try farming there.

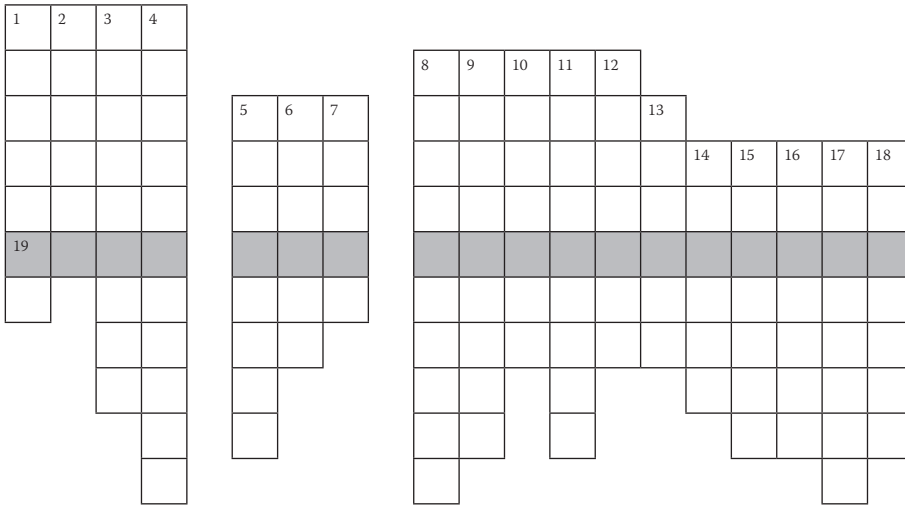
**Reporter** Well, I'm sure that would be great for you in a lot of ways, but we hope everything goes well for you here.



## 2 UNIT VOCABULARY REVIEW

Complete the puzzle with 18 of these new words. Find and write a short question – number 19. Change forms where necessary.

actually	avoid	contain	drought	eighth	forever	for instance	furniture
gene	grassland	hydroponics	income	intensive	limited	medium	
natural	nature	percentage	reproduce	tenth	useless	wetland	



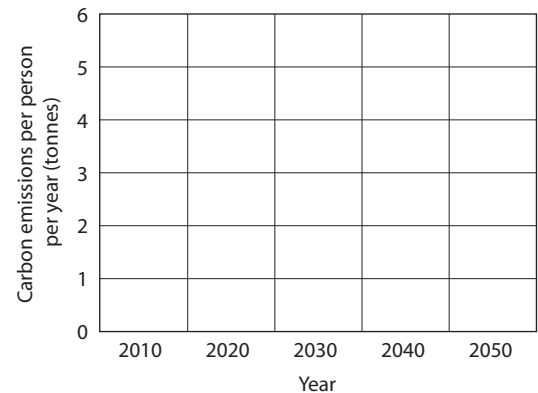
- |   |   |   |
|---|---|---|
| <p>1 The ... that kept happening in the 1930s was a disaster for millions of American farmers.</p> <p>2 Mountains, rivers, oceans, plants and animals are all part of ...</p> <p>3 Thousands of animals feed on open ... in central Asia.</p> <p>4 Many scientists believe that ... will be the best way to feed the world's rising human population.</p> <p>5 Asia has many great rivers – the Tigris and the Euphrates, for ...</p> | <p>6 About 13% of productive land – just over an ... of the total – is used for farming.</p> <p>7 Scientists can add ... that help plants resist disease.</p> <p>8 A very high ... of all water – 97.2% to be exact – is contained in the world's oceans.</p> <p>9 In some parts of the world, there is ... farming, with two or even three crops per year.</p> | <p>10 In US national parks like Yellowstone, wildlife is and will continue to be protected ...</p> <p>11 I need more ... . I've only got a small table and an old chair!</p> <p>12 The weather and all the other systems of the ... world are very complicated.</p> <p>13 Farmer Peter Wade makes money from crops, but part of his ... also comes from his animals.</p> <p>14 Forests and woodland cover just over three ... of all productive land – 32% to be exact.</p> <p>15 Earth has a huge amount of water, but the amount that we can actually use is very ...</p> <p>16 This land has lost all its nutrients: it's ... for growing anything.</p> <p>17 This huge greenhouse ... over a million tomato plants.</p> <p>18 The land is very low along the coast, and this area of ... is home to many sorts of wildlife.</p> <p>19 _____</p> |
|---|---|---|

## 3 TO HELP YOU STUDY

You are writing about *The Future*. You want to use a chart to help explain a point.

Complete the bar chart using figures from this paragraph. (Before you start, study the bar chart in the SB Reference Section page 111.)

Developed economies such as those of the USA, Japan and Europe produce more carbon emissions than other parts of the world. They will therefore have to reduce their carbon emissions more. In a country like Britain, every man, woman and child produced an average of 5.2 tonnes of carbon emissions in 2010. This came from things like driving cars and using energy in the home, and the government's plan is to reduce this level greatly by the year 2050. The aim is to cut emissions to 3.8 tonnes per person by the year 2020. This is already a huge cut, but it is only the start. By 2030, there needs to be a further fall of over half to reach an average of 1.5 tonnes. By this time, it will be getting hard to find further cuts, and so the 2040 level has been set at 1.3 tonnes. Finally, the plan is to reach 1.1 tonnes of emissions per person by the year 2050. This will be just over a fifth of the level of carbon emissions half a century earlier!



**1 VOCABULARY: office equipment**

Some young UK school students are visiting a local company, InterTech, to learn about the world of work. The manager, Dr Dyson, is showing them round.

Complete the conversation with these words.

calculator	computer	document	fax machine	headset	keyboard	laptop
mobile	mouse	photocopier	printer	screen	type	web cam

S1 What pieces of office equipment do you use most?

Dr D Well, here in the office, I use an ordinary landline phone and my desk-top  
(1) computer.

But then, when I have to go out and travel from place to place during the day, I take my (2) \_\_\_\_\_ phone and I also take my (3) \_\_\_\_\_ computer, which I can use in my car, for example. Oh, and as I deal with numbers a lot in my work, I always carry a (4) \_\_\_\_\_ with me, too.



S2 What is that person over there wearing on her head?

Dr D That's a (5) \_\_\_\_\_. She's wearing it to leave her hands free, so then she can (6) \_\_\_\_\_ people's details on her computer as she speaks to them.

S3 How does she do that?

Dr D Well, she types the details on the (7) \_\_\_\_\_, and the (8) \_\_\_\_\_ in front of her shows what she has typed. And she holds that (9) \_\_\_\_\_ with her right hand to move up and down and around the screen – for example when she wants to change something she has typed.

S4 I've heard of something called Skype. What's that exactly?

Dr D That allows you to use your laptop as a phone, and it allows you to see the person, too. You see, there's a little camera called a (10) \_\_\_\_\_ at the top of the screen, so when you talk to someone, your two computers also send each other pictures that you see on your screens.

S5 How do you make paper copies of a computer (11) \_\_\_\_\_?

Dr D You send it electronically from your computer to your (12) \_\_\_\_\_, and that produces as many copies as you want.

S6 But what happens if you only have a paper copy of a document?

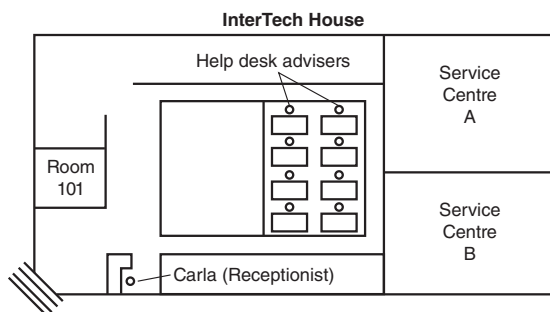
Dr D Then you use the office (13) \_\_\_\_\_ to make copies. It's very fast.

S7 How do you send a document from one office to another? By post?

Dr D No, not usually. That's far too slow! We normally email something like that from one computer to another. And if we only have a paper copy, then we can use our (14) \_\_\_\_\_ instead. It turns a letter or a picture, for example, into electronic signals and sends them straight down the phone line.

## 2 GRAMMAR: full and reduced relative clauses

Look at the plan view of the InterTech building. Create sentences with relative clauses from the sentence parts. Leave out the relative pronoun (*who, which or that*) when it is not necessary.



- 1 receptionist, Carla, / (be) / person ... (answer) phone calls to / company  
*The receptionist, Carla, is the person who/that answers phone calls to the company.*
- 2 she (be) also / person ... visitors to / company first (meet)  
\_\_\_\_\_
- 3 room 101 (be) / room ... (use) for most meetings / visitors  
\_\_\_\_\_
- 4 it (be) / room ... Dr Dyson (use) to talk / students  
\_\_\_\_\_
- 5 help-desk advisers (be) / people ... customers (contact) / IT advice  
\_\_\_\_\_
- 6 they (be) technical experts ... (can deal) / most IT problems / phone  
\_\_\_\_\_
- 7 two Service Centres (be) / workshops ... (use) / repairing computer equipment  
\_\_\_\_\_
- 8 they (be) the parts of / company ... / students (be) most interested in seeing  
\_\_\_\_\_

## 3 GRAMMAR: clauses introduced by *when, where and why*

The InterTech visit was arranged by a teacher, Mr Ian Grant, with the manager, Dr Dyson.

Order the words in brackets to complete their phone conversation.

- Dr D** Good morning. Emma Dyson speaking. \_\_\_\_\_ about more training / That was when)
- Mr G** Good morning, Dr Dyson. My name's Ian Grant, and I'm calling from Park Road Comprehensive. **Mr G** Yes, and (4) \_\_\_\_\_ (an area where / This is / you could help. / I really think)
- Dr D** Ah, yes, (1) *that's where our new technician went to school.* (went / our new technician /to school / that's where) **Dr D** I see. Perhaps you could explain a bit more.
- Mr G** Really! I expect you mean young Luke Harmer. **Mr G** OK, well, Park Road (5) \_\_\_\_\_ (the world of work. / is a place where / to learn about / students are encouraged)
- Dr D** That's right. I was the one who interviewed him for the job, so (2) \_\_\_\_\_ **Dr D** I'm glad to hear it. You should bring your students for a visit here at InterTech.
- \_\_\_\_\_ (I know / his education. / that's why / a bit about) And I'm very interested in education and training, you see. **Mr G** Well, (6) \_\_\_\_\_ (you now / I'm calling / the reason why / that's exactly) You see, I'm wondering if (7) \_\_\_\_\_
- Mr G** Yes, I know about that from a radio interview you did the other day. \_\_\_\_\_ (I could bring / for a tour of InterTech. / a small group / there's any time when)
- Dr D** Oh, I remember. (3) \_\_\_\_\_ **Dr D** I'm sure that would be possible. Let's look at our diaries ...
- \_\_\_\_\_ (I talked / about the world of work /



**1 VOCABULARY: synonyms**

A Find words in the texts on SB page 42 that can mean the same, or nearly the same, as these words.

Text		
1	send	<i>transmit</i>
1	see ... as	
1	sure	
2	although	
2	for nothing	
2	for instance	
3	nearly	
3	enormous	

B Now complete these sentences with word pairs from A.

- Bell is *seen as / regarded as* one of the great inventors of the 19th century.
- Dara didn't want any money: he did the job \_\_\_\_\_.
- Let me finish counting: 90 ... 95 ... 96 ... 96.50. Wow! I've got \_\_\_\_\_ £100.
- The Pacific is \_\_\_\_\_. It's far bigger than any of the world's other oceans.
- We can get information from several sources. \_\_\_\_\_ we can use the internet.
- Tony is a good friend, \_\_\_\_\_. I must say he sometimes acts very strangely.
- As soon as the earthquake had stopped, news teams started \_\_\_\_\_ reports and pictures round the world.
- I'm \_\_\_\_\_. Ako will do well in the school play. He's a great actor!

C Use the correct word from A to complete the following.

Words can be synonyms in some contexts, but not in others, so you need to be careful.

- We worked hard to stop the old boat from going down, but it was all \_\_\_\_\_. It finally filled with water and sank like a stone!

- I'm not going to email my cousin. I'm going to \_\_\_\_\_ him a letter by post.
- Could you do something for me? // \_\_\_\_\_ . Just say what you want me to do.

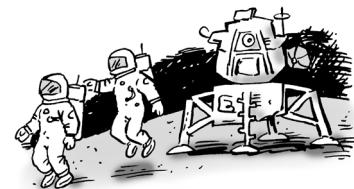
**2 VOCABULARY: grammatical sets**

A Complete the table with words from the texts on SB p42, and with words that you already know.

Text	verb	noun (thing)	noun (person)
1	invent	<i>invention</i>	<i>inventor</i>
1	XXXX	science	
2	research		researcher
3	educate		educator
3		teaching	
3		creation	creator
3		study/ies	

B Use grammatical word sets from A to complete the following. Change forms where necessary.

- Havel is a \_\_\_\_\_, and he is \_\_\_\_\_ at university. His subject is business \_\_\_\_\_.
- Chinar sometimes helps to \_\_\_\_\_ the children in Grade 1, and it's easy to see that she's a natural \_\_\_\_\_. She really should make \_\_\_\_\_ her career.
- Bell was a great \_\_\_\_\_, and he \_\_\_\_\_ many things. However, his greatest \_\_\_\_\_ was certainly the telephone.
- Walt Disney was the \_\_\_\_\_ of many famous cartoons. For example, he \_\_\_\_\_ Mickey Mouse very early in his career, in the 1930s. Although Disney went on to produce many other films, Mickey Mouse remained perhaps his most famous \_\_\_\_\_.



### 3 GRAMMAR: relative clauses with extra information

A Combine the sentences using relative clauses with commas.

- 1 Bell invented many useful things. He moved from Scotland to America.  
Bell, who moved from Scotland to America, invented many useful things.
- 2 Armstrong and Aldrin made their flight in 1969. They were the first humans on the moon.  
\_\_\_\_\_
- 3 The World Wide Web was invented by Tim Berners-Lee. He was working in Geneva at that time.  
\_\_\_\_\_
- 4 Fibres optics is now used more than satellites for communications. They have become a global network.  
\_\_\_\_\_
- 5 Millions of people now use Wikipedia. It is written for free by experts all over the world.  
\_\_\_\_\_
- 6 People meet to communicate on various social sites. These include Facebook and My Space.  
\_\_\_\_\_

B Add real information about things in your life.

- 1 I go to (name) \_\_\_\_\_ School, which (information) \_\_\_\_\_  
\_\_\_\_\_
- 2 My cousin, who (information) \_\_\_\_\_,  
(information) \_\_\_\_\_

### 4 GRAMMAR: expressing purpose

A Complete the sentences. Choose between *so as to/in order to*, *so that* and *for the purpose of*. (Check the grammatical forms after the gaps.)

- 1 Bell used fibre optics \_\_\_\_\_ transmit pictures and sound.
- 2 Doctors started using fibre optics \_\_\_\_\_ they could look inside the human body.
- 3 Scientists worked hard to improve fibre optics \_\_\_\_\_ it would become possible to use them over long distances.
- 4 NASA used fibre optics \_\_\_\_\_ helping to put human beings on the moon.
- 5 Many people now use the internet \_\_\_\_\_ do a lot of their shopping.

B Complete the sentences with suitable statements of purpose. Choose between *so as to/in order to*, *so that* and *for the purpose of*.

- 1 Bell invented the telephone so that people in different places would be able to communicate with each other.
- 2 Doctors wanted to look inside the human body \_\_\_\_\_  
\_\_\_\_\_
- 3 Tim Berners-Lee wanted to share information with other scientists \_\_\_\_\_  
\_\_\_\_\_
- 4 Small Canadian communities far from other places wanted SchoolNet \_\_\_\_\_  
\_\_\_\_\_
- 5 Millions of students in many different countries now use SchoolNet \_\_\_\_\_  
\_\_\_\_\_

# Describing, arguing for and against, concluding



## 1 VOCABULARY: literary criticism

Complete the short essay on the poem *New Frontiers*. Add words from the boxes.

lines	poem	rhyme	rhymes
scheme	verse	verses	writer

In this short (1) \_\_\_\_\_, the (2) \_\_\_\_\_, Coral Rumble, talks about the amazing fact that modern technology allows her to explore the whole world without leaving her office.

The poem has just four (3) \_\_\_\_\_, each with four (4) \_\_\_\_\_. The rhyme (5) \_\_\_\_\_ is a simple one in verses one, two and four: every second line (6) \_\_\_\_\_ – *need, speed*, etc. (7) \_\_\_\_\_ three is slightly different though, as all four lines (8) \_\_\_\_\_, with the pattern a, b, a, b.

meaning	point	rhythm
stress	strong	structure
		title

Like the rhymes, the (9) \_\_\_\_\_ of the poem is very simple. It is basically a weak (10) \_\_\_\_\_ followed by a (11) \_\_\_\_\_ stress, repeated again and again.

With the fun of the last line and its simple four verse, four line (12) \_\_\_\_\_, this short poem seems very light. If, though, we look at the poem's (13) \_\_\_\_\_, *New Frontiers*, we can see that the writer is making quite a serious (14) \_\_\_\_\_. At first, this title might just seem to mean the lines between countries that she crosses on her 'journeys' round the world. However, it has a different, deeper (15) \_\_\_\_\_: it actually expresses the idea that the writer can now explore the farthest edges of what we know and of what is scientifically possible.

## 2 WRITING

**A** Expand these notes and put the verbs in the correct forms to produce the topic sentence for paragraph 1 of a short essay with the title *Fibre optics and the internet*. (Write it in E on the next page.)

development / internet (closely connect) with / earlier development / fibre optics, which (take) many years

**B** Expand your time line notes from SB Lesson 4 D1 to continue paragraph 1 like this.

*Fibres optics was used in the Photophone as early as 1880. Then, in the early twentieth century, ...*

Start the sentences that follow with these linking expressions.

Some time after that, in ... (decades)

During that period, in (year), ...

Not long after that, in the late (decade), ...

This was followed by ... in (year)

The internet really ... after (year)

**C** Expand these notes and put the verbs in the correct forms to produce the topic sentence for paragraph 2. (Write it in E on the next page.)

although it (only invent) / late 1970s, many uses / internet (find), / it (change) / way billions / people live / do things today

**D** Expand your network from SB Lesson 4 D2 to continue paragraph 2 like this.

First of all, it provides information through websites such as ... which ...

Secondly, there is online shopping, which we can do through websites like ... which ...

Thirdly, we can join social sites such as ..., which ... Again, ... is supported by SchoolNet, for example, which ...

E Write your short essay here.

### Fibre optics and the internet

*The development of the internet was* \_\_\_\_\_

*Although it was only invented in the late* \_\_\_\_\_

### 3 UNIT TASK

Use points from your discussion (SB p45) to write your report to the Ministry of Education here.

#### What sort of SchoolNet do we need in Kurdistan?

Some people argue for completely free access to the internet. However, it is also possible to argue against this and for more limited access. In our class discussion, we have considered some of the arguments on both sides.

There are at least two reasons why some people want free access to the internet. First of all, \_\_\_\_\_

However, there are also reasons why it may not be a good idea to give students total freedom to go wherever they want on the internet. First of all, \_\_\_\_\_

After careful discussion, we came to the conclusion that \_\_\_\_\_

In the opinion of most of us, \_\_\_\_\_

# Language Focus

## 1 UNIT LANGUAGE REVIEW

A Read the local newspaper report and add commas to relative clauses which need them.

### LOCAL COMPANY WELCOMES NEW MANAGER

Local company InterTech has just made Dr Emma Dyson the new Director. She is taking over this important job from Mr Alan Rees who founded the company 20 years ago.

Introducing her, Mr Rees said, 'She's someone who will bring new ideas to InterTech, and I know that we are an organization that will be quick to accept them.' Mr Rees who is now 67 will remain as an adviser.

Dr Dyson comes to InterTech from ILS which is one of Europe's largest IT organizations. Although she trained as a technician, she managed several ILS businesses during the 12 years that she worked for ILS.

In reply, Dr Dyson said, 'InterTech is a company which is known for its great technology. I can't wait to start this job which will allow me to work closely with people who are the best in the IT world!'



B Complete part of Dr Dyson's recent radio interview. Add one of these words where necessary. Where *that, which* or *who* is not necessary, leave the gap empty. (Interviewer = I, Dr Dyson = Dr D).

that	which	who
when	where	why

I Perhaps we could talk about the reasons (1) \_\_\_\_\_ you chose to move to InterTech.

Dr D Well, it's a company (2) \_\_\_\_\_ is famous in the IT world. Alan Rees is also someone (3) \_\_\_\_\_ I regard as a great IT leader. And I'm a person (4) \_\_\_\_\_ likes trying new things, so after 12 years with ILS, his invitation was just the opportunity (5) \_\_\_\_\_ I wanted! He called on a day (6) \_\_\_\_\_ I was feeling very bored with my old job!

I Is InterTech very different from the place (7) \_\_\_\_\_ you were working before?

Dr D Yes, that was just a factory. But those were the years (8) \_\_\_\_\_ I got much of the experience to do my new job.

C Complete another part of the interview. Choose between the expressions of purpose in brackets.

I Now, Dr Dyson, you said that one reason for doing this interview was (1) \_\_\_\_\_ (to / so that) you could talk a little about education and training.

Dr D That's right. It's (2) \_\_\_\_\_ (for the purpose of / so as to) encourage everyone to think more about these very important things. You see, schools and colleges are there (3) \_\_\_\_\_ (for the purpose of / in order to) providing the best possible start in life. And there's another side to this, too. (4) \_\_\_\_\_ (in order to / so that) get the people we need at a company like InterTech, we need schools and colleges to prepare students well.

## 2 UNIT VOCABULARY REVIEW

A Use the letters in brackets to produce the words for the definitions.

- 1 various: (adj) several different (souviar)
- 2 \_\_\_\_\_: (conj) at any time, or in any situation (hevernew)
- 3 \_\_\_\_\_: (adj) right for a certain purpose, person or situation (subalite)
- 4 \_\_\_\_\_: (n) the end of something; final statement after looking at all the related points and arguments (inocsulnoc)
- 5 \_\_\_\_\_: (n) a person, place or thing that provides something, e.g. information, that you want (socure)
- 6 \_\_\_\_\_: (v) to become an expert in one area of work, study, etc (zealispice)
- 7 \_\_\_\_\_: (v) find the answer to a problem or puzzle (loves)
- 8 \_\_\_\_\_: (v) to complete your studies successfully at college or university (atraudge)
- 9 \_\_\_\_\_: (n) a period of ten years (dedace)
- 10 \_\_\_\_\_: (v) to talk with someone who does not agree with you; to give reasons that support or that attack an idea (rugea)

B Check your work in A. Find the words you produced in this list of important new words.

access actually anyway argue conclusion  
decade emotional exist freedom  
graduate interactive limited solve  
source specialize suitable technical  
various whenever wherever

## 3 TO HELP YOU STUDY

A Match these words that you already know to nine of the dictionary definitions below.

telephone prevent interactive  
international telecommunications  
prefer internet prepare television

- 1 \_\_\_\_\_ describes a system or computer program which allows communication between people or between a person and a machine

- 2 \_\_\_\_\_ between continents, from one continent to another, e.g. a flight
- 3 \_\_\_\_\_ describes something, e.g. a sports event, which more than one country takes part in
- 4 \_\_\_\_\_ a large system of computers that are connected to allow people to share information and communicate with each other
- \* \* \* \* \*
- 5 \_\_\_\_\_ to choose one thing before or instead of others
- 6 \_\_\_\_\_ to get someone or something ready before something that will happen in the future
- 7 \_\_\_\_\_ to stop something before it can happen in the future
- 8 \_\_\_\_\_ a chance to see something, e.g. a film, before everyone else can see it
- \* \* \* \* \*
- 9 \_\_\_\_\_ the sending and receiving of messages over a long distance, especially by telephone, radio and television
- 10 \_\_\_\_\_ a meeting between people who are in different places, but who are connected by video and computers
- 11 \_\_\_\_\_ a piece of equipment that allows people to speak to each other over a long distance
- 12 \_\_\_\_\_ **1** a rectangular box with a screen which receives electronic signals from a long distance and turns them into moving pictures and sounds **2** the technology of sending moving pictures and sounds over long distances

B Each group of words in A uses one prefix. Find the three prefixes and their meanings in your SB Reference Section 1. Then underline words in the definitions above that express those meanings.

C Understanding prefixes can help you to understand new words.

Try to work out the meanings of the new words below and then add them to the correct definitions in A.

preview teleconference intercontinental

# *We humans always try to do the impossible.*

### 1 VOCABULARY: words that often go together (collocations)

A Look at the two boxes and find words that often go together. Draw lines to connect them. Then look at SB page 48 to check your work.

atmospheric	climate	health	killer	technological	top	weapons of
care	change	diseases	emissions	priority	solutions	war


B Use collocations from A to complete the following. Change their forms if necessary.

- Malaria is a *killer disease* \_\_\_\_\_ that takes the lives of millions every year.
- If we could have world peace, countries could stop spending so much on \_\_\_\_\_.
- After the floods, there was very little proper \_\_\_\_\_, so a lot of people became ill.
- For many years, factories were allowed to pollute freely, and the \_\_\_\_\_ were terrible.
- Many scientists believe that very bad weather events show that \_\_\_\_\_ has started.
- The two \_\_\_\_\_ of every government should be to keep its people safe and healthy.
- We need all kinds of \_\_\_\_\_ such as fuel cells to help reduce global warming.

### 2 GRAMMAR: participle clauses 1

A Give the speakers' names and countries, and then form participles to report their 'A' statements.

1




**A** I'd like to make a suggestion.

**B** I suggest we should have a vote at the end of the discussion.

Name: Harumi Honda  
Country: Japan

3




**A** I disagree with the previous two speakers.

**B** I would argue that we ought not to waste time on votes.

Name: Dmitri Stepashin  
Country: Russia

2




**A** I support Harumi Honda.

**B** And let me add that we ought to have votes after every discussion.

Name: Jack Dawson  
Country: Canada

4



**A** Can I make a request?

**B** Can I ask for an extra meeting about the Middle East?

Name: Michelle Barre  
Country: France

- The next speaker was *Harumi Honda* from *Japan* making *a suggestion*.
- The following speaker \_\_\_\_\_.
- The speaker after that \_\_\_\_\_.
- The final speaker \_\_\_\_\_.

**B Use these 'starters' and form participles to report the speakers' 'B' statements.**

We heard ... I remember ... We listened to ... We saw ...

1 *We heard ...*

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

**3 GRAMMAR: verb + infinitive; verb + ~ing form**

**A Complete part of the conference representative's speech with the correct forms of the verbs in brackets. (If two forms are possible, give both.)**

'A few years ago, the amount of malaria appeared (1) \_\_\_\_\_ (be) declining in many countries, but the truth is that we have failed (2) \_\_\_\_\_ (get) rid of this terrible disease. Despite all the work that has been done and is being done, the numbers of malaria cases have started (3) \_\_\_\_\_ (rise) around the world, and this is very bad news.

Conference, some years ago the world managed (4) \_\_\_\_\_ (get) rid of another horrible disease – smallpox. Now, if we all decided (5) \_\_\_\_\_ (act) together again, I believe that we could do the same with malaria. Of course, that would mean (6) \_\_\_\_\_ (spend) a lot of money. But please stop (7) \_\_\_\_\_ (consider) for a minute what it would mean if we succeeded in (8) \_\_\_\_\_ (end) this disease. Millions of people – many of them children – would no longer continue (9) \_\_\_\_\_ (have) their lives destroyed by it. Children would stop (10) \_\_\_\_\_ (die) in the large numbers that they do today. All these people would go on (11) \_\_\_\_\_ (live), and they would have productive lives instead.

How would we do this? I believe the UN's World Health Organization would need (12) \_\_\_\_\_ (lead) the fight. And first, we would have to keep (13) \_\_\_\_\_ (look) for good, cheap cures for even the worst forms of the disease. From there, we would then go on (14) \_\_\_\_\_ (find) ways of preventing the disease.

If the world agreed (15) \_\_\_\_\_ (provide) the necessary resources to do these

things, I believe that in 20 years from now, we could say goodbye to malaria for ever!

**B Complete the following with *used to + infinitive* or *be/get used to + ~ing form*. Use the verb in brackets.**

- It's midnight, and I'm tired. I *'m not used to* staying up so late. (stay)
- I \_\_\_\_\_ that conferences were a waste of time, but now I feel they can be useful. (think)
- I come from a small country town, and I can't \_\_\_\_\_ in New York. (live)
- What \_\_\_\_\_ most when you were younger? // Playing football. (enjoy)
- Why are you going so slowly? \_\_\_\_\_ your new car yet? (drive)
- \_\_\_\_\_ away from home when I go to college? // Don't worry! Of course you will! (be)

**4 LANGUAGE FOR LIFE**

**Complete appropriately. Then practise.**

after all, can't help thinking  
for one thing, ... for another,

- A What do you think of Plan B?
- B I \_\_\_\_\_ that it's the wrong one. I prefer Plan A.
- A Why do you feel that way?
- B \_\_\_\_\_ it would be too expensive, and \_\_\_\_\_ it would take too long.
- C Yes, it has to be Plan A, doesn't it?  
\_\_\_\_\_ we need the quickest, cheapest solution, don't we?



### *Before leaving, I inquired how she felt.*

#### 1 VOCABULARY: opposites

A Add opposites from the text on SB page 50.

- 1 North Pole \_\_\_\_\_
- 2 midday \_\_\_\_\_
- 3 take off \_\_\_\_\_
- 4 dark \_\_\_\_\_
- 5 cool \_\_\_\_\_
- 6 take \_\_\_\_\_
- 7 load \_\_\_\_\_
- 8 below \_\_\_\_\_

B Use pairs of opposites from A to complete the following. Change forms if necessary.

- 1 The temperature at the South Pole is almost never \_\_\_\_\_ 0°C, and it is sometimes 50 or 60° \_\_\_\_\_.
- 2 When it's \_\_\_\_\_ in one place, with the sun high in the sky, it's \_\_\_\_\_ on the opposite side of the world.
- 3 Now we have to \_\_\_\_\_ the supplies from the plane and \_\_\_\_\_ them onto our truck.
- 4 We \_\_\_\_\_ early in the morning that day, and we \_\_\_\_\_ in New Zealand 12 hours later.
- 5 My tea was too hot to drink, but it's \_\_\_\_\_ enough now. And I'm heating some soup. I think it's \_\_\_\_\_ now.

#### 2 GRAMMAR: reported speech forms

Turn Chris Carr's notes and the direct speech into sections of his diary report. Use the reporting verbs in brackets.

Day 2: In his office, the Director of Amundsen-Scott, Dr Ian Macbeth (ask ... to, tell ... to, invite ... to)

*Please sit down and have a cup of coffee.*

*Tell me a bit about your plans.*

*You must ask me for whatever help you need whenever you need to.*

In his office, the Director of Amundsen-Scott, Dr Ian Macbeth, *invited me to sit down and* \_\_\_\_\_  
 \_\_\_\_\_  
*and he asked* \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
*. Then he* \_\_\_\_\_  
 \_\_\_\_\_

Day 3: With Sally Woo, Communications Centre Manager (add, explain, go on to say, say, tell me)

*We transmit all our signals from here via satellite.*

*We've just sent out a long research report for example.*

*And we're also sending an urgent request for the new Julia Roberts movie.*

*All kinds of signals come in and go out, day and night.*

*Lots of personal messages will be received and transmitted later on.*

Today, I spent some time with Sally Woo, the Communications Centre Manager. She told me that \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Day 4: Talk to Supply Manager Bob Brant – has been coming to the Pole for many years. Questions to ask (ask, inquire, want to find out, want to learn, want to know)

Is it true that you've been to the Pole more times than anyone else?

Do you spend more time at the Pole than at home in California?

When did you first come to the South Pole?

How many supply flights are there every year?

Can you get supplies during the winter?

This afternoon, I decided to talk to the Supply Manager, Bob Brant, who has been coming to the Pole for many years. I wanted to know if it was true that \_\_\_\_\_

---



---



---



---



---



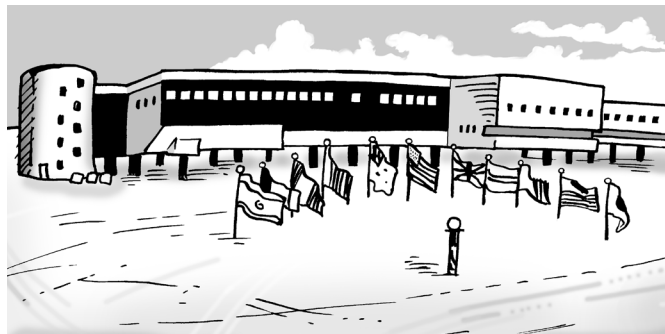
---



---



---



### 3 GRAMMAR: connecting ideas

Choose the correct connectors from SB pages 50–51 to complete Chris Carr's report.

Bob Brant told me that he had been to the South Pole a total of 17 times during the past 20 years. However, he was not sure whether that was the world record (1) \_\_\_\_\_ (so / because) other people had also been many times. When I wondered whether he spent more time at the Pole than at home in California, he said that (2) \_\_\_\_\_ (as / although) he loved his job, he also loved life in California,

(3) \_\_\_\_\_ (and so / but) he never spent more than four months a year at Amundsen-Scott.

(4) \_\_\_\_\_ (After all, In addition,) he explained, he had a wife and family back home,

(5) \_\_\_\_\_ (or / and) they needed to spend time together.

Turning to his job, I learned that there were 300–400 supply flights a year – an enormous number! This was (6) \_\_\_\_\_ (due to the fact that / despite the fact that) everything they needed had to be brought by air.

What was more, he said, all those flights had to come during the summer (7) \_\_\_\_\_

(though / as) planes could not land and take off during the winter months. (8) \_\_\_\_\_

(Because of / Despite) these very long periods without new supplies, though, it seems that there had never been any serious problems.

### 4 GRAMMAR: participle clauses 2

Complete the comments on Chris Carr's trip to the South Pole. Choose from the following words and form participles from the verbs in brackets.

after before on since when/while

- Before travelling* to the South Pole, Chris read as much as he could about life there. (travel)
- \_\_\_\_\_ at Amundsen-Scott, he spoke with as many of the scientists there as he could. (stay)
- \_\_\_\_\_ his diary report each day, he immediately went to the communications centre and sent it to his newspaper. (complete)
- He finally flew back to New York \_\_\_\_\_ two weeks at the South Pole. (spend)
- \_\_\_\_\_, he said goodbye to all the people he had met there. (leave)
- He thought a lot about his visit to the Pole \_\_\_\_\_ back home. (fly)
- \_\_\_\_\_ at JF Kennedy Airport, he went straight home for a long sleep. (land)
- \_\_\_\_\_ to New York, Chris has decided to write a book about the work of the 'Polies'. (return)

### Turn taking in discussion

#### 1 WRITING SKILLS

Write the following as a conversation. Add the correct punctuation – capital letters, commas, apostrophes, full stops, dashes, hyphens, question marks and exclamation marks.

well now lets hear some other peoples ideas about the worlds top priorities for 2025 maria delgado said sita kumar can i ask you to say something  
yes of course sita said well it seems to me that its very very important to achieve priority 3 education and health care for all children  
sorry but i feel i need to say something alhaji buhari said  
maria invited him to speak please go ahead alhaji she replied  
well alhaji began its certainly true that childrens health and education are very important priorities for the long term however i believe that we have to make climate change our most important immediate priority if we don't he went on we wont be able to provide health education or anything else  
i see your point sita answered but the fact is that weve got to deal with everything health and education as well as climate change



---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## 2 WRITE

Write Chris Carr's report of your discussion with three partners in C SPEAK on SB page 53. Use your notes from A1 and this framework to write the report in three short paragraphs – one for each exchange of opinions.

(name)	argued for ...	saying that ...	But ... However, ...
I	supported ...	stating that ...	
	argued against ...	believing that ...	
	disagreed with ...	pointing out that ...	
		making the point that ...	

First, \_\_\_\_\_ argued for World Bank loans, making the point that they \_\_\_\_\_  
\_\_\_\_\_. However, \_\_\_\_\_ disagreed with her,  
saying that they \_\_\_\_\_ then went on to  
\_\_\_\_\_

Finally, \_\_\_\_\_  
\_\_\_\_\_

## 3 UNIT TASK

A Follow Chris's introduction with a new paragraph for each exchange between the speakers.

B Follow the start of the concluding paragraph with your own ideas.

### SMALL FINANCE SCHEME BRINGS BIG BENEFITS

I did not know much about the benefits of microfinance until the recent Youth Conference in New York. Now I have also finally seen it in action, and I would like to tell you about it through a recent interview in a village on the coast of Indonesia. This was with Ibu Dhanani, a very brave woman who has fought to build a new life since the terrible tsunami of 2004 destroyed everything there and killed many thousands.

First, I asked Ibu Dhanani to tell me \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

It is clear from this, and from millions of other success stories in many countries, that microfinance loans \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Language Focus

## 1 UNIT LANGUAGE REVIEW

**A Complete part of the conversation with the correct forms of the verbs in brackets. (If two forms are possible, give both.)**

Chris Carr is visiting a New York publishing company to discuss his proposal for a book about life at the Amundsen-Scott Station. He is talking with the Publishing Manager, Liz Ramirez.

**Liz** Well, my advisers and I all enjoyed (1) reading (read) your diary reports and your proposal, and we'd like (2) \_\_\_\_\_ (publish) the book.

**Chris** Great! Well, I can start (3) \_\_\_\_\_ (work) on it tomorrow.

**Liz** But there is one big problem. Now, I don't mean (4) \_\_\_\_\_ (upset) you, but we want you to consider (5) \_\_\_\_\_ (add) a short history of Antarctic exploration.

**Chris** I'm very happy to do that, but it'll mean (6) \_\_\_\_\_ (produce) a longer book.

**Liz** That's fine with us. And the other thing is this: we would need (7) \_\_\_\_\_ (have) the finished book from you in three months from now.

**Chris** Well, I'm a reporter, so I'm used to (8) \_\_\_\_\_ (write) fast!

**B Order the words in brackets to form this pattern: subject + verb + object + participle clause.**

Chris is showing Liz some video material from his visit to the South Pole.

- 1 Now here we're looking at Bob Brant organizing the transport of new supplies from a plane. (looking at / organizing / Bob Brant / we're)
- 2 And in this bit \_\_\_\_\_ equipment in the communications centre. (Sally Woo / you're / checking / watching)
- 3 This time, \_\_\_\_\_ with her research team. (working / videoing / Dr Ullsen / I'm)
- 4 Finally, here \_\_\_\_\_ fresh fruit in the hydroponics unit. (seeing / we're / picking / people)



**C When Chris got home after the meeting with Liz Ramirez, he told his wife what had been said. Put parts of the conversation into reported speech. Use the reporting verbs in brackets.**

**Liz** Come in and sit down, Mr Carr. (invite) Were you able to find our offices all right? (ask)

**Chris** I often come past the building, so I know it well. (tell)

**Liz** Can I get you a coffee before we start talking about your book? (offer)

**Later ...**

**Liz** Will you have time to write the book? (ask)

**Chris** Don't worry about that. (tell) I'm sure I can make enough time to write my first book! (say)

**Liz** Why does the Antarctic interest you so much? (want to know)

**Chris** I'm very interested in the people who live and work there. (explain)

*... So first she invited me to go in and sit down. Then*

---

---

---

---

Later ...

---



---



---

**D Complete the story of the book's development. Choose from the following words and form participles from the verbs in brackets.**

after before on since when while

- 1 On leaving Liz Ramirez, Chris immediately called his wife to tell her about the meeting. (leave)
- 2 He stopped at the library to borrow some books on Antarctic exploration \_\_\_\_\_ home by bus. (travel)
- 3 \_\_\_\_\_ home, he went on the internet to do more research. (get)
- 4 Several days later, he carefully read all his notes again \_\_\_\_\_ work on writing the book. (start)
- 5 \_\_\_\_\_ the book, he sometimes emailed his 'Polie' friends for more information. (write)
- 6 \_\_\_\_\_ the book, he emailed it straight to Liz. (complete)
- 7 \_\_\_\_\_ it to the company, he has been waiting for further news. (send)
- 8 \_\_\_\_\_ Liz today, he was told that it would be in the shops next month. (call)



## 2 UNIT VOCABULARY REVIEW

**A Use the letters in brackets to produce the words for the definitions.**

- 1 immediately: (adv) very quickly and without stopping to do anything else (mytelimedia)
- 2 \_\_\_\_\_: (v) to have a different opinion from someone else (reidsage)
- 3 \_\_\_\_\_: (n) how your body is, especially whether you are ill or well (hathel)
- 4 \_\_\_\_\_: (n) an organization that gives money and/or other help to people who need it (harytic)
- 5 \_\_\_\_\_: (n) something arranged or decided between people, organizations, etc, about what to do (greatmeen)
- 6 \_\_\_\_\_: (v) to have a plan in your mind to do something (tinden)
- 7 \_\_\_\_\_: (v) to ask someone for information about something (irequin)
- 8 \_\_\_\_\_: (v) the act of saying something about someone or something (notemin)
- 9 \_\_\_\_\_: (n) an amount or quantity of something that is ready for use (pusply)
- 10 \_\_\_\_\_: (n) a thing that is used for hurting people or damaging things (openwa)

**B Check your work in A. Find the words you produced in this list of important new words.**

agreement atmospheric charity cooperative disagree disagreement exploration health  
immediately infrastructure inquire intend killer limit loan mention previous supply  
technological weapon

*They are the people working with us.***1 VOCABULARY:**  
**words that often  
go together  
(collocations)**

A Look at the two boxes and find words that often go together. Draw lines to connect them. Then look at SB page 56 to check your work.



business cultural sales ski  
star top trading wide

activity attraction company exchange  
experience manager priority resort

**B Use collocations from A to complete the following. Change their forms if necessary.**

- Switzerland is famous for its many ski resorts.
- She used to be a junior sales assistant, but now she's risen to become the \_\_\_\_\_.
- Mr Bahjat has worked for several large construction companies and therefore has \_\_\_\_\_ of the industry.
- In addition to finding new business opportunities, we hope to create new \_\_\_\_\_ between our two countries in order to understand our different ways of life better.
- There's lots to talk about, but our \_\_\_\_\_ has to be next week's sales conference.
- The two different parts of this company focus on two different \_\_\_\_\_ – car sales and vehicle repairs.
- As the largest \_\_\_\_\_ in the country, we supply our market with everything from office equipment to building materials.
- Zara's singing was wonderful – she was the \_\_\_\_\_ at the school concert last night.

**2 VOCABULARY: opposites**

A Add opposites from the texts on SB page 56.

**Text**

- ugly \_\_\_\_\_
- forget \_\_\_\_\_
- modern \_\_\_\_\_
- arrive \_\_\_\_\_
- import \_\_\_\_\_
- fail \_\_\_\_\_
- decrease \_\_\_\_\_
- refuse \_\_\_\_\_

**B Use pairs of opposites from A to complete the following. Change forms if necessary.**

- Our aim is to \_\_\_\_\_ New York next Sunday and to \_\_\_\_\_ in San Francisco ten days later.
- When the price of a product \_\_\_\_\_ too much, people can't afford it any more, and so sales \_\_\_\_\_.
- China \_\_\_\_\_ huge quantities of materials like iron and oil so as to make the enormous amounts of goods that it then \_\_\_\_\_ to other countries.
- Please \_\_\_\_\_ to buy some milk and eggs on your way home. // Don't worry. I won't \_\_\_\_\_.
- The old industrial area of town used to be \_\_\_\_\_ and dirty, but now it's a \_\_\_\_\_ green park.
- Saman and Karwan \_\_\_\_\_ to climb the mountain twice, but they tried again and this time they \_\_\_\_\_.
- At first, Nian \_\_\_\_\_ our offer of help, but she really couldn't finish the job alone, and so she finally \_\_\_\_\_.
- Some of Britain's \_\_\_\_\_ roads today follow the same routes that the \_\_\_\_\_ Roman roads followed nearly 2,000 years ago.

### 3 GRAMMAR: phrasal verbs

Complete the sentences with the correct phrasal verbs. Add a pronoun where necessary.

take away    take off (+ object)    take off (- object)    take out    take over

- 1 When do you leave? // My plane \_\_\_\_\_ at 11.05.
- 2 Ben was wearing a thick sweater, so when he got too warm, he \_\_\_\_\_.
- 3 Zara is too busy to run the sports club now, so she's asked me to \_\_\_\_\_ the job.
- 4 I think I put the books in that bag over there. Could you \_\_\_\_\_ for me, please?
- 5 Well, now we've got our new sofa, what are we going to do with the old one?  
// Dave and I will \_\_\_\_\_ and get rid of it.



### 4 GRAMMAR: modal verb + have

A Read the situations and use the ideas in brackets to say what *could/should/shouldn't have* happened instead.

- 1 Your little brother has kicked his football into a neighbour's garden.  
(kick the ball so hard)  
\_\_\_\_\_
- 2 You woke up late this morning. As a result, you nearly missed the school trip although, luckily, the last bus was still there! (wake up at the right time)  
\_\_\_\_\_
- 3 You have only come second in the school sports day 400-metre race, and you are disappointed. You think it was because you missed some training last week. (win if I train properly last week)  
\_\_\_\_\_

B Rewrite your comment in A3 in two more ways. Use 1) *I wish*, and 2) *if only*.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_

C Read the situations and use the ideas in brackets to say what possibly *could/may/might have* happened or what definitely *must/can't/couldn't* have happened.

- 1 You are looking for a friend everywhere at the end of the school day, but you can't find this person anywhere. (go home)  
\_\_\_\_\_
- 2 You left a phone message for your sister to meet you at the coffee shop, but she has not answered or arrived. (not find the message)  
\_\_\_\_\_
- 3 You suddenly find that you have lost your money. Earlier, you went to the post office in order to buy some stamps. Perhaps it's there. (leave it at the post office)  
\_\_\_\_\_

D Now use a form from A and then a form from C to speak to your neighbour, an old woman.

You are going to the supermarket for some eggs, and you see a neighbour – an old woman – carrying four heavy bags home from the supermarket. She looks very tired and you run to help her home. (give me your shopping list ... do your shopping for you)

\_\_\_\_\_

\_\_\_\_\_



### 1 GRAMMAR: describing with participle clauses

Match the sentence parts to Azad's photos from New York and form participles from the verbs in brackets. Write the complete sentences as his descriptions of the photos.

Here are some kids  
Here's Stella  
That's the Mayor  
These are my friends  
This is me  
This is the ferry

(do)  
(give)  
(have)  
(show)  
(skateboard)  
(take)

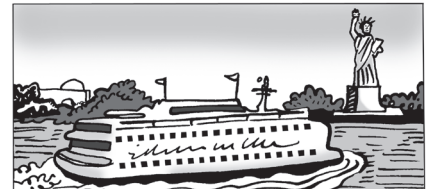
a party at the end of the conference.  
in Central Park.  
us to Staten Island.  
my presentation on Kurdistan.  
me the sights of New York.  
his welcome speech.



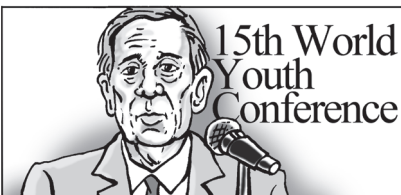
1 *This is me doing my presentation on Kurdistan.*



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_

### 2 GRAMMAR: after, before, on, since, when, while + participle clause

Complete Azad's story. Choose from the words above and form participles from the verbs in brackets.

- \_\_\_\_\_ to New York, Azad asked his English teacher, Kate Reilly, for some advice. (fly)
- \_\_\_\_\_ in New York, he went straight to his hostel. (land)

- \_\_\_\_\_ there, he started preparing for the conference. (arrive)
- \_\_\_\_\_ to Kate Reilly, she suggested meeting her cousin Stella. (talk)
- \_\_\_\_\_ in New York, he took part in the conference and also met Stella. (stay)
- \_\_\_\_\_ to Kurdistan, he visited his cousin in Ohio. (return)
- \_\_\_\_\_ back home, he met Stella and Kate and invited them for dinner with his family. (get)



# Literary Reader: Treasure Island

## by Robert Louis Stevenson

### Episode 1: The old sailor

A Add the correct thing or person from Episode 1.

- 1 \_\_\_\_\_: This was the inn where Jim lived with his parents.
- 2 \_\_\_\_\_: This was the old sailor who arrived one day and decided to stay.
- 3 \_\_\_\_\_: This was where he went with his telescope to watch the ships.
- 4 \_\_\_\_\_: This was the person who visited to help Jim's father when he became ill.
- 5 \_\_\_\_\_: This was the man who came to see 'my mate, Bill' and later had a sword fight with him.

B Dr Livesey, as a good magistrate, decided to write notes about the noisy, dangerous guest who nearly attacked him at The Admiral Benbow. Complete the notes for him.

*This man is usually called* \_\_\_\_\_

*He is also called* \_\_\_\_\_ *by his old shipmates.*

*General description, including clothing:*

---

---

---

*Details of scar and tattoos:*

---

---

---

*Weapons:*

*(Used \_\_\_\_\_ against Black Dog; nearly attacked me with \_\_\_\_\_)*

*Health:*

---

---

---

*due to* \_\_\_\_\_

**C Exam practice: Write a paragraph.**

Dr Livesey had to write a report of events at The Admiral Benbow up to the captain's death, and this had to include a short description of the captain. Use your notes in B to write this description.

*This man was usually called the captain, but he was also*

---



---



---



---



---



---



---



---



---



---



---



**D Match sentence parts 1–7 and a–g to start a summary.**

- 1 The captain arrived with his sea-chest one day, ... **c** \_\_\_\_\_
  - 2 He seemed to like the bay and its cliffs ... \_\_\_\_\_
  - 3 Back at the inn every evening, he used to drink and sing, and tell frightening stories ... \_\_\_\_\_
  - 4 Jim realized that the captain was nervous about other sailors ... \_\_\_\_\_
  - 5 While the captain was staying at The Admiral Benbow, Jim's father became ill, ... \_\_\_\_\_
  - 6 During one of these visits Dr Livesey refused to listen to a story by the captain, ... \_\_\_\_\_
  - 7 One day, when the captain was out watching for ships, a horrible looking man called Black Dog arrived ... \_\_\_\_\_
- a ... and that he was especially worried about a seaman who only had one leg.
  - b ... and hid behind the door, waiting to surprise the captain on his return.
  - c ... and he decided to stay at The Admiral Benbow.
  - d ... who got very angry and nearly attacked him with a knife.
  - e ... which he ordered everyone to hear in silence.
  - f ... because it was quiet, and he could watch the ships out at sea.
  - g ... so Dr Livesey came to look after him.

**E Match sentence parts 8–15 and h–o to complete the summary.**

- 8 Later, Jim heard the two men talking quietly at first, ...
- 9 Although the captain won the fight and made Black Dog run away, ...
- 10 When Jim later went to see the captain as he was resting in bed, ...
- 11 The day after Jim's father suddenly died, ...
- 12 Although he was very weak and getting weaker, ...
- 13 Several days later, when Jim was standing at the inn door, ...
- 14 The blind man put something into the frightened captain's hand, ...
- 15 The captain looked down at the thing in his hand, cried out something about time, ...
- h ... the old seaman told him a little about his secret and the men who were looking for him.
- i ... the captain started coming downstairs again to drink and sing.
- j ... tried to stand up and then fell to the floor, dead.
- k ... but then the conversation turned first into an argument and then a sword fight.
- l ... another visitor, a horrible blind man, arrived and ordered the boy to take him to the captain.
- m ... he collapsed soon after that, and he was lucky that Dr Livesey was there to help him.
- n ... he sat there with his sword, ready for trouble.
- o ... and then he immediately left again.

**F Work with a partner. Take turns to read out the whole summary, sentence by sentence.**

## Episode 2: Everything changes at the inn

A Find the mistakes and write out the sentences correctly. (There are always two or more mistakes.)

- 1 It was about ~~seven~~ o'clock when Jim found the key to the captain's ~~bedroom~~ door on a piece of string in his pocket.  
*It was about six o'clock*  
\_\_\_\_\_
- 2 Jim and his mother had counted all their money when they heard Black Dog downstairs as he banged on a window and tried to get in.  
\_\_\_\_\_
- 3 After Pew and six or seven other men had run over the bridge to the inn, most of them stayed outside while he went in, and he found first the chest and then the dead captain's body.  
\_\_\_\_\_
- 4 Pew could not see where he should go, and he was injured when he fell under one of his men's galloping horses.  
\_\_\_\_\_
- 5 Jim and the others found the captain and carried him to the village, and there he recovered well after a long while.  
\_\_\_\_\_
- 6 Jim told Mr Dance about the packet that he had taken from the captain's coat pocket, and he said that he wanted to get it to the squire.  
\_\_\_\_\_
- 7 The squire was having dinner at Dr Livesey's house, and there Jim and Mr Dance found them smoking their pipes in the dining-room.  
\_\_\_\_\_
- 8 When the squire opened the packet that Mr Dance had brought, they found two books and a rolled-up map.  
\_\_\_\_\_
- 9 The map showed a big country and, on the back of it, there were details about how to find the captain's treasure there.  
\_\_\_\_\_
- 10 The squire decided to lead a voyage from London to find the treasure, and the doctor agreed to go, but he also told the squire to tell everyone about the map.  
\_\_\_\_\_



### Episode 3: The sea-cook

A Complete Dr Livesey's notes about the ship.



Name: \_\_\_\_\_

Weight: \_\_\_\_\_

Bought by: \_\_\_\_\_

Where bought: \_\_\_\_\_

With the help of: \_\_\_\_\_



B Complete Dr Livesey's notes about the new ship's cook and the new captain. Use his own ideas and all the other information available in Episode 3.

#### The ship's cook

Name: \_\_\_\_\_

Owens and runs: \_\_\_\_\_

in: \_\_\_\_\_

General description: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What sort of person he seems to be: \_\_\_\_\_

\_\_\_\_\_



#### The captain

Name: \_\_\_\_\_ Was found by: \_\_\_\_\_

Took the job under: \_\_\_\_\_

What sort of person he seems to be: \_\_\_\_\_

\_\_\_\_\_

Things he told us he did not like: 1) \_\_\_\_\_

2) \_\_\_\_\_ 3) \_\_\_\_\_



**C Exam practice: Write two paragraphs.**

Dr Livesey had to write a report about people who took part in the voyage. Use his notes in B to write a paragraph each about the ship's cook and the captain.

**The ship's cook**


---



---



---



---

**The captain**


---



---



---



---

**D Answer the questions.**

- 1 During the period before the Hispaniola sailed, where were the squire, Dr Livesey and Jim Hawkins?

---



---



---

- 2 What two things did the squire have to find during this period, and who helped him to find each?

---



---



---

- 3 Why was Jim sure that Long John Silver could not be the frightening one-legged man who Bill, the guest at The Admiral Benbow, had spoken about?

---



---

- 4 What did Smollett feel were, on the one hand, the good and, on the other hand, the very bad things about Mr Arrow?

---



---



5 What did members of the crew know about the aim of the voyage that Smollett did now know, and how did he feel about this?

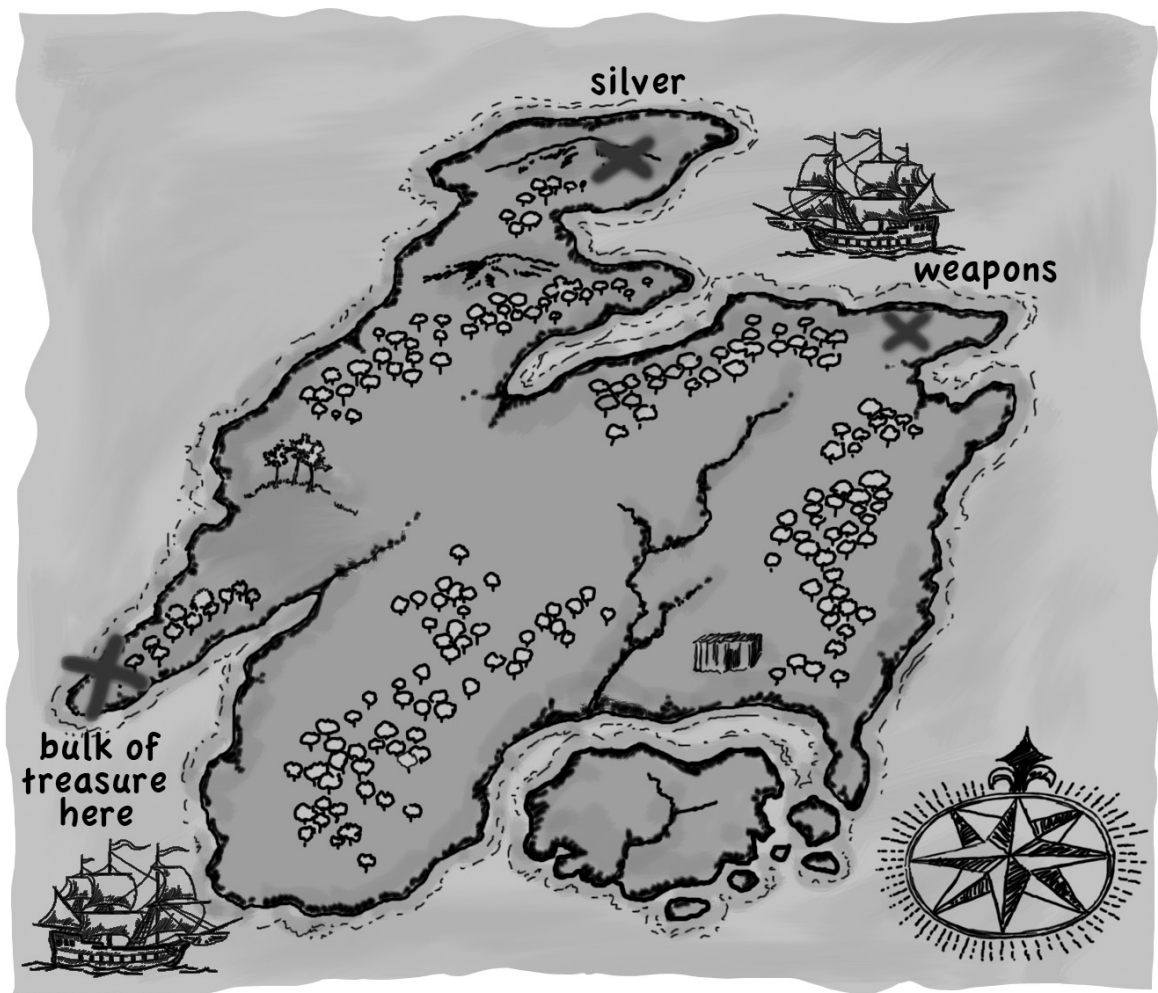
---

---

6 Why did Smollett want all the weapons to be kept near the squire and the people who seemed reliable at the stern of the ship?

---

---



## Episode 4: The voyage

### A Add the missing words to the summary of Episode 4, Section 1: The voyage begins.

Everyone worked hard all (1) \_\_\_\_\_ to get the ship ready to leave Bristol early the next morning. When the time came, the sailors called for (2) \_\_\_\_\_ to sing as they lifted the heavy ship's (3) \_\_\_\_\_. The song made Jim remember how the old (4) \_\_\_\_\_ used to sing back at (5) \_\_\_\_\_.

The voyage appeared to go quite well at first. The (6) \_\_\_\_\_ was a good ship, the crew were (7) \_\_\_\_\_, and Captain Smollett (8) \_\_\_\_\_ how to do his job well. There was only one man who was a problem – (9) \_\_\_\_\_, but he disappeared one dark, stormy (10) \_\_\_\_\_, and it seemed that he must have fallen into the sea.

Even though Long John Silver only had one (11) \_\_\_\_\_, he was able to get around amazingly well. He was also friendly with everyone, including Jim, and he often invited the cabin boy into his (12) \_\_\_\_\_. In there, he kept his parrot, called (13) \_\_\_\_\_, and this bird used to keep repeating the words (14) \_\_\_\_\_. Silver explained that the parrot had learned these words when a huge (15) \_\_\_\_\_ of these coins had been pulled up from the seabed.



### B Complete these statements about Episode 4, Sections 2 and 3. Tick (✓) a, b or c.

- 1 Jim Hawkins climbed into the barrel on deck
- a to have a sleep.
  - b to listen to Long John Silver and the others.
  - c to get himself an apple to eat.
- 2 Israel Hands and Long John Silver disagreed about
- a the idea of taking the treasure from the squire and the others.
  - b when to take the ship from the squire and the others.
  - c whether to kill the squire and the others afterwards.

- 3 When Smollett showed Long John Silver the map, he asked him to say
- a where he had once landed for supplies and water many years before.
  - b where the treasure was buried.
  - c where he had once hidden some supplies years before.
- 4 After Jim had told the others what he had heard in the barrel, they guessed that
- a there might be nearly four times more people against them than there were for them.
  - b the other side could have nearly 80% of everyone on board the ship.
  - c Long John Silver might have nearly three quarters of everyone on board on his side.
- 5 Captain Smollett said that they should attack the pirates
- a and then turn back to England.
  - b only when they had found out which sailors were for the pirates and which were not.
  - c only after they had found the treasure.

**C Exam practice: Write two paragraphs.**

**Give full answers to summarise things we learn from the conversation that Jim hears by accident.**

Through the apple barrel episode, what do we discover that Long John Silver really is? By talking to young Dick, what is the older man persuading him to do? Who else does he talk to after this and what do we learn about this man?

When Silver talks to Dick about money, how does he show that he is different from the other men? From this, do we realize that he is much more or much less clever than the others? What does he say about his future plans after they take the treasure?

**Long John Silver and his future plans**

*Through the apple barrel incident,*

---



---



---



---



---



---



---



---



---



---



---

**Episode 5: We arrive at the island**

**A Match sentence parts 1–7 and a–g to start a summary of sections 1 and 2.**

- 1 after / Hispaniola (reach) / island / next morning, e
- 2 men (be) clearly close / mutiny, \_\_\_\_\_
- 3 Smollett (decide) Silver / most / crew should go ashore \_\_\_\_\_
- 4 Jim (decide) to drop quietly into one / pirates' boats, but Silver (see) him, \_\_\_\_\_
- 5 when Jim later (hear) voices, / quietly (move) closer, \_\_\_\_\_
- 6 (see) that Silver (try) / persuade Tom / join / pirates, \_\_\_\_\_
- 7 then Silver (blow) / whistle, and Jim (guess) that he (call) / men, \_\_\_\_\_

- a and / (see) that it (be) Silver / one / crew (call) Tom
- b and so / (run) back through / woods / save his own life
- c and when Tom (refuse), Silver cruelly (kill) / poor man
- d so when / boats (reach) / beach, / boy (jump) out / (run) into / woods for safety
- e crew (stop) following orders properly / (start) grumbling
- f because Silver (tell) / men / work properly to hide / secret plan
- g and so we (have) / meeting / cabin / decide what to do

**B Write out the complete summary, expanding as necessary and putting the verbs in the correct forms.**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**C Work with a partner. Take turns to read out the whole summary, sentence by sentence.**





## Episode 6: The stockade

A Find the mistakes and write out the sentences correctly. (There are always three or more mistakes.)

- 1 The doctor and Redruth took ~~two boats~~ and landed far to the ~~right~~ of the pirates' boat, and not far from a stockade which they had seen ~~from the ship~~.

*The doctor and Hunter took*

---



---

- 2 After a quick return to the beach, the doctor and the others loaded his seaman's chest, some food supplies, some swords and some gun powder to take to the stockade.
- 
- 
- 

- 3 On the boat's fourth and final trip to the shore, the squire, the doctor, Captain Smollett and three others took with them various supplies. Silver and the other five men they trusted were left behind on the ship.
- 
- 
- 

- 4 With its heavy load, the boat was low in the water, so when a musket shot from the Hispaniola fell right on it, it began to sink, and everyone had to swim to the beach, leaving all their supplies underwater.
- 
- 
- 

- 5 Grey and Hunter got the rest of the supplies at low tide, so then everyone inside the stockade had enough food for only eight days – and they could not hope for Blandy's rescue ship to arrive for several weeks.
- 
- 
- 

- 6 As Jim returned to his friends with Ben Gunn's request for a meeting with Captain Smollett, the young cabin-boy saw the Jolly Roger flying above the stockade and Captain Smollett's flag flying from the ship's mast.
- 
- 
-

7 After Jim's return to the ship, he slept long and deep, and he was finally woken up next afternoon by the sound of birds in the trees and the pirates' request for a peace meeting with Silver, who now called himself 'Admiral'.

---



---



---

8 Silver threw his hat over the stockade fence, came through the gate in the fence, and then he offered to exchange the lives of everyone outside for some food, but the squire offered instead a fair trial for all the pirates back in England.

---



---



---

9 Angrily, Silver said that the lucky ones would be the ones who died in the coming fight. While he was leaving, everyone prepared swords for the pirate attack which followed two hours later and which left many dead and badly hurt.

---



---



---

## B Exam practice: Write a short essay.

1 Take the part of Dr Livesey and write notes about the friends' situation at the end of the fight. List points in their favour and points in the pirates' favour.

- more/fewer people, control of the stockade/the rest of the island/the ship:
- 
- 

- weapons on both sides:
- 
- 

- supplies on both sides – including food for the friends to survive for how long; how long before a rescue ship can arrive:
- 
- 
- 

2 Use these sentence parts to write the doctor's introductory paragraph on the next page.

following / terrible fight / stockade, / (seem) / good time to consider / situation in detail. Here (be) some / points in our favour / points against us

3 Use your notes from 1 to write three more short paragraphs about the situation on the next page.





## Episode 7: My sea adventure

A Complete these statements about Episode 7, Sections 1 and 2. Tick (✓) a, b or c.

1 Jim left the stockade

a soon after the doctor had left.

b at the end of the afternoon.

c soon after it had got dark.

2 The doctor and Jim

a both took weapons with them when they left the stockade.

b told the others where they planned to go.

c went to get away from the dead bodies.

3 Before Jim left the stockade, his plan was

a to cut the Hispaniola free.

b to get Ben Gunn's boat and sail out to the ship.

c just to find Ben Gunn's boat.

4 Jim sailed the boat out to the Hispaniola

a so as to take it and keep it somewhere safe from the pirates.

b so that he could cut the anchor rope and get on board.

c in order to let the ship go and stop the pirates from using it.

5 When Jim cut the rope, the ship and the boat started moving

a in opposite directions along the coast.

b straight out to sea, away from the island.

c in roughly the same direction along the line of the shore.

6 When Jim saw the Hispaniola again next morning,

a he wanted to stop the ship from hitting the rocky shore.

b he had the idea of getting the ship back from the pirates.

c he realized that there was no one on board.



## B Add the missing words to the summary of Episode 7, Sections 3 and 4.

After Jim had climbed on board the (1) \_\_\_\_\_, he found two men who both seemed (2) \_\_\_\_\_. Jim was thinking that they must have killed each other, but then one of them – (3) \_\_\_\_\_ – moved and asked for some brandy.

Jim found some brandy for the pirate, gave it to him, and then told the man that he, Jim Hawkins, was now in charge.

Both Jim and Hands now wanted to beach the (4) \_\_\_\_\_ somewhere safe, but Jim did not know how to sail the ship and Hands was not strong enough to do the job. Instead, he offered to tell the boy what to do, and soon Jim was (5) \_\_\_\_\_ the ship into the safety of the (6) \_\_\_\_\_.

Just before the Hispaniola beached, Jim turned to find Hands standing with a (7) \_\_\_\_\_ in his hand, ready to kill him. He came towards Jim, but Jim quickly moved to avoid the attack. And then the ship hit the shore violently and fell to one (8) \_\_\_\_\_, throwing both man and boy to the (9) \_\_\_\_\_. Jim quickly got up, ran to the nearest (10) \_\_\_\_\_ and started climbing up. When he was high up, he stopped to load his (11) \_\_\_\_\_. But Hands was following fast. Then he too stopped as he (12) \_\_\_\_\_ the knife and hit Jim in the (13) \_\_\_\_\_. Despite this, Jim was able to fire both guns, and Hands fell into the (14) \_\_\_\_\_ with a cry.

Finding that he was not badly hurt, Jim threw the other dead man into the water, too. Then, leaving the ship as safe as he could, he started walking back as fast as possible to the (15) \_\_\_\_\_ to tell his friends everything that had happened.

He finally got there late at (16) \_\_\_\_\_, and he was happy to hear loud snoring as his friends slept inside. But then, going in through the (17) \_\_\_\_\_, he was surprised to hear a strange voice calling out, 'Pieces of eight! Pieces of eight!' It was the (18) \_\_\_\_\_, Captain Flint!

There was no time to do anything: in a moment, the pirates were awake, and they quickly caught Jim. There was no escape!





## Episode 8: Captain Silver

A Answer the questions about Sections 1–3.

1 When Jim wrote, 'So, my friends were alive.' what did he mean?

---

---

2 The pirates went outside to discuss someone, and to decided whether to do something. Who, and what?

---

---

3 Why did Silver think that Jim was more useful alive than dead?

---

---

4 How did Silver change his men's minds and make them support him again? (Make two points.)

---

---

5 Why did the doctor come to the stockade the next morning?

---

---

6 What was Silver most worried about, and how did he ask the doctor to help him?

---

---

7 How did the doctor feel about Jim's recent actions – a) before he heard the boy's explanation, and b) after he heard it?

---

---

---



**B Match sentence parts 1–9 and a–i to start a summary of sections 4–6.**

- 1 when / pirates (go) up / hill to find / treasure, d
- 2 pirates (be) frightened first to find / skeleton \_\_\_\_
- 3 they (become) very excited as / (get) near / treasure site, but \_\_\_\_
- 4 shock (change) to anger and / (turn) to kill Silver / Jim, but \_\_\_\_
- 5 during their return to / boats, / doctor (explain) everything and Jim (learn) \_\_\_\_
- 6 after (destroy) one boat / and (row) / other along / coast to / cave, \_\_\_\_
- 7 squire (not want) to accept Silver, but by the evening that terrible pirate \_\_\_\_
- 8 it (take) days (load) all / treasure / Hispaniola, but then they (be) ready: \_\_\_\_
- 9 when / reach Mexico, Long John Silver (disappear) with / bag / coins \_\_\_\_
  
- a they (join) / squire / Captain Smollett – and there of course (be) / treasure, too
- b and then to hear what they (think) was / sound of / ghost singing
- c then musket shots (hit) two / them and / other three quickly (run) away
- d Long John Silver (tie) Jim with some rope / (make) him follow
- e and / others (sail) away / England with all the rest / treasure
- f when / (reach) it all they (find) was / large, empty hole
- g (leave) some supplies for / three pirates, and / (sail) away from Treasure Island for ever
- h (turn) himself back into / same friendly seaman he (seem) to be / Bristol long before
- i that Ben Gunn (find) and (move) / treasure to / secret cave long before

**C Write out the complete summary, expanding as necessary and putting the verbs in the correct forms.**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**D Interpret the text.**

1 How did Jim react in Section 1 when Long John Silver told him he had the treasure map, and what did Jim probably think then?

---

---

2 What do we learn in Section 5 that shows why the doctor was happy to give the map to Silver?

---

---

---

3 What did the doctor mean in Section 3 when he told Silver to expect trouble?

---

---

---

**E Exam practice: Write a short, imaginative narrative.**

**In Episode 6, Dr Livesey tells part of the story. Now do the same for the time after he leaves the stockade at the start of Episode 7. Imagine and tell the doctor's story of his journey to find and talk to Ben Gunn. When you narrate their conversation, use a mixture of direct and reported speech.**

**What happened after I left the stockade**

*After eating lunch, I picked up two pistols, a musket, a sword and the treasure map and walked quickly into the woods to the north.*

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

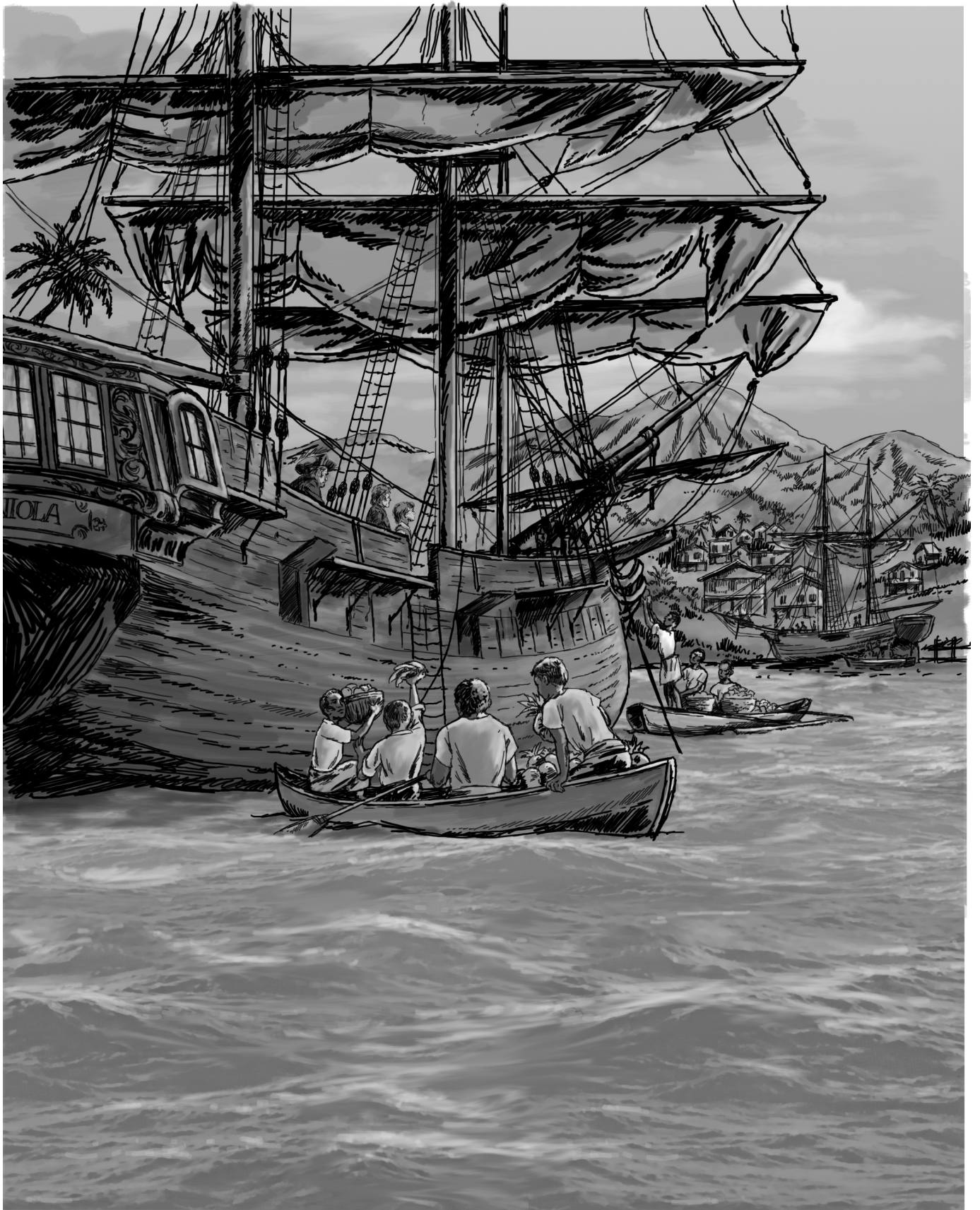
---

---

---

---

---





Macmillan Education  
Between Towns Road, Oxford OX4 3PP  
A division of Macmillan Publishers Limited  
Companies and representatives throughout the world

ISBN 978-0-2307-2761-8

Text © Mike Macfarlane 2011  
Design and illustration © Macmillan Publishers Limited 2011

First published 2011

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, transmitted in any form, or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publishers.

Design and layout by Zed

Illustrated by Juliet Breese pp. 2, 3, 4, 6, 10, 11, 12, 14, 15, 16, 17, 20, 21, 24, 26, 28, 31, 32, 33, 34, 36, 38, 41, 42, 44, 46, 49, 50, 52, 53, 55, 56; Wes Lowe pp. 59, 60, 62, 63, 64, 65, 66, 68, 72, 73, 74, 75, 76, 79; Oxford Illustrators pp. 18, 21, 30; David Till p. 22; Zed pp. 8, 34, 37, 39

The author and publishers would like to thank the following for permission to reproduce their photographs: **Corbis**/Aerial Focus p12, Corbis/ Homer Sykes p21; **Getty**/ Fuse p54.

Cover design by Wild Apple Design

The authors and publisher would like to thank the following people for their invaluable advice, contribution and support in the writing of this work for use in schools in the Kurdistan Region:

Content Supervision:  
Curriculum Department – Ministry of Education – KRG  
Mrs Nasreen Anwar Rashid  
English Language Development and Evaluation Committee.

Kurdish Pages Translation:  
Mr Shaswar Kamal Mahmud

Printed and bound in Lebanon

2015 2014 2013 2012 2011

10 9 8 7 6 5 4 3 2 1