



Punjab Regional Government
Council of Ministers
Ministry of Education

Sunrise

Activity Book

10



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Khyber Pakhtunkhwa Regional Government
Council of Education
Ministry of Education

حکومت خیبر پختونخوا - خیبر

وزارت تعلیم و تربیت - کونسل تعلیم و تربیت

Sunrise

Activity Book

10



MACMILLAN

نہم پښتونخواه مولکي وزارتې ز پښورده ای حکومتې هدرنمی کوردستانه . فرؤشتنی له بازار
قه دغه په و دژ به یاسایه .

1

LESSONS
1&2

MAKING CONTACT

I play basketball, too.

1 VOCABULARY

Find the real words and write the sentences again.



1 They are **yalping** the **arigut**.

2 They are **yalping** **askbatbell**.

3 He is **diring** a **kebi**.

4 She is **kating** a **tooph**.

2 GRAMMAR: present simple – positive and negative

Mike is from Britain. Compare a day in your life with a day in his.

1 get up



at 7.30

I get up at _____, but Mike doesn't. He gets up at _____

2 stay at school



from 9.00 to 3.30

I stay _____

3 have lunch at school



at 1.00

4 do homework

from 4.30 to 7.30

5 go to bed

at 10.30

3 GRAMMAR: present continuous – future plans

Complete the questions and answers.

Shillan and Chinar's plan



- Azad's plan**
- 1 Fly to London.
 - 2 See our cousins.
 - 3 Then tour the country.

Azad's plan



- 1 Go to New York.
- 2 Stay with my grandmother.
- 3 Stay in New York.

- 1 A Shillan and Chinar are flying to London.
 B And Azad? Is he flying to London, too?
 A No, he isn't. He's
- 2 A And he's
 B And Shillan and Chinar? Are
 A No, they
- 3 A And then they
 B And Azad?
 A No, he

4 GRAMMAR: present simple – future schedules

Complete the questions and answers about the travel schedules.

Shillan and Chinar's travel schedule

- 1 Travel: Thur, 31st March
- 2 Leave: 11.30 a.m.
- 3 Arrive: 3.00 p.m. local time

Azad's travel schedule

- 1 Fly: Sun, 2nd April
- 2 Take off: 9.45 a.m.
- 3 Land: 2.15 p.m. local time

- 1 A What date do Shillan and Chinar travel to London?
 B They travel on Thursday, 31st March.
 A And Azad?
 B _____
- 2 A What time does he
 B _____
 A And the girls?
 B _____
- 3 A When do they
 B _____
 A And Azad?
 B _____

5 LANGUAGE FOR LIFE

Complete. Then practise.

Let's go! Go ahead.
Excuse me.

- 1 A _____
 Could I borrow a pen, please?
 B Sure. Here you are.
- 2 A Look at the time. We're going to be late!
 B You're right.

- 3 A These cakes are really good! Could I have another one, please?
 B Yes, of course.

1

LESSONS
3&4

MAKING CONTACT

Dad looked on the internet.

1 GRAMMAR: adverbs of frequency

Read the questionnaires and write about Haval and Bahar.

QUESTIONNAIRE	NAME: <i>Haval Bakir</i>					QUESTIONNAIRE	NAME: <i>Bahar Bakir</i>				
When you use your computer, how often do you do 1–5?						When you use your computer, how often do you do 1–5?					
	Always	Usually	Often	Sometimes	Never		Always	Usually	Often	Sometimes	Never
1 Send emails	✓						✓				
2 Listen to music			✓					✓			
3 Watch films					✓					✓	
4 Look for information		✓				✓					
5 Buy things				✓							✓

As you write, start with *always* and finish with *never*.

Haval Bakir

Haval Bakir always _____ and he usually _____ . He _____ and he _____ , but he never _____ .

Bahar Bakir

2 VOCABULARY

A Find opposites in the emails in your Student's Book. (One of the words has two opposites.)

Email 2

- 1 wrong _____
- 2 last _____
- 3 ugly _____
- 4 never _____
- 5 autumn _____
- 6 lose _____

Email 3

- 7 go _____
- 8 boring _____
- 9 answered _____
- 10 early _____
- 11 start _____
- 12 after _____

B Now use pairs of opposites from A to complete the following.

- 1 In Kurdistan, the weather is warm in _____, very hot in summer and then cooler again in _____.
- 2 **A** Let's go! We mustn't be _____ for our flight.
B Don't worry. We're three hours _____!
- 3 Bahar _____ several questions in her first email, and Haval _____ them when he wrote back to her.
- 4 Haval wrote the _____ email, so the _____ one will be from Bahar.

3 GRAMMAR: past simple – forms

A Find the past forms in the emails. Add the pairs to the tables.

ask be leave look make move score take

Regular	Irregular
1 _____	1 _____
2 _____	2 _____
3 _____	3 _____
4 _____	4 _____

B Add more verbs from the emails. Check irregular forms on page 107 in your Student’s Book.

come go hope look send visit wait write

5 _____	5 _____
6 _____	6 _____
7 _____	7 _____
8 _____	8 _____

4 GRAMMAR: past simple – positive and negative statements

Haval’s sister Peri is talking about the family, but she is making mistakes. Write Haval’s corrections. (The verbs are in 3.)

- 1 Peri Dad left Silemani ten years ago.
Haval No, he *didn’t leave Silemani ten years ago. He left Silemani twenty years ago.*
- 2 Peri He moved to Canada.
Haval No, he _____
- 3 Peri Haval was born in New York.
Haval No, I _____
- 4 Peri Bahar wrote the first email.
Haval No, _____
- 5 Peri Bahar fell in the water.
Haval No, _____
- 6 Peri Haval sent our family photo with his first email.
Haval No, _____

5 GRAMMAR: past simple – questions

Haval is asking his dad about the past. Complete his questions.

- 1 Haval _____ (come) straight to San Francisco when you moved to America?
Dad No, I didn’t do that. I went to New York.
- 2 Haval _____ (what / do) there?
Dad I studied to be an engineer.
- 3 Haval _____ (where / study)
Dad I went to New York University.
- 4 Haval _____ (how long / be) at NYU?
Dad I was there for three years.
- 5 Haval _____ (meet) Mum there?
Dad That’s right. She was a student there, too.
- 6 Haval _____ (when / get) married?
Dad Before we moved to San Francisco.
- 7 Haval _____ (why / move) to San Francisco?
Dad Because it’s a nice city, and because we both found work here.

1

LESSONS
5&6

MAKING CONTACT *Staying in contact*

1 WRITING SKILLS 1 >SB p104

Write the following as two sentences. Add spaces between the words and the correct punctuation – capital letters, full stops, commas and a hyphen.



thisisapictureofhavalperiandjwantheyarekurdishamericanandtheyliveinsanfrancisco

2 WRITING SKILLS 2

Use your notes from the listening task. Turn them into two sentences. Use the correct punctuation – capital letters, commas and full stops.

Information about Haval

The phone number for Haval is _____ his email is _____
and he is staying _____

Information about Ben

3 READING AND WRITING

Use what you know about your new penfriend – Amy or Jack. Complete his/her email to you.

COMPOSE EMAIL

Send Send Later Save to Inbox Link Tools Library

To: Subject:

Dear _____,

I'd really like to be your penfriend, so hi! My name is _____, and I'm from _____ in _____.

I'm _____ years old, and _____ in _____ at _____.

I'd like to tell you a bit about my family. I've got an older _____ name is _____, and _____ is _____ years old. I have two younger _____, too. They are _____ and _____, and they are _____ and _____.

I'm interested in _____ and also _____. At the moment, I'm _____, too. It's _____!

Now it's your turn. Please can you tell me something about you? And can you tell me a bit about _____ family? How many brothers and sisters _____ have? And what about your interests? What are _____ interested in? _____ doing anything new at the moment like me?

Please write back soon.

Best wishes,

4 UNIT TASK

Reply to your new penfriend's email. In the last paragraph, ask two new questions. Use the present simple or the present continuous.

COMPOSE EMAIL

Send Send Later Save to Inbox Link Tools Library

To: Subject:

Dear _____,

I'd really like to be your penfriend, too. _____

Thanks for telling me about your family. Now I'd like to tell you about mine.

You also asked about my interests. Well, _____

Now I've got one or two new questions to ask you. I hope you don't mind! First,

Best _____,

PS I'm attaching a picture of _____

< his / her name

< basic information about yourself

< information about your family

< information about your interests

< your new questions

< friendly finish

< your name

< a note about what is happening

< your picture

Language Focus

1 UNIT LANGUAGE REVIEW

Complete the conversation. Put the words in brackets in the correct forms.

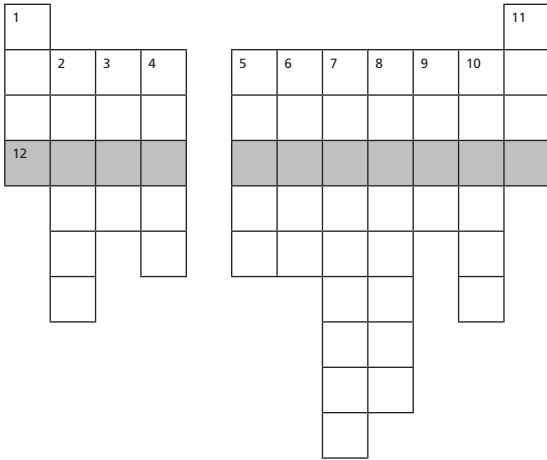


- Phil** Hi, Tim. Some of us (1) _____ (go) to the park after school. What about coming with us?
- Tim** Thanks, but I can't.
- Phil** Why not? (2) _____ (you do) something more interesting?
- Tim** I've got football training.
- Phil** Not again!
- Tim** Well, it's Thursday today, and I always (3) _____ (go) training on Thursdays.
- Phil** Yes, but you (4) _____ (go) training yesterday, and you (5) _____ (be) at the football club the day before yesterday, too! What's wrong with you?
- Tim** I'm sorry.
- Phil** You (6) _____ (not use to) be like this. You (7) _____ (used to) come out with us and have fun all the time. What happened? Why (8) _____ (you change)?
- Tim** Well, (9) _____ (you know) about our team's big tour?
- Phil** No, what about it?
- Tim** Our tour of the country (10) _____ (start) on the 1st of next month, and I'm (11) _____ (train) hard to make sure I'm in the team. I really (12) _____ (not want) to miss the tour!

2 UNIT VOCABULARY REVIEW

Complete the puzzle with 11 of these new words. Find and write two more words – number 12.

ahead attach born cousin difference
 during engineer gate grade interest
 like local meet nationality nearly
 oil parent penfriend picnic plan reply
 score suggest team vacation



- 1 There are 11 people in a football
- 2 Let's get ready now. It's ... time for us to go.
- 3 She looks ... her sister. They've got the same smile.
- 4 It's 5.00 here and it's 8.00 in Erbil, so Erbil is three hours
- 5 We arrive in New York at 11.30 ... time.
- 6 Bill's jumping with the ball. He's going to ...!
- 7 I'm going to write to my new ... in Canada.
- 8 I love painting, and my other big ... is the guitar.
- 9 We need to decide what to do. We must make a
- 10 It's a nice day, so let's get some food and go out for a
- 11 Everyone is going to come back here and ... again at 1.00.
- 12 _____

3 TO HELP YOU STUDY

A Use phonetics to check sounds. Put the words with the same sounds in the correct columns.

again /ə'gen/ age /eɪdʒ/
 change /tʃeɪndʒ/ go /gəʊ/
 guitar /gɪ'tɑː/ message /'mesɪdʒ/
 suggest /sə'dʒest/ younger /'jʌŋgə/

certainly /'sɜːtnli/ contact /'kɒntækt/
 decide /dɪ'saɪd/ exciting /ɪk'saɪtɪŋ/
 local /'ləʊkl/ picnic /'pɪknɪk/
 place /pleɪs/ score /skɔː/

gate /geɪt/

engineer /ˌendʒɪ'nɪə/

cousin /'kʌzn/

difference /'dɪfrəns/

Note: If the letter e follows g or c, it always produces the soft sounds /dʒ/ and /s/.

B Read the message and write it in ordinary letters.

Message: /ˌwel 'dʌn/ = _____!

I was riding through the woods.

1 GRAMMAR: *I, me, mine, my, myself*

A Add the reflexive pronouns to the table.

Subject pronouns	Object pronouns	Possessive pronouns	Possessive adjectives	Reflexive pronouns
I	me	mine	my	
you	you	yours	your	
he	him	his	his	
she	her	hers	her	
it	it	its	its	
we	us	ours	our	
you	you	yours	your	
they	them	theirs	their	

herself himself itself
myself ourselves themselves
yourself yourselves

B Complete the following with reflexive pronouns.



1 You can't go out like that. Look at _____ in the mirror!



2 When I practise a new song, I always record _____ and listen for mistakes.



3 You should cover _____ with BUZZ OFF to make them go away.

C Report what the people in B are saying.

- The mother is telling her son to _____
- The girl with the guitar is saying that she always _____
- The man is telling the boys that they should _____

D Use words from the table in A to complete the conversation.

Mrs Nawzad has finished at the supermarket, but has she left some shopping.

- Mrs Nawzad** Well, (1) _____ must get home quickly and cook lunch for the children. (2) _____ always hungry! See (3) _____ again soon.
- Assistant** Goodbye, Mrs Nawzad. ... Oh, Mrs Nawzad, excuse (4) _____, but is that (5) _____ bag of shopping there?
- Mrs Nawzad** No, (6) _____ isn't (7) _____. But look at Mrs Price. (8) _____ got a bag like this one, so perhaps this is (9) _____, too. Mrs Price! Mrs Price!
- Mrs Price** Yes?
- Assistant** Is this bag (10) _____, Mrs Price?
- Mrs Price** That's right! Thanks very, very much!

2 GRAMMAR: past simple

Add the verbs to say what happened. Use the past simple.

LOCAL BOY IN RIVER ACCIDENT

Yesterday afternoon, there (1) _____ (is) another accident on the dangerous path by the river near the Manston Road Supermarket. This time, Andy Martin, 15, of 47 Manston Road, (2) _____ (fall) in the river a few metres from the bridge. It (3) _____ (happen) when Andy's dog (4) _____ (see) a *stick in the water. It (5) _____ (jump) in to get it and (6) _____ (pull) Andy into the water, too.

*stick – a thin piece of wood from a tree



3 GRAMMAR: past continuous – questions and answers

Complete the questions and answers. Write about what was happening at the time of the accident. Use the past continuous.



Reporter Andy, tell me, what (1) _____ (you do) at the time of your fall?

Andy I (2) _____ (talk) to my friends, Fred and Liam.

Reporter And so, Fred and Liam, (3) _____ (you walk) along the path next to Andy?

Fred Well, no, we (4) _____ (not walk) next to Andy.

Liam We (5) _____ (walk) behind him.

Reporter What about you, Tim? Where (6) _____ (you go) on your bike?

Tim I (7) _____ (ride) along the path towards Andy.

Reporter Mrs Nawzad, (8) _____ (you shop) in the supermarket at the time of the accident?

Mrs N No, I (9) _____ (not shop) at that moment. I (10) _____ (come) out of the supermarket with Mrs Price.

Reporter Now, (11) _____ (anyone cross) the bridge at the time of the accident?

Amy Well, Lucy and I (12) _____ (not cross) the bridge.

Lucy But we (13) _____ (stand) on the bridge at that time.

Jamie And my brother and I (14) _____ (go) into the newspaper shop on the other side of the bridge.

4 LANGUAGE FOR LIFE

Complete. Then practise.

You certainly did! Oh, dear!
What's the matter?

A I've got a nasty cut on my arm.

B _____
Let me have a closer look.

A It's amazing! I won the race!

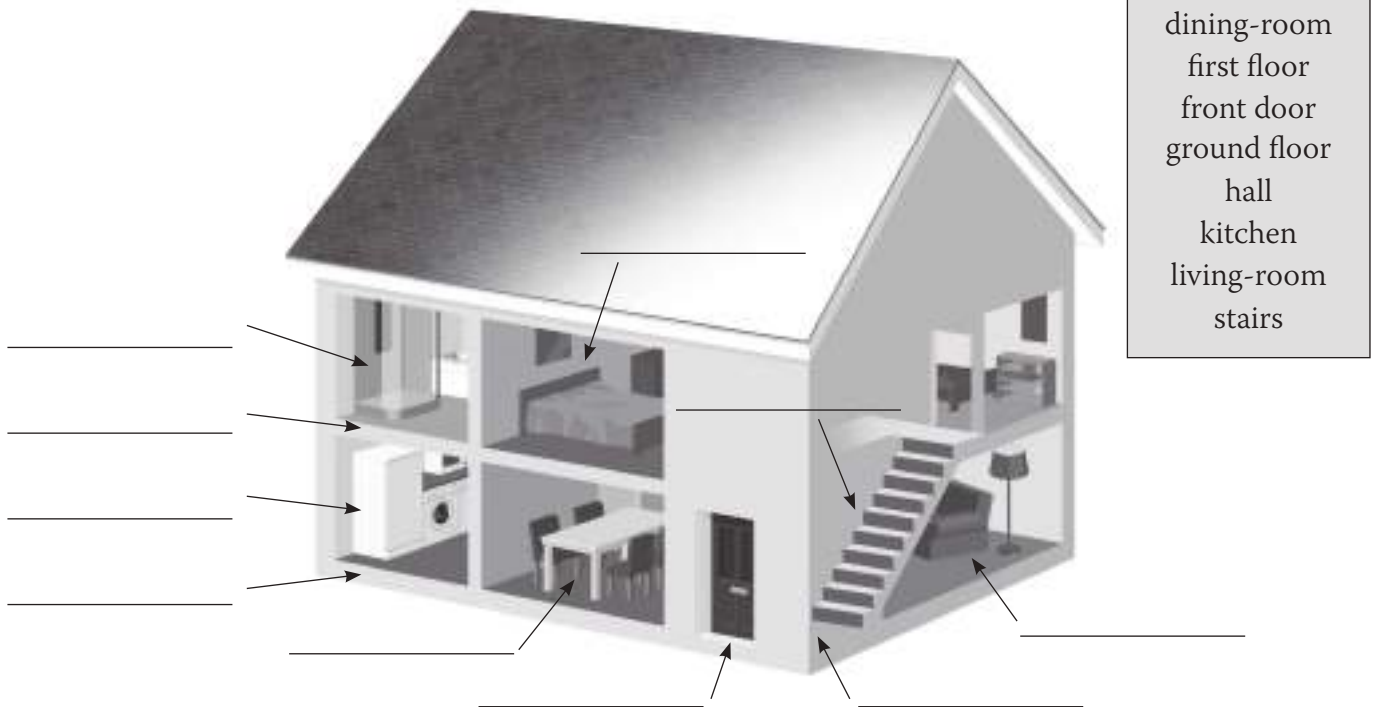
B _____
Well done!

A Could we stop and have a rest, please?

B Why? _____
A I feel really tired!

*While she was working, he came downstairs.***1 VOCABULARY**

A Label different places in the house.



B Now draw your own dream house or apartment in your copybook. Label it with words from 1A.

2 GRAMMAR: past continuous or past simple?

A Put the verbs in the past continuous or past simple.

Use the past continuous for continuing actions at these times.

Use the past simple for short actions at these times.

- At 7.40: Julie was working in the kitchen. (work)
Toby started to come downstairs. (start)
- At 7.41: Toby fell and hurt himself. (fall)(hurt)
Julie ran to help him. (run)
- At 7.42: Julie _____ Toby. (help)
The oil in the chip pan _____ fire. (catch)
- At 7.43: Julie _____ water on the oil. (throw)
The oil _____ violently. (explode)
- At 7.48: Flames _____ up the stairs. (rise)
Julie _____ past the stairs with her mobile. (rush)
- At 7.53: John _____ the fire. (see)
He _____ his head and _____ inside. (cover)(go)
- At 7.58: The firefighters below _____ the fire. (fight)
John _____ Toby to the firefighter. (pass)

B Describe the events at different times.

Use: *While* + past continuous + past simple;
or: *When* + past simple + past simple.

1 While Julie was working in the kitchen,
Toby started to come downstairs.

2 When Toby fell and hurt himself, Julie
ran to help him.

3 _____

4 _____

5 _____

6 _____

7 _____

C Complete the labels above the pictures.

Write: Short action + continuing action
or: Short action + short action

Short action + _____



When the fire engine _____, the
firefighters _____ work. (arrive) (start)

Short action + _____



When the police car _____, the fire
fighters _____ the fire. (come) (fight)

D Complete the statements below the pictures.

Use the past simple or past continuous.

3 GRAMMAR: adjectives and adverbs**A Complete the sentences.**

1 The Horne family had a _____ escape
last night. (lucky / luckily)

2 By 7.30, Toby was getting _____.
(hungry / hungrily)

3 It exploded _____.
(violent / violently)

4 The street was _____.
(empty / emptily)

5 'I felt _____ frightened,' she said.
(real / really)

6 She _____ ran to her bedroom.
(quick / quickly)

B Read the text again to check your work.**C Read sentences 1–6 and match them with a–f.**

- a **Adjective:** before a noun, to describe the noun
b **Adjective:** after *be* and 'sense verbs' (e.g.: *feel*,
look, *seem*, *smell*, *sound*), to describe the subject
of the verb
c **Adjective:** after verbs of change (e.g.: *get*,
become, *grow*, *turn*), to describe the change
d **Adverb:** after a verb, to describe the verb
e **Adverb:** before a verb, to describe the verb
f **Adverb:** before an adjective, to make the
adjective stronger

1 _____ 'By 7.30, I was getting **hungry**,' Toby
later told the newspaper reporter.

2 _____ 'I made a bad mistake,' Julie said to the
reporter.

3 _____ 'I felt really **frightened**,' Julie said.

4 _____ 'I felt **really** frightened, too,' Toby said.

5 _____ 'I left Toby and **quickly** ran to my
bedroom,' Julie explained.

6 _____ 'As I ran back past the stairs, flames and
smoke were rising **rapidly**.'

1 WRITING SKILLS 1 >SB p104

Write the following as two sentences. Add spaces between the words and the correct punctuation – capital letters, commas and full stops.

whilemrsnawzadwasworkinginthekitchenzaraandlawakwerein
thegardenwhentheytriedtolightafiretheretheyburnedthemselves



2 WRITING SKILLS 2

Turn your notes from LISTEN AND DO 4 into three sentences. Use the correct punctuation.

The robbery happened at _____ in _____ at _____

The car that the robbers used was _____

When the car was last seen, _____

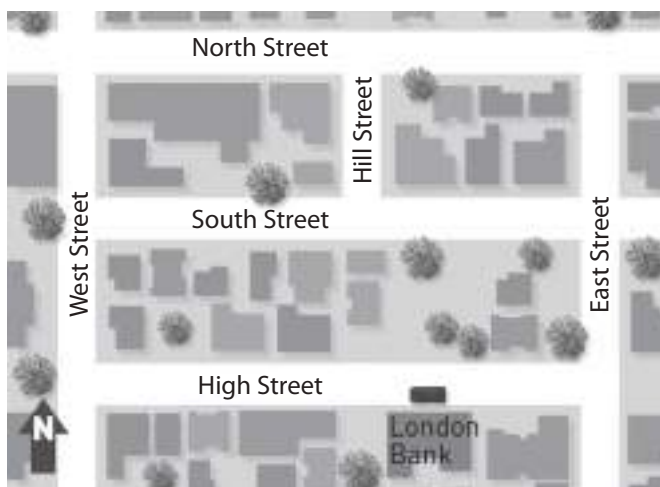
3 DRAW AND SPEAK

A Work with a partner. Take turns as a police officer and a witness at another bank robbery.

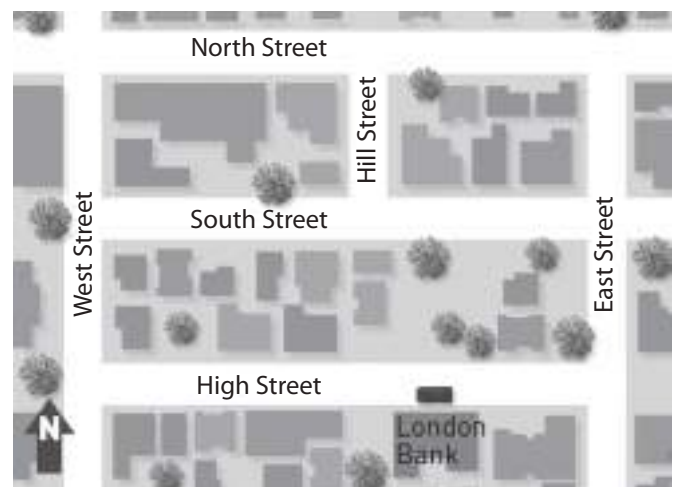
Witness: Mark your position on map 1 with an X. Decide and note the colour and registration number of the bank robber's car. Then draw the escape route of the car. (Do not show it to your partner!)

Police officer: Work out suitable questions to ask the witness.

Map 1



Map 2



B Take turns as the police officer and the witness at the robbery. Interview each other.

Witness: Tell your story.

Police officer: Listen and ask questions. Draw what your partner tells you on map 2.

C Finally, compare your maps. They should be the same!

4 READ AND WRITE

A Put sentence parts a–f into the past simple or past continuous.

- a While the Wilson family _____ (stay) in Silemani, ...
- b While the others _____ (look) up at the waterfall, ...
- c While Adam _____ (climb) down the cliff, ...
- d While his Dad _____ (rescue) Adam, ...
- e When the paramedics _____ (arrive), ...
- f When Adam _____ (leave) hospital next day, ...

B Form sentences from the notes under pictures 1–6. Use the past simple.



1 they (go) to visit the great waterfalls at Ahmadawa



2 Adam (climb) over the safety rail



3 he (fall) and (hurt) himself badly



4 the tour guide (call) the hospital for help



5 they (look after) Adam and (take) him to hospital



6 the doctor (say), 'I don't think you're going to do any more climbing for a few weeks!'

C Add 1–6 to a–f and form *while* and *when* sentences.

D Write the story like this.

While the Wilson family were staying in Silemani, they went to visit the

Language Focus

1 UNIT LANGUAGE REVIEW

Complete the conversation. Choose from the words in brackets.

- Chinar** I tried to call you last night, but I think you were out.
It was at 8.00.
- Soha** I was in, but I (1) _____ the phone. (didn't hear/wasn't hearing)
I'm sorry.
- Chinar** Perhaps you (2) _____ TV at the time. (watched/were watching)
- Soha** No, I was working (3) _____ at my (hard/hardly)
homework. At about 8.00, I was speaking English and
recording (4) _____. I expect you called (itself/myself)
while I (5) _____ that. (did/was doing)
- Chinar** Perhaps, but what were you recording
(6) _____ for? (yourself/yourselves)
- Soha** I often do that to listen to myself and find my mistakes.
- Chinar** That sounds (7) _____. Does it work? (interesting/interestingly)
- Soha** Yes, it works very (8) _____. (good/well)
- Chinar** When did you start doing that?
- Soha** At my old school. One day, our teacher began recording
us while we (9) _____ short conversations. (practised/were practising)
When we heard (10) _____ in English (yourselves/ourselves)
for the first time, it (11) _____ a lot. (help/was helping)
We were able to hear our mistakes very
(12) _____ for the first time. (clear/clearly)
- Chinar** Wow! Perhaps I should start doing the same.

2 UNIT VOCABULARY REVIEW

A Find and circle 15 of these new words in the box.

ambulance careful emergency firefighter flame flower frightened hero
nasty paramedic police registration rescue save shout smell smoke towards

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

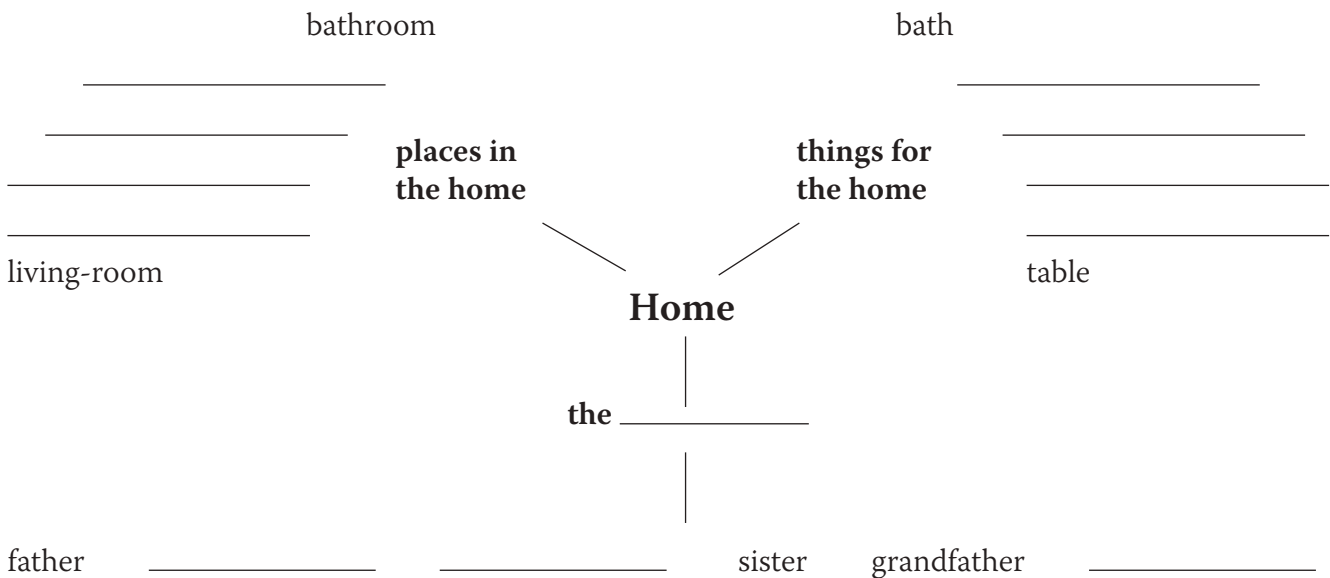
B Now use words from the box to complete the following. Change forms if necessary.

- 1 She _____ really loudly, but no one heard her.
- 2 Someone has had an accident. Could you send an _____, please?
- 3 Please carry her _____. I think her leg is broken.

3 TO HELP YOU STUDY

Collect vocabulary in networks. Put these words into the network.

bedroom brother chairs cupboard dining-room family
grandmother hall kitchen mother shelf sink



How many do we need?

1 VOCABULARY

Match a–j to 1–10. Then write the complete items.

- | | |
|------------------------|-----------------------------------|
| 1 <u> d </u> bag | 1 <u> A bag of bread rolls </u> |
| 2 <u> </u> bottle | 2 <u> </u> |
| 3 <u> </u> can | 3 <u> </u> |
| 4 <u> </u> carton | 4 <u> </u> |
| 5 <u> </u> jar | 5 <u> </u> |
| 6 <u> </u> kilo | 6 <u> </u> |
| 7 <u> </u> litre | 7 <u> </u> |
| 8 <u> </u> loaf | 8 <u> </u> |
| 9 <u> </u> packet | 9 <u> </u> |
| 10 <u> </u> tub | 10 <u> </u> |

a butter



f milk



b olives



g tomato paste



c orange juice



h cola



d bread rolls



i ice cream



e bread



j ground meat



2 GRAMMAR: *some* and *any*

- Read the first conversation and add the extra items to the shopping list.
- Read the second conversation and tick (✓) the items that Sam bought. Mark the others with a cross (X).
- Complete both conversations with *some* and *any*.

<i>Shopping list</i>	
<i>chicken legs</i>	<i>1 packet</i>
<i>olives</i>	<i>2 jars</i>
<i>eggs</i>	<i>1 carton</i>
<i>yogurt</i>	<i>1 tub</i>
_____	_____
_____	_____

Mum Sam, could you quickly go and get the things on this shopping list? Oh, and there are two more things.

Sam I'll add them to the list.

Mum Could you buy (1) _____ milk – two litres? And can you also get (2) _____ lemons? Just a small bag.

Sam OK. I'll go to the little shop along the street, so I'll soon be back.

Mum Hello, Sam. Did you get everything?

Sam Well, I got (3) _____ things, but they didn't have everything.

Mum Oh, dear. Well, let's check.

Sam I got (4) _____ chicken legs, but they didn't have (5) _____ olives.

Mum Did they have (6) _____ eggs?

Sam Yes, I got (7) _____ eggs for you.

Mum And what about yogurt? Did they have (8) _____ yogurt?

Sam No, I'm sorry, they didn't have (9) _____. But they had (10) _____ milk, and I also got the lemons that you wanted.

3 GRAMMAR: *much, many, a little, a few, a lot of*

Complete the conversation with *much, many, a little, a few* and *a lot of*.

- Mum** We'll need to go to the big supermarket for the yogurt and olives. And I've found that we need some other things, too.
- Sam** I'll write a new list.
- Mum** Thanks. Now, we haven't got (1) _____ butter, so we need to buy some more. Let's say one packet.
- Sam** And maybe we've only got (2) _____ tea. Am I right?
- Mum** No, no. We've got (3) _____ tea. We won't need any more for months! But now, tomatoes: we've got (4) _____, but not (5) _____.
- Sam** And you use (6) _____ tomatoes when you cook. You put tomatoes in nearly everything!
- Mum** Yes, so let's get four kilos. And thinking of vegetables, how (7) _____ potatoes have we got? Let me have a look. Hmm, yes, we've only got (8) _____, so let's get a large bag.
- Sam** And how (9) _____ lemonade have we got? Hmm, I thought so. We've only got (10) _____, and the children love it.
- Mum** So let's get three big bottles.

4 READ AND WRITE

Read the conversations in 2 and 3 again. Write the new shopping list for Sam.

Shopping list	
olives	2 jars
_____	_____
_____	_____
_____	_____
_____	_____

5 GRAMMAR: *a, some and the*

Sam and his mother are back from the supermarket. Complete the conversation with *a, some* and *the*.

- Sam** I'm thirsty now, Mum.
- Mum** Well, what about (1) _____ glass of cola?
- Sam** Yes, (2) _____ cola sounds good. And I'm hungry, too.
- Mum** Well, let's make (3) _____ chips together.
- Sam** Good idea. I want to learn about cooking, so just tell me what to do.
- Mum** First, get (4) _____ potatoes and (5) _____ knife. You need to wash and cut (6) _____ potatoes.
- Sam** And then?
- Mum** Get (7) _____ pan, and heat (8) _____ oil in it. When (9) _____ oil is hot, put (10) _____ chips in and cook them for ten minutes. But be careful. Don't let (11) _____ oil get too hot, or you might start (12) _____ fire!

6 LANGUAGE FOR LIFE

Complete. Then practise.

What do I do next? Come on!
Just tell me what to do.

- 1 A I just need a few minutes for breakfast.
B _____
You'll be late for school!
- 2 A Thank you for coming early.
B I can't wait to start!

- 3 A I think the chips are ready now.

- B Put the chips on a plate – and eat them!

Types of food that you need

1 GRAMMAR: a/an/some, the or (-) zero article

A Complete the sentences. Write *a/the* or *(-)*.

- 1 Make mine _____ pizza, please!
- 2 Try to change to _____ healthy diet.
- 3 _____ Food Pyramid includes _____ six groups of food which we eat.
- 4 You need _____ vitamins and _____ iron for _____ good health.

B Look at the text to check your work.

C Complete the conversation. Write *a/some/the* or *(-)*.

Dr Hill is visiting a school dining hall and talking with a student.

Ella But Dr Hill, do we really need all six groups of food?

Dr Hill Yes, we do, and we can get them even from simple meals – like your lunch here. Let's look at what you've got.

Ella Well, there's (1) _____ chicken leg and I've got (2) _____ salad. There's also (3) _____ piece of bread and (4) _____ butter. And what else? Just (5) _____ glass of water.

* * * * *

Now Dr Hill talks more about the things on Ella's plate.

Dr Hill Well, (6) _____ chicken leg belongs to (7) _____ fish, meat and eggs group. (8) _____ salad comes from (9) _____ vegetables group. And, of course, (10) _____ bread is from (11) _____ bread and carbohydrates group.

Ella What about (12) _____ butter?

Dr Hill That's from (13) _____ fat, oil and sugar group.

* * * * *

Now Dr Hill talks generally about food and food groups.

Ella But why do we have to have all these different types of food?

Dr Hill Because they all give us (14) _____ different things that our bodies need. For example, (15) _____ meat, (16) _____ fish and (17) _____ eggs give us (18) _____ protein, (19) _____ iron and (20) _____ Vitamin B.

2 READ AND WRITE

Complete the explanation of the Food Pyramid in writing. Read the text again if necessary.

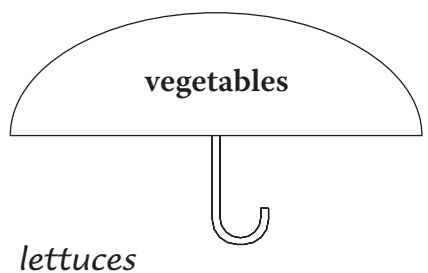
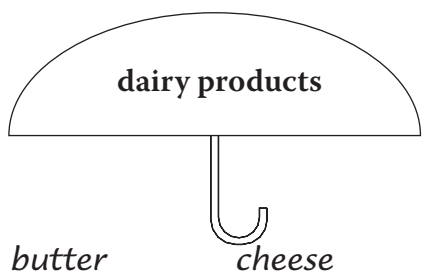
At the top of the Pyramid, there is one food group – fat, oil and sugar. We need only small amounts because we get _____.

In the middle of _____, there are two _____ – dairy products and _____. With dairy products, we need two or three _____ a day. These give us calcium and _____. With meat, fish and _____, we also need _____. These give us _____.

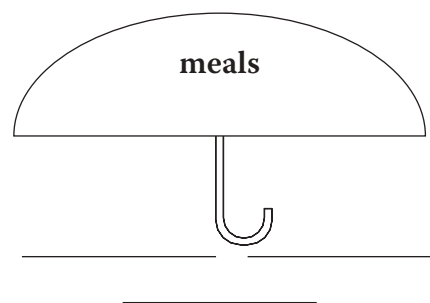
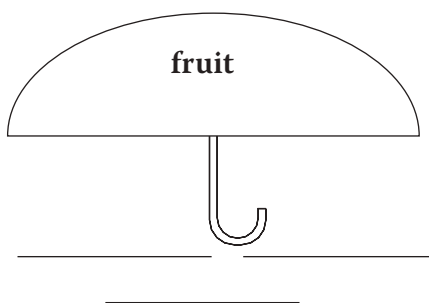
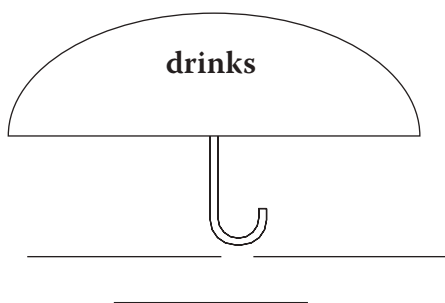
At the bottom of _____

3 VOCABULARY

A Make word groups under 'umbrella' words.



B Make more word groups with these 'umbrella' words. Use words from Unit 3 or other words that you know.



4 GRAMMAR: relative clauses with *who*, *which* and *that*

Match the pairs of sentences 1–8 and a–h.

Join the pairs with *who*, *which* or *that* and write the full sentences.

Information from Unit 1

- 1 d Haval is the Kurdish-American.
- 2 Ahmadawa is the place.
- 3 Ben is the Canadian.
- 4 BR467 is the flight.

- a **He** is visiting his dad near Dohuk.
- b Ben and Haval took **it** to Erbil.
- c Bahar's family visit **it** in spring.
- d **He** is visiting his family in Silemani.

Information from Unit 2

- 5 Tom is the boy.
- 6 33, Green Road is the house.
- 7 999 is the number.
- 8 Tim and Julie were the ones.

- e **It** caught fire yesterday.
- f The firefighter helped **them** first.
- g **He** crashed his quad bike.
- h Julie called **it** to get help.

- 1 Haval is the Kurdish American who
- 2
- 3
- 4
- 5
- 6
- 7
- 8

Explaining your culture: food

1 WRITING SKILLS >SB p104

A Write the following with the correct punctuation – quotation marks, and commas.

- I said Joe you eat unhealthily and you *are* unhealthy!
I said, 'Joe'
- And for lunch he went on I usually get a big bag of chips and some cola.

B Look at the text on page 30 to check your work.

C Punctuate the following in the same way.

- She opened the window and shouted Help!
- I felt really frightened she said later.
- Firefighter Steve Carter said Julie and her dad were heroes.

D Look at the text on page 20 to check your work.

2 READ AND WRITE

A Close your Student's Book. Then add words from the box that rhyme with words 1–6.

bee butterfly eat gold near tree

- Verse 1: 1 hold _____
2 sweet _____
- Verse 2: 3 see _____
4 sky _____

- Verse 3: 5 hear _____
6 sea _____

B Add the six pairs of words in A to end twelve of the poem's lines.

Thanksgiving

Thank You
for all my _____ can *hold* –
apples red,
and melons _____,
yellow corn
both ripe and _____,
peas and beans
so good to _____!

Thank You
for all my _____ can _____ –
lovely sunlight,
field and _____
white cloud-boats
in sea-deep _____,
soaring bird
and _____.

Thank You
for all my _____ can _____ –
birds' song echoing
far and _____,
songs of little
stream, big _____,
cricket, bullfrog,
duck and _____!

Ivy O. Eastwick

C Complete the statement about the rhyme scheme.

In each verse of this poem, the fourth line rhymes with the _____, and the _____.

D Decide which word correctly completes the first line of each verse. Add the words. Then check your work against the poem in your Student's Book.

ears	eyes	hands
------	------	-------

E Write short paragraphs to show how you decided in D.

'Hands' is the correct word to complete the first verse. This is because the first verse is about holding things like apples and melons.

3 UNIT TASK

A Prepare to write about Kurdish food and a dish that you have discussed. Match topic sentences a–c to paragraph topics 1–3.

Paragraph numbers and topics:

- 1 ____ Paragraph 1: about the type of food that the Kurds eat.
- 2 ____ Paragraph 2: about the things that you need to make a Kurdish dish.
- 3 ____ Paragraph 3: about the way that you make the dish.

Topic sentences for paragraphs 1–3:

- a Here's how to cook this traditional Kurdish dish.
- b The Kurds have a very good, traditional diet.
- c Let's look at some of the ingredients that you need to make ..., a simple Kurdish dish.

B Note useful words and expressions from *A simple Japanese dish* in your Student's Book. Note other words and expressions that you may need.

C Write three short paragraphs. Use the topic sentences from A, and start like this.

A simple Kurdish dish

The Kurds

Let's look

Here's how

Language Focus

1 UNIT LANGUAGE REVIEW

Complete the conversation. Choose from the boxes.

a lot of much that the who (-) zero article

Tim This is amazing, Lucy! We've got £250 already! We're making (1) _____ money for the football club.

Lucy Yes, we certainly are! We're selling all (2) _____ burgers (3) _____ we can make.

Tim We were right just to make (4) _____ burgers. They're very popular.

Lucy And I don't think we're going to have enough for all the people (5) _____ want one. Let's quickly check. How (6) _____ meat have we still got?

a a few a little any many some

Tim Only (7) _____. About (8) _____ kilo, I think.

Lucy And what about onions? How (9) _____ are there?

Tim We've only got (10) _____ now. Just three or four. And we need (11) _____ bread rolls. I can't see (12) _____ rolls anywhere.

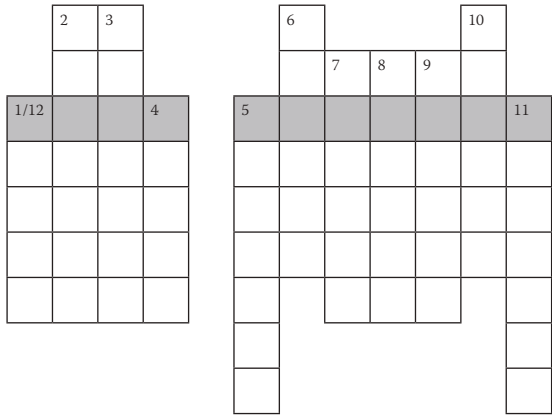
Lucy There's one more packet over here. Now, quick, let's cook. Three more people are coming our way, and they look hungry!

2 UNIT VOCABULARY REVIEW

Complete the puzzle with 11 of these new words. Find and write two more words – number 12.

amount carton dairy diagram energy fibre healthy peppers
pretty product protein saying section spices stomach

- 1 This is something that we get from bread, rice and also from vegetables.
- 2 a noun from the verb *produce*
- 3 This is something which meat, fish and eggs all give us.
- 4 A ... is a place which produces milk and things that come from milk – butter and yogurt, for example.
- 5 These vegetables can be red, green or yellow.
- 6 'An apple a day keeps the doctor away' is an old English ...
- 7 I like these little flowers. They look very ..., and they smell lovely, too.
- 8 You can get orange juice in a bottle or you can get it in a ...
- 9 The ... of rice which you get in these bags is ten kilos.
- 10 This dish isn't very interesting. We need to add some ...
- 11 A ... is a type of picture which explains something – how an engine works, for example.
- 12 _____



3 TO HELP YOU STUDY

A Use phonetics to check sounds. Put the words with the same sounds in the correct columns.

clinic /'klɪnɪk/	diagram /'daɪəgræm/	fibre /'faɪbə/	fish /fɪʃ/
ingredient /ɪn'grɪdiənt/	list /lɪst/	pineapple /'paɪn,æpl/	spice /spaɪs/

dish /dɪʃ/

item /'aɪtəm/

change /tʃeɪndʒ/	cheese /tʃi:z/	Christmas /'krɪsməs/	echo /'ekəʊ/
lunch /lʌntʃ/	much /mʌtʃ/	school /sku:l/	stomach /'stʌmək/

chicken /'tʃɪkɪn/

headache /'hedeɪk/

Note: The word *vitamin* is /'vɪtəˌmɪn/ in British English and /'vaɪtəˌmɪn/ in American English.

B Read the message and write it in ordinary letters.

Message: /ju: 'ɑ: wɒt ju: 'i:t/ = _____

1 VOCABULARY: opposites

A Find opposites in the emails.

- 1 email 1 lose contact _____
 2 email 1 dangerously _____
 3 email 2 modern _____
 4 email 2 go _____
 5 email 3 late _____
 6 email 3 last _____

B Use pairs of opposites from 1 to complete the sentences.

- 1 Peter, could you _____ over here and help me, please? And Sue, could you please _____ and help the people over there?
 2 Our flight is at 07.00, so we have to get to the airport very _____ to catch it. If we're _____, we'll miss it.
 3 Before Jack went back to Australia, we said we mustn't _____ with each other. So now we _____ by email every week or two.
 4 I like _____ 'pop' music, but I also like _____ songs that are often hundreds of years old.
 5 Captain Barzani flies all over the world. At this time _____ week, he was flying to Tokyo. Today he is resting at home in Erbil, and at this time _____ week, he'll be in New York.
 6 People who drive _____ cause accidents. No one should take a car on the road until he or she has learned to drive _____.

2 VOCABULARY: dates

Write these dates in full.

- 1 Tue, 2nd Jan _____
 2 Wed, 11th Feb _____
 3 Thur, 17th Aug _____
 4 Fri, 23rd Oct _____
 5 Sat, 31st Dec _____

3 GRAMMAR: prepositions

A Complete the time expressions with these prepositions.

at during for in on

- 1 Amy went to visit her American cousins _____ September, and she has been there three months now.
 2 She is going to come home before Christmas, and her flight is _____ 11.30 a.m. _____ Saturday, 18th December.
 3 She has often called home _____ the last three months. She always calls _____ the afternoon because of the time difference.

B Add the correct prepositions to the verbs, nouns, adjectives and phrases.

about for from in like of

Dear Haval

Thanks very much (1) _____ the picture (2) _____ you and your friends (3) _____ school. I can see you're (4) _____ the mountains, and you all seem to be having fun! Tell me (5) _____ that person who's walking a few metres ahead (6) _____ you. Is he your teacher?

Can I ask (7) _____ the mountains, too? I'm interested (8) _____ them because they look (9) _____ some (10) _____ our mountains here.



4 GRAMMAR: question forms

Write questions for the answers. Use the time charts that you copied and completed from A2 in your Student's Book.

1 Q When _____

A They arrived there on Saturday, 1st April.

2 Q Did _____

A No, they didn't drive to Silemani then. They drove there the next day.

3 Q Where _____

A That day they went to Ahmadawa for a big family picnic.

4 Q What _____

A He got ready for the trip to the mountains.

5 Q How _____

A They are going to travel there by car.

6 Q How long _____

A They are going to be away for four days.

7 Q Is _____

A No, he isn't going to go to Silemani that day. He's going to go there the following day.

8 Q Why _____

A It is a good time to visit them because his dad is going to be very busy at work.

5 LANGUAGE FOR LIFE

Complete. Then practise.

Go carefully! I'd love to come. Sorry, I have to run.

1 A We're having a picnic in the park on Friday. Can you join us?

B Thanks very much. _____

2 A Let's play another game.

B _____ I've got a bus to catch.

3 A Well, I must go now.

B _____ The roads are dangerous in this bad weather.

A Don't worry. I'll drive slowly.

**1 GRAMMAR: grammar words
(articles and quantifiers)**

A Add *a/an, some, any, the* and (-) zero article.

Ben and his dad are in Amadi, and they are talking about the day ahead.

Ben What about going up high into (1) _____ mountains?

Dad That sounds fun, but before we go, we'll need to buy (2) _____ things for (3) _____ picnic lunch. There won't be (4) _____ restaurants up there, and we won't see (5) _____ shops either.

Ben That's fine with me. I love finding (6) _____ places that are really quiet and far away from (7) _____ other people.

B Add *much, many, a little, a few* and *a lot*.

Ben and his dad are at the market and they are buying picnic food.

Dad First, we need (1) _____ bread, please.

Man How (2) _____ would you like?

Dad What about having (3) _____ of these small, flat loaves, Ben?

Ben Yes, maybe two each.

Dad So, that'll be four of these loaves, please. And we also need (4) _____ butter. Not too (5) _____.

Man Just a small packet?

Dad Yes, and we need some tomatoes.

Man About a kilo?

Dad Can I see how (6) _____ tomatoes you get in a kilo?

Man Certainly. They're quite small, so look, you get quite (7) _____ in a kilo.

2 GRAMMAR: verb tenses

A Put the verbs in brackets into the correct forms of the present or past simple.

Ben and his dad are talking to the hotel manager before they leave for the mountains.

Dad Tell me, (1) _____ (you get) many visitors from abroad?

Manager Well, in the old days, life (2) _____ (be) difficult here, and people (3) _____ (not think of) coming to Kurdistan for a holiday. So, of course, we (4) _____ (not see) any tourists here. We still (5) _____ (not get) many visitors now, but there (6) _____ (be) more than there (7) _____ (be) a few years ago.

B Put the verbs in brackets into the correct forms of the present simple or present continuous.

Manager And what about you? How long (1) _____ (visit) Kurdistan for?

Dad Well, I (2) _____ (work) here all the time – near Dohuk. But my son Ben (3) _____ (not live) here. He (4) _____ (have) a holiday with me.

Manager Well, welcome to Kurdistan, Ben. (5) _____ (you enjoy) your visit?

Ben Very much, thanks.

C Choose the present simple (for future schedules) or present continuous (for future plans and arrangements).

Manager You should come and live here, too, like your father.

Ben I'm afraid I can't. School (1) _____ (start) again on the 2nd of next month.

Dad And so his flight (2) _____ (leave) back to Canada on the 30th of this month.

Manager Well, you must see everything that you can before you go. What (3) _____ (do) today?

Ben We (4) _____ (go) into the mountains near Amadi.

3 GRAMMAR: pronouns and possessive adjectives

Add the correct words.

Manager Before (1) _____ start (2) _____ trip, (3) _____ am going to get a map and show (4) _____ the best route.

Dad But Ben and (5) _____ have got a map.

Manager Yes, but you should borrow (6) _____. (7) _____ map is newer than (8) _____, and (9) _____ shows this new road – the road that you need to take to the mountains.

Dad Oh, I see. Thank you.

Manager Well, good luck, and enjoy (10) _____.

Dad / Ben Thanks very much.

4 GRAMMAR: two sentences in one

A Join the pairs of sentences to write Ben's email. Use *When* + past simple + past simple or *While* + past continuous + past simple.

- 1 We (talk) with the hotel manager. He (show) us the best route, and he (lend) us his map.
- 2 We (leave) the hotel. We (get) in the car, and we (take) the road north to the mountains.
- 3 We (drive) there. We (go) through some villages, and we (see) several old men with sheep.
- 4 We (reach) the snow line. We (leave) the car, and we (climb) the mountain ahead of us.

Hi, Haval,

We're back from our trip into the mountains, so let me tell you about it. While _____

B Ben sent several photo attachments with the email. Join the pairs of sentences to write descriptions. Use *who*, *which* or *that*.

- 1 This is the hotel manager. He showed us the best route.

- 2 This is one of the villages. We drove through them.

- 3 This is an old man. He had a lot of sheep on the hills.

1 VOCABULARY REVIEW

A Find and circle 15 of these words in the box.

bone diagram difference energy frightened
 guide headache interest keep nasty nationality
 officer piece portion protein quantity section
 skateboard suggest tie towards unhealthy

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

B Now use words from the box to complete the following. Change forms if necessary.

- 1 When you first visit a city, a good tour _____ is very useful.
- 2 A diet of chocolate and chips is very _____.
- 3 What _____ is Ben? He's Canadian.
- 4 Leo fell badly and broke a _____ in his foot.
- 5 I feel really tired, and I've got no _____ to do any work.
- 6 We can't stop. We have to _____ moving.

C Complete the puzzle with 13 of these words. Find and write four words to complete a sentence – number 14. Change forms if necessary.

carton dish engine flower
 gate grade hero
 item just ladder leave
 local meet parent saying
 shout slowly team
 type worry

1	2	3	4
14			

5	6

7	8	9	10

11	12	13

- 1 Eight firefighters quickly jumped out of the fire
- 2 With its beautiful colours, this is my favourite type of ... in the whole garden.
- 3 We climbed the mountain very ..., so it took a long time.
- 4 We need a ... to reach the upstairs window.
- 5 Let's ... at the coffee shop at 1.00. // Fine. I'll see you there.
- 6 After the accident Azad rescued ten children from the burning bus, so now he's a national
- 7 There are five people in a basketball
- 8 Listen. They're calling our flight now. We have to go to ... Number 24.
- 9 Which ... of CD player would you like – the Techno 1097 or 1098?
- 10 Little Chinar started walking when she was ... ten months old.
- 11 There's an old ... : 'An apple a day keeps the doctor away.'
- 12 Max never talks quietly. He always ...!
- 13 Haval is Bahar's Kurdish-American
- 14 It's _____

2 LANGUAGE REVIEW

Complete the short re-telling of Episode 1 of the Reader story.

Choose from the items in brackets.

Phileas Fogg lived in (1) _____ (a/the) big house in an expensive part of London. He was a man (2) _____ (who/which) always liked to do the same things at (3) _____ (a/the) same time every day. But 2nd October, 1872 was different. First, a new servant, Jean Passepartout, began working for him that day. Secondly, he suddenly (4) _____ (leaved/left) England on a journey around the world.

His usual visit to the Reform Club began normally that morning and, later, he started playing (5) _____ (the/(-)) cards with (6) _____ (some/any) friends as usual. Then, while they (7) _____, (played/were playing) one man told the others about a big bank robbery and the problem of finding the bank robber. It seemed that the robber was already abroad. Detectives (8) _____ (were looking/looked) for him all over the world, but the world was too big: there was not (9) _____ (much/many) hope of finding him.

Fogg did not agree with his friend about the size of (10) _____ (a/the) world. He said he could travel around the world in just 80 days – and promised his friends £20,000 if he did not get back in that time.

Fogg needed to catch a train to Paris (11) _____ (who/which) left London that evening, so he quickly went home. There was only (12) _____ (a little/a few) time, so he asked Passepartout to get (13) _____ (a little/a few) clothes ready. Also, this journey was going to need (14) _____ (many/a lot of) money, so Fogg prepared £20,000.

When Fogg and Passepartout (15) _____ (got/were getting) to the station that evening, Fogg's friends (16) _____ (waited/were waiting) there to say goodbye. Five minutes later, they were on the train and on (17) _____ (there/their) way around the world.

MOVING INTO SPACE

I've just had an idea!

1 VOCABULARY

A Put the words in order to form the captions for the pictures.

- at satellites work Communications
- signals and TV other
- Earth kilometres above 36,000



- _____
- _____
- _____

- project The Station Space International
- in around orbit The ISS Earth
- spacecraft A to flight the ISS

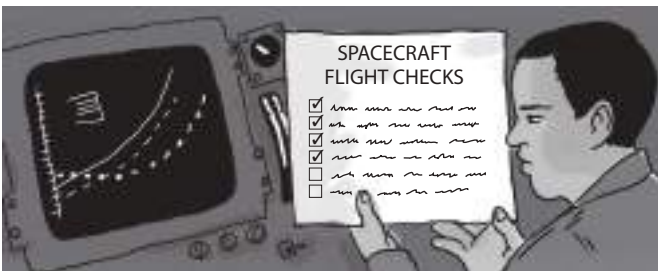


- _____
- _____
- _____

B Look at your Student's Book to check your work.

2 GRAMMAR: present perfect with *already, nearly, not ... yet* and *so far*

Put the words in order to form questions and answers. Put the verbs in the present perfect.

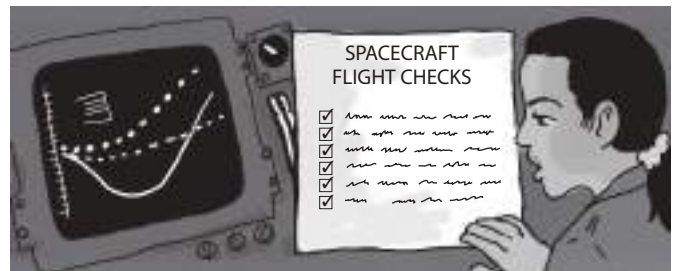


1 A so far? How much (do) Engineer 1

B (finish) nearly He his checks.

A How much has Engineer 1 done so far?

B He



2 A Engineer 2 (finish) nearly , too?

B already checks her (complete) She

A _____

B _____

3 A yet? their Engineers 3 and 4 (complete) checks

B theirs (not begin) No, yet they

A _____

B _____



3 GRAMMAR: present perfect with just, and with other tenses

A Write reports for these times: 7.44, 7.45 and 7.50.

Report		1	2	3	4
Time	7.40	7.44	7.45	7.50	9.50
Action	the engineers: complete their final checks	Flight Control: do the final count down	the spacecraft: *lift off	the astronauts: climb into orbit	they: reach the ISS

*lift off: Planes 'take off': spacecraft 'lift off'.

1 This is report 1. It is now 7.44. The engineers have just _____ their final checks. Flight Control is now _____ the final count down. The spacecraft is going to _____ at 7.45.



2 *This is report 2. It is now* _____

3 _____

B Write the final report. Use the past simple and the following.

First, ... Next, ... Then ... After that, ... Finally, ...

Everything happened between 7.40 and _____ . *First,* _____

4 LANGUAGE FOR LIFE

Complete. Then practise.

How do you mean? Well done! Tell me your news.

- | | | |
|--|-------------------------------|---|
| A Hi! _____ | A I've just finished the job. | A I feel happy – and sad, too. |
| B Well, lots has happened since we last met. | Everything is OK now. | B _____ |
| | B Great! _____ | A Happy to be home, but sad our holiday has finished. |

MOVING INTO SPACE

Have you ever looked up?

1 GRAMMAR: present perfect with *ever* and *never*

Write the questions and then reply – with true or ‘fun’ answers.

1 travel into space

Q *Have you ever travelled into space?*

A *No, I've never travelled into space.*

OR

Yes, I've (often / sometimes) travelled into space!

OR

Yes, I've travelled into space (three / several / many / lots of) times!

2 play for one of your school teams

Q _____

A _____

3 dream of scoring the winning (point / goal)

Q _____

A _____

4 appear on TV

Q _____

A _____

5 want to appear on TV

Q _____

A _____

6 meet your favourite star

Q _____

A _____

2 GRAMMAR: present perfect with *ever*, and with past simple

Dara Kamal is not a space explorer: he explores dangerous places on Earth. Write the interviewer's questions and Dara's replies.



1 be to the Sahara Desert / five years ago; ride a bike across it

Reporter *Have you ever been to the Sahara Desert?*

Dara *Yes, I went there five years ago.*
I

2 see the rain forests of the Amazon / eight years ago; help make a wildlife film there

Reporter _____

Dara _____

3 visit the Himalayan mountains / last year; climb the three highest mountains there

Reporter _____

Dara _____

3 VOCABULARY

A Form pairs of words that often go together. Match words from the box to words 1–6.

beings communications signals
spacecraft system travel

1 paragraph 1: solar _____

2 paragraph 2: human _____

3 paragraph 2: radio _____

4 paragraph 3: unmanned _____

5 paragraph 4: space _____

6 paragraph 5: satellite _____

B Find the opposites in the text.

- 1 paragraph 2: led _____
- 2 paragraph 3: because _____
- 3 paragraph 4: cheap _____
- 4 paragraph 5: remember _____
- 5 paragraph 6: a few _____
- 6 paragraph 6: receive _____
- 7 paragraph 7: teach _____

C Use pairs of opposites from B to complete the sentences.

- 1 Is it true that not _____ people can live on the ISS at one time? / That's right. There's only enough room for _____ people.
- 2 The ISS project was very expensive, _____ a large number of countries agreed to share the cost. And now we feel that the ISS belongs to the whole world _____ the world has built it together.
- 3 When a ground station _____ signals, the nearest satellite _____ them and then passes them to the next satellite or back down to another ground station on Earth.
- 4 The Russians _____ the race into space with their Sputnik, but the Americans _____ them soon after that when they launched their own satellites.

4 GRAMMAR: present perfect with *for* and *since***A Complete with *for* or *since*.**

- 1 There have been human beings in space _____ about half a century.
- 2 It is now about 40 years _____ the first humans walked on the moon.
- 3 _____ over 20 years, there have been large numbers of satellites in orbit around Earth.
- 4 There have been teams of astronauts on the ISS _____ the year 2000.

B Read about Dara Kamal. Then answer the questions. Use *for* or *since*. With *since*, give the year.**DARA KAMAL, TRAVELLER AND EXPLORER**

Dara Kamal is 29, and he lives in Erbil. He and his family moved from Sweden to Dohuk 12 years ago. Then they moved again to Erbil two years later. He still lives there today.

Dara began his life as a traveller and explorer when he finished university at the age of 21. It was then that he joined a film project in the Amazon. He loved this life of travel, and he continued with many other journeys. When he was 25, he wrote his first travel book, and now he has written four more. When he got married three years ago, he and his wife Chinar started travelling together, and they are still sharing all their journeys now.

- 1 How long have Dara and his family lived in Kurdistan? (for)

- 2 How long has he lived in Erbil? (since)

- 3 How long has he been a traveller and explorer? (for)

- 4 How long has he been a travel writer? (since)

- 5 How long have he and Chinar been married? (since)

- 6 How long have they shared all their travels? (for)

1 WRITING SKILLS 1 >SB p104

A Write the following with the correct punctuation – quotation marks, capital letters, a full stop, a question mark and an exclamation mark.

why are we looking at other worlds when we have so many problems here they say let's use the money to change the world that we already have

B Look at the text on Student's Book page 48 to check your work.

C Punctuate the following in the same way.

1 the Captain said it is now complete

2 when did you finish the Presenter asked

3 a few minutes ago the Captain answered

4 then the Presenter asked how long has the job taken

5 two days the Captain replied and now we're going to have a party

2 WRITING SKILLS 2

Turn your notes from LISTEN AND SPEAK into a short paragraph.

Arriving on Mars

Sara has travelled _____ from _____

to _____, and the journey has _____.

The name of her _____, and people first

_____. Ground Station _____, and

it has just _____.

3 READ AND WRITE

Complete Sara's diary page. Add information from pages 50–51 in your Student's Book to fill gaps 1–8.

Put the verbs in brackets in the correct tense – present perfect or past simple – to fill gaps a–l.

Sunday, 1st November

It's hard to believe, but at last we are here in (1) *Ground Station Number One*. We (a) _____ (leave) (2) _____ on 1st May, so we (b) _____ (be) in space for six whole months, and we (c) _____ (travel) a distance of (3) _____. We (d) _____ (arrive) yesterday (4) _____ and the Welcome Team (e) _____ (bring) us straight here to our new flat.

I (f) _____ (already make) my first new friend here, and we're neighbours. Her name is (5) _____, and she's very nice. This morning she (g) _____ (teach) me to fly, and then she (h) _____ (show) me round. So now I (i) _____ (already see) the (6) _____ where they grow food for everybody, and also the (7) _____ with its thousands of trees. Now we (j) _____ (just come) back from a game of space basketball, and that (k) _____ (be) really fun!

It's amazing how high you can jump here, but of course the rings are very high, too. Nearly ten metres high! You see, (8) _____ is a small planet, and that means gravity is much weaker here than it is back home.

I (l) _____ (have) a wonderful day, and I'll never forget it!

4 UNIT TASK

Write your diary page about your new friend, and about the places that you have visited today. Start with today's date. Use ideas from paragraph 2 of Sara's diary.

I've made a new friend today, and we're _____

Language Focus

1 UNIT LANGUAGE REVIEW

A Complete the first conversation with words from the box.

Words often used with the present perfect: already ever for just never since so far yet
Words often used with the past simple: ago last (week)

Reporter Have you and your team (1) _____ visited the forests of *Papua New Guinea before?

Dara Some of us have, but I've (2) _____ been to this part of the world before. It's my first time here.

Reporter When did you arrive in the country?

Dara We arrived on Tuesday (3) _____. It's Friday now, so that was ten days (4) _____.

Reporter And what about your journey through the forest to the mountains? Have you (5) _____ started in the last day or two?

Dara No, we've been on our way (6) _____ last Saturday.

Reporter That means you've (7) _____ been deep in the forest (8) _____ six days.

Dara That's right.

Reporter Have you reached the mountains (9) _____?

Dara No, we haven't. It's a slow journey through the forest.

Reporter How far have you travelled (10) _____?

Dara Only about 90 kilometres up to now.



*Papua New Guinea: a country with many forests and mountains north of Australia

B Complete the second conversation. Put the verbs in brackets in the correct forms. Use the present perfect, past simple or going to.

Reporter Hello again, Dara.

Dara Hi. Nice to hear you again.

Reporter So now it's Day Number Eight, and it's nearly 12.00. When (1) _____ (you start) this morning?

Dara We (2) _____ (begin) at 7.45 – four hours ago.

Reporter How far (3) _____ (you travel) so far today?

Dara We (4) _____ (come) about eight kilometres.

Reporter And (5) _____ (you reach) the river soon?

Dara Oh, we (6) _____ (already cross) the river. We (7) _____ (cross) it about an hour ago.

Reporter Well done! So (8) _____ (you get) to the mountains yet?

Dara No, we (9) _____ (not get) there yet. But we (10) _____ (just see) them above the trees. We (11) _____ (see) them about two minutes ago.

Reporter So what (12) _____ (you do) this afternoon?

Dara Our plan is to reach the mountains – and to start climbing!

2 UNIT VOCABULARY REVIEW

A Find and circle 16 of these new words in the box.

above action amazing beyond born connect consist
exact forget instead international launch neighbour
perhaps project remember right spend universe waste

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

B Now use words from the box to complete the following. Change forms if necessary.

- 1 High _____ us, thousands of satellites orbit Earth day and night.
- 2 The bridge over the river _____ the south and north sides of the city.
- 3 Please could you _____ to buy a carton of eggs on your way home? We haven't got any and I need some.
- 4 Welcome to Albert Street. We're your new _____, and we live at Number 56.

3 TO HELP YOU STUDY

Collect vocabulary in sets. Use words from the set to complete the conversation.

someone	everyone	anyone	no one	something	everything	anything
	nothing	somewhere	everywhere	anywhere	nowhere	

- Jack** Hello, (1) _____.
- Josh** Hi, Jack.
- Lily** Hi, Jack. Is (2) _____ wrong? You don't look very happy.
- Sam** Yes, there is (3) _____ wrong, isn't there? You look really worried.
- Jack** Well, yes, there is a problem. I've lost my trainers. Has (4) _____ seen them (5) _____ in this room? I think I left them (6) _____ here because I've looked (7) _____ in every other room, and there's (8) _____ there. That just leaves this room.
- Josh** Well, I'm sorry, but I haven't seen them here, Jack.
- Sam** I haven't either.
- Lily** And neither have I.
- Sam** Sorry, Jack, but (9) _____ here can help you.
- Lily** Ah, but wait! I can see (10) _____ under that chair. Let's have a closer look.
- Jack** Wow! There they are! Lily, thank you!

6


LESSONS
1&2

WHAT WE WEAR

It looks too small for me.

1 VOCABULARY

A Find the real words and write the sentences again. (Use the phonetic spellings to help you.)

1  Rondik is wearing a **tah**, a **taco**, a **serds**, **vogles** and **stobo**.

2 Bakhtiar is wearing a **pac**, a **T-trish**, **janes**, **koscs** and **renstair**.



3  Jwan is wearing a **teckaj**, a **tarswee**, a **subelo**, a **trisk** and **hoses**.

B Write about the clothes that you wear. Use words from the boxes.

a	some	a pair of	cool / warm	thin / thick	light / heavy
---	------	-----------	-------------	--------------	---------------

1 What do you like wearing when it's hot in the summer?

When _____

2 What do you often wear when it's cold in the winter?

2 GRAMMAR: comparison with adjectives

A Add the correct forms. Use the adjectives in brackets.

- Rondik's hat looks _____ (smart) Bakhtiar's cap.
- Bakhtiar's T-shirt looks _____ (cheap) Jwan's blouse.
- Jwan's shoes look _____ (expensive) Bakhtiar's trainers.
- Rondik's coat looks _____ (fashionable) Jwan's jacket.

B Add the correct forms. Use the adjectives in brackets.

- Out of Jwan, Rondik and Bakhtiar, Rondik is wearing _____ (sensible) clothes for a cold day.
- Bakhtiar has got _____ (comfortable) clothes for a hot day.
- Jwan is wearing _____ (good) clothes for a cool day.
- Rondik has got _____ (bad) clothes for a hot day.

C Put the words in the correct order to write the sentences.



black grey
trousers. older
than My
jeans are
my



winter
is of all
My sweater
these the most
comfortable white
clothes.

1 _____

2 _____

D Make two true statements about your clothes.

1 _____
2 _____

3 GRAMMAR: too and not ... enough

Complete the dialogues with the words in brackets. Then practise them.



Boy I think these jeans are too big. (big)
Assistant You're right. They aren't small enough for you. (small)
Please wait, and I'll bring some smaller ones.



Man I think _____. (short)
Assistant You're right. It _____. (long)
Please wait, and I'll bring a _____.



Girl I think _____. (heavy)
Assistant _____. (light)
_____.



Woman I think _____. (thin)
Assistant _____. (thick)
_____.

4 LANGUAGE FOR LIFE

Complete. Then practise.

Would you like to try this one?	What do you think?	How can I help you?
---------------------------------	--------------------	---------------------

Assistant Good afternoon. _____

Woman I'd like to look at your summer jackets, please.

Assistant _____

Woman Yes, please. It looks very nice.

Assistant Have a look at yourself in the mirror. _____

Woman It looks very smart. I think I'll take it!

1 GRAMMAR: adjective or adverb of manner

Complete the mini-dialogues with these words. Change them to adverbs when necessary.

careful complete smart traditional

- 1 A Shillan always likes to look _____.
B Yes, she always dresses _____ for work.
- 2 A Pedro says that people do things much more _____ now than they did in the past.
B That's right. They weren't very _____ in the past.
- 3 A Look! Yoko's wearing a _____ kimono to the wedding.
B Yes, the Japanese still do a lot of things _____.
- 4 A I'm sure Mark's summer is _____ different from life in winter.
B You're right. For people like him in the north, there's a _____ change between summer and winter.

2 GRAMMAR: comparative adjective or comparative adverb of manner

Put the words in brackets in the correct forms to complete the second paragraph.

There used to be real problems at North Park School. The students never looked tidy, and they were often noisy during lessons. They did not do their work properly, and they always did badly in their exams. But then Mrs Ford, the new Head Teacher, arrived. She soon started to make some big changes. Now, a year later, things are much (1) _____ (good) before. These days, the students dress (2) _____ (tidy) they used to, and they are (3) _____ (quiet) they used to be during their classes. They do their work much (4) _____ (careful) they did in the past, and so they are also now doing (5) _____ (good) in their exams. These days, everyone feels that North Park is also becoming a much (6) _____ (happy place) it was in the old days.

3 VOCABULARY

A Complete the grammatical pairs from the text.

	noun	adjective
1	difference	<i>different</i>
2	heat	
3		safe
4	danger	
5	tradition	
6	life	

B Now use grammatical pairs from A to complete the following. Use plural forms of the nouns if necessary.

- 1 Travel by car can be very _____ during the Canadian winter. Anyone who breaks down in a snow storm far from the nearest town, is in great _____.
- 2 It's going to be a _____ day. We should dress for the _____ and just wear thin clothes.
- 3 These shoes look similar, but they are really very _____. The big _____ is that this pair is much stronger than the other one.
- 4 The Japanese have a lot of great _____. For example, they have some wonderful _____ dishes that are famous all over the world.
- 5 You must be _____ at work. Always remember to wear your hard hat and other _____ clothing!
- 6 After the crash, everyone on the plane was _____ but badly hurt. Luckily, the doctors and nurses were able to save the _____ of all of them.





4 GRAMMAR: comparison with *as ... as* or *not as ... as*

A Use the *as ... as* form, and choose the correct words in brackets – adjectives or adverbs – to complete the statements.

- In winter it gets _____ minus 40 degrees. (cold / coldly)
- We use protective clothing to protect ourselves _____ we can. (good / well)
- Here in Japan, our traditions are _____ they always were. (important / importantly)
- At special events such as family weddings, we want to dress _____ possible. (nice / nicely)

B Look at the text on page 58 in your Student's Book to check your work.

C Get information from the table to compare Sam, Joe and Dave. Use the adjectives with both the *as ... as* and *not as ... as* forms.

	Sam	Joe	Dave	adjectives
 Age	15	15	16	old
 Weight	75 kilos	74 kilos	74 kilos	heavy
 Height	1.76 metres	1.78 metres	1.76 metres	tall
 Body build	**	**	***	strong

- A *Is Sam as old as Joe and Dave?*

B *Well, he's the same age as _____, but he isn't as _____ as _____.*

- A *Is Joe _____*

B _____

- A *Is Dave _____*

B _____

- A *Is Sam _____*

B _____

5 GRAMMAR: comparison with adverbs

Make comparisons using what you know from the text.

- Shillan dresses / smart / Pedro

Shillan dresses more smartly

Pedro does not dress / smart / Shillan

Pedro does not dress as _____

- In summer, Mark dresses / comfortable / he does in winter

In winter, Mark does not dress / comfortable / he does in summer

- Yoko feels / strong / the others about traditional culture

The others do not feel / strong / Yoko about traditional culture


- Now, people like Pedro protect themselves / careful / they did in the past

In the past, people did not protect themselves / careful / they do now


Comparing and choosing

1 WRITING SKILLS 1 >SB p104

A Write the following with the correct punctuation – capital letters, commas, apostrophes, question marks, a full stop and an exclamation mark.

1  **Presenter:** shillan youve just become a nurse havent you how do you feel about your uniform
Shillan: im very proud of it
Presenter: _____

Shillan: _____

2  **Presenter:** yoko why are you wearing that kimono its beautiful but its very old-fashioned isnt it
Yoko: its traditional but please dont say its old-fashioned
Presenter: _____

Yoko: _____

B Look at 3 and 4 on page 58 to check your work.

C Punctuate the following in the same way. But now write it as a conversation and add quotation marks.

pedro your climate is hot all year isnt it the presenter said so im sure those thick gloves and heavy safety boots are very uncomfortable do you have to wear them he asked

yes and our hard hats too pedro answered then he explained our work is dangerous you see in the old days we werent as careful as we are now – and too many people died

'Pedro,

'Yes,

2 WRITING SKILLS 2

Write three short paragraphs. Use information from LISTEN 1 in your Student's Book, and your notes from LISTEN 2.

*The first conversation happened at the _____ shop called '_____'.
It was about a _____ that cost _____.*

The second _____

3 WRITE

A Use information 1–8 from the chart on page 61 of your Student's Book to complete the missing parts of the discussion.



B Take turns to read out the discussion, a sentence each.

Heroes

First, there are some positive things to say about these trainers. Of the three types, they look the (1) _____, and our teenagers agree that they are much (2) _____ than Champs or Lasers.

However, there are also several negative things to say about them. For one thing, they are the (3) _____ of them all. Again, they are not (4) _____ Champs. They are (5) _____ both Champs and Lasers, too. They also perform (6) _____ the others in sports such as basketball and volleyball. Finally, they are much (7) _____ Champs and Lasers.

Overall, the results of our survey show that Heroes are (8) _____ value for money of these three new types of trainers.

4 UNIT TASK

Write the second part of the discussion – about Lasers. Use information 1–8 from the chart on page 61 of your Student's Book. Also use language from the discussion of Heroes in D. Start like this.



Lasers

First of all, there are some negative things to say about these trainers. (Points 1–2, 4)

However, there are several positive things to say about them. (Points 3, 5–7)

Overall, the results of _____ (Point 8)

Language Focus

1 UNIT LANGUAGE REVIEW

Complete the conversation. Use the underlined words as adjectives or adverbs. Use the chart on page 61 in your Student's Book to help decide your answers.

Woman Excuse me. We're doing a survey of trainers for *What to Buy* magazine. Can I ask you a few questions?

Teenager Sure.

Woman Well, we're looking at Heroes, Champs and Lasers.

Teenager Fine. I know them all.

Woman So, first, let's compare Champs with the others. How good do you think they look?

Teenager Well, they look (1) _____ Lasers, but they don't look (2) _____

Heroes. Heroes look (3) _____ out of the three.

Woman And how fashionable do you feel Champs are?

Teenager They're (4) _____

Lasers, but they're (5) _____ Heroes. Everyone says the same thing. Heroes are (6) _____ trainers that you can buy!

Woman And I see that you're wearing a pair of Heroes now.

Teenager Yes, I like fashion, and Champs really aren't fashionable (7) _____ for me. They're just (8) _____ ordinary. They (9) _____ exciting enough!

Woman But how good are these shoes? A lot of people say that Heroes perform (10) _____ Champs or Lasers.

Teenager Yes, but I still think they're good. I like them much (11) _____ the others.

Woman OK, well, now let's talk about how much these different types of shoes weigh. How light or heavy are they?

Teenager I'd say that Lasers are (12) _____ of the three, and Heroes are certainly (13) _____.

Woman But you still prefer Heroes to the others!

Teenager That's right.

Woman What about the price? Champs are cheap, aren't they? At \$89, they're (14) _____ of all these shoes, aren't they?

Teenager Yes, and it's true that Heroes are expensive. They're \$129, so they cost (15) _____. But they're still my favourites!

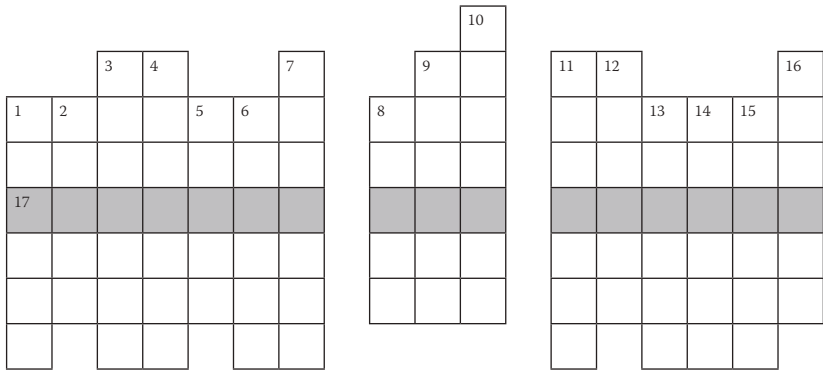


2 UNIT VOCABULARY REVIEW

Complete the puzzle with 16 of these new words. Find and write three more words – number 17.

become blouse boots budget change climate clothing gloves however minus
per cent proudly respect result safety shade smart such as survey

- | | |
|--|--|
| <p>1 Emma wants to ... a doctor.</p> <p>2 A good pair of ... helps score goals.</p> <p>3 The ... in the north of Canada is hard, with long, cold winters.</p> <p>4 Shillan dresses smartly to get her patients'</p> <p>5 Jeans aren't as ... as trousers.</p> <p>6 Let's do a ... and find out what people think.</p> <p>7 Chinar was very tired. ..., there was no time for her to sleep.</p> <p>8 Have you got this jacket in a darker ... of blue?</p> <p>9 Here's \$20. / Thanks, and here's your ... – \$1.</p> | <p>10 Shillan wears her uniform... .</p> <p>11 There's up to 30 off everything in the sale.</p> <p>12 Dara likes games football.</p> <p>13 It's cold outside. Take your coat and</p> <p>14 Jill was wearing a pretty pink ... under her grey jacket.</p> <p>15 What was the ...? Our team won 2–1.</p> <p>16 We wear hard hats for</p> <p>17 _____</p> |
|--|--|



3 TO HELP YOU STUDY

A Collect vocabulary in grammatical word families. Complete with words from the boxes.

lucky truth length
dangerous height fashionable

leader describe flight
compete meaning communications

	noun	adjective
1	danger	
2	fashion	
3		high
4		long
5	luck	
6		true

	verb	noun
1	communicate	
2		competition
3		description
4	fly	
5	lead	
6	mean	

B Complete the following with grammatical pairs of words from A.

- | | |
|--|---|
| <p>1 Last year, the _____ was for dark colours, but this year lighter shades are _____. Everyone's wearing them!</p> <p>2 What does this word _____? / Read carefully and think, and you'll be able to work out the _____ without my help.</p> | <p>3 With modern _____ around the world, we can _____ with almost anyone almost anywhere in the world at almost any time.</p> <p>4 Is it _____ that you make your own clothes? / Well, the _____ is that I make some of my own clothes – but not all.</p> |
|--|---|

1 VOCABULARY

A Find words in the text on pages 66 and 67 in your Student's Book which form pairs with these words.

- 1 ice _____
2 police _____

B Form more pairs of words from Units 5 and 6. Match words from the box to words 1–6.

coat system clothing being
communications cent

- 1 human _____
2 per _____
3 protective _____
4 satellite _____
5 solar _____
6 winter _____

C Complete the grammatical pairs from the text on pages 66 and 67 in your Student's Book.

	verb	noun
Conversation 1	change	
Conversation 5		description

D Complete more grammatical pairs from Units 5 and 6. Match words from the box to words in the table.

safety complete alive protective
different communications life sale

	verb	noun
1	live	
2	communicate	
3	sell	
	verb	adjective
4	live	
5		complete
6	protect	
	noun	adjective
7		alive
8	difference	
9		safe

E Now use pairs from A–D to complete the following. Change the forms of the words when necessary.

- 1 There are eight planets in our _____.
- 2 These days, _____ bring us news from all over the world all the time.
- 3 Your _____ of the man is not very clear. For example, you haven't _____ his face or the colour of his hair.
- 4 Life now is very _____ from life 50 years ago. One big _____ is the number of cars on the roads.
- 5 It's getting very cold now, so I need to buy a new _____.
- 6 Lots of shops are having _____ at the moment, and they're _____ all sorts of things very cheaply.

2 GRAMMAR: present perfect or past simple

Put the verbs in brackets into the present perfect or past simple.

- 1 A _____ (you do) your project yet?
B Yes, I _____ (finish) it last night.
- 2 A Where _____ (Amy go) on Friday? She _____ (be not) at home.
B She _____ (go) to visit her grandparents.
- 3 A How many letters _____ (Mark send) so far?
B He _____ (already send) all of them.
- 4 A _____ (ever be) to Amman?
B No, I _____ (never have) the chance to visit Jordan.
- 5 A How long _____ (they know) each other?
B For a long time. They _____ (become) best friends years ago!

3 GRAMMAR: present perfect with present perfect markers

Change the sentences. Use the present perfect with the verbs and markers in brackets.

- 1 I moved to this school in September last year. (be at / since)
I have been at this school since September last year.

- 2 We moved to this town in 2007. (live in / since)

- 3 My aunt and uncle bought their car three years ago. (have / for)

- 4 I got to the end of the book a few minutes ago. (just / finish)

- 5 This is Jack's first visit to Silemani. (never / visit / before)

4 GRAMMAR: comparison of adjectives and adverbs

Complete the conversation. Put the words in brackets in comparative and superlative forms.

- Student** Is Mars (1) _____ (big) Earth?
- Teacher** No, it's much (2) _____ (small) our planet. And because of that, gravity on Mars is much (3) _____ (strong) it is here on planet Earth.
- Teacher** It certainly does.
- Student** Do you think people will live there one day in the future?
- Teacher** Who knows? It's certainly (4) _____ (possible) life on the other planets.
- Student** Have people travelled to Mars yet?
- Teacher** No, that's much (5) _____ (far) we've sent anyone into space so far.
- Student** So what's (6) _____ (great) distance that people have ever travelled?
- Teacher** (7) _____ (far) is to the moon. But next will be Mars.
- Student** Can we get there (8) _____ (easy) we can get to the other planets?
- Teacher** Well, it's one of (9) _____ (near) planets to Earth. But Venus sometimes comes (10) _____ (close) Mars.
- Student** So why do we want to go to Mars?
- Teacher** Well, Venus is much too hot for us. And (11) _____ (wonderful) thing about Mars is its ice. That means there is water, so humans can live there.

5 GRAMMAR: too and (not) ... enough

Use the words and *too ...* or *(not) ... enough* to write statements.



- 1 river / wide / boat

The river is wide enough for the boat.

- 2 river / wide / ship
-

- 3 ship / large / river
-

- 4 river / narrow / ship
-

- 5 boat / small / river
-

1 VOCABULARY REVIEW

A Find and circle 18 of these new words in the box.

amazing astronaut budget culture daughter
documentary everywhere human negative
nothing planet price project protective
satellite star survive sweater tradition value

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

B Now use words from the box to complete the following. Change forms if necessary.

- We're having a sale, and there's ten per cent off the ... of these shirts.
- It's cold today, so you should wear a
- Only twelve ... have ever walked on the moon.
- Without water, animals cannot ... for very long.
- I'm doing a school ... on the history of Kurdistan.
- We have a ... of \$250, so we can't spend more than that.
- Mr and Mrs Rashid have a son and two little
- I've looked ... for Haval, but I can't find him anywhere.
- Did you see that TV ... about African wildlife? It was very good.
- Two American ... finally landed on the moon in 1969.

2 LANGUAGE REVIEW

Complete Passepartout's thoughts after he arrived in Japan. Choose from the items in brackets.

After leaving the *Carnatic* in Yokohama:

'Well, I (1) _____ (have reached / reached) Yokohama today, but I have lots of problems. I don't know what (2) _____ (happened / has happened) to Mr Fogg and Aouda (3) _____ (since / for) I (4) _____ (have left / left) them in Hong Kong eight days ago. And now I don't have any more clothes to wear. And there's something even (5) _____ (worse than / better than) that: I (6) _____ (arrived / have arrived) here without any money. That means I'm (7) _____ (the poorest / the richest) man in Japan, and I can't even buy anything to eat tonight!'

Early the next morning:

'This morning, I feel terrible! I (8) _____ (haven't eaten / didn't eat) anything (9) _____ (yet / since) yesterday morning on the *Carnatic*. I (10) _____ (didn't feel / haven't felt) (11) _____ (as hungry as / as hungrily as) this (12) _____ (for / since) many years. I'm going to go out and try (13) _____ (as hard as / as hardly as) I can to find some work and get some money.'

At the end of the morning:

'Well, I (14) _____ (have just found / just have found) a job, but I (15) _____ (have yet not started / have not started yet), so the master of the circus (16) _____ (has not given / did not give) me any money or anything to eat yet – and I'm so hungry!'

During the circus show in the afternoon:

'I'm (17) _____ (younger than / not as young as) I used to be, so I just hope that I'm still (18) _____ (too strong / strong enough) to hold up all these acrobats. But there are so many of them and more keep climbing up. I can only hope that they won't be (19) _____ (heavy enough / too heavy) for me. But ... who are those people at the back of the theatre. They look like Mr Fogg and Aouda ... But how is that possible? How (20) _____ (have they already reached / have they reached already) Japan? I must call them! ... Mr Fogg! Aou... Oh, no! ... All the other acrobats are falling!'

A moment later:



If you do the housework, I'll ...





1 VOCABULARY

A Write out Sam's and Millie's statements. Use the correct items from the box.

clean the windows do the vacuuming do the washing up make dinner make my bed
sweep the floor take out the rubbish tidy up my room wash the car








Sam

I often have to , and I also always have to  and . But I don't have to  or .

I often have to do the washing up, and I



Millie

I often have to , too, and I also sometimes have to  and . But I don't have to  or .

I often

B Now write about yourself in the same way.

2 GRAMMAR: open conditionals with *if* and *when*

A Put the sentence parts in order and write out Sophie's and Ed's statements.

1 the family. / very tired, / for / If Mum / I make / is / dinner

Sophie: _____

2 when / Dad / the car. / I usually help / he washes

Ed: _____

B Look at the grammar box on page 72 in your Student's Book to check your work.

C Write out Will's statements in the same way.

1 we can. / Mum and Dad / we do / are very busy, / When / as much as

Will: _____

2 Mum / my bed. / If / with me / to make / gets angry / I forget

Will: _____

3 GRAMMAR: first conditionals with *if* and *when***A Put the verbs in the correct forms – present simple or *will* for the future.**

1 If we _____ the cooking, she _____ free to relax. (do, be)

2 If you _____ the housework, I _____ dinner. (do, make)

3 If I _____ now, it _____ ready. (not start, not be)

4 It _____ if you _____ the dishes. (help, wash)

5 When she _____ home, she _____ cooking. (get, start)

B Look at the grammar box and conversation on page 73 in your Student's Book to check your work.**C Complete the statements about things that will happen tomorrow. Choose from the ideas in the box – or use your own.**

When I

get up,
finish breakfast,
leave home,
get home,

 I will ...

brush my teeth.	come / go to school.	go out. / go to ...
have a wash.	have breakfast / lunch.	help do / make ...
make my bed.	tidy up my room.	

1 When I get up, I will _____

2 When _____

3 _____

4 _____

D Complete the statements about things that may perhaps happen next holiday. Choose from the ideas in the box – or use your own.

If I

get a chance,
have enough time,
the weather is good,
it is too cold /hot,

 I will ...

call / go and see / meet ...	do some school work.
go to / visit ...	help (my parents) do / make ...
listen to / read / watch / write ...	work at / for / with ...

1 If I get a chance, I will _____

2 If _____

3 _____

4 _____

What would you do?

1 GRAMMAR: second conditionals 1

A Give your answers to these questions about the quiz on page 74 in your Student's Book.

1 Q If you were in situation 1, would you do a), b) or c)?

A If I _____

Q What would you certainly not do if you were in this situation?

A If I _____, I would certainly not _____

2 Q If you were in situation 2, would you do a), b) or c)?

A _____

Q What would you certainly not do if you were in this situation?

A _____

B Look at the pictures and use Harry's words to write his dream. Use the second conditional.

<p>1</p>  <p>(have) a million dollars, (buy) a big boat</p>	<p>2</p>  <p>(buy) a boat, (invite) my friends to join me</p>	<p>3</p>  <p>(join) me, (sail) to the Pacific together</p>
<p>4</p>  <p>(sail) to the Pacific together, (find) the most beautiful beach in the world</p>	<p>5</p>  <p>(find) the most beautiful beach in the world, (have) the best beach holiday in the world</p>	<p>6</p>  <p>But I haven't got ..., so I can't buy ..., I can't invite ..., we can't sail ..., we can't find ..., and we can't have ...</p>

1 If I had a million dollars, I would buy a big boat.

- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

2 VOCABULARY

A Match the nouns in the box to verbs 1–5 to form verb-noun pairs from the texts on pages 74–5 in your Student’s Book.

- 1 get _____
- 2 have _____
- 3 make _____
- 4 spend _____
- 5 win _____

a competition a day a job a journey a test

B Make more verb-noun pairs from the conversation on page 73 in your Student’s Book. Tick (✓) the correct boxes.

	a banner	a cake	the cleaning	dinner	the cooking	the housework
do						
make						

C Complete the conversation with verb-noun pairs from A and B. Change the forms if necessary. Then practise.

Guest Well, that was a lovely meal, Anne. Thank you!

Anne Oh, don’t thank me. It was Jack who (1) made _____ this evening. He usually (2) _____.

Guest Well, thank you, Jack!

Jack You’re very welcome.

Guest What about other things, Jack? Do you (3) _____ all _____?

Jack No, no, it’s Anne who likes to keep everything clean and tidy.

Anne So I always (4) _____ and vacuuming.

Guest But, Anne, you’ve just (5) _____ very busy new _____, haven’t you? So you don’t have much free time, do you?

Anne That’s right. I can’t do much during the week. So, instead, I (6) _____ on housework at the weekend. I usually do that on Saturday.

3 GRAMMAR: second conditionals 2

Write three ways that you might / could / would probably spend the money. Use answers from the box – or your own ideas.

What would you do if you won a million dollars?

<i>I’m not sure.</i>	<i>I might ... I could ... I’d probably ...</i>	<i>I might also ... I could also ... I’d probably also ...</i>
----------------------	---	--

Your answer:

I’m not sure. If I _____

use	a bit some of it to a lot	help other people. buy my parents a new house. travel round the world.
-----	---------------------------------	--

Making a suggestion

1 WRITING SKILLS

A Write the rest of the story that started on page 73 in your Student's Book. Add capital letters and the correct punctuation.

hi mum ed said when she came through the front door then he and the others all said happy birthday together

what a lovely surprise mum replied she was really pleased

lets go through to the dining room and sit down to eat will said

does that mean you've made dinner too mum asked

well its sophie whos done the cooking ed explained and shes also made you a birthday cake

wow said mum this is wonderful

but the boys have been busy too sophie said they've done all the cleaning and vacuuming so you don't have to think about doing housework this evening you can just relax and enjoy yourself

thank you very very very much everyone mum said



B Practise reading the story aloud.

2 WRITING

Complete the presenter's script for the end of SPEAK YOUR MIND.

A Complete the first paragraph. Use the verbs in brackets.

This evening, we've talked a lot about this question: 'If we _____ (have) some government money for a special project, what _____ we _____ (spend) it on?' And our studio audience here have produced some great ideas. Now we would like comments about these ideas from you at home. So here are the ideas again.



B Complete the other paragraphs. Use your answers from page 76 in your Student's Book to write the suggestions.

The first suggestion is this. If we built

Now we come to the second suggestion.

Finally, here's our third suggestion.

3 UNIT TASK

Write a report to your Head Teacher.

Use your notes from your discussion to write the report. Make sure that you use some conditionals. Start like this.

A special project for _____ School

We have discussed several ideas for projects that would be very useful to the school.

Our favourite suggestion is for

If

Language Focus

1 UNIT LANGUAGE REVIEW

Complete the conversations. Put the verbs in the correct conditional forms.

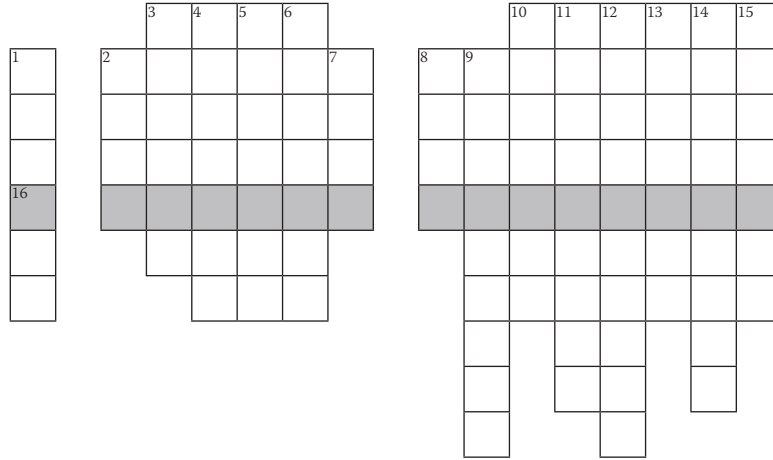
- 1 **Sophie** Where (1) _____ (you go) when you (2) _____ (do) some food shopping?
- Ed** If we (3) _____ (want) fruit and vegetables, we (4) _____ (usually go) to the market.
- Will** And if we (5) _____ (need) things that come in cans and bottles, we (6) _____ (usually go) to the supermarket.
- 2 **Ed** What do you think you (1) _____ (do) when you (2) _____ (leave) school?
- Sophie** If I (3) _____ (be) lucky, I (4) _____ (get) a college place and study to become a doctor. What about you?
- Ed** If I (5) _____ (can), I (6) _____ (train) to become an engineer.
- 3 **Will** If you (1) _____ (can travel) through time, (2) _____ (you visit) the future or the past?
- Ed** If I (3) _____ (can do) that, I (4) _____ (probably go) back to see the world before human beings.
- Sophie** And if I (5) _____ (can time travel), I (6) _____ (may try) to see the future of the world.

2 UNIT VOCABULARY REVIEW

Complete the puzzle with 15 of these new words. Change the forms if necessary. Find and write three more words – number 16.

	classroom	come on	comment	damage	driver	education	
	equipment	fail	housework	however	instead	laboratory	
mark	offer	pay	relax	result	rubbish	situation	suggestion
							tidy

- 1 Luckily, Ed did not ... the car badly when he crashed.
- 2 Ellie is working hard because she does not want to ... her science test.
- 3! We have to go quickly!
- 4 It was a bright, sunny morning. ..., it was still very cold.
- 5 Phil's teacher wrote just one ... on his work: 'Very good!'
- 6 We're going to have the test on Monday, and then we're going to get our test ... on Wednesday.
- 7 Could you make your bed and ... up your room, please?
- 8 Jack's father always ... him a little money when he cleans the windows.
- 9 It's raining, it's dark, and the car has broken down in the middle of nowhere. We're in a bad ...!
- 10 When I ... to carry old Mrs Green's heavy shopping bag upstairs, she was very pleased!
- 11 Our team's sports ... is all very old. We need to buy lots of new things.
- 12 Our school is going to build a new science
- 13 We put the ordinary kitchen ... in this bag, but bottles go in this green box. You see, the glass is used again to make new bottles.
- 14 There are 20 desks and 40 chairs in this
- 15 I'm tired of watching TV. I'm going to read a book
- 16 What _____!



3 TO HELP YOU STUDY

A Collect vocabulary in pairs that often go together. Find the nouns that go with the verbs.

- | | | | |
|----------------------|----------|-------|------------|
| 1 do <i>homework</i> | krowhemo | _____ | krowhesou |
| 2 get _____ | a boj | _____ | dogo skarm |
| 3 have _____ | a stet | _____ | stafkaber |
| 4 make _____ | cluhn | _____ | a blate |
| 5 spend _____ | yonem | _____ | mite |
| 6 win _____ | a mage | _____ | a care |

B Use the verb-noun pairs from A to complete the following. Change the forms if necessary.

- A I'm hungry. Let's _____.

B No, it's already 11.30, so it's too late for that. I'm going to _____ instead.
- A Ed's great at running. Did you hear that he _____ again last week?

B And he's very good at football. Last month, his team _____ because he scored all the goals. The result was 5-0!
- A I'm not very good at maths, and we're _____ tomorrow. I'm worried!

B Oh, I'm sure you'll be fine, and you'll _____.
- A Tom _____ a lot of _____ making things out of wood and metal.











B Yes, he's very good with his hands. He's _____ for the dining-room at the moment.
- A Food is so expensive now! We seem to _____ more and more _____ at the supermarket every week!

B You're right. I think I'll have to _____ a job which pays more money!
- A Do you help your parents _____ the _____ at home?

B Yes, I often help with jobs around the house, but first I always _____ my _____ for school.

1 VOCABULARY

A Write out the statements in full.

1  basketball	2  cycling	3  football	4  riding	5  running
6  sailing	7  swimming	8  table tennis	9  tennis	10  volleyball

1 Katie is very interested in 2, 4 and 9. But she does not like 5 or 7 very much.

2 Jack and Harry love 1, 3 and 10. However, they are not very interested in 6 or 8.

B Write about yourself in the same way.

2 GRAMMAR: reported statements 1

A Read Dara's short answers to a survey. Use them to complete the statements.

	Are you interested in it?	Do you ever watch it on TV?	Do you ever go / play ...?
1 (go) cycling	<i>Quite.</i>	<i>Not very often.</i>	<i>Yes, sometimes, but not in races.</i>
2 (play) football	<i>Very.</i>	<i>Every week.</i>	<i>Often, but not as often as I would like!</i>

1 Dara said that he _____ quite interested in cycling, but that he _____ watch it on TV. He also said that he sometimes _____, but not in races.

2 He reported that he _____ football, and that he _____ every week. He also reported that he _____, but not as often as he would like.

B Write the name of a sports activity that you like. Then add your comments.

	Are you interested in it?	Do you ever watch it on TV?	Do you ever go / play ...?
I (go / play) _____	_____	_____	_____

C Use your comments to write statements about yourself.

3 GRAMMAR: reported statements 2

A Complete and practise the conversation.

Sam, it's getting late. What are you and Joe doing?



When are you both going to come home for dinner?

I – run round the field and Joe – do exercises

- have to practise passing the ball first, so
- can't come home yet
- going to finish training at 5.30, so
- may be able to get home by 6.15

B Write what Sam's mum says to his dad. Use past reporting forms.

So what's happening? What are the boys doing?



And when are they both going to come home for dinner?

Sam said that he _____, and that Joe _____.

Sam told me that they _____, so they _____ . And he said that they _____, so they _____.

C Practise the conversation.

4 GRAMMAR: reported requests and orders

A Read.

Well, get back as soon as possible, and don't waste any time. Oh, and could you get a carton of milk on your way home, please?



Well, what did Mum say this time?

She told us _____, and she told us not _____.

Did she say anything else?

Yes, she asked us _____.

B Practise the conversation.

*Where was the game invented?***1 GRAMMAR: present and past simple passive**

A Turn these active sentences into the passive. Leave out the words that are crossed out.

1 Millions of people play football all over the world today.

Football

2 Millions of people see professional football on TV every week, too.

3 TV does not usually show amateur matches on the sports programmes.

4 People played different sorts of football in ancient times.

5 People did not invent the modern game until the 1840s.

6 After that, football clubs quickly accepted the new rules everywhere.

B Use your notes from A1 in your Student's Book, page 84. Write a paragraph about each sport. Write two sentences in each paragraph.

Football is a game which the ancient Chinese, _____, _____ and _____ all played, and it _____ over _____. The modern game _____ in _____, and the rules _____.

Basketball _____

2 VOCABULARY

A Find opposites in the text.

1 paragraph 1: the same _____

2 paragraph 2: ancient _____

3 paragraph 2: slowly _____

4 paragraph 3: shortly after _____

5 paragraph 4: bottom _____

6 paragraph 5: amateur _____

7 paragraph 7: younger/newer _____

8 paragraph 7: learn _____

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

- 1 Many _____ players make a lot of money from football, but _____ players play just to enjoy the game.
- 2 People were playing different sorts of football _____ the modern game was invented, but the new rules were accepted everywhere very _____ they were agreed in 1848.
- 3 As our coach Dave gets _____, he cannot play as well as he used to, but he is great at helping _____ members of the club.
- 4 Dave has _____ many junior members, and he says that young Tom is _____ faster than anyone that he has ever seen before.
- 5 United are at the _____ of our league, so they will go up to a higher league next year. However, Rovers are at the _____, so they will have to go down.
- 6 People play basketball in many _____ places all over the world, but they all play by _____ rules.

3 GRAMMAR: by + agent

Put the following into the passive. Keep the words in brackets only if they are necessary.

The Olympic Games, Ancient and Modern

(People) started the Olympic Games in ancient Greece nearly 3,000 years ago. Every four years, (this great event at Olympia) attracted the strongest and the fastest. (The Romans) finally stopped the Games in the year 393.

(A man called Pierre de Coubertin) began our modern Olympics in 1896. As in ancient times, (we) hold the Olympics every four years. Today, however, (the people who plan the Olympics) do not use the same site each time. These days, (they)

choose a different city from a different continent for each new Olympics. For example, (they) gave the 2012 Olympics to London. And before that, (Beijing) organised the great 2004 Games.

In ancient times, (they) accepted only Greeks at the Games, but today (we) invite the whole world to our modern Olympics. Again, (just a few thousand people) watched the ancient Games. Now, however, (hundreds of millions of people) see the modern Olympics, thanks to TV and modern communications.



The 2008 Olympic Games in Beijing

The Olympic Games were started in ancient Greece nearly 3,000 years ago. Every four years, the strongest and the fastest were attracted by this great event at Olympia. The Games

1 WRITING SKILLS

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

hi carl annie said you look tired
 yes carl answered weve just had our last training before the big match on saturday
 was your coach very tough she asked
 yes he replied at the start he said we were terrible and he was right he said we had to wake up fast
 and did you annie wanted to know
 yes carl told her we worked really hard
 did he cheer up annie asked
 well after a while carl replied our coach suddenly said we might win
 oh good annie answered

B Look at Section D on page 83 of your Student’s Book to check most of your punctuation. Listen to your teacher to check the quotation marks.

2 WRITING

Finish the coach’s story. Complete paragraphs 2–4 with a–e in reported speech.



- a *The other team are bigger and stronger than us, and they’re going to win.*
- b *If our team play really well, they may not lose too badly.*
- c *Go out on the field again and play as hard as you can.*
- d *Don’t relax for a minute if you really want to win.*
- e *Pass the ball down the field, if you really want to win.*

Language Focus

1 UNIT LANGUAGE REVIEW

A Complete the interview. Put the direct speech into reported speech.

1 *I think the other team look bigger than the Green Hill players, but I also think that Green Hill are a better team.*



2 *We're making stupid mistakes, and I have to lead the team better or we're going to lose the match.*

3 *We can still win the championship if we play harder and work together as a team.*

4 *Don't stop trying, and keep fighting until the end!*

Green Hill School Magazine

November 20..

An interview with our star of the year: Annie Field

As everyone knows, we have won the London Schools Girls' Basketball Championship this year, and our star of the year is the team captain, Annie Field. We asked her about the great day, and this is what she told us.

Before the match, she thought that (1) _____

However, things did not go well, and Riverside High School started winning. We asked Annie what she was thinking, and she said she remembered feeling that (2) _____

With only ten minutes still to play, Green Hill School were still behind, but Annie told herself that (3) _____

In the last two minutes, they were just one point behind Riverside, and then Annie shouted and told everyone (4) _____

And the whole team did exactly that, Annie said. They scored in the last minute, and they won the championship!

B Change the spoken description into a written description in the passive. Add *by* + agent if necessary.

Hi! We're members of the school magazine team, and we'd like to tell you a little about it.

Members of all the school clubs and teams write reports, and they email these to the team. We also always choose someone for our 'star interview'.



They started the magazine ten years ago, and in those days they produced it once a year. These days, our team of two teachers and five students produce the magazine three times a year.

The whole team checks the text, and then our art teacher designs the pages on computer. Finally, we send everything for printing.

Start like this.

The magazine

ten years ago, and in those days it

2 UNIT VOCABULARY REVIEW

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

accept advice beginning broadcast busy champion championship
 festival field form hold invent junior local meeting member
 practise rule shout skill sort star tough train village

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

B Now use words from the box to complete the following. Change forms if necessary.

- 1 Lucy is only 17, but she's already the national _____ at 1,000 metres.
- 2 Dara goes to the football club and _____ kicking goals nearly every evening.
- 3 American football is a very different _____ of football from the game that we play.
- 4 The modern game of basketball was _____ in 1891.

3 TO HELP YOU STUDY

Complete the examples with synonyms from the box.

begin continue planet

- 1 Earth is the name that we often use for our world: it is the third _____ from the sun.
- 2 A How long are we going to keep on working like this?
 B We have to _____ working until the job is done.
- 3 In some countries, school starts at 8.00 but in Britain it usually _____ at 9.00.

1 VOCABULARY

A Find synonyms of the following in the text on page 92 of your Student's Book.

- 1 almost _____
 2 hard _____
 3 ends _____

B Match words in the box, all from Units 1–8, to synonyms 1–10.

as a result beautiful closer complete
 enormously get back however
 prepare produced quantity

- 1 amount _____
 2 because of this _____
 3 but _____
 4 finish _____
 5 get ready _____
 6 hugely _____
 7 lovely _____
 8 made _____
 9 nearer _____
 10 return _____

C Add a verb to make a third verb-noun pair from the text on page 92 of your Student's Book.

make ———
 lose ———
 _____ in ———
contact

D Use words from the boxes to make more verb-noun pairs from Units 1–9.

a fire a look an event
 some money your homework

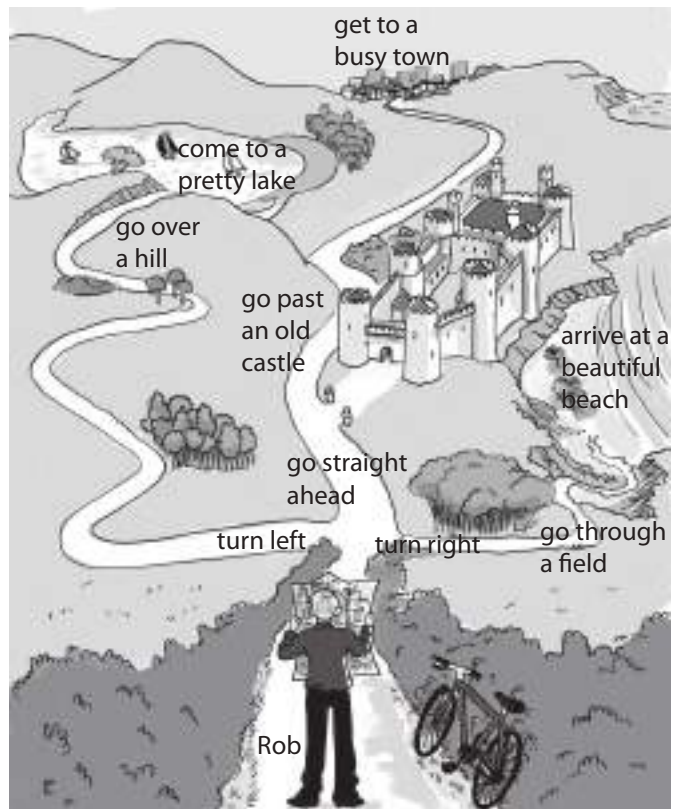
- 1 do _____
 2 have _____
 3 hold _____
 4 light _____
 5 spend _____

a mistake running school
 someone's life tennis

- 6 go _____
 7 leave _____
 8 make _____
 9 play _____
 10 save _____

E Use pairs from A–D to complete. Change the forms of words when necessary.

- 1 Jimmy is sad that he _____ at 16 and never finished his education.
 2 'We're _____ lots of burgers for the party.'
 'Great! How many have you _____ so far?'
 3 I've _____ some _____ with this maths problem and the answer is wrong.
 4 'When do we need to _____ the project?'
 'We have to _____ everything today.'

2 GRAMMAR: first and second conditionals

A Make first conditional statements about Rob's choices.

- 1 If Rob _____ left, he _____
_____ over a hill, and he _____
_____ a pretty lake.
- 2 If he _____ straight ahead, _____

- 3 If _____

B Use the verbs in brackets to produce a second conditional statement to say what you might choose if you were Rob.

If I _____ (be) Rob, I _____ (may) choose the lake, or I _____ (may) choose the town, or I _____ (may) choose the beach.

C Read what people can do at each place. Then write which you would choose if you were Rob and why.

the lake – go sailing the town – go shopping
the beach – go swimming

If I _____ (be) Rob, I _____ (choose) to go to _____ because I _____ (can) _____ there.

3 GRAMMAR: reported speech

Put the phone call into reported speech.

- Mum** You can go to the lake from where you are.
- Rob** I'm not going to the lake because it's too far. I'm going to ride to the beach instead because I'm hot and I can get there quickly to go swimming.
- Mum** Well, please be very careful in the sea because it may be dangerous.
- Rob** Don't worry, Mum! The sea's very safe.
- Mum** And call again later when you're on your way home.

Rob's mum said that he could _____

But he said that he _____

He told her that he _____

When she heard that, she asked _____

He told her _____, and he added that _____

Finally, she asked _____

4 GRAMMAR: passive

Put the following into the passive and write a **DID YOU KNOW?** section about the sea. Use **by + agent** when this is needed.


The sea covers over 70% of our planet. We find most forms of sea life in water that is less than 200 metres deep. However, people sometimes catch strange fish and other life forms thousands of metres down.

*In 1951, the British ship Challenger II discovered the deepest place on Earth, the Marianas Trench in the Pacific Ocean. Finally, in 1960, the French deep-sea *submarine Trieste reached the bottom of the Trench, 11,040 metres below sea level.*

* submarine: a ship that is built to go underwater

DID YOU KNOW?

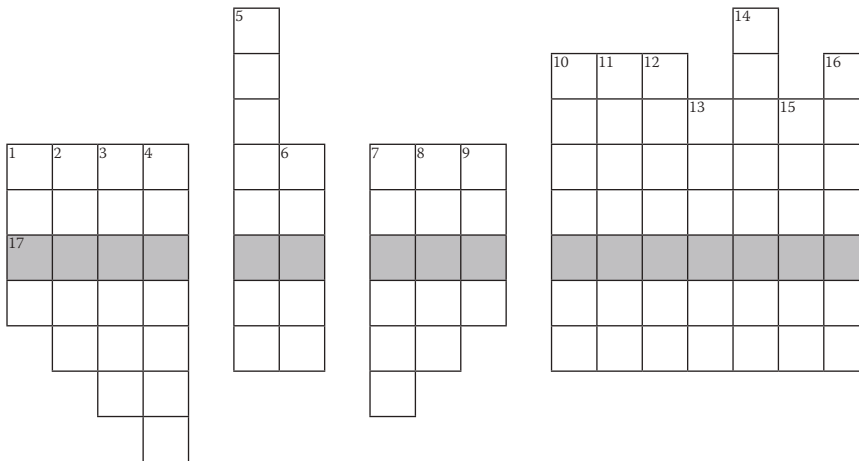
Over 70% of our planet



1 VOCABULARY REVIEW

Complete the puzzle with 16 of these words. Find and write four words to complete a sentence – number 17. Change forms if necessary.

accept bay bridge coast gate instead invent
 junior meeting member offer probably result shout
 skill success suggestion take out tidy up tonight



- | | |
|---|---|
| <p>1 Always close the garden ..., or the dog will escape.</p> <p>2 Riding a bike is a ... that takes time for a child to learn.</p> <p>3 Jack is the youngest ... of our team.</p> <p>4 The ... will be open for everyone to come and talk about their ideas.</p> <p>5 Alexander Graham Bell ... the telephone in 1875.</p> <p>6 If you don't ..., they won't be able to hear you.</p> <p>7 We left home late. As a ..., we nearly missed our flight.</p> <p>8 New York is the largest city on the east ... of the USA.</p> <p>9 When we go swimming in the sea, we always choose between two different ... which both have lovely beaches.</p> | <p>10 There's a good film on TV at 9.30</p> <p>11 After you finish washing the dishes, could you the rubbish, please?</p> <p>12 You can't join the club's first team because you're too young, but you can certainly join the</p> <p>13 We need a new ... across the river. The old one isn't strong enough.</p> <p>14 I'm not sure, but I think it's ... going to rain, so take a coat with you.</p> <p>15 I always have to make my bed and my room.</p> <p>16 We've had a lot of ... this year: so far, we've won every match.</p> <p>17 It's _____</p> |
|---|---|

2 LANGUAGE REVIEW

Complete the re-telling from Episode 9 of the Reader story. Choose from the items in brackets.

When Fogg woke up in New York on 12th December, he thought, 'If I don't find a ship quickly this morning, we (1) _____ (don't get / won't get) to London by 21st December. So he went to the port and asked several ship's captains (2) _____ (to take / take) him and the others to Britain.

One captain was ready to sail to Bordeaux in France, and Fogg said, 'If I (3) _____ (pay / will pay) you a lot of money, (4) _____ (do you sail / will you sail) to Liverpool instead of Bordeaux?' But the man said no. He was thinking, 'If I (5) _____ (would sail / sailed) to Liverpool, I (6) _____ (had / I would have) big problems with the people who are waiting for my ship in France.'

Fogg then offered the captain a lot of money for tickets to Bordeaux and so, a few hours later, he and the others were on their way to France. However, Fogg was soon telling the sailors that he (7) _____ (wants / wanted) to go to Liverpool, and that he (8) _____ (can pay / could pay) them a lot of money to help him.

Fogg's plan worked. The captain (9) _____ (was locked / locked) in his cabin (10) _____ (by / with) the men, and Fogg was the new captain.

(11) _____ (However, / Because of this,) there was another problem. The ship was not carrying enough coal for the voyage to Liverpool. (12) _____ (As a result, / However,) Fogg decided that he (13) _____ (has to / had to) burn all the parts of the ship that (14) _____ (are made / were made) of wood. He asked the captain (15) _____ (to sell / that he sold) the ship for £12,000, and he explained what he (16) _____ (is going to / was going to) do.

After that, all the wooden parts of the ship (17) _____ (were taking / were taken), and they (18) _____ (were burning / were burned). Enough wood

(19) _____ (was found / were found) to keep the engines working until they reached Queenstown in the south of Ireland. Fogg then told the others that they (20) _____ (had / have) just enough time to catch the train to Dublin, and so they quickly left the ship.



Literary Reader:

Around the World in Eighty Days –

by Jules Verne

Episode 1: The journey begins

Key words

exactly /ɪg'zæktli/ *adv* **کت و مت** servant /'sɜ:vənt/ *n* **خزمتکار** knock /nɒk/ *v* **له دهرگا دهدات**
 acrobat /'ækrə'bæt/ *n* **تەنافباز** circus /'sɜ:kəs/ *n* **سیرک** hat /hæt/ *n* **کلاو** rich /rɪtʃ/ *adj* **دەوله‌مەند**
 the Bank of England /ðə 'bæŋk əv 'ɪŋɡlənd/ *n* **بانکی ئینگلته‌را** detective /dɪ'tektɪv/ *n* **پۆلیسی نهیئنی**
 all over /ɔ:l 'əʊvə/ *adv* **هه‌موولاپه‌ک** robber /rɒbə/ *n* **دز** pack /pæk/ *v* **کەل و پەل دەپچیتتەوه**

Note

The Reform Club /ðə 'rɪ'fɔ:m klʌb/ *n* **یانه‌ی ریفۆرم** : London club where rich men met, talked and ate together

Bombay /'bɒm'beɪ/, Calcutta /'kælkʌtə/: old names for Mumbai /'mʌm'baɪ/ and Kolkata /'kɒl'kætə/

A Make notes about Fogg and Passepartout.

	First name	Nationality	Age	Description
Fogg	_____	_____	_____	_____
Passepartout	_____	_____	_____	_____

B Note Passepartout's earlier jobs in France.

1) _____ 2) _____

C Note Fogg's normal morning activities.

Time	Activity
_____	_____
_____	_____
_____	_____
_____	_____

D Note Fogg's normal activities at the club.

1) _____ 2) _____

E Note Fogg's plans for the journey.

Leave at: _____ on: _____

Return by: _____ on: _____

Number of days away: _____

Money for the journey: _____

Different kinds of transport: 1) _____ 2) _____

F Note city names on Fogg's travel schedule that you have also seen earlier in Unit 1.

1) _____ 2) _____

G What unusual event happened on the morning of Wednesday, 2nd October?

H What unusual event happened later that day at the club?

I What unusual event happened in the evening that day?

Episode 2: The race to India

Key words

canal /kə'næl/ n تۆكەند crew /kru:/ n تاقم coal /kəʊl/ n خەلۆز the (British) Consulate /ðə (brɪtɪʃ) 'kɒnsjʊlət/ n كۆنسلولخانىەى بەرىتانى master /'mɑ:stə/ n سەرگەورە arrest /ə'rest/ v دەستگېردەكات colony /'kɒləni/ n ئۆزىدەستە immediately /ɪ'mi:diətli/ adv دەستبەجى become /bɪ'kʌm/ v دەبېت بە passenger /'pæsɪndʒə/ n رېيوار ocean /'əʊʃn/ n زەريا amount /ə'məʊnt/ n بې، ھەند، temple /'tempəl/ n پەرسنگا priest /pri:st/ n قەشە attack /ə'tæk/ v ھېرش دەكات shocked /ʃɒkt/ adv راتەكېو (پېشىئو) carriage /'kærɪdʒ/ n گالىسكە (عەرەبانە) change your mind /tʃeɪndʒ jɔ: 'maɪnd/ v راي خۆت بگۆرە

A Decide who said or thought what. And decide where.

- a 'And after I finish shopping, I want to see everything possible. I may never have the chance to come here again.' Passepartout
- b 'I would like tickets for my servant and myself to Bombay.' _____
- c 'This is my lucky day because that man looks just like the bank robber. But where's he going? I must follow him!' _____
- d 'You can't come in here like that. Get those shoes off your feet! Now!' _____
- e 'Oh, hello! What a surprise! We spoke in Suez two days ago, didn't we? I never expected to see you again like this, so let's go and have a cup of tea together.' _____
- f 'Here's some money to buy us some cooler clothes for the next part of our journey. But make sure you're at the station by 7.45 this evening.' _____
- g 'Well, I don't know much about him, but I can tell you that we're travelling round the world, and he's carrying £20,000 to pay for everything.' _____
- h 'Now, they say it's ten days from here to there. But I need to get there fast, so I'll give you £100 for every day that you can cut our journey time.' _____

B Make statements about a–h in the correct order.

- 1 Phileas Fogg said b in Italy. _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

- 6 _____
 7 _____
 8 _____

Episode 3: Across dangerous India

Key words

wild /waɪld/ *adj* کویلی army /'ɑ:mi/ *n* سوپا calmly /kɑ:mli/ *adv* به‌میتنی conductor /kən'dʌktə/ *n* باجگر
 mile /maɪl/ *n* میل prince /prɪns/ *n* میر شازاده، husband /'hʌzbənd/ *n* میتر pile /paɪl/ *n* کومه‌لیک
 offer /'ɒfə/ *v* پیشکش ده‌کات on time /,ɒn 'taɪm/ *adv* به‌بئی دواکه‌وتن

Add the correct thing or person from the story.

- 1 _____: This was the man who spoke to Fogg on the train.
- 2 _____: This was the person who explained the problem with the railway line.
- 3 _____: This was the city that they had to reach to get on a train again.
- 4 _____: This was the distance that they had to travel to get there.
- 5 _____: This was the type of transport that they used.
- 6 _____: This was the amount that Fogg paid for it.
- 7 _____: This was the person who took them through the dangerous forests.
- 8 _____: This was the woman who Fogg and the others wanted to rescue.
- 9 _____: This was the person who dressed as the dead prince and then saved the woman.
- 10 _____: This was the city on the other side of India that they reached on 25th October.

Episode 4: From India to Singapore

Key words

prison /'prɪzn/ *n* زیندان building /'bɪldɪŋ/ *n* بینا realise /'rɪə,laɪz/ *v* ده‌زانیت court-room /'kɔ:t,ru:m/ *n* هزلی دادگا
 judge /dʒʌdʒ/ *n* دادوهر guilty /'gɪlti/ *adv* تاوانبار religion /rɪ'lɪdʒ(ə)n/ *n* ناین silence /'saɪləns/ *n* بئی ده‌نگی
 bail /beɪl/ *n* کفاله‌ت، بارمته port /pɔ:t/ *n* به‌ندهر voyage /'vɔɪdʒ/ *n* گه‌شت relax /rɪ'læks/ *v* پشووده‌دات
 bay /beɪ/ *n* که‌نداو strait /streɪt/ *n* ده‌ریه‌ند mango /'mæŋgəʊ/ *n* مانگو (چۆریکه له میوه)
 horse and carriage /,hɔ:s ənd 'kærɪdʒ/ *n* ئه‌سپ و عه‌ره‌بانه

Make corrections. (There are always two or more mistakes.)

- 1 A policeman stopped Fogg, Passepartout and Aouda as ~~he was getting on~~ the train ~~to~~ Calcutta.
 _____ they were off in _____
- 2 As they were waiting outside the strange building, Aouda realised that it was a court-room.

- 3 In the court-room, there were some judges and a lot of people.

- 4 Fogg stood up and angrily said, 'How many days must we stay?'

- 5 The *Rangoon* was soon arriving in Calcutta from Hong Kong.

- 6 On the ship, Fix wanted to ask Passepartout about the elephant which was travelling with them.

- 7 The *Rangoon* arrived at Singapore island a day late on 30th October.

Episode 5: From Singapore to Hong Kong

Key words

island /'aɪlənd/ *n* دورگه coast /kəʊst/ *n* ڪناري دهريا in time /,ɪn 'taɪm/ له کاتي ديار ڪراوڊا
rough /rʌf/ *adj* شهنشادار storm /stɔ:m/ *n* زريان repair /rɪ'peə/ *v* چاڪ ده کاتوهه rush /rʌʃ/ *v* پهله ده کات
cabin /'kæbɪn/ *n* ڪابينه

A Note the changes to the plans and schedules.

- 1 The journey from Singapore to Hong Kong – 6 days: _____
- 2 The *Rangoon's* arrival in Hong Kong – 5th November: _____
- 3 Fogg's plan to take Aouda to her uncle in Hong Kong: _____
- 4 The *Carnatic's* schedule to leave Hong Kong – 5th November:
1st change: _____ at _____
2nd change: _____ in _____
- 5 Fogg's plan to take a small boat to Yokohama: _____

B Answer the questions.

- 1 What was the weather like on the way to Hong Kong?

- 2 What happened because of this?

- 3 Why was the ship to Yokohama still there?

- 4 What was Passepartout surprised to find out when he went to the port?

- 5 Why did Fix want to stop Passepartout from telling Fogg about this?

- 6 Next morning, what did Fogg do when he found that the *Carnatic* was gone?

- 7 Why was it a good idea to sail the small boat to Shanghai and join the *Carnatic* there?

Episode 6: Adventures in Japan

Key words

adventure /əd'ventʃə/ *n* سەرکێشی clown /klaʊn/ *n* کالته چی theatre /'θi:ətə/ *n* شاتر
 still (= not moving) /stɪl/ *v* وهستار no longer /,nəʊ 'lɒŋgə/ *adv* چی ترنا secret /'si:kɹət/ *n* نهیتنی

A Make notes about the journey.

- 13th Nov: Passepartout arrived
 14th Nov: Fogg, Aouda and Fix
Passepartout
Fogg and Aouda
Fogg, Aouda and Passepartout
The General Grant
 22nd Nov: Fogg worked out that
 3rd Dec: They

B Make corrections. (There are always two or more mistakes.)

- Passepartout arrived in Japan with only a little money and only the clothes in his bag.

- During Passepartout's second circus show, he climbed up and he stood very still on top of the other acrobats.

- Fix was able to arrest Fogg in San Francisco because America was a British colony.

Episode 7: To 'the Wild West'

Key words

onto /'ɒntə/ *prep* بـه‌رهو (Sioux) Indian /('sju:)'ɪndiən/ *n* هیندی gun /gʌn/ *n* ده‌مانچه politely /pə'laɪtli/
 state /steɪt/ *n* ویلايهت، ولات driver /'draɪvə/ *n* شوفیزر out of control /,aʊt əv kən'trəʊl/ *adv*
 shoot /ʃu:t/ *v* ده‌هاوئیت ، ده‌ته‌قیتت broken /brəʊkən/ *adj* شکاو fort (Fort Kearney) /fɔ:t (fɔ:t
 kɪə(r)ni)/ *n* ئۆردوگا bar /bɑ:/ *n* شیش on its own /,ɒn its 'əʊn/ *phr* له‌خۆیه‌وه disappear /,dɪsə'piə/ *v* دیارنامیئت

Notes

the Wild West /ðə 'waɪld 'west/ *phr*: old name for the west of the USA, where there were not many people but a lot of fighting and killing

Californian /,kælɪ'fɔ:nɪən/ *adj*: of California, large state on the USA's Pacific coast

Utah /'ju:tɑ:/ (ناوی شوینیکه) ، Wyoming /'waɪəməɪŋ/ (ناوی شوینیکه) ، Nebraska /nə'brɑ:skə/
 (ناوی شوینیکه) : states in the centre of the USA, towards the north

A Match sentence parts 1–6 and a–f to start a summary.

- d Fogg, Aouda and Passepartout left the *General Grant*, ...
- _____ Later, Passepartout went to buy some guns ...

- 3 _____ While Fogg and Aouda were looking round San Francisco, ...
- 4 _____ Later, they and Passepartout went together to the station ...
- 5 _____ A large group of Sioux Indians attacked the train ...
- 6 _____ When the attack began, ...
- a ... to catch the evening train to New York.
- b ... Fix suddenly appeared and joined them.
- c ... the passengers started using their guns to fight back.
- d ... and they went to a hotel for breakfast.
- e ... while it was travelling across Nebraska.
- f ... because they might have to fight the Sioux Indians.

B Match sentence parts 7–12 and g–l to complete the summary.

- 7 _____ Two miles ahead, there were soldiers at Fort Kearney ...
- 8 _____ But they could not stop at the Fort...
- 9 _____ Then Passepartout climbed to the engine at the front of the train ...
- 10 _____ When he pulled a metal bar in the engine, ...
- 11 _____ The attack soon ended ...
- 12 _____ However, brave Passepartout was gone, ...
- g ... when the soldiers came.
- h ... the carriages came away and started to slow down.
- i ... who could help the passengers and end the attack.
- j ... to try to save everyone.
- k ... and so Fogg decided that he must find him, dead or alive.
- l ... because the train was out of control and going too fast.

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

Episode 8: From Fort Kearney to New York Harbour

Key words

prisoner /'prɪzənə/ *n* زیندانی midday /,mɪd'deɪ/ *n* نیوہپڙ snow /snəʊ/ *n* برفر upset /ʌp'set/ *adj* دل تهنگ
 (someone's) fault /,(s)ʌm wʌnz) 'fɔlt/ *n* مہلہ (ی کہ سیک) sledge /sledʒ/ *n* بہ فرماڻ
 miles per hour /,maɪlz pɜ: 'aʊə/ *phr* میل لہ کاتر میٹر ٽیکا wolf/wolves /wʊlf/wʊlvz/ *n* کورگ / کورگہ کان
 disappointed /,dɪsə'pɔɪntɪd/ *adj* ناٹو میڈ

Notes

New York /,nju: 'jɔ:k/: city in north-east USA – the country's largest (about 20 million)
 Broadway /'brɔ:dwei/: important area in New York with many theatres

Answer the groups of questions with one sentence.

- 1 At what time did Fogg go, where did he go, who with, and to do what?
At midday, Fogg went south with 30 soldiers to rescue Passepartout.
- 2 What was the engine driver well enough to do a few hours later, what did the passengers do, and what did the train do then?
- _____
- _____

3 Where did Aouda stay, what with, and for how long?

4 How far did Fogg and the others travel across the snow, on what, and how fast?

5 Where did they get to next day, what did they do there, and what were doing soon after that?

6 When the travellers got to New York, where was their ship already, so how did they feel, and what did they decide to do?

Episode 9: Back to Britain

Key words

wake up /ˌweɪk ˈʌp/ *v* لهخو مهال دهستیت sailor /ˈseɪlə/ *n* ده ریاوان lock /lɒk/ *v* قفل دهکات
at last /ˌæt ˈlɑːst/ *adv phr* له کونایدا

Notes

the River Hudson /ðə ˌrɪvə ˈhʌdʒən/: large river that passes through New York to the sea
Bordeaux /ˌbɔːˈdɔː/: important city on the south-west coast of France
Dublin /ˈdʌblɪn/: capital of Ireland, on the east coast
the Irish Sea /ðə ˌaɪrɪʃ ˈsiː/: sea between Ireland to the west and England and Wales to the east
Queenstown /ˈkwɪːnz ˌtaʊn/: old name for Cobh /kɒb/, a port on the south coast of Ireland

Complete Phileas Fogg's diary and notes.

12th December	
7 a.m.	Woke up. Time still left to get back to the Reform Club: (1) _____
9 a.m.	Left (2) _____ on the _____
Later	Started (3) _____
During the	Bought (4) _____ for _____
voyage	Burned (5) _____ to keep _____

21st (6) _____	
1 a.m.	Arrived at (7) _____ in _____
1.30 a.m.	Jumped on (8) _____ to _____
Early morning	Caught (9) _____
11.40 a.m.	Reached (10) _____
	Was arrested by (11) _____
2.30 p.m.	Fix said that I (12) _____
	But the train journey time to London was (13) _____ And the time that I had before the meeting at the Reform Club was just (14) _____

Episode 10: A happy ending

Key words

traveller /'træv(ə)lə/ *n* گهشتیار husband /'hʌzbənd/ *n* مڙد amazement /ə'meɪzmənt/ *n* سه‌رسوپمان
second /'sekənd/ *n* دووم happiness /'hæpɪnəs/ *n* دلخوشی worth /wɜ:θ/ *adj* شایسته (دههیتی)

Note

Christian weddings are never on Sundays. They are usually on Saturday or another day of the week. Because they travelled east, they crossed the International Date Line in the Pacific Ocean and went back one day.

A Match sentence parts 1–6 and a–f to start a summary.

- 1 _____ When Fogg and the others left the prison, ...
 - 2 _____ Their train went as fast as possible, ...
 - 3 _____ That night, the tired travellers went sadly to Fogg's house, ...
 - 4 _____ Early in the evening, he finally called Aouda and said to her, ...
 - 5 _____ Aouda said that he still had his family and friends, ...
 - 6 _____ She then offered to be both family and friend to him, ...
- a ... but he replied that he had no family or friends.
 - b ... and next day, Fogg stayed alone in his room for many hours.
 - c ... they went straight to the station.
 - d ... and she asked him to marry her.
 - e ... 'If I were rich, I could help you, but now I am poor.'
 - f ... but they still arrived in London too late.

B Match sentence parts 7–12 and g–l to complete the summary.

- 7 _____ He thought for a moment, and then he said, very simply, ...
 - 8 _____ Passepartout was then sent to prepare the wedding ...
 - 9 _____ However, the younger man soon returned to tell the others ...
 - 10 _____ Fogg then quickly understood that they had an extra day ...
 - 11 _____ As a result, he was able to go quickly and get to the Club ...
 - 12 _____ Two days later, he also had something much better – ...
- g ... because of their journey east across the International Date Line.
 - h ... a beautiful wife and the greatest happiness of his life.
 - i ... that they could not be married the next day as it was Sunday.
 - j ... a few seconds before 8.45 – just in time to win the £20,000.
 - k ... for next day, Monday 23rd December.
 - l ... that he loved her and that he was completely hers.

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

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