



Kurdistan Regional Government  
Council of Ministers  
Ministry of Education

# Sunrise

Student's Book

10



**Property of Ministry  
of Education  
NOT FOR RESALE**

# MAP OF THE BOOK

## WELCOME UNIT

p4

Familiarisation with the *Sunrise 10* books • Formation of statements and questions with the present simple, present continuous and past simple • Describing • Giving personal details • Advising • Making arrangements.

## UNIT 1

### MAKING CONTACT

p8

#### LANGUAGE

Present continuous  
Present simple  
Present tenses – future meanings  
Frequency adverbs  
Past simple  
*used to*

#### SKILLS AND SOUNDS

Reading, listening: for personal details and numbers  
Pronunciation: past simple endings, with phonetics  
Speaking: introduce oneself  
Writing: an email to a new penfriend

#### VOCABULARY

Leisure activities  
Schedules and itineraries  
Formal and informal greetings  
To help you study: phonetics  
(AB: opposites)

#### LITERARY READER: *AROUND THE WORLD IN EIGHTY DAYS*

##### 1 The journey begins

## UNIT 2

### HELP!

p18

#### LANGUAGE

Reflexive pronouns  
Giving warnings  
Past continuous + point in time  
Past continuous + past simple  
Adjectives and adverbs

#### SKILLS AND SOUNDS

Reading, listening: understand an account of past events  
Pronunciation: intonation in *Yes/No* and *Wh* questions  
Speaking: give an account of past events; tell a true story  
Writing: write a true story

#### VOCABULARY

Emergencies  
Injuries  
Emergency services  
To help you study: networks  
(AB: rooms in the home)

#### LITERARY READER

##### 2 The race to India

## UNIT 3

### EAT WELL – BE WELL

p28

#### LANGUAGE

*some* and *any*  
*much* / *many*  
*a little* / *a few*  
*a, the* and zero article  
Relative pronouns *who, which*  
and *that*

#### SKILLS AND SOUNDS

Reading: understand the basics of good nutrition  
Listening: understand the poem *Thanksgiving*  
Speaking: read the poem aloud; explain Kurdish food and cooking to a visitor  
Writing: explain Kurdish food and cooking to a visitor

#### VOCABULARY

Food and nutrients  
Food containers and quantities  
Body and health  
To help you study: phonetics  
(AB: superordinates – ‘umbrella’ words)

#### LITERARY READER

##### 3 Across dangerous India

## UNIT 4

### REVISION

p38

#### LANGUAGE

Review of Units 1–3 language

#### SKILLS AND SOUNDS

Reading: understand emails and a sequence of events  
Listening: take a phone message about changes of plan  
Pronunciation: past simple endings, with phonetics  
Speaking: explain changes of plan; tell a true story  
Writing: write a true story

#### VOCABULARY

Review of Units 1–3 vocabulary

#### LITERARY READER

##### 4 From India to Singapore

## UNIT 5

### MOVING INTO SPACE

p46

#### LANGUAGE

Present perfect with *already, nearly, yet, just*  
Present perfect and past simple  
Present perfect with *ever, never, always, several times*  
Present perfect with *for* and *since*

#### SKILLS AND SOUNDS

Reading, listening: understand a sequence of events up to the present  
Pronunciation: numbers  
Speaking: make friends with a new neighbour; discuss places to show the new friend  
Writing: write a diary page about a day with a new friend

#### VOCABULARY

Space, planets and space travel  
To help you study: *someone/everyone/anyone/no one*, etc  
(AB: word pairs; opposites)

#### LITERARY READER

##### 5 From Singapore to Hong Kong

<b>UNIT 6</b>	<b>WHAT WE WEAR</b>	<b>p56</b>
<b>LANGUAGE</b> Comparative and superlative adjectives <i>too ... , (not) ... enough</i> <i>(not) as ... as</i> Comparison with adverbs	<b>SKILLS AND SOUNDS</b> Reading: understand why we wear what we wear Listening: understand shopping situations; shopping choices Pronunciation: <i>pr / pl / sp</i> Speaking: choosing and buying Writing: compare three products	<b>VOCABULARY</b> Clothes Descriptive adjectives To help you study: grammatical families (AB: grammatical families) <b>LITERARY READER</b> <b>6 Adventures in Japan</b>
<b>UNIT 7</b>	<b>REVISION</b>	<b>p66</b>
<b>LANGUAGE</b> Review of Units 5–6 language	<b>SKILLS AND SOUNDS</b> Reading: understand a sequence of events in Silemani Listening: understand and note information about Silemani Pronunciation: dates Speaking: use notes to talk about Silemani Writing: write to a penfriend about places in Kurdistan	<b>VOCABULARY</b> Review of Units 5–6 vocabulary <b>LITERARY READER</b> <b>7 To 'the Wild West'</b>
<b>UNIT 8</b>	<b>IF...</b>	<b>p72</b>
<b>LANGUAGE</b> Open conditional First conditional Second conditional Second conditional with <i>could, might</i>	<b>SKILLS AND SOUNDS</b> Reading: understand difficult situations and choose between alternative possible actions Listening: understand alternative proposals and note supporting arguments Pronunciation: sounds of <i>th</i> Speaking: make proposals with supporting arguments Writing: report proposals with arguments	<b>VOCABULARY</b> Housework jobs To help you study: key verbs <i>have, do, make</i> and nouns (AB: word pairs – verb and noun) <b>LITERARY READER</b> <b>8 From Fort Kearney to New York Harbour</b>
<b>UNIT 9</b>	<b>MAD ABOUT SPORT</b>	<b>p82</b>
<b>LANGUAGE</b> Reported statements Reported requests and orders Present simple passive Past simple passive Passive + <i>by</i> + agent	<b>SKILLS AND SOUNDS</b> Reading: make notes on two sports Listening: understand the poem <i>Picking teams</i> Speaking: read the poem aloud Writing: reported commentary on a football match	<b>VOCABULARY</b> Sports To help you study: synonyms (AB: opposites) <b>LITERARY READER</b> <b>9 Back to Britain</b>
<b>UNIT 10</b>	<b>REVISION</b>	<b>p92</b>
<b>LANGUAGE</b> Review of Units 8–9 language	<b>SKILLS AND SOUNDS</b> Reading: understand information about San Francisco Listening: understand phone conversations giving messages Pronunciation: sounds of <i>th</i> and <i>ou</i> Speaking: report messages Writing: report messages in an email	<b>VOCABULARY</b> Review of Units 8–9 vocabulary <b>LITERARY READER</b> <b>10 A happy ending</b>
<b>PROJECT FILE</b>		<b>p98</b>
<b>REFERENCE SECTION</b>		<b>p102</b>

# WELCOME UNIT

## 1 Finding out about the books

**This short unit will help you do two things fast.**

- 1 Review important basic English that you have studied before.
- 2 Preview the books that you are going to use this year.

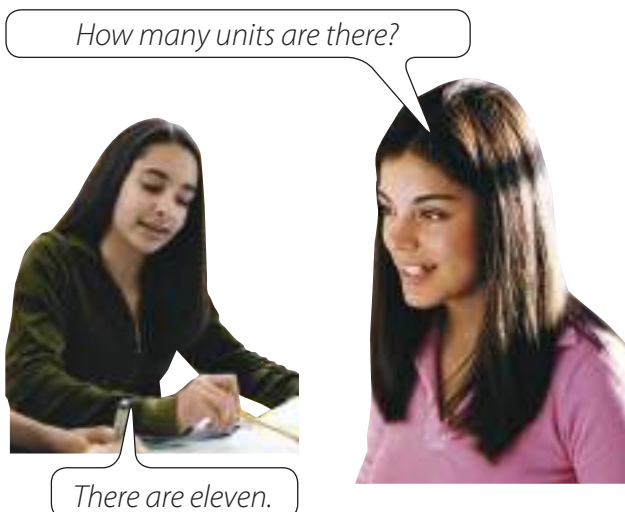
**You can use this section in these different ways.**

- 1 Practise with a partner and speak.
- 2 Work alone and write in your copybook.
- 3 Or you can do 1 and 2!



### **A** How many are there?

1 Look at the Map of the Book on pages 2–3 of this book. Complete the questions and answers as fast as you can.



- A ... numbered units are there?    B There are ...  
A ... revision units ...?    B There are ...  
A ... pages in Unit 1 ...?    B There are ...

2 Look at your Activity Book and do the same. Find out about:

pages in the book    pages in each type of unit

### **B** How many ... are there? What are they called?

Look at pages 98–111 in your Student's Book. Complete the questions and answers as fast as you can.

- 1 A How many projects are there in the PROJECT FILE?  
B There are ...  
A What are Projects A and B called?  
B A is called ..., and B is called ...
- 2 A How many parts are there in the REFERENCE SECTION?

### **C** Has the book got a ... ?/ Yes, it has. It's called ...

Look at the Map of the Book and make more questions and answers.



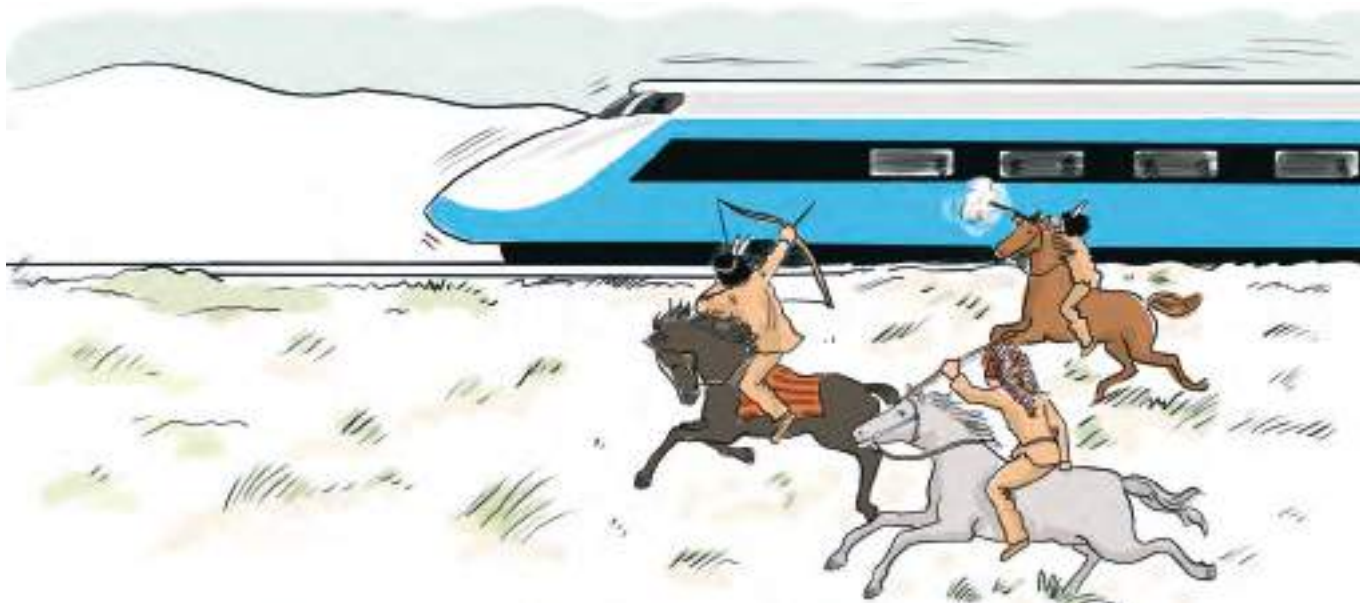
## 2 Activities with the books

### A My picture shows ... It's ... and it's ...

Look carefully at this and the picture on page 70. Find differences between them and describe them like this.

A My picture shows ... It's ... and it's ...

B Mine shows ..., too. But it's ... and it's ...



### B She isn't ... She's ...

Look carefully at this and the picture on page 19. Find the differences and describe them like this.

1 A The (doctor) in my picture is wearing ...

B But in mine, (she) is ...

2 A The (mother and daughter) in my picture are ...



### C There was some ..., but there weren't any ...

1 Look carefully at the picture on page 28 for one minute and try to remember everything.

2 Close page 28 and read this list. Which things were and were not in the picture?

apples biscuits bread chips coffee  
eggs figs fish grapes milk onions  
sandwiches sugar tomatoes

3 Complete the questions and answers, and then make statements like this:

A Was there any ...?

B Yes, there was.

A Were there any ...?

B No there weren't.

There was some ..., but there weren't any ...

## WELCOME UNIT

# 3 Finding out about people



### **A** What ...? When ...? Where ...? How ...?

1 Look at Perween's answers and copy and complete the questions. Choose from these words.

What When Where Who Why is are  
How many How much How old do does

### Questions

#### Personal details

- 1 ... your family name?
- 2 ... you?
- 3 ... your birthday?
- 4 ... you live?
- 5 ... your phone number?

#### Lifestyle

- 6 ... homework ... you usually do every day?
- 7 ... hours of TV ... you watch most days?
- 8 ... brothers and sisters have ...

### Perween

#### Personal details

- 1 Rasheed
- 2 Nearly 16
- 3 On 5th October
- 4 In Silemani
- 5 278654



#### Lifestyle

- 6 About three hours a day
- 7 Only about one hour a day.
- 8 One brother and two sisters.

2 Now copy the card for yourself and write notes.

### You

#### Personal details

- 1
- 2
- 3
- 4
- 5



#### Lifestyle

- 6
- 7
- 8

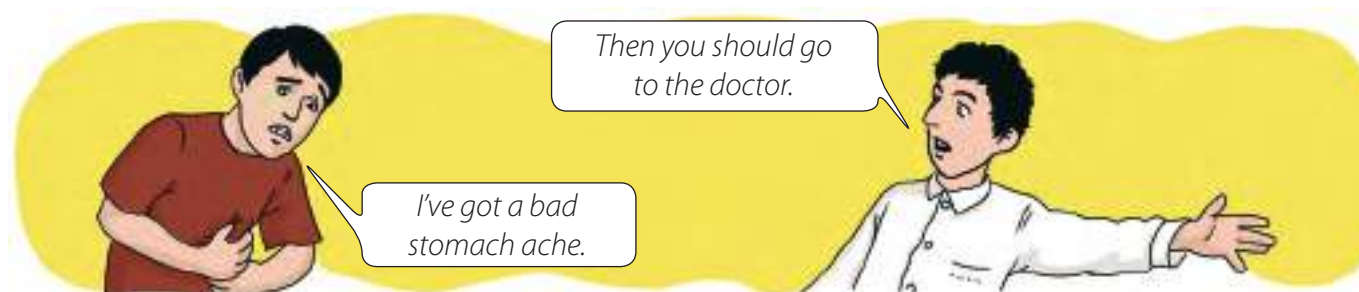
3 Make full statements about Perween and yourself like this.

Perween's family name is Rasheed, and mine is ...  
She is nearly 16, and ..., (too).

# 4 Doing things in English

## A Advising: I've got a ... / Then you should ...

State problems and advice like this.



### Problems

I've got a bad stomach ache.  
 I've got a problem with this CD.  
 I haven't got any fruit.  
 I've lost my bike.  
 I've broken my arm.  
 I really need some ice cream.  
 I really need some film.

### Advice

... you should go to the camera shop.  
 ... you need to go to the doctor.  
 ... you need to go to the hospital.  
 ... you need to go to the market.  
 ... you need to call the police.  
 ... you need to go to the music shop.  
 ... you need to go to the supermarket.

## B Making arrangements: Let's ... / Sorry, I can't. I have to ...

Look at the diaries of Haveen and Gulistan. When can they not meet, and why not? When can they meet?

### Haveen's diary

	morning	afternoon
Sat	school	-
Sun	school	Help Mum
Mon	school	-
Tue	school	Visit my grandmother
Wed	school	-

### Gulistan's diary

	morning	afternoon
Sat	school	Revise - Maths test
Sun	school	-
Mon	school	Go to basketball training
Tue	school	-
Wed	school	-

Create the dialogue. Start like this:

**Haveen** Let's meet on Saturday afternoon.  
**Gulistan** Sorry, I can't. I have to revise for a Maths test.  
 Perhaps we can meet on ...  
**Haveen** I'm afraid I can't. I ...



### Suggestions

Let's meet ...  
 Maybe we can meet ...

### Refusing

Sorry, I can't.  
 I'm afraid I can't.

### Accepting

Yes, that's fine.  
 Fine. No problem.

## MAKING CONTACT

*I play basketball, too.*

present continuous • present simple

**A DO AND SPEAK**

1 Look at pictures 1–9 and match them with activities a–i.



- a playing basketball
- b playing computer games
- c playing the guitar
- d reading a book
- e riding a bike
- f skateboarding
- g taking photos
- h talking on the phone
- i watching TV

2 Work with a partner. Ask and answer.

A Is the boy in number 5 (taking photos)?

B Yes, he is. / No, he isn't. He's ...

Now it's my turn.

What are the girls in number 1 doing?

A They're ...

**B GRAMMAR** p14

1 Look.

**Present continuous****Statements***The girl in 2 is reading a book.**The boys in 3 are playing basketball.***Questions and answers***Is the girl in 2 reading a book? Yes, she is.**Are the boys in 3 reading? No, they are not.**They are ...**What are the girls in 1 doing? They are ...*

2 Play 'Guess who.' Talk about people in the class.

A This person is (sitting) (near the door).

At the moment, (he) is (writing something in his book).

B Are you talking about (name)?

A That's right. Now it's your turn.

*or:*

No, sorry. Try again.





## C LISTEN AND READ

- Ben** Excuse me. Is this seat free?  
**Haval** Sure. Go ahead. Where are you travelling?  
**Ben** To Kurdistan. I'm staying with my dad for a month. He's an oil engineer near Dohuk.  
**Haval** Really? I'm going there, too. Do you come from Kurdistan?  
**Ben** No, I'm Canadian. This is my first trip to Kurdistan.  
**Haval** It's my first trip to Kurdistan, too. I'm Kurdish-American and I'm seeing my cousins in Silemani.



\* \* \* \* \*

- Haval** That's a great sports bag. What game do you play?  
**Ben** I play basketball for a club in Vancouver.  
**Haval** I play basketball, too. I play for my school team.  
 \* \* \* \* \*  
**Ben** How long does our flight to Erbil take?  
**Haval** It takes five hours. We leave London at 11.30 a.m., and we arrive at 7.30 p.m. local time.  
**Ben** That's eight hours. Does that mean Erbil is three hours ahead of London?  
**Haval** Yes, it does. There's a three-hour time difference.  
**Ben** Ah, look at the screen. That's our flight – BR467 to Erbil. And now they're showing our Gate Number – 15. Let's go!

Copy and complete.

### Conversation 1

Names	Nationality	Going to ...	Visiting his ...
Ben	Canadian	...	...
Haval	...	...	...

### Conversation 2

Names	Sport	Plays for ...
Ben	...	...
Haval	...	...

### Conversation 3

Flight Number ...	From ...	Leaves at ...
Gate Number ...	To ...	Arrives at ...

## D GRAMMAR p14

1 Look.

### Present simple

#### Statements

*This **is** my first trip to Kurdistan.*

*I **play** for my school team (every week).*

*It **takes** five hours.*

#### Questions and answers

*Does that **mean** Erbil is three hours ahead?*

*Yes, it **does**.*

*What game **do** you **play**? I **play** basketball.*

2 Read and act out the second part of the conversation.

## E GRAMMAR p14

1 Look.

### Present tenses – future meanings

#### Present continuous for personal plans and arrangements

*I'm **staying** with my dad for a month.*

#### Present simple for fixed future schedules

*We **leave** at 11.30 a.m.*

2 Find more examples in the conversation.



Unit 1 pages 2–3 Activities 3–4

## 1

LESSONS  
3&4

## MAKING CONTACT

*Dad looked on the internet.*present simple with adverbs of frequency • past simple • *used to*

## A READ



1

COMPOSE EMAIL

Send Send Later Save to Inbox Link Tools Library

To: Subject:

Dear Bahar

Hi! I'm Haval, your American cousin. I hope you don't mind this sudden email, but I think it's time for us to make contact. I expect you know the story: Dad left Silemani twenty years ago and moved to America. I was born here in San Francisco, so I feel more American than Kurdish. But now I really want to learn about Kurdistan, so please write back!

Best wishes,  
Haval

PS I'm attaching a photo. I'm the one with the ball. Dad took it during a big school basketball match last month.

2

COMPOSE EMAIL

Send Send Later Save to Inbox Link Tools Library

To: Subject:

Dear Haval

I was very happy to get your surprise email. I know our dads often call and sometimes write, but you're right. It's good for *us* to make contact.

Talking about that, Dad says that you must come and visit us. He suggests that you should come next vacation. I think that's a great idea. What do you think?

There's lots to see in Kurdistan, too – like the beautiful waterfalls at Ahmadawa. I'm sending you a picture of our last family picnic there. (We always go in spring, and last time I nearly fell in the water!)

Thanks for *your* photo. It looks a very exciting game! Did your team win? How many points did you score?

Best wishes,  
Bahar

3

COMPOSE EMAIL

Send Send Later Save to Inbox Link Tools Library

To: Subject:

Hi, Bahar

I'd really love to come, and my parents think it's a great idea, too. Dad looked on the internet last night and found the best route. He says he'll call your parents soon and talk about dates. This is exciting! I'm really happy that we made contact.

Thanks for your photo. It looks a lovely place, and I can't wait to see it!

You asked about my last picture. Did we win? Yes, we certainly did – 21-18! And I scored three!

It's getting late, so I must stop. But before I finish, I'm attaching another picture. This time it's a family photo. Those are the little ones, Peri and Jwan, next to me. They'd love to meet all of you, too!

Bye,  
Haval

**1 Do the tasks.**

- 1 Look at the pictures and say what is happening.
- 2 Say what you already know about the boy in pictures B and C.
- 3 Read and match pictures A–C to emails 1–3.

**2 Answer.**

- 1 Where does Haval live?
- 2 How do Haval's and Bahar's fathers sometimes communicate?
- 3 Where do Bahar and her family always go in spring?
- 4 What did she nearly do last time?
- 5 What happened in Haval's big basketball match last month?
- 6 How did Haval's father find the best route to Kurdistan?

**3 Read to find the correct meaning.**

Email 1, PS: Dad took it ...

- a) the ball b) the photo

Email 2, paragraph 3: I'm sending you a picture of our last family picnic **there**.

- a) in Kurdistan b) at Ahmadawi

Email 3, paragraph 1: **This** is exciting!

- a) making contact with Bahar  
b) planning the trip to Kurdistan

**B GRAMMAR p14****1 Look.****Adverbs of frequency**

●●●● **always** ●●● **usually** ●● **often**  
● **sometimes** ● **never**

*Our dads **often** call and sometimes write.  
We **always** go in spring.*

**2 Talk about normal days, after school.**

After school, I (always) go home. Then I (usually) ...



Unit 1 page 4 Activities 1–2

**C READ AND SPEAK****Who might say what? Match 1–4 with a–d.**

- |                   |                   |
|-------------------|-------------------|
| 1 Haval's sisters | 2 Bahar's father  |
| 3 Haval's father  | 4 Bahar's brother |

a *My sister was on a rock by the water, and the rock suddenly moved. She nearly fell in, but luckily I was able to catch her arm.*

b *We want to go to Silemani like him, but Mum and Dad say no. They say maybe we can all see them next year.*

c *Our parents were very sad when he went abroad. We all were, and we used to talk about him a lot. We used to read his letters again and again.*

d *I didn't used to call home much because it was very difficult. But I often used to write. I still sometimes write, but more often I call them now. And I hope to see them again soon, too – with the whole family!*

**D GRAMMAR p14****1 Look.****Past simple with main verbs****Statements**

*I **was** very happy to get your surprise email.  
Dad **looked** on the internet.  
I nearly **fell** in the water.*

**Questions and answers**

***Did** your team **win**?  
Yes, we **did**. 21–18.  
**How many** points **did** you **score**?  
I **scored** three.*

**Used to for things that often happened in the past**

*We **used to talk** about him a lot.  
I **did not (didn't) use to** call home much.*

**2 Talk about yesterday, after school.**

After school, I went home. Then I ...

**3 Talk about things that you used to do.**

When I was (six or seven), I often used to ...



Unit 1 page 5 Activities 3–5

## Staying in contact

A LISTEN AND DO 

## 1 Look at the picture and do the tasks.

- 1 Name the people that you already know.
- 2 Say who you think the other people are and what is happening.



## 2 Listen to Part 1 and check your ideas.

## 3 Listen again.

- 1 How do they greet each other? Choose from the following:

*Good to meet you. / Good to meet you, too.*

*Hello. / Hello. Hi! / Hi!*

- a Bahar: ...  
Haval: ...
  - b Uncle: ...  
Haval: ...
  - c Uncle: ...  
Ben: ...
- 2 Practise appropriate greetings for meeting these people.
    - a An old school friend who you meet in the school holidays.
    - b A friend of your parents who you do not know very well.
    - c A friend of your parents who you have never met before.

## 4 Listen to Part 2 and answer.

- 1 What are the family doing after they leave the airport?
- 2 Where are they going tomorrow?
- 3 How do Haval and Ben say they will stay in contact?
- 4 What is Ben's problem?
- 5 Where do Bahar's parents suggest he should go?
- 6 How does the situation end?

## 5 Copy. Then listen again and write the details.

Haval  
Phone: 3127496  
Email: havbakir@aol.com  
Staying until: Sunday, 30th

Ben  
Dad's mobile: ...  
Email: ...  
Staying until: ...

B PRONUNCIATION 

- 1 Listen to the verbs. Say which sounds you hear – 1, 2 or 3.

Past simple	1 /t/	2 /d/	3 /ɪd/
landed			✓
changed		✓	
stopped	✓		

asked expected scored suggested loved  
looked called talked started

- 2 Copy the table and add all the verbs. Listen again and tick columns 1, 2 or 3.

- 3 Listen to Part 2 and repeat the verbs and sentences.

## C SPEAK

Make statements about the story. Use regular and irregular past forms.

Haval **decided** to make contact with Bahar a few months ago.

He **sent** her an email and **attached** a photo.

She ...

**D READ AND SPEAK****1 Read and make statements.**

Amy is 15, and Jack is ...

He's from Ireland, and she ...

Both of them are in ... at ...



*Hi! I'm Amy Dawson, and I'm 15. I come from Sydney, Australia, and I'm in 10th grade at school. I have two younger brothers. Carl is 12 and Tim is 10. I've also got an older sister. Her name is Ann, and she's 18 years old.*

*I like volleyball, and I'm also interested in painting and drawing. I've got a new interest, too. I'm learning to cook, and it's really exciting!*



*Hi, there! My name is Jack Connor. I'm 16 years old, and I'm from Dublin in Ireland. At school, I'm in Year 10.*

*I've got an older brother. He's 17, and he's called Tony. I also have two younger sisters. Their names are Lisa and Rose. Lisa is 13 and Rose is 11.*

*I love football, and another big interest is building model planes. I'm also getting very interested in learning the guitar. It's fun, but it's very hard!*

**2 Introduce yourself like Amy and Jack.****E WRITE**

**Amy and Jack want an email penfriend – you! Choose one of them. Then use information from D to complete his/her email to you.**



Unit 1 page 6 Activities 1–3

**F UNIT TASK**

- 1 Work with a partner. Ask and answer the questions in paragraph 4 of your new penfriend's email.
- 2 Reply to your new penfriend's email.



Unit 1 page 7 Activity 4

# Language Focus

## 1 GRAMMAR ریزمان

### Lessons 1 and 2: Present continuous

#### دەریزین

I	am (not)	watching.
He/She/It	is (not)	watching.
You/We/They	are (not)	watching.

#### پرسیار

(What) am	I	watching?
is	he/she/it	watching?
are	you/we/they	watching?

#### کورتکراوه

I am > I'm	I am not > I'm not
she is > she's	she is not > she isn't (or: she's not)
you are > you're	you are not > you aren't (or: you're not)

### Lesson 2: Present simple

#### دەریزین

I/You/We/They	play (do not play)	basketball.
He/She/It	plays (does not play)	basketball.

#### پرسیار

(What) do	I/you/we/they	play?
does	he/she/it	play?

#### کورتکراوه

do not > don't	does not > doesn't
----------------	--------------------

هەندیک کاری حالەت 'stative' verbs هەیه که تەنھا لەکاتی رانەبردووی سادە بەکار دێن. *belong like love need want* بۆنمۆنە:

### Lesson 3: Adverbs of frequency

ئاوێلکارە دیارەکانیان ئەمانەن:

*always usually often sometimes never*

- ئەم ئاوێلکارانە بەزۆری لەگەڵ رانەبردووی سادە بەکار دێن، بەلام هەندیک جار لەگەڵ رابردوو و داھاتوش بەکار دێن، بۆ نمونە:

*I often played computer games when I was young.*

### Lesson 4: Past simple

#### دەریزین

I/You/We/They	moved (did not move)	to America.
He/She/It	moved (did not move)	to America.

#### پرسیار

(When) did	I/you/we/they	move	to America?
did	he/she/it	move	to America?

#### کورتکراوه

did not > didn't
------------------

رانەبردووی بەردەوام بەکار دەھێنن بۆ دەریزینی:

- کاریک لەم ساتەدا روودەدات: *He is falling!*
- کاریک ئیستا روودەدات: *She is learning the guitar.*
- کاریکی ئامادەکراو لە داھاتوودا: *We are driving to Silemani tomorrow.*

رانەبردووی سادە بەکار دەھێنن بۆ دەریزینی:

- کاریک که زیاتر لە جارێک دووبارە دەبیتهوه: *I play for a club.*
- حالەتیک که گۆرانکاری بەسەردا نایەت: *I belong to a club.*
- کاریکی داھاتوو لە کاتیکی دیاریکراودا: *The flight leaves at 11.30 a.m.*

دەتوانین کاریک دەریزین که زۆر جار روودەدات بە بەکارھێنانی

*used to* + چاویگ

- *I used to play computer games (a lot) when I was young.*
- *Used to* وەك فرمانەکانی ترە لە حالەتی نەریدا *I didn't use to play computer games (much) when I was young.*

## 2 VOCABULARY وشه كان

again and again /ə'gen ən ə'gen/ <i>exp</i>	جار له دواى جار
ahead (of) /ə'hed (əv)/ <i>prep</i>	له پيش
a.m. /,eɪ'em/ <i>adj</i>	پيش نيوه پۆ
arrive /ə'raɪv/ <i>v</i>	ده گاته جي
attach /ə'tætʃ/ <i>v</i>	هاويته ده كات
born (be) /bɔ:m/ <i>adj</i>	له داىك بوون
Bye (Goodbye) /baɪ (,gʊd'baɪ)/ <i>abb</i>	خوات له گه ل
can't wait /,kæ:nt 'weɪt/ <i>exp</i>	ناتوانيت چاره پوان بكات
cousin /'kʌzn/ <i>n</i>	تاموزا
difference /'dɪfrəns/ <i>n</i>	جياوازى
during /'dʒʊərɪŋ/ <i>prep</i>	له ماوهى
engineer /,endʒɪ'nɪə/ <i>n</i>	ئهندازيار
gate /geɪt/ <i>n</i>	دەروازە
go ahead /,gəʊ ə'hed/ <i>v</i>	فەرموو
Good to meet you. /,gʊd tə 'mi:t ju:/ <i>exp</i>	خۆشحالم به بينينت
grade /greɪd/ <i>n</i>	پۆل
Hi! /haɪ/ <i>exp</i>	چۆنى
interest /'ɪntrəst/ <i>v/n</i>	ئاره زوو
internet /'ɪntə.net/ <i>n</i>	ئىنتەرنېت
leave /li:v/ <i>v</i>	به جي ديلت
let (let's) /lets/ <i>v</i>	با ئيمه ...

like /laɪk/ <i>prep</i>	وهك
local time /'ləʊkl ,taɪm/ <i>phr</i>	كاتى ناوخق
meet /mi:t/ <i>v</i>	چارى پيده كه ويت
nationality /,næʃə'næləti/ <i>n</i>	نه ته وه
nearly /'nɪəli/ <i>adv</i>	نزىكهى ، خه رىكه
oil /ɔɪl/ <i>n</i>	نهوت
parent /'peərənt/ <i>n</i>	داىك و باوك
penfriend /'pen,frend/ <i>n</i>	هاوپي نامه
picnic /'pɪknɪk/ <i>n</i>	سه يران
plan /plæn/ <i>n</i>	پلان داده نيت ، پلان دانان
p.m. /,pi:'em/ <i>adj</i>	پاش نيوه پۆ
PS (postscript) /,pi:'es ('pəʊst ,skript)/ <i>abb</i>	په راويز
reply /rɪ'plai/ <i>v/n</i>	ولام ده داده وه ، ولام دانوه
score /skɔ:/ <i>v/n</i>	تۆمار ده كات ، تۆمار كردن
skateboard /'sket,bɔ:d/ <i>v/n</i>	ته خته خلىسكينه
suggest /sə'dʒest/ <i>v</i>	پيشنيار ده كات
team /ti:m/ <i>n</i>	تپ
travel /'trævl/ <i>v</i>	گه شت ده كات
used to /'ju:st tu:/ <i>v</i>	راديت
vacation /və'keɪʃn/ <i>n</i>	پشوو
waterfall /'wɔ:tə,fɔ:l/ <i>n</i>	تافكه

## 3 TO HELP YOU STUDY > SB p103

Phonetics can often help you. For example, when the same English spelling makes different sounds.

ahead /ə'hed/	leave /li:v/
nationality /,næʃə'næləti/	reply /rɪ'plai/

They can also help when different English spellings make the same sound!

Find the full list of phonetic symbols and their sounds on page 103.

Copy the tables and put the words that rhyme in the correct columns. Use the phonetics to help you.

go /gəʊ/	do /du:/

who /hu:/	so /səʊ/
no /nəʊ/	to /tu:/

this /ðɪs/	thin /θɪn/

thank /θæŋk/	that /ðæt/
the /ðə/	think /θɪŋk/



# Literary Reader:

## *Around the World in Eighty Days* by Jules Verne

### Episode 1: The journey begins

Mr Phileas Fogg was tall, good-looking and about forty years old. He owned a large house in an expensive part of London. His life was simple and quiet, and he did the same things, at the same times, each day. He always got up at exactly 8 a.m., had breakfast at 8.25 and washed at 9.35 each morning.

Mr Fogg lived alone and needed a servant to look after him. He never had visitors, but on the morning of Wednesday, 2nd October 1872, he was waiting for a new servant to come to the house. There was a knock at the door and a strong young man of about thirty years of age came in.

‘I understand that your name is Passepartout. Where are you from?’ asked Phileas Fogg.

‘Yes, my name is Jean Passepartout and I am from France. I am honest, and I have had several different jobs. I used to be an acrobat in the circus, and after that I was a firefighter in Paris. Now I hope to live a quieter life in England,’ said the Frenchman.

‘I hear that you work hard, Mr Passepartout. I am happy for you to be my new servant. You can start today.’

Phileas Fogg picked up his coat and hat, and he left the house at exactly half past eleven. He walked to the Reform Club.



London – Suez: train and ship	7 days
Suez – *Bombay: ship	13 days
Bombay – Calcutta: train	3 days
Calcutta – Hong Kong: ship	13 days
Hong Kong – Yokohama: ship	6 days
Yokohama – San Francisco: ship	22 days
San Francisco – New York: train	7 days
New York – London: ship and train	9 days
Total:	80 days

\*Bombay: the old English name for the Indian city of Mumbai



20 He did not work, and he went to the Club almost every day. There, he always read newspapers and played cards with other rich men.

Later that day, he met five friends there, and they started playing a game of cards. 'Have you heard the news?' said Stuart, one of the men. 'Someone has taken fifty-five thousand pounds from the Bank of England. They think it was a well-dressed man who was seen in the bank. The police have sent detectives all over the world, but I don't think they will ever find the robber – the world is just too big.'

'The world has grown smaller than you think. With fast ships and new railways, you could now travel round the world in only eighty days,' said Phileas Fogg.

'That's not possible!' replied Stuart. 'No one can do it in eighty days.'

30 'I believe that I can do it. If I can't, I will give you twenty thousand pounds,' said Mr Fogg in a quiet voice.

The five men talked about Mr Fogg's idea and finally they said, 'We agree.'

'Good. There's a train that leaves London at a quarter to nine this evening. I will leave today and will return to London, to this same room, before 8.45 pm on Saturday, 21st December, or I will give you twenty thousand pounds,' said Phileas Fogg quietly.

Mr Fogg finished the game of cards and walked home. He put twenty thousand pounds into a large bag, and he gave it to his new servant.

'Passepartout, put some of our clothes into this bag. I am travelling round the world, and I want you to come with me,' he said.

'Round the world!' said Passepartout, surprised.

40 'Yes, in eighty days, and we leave this evening at 8.45.'

Passepartout finished packing the bag, and they took a taxi to Charing Cross train station in central London. Phileas Fogg bought two tickets to Paris. Then he said goodbye to his five friends, who were waiting at the station. Mr Fogg and Passepartout climbed into the train. Five minutes later, Phileas Fogg's long journey started as the train moved slowly away from the station.

### DID YOU KNOW?

The first steam engines began work in England 300 years ago. People used them to lift water out of deep mines. Engines for transport came about 100 years later. The famous *Rocket* won a competition in 1829 with a speed of 58 kilometres per hour, and this was the start of fast land transport. Steam engines in ships soon followed. Ships could now travel fast and did not have to wait for wind from the right direction to push them along.

These changes made the world a much smaller place in the nineteenth century. For the first time, people could think of a journey around the world in only 80 days.



*The Rocket,*  
1829



*The SS Sirius,*  
1838

*I was riding through the woods.*

reflexive pronouns • past continuous + point in time

**A LISTEN AND DO**

1 Listen to Part 1 and name the children.

The (boy) in the (first) picture (is) called ...

2 Listen to Part 1 again. Say what the children are trying to do.

(Dara is) trying to ...

2 Rondik try / tie / flower



3 Zara / Lawik try / light / fire



1 Sirwan try / pick / orange



4 Dara try / make / toy car

**B GRAMMAR** p24

1 Look.

**Reflexive pronouns****Singular: myself, yourself, him/her/itself**Rondik is going to cut **herself**.**Plural: ourselves, yourselves, themselves**Stop, Zara and Lawik. You are going to burn **yourselves**.

2 Listen to Parts 1 and 2. Repeat the warnings.



hit cut fall and hurt burn

A Mrs Nawzad! Come quickly! Dara's trying to make a toy car and he's going to hit himself!

B Stop, Dara, or you're going to hit yourself!

**C SPEAK**

1 Look at the situations and use the words to give warnings.

Stop, Lily, or you ...!



hurt yourself! / Stop, Lily, / you are going to / or / and / fall



and / or / crash / hurt yourself! / Stop, Tom, / you are going to

2 Make up warnings for your younger brothers, sisters or cousins.



Unit 2 page 10 Activity 1

## D LISTEN AND READ



- Doctor** So, Tom, how did you hurt yourself?  
What were you doing?
- Tom** I was riding my quad bike.
- Doctor** Were you riding fast?
- Tom** Well, I wasn't riding very fast.
- Doctor** And then what happened?
- Tom** I went off the path towards a tree.
- Doctor** Did you crash into it?
- Tom** Yes, and I hurt myself quite badly.
- Doctor** You certainly did! Let me have a look.

\* \* \* \* \*



- Doctor** Ah, Mrs Nawzad, what's the problem?
- Mrs N** It's Zara and Lawik. They've got some nasty burns.
- Doctor** Oh, dear, how did they burn themselves like that? What were they doing?
- Mrs N** They were playing in the garden, and they tried to light a fire.

- Doctor** Let me have a closer look.
- Lawik** It hurts.
- Doctor** Don't worry. I'm going to try to help.
- Zara** Thank you, Doctor.
- Doctor** Were you with them in the garden, Mrs Nawzad?
- Mrs N** No, I'm afraid I wasn't. I was making lunch in the kitchen.
- Doctor** And then the accident happened.
- Mrs N** That's right.
- Doctor** There are so many dangers around the home for young children. We have to watch them all the time!

### Correct the statements that are wrong.

- 1 Tom was riding a bike through the woods.
- 2 He was riding slowly.
- 3 He crashed, and he hurt himself quite badly.
- 4 Zara and Lawik were playing in the garden before breakfast.
- 5 Mrs Nawzad was eating lunch in the kitchen.
- 6 Parents need to watch their children very carefully.

## E GRAMMAR p24

- 1 Look.

### Past continuous

#### Statements

*I was making lunch.*

*They were playing in the garden.*

#### Questions and answers

*Were you riding fast?*

*I was not riding very fast.*

*What were they doing?*

*They were playing in the garden.*

- 2 Read and act out the conversation between the doctor and Tom.



Unit 2 page 11 Activities 2-3

## F SPEAK

Tom crashed at 2 p.m. yesterday. What were you doing at that time?

## A READ

Manchester Evening News

28th October, 20..

# FAMILY HEROES FIGHT HOUSE FIRE

The Horne family of 33, Green Road had a lucky escape last night when their home caught fire.

At 7.00 p.m., John Horne left Julie, 15, and young Toby, 7, for a short visit to his wife Sara in hospital. By 7.30, Toby was getting hungry, so Julie started cooking dinner. Then, while she was  
10 working in the kitchen, he started to come downstairs. But he fell and hurt himself. Julie ran to help. And while she was helping him,  
40 the chip pan got too hot, and the oil caught fire.

When she smelt it, she ran back – and made a terrible mistake. She threw water on the oil. It exploded violently, and suddenly everything  
20 was on fire. She went to the phone in the hall to call for help, but there was no time: the flames were following her.

She carried Toby upstairs to the front bedroom, opened the window and shouted, ‘Help!’ But the street was empty. ‘I felt really

frightened,’ she said later. But then she had  
30 an idea.

She quickly ran to her bedroom, found her mobile phone and rushed back past the stairs. Smoke and flames were starting to rise.

Her hands were shaking as she called  
40 999 and asked for help.

Just then, John returned and saw the fire – and Julie and Toby at the upstairs window. He covered his head with his coat to protect himself and went inside. He ran  
60 upstairs to the first floor, broke through the fire there and raced on up to Julie and Toby.

But the fire was getting worse,  
50 and smoke was coming under the door. John used his coat to stop this. But there was no way back.

Then they heard a siren: a fire engine was coming. John shouted.



Soon, a ladder was rising towards the window.

John passed Toby and then Julie to the firefighter on the ladder. Then he, too, followed. Below, the other  
60 men were already fighting the fire. Soon, the police and then an ambulance arrived, and the paramedics gave John first aid for his burns.

Later, firefighter Steve Carter, 36, said, ‘Julie and her dad were heroes. He fought to save his children. And her phone call saved all their lives!’

## 1 Answer the questions.

- 1 What did Julie start doing at 7.30?
- 2 Why did she do that?
- 3 What was Toby doing when he fell?
- 4 Was Julie working in the kitchen when the fire started?
- 5 How did Julie save the family?
- 6 Where were Julie and Toby when John returned?
- 7 How did John reach Julie and Toby?
- 8 What happened in the end?

**2 Read to find the correct meaning.**

Line 16: When she smelt it ...

- a) the oil b) the pan c) the fire

Line 35: ... as she called 999 and **asked for help**.

- a) asked Toby for help  
b) phoned to get help  
c) shouted for help from the bedroom window



Unit 2 page 12 Activity 1

**B GRAMMAR p24****1 Look.****Past continuous or past simple**

At 7.00 pm, John Horne **left** Julie and Toby.

By 7.30, Toby **was getting** hungry.

While she **was working**, he **started** to come downstairs.

When she **smelt** it, she **ran** back.

**2 Find more examples in the text.**

Unit 2 pages 12–13 Activity 2

**D READ AND SPEAK****1 Put the statements in the correct order:**

1 f, 2 ..., etc.

- a She got her mobile phone and called for help.  
b While Julie was helping him, the chip pan caught fire.  
c Firefighters arrived and used a ladder to save the family.  
d Later, Julie started cooking because Toby was getting hungry.  
e When she threw water on the oil, it exploded.  
f John Horne went to visit his wife in hospital.  
g Julie carried Toby upstairs to the front bedroom.  
h Toby fell while he was coming downstairs.  
i When John came home, he ran upstairs through the fire.

**2 Read the text to check your work.****3 Take turns to read out the statements in the correct order.****C SPEAK**

**Ask and answer questions about the beginning of your lesson.**

- A** What was ...doing when our teacher arrived?  
What were ... and ... doing when you came in?  
**B** When our teacher came in, he / she was ...  
When I arrived, they were ...

**Use these ideas.**

writing the date cleaning the board  
reading something taking some books out  
talking about something

**DID YOU KNOW?**

Fires are always dangerous, but they can be fun, too – if we're careful. In Japan, they built the largest bonfire in the world a few years ago. It was 37.5 metres high – the height of three houses!

**E GRAMMAR p52****1 Look.****Adjectives and adverbs**

The Horne family had a **lucky** escape last night.

By 7.30, Toby was getting **hungry**.

It exploded **violently**.

'I felt **really** frightened,' she said later.

**2 Find more examples in the text.**

Unit 2 page 13 Activity 3

**F SPEAK**

I'm not frightened of being up high on a ladder, but I'm really, really frightened of rats. They're horrible! What are you frightened of?

**A LISTEN AND DO**

1 Look at the map.

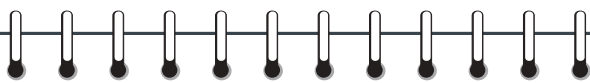


2 Listen to Part 1 and answer.

- 1 Who are the speakers?
- 2 Where is the boy?
- 3 Where is he going?
- 4 What kind of robbery is happening?
- 5 What is the boy going to do next?

3 Listen to Part 1 again. Follow the car's route with your finger. Then describe it.

4 Listen to Part 2. Copy and complete the police officer's notes.



Place of robbery: City Bank, Green Street

Time of robbery: ...

Colour of car: ...

Registration number: ...

Last seen: Turning from ... Road into ... Street



Unit 2 page 14 Activities 1-2

**B PRONUNCIATION**

1 Listen and choose. Say 'Up' or 'Down'.

- 1 Are you Peter Stone?
- 2 What were you doing when the robbery happened?
- 3 When did it happen?
- 4 Did you see the robbery clearly?
- 5 What happened then?
- 6 Can you describe the car?
- 7 Which way did it go?
- 8 And did you see anything after that?

2 Listen again and repeat the questions.

**C SPEAK**

1 Make up the conversation when Peter gets home. Work with a partner. Start like this:

**Mum** So what happened when you called the police?**Peter** A police car arrived very quickly, a police officer jumped out, and then ...

2 Act as a witness and a police officer at another bank robbery.

3 Take turns as a police officer and a witness at another robbery. Interview each other.

**Witness:** Tell your story.**Police officer:** Listen and ask questions.

Unit 2 page 14 Activity 3

**D WRITE**

Write a story.



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

b Adam (climb) over the safety rail

c the tour guide (call) the hospital for help



d (fall) and (hurt) himself badly

e (go) to visit the great waterfalls at Ahmadawa

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

- Put the pictures in the correct order: 1 e, 2 ..., etc.
- Make simple sentences from the notes under the pictures.
- Form *while* and *when* sentences from sentence parts a–f and your sentences from 1. (Choose the past simple **or** past continuous for a–f.)
  - while the Wilson family (stay) in Silemani
  - while the others (look) up at the waterfall
  - while Adam (climb) down the cliff
  - while his Dad (rescue) Adam
  - when the paramedics (arrive)
  - when Adam (leave) hospital next day
- Write the story in a paragraph. Start like this..

***An emergency at Ahmadawa***

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



Unit 2 page 15 Activity 4

**E UNIT TASK**

Tell and write a true story.

- Think of a true but simple story – something that happened to you or somebody you know.
- Plan to tell it to your partner in 6–8 sentences. Note useful language.
- Take turns.
  - Tell your story.
  - Ask questions when something is not clear.
- Write your story in your copybook.

# Language Focus

## 1 GRAMMAR ریزمان

### Lesson 1: Reflexive pronouns

	جیناوه‌کانی	جیناوه‌کانی	ئاوه‌ئناوی	جیناوه‌کانی	جیناوه‌کانی
تاک	بکه‌ر I you he she it	به‌رکار me you him her it	خواه‌نداریتی my your his her its	خواه‌نداریتی mine yours his hers its	خۆیه‌تی myself yourself himself herself itself
کۆ	we you they	us you them	our your their	ours yours theirs	ourselves yourselves themselves

#### به‌راورد بکه:

He looked at his *sister*. < به‌رکار  
 He looked at *her*. < جیناوی به‌رکار  
 He looked at *himself*. < جیناوی خۆیه‌تی

### Lessons 2–3: Past continuous + past simple

be, feel, look : بۆ حاله‌تیک له رابردوودا، نمونه له‌گه‌ل:

I *was* really frightened!

رابردووی ساده: له‌گه‌ل فرمانی "کرداری" بۆ کاریک ته‌واویووییت له رابردوودا.

John *rushed* upstairs.

رابردووی ساده + رابردووی ساده: بۆ ده‌رپرینی کاریک که ته‌واو بووه له‌دوای کاریکی تر.

When she *smelt* it, she *ran* back.

کات > \_\_\_\_\_ ↓ ↓

رابردووی به‌رده‌وام: بۆ کاریک که له کاتیکی دیاریکراوی رابردوودا به‌رده‌وام بووه.

By 7.30, Toby *was getting* hungry.

By 7.30, ...

↓

کات > ...Toby was getting hungry.

رابردووی به‌رده‌وام + رابردووی ساده: بۆ کرداریکی رابردووی به‌رده‌وام، و کرداریکی رابردووی ته‌واوی کورت.

While she *was helping* Toby, the oil *caught* fire.

While she was helping Toby, ... > کات

↑

... the oil *caught* fire.

### Lesson 4: Adjectives and adverbs of manner

ئادجیکتیف	ئادجیکتیف	ئادجیکتیف	ئادجیکتیف	هه‌ندیك گۆرانکاری له رینووسدا
ئادجیکتیف	ئادجیکتیف	ئادجیکتیف	ئادجیکتیف	lucky
desperate	desperately	good	well	luckily
quick	quickly	fast	fast	terrible
real	really	hard	hard	terribly
slow	slowly	late	late	
sudden	suddenly	long	long	



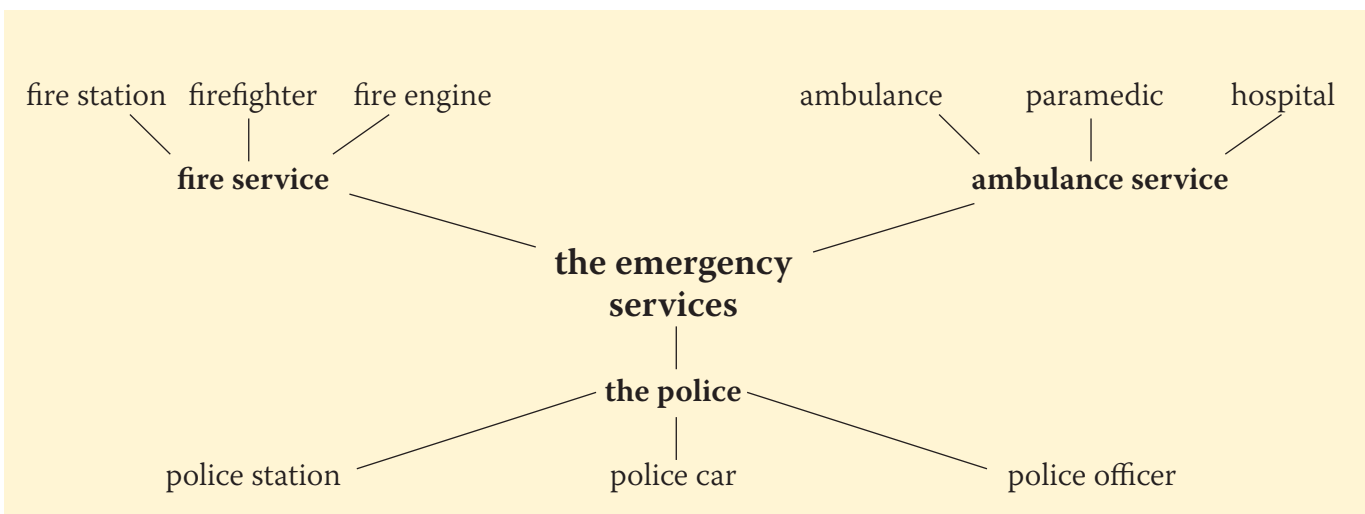


## 2 VOCABULARY **وشه كان**

ambulance /'æmbjuləns/ <i>n</i>	نوتمبیلی فریاکه و تن	paramedic /,pærə'medɪk/ <i>n</i>	برینپچی فریاگوزاری
below /bɪ'ləʊ/ <i>prep/adv</i>	له خوار	police /pə'li:s/ <i>n</i>	پولیس
bonfire /'bɒn,faɪə/ <i>n</i>	ناگره خو شه	police car /pə'li:s ,kɑ:/ <i>n</i>	نوتمبیلی پولیس
careful/ly /,kɛəfl(i)/ <i>adj/adv</i>	به وریا بیه وه	police officer /pə'li:s ,ɒfɪsə/ <i>n</i>	نهفسه ری پولیس
catch fire /,kætʃ 'faɪə/ <i>phr</i>	ناگرده گریت	quad bike /'kwɒd ,baɪk/ <i>n</i>	چوړیکه له ماتو پ
cliff /klɪf/ <i>n</i>	کهنده لان	rail /reɪl/ <i>n</i>	میلی شه منده فو
crash /kræʃ/ <i>v/n</i>	ده شکستیت ، شکان	rat /ræt/ <i>n</i>	جرج
cut /kʌt/ <i>v/n</i>	ده پخت ، برین	registration number /redʒɪ'streɪfɪn 'nʌmbə/ <i>n</i>	ژماره ی تو مارکردن
downstairs /,daʊn'steəz/ <i>adj/adv</i>	خواره وه ( له مال )	rescue /'reskjʊ:/ <i>v/n</i>	رزگارکردن
emergency services /ɪ'mɜ:dʒənsɪ 'sɜ:vɪsɪs/ <i>n</i>	خز مه تگوزاری کتوپ	rob /rɒb/ <i>v</i>	دزی ده کات
explode /ɪk'spləʊd/ <i>v</i>	گپده گریت	robber /'rɒbə/ <i>n</i>	دز
fire (on~) /faɪə/ <i>phr</i>	ناگر (ده سو تیت)	robbery /'rɒbəri/ <i>n</i>	دزی
fire engine /'faɪə ,endʒɪn/ <i>n</i>	نوتمبیلی ناگر کوژینه وه	rush /rʌʃ/ <i>v/n</i>	به په له
firefighter /'faɪə ,faɪtə/ <i>n</i>	ناگر کوژینه ر	save /seɪv/ <i>v</i>	رزگار ده کات
first aid /fɜ:st 'eɪd/ <i>n</i>	فریاکه و تنی سه ره تای	shout /ʃaʊt/ <i>v</i>	هاوارده کات
flame /fleɪm/ <i>n</i>	گپ ، کلپه	siren /'saɪrən/ <i>n</i>	په ری ده ریا
flower /'flaʊə/ <i>n</i>	گول	slow/ly /sləʊ/li/ <i>adj/adv</i>	له سه رخو
frightened /'fraɪnd/ <i>adj</i>	ترساو	smell/smelt /smel/smelt/ <i>v</i>	بو ن ده کات
hero/heroes /'hɪərəʊ/'hɪərəʊz/ <i>n</i>	پاله وان ، پاله وانه کان	smoke /sməʊk/ <i>n</i>	دوکه ل
hit /hɪt/ <i>v</i>	لیده دات	stair /steə/ <i>n</i>	پله ی پو پلیکانه
just /dʒʌst/ <i>adv</i> (=exactly)	ته نها (کتومت)	tie /taɪ/ <i>v</i>	گریده دات
ladder /'lædə/ <i>n</i>	په یزه	tour guide /'tuə gaɪd/ <i>n</i>	ری نیشاندو
leave/left /li:v/ /left/ <i>v</i>	به چی دیلت	towards /tə'wɔ:dz/ <i>prep</i>	به ره و روی
nasty/ily /'nɑ:sti(li)/ <i>adj/adv</i>	سه خت	waterfall /'wɔ:tə,fɔ:l/ <i>n</i>	تا فگه
pan /pæn/ <i>n</i>	تا وه	worry /'wʌri/ <i>v</i>	نیگه ران ده بی ت

## 3 TO HELP YOU STUDY

Collect words in networks like this.



Try making networks for these subjects.

**school:** people, rooms, subjects

**sports:** types of sport, people, equipment

**home:** people, rooms, furniture



Unit 2 pages 16–17 Activities 1–3

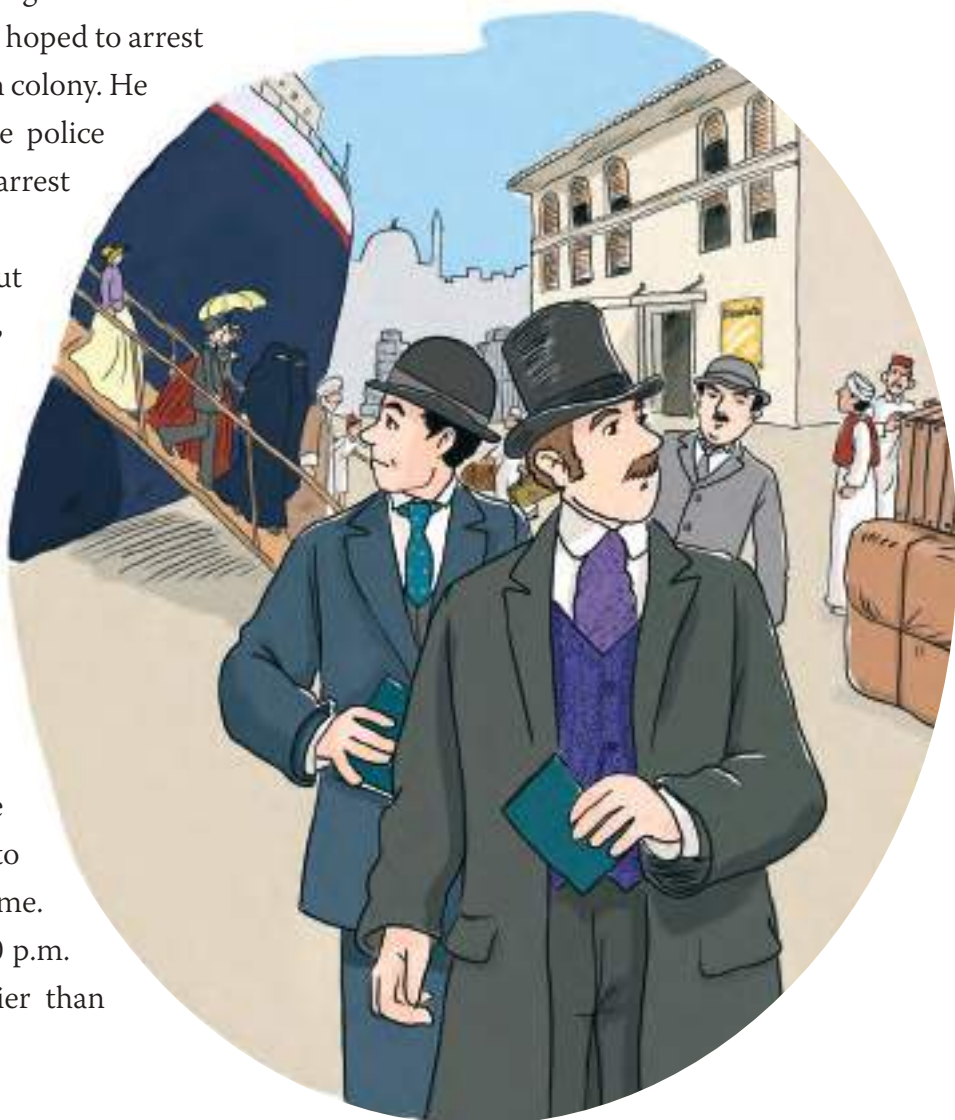
# Literary Reader

## Episode 2: The race to India

Mr Fogg and Passepartout travelled by train to Italy, and there they caught a large ship called the *Mongolia*. This was going to sail through the Suez Canal to Bombay, in India.

A week after they left London, Mr Fogg and his servant found themselves in Suez. While the ship's crew were putting more coal in the boat, Phileas Fogg and Passepartout went to the British Consulate to check their passports. While they were getting off the ship, another Englishman saw them. It was Mr Fix, an English police detective who was in Suez because he was looking for the London bank robber. Detective Fix was excited to see that one of the men who were getting off the ship closely matched the description of the robber. He secretly followed Fogg and his servant. Mr Fogg later left the Consulate and returned to the ship alone. Mr Fix decided to talk to Passepartout. He discovered that the men were travelling round the world, and that Mr Fogg was carrying twenty thousand pounds in his bag. Passepartout did not know much more than that about his master. But when he heard these strange things, Detective Fix felt sure that Phileas Fogg was the man that he was looking for. He decided to go on the ship to Bombay, where he hoped to arrest Mr Fogg in a place that was a British colony. He immediately sent a message to the police in London asking for the correct arrest papers to be sent to Bombay.

During the journey, Passepartout was surprised to see Mr Fix again, but the two men spent time together and became friends, while Phileas Fogg played cards with the other passengers. The journey along the Suez Canal, through the Red Sea and across the Indian Ocean to Bombay, usually took ten days. However, Phileas Fogg quietly promised the engineer of the *Mongolia* a large amount of money and asked him to get them to Bombay ahead of time. The ship arrived in Bombay at 4.30 p.m. on 20<sup>th</sup> October – two days earlier than planned.



In Bombay, Mr Fogg sent Passepartout to buy more clothes for them both. While Passepartout was shopping, Mr Fogg went straight to the passport office, and then to the railway station. There, he waited quietly for the 8 p.m. train to Calcutta. He was not interested in seeing Bombay.

Passepartout was not like Fogg: he was excited to be there. He bought some clothes, and then he looked round the city. He saw a beautiful temple, and he decided to look inside. But he did not know that it was very important to take off his shoes before going into a temple. Immediately, three angry priests began attacking him and pulling off his shoes. Passepartout was shocked, but quickly hit his attackers and ran out of the temple. He escaped and arrived at the railway station, without his hat or shoes, five minutes before the train to Calcutta left. He immediately explained his story to Phileas Fogg and told him all about the temple and his lucky escape. Mr Fix was hiding not far from them in the station, and he also heard the story. He still did not have the arrest papers, but he wanted to follow Mr Fogg and Passepartout to Calcutta on the train. He watched them climb quickly into one of the train carriages. He was going to get into the next carriage when he suddenly changed his mind. As he watched the steam train slowly starting the three-day journey to Calcutta, Mr Fix thought carefully about the Frenchman's story, and he had a new idea.

### DID YOU KNOW?

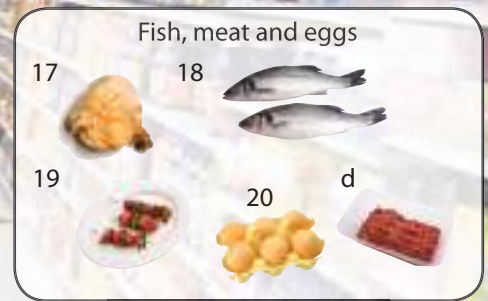
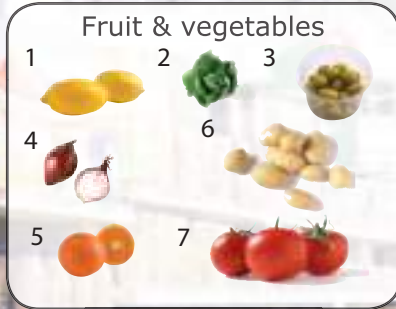
Big international engineering projects began in the 19th century, and these helped travel and transport around the world a lot. Two of the biggest were the Suez Canal, finished in 1869, and the Panama Canal, opened in 1914. The map shows how they changed journeys around the world. Travel suddenly became much faster and safer. (The journey around Cape Horn was especially dangerous in the old days.)



### How many do we need?

some and any, much and many • a, some and the

#### A LISTEN AND DO



1 Look at the food and drink in the supermarket. Match their names with numbers 1–20.

bread butter cheese chicken legs coffee  
eggs fish kebabs lemonade lemons  
lettuces milk olives onions orange juice  
oranges potatoes tea tomatoes yogurt

2 Find these new items. Match their names with letters a, b, c, d.

bread rolls cola ground meat  
tomato paste

3 Copy the shopping list. Then listen and complete it for Lucy and Tim.



Shopping list	
Item	Quantity
ground meat	10 kilos
onions	
tomato paste	
bread rolls	

bag bottle can  
carton jar kilo  
litre packet  
piece tub

#### B GRAMMAR p34

1 Look.

##### some or any

We need **some** ground meat.

Do we need **any** vegetables?

We don't need **any** tomatoes.

##### much, many, a little, a few or a lot of

How **much** meat do we need?

How **many** people are coming?

There isn't **much** time.

We don't need **many** packets.

We only have **a little** time.

We only need **a few** onions.

That's **a lot of** meat!

2 Listen to the conversation again and find more examples.



Unit 3 pages 18–19 Activities 1–4

**G SPEAK**

1 Write your own shopping list.

<i>Item</i>	<i>Quantity</i>
-------------	-----------------

2 Now work with a partner and take turns to ask and answer. Make a new shopping list to write what your partner says.

A Are you going to buy any (drinks)?

B No, I'm not going to buy any (drinks) today.

But I'm going to buy some (olives).

A How (many) are you going to get?

B I'm going to get (half a kilo).

3 Compare your lists. They should be the same!

**D LISTEN AND READ**

1 Listen and read.

**Lucy** Right, Tim, we've got enough chips, so could you help make a few more burgers? I can't make them fast enough.

**Tim** Sure. Just tell me what to do.

**Lucy** Well, first cut some onions into very small pieces. Then take some meat and some tomato paste ... and mix the meat, the paste and the bits of onion together.

**Tim** OK. And what do I do next?

**Lucy** Get a pan and heat a little oil in it.

**Tim** And then?

**Lucy** Put the burgers in, and cook them for about ten minutes.

**Tim** What else do I need to do?

**Lucy** Get some bread rolls and cut them. And you also need to prepare some lettuce.

**Tim** Oh, look, the fireworks are starting!

**Lucy** Very pretty! But come on, Tim, we have to keep cooking.

**Tim** OK, OK!

2 Complete the statements. Find the correct nouns in the text.

- 1 There are enough ..., but they haven't got enough ..., so Lucy wants Tim's help with these.
- 2 He has to get some ... and cut these into small ... .
- 3 Then he has to mix these with some ... and some ... to make the burgers.
- 4 He has to heat some ... in a ... and cook the burgers for ten ... .
- 5 At the same time, he has to cut some ... and prepare some ... .

**E GRAMMAR p34**

1 Look.

**a, some and the**

Get **a** pan, and cut **some** onions.

Take **some** meat and **some** tomato paste.

Mix **the** meat and **the** paste together.

2 Read and act out the conversation between Lucy and Tim.



Unit 3 page 19 Activities 5 and 6

**F LISTEN AND SPEAK**

Play a memory game.

Say what you bought at the supermarket.

How long can you make the list? Start like this:

- A We bought some bottles of cola.
- B We bought some bottles of cola and a jar of coffee.
- C We bought some bottles of cola, a jar of coffee and two kilos of potatoes.
- D We bought some bottles of cola, a jar of coffee, two kilos of potatoes and ...

*Types of food that you need**a, the and zero article • relative pronouns who, which and that*

## A READ

**Make mine a pyramid pizza, please!** by Dr Lynda Hill

Yesterday, I saw a teenager who did not feel well. Joe started to explain. 'I don't have much energy at school, and I often get bad headaches.'

Then he talked about food. 'I don't eat breakfast because I never feel hungry then – and I'm always late for the school bus at 7.30! And for lunch,' he went on, 'I usually get

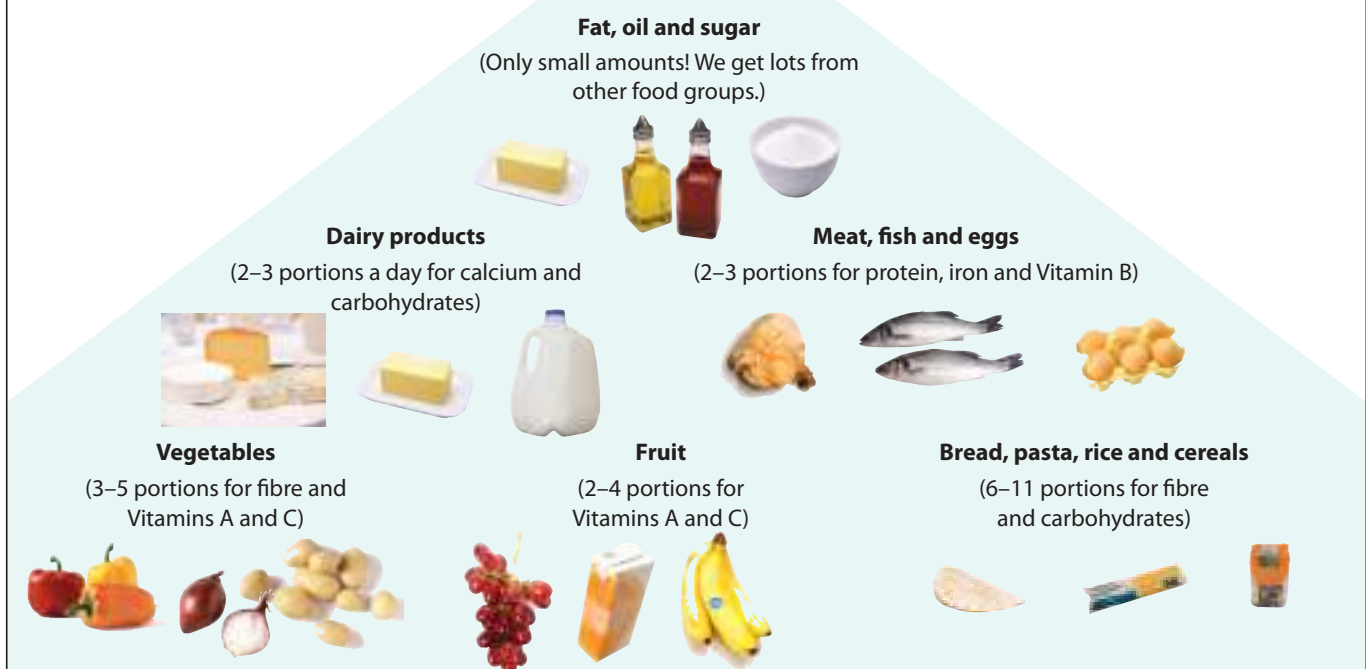
a big bag of chips and some cola.' His only good meal was dinner at home in the evening.

He looked like a lot of young people that come to see me. He was tired and overweight. I said, 'Joe, you're a good example of the old saying: "You are what you eat". You eat unhealthily, and you are unhealthy!'

'You should do two things,' I said. 'First, you need to start eating

breakfast. Your body needs energy in the morning, and that means food. Secondly, you should try to change to a healthy diet.'

Then I showed him the Food Pyramid diagram.



The Food Pyramid includes the six groups of food which we eat. Between them, these give the 50 nutrients that we need, and you can get all of them quite easily. Try the pyramid pizza:

- The base brings you the bread group.
- The cheese comes from the milk group.
- Add some chicken and you've got the meat group.
- Some onion or pepper gets you the vegetable group.
- Top it with some pineapple and you've even got the fruit group!

Yes, it's really simple. Eat well and you'll be well!

**You need ...**

- calcium for strong bones;
- carbohydrates for quick energy;
- fibre to help your stomach work well;
- protein to build your body;
- vitamins and iron for good health.

**1 Do the tasks.**

- Look quickly at the photo and diagram, and:
  - name the writer's job.
  - say what you think she is writing about.
- Look at the diagram for a minute, and then cover it. Say:
  - how many groups of food there are.
  - all the types of food that you can remember.

**2 Correct the statements that are wrong.**

- Joe eats three healthy meals a day.
- Not many teenagers have the same problem that Joe has.
- Joe needs to get up earlier in the morning.
- He needs to start having lots of chips and cola for lunch.
- If you put fruit and vegetables together, you need about 50 portions a week.

**3 Read to find the correct meaning.**

paragraph 4: ... and **that means food**.

- energy is the same thing as food
- to get energy you have to eat food

**B GRAMMAR p34****1 Look.****a/an/some, the or (-) zero article**

I usually get **a bag of chips / some chips**.

I'm always late for **the school bus** at 7.30.

I often get **(-) bad headaches**.

**E GRAMMAR p34****1 Look.****Relative clauses with who, which and that**

He looked like a lot of young people **who / that** come to see me.

The Pyramid includes the six groups of food **which / that** we eat.

**2 Find more examples in the text.**

Unit 3 page 21 Activity 4

**2 Find more examples in the text.**

Unit 3 page 20 Activity 1

**C READ AND SPEAK****1 Decide what the title means.**

- Could you make a pyramid out of pizzas, please?
- Please make a pizza that looks like a pyramid.
- I'd like a pyramid pizza, please.

**2 Explain the Food Pyramid diagram. Start like this.**

*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 ... These give us calcium and ... With meat, fish and ..., we need ...*

*At the bottom of ...*



Unit 3 page 20 Activities 1 and 2

**D SPEAK****Agree with each other.**

- A I (really) like (meat).    A I don't like (oranges).  
 B I love ..., too.            B I can't stand ..., either.



Unit 3 page 21 Activity 3

**F SPEAK****1 Look at the pyramid pizza again. Ask and answer questions.**

- Why is the (chicken) in the pizza important?
- Because that's the ingredient which / that gives us (protein).

**2 Ask and answer questions about people that you have met in this book.**

- He's (the Canadian) who (was travelling to Kurdistan in Unit 1).
- You're talking about (Ben), aren't you?
- A That's right. Now it's your turn.

*Explaining your culture: food***A READ**

1 Look at the pictures and the poem. Then answer these questions.

- 1 What does the first line of each verse say?
- 2 Look at the title. What does it mean?
- 3 Who do you think the writer is speaking to?

2 Listen to the poem and check your answers.



3 Listen to each verse. What does each one say 'thank you' for?



- a) Wonderful things in nature that you can hear
- b) Wonderful things from nature that you can eat
- c) Wonderful things in nature that you can see

4 Listen to your teacher's explanations and find all the 'wonderful things' in the pictures.

5 Work out the meanings of these words – a) or b).

Line 5 **corn**

- a) a type of flower
- b) a type of plant that people use for food

Line 6 **ripe**

- a) young and not yet ready to eat
- b) fully grown and ready to use for food

Line 15 **soaring**

- a) flying fast and high in the sky
- b) walking quietly on the ground

6 Listen again. Then read the poem aloud.



Unit 3 pages 22–23 Activities 1–2

**Thanksgiving**

Thank You

for all my hands can hold –  
apples red,

and melons gold,

yellow corn

[5]

both ripe and sweet,

peas and beans

so good to eat!



Thank You

for all my eyes can see –

[10]

lovely sunlight,

field and tree

white cloud-boats

in sea-deep sky,

soaring bird

[15]

and butterfly.



Thank You

for all my ears can hear –

birds' song echoing

far and near,

[20]

songs of little

stream, big sea,

cricket, bullfrog,

duck and bee!



Ivy O. Eastwick





**B WRITE**

1 Write *a, some, the* or *–* (zero article).

### A simple Japanese dish

The Japanese have a very good, traditional diet. Like many other people in Asia, they eat 1 rice. They also eat a lot of 2 fish and 3 vegetables. They do not eat a lot of meat or dairy products, and this means their diet is low in 4 unhealthy fat. It is also quite low in 5 sugar and in 6 oil.

Let's look at some of the ingredients that you need to make *nabemono* /næbemɒnəʊ/, a simple Japanese dish. For this, you need 7 kilo of white fish. You also need half 8 kilo of *tofu* /'təʊfʊ:/ (white soya bean cake), and it is very important to have 9 green vegetables, too. Then you need 10 soya sauce and Japanese spices, and you must have 11 rice – about 12 cup for each person.



First, clean 13 fish and cut it into pieces. Then wash 14 vegetables and cut them into pieces, too. Also cut 15 tofu into pieces. Now it is time to start cooking 16 rice. Next, heat a large, deep pan of water. When it is hot, add 17 soya sauce and spices, and then slowly add 18 other ingredients and let them cook for about fifteen minutes. Then eat!



2 Look at the first sentence in paragraphs 1 and 2 of *A simple Japanese dish*.

These are the paragraph topic sentences. They tell you the subject of the paragraph. A topic sentence is usually the first sentence of a paragraph.

3 Choose the best topic sentence for paragraph 3.

- You can make several dishes with fish, vegetables, *tofu* and rice.
- There are a lot of jobs that you need to do in the kitchen.
- Here's how to cook this traditional Japanese dish.

**C UNIT TASK**

1 Explain Kurdish food to a visitor.

- 1 Explain the types of traditional food that Kurdish people eat.

We like ... / eat a lot of ...

We don't eat much / many ...

Our diet is healthy / unhealthy because ...

- 2 Choose a simple Kurdish dish to talk about.

List the ingredients that you need.

You need a / some ...

You must also have a / some ...

- 3 Explain how to cook the dish.

First, clean / cut / prepare / wash the ...

Then ... / Now ... / Next, ...

2 Write your explanation with topic sentences.



Unit 3 page 23 Activity 3

# Language Focus

## 1 GRAMMAR رېزمان

### Lessons 1 and 2: a/an, some and any, much and many

ئەم جۆرە وشانە ژمېردراون

*burger orange vegetable*

*an/a* يان *some* بەکار دەھيڻين لەگەل

رستەي نەريدا، يان کاتيک پرسیار دەکەين و پيشبيني ولامی *Yes* دەکەين.

*I ate a burger and an orange.*

*Could you buy some vegetables?*

*an/a* يان *any* بەکار دەھيڻين لەگەل رستەي

نەريدا يان لەگەل پرسیار *No/Yes* دا.

*Have you got an orange?*

*No, we haven't got any oranges.*

*We bought a lot of vegetables.*

ھەميشە *many* لەگەل رستەي نەري و پرسیار

*No/Yes* دا بەکار دەھيڻين

*Have you got many oranges?*

*No, we haven't got many oranges.*

### Lesson 2: a/an, some and the

- *some, an/a* (يان *any*) بەکار دەھيڻين کاتيک باس لە شتيکی نوي دەکەين.

*Look! There's an apple on the table.*

*There are some sandwiches, too.*

- *the* بەکار دەھيڻين کاتيک باس لە شتيکی ناسراو دەکەين.

*You can have the apple, and I'll have the sandwiches.*

### Lesson 3: a/an/some, the or – (zero article)

- *some, an/a* بەکار دەھيڻين کاتيک باس لە شتيکی تايبەت دەکەين.

- ناو بەتەنها بەکار دەھيڻين بۆ باسکردنی جۆری شتيک.

*I usually get a burger and some cola.*

*I eat the burger first, and then I drink the cola.*

*You must change your diet. Burgers and cola are bad for you!*

### Lesson 4: Relative clauses with who, which and that

- نيمچە رستەي پەيوەندی زانیاری گرنگ و نوي زیاد دەکات بۆ نيمچە رستەي يەکەم

نيمچە رستەي يەکەم

*He looked like a lot of young people.*

*These groups give the 50 nutrients.*

زانیاری نوي

*The people come to see me.*

*We need the nutrients.*

- نيمچە رستەکان بەيەکەوه دەبەستينەوه بە *who* (يان *that*) بۆ خەلک، و *which* (يان *that*) بۆ شت و ئاژەل.

*He looked like a lot of young people who (that) come to see me.*

*These groups give the 50 nutrients which (that) we need.*

## 2 VOCABULARY وشه كان

a (~ day) /ə/ *det*  
**amount** /ə'maʊnt/ *n*  
**base** /beɪs/ *n*  
**bone** /bəʊn/ *n*  
**boss** /bɒs/ *n*  
**bottle** /'bɒtl/ *n*  
**bread roll** /'bred\_rəʊl/ *n*  
**burger** /'bɜːgə/ *n*  
**calcium** /'kælsiəm/ *n*  
**carbohydrate** /,kɑːbəʊ'hɑːdreɪt/ *n*  
**can** /kæn/ *n*  
**canned** /kænd/ *adj*  
**carton** /'kɑːtn/ *n*  
**cola** /'kəʊlə/ *n*  
**dairy** /'deəri/ *n*  
**diagram** /'daɪəgræm/ *n*  
**dish** /dɪʃ/ *n*  
**energy** /'enədʒi/ *n*  
**fibre** /'faɪbə/ *n*  
**ground meat** /,graʊnd 'miːt/ *n*  
**headache** /'hedɜːk/ *n*  
**healthy/ily** /'helθ/ili/ *n*  
**ingredient** /ɪn'griːdiənt/ *n*  
**iron** /'aɪən/ *n*

ئامپازى نەناسراو **item** /'aɪtəm/ *n*  
 بې **jar** /dʒɑː/ *n*  
 بناغە **keep** (= continue) /ki:p/ *n*  
 ئىسك **loaf (loaves)** /ləʊf/ *n*  
 سەرىكى كار **nutrient** /'njuːtriənt/ *n*  
 بوتل **overweight** /'əʊvə'weɪt/ *adj*  
 بابۇلە، پاروو **packet** /'pækɪt/ *n*  
 ھەمبەرگەر **pepper** /'pepə/ *n*  
 كالىسىيۇم **piece** /piːs/ *n*  
 كاربۆھىدرات **portion** /'pɔːʃn/ *n*  
 قوتو **pretty** /'prɪti/ *adj/adv*  
 لە قوتونراو **product** /'prɒdʌkt/ *n*  
 كارتون **protein** /'prəʊtiːn/ *n*  
 كولا **pyramid** /'pɪrəˈmɪd/ *n*  
 شىرەمەنى **sauce** /sɔːs/ *n*  
 ھىلكارى **saying** /'seɪɪŋ/ *n*  
 دەفر، خواردن **section** /'sekʃn/ *n*  
 وزە **soya** /sɔɪə/ *n*  
 رىشال **spice** /spɑɪs/ *n*  
 گزشتى قىمە **stomach** /'stʌmək/ *n*  
 سەرىئشە **tomato paste** /tə'mɑːtəʊ peɪst/ *n*  
 تەندروست **tub** /tʌb/ *n*  
 پىكھاتە **unhealthy/ily** /ʌn'helθi/ili/ *adj/adj*  
 ئاسن **vitamin** /'vɪtəmɪn/ *n*

شت ، ماددە  
 سوراحى ، دۆلكە  
 بەردەوام بوون  
 كولىرە  
 خۇراك بەخش  
 كىشى ئۆز، قەلەو  
 پاكەت  
 بىبەر  
 پارچە ، بەش  
 بەش  
 جوان ، باش  
 بەرھەم  
 پىرۇتېن  
 ھەپەم  
 ساس  
 وتن  
 پارچە ، بەش  
 سۇيا (جۆرىگە لە پاقلە)  
 بەھارات  
 گەدە  
 دۇشاوى تەماتە  
 تەشت  
 ناتەندروست  
 فىتامېن

## 3 TO HELP YOU STUDY

In English, one letter may have several sounds, and here you really need the phonetic alphabet. Do these tasks.

1 Use the phonetic spellings to read out the words in the table.

bottle [ˈbɒtl]	cola [ˈkəʊlə]	stomach [ˈstʌmək]

2 Use the phonetic spellings to read out the following words.

bone /bəʊn/ ئىسك      honey /'hʌni/ ھەنگوین  
 kilo /'kiːləʊ/ كىلو      onion /'ʌnjən/ پىياز  
 orange /'brɪndʒ/ پرتەقال      top /tɒp/ لوتكە

3 Copy the table in 1 and add the words in 2. Then add more words that you know. Read out the columns.

4 Do the same with these words.

bread [bred]	meat [miːt]	meal [miəl]

already /ɔl'redi/ پېش ئىستا      cheap /tʃiːp/ ھەرزان  
 eat /iːt/ بخق      headache /'hedɜːk/ سەرىئشە  
 real /riːl/ راستەقىنە      steal /stiəl/ دزىن



# Literary Reader

## Episode 3: Across dangerous India

Phileas Fogg and Passepartout were now on a journey from one side of India to the other by train. They travelled through forests which were home to wild tigers, snakes, elephants and monkeys. There were also groups of very dangerous Indians living in the forests who often hurt or killed their own people and visitors.

Another Englishman was sitting next to Mr Fogg and Passepartout on the train. His name was Sir Francis Cromarty and he was a soldier in the British army in India.

'Mr Fogg, your friend made a big mistake at the temple. If the British police catch him, you will have a lot of problems,' said Sir Francis quietly.

'If the police catch him, then they will decide what happens to him. I haven't done anything wrong. They can't stop me from completing my journey,' Phileas Fogg calmly replied.

A little later, the train stopped suddenly and a man walked through the train asking everyone to get out.

'Why have we stopped?' Mr Fogg asked the man.

'There isn't any more railway,' said the conductor, 'it isn't finished. There are fifty miles between here and Allahabad, the town where the railway line starts again.'



The three travellers got off the train and started to look for another way to cross the fifty miles. Phileas Fogg decided to go by elephant. He bought an elephant from a local man for two thousand pounds, and then found a guide who knew the way. All three  
 20 men climbed onto the elephant and the guide took them through the dangerous forests. After hours of travelling, they heard something in the forest. They hid themselves in the trees and watched. It was a group of people singing, dancing and playing sad music while they walked. They were carrying a rich old prince who was dead, and were making a beautiful young woman walk next to the dead body.

Sir Francis knew what was happening. ‘This is called a “suttee”,’ he said. ‘They will burn the woman alive with her dead husband tomorrow morning.’

Mr Fogg was unhappy to hear this and said, ‘I think we should save this woman.’

‘Yes, I do too,’ said Sir Francis, ‘but it will be very dangerous.’

They followed the strange group of people to a temple near there. At the temple it  
 30 seemed impossible to save her because there were too many people protecting her. The morning arrived and they did not know what to do. The people put the woman on top of a pile of wood with her dead husband. They started the fire and a lot of smoke started to come from the burning wood. Suddenly, the dead body on top of the fire stood up and carried the woman down from the fire. When the crowd saw this they were very frightened. The dead man took the woman to Phileas Fogg and quickly said, ‘Let’s go!’ It was really Passepartout! Fogg and Sir Francis helped the woman get on the elephant and quickly ran away before the crowd understood what was happening. They escaped and when they arrived in Allahabad, Mr Fogg paid the guide and gave him the elephant as a present.

40 The woman spoke English perfectly and was very beautiful. She thanked the men and explained that her name was Aouda. She had an uncle in Hong Kong and Phileas Fogg offered to look after her and take her there. Mr Fogg, Passepartout and Aouda caught the train and finally arrived in Calcutta at 7 a.m. on 25th October. Phileas Fogg was no longer two days early – he was just on time, but he was happy.

### DID YOU KNOW?

China has the largest population in the world (1.3 billion), but India’s population of 1.1 billion is not far behind, and by 2030 there will be more Indians than Chinese – about 1.5 billion. That’s 1,500,000,000 men, women and children!

About two thirds of the people in India still live in the country, but the cities are growing very fast. Mumbai and the capital, Delhi, are two of the six largest cities in the world.

Large parts of India are still very poor, but the economy is developing fast, and people in the cities are quickly getting richer. There are a lot of new industries, and one of the strongest is information technology. This has developed partly because of high levels of education and computer skills and partly because Indians can communicate internationally through English.

## A READ

1

COMPOSE EMAIL

Send Send Later Save to Inbox Link Tools Library

To: Subject:

Hi, Haval

I want to stay in contact, so here's a quick email. I also want to say thanks again to your parents. They were very kind while I was waiting for Dad at the airport on Saturday.

I hope that you enjoyed Saturday night in Erbil, and that you got back safely to Silemani yesterday.

I'm enjoying myself a lot. Dad is taking a short holiday from Friday this week, and we're travelling into the mountains near Ahmadawa. I'm looking forward to that very much.

I expect you're having a good time, too.

Best wishes,  
Ben

2

COMPOSE EMAIL

Send Send Later Save to Inbox Link Tools Library

To: Subject:

Hi, Ben

I want to stay in contact, too, so thanks for your email two days ago. And yes, I'm having a great time!

I'm sorry I couldn't write back yesterday, but we were out all day. We were having a big family picnic with lots of cousins and aunts and uncles. We went to Ahmadawa, a beautiful place with waterfalls. It's a place which is very popular for picnics.

Kurdish picnics are amazing! We prepared about ten kilos of biriani, 100 kebabs, and I counted 30 bottles of cola and fruit juice! We sang traditional songs, and we all enjoyed ourselves a lot!

We're hoping you'd still like to visit Silemani. But there isn't much time because I fly home on Saturday the 22nd, and it's already the 5th. Maybe you can come after your trip.

Bye!  
Haval

3

COMPOSE EMAIL

Send Send Later Save to Inbox Link Tools Library

To: Subject:

Hi, Haval

Thanks very much for your invitation yesterday. I'd love to come then. It's a good time because Dad is going to be very busy at work.

Today, I'm getting ready for the trip. We're going tomorrow, Friday the 7th, and we're coming back next Tuesday.

Dad says he can take me to Erbil on Wednesday morning, and then I can catch a bus. He says buses leave Erbil for Silemani every two hours.

Best wishes,  
Ben

4

COMPOSE EMAIL

Send Send Later Save to Inbox Link Tools Library

To: Subject:

Hi, Ben

That's a good plan. Call when you get to Erbil. Then we can be ready to meet you when you arrive. I hope you get this before you leave today.

Sorry, I have to run. We're all going into town!

Good luck in the mountains. Go carefully!

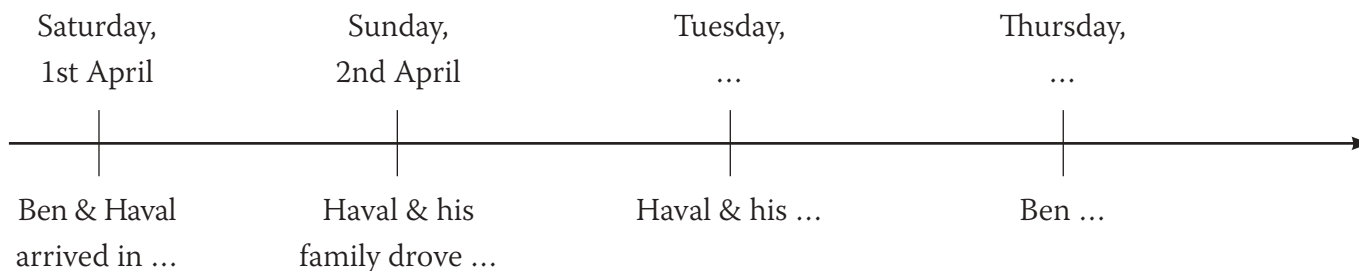
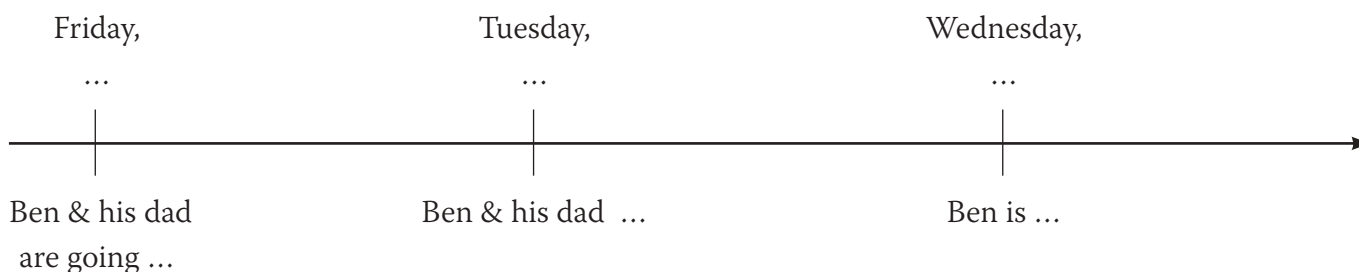
Haval

busy/ily /'bɪzɪli/ *adj/adv* سه‌ره‌قال، به‌سه‌ره‌قالی  
 plan /plæn/ *v/n* پلان داده‌نیت، پلان دانان



**1 Do the tasks.**

- 1 Look at the picture. Say what is happening.
- 2 Match the correct email to the picture.

**2 Copy and complete the time charts.****Events before Ben's trip to the mountains (past simple):****Events from the start of Ben's trip (going to for future):****3 Answer the questions.****Email 1:**

- 1 What does Ben want to say to Haval's parents?
- 2 What is Dad's plan?

**Email 2:**

- 3 What was Haval doing all day on Tuesday?
- 4 Why must Ben visit Silemani before Saturday the 22nd?

**Email 3:**

- 5 Why should Ben stay with Haval soon after the trip?
- 6 How often do buses go from Erbil to Silemani?

**Email 4:**

- 7 What time of day is Haval writing this email?  
How do you know?

**4 Correct the statements that are wrong.**

- 1 Ben and his dad are planning to spend four nights in the mountains.
- 2 Ahmadawa is a place that is very popular for bonfire parties.
- 3 Haval and his family went to Ahmadawa for a birthday party.
- 4 They took some lemonade, but they did not take much cola or fruit juice.
- 5 They sang modern 'pop' songs.
- 6 Haval enjoyed himself at Ahmadawa, but the others did not.

**5 Read to find the correct meaning.**

Email 3: I'd love to come **then**.

Email 4: **That's** a good plan.

**A SPEAK****1 Describe and identify pictures in Units 1–3. Use *a/an, some* and *the*.**

In this picture, there are some Kurdish people, and they are saying hello to a boy. The boy is about 15.



That's right. Now it's your turn.



Ah, you're talking about Haval and his family at the airport in Unit 1, aren't you?

**2 Plan a class picnic.****1 Agree on the things that you need and make a shopping list.**

**A** We need some (apples).

**B** How many, do you think?

**A** Not many – just a few.

**B** So let's say (three/half a kilo).

**B** We need some (lemonade).

**A** How much, do you think?

**B** Not much – just a little.

**A** So let's say (a litre/three cans).

**2 Use your shopping list. Say what you plan to buy.**

**A** We're buying (half a kilo of apples).

**B** And we're getting (a litre of lemonade).

**C** We're also ...

**3 Ask questions about Units 1–3. Answer with relative clauses.**

**A** Who's Bahar?

**B** She's the cousin who Haval emailed before his visit.

**B** What's a pyramid pizza?

**A** It's a pizza which includes all the different food groups.



#### 4 Compare your past and present life.

Use these ideas.

play with my friends help around the house  
watch TV

**A** I (often) (played with my friends) (in the afternoon).

But now I (always) (do homework) (in the afternoon).

What about you?

**B** I (usually) (used to watch TV) (in the afternoon).

But now I (often) (help around the house) (at that time).

What about the evening?

#### 5 Talk about your plans for Friday. Use these ideas.

go shopping with my parents  
meet my friends visit (name) in hospital  
have a picnic

**A** What are you doing on (Friday afternoon)?

**B** (I think) I'm (going shopping with my parents).  
What about you?

**A** I'm ...

#### 6 Talk about Haval's and Ben's flights home.

Name	Fly on ...	Leave at ...	Arrive in ... at ...	Leave at ...	Arrive in ... at ... on ...
Haval	22/04	18.15	London, 21.30	22.45	San Francisco, 07.50, 23/04
Ben	30/04	18.15	London, 21.30	22.20	Vancouver, 07.10, 23/04

Haval flies on the 22nd of April, and he leaves at ... .  
He arrives in ... at ... . Then he ... at ... , and he finally ... .

#### 7 Say what you were doing.

at (8.00) yesterday morning / afternoon / evening  
at this time yesterday / on Friday / last week

**A** (At this time on Friday,) I was (playing football). What were you doing, (Newar)?

**B** (At this time on ...). I was ... What were you doing, (Azad)?

#### 8 Complete the dialogues with words from the box.

I/me/my/mine/myself he/him/his/himself  
she/her/hers/herself you/your/yourself  
they/them/themselves

1 **A** Look at those cuts on Dara's legs. What happened to \_\_\_?

**B** \_\_\_ fell off \_\_\_ bike this morning and hurt \_\_\_.

2 **A** Sirwan, \_\_\_ can't go to the party like that! Look at those dirty shoes!

**B** Well, yes, OK, \_\_\_ need to clean \_\_\_.

**A** And look at \_\_\_ in the mirror! \_\_\_ face is dirty, too. Go and give \_\_\_ a good wash!

3 **A** Chinar, are these \_\_\_ trainers?

**B** No, \_\_\_ aren't \_\_\_. \_\_\_ trainers are over there. What about asking Shilan? \_\_\_ hasn't got anything on \_\_\_ feet.

**A** Yes, maybe \_\_\_'re \_\_\_. \_\_\_'ll ask \_\_\_.



Unit 4 pages 28–29 Activities 1–4

## A VOCABULARY

Complete. Change the forms when necessary.

## 1 An email

ahead of arrive attach internet make contact reply

COMPOSE EMAIL

Send Send Later Save to Inbox Link Tools Library

To: Subject:

Hi, Luke,  
 Thanks for your email. It 1 five minutes ago, and so I'm quickly 2 to it before I go to bed.  
 It's strange, isn't it? For you in New Zealand, it's 8.00 in the morning, and that's nine hours 3 us here in Kurdistan.  
 For you, it's Wednesday now, and here it's still only Tuesday. But with email and the 4 we can 5 so easily. We really live in a small world!  
 I'm 6 a photo of me with my family. I hope you like it.  
 I must stop now and get some sleep. I've got a busy day tomorrow.  
 Bye for now,  
 Azad

## 2 A newspaper story

ambulance emergency first aid paramedic rescue save

Manchester Evening News

2nd May, 20..

## 999 FOR HILDA BARKER, 99

After a week of heavy rain, the streets of Newton are today under a metre of water. The 1 services are busy helping people all over town, getting them to dry land and safety.

A 999 call from the Newton Old People's Home at 9.30 this morning led to the 2 of 28 people

between the ages of 73 and 99. The oldest, Mrs Hilda Barker, will be 100 this week.

Firefighters brought Hilda and her friends to dry land by boat. There, several 3 and nurses were waiting with four 4 to take them quickly to Newton Hospital. On

the way, they needed to give 5 to Hilda and some of the others to keep them alive.

Later, Hilda said, 'Those wonderful young men and women 6 my life. I want all of them to come to my birthday party on Saturday!'

## 3 A magazine article

amount bottle healthy ingredient product teenager

# Think before you eat and drink!

by Dr Lynda Hill



As a 1 who is growing into an adult, it's very important for you to have a good diet. You need to make sure you're getting all the right nutrients. So you need to know about the 2 that go into the many

different food and drink 3 that you eat and drink. And you need to try to choose ones that are 4. Take two different sorts of cola at the supermarket, for example. The two 5 may look almost the same,

but read the labels, and you may find that the 6 of sugar in one is much greater than in the other. You know that too much sugar is bad for you, so you now know which cola not to buy!

**B LISTEN****1 Listen to Part 1 and answer.**

- 1 Who is calling?
- 2 Who is answering the phone?
- 3 Why is he taking a message?
- 4 What is happening today?

**2 Listen to Part 2 and complete.**

Time now:	4.45
The problem:	The car broke down near ...
What happened:	The car started again, but they missed ...
The situation now:	Ben is waiting for the ... at ... Hopes to ...

**C PRONUNCIATION****1 Listen to the verbs. Say which sounds you hear – 1, 2 or 3.**

Past simple	1 /t/	2 /d/	3 /ɪd/
happened			✓
stopped		✓	
suggested	✓		

**2 Copy the table and add these verbs. Listen again and tick columns 1, 2 or 3.**

stayed looked started arrived

**3 Listen to Part 2 and repeat the verbs and sentences.****D SPEAK**

You are Haval's uncle. Use your notes to explain to Haval and your wife when they come back from shopping at 5.00 p.m. Start like this.

Listen, Ben called at ... , and there's a problem.  
His dad's car ...



Unit 4 pages 30–31 Activities 1 and 2

**E UNIT TASK****1 Choose one of the following and tell a short, true story about something that happened to you.**

- 1 Going on a journey from one place to another in Kurdistan.
- 2 Having a picnic.
- 3 Staying with an uncle and aunt or cousins.

Think about the following points.

- \* When did this happen, and where?
- \* What was happening?
- \* What happened then?
- \* How did you feel?
- \* What happened in the end?

**2 Write your story in an email to the penfriend that you chose in Unit 1 – Amy Dawson in Australia or Jack Connor in Ireland.**

Let me tell you about something that happened to me not long ago...

# Literary Reader

## Episode 4: From India to Singapore

In Bombay, Detective Fix still did not have the correct papers to arrest Mr Fogg, but he knew that Passepartout could go to prison for his mistake at the temple in Bombay. He gave the priests at the temple some money and they agreed to go to Calcutta and tell the police about Passepartout.

And so, as Phileas Fogg, Passepartout and Aouda were getting off the train in Calcutta, a policeman stopped them. 'Are you Mr Phileas Fogg, and is this man your servant?' he said.

'Yes,' answered Fogg.

The policeman asked them to follow him and twenty minutes later they arrived at a strange building. As they were going inside, Mr Fogg realised that it was a court-room. There was a judge, and a lot of people were watching. A door opened and the three Indian priests came in. The judge explained why the men were in the court-room and held up a pair of shoes. 'My shoes!' shouted Passepartout in surprise. It was now clear that Passepartout was guilty.

The judge began to speak, 'The English law protects the religions of the Indian people. And because Passepartout went into the temple while he was wearing shoes, he must go to prison for fifteen days.'

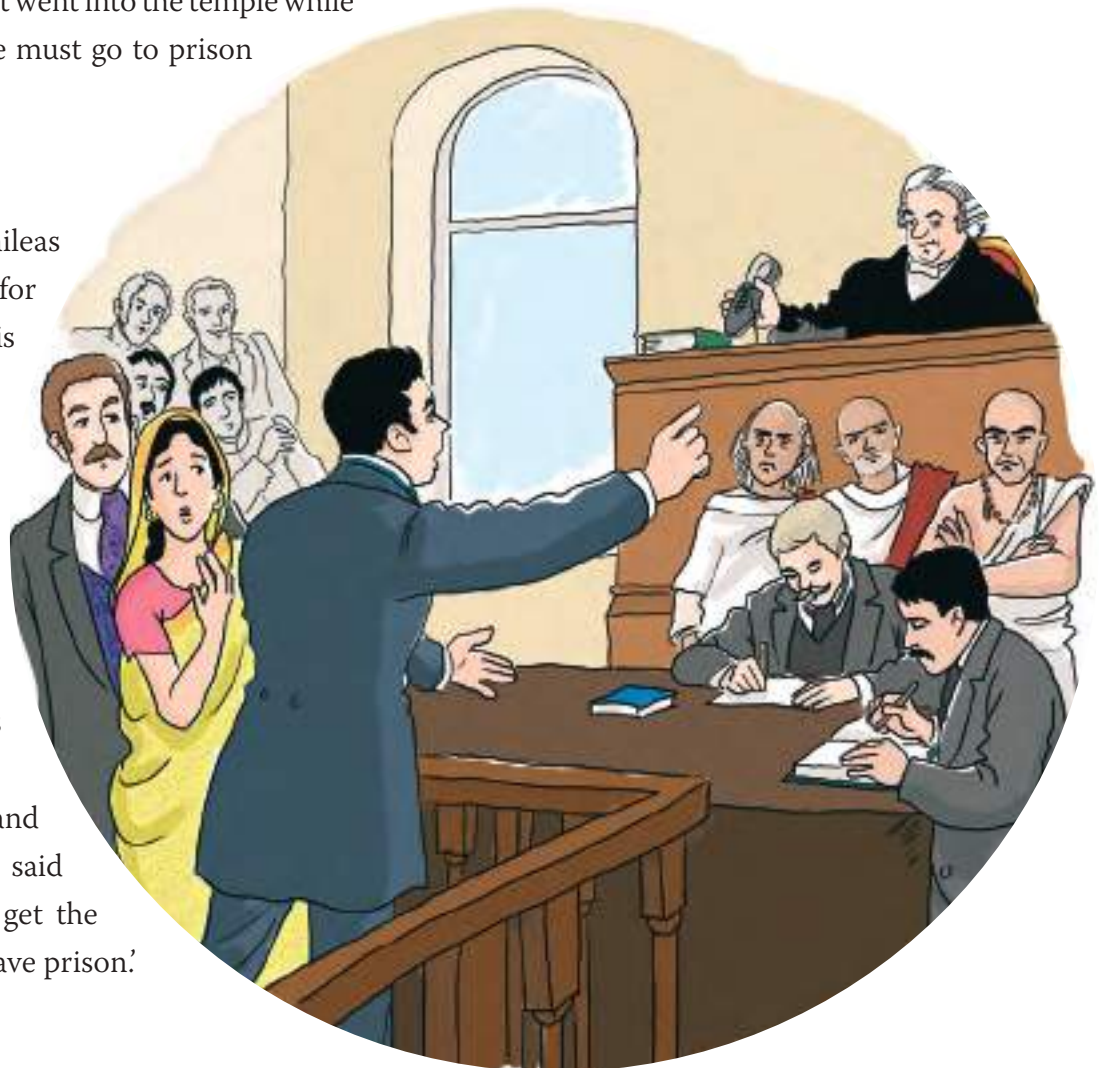
'Fifteen days!' shouted Passepartout.

'Silence! And Mr Phileas Fogg will go to prison for seven days because he is your master,' finished the judge.

Fix was happy. There was now enough time for the arrest papers to arrive in Calcutta.

Mr Fogg stood up and calmly said, 'How much is the bail? I will pay it now.'

'Bail will be one thousand pounds for each man,' said the judge, 'and you will get the money back when you leave prison.'



Mr Fogg paid the two thousand pounds, Passepartout took his shoes and they both left the court with Aouda. They went immediately to the port and prepared to get on the *Rangoon*. This was a ship that was soon leaving Calcutta for Hong Kong. Detective Fix followed them to the ship and was very unhappy to see that Phileas Fogg was planning to leave the country and lose the bail money. Fix decided to follow them onto the boat secretly. He asked the police to wait for the arrest papers for Mr Fogg and then to send them to Hong Kong, another British colony. It was going to be his last chance to arrest Phileas Fogg on British ground.

During the voyage the weather was good and the passengers relaxed. Everyone enjoyed seeing the beautiful Andaman islands as the ship moved through the Bay of Bengal. Detective Fix decided to look for Passepartout on the ship. He wanted to find out about the woman who was travelling with them. Passepartout was very surprised to meet Fix again, but he told him all about their journey from Bombay and Aouda's story. Passepartout started to think that Mr Fix was following them. 'Is he watching Mr Fogg for the men at the Reform Club?' he asked himself. He decided not to tell Mr Fogg his ideas.

On the afternoon of Wednesday, 30th October, the *Rangoon* went through the narrow Strait of Malacca. At 4 a.m. the next morning the ship arrived at Singapore island, half a day early, and stopped for a few hours to get coal. Passepartout got off the ship and went shopping for some mangoes, while Phileas Fogg and Aouda took a two-hour trip through the beautiful country in a horse and carriage. A little way behind, hidden in the trees, was Detective Fix. He was carefully watching their every move.

### DID YOU KNOW?

Singapore is a very special place that stands almost exactly on the Equator. It is only a small island-city, but it is an independent country, and it has a very special geographical position.

It stands on a narrow piece of water, the Strait of Malacca, that is on the main sea route between the West and the Far East. Before planes and before the Panama Canal, almost all goods and people that moved between East Asia and Europe travelled this way. And Singapore itself, although small, has one of the largest ports in the world. In the days of Mr Phileas Fogg it was always, and today it still is, full of ships from all over the world.

This accident of geography made Singapore very rich. And the high skills of its four million people are helping to keep it rich.



*I've just had an idea!*present perfect with *already, nearly, yet, so far* and *just* • past simple**A LISTEN AND DO**

1 Copy the words. Number them 1–6 in the order that you hear them.

Earth orbit satellites  
signals spacecraft station

2 Listen again. Copy and complete the diagram labels with words from 1.



2 The International Space ... project

**B LISTEN AND READ**

**Teacher** Now, everyone, I hope everything has gone well with your projects about space. And remember: you need to complete them by next Monday. James, how far have you got?

**James** I haven't finished yet, but I'm going to soon.

**Teacher** Good. And how much have you done so far, Katie and Daniel?

**Katie** We've nearly finished.

**Teacher** Good! And Emma, have you nearly finished, too?

**Emma** I've already finished!

**Teacher** Well done! Tony and Sam, have you finished yet?

**Tony & Sam** No. We haven't *started* yet!

Read again and answer the questions.

- When must the students' work be ready?
- Why is the teacher very happy with Emma?
- What problem have Sam and Tony got?

**C GRAMMAR** p52

1 Look.

**Present perfect with *already, nearly, not ... yet* and *so far***

**Statements**

*We have nearly finished.*

*I have already finished.*

*I have not finished yet, but I am going to soon.*

**Questions**

*Have you nearly finished?*

*How much have you done so far?*

2 Act out the conversation.



Unit 5 page 32 Activities 1–2

**D LISTEN AND READ**

- Sam** We need to write our space project, Tony.
- Tony** Mmm, but I'm watching TV.  
\* \* \* \* \*
- TV Presenter** We've just had some big news from the International Space Station. So we're going live to the international team of astronauts there. Captain Iryna Primakova, tell us your news.
- Captain** We've just finished the last section of the new ISS, and it is now complete.
- Presenter** When did you finish?
- Captain** A few minutes ago.
- Presenter** How long has the job taken?
- Captain** Two days. We arrived with the final section the day before yesterday. And now we're going to have a party!
- Presenter** Fantastic! People all over the world are watching these pictures right now, and we're all going to celebrate, too. Well done!
- Astronauts** Thank you. Spasiba! Arigato! Shor sepas!
- Sam** Amazing!  
\* \* \* \* \*
- Tony** Yes, but how do they send the pictures round the world?
- Sam** Good question. And I think you've just found the answer to our problem.
- Tony** How do you mean?
- Sam** Let's write about communications satellites!
- Tony** Yes! Great!

**Correct the statements that are wrong.**

- The final section of the ISS has just arrived from Earth.
- The team have just started work.
- They are going to have a party because it is the Captain's birthday.
- There are four nationalities or more on the ISS.
- At the end, Sam and Tony have decided the subject of their project.

**E GRAMMAR** p52**1 Look.****Present perfect with just**

We **have just had** some big news from the ISS.

**Present perfect or past simple**

We **have just finished**, and it is now complete.

**A** When **did you finish**?

**B** (We **finished**) a few minutes ago.

**2 Act out the TV conversation as far as: And now we're going to have a party!****F SPEAK****1 Give the astronauts' reports during their space walk.**

This is report 1. It is now 10.25, and we're space walking to ...

This is report 2. The time is now 10.28. We've just completed our ...

Next, we're going to connect ...

Report	1	2	3	4	5	6
Time	10.25	10.28	10.40	10.52	10.57	11.00
Action	space walk to the new section	complete our space walk to ...	connect the new section to the ISS	finish connecting ...	return to the ISS	complete our return to ...

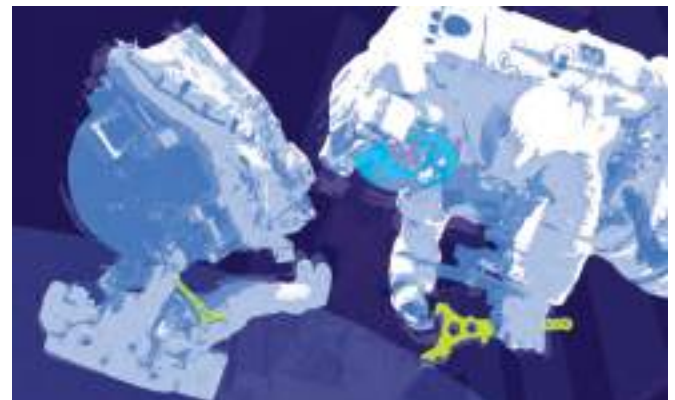
**2 Give the astronauts' final report after the space walk.**

This is our final report. We did the job between ... and ...

First, we space walked to ... Then we connected ... After that, ...



Unit 5 page 33 Activity 3







**B GRAMMAR** p52

1 Look.

**Present perfect with *ever*, *never* and other time expressions**

Have you **ever** looked up at the night sky?  
Humans have **never** travelled beyond the moon.

2 Find examples of the present perfect with *always* and *several times*.

Unit 5 page 34 Activities 1–2

**D READ AND SPEAK**

1 Decide what the title means.

Through our work in space, we can now:

- see Earth from the International Space Station.
- find other planets that are like our own world.
- learn much more about other people on Earth.

2 Decide who might say what. Match 1–6 with comments a–e. Explain your choices.

- one of the first astronauts on the moon
  - someone watching TV in a rich country
  - a top space scientist
  - the first astronaut in space
  - a doctor in Africa
- Was it really possible to go into space and come back alive? No one knew the answer until I did it.
  - Give us a thousandth of the money that they spend on space, and we will save 100,000 people's lives.
  - That first step was only a small step for me, but it was an enormous step for all human beings everywhere.
  - It's very expensive to go into space, but it's also very important. Think of satellite communications, for example.
  - Before I saw the pictures on the news, I really knew nothing about those people's terrible lives. We must try to help them.



Unit 5 pages 34–35 Activity 3

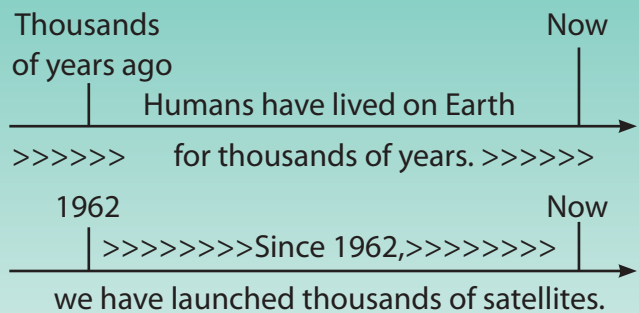
**C SPEAK**

Ask and answer.

- A Have you ever seen a space launch?  
a space documentary?  
(Startrek)?
- B Yes, I have. I saw one (last week).  
it (a year ago).
- A What did you think of it?
- B I thought it was (very interesting).

**E GRAMMAR** p52

1 Look.

**Present perfect with *for* and *since***2 Think of the situation on the new ISS on page 47. Complete the statements with *for* or *since*.

The astronauts have been there ... two days.

The astronauts have been there ... the day before yesterday.



Unit 5 page 35 Activity 4

**F SPEAK**

1 Make statements from your time charts in A. Try different ways, using the past simple and the present perfect.

- Space travel started | in (date).  
|(number) years ago.  
Space travel has continued | since (date).  
| for (number) years.
- Humans first went into space ...  
Humans have been in space ...
- We put our first satellite in space ...  
There have been satellites in space ...

*Describing what you have done***A LISTEN AND SPEAK****1 Look at the picture and answer.**

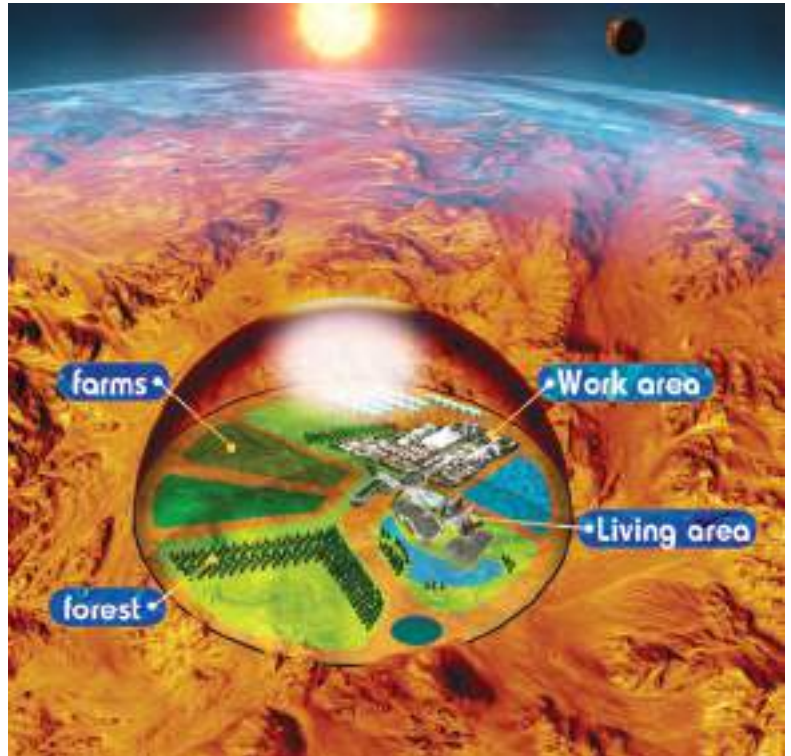
- 1 From what you have read, where might this be?
- 2 Do you think it is from the past, the present or the future?

**2 Listen to Part 1. Copy and complete the notes.**

- 1 Distance from Earth to Mars:  
... million kilometres
- 2 Time taken: ... months
- 3 Name of the place: ...
- 4 People first arrived there: ...
- 5 It is now ... years old
- 6 Full population: ...

**3 Listen to Part 2 and answer.**

- 1 Who are these people?
- 2 Where are they?
- 3 How long has each of them been there?
- 4 Where are they going to go?

**B PRONUNCIATION****1 Listen and choose a or b.**

- 1 a) Thirteen      b) Thirty
- 2 a) Fourteen      b) Forty
- 3 a) Fifteen      b) Fifty
- 4 a) Sixteen      b) Sixty
- 5 a) Seventeen      b) Seventy
- 6 a) Eighteen      b) Eighty
- 7 a) Nineteen      b) Ninety

**2 Listen to Part 2 and repeat the numbers.****C SPEAK****Read and act out.**

**Beth** Have you just arrived?

**Sara** Yes, we landed yesterday evening.

**Beth** So you've only been here for twelve hours!

**Sara** That's right. Have you arrived recently, too?

**Beth** No, I've lived here all my life.

**Sara** Really! So you've never seen Earth.

**Beth** No, I haven't. My parents arrived in 2150, and I was born here.

**Sara** That's amazing!

**Beth** Well, has anyone shown you round yet?

**Sara** No, not yet. There hasn't been time.

**Beth** And have you learned to fly yet?

**Sara** No, but I really want to. It looks great!

**D WRITE****1 Look at the picture and answer.**

- 1 What game are they playing?
- 2 What is strange about the game?

**2 Read and do the tasks.**

- 1 Find the information on these two pages and in your notes to fill gaps 1–8 in Sara's diary page below.
- 2 Find out why the game in the picture above looks strange.

**3 Complete Sara's diary page in your Activity Book.**

- 1 Add the information that you have found.
- 2 Put the verbs in brackets in the correct tenses – past simple or present perfect.

Sunday, 1st November

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

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

It's amazing how high you can jump here, but of course the nets 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 (have) a wonderful day, and I'll always remember it!

**E UNIT TASK**

**1 Discuss the best places to show a new neighbour in your area. Agree on the best three.**

**2 Read the situation and write your diary.**

**Situation:** You are at home. Like Beth, you recently met a new neighbour and made friends. Today, you have shown this person the best three places in your area. You have had a great day together.

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



Unit 5 pages 36–37 Activities 1–3



Unit 5 page 37 Activity 4

# Language Focus

## 1 GRAMMAR رېزمان

### Lessons 1 and 2: Present perfect, present perfect with adverbs

#### دەرىپىن

I/You/We/They *have (not) finished.*

He/She/It *has (not)*

#### پرسپارى

(What) *have I/you/we/they finished?*

*has he/she/it*

#### كورىنگراوه

*I have > I've have not > haven't*

*she has > she's has not > hasn't*

• رانەبردووی تەواو بەکار دیت بۇ گریډانى شتیک که له رابردوودا دەستی پیکردووه به ئیستاوه.

• بۇ دەرىپىنى ئەو گریډانه ئەم ئاوه لکارانه بەکار دەهینین *so far, (not)...yet, nearly, just, already:*

*We've nearly done the job.* (At this moment, only a little more time is necessary to finish.)

*We've just done the job.* (We finished a very short time before this moment.)

*How much have you done so far?* (At this moment, how much of the job have you done?)

### Lesson 2: Present perfect or past simple

• رابردووی سادە: بۇ رووداویک یان حالەتیک بەکار دیت که بەروونی له رابردوودا کۆتایی پیهاتووه. هەمیشە رابردووی سادە بەکار دەهینین

له کاتیکیدا دەمانەویت ئەو کاتە رابردووه روون بکەینەوه ئەویش بەهۆی *(a week) ago, last (week):*

*We finished the job a month ago.*

• رانەبردووی تەواو: بەکار دیت بۇ کاریکی رابردوو که کاریگەری له سەر ئیستا هەیه.

*I've found some information, so now I'm writing my project.*

(I am not making clear when I found the information.)

تیبینی: رانەبردووی تەواو بۇ رابردووی سادە: زۆر جار دەتوانین کاتی کردار بگۆرین له (رانەبردووی تەواو) هوه بۇ (رابردووی سادە). ئەمە روودەدات کاتیکی له کاتیکی رابردووی نادیارهوه بەرهو کاتیکی دیار دەپۆین.

*We've just finished the last section of the new ISS, and it is now complete.* (a past event that affects the present: present perfect)

*When did you finish?*

*We finished a few minutes go.* (a past event clearly in the past: past simple)

### Lesson 3: Present perfect with *ever, never, always, several times, etc.*

• رانەبردووی تەواو: دەتوانییت بەکار بییت له گەل دریزی هەرکاتیکی له رابردووهوه بۇ ئیستا.

*Have you ever looked up at the night sky? (in all your life)*

*Has the night sky always looked the same? (since the beginning of time)*

• رانەبردووی تەواو: دەتوانییت بەکار بییت له گەل ئەو کارانهی روویانداوه له ماوهی دریزی هەرکاتیکی له رابردووهوه بۇ ئیستا.

*Astronauts have been to the moon several times since 1969.*

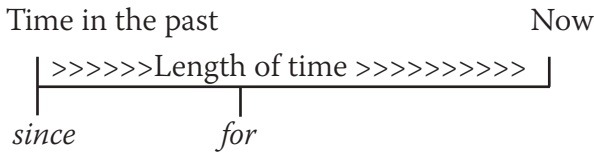
تیبینی: جیاوازییه کی گرنگ له نیوان *gone, been* دا.

*Astronauts have been to the moon.* (and come back)

*Another spacecraft has gone to Mars.* (and is there now)

**Lesson 4: Present perfect with for and since**

ئەم وشانە لەگەڵ رانەبردووی تەواو بەکار دەھێنرێن بۆ یارمەتیدان لە دیاریکردنی درێژی کات لە رابردوووە تا ئیستا



لەگەڵ *since* دەگەرێنەووە بۆ خالی دەستپێکردن لە درێژی کاتەکە.

*Since 1962, we have launched thousands of satellites.* (in the time from 1962 up to now)

لەگەڵ *for* دەگەرێنەووە بۆ درێژی ماوەی کاتەکە.

*Humans have lived on Earth for thousands of years.*

**2 VOCABULARY وشەکان**

above /ə'baʊ/ prep	لەسەر	look round /lʊk 'raʊnd/ v	چاودەگێڕت
action /'ækʃn/ n	کار، چالاکي	nearly /'ni:li/ adv	نزیکەي
all over /ɔ:l 'əʊvəl/ adv/prep phr	لە هەموو لایەکەوە، هەموولایەک	neighbour /'neɪbə/ n	دراوسێ
amazing /ə'meɪzɪŋ/ adj	سەرنجراکش	net /net/ n	تۆپ
anyone /'eni wʌn/ pron	هەرکەسێک	nothing /'nʌθɪŋ/ pron	هیچ شتێک
astronaut /'æstrə'nɔ:t/ n	ناسمانەوان	orbit /'ɔ:bit/ v/n (in ~)	خولگە
beyond /bi'jɒnd/ prep	لەو دێو	perhaps /pə'hæps/ adv	لەوانەپە
born /bɔ:n/ adj	لەدایک بوون	planet /'plænɪt/ n	هەسارە
close /klaʊz/ adj	نزیك	project /'prɒdʒekt/ n	پڕۆژە
connect /kə'nekt/ v	بەپەیک دەگەپەنیت، پەپێوەندی دەکات	remember /rɪ'membə/ v	لە بیرپەتی
consist of /kən'sɪst/ v	پێکدێت لە	right (exactly) (~ here, ~ now) /raɪt/ adv	دەست بەجێ
documentary /,dɒkjʊ'ment(ə)ri/ n	بەلگەنامەیی	satellite /'sætə'laɪt/ n	مانگی دەستکرد
Earth /ɜ:θ/ n	زەوی	show round /ʃəʊ 'raʊnd/ v	دەورووبەر نیشان دەدات
everyone /'evriwʌn/ pron	هەمووکەسێک	signal /'sɪgn(ə)l/ v/n	نیشانە، ئاماژە
everywhere /'evriweə/ adv	لە هەموو شوێنێک	so far /səʊ fɑ:/ adv	تا ئیستا
exact(ly) /ɪg'zæktli/ adj/adv	کتومت	solar system /'səʊlə 'sɪstəm/ n	کۆمەڵەي خۆر
fantastic /fæn'tæstɪk/ adj	سەرنجراکش	spacecraft /'speɪs'krɑ:ft/ n	کەشتی ناسمانی
forget /fə'get/ v	لە بیردەکات	spend /spend/ v	خەرج دەکات
go well /'gəʊ ,wel/ phr	بە باشی	star /stɑ:/ n	ئەستێرە
gravity /'grævəti/ n	هێزی کێشکردن	think of /θɪŋk əv/ v	بیربکەرەو لە
instead /ɪn'sted/ adv	لە جیاتی	universe /'ju:nɪvɜ:s/ n	گەردوون
international /,ɪntə'næʃn(ə)l/ adj	جیھانی، نێودەوڵەتی	unmanned /ʌn,mænd/ adj	چۆل
human (being) /'hju:mən 'bi:ɪŋ/ n/adj	مرۆڤ	waste (~ of) /weɪst/ v/n	بەفەرپۆدەدات
launch /lɔ:ntʃ/ v/n	هەڵدان	work (at ~) /wɜ:k/ phr	کار دەکات (لە)
live /laɪv/ adj	زیندوو، چالاک		

**3 TO HELP YOU STUDY**

You can sometimes build sets of words. You already know the words in the table. Now do the following.

1 Copy the table and add four more words from the word list above.

2 Work out the other words in the set and add them to the table.

someone	...	...	no one
something	everything	anything	...
...	...	anywhere	...



# Literary Reader

## Episode 5: From Singapore to Hong Kong

When Phileas Fogg and Aouda returned to the *Rangoon* they met Passepartout. He was carrying fresh mangoes.

'I have just been shopping. Would you like some fruit?' he asked. The ship was just starting its thirteen-hundred-mile voyage to Hong Kong, a small British island near the coast of China.

10 Phileas Fogg hoped to complete the journey in six days, in time to catch the ship to Yokohama, Japan, on 5th November. At first, the weather was fine, but then it changed. Strong winds and rough seas made the ship go slowly. Mr Fix was very pleased because he wanted Phileas Fogg to miss the boat to Yokohama. After the storm, Phileas Fogg went to see the captain of the ship.

'We are going to arrive twenty-four hours late,' the captain told Mr Fogg.

'Has our next ship, the *Carnatic*, already left Hong Kong?' asked Phileas Fogg.

'No, she hasn't sailed yet. There was a problem with the ship. The engineers have nearly repaired her and she is going to leave at 5 a.m. tomorrow morning,' said the captain.

The *Rangoon* arrived in Hong Kong at 1 p.m. on 6th November and everyone got off. Phileas Fogg now had sixteen hours to find Aouda's uncle, while she waited in a hotel. Fogg soon returned with some news.

'I'm afraid that your uncle has gone to live in Europe,' Fogg said.

20 'What should I do?' asked Aouda.

'Come with us to Europe. Passepartout, go to the *Carnatic* and tell them that three of us will travel with the ship tomorrow.'

At the port, Passepartout was surprised to hear that the ship was now ready to sail that same evening. He was just leaving to go and make sure that Phileas Fogg also knew this. But then Mr Fix appeared and invited him into a café there. Detective Fix still did not have the arrest papers and now Mr Fogg was ready to leave Hong Kong! He decided to try to keep Passepartout talking. That way, he could make Passepartout and Mr Fogg miss the boat.



While they were drinking their second cup of tea, Mr Fix told Passepartout about himself. He explained that he was really a detective and that he was sure Mr Fogg was the London robber. He said that he needed to keep Mr Fogg in the British colony until the arrest papers arrived. He offered Passepartout £500 for his help. Passepartout did not believe Mr Fix and did not want to help him. After a lot more talk, Passepartout looked at his watch and suddenly remembered that the ship was soon going to leave. Did Mr Fogg know from someone else that the ship was leaving early? He hoped so. He rushed to the *Carnatic* and climbed on just in time, hoping that Phileas Fogg and Aouda were already in their cabins.

Early the next morning Phileas Fogg arrived at the port to find that the *Carnatic* was not there and neither was Passepartout. Mr Fix also arrived and happily told Mr Fogg that there was not another ship for a week. Phileas Fogg immediately looked for another boat. Three hours later, he offered to pay a man with a small boat £100 a day to take them to Yokohama.

‘This is a small boat and the open seas are very dangerous. Yokohama is too far, but I will take you to Shanghai. The *Carnatic* starts from there,’ said the captain of the boat.

‘I agree!’ said Phileas Fogg. He then said to Mr Fix, ‘First I have to go to the police and ask them to look for Passepartout. After that, we will leave. Would you like to come with us?’

Mr Fix, was unhappy that Fogg was leaving, but he was pleased that he could follow him. He agreed.

### DID YOU KNOW?

Long ago, life on sailing ships was dangerous. One big problem was this: people often did not know their position. They could be close to danger and not know it.

Today, this has changed, thanks to GPS (Global Positioning System). GPS uses satellites to work out our exact position anywhere in the world. We have had it since 1994, and now people use it everywhere – on land, in the air and, of course, at sea.

It works like this. There is a network of 24 satellites about 20,000 kilometres above Earth. A GPS receiver on the ground can always ‘see’ four or more of these satellites. It uses signals from them to work out its distance from each one. From that, it works out its own position on the ground.

GPS often saves lives. If your boat is sinking out at sea, for example, you can radio for help and, with GPS, you can give your exact position. People can then find you quickly and rescue you fast.



# 6

LESSONS  
1&2

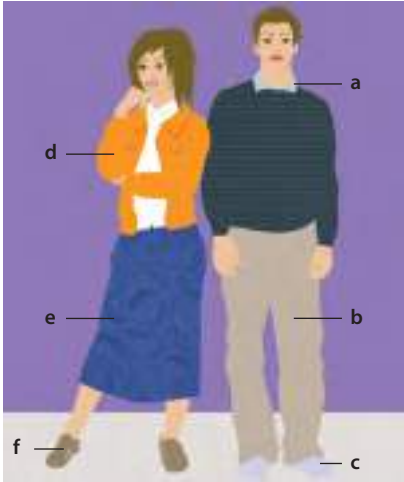
## WHAT WE WEAR

### *It looks too small for me.*

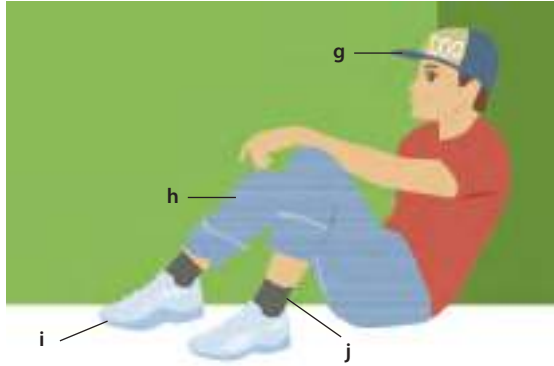
comparative and superlative adjectives • *too ... , (not) ... enough*

#### A DO AND SPEAK

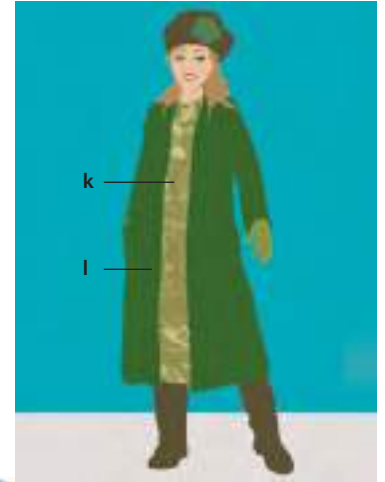
1 Harry and Jessica



2 Mark



3 Emma



1 Look at pictures 1–3. Match a–l with words from the box.

cap coat dress jacket jeans shirt  
shoes skirt socks trainers trousers

2 Sound out these other words and find them in pictures 1–3. Say who is wearing what. Jessica is wearing a...



blouse  
/blaʊz/



boots  
/bu:ts/



gloves  
/glʌvz/



sweater  
/'swetə/



T-shirt  
/'ti: ʃɜ:t/



hat  
/hæt/

3 Describe the people in pictures 1–3.

(Harry and Jessica) (are) dressed for a (cool) day in (autumn).

He	is wearing	a ...,	...,	...
She		some ...,	...	and ...
		a pair of ...,	...,	...

#### B GRAMMAR



p62

1 Look and listen.

#### Comparison with adjectives

Harry's shoes look **newer / better / more stylish** than Mark's trainers.

Emma is wearing **the nicest / the best / the most sensible** clothes for cold weather.

2 Make more comparisons. You can use these other adjectives.

cool smart warm attractive  
comfortable fashionable



Unit 6 pages 40–41 Activities 1–2

#### C SPEAK

Compare the clothes in pictures 1–3. Say which you prefer.

- A Which do you prefer – the (coat) or the (jacket)?
- B I think the ... is better. It looks ... than the ...
- B Which do you prefer – the (shoes), the (trainers) or the (boots)?
- A I think the ... are the best. They look the ... of them all.



## D LISTEN AND READ

### 1 Listen and read.

**Assistant** How can I help you?

**Mother** We're looking for a spring coat for my daughter. She needs something cooler than the one that she's wearing.

**Assistant** Would you like the same colour again?

**Emma** Yes, but I'd like to try something less dark than this.

**Assistant** Please wait, and I'll bring some coats.

\* \* \* \* \*

**Assistant** Would you like to try this one?

**Emma** Hmm, the colour is nice, but it looks too small for me.

**Assistant** It's size 8.

**Emma** And I need size 10.

**Assistant** So it isn't big enough for you. I'll get some size 10 coats.

\* \* \* \* \*

**Assistant** These are all the right size. What do you think?



**Emma** Well, this one is nearly the same shade as my winter coat, so it's too dark.

Sorry.

**Mother** And this one? It's prettier than the dark one, and it's also the cheapest of the three.

**Emma** Yes, but Mum, it's much too light. No, the other one is the nicest shade – not too dark and not too light.

**Mother** But it's the most expensive. My budget is only \$125, so it's too expensive. We can't buy it.

**Assistant** But wait! It's in our sale. There's 20 per cent off the price.

### 2 Answer the questions.

- Does Emma need a lighter or a heavier coat? Why?
- Does Emma want to try on the first coat? Why not?
- With twenty per cent off, is the coat cheap enough – or is it still too expensive? How much is it, and how much is the budget?

## E GRAMMAR p62

### 1 Look.

#### **too and not ... enough**

It looks **too** small for me.

It is **not (isn't)** big **enough** for you.

### 2 Find more examples in the text.



Unit 6 page 41 Activities 3–4

## F SPEAK

Talk about the clothes that these people are trying on.

The (hat) is too ... for (her). The (hat) isn't ...



- hat / small  
hat / big

- trousers / short  
trousers / long



- jacket / heavy  
jacket / light

*We dress as smartly as possible.*

comparison with adverbs • (not) as ... as

## A READ



Welcome to 'Our World'. Now, have you ever thought about this question: Why do we wear what we wear? Let's ask a few people.

A



B



C



D



1

First, Mark from Canada. What's your answer to the question?

Well, we have to wear warm sweaters and thick jackets in winter because it gets as cold as minus 40 degrees. The summer is completely different. It's much warmer then, and we can dress more comfortably in T-shirts and jeans. But for more than half the year we have to dress like this.

2

Next, let's ask Pedro from Venezuela. Pedro, your climate is hot all year, isn't it? So I'm sure those thick gloves and heavy safety boots are very uncomfortable! Do you have to wear them?

Yes, and our hard hats, too. Our work is dangerous, you see. In the old days, we weren't as careful as we are now – and too many people died. So now we do things more carefully, and we protect ourselves as well as we can. Our protective clothing feels uncomfortable, but that's better than a terrible injury. Remember the saying: 'Better safe than sorry.'

3

And now Shillan from Kurdistan. Shillan, you've just become a nurse, haven't you? How do you feel about your uniform?

I'm very proud of it. It shows that I'm part of a team that helps save lives, so I wear the uniform proudly. I always keep it clean, and I try hard to look smart at work. All of us do. And because we dress as smartly as possible, doctors and patients respect us. And that helps us do our job better.

4

Let's go now to Yoko from Japan. Yoko, why are you wearing that kimono? It's beautiful, but it's very old-fashioned, isn't it?

It's traditional, but please don't say it's old-fashioned! Our traditions are as important now as they always were. Kimonos are part of our Japanese culture, and our culture is alive and well. Another thing: we wear a kimono for important events such as family weddings. On days like this, we want to dress as nicely as possible to show our respect for our family and friends. If we don't try our best, it's like saying they aren't important.

**1 Look at the pictures and do the tasks.**

- 1 Describe the situation in the first picture.
- 2 Suggest a connection between this and pictures A–D.
- 3 Describe the people in A–D.
- 4 Say where they might be from. Give reasons.

**2 Read and do the tasks.**

- 1 Match pictures A–D to texts 1–4.
- 2 Write the speaker's name and country for pictures A–D.
- 3 Contrast the climates where Mark and Pedro live.

**3 Read, copy and complete with the correct names.**

- 1 ... is wearing clothes that may protect him from an injury.
- 2 ... has dressed specially for a special day.
- 3 ... wears clothes that show she is part of a special group.
- 4 ... is wearing clothes that are right for the weather.

**4 Read to find the correct meaning.**

- 1 What's your answer to **the question?**
- 2 All of us **do**.

**D READ AND SPEAK****1 Read the text again. Look at statement 1. Then put statements a–h in the correct order.**

- 1 People wear different types of clothing for many different reasons.
  - a Thirdly, some people have a uniform to show that they belong to a group.
  - b For example, Japanese women usually wear kimonos to weddings.
  - c Secondly, a lot of people need special clothes to protect themselves.
  - d For example, nurses dress similarly everywhere.
  - e First of all, we often have to choose clothes to match the weather.
  - f Finally, people in many cultures like to wear traditional clothes for special events.
  - g For example, oil workers have to wear safety boots and hard hats.
  - h For example, we wear warm clothes in winter and cooler clothes in summer.

**5 Explain in your own words.**

- 1 'Better safe than sorry.'
- 2 The difference between *traditional* and *old-fashioned*.

**B GRAMMAR p62****1 Look.****Adjective or adverb of manner**

*I'm **proud** of my uniform.*

*I wear the uniform **proudly**.*

*That helps us do our job **well**.*

**Comparative adjective or adverb of manner**

*It's much **warmer** in summer.*

*We can dress much **more comfortably**.*

**2 Find more examples in the text.**

Unit 6 page 42 Activities 1–3

**C SPEAK****Compare your favourite stars.**

- A I think ... is even (more beautiful) than ...
- B And she (dresses / sings) even (more beautifully / better) than her, too.

**2 Read out the statements in the correct order.****3 Close your books. Explain in your own words.****E GRAMMAR p62****Comparison with *as ... as ...* or *not as ... as ...***

*We dress **as smartly as possible**.*

*In the old days, we were **not as careful as we are now**.*

**Find more examples in the text.**

Unit 6 page 43 Activities 4–5

**F SPEAK****Compare your life on school days and on Fridays. You can use these ideas: *dress tidily, get up early, work hard, do everything quickly*.**

On school days, I have to dress more tidily than I do at ...

On Fridays, I don't have to dress as ...

## Comparing and choosing

## A LISTEN



## 1 Do these tasks.

- Name the types of shop in the shopping street.
- Give examples of things that you can get in each place.

## 2 Listen to three conversations. Note where they are happening.

- a At the ...    b At the ...    c At the ...

## 3 Copy. Listen again and note the products and the prices.

Types of product	Prices
a ...	...
b ...	...
c ...	...

## B PRONUNCIATION



## 1 Practise your pronunciation. Listen and repeat the words.

price            please            special

## 2 Now listen to Part 2 and repeat more words.

prefer            place            sport  
practise        pleased        speed  
present        player        space  
promise        plane        speak

baker's    bicycle shop    bookshop  
clothes store    coffee shop  
music shop    shoe shop    sports shop

## C SPEAK

## Read and act out.

- Teenager**    Excuse me, but how much are these, please?
- Assistant 2**    They're \$150.
- Teenager**    Oh! That's very expensive.
- Assistant 2**    Yes, but they're very, very good. They're great for running or for games like basketball.
- Teenager**    Mm, but they're too expensive for me. Can I see some cheaper ones?
- Assistant 2**    Yes, of course. What about this pair?
- Teenager**    Yes, I prefer these. They're perfect!
- Assistant 2**    And they're a special price this week. There's ten per cent off, so they're only \$115.
- Teenager**    Great! I'll take them. Here you are: \$120.
- Assistant 2**    And here's your change. Five.
- Teenager**    Thanks.



**D WRITE**

Read the survey results and work out the missing parts 1–8 of the discussion below.

What to Buy Magazine

February 20..

# SPOTLIGHT *on* *trainers*



We recently looked at three new types of trainers in the shops – Heroes, Champs and Lasers. We tested them, we checked prices and we asked a group of 100 teenagers for their ideas. These are the results of our survey.

	Heroes 	Champs 	Lasers 
Questions			
1 How good do they look?	****	***	**
2 How fashionable are they?	****	***	**
3 How comfortable are they?	**	***	****
4 How well made are they?	***	****	***
5 How heavy / light are they?	986g	880g	794g
6 How well do they perform?	**	***	****
7 How much do they cost?	\$129	\$89	\$99
8 Overall, how good value for money are they?	**	***	****

## 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 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.

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



Unit 6 page 45 Activity 3

## E UNIT TASK

Write the second part of the discussion – about Lasers. Use information from the chart and language from the first part. Start like this.

### Lasers

**Paragraph 1:** First of all, there are some negative things to say about these trainers. (Discuss points 1–2 and 4.)

**Paragraph 2:** However, there are several positive things to say about them. (Discuss points 3 and 5–7.)

**Conclusion:** Together, the results of ... (State point 8.)



Unit 6 page 45 Activity 4

# Language Focus

## 1 GRAMMAR ریزمان

### Lesson 1: Comparative and superlative adjectives

ئاوهرۆك	ئاوهرناو	پلهی بهراورد	پلهی بالا
شپوه يهك برگه ييه كان	warm large thin heavy	warmer larger thinner heavier	the warmest the largest the thinnest heaviest
شپوه دريژه كان / دوو برگه ييه كان	beautiful expensive	more beautiful less expensive	the most beautiful the least expensive
شپوه ناياساييه كان	good bad	better worse	the best the worst

### Lesson 2: too ..., (not) ... enough

- ئەم شپوانه به کاردههينين له گهڵ ئاوهرناو و ئاوهرناو بۆ بهراوردکردنی هه نديک شت له گهڵ شتيک يان پيداويستيهکی ناسايی.  
It is size 8 and she is size 10. It is **too small** for her.  
It is size 8 and she is size 10. It is **not big enough** for her.  
It is size 10 and she is size 10. It is **big enough** for her.

### Lesson 3: Comparative adverbs of manner

- زۆربهی ئاوهرناوکانی چۆنيهتی (adverbs of manner) پلهی بهراورد دروست دهکهن به هه مان شپوهی ئاوهرناو دريژه كان.  
(هه مان کاريش دهکهن له گهڵ پلهی بالا، به لام ئه وشپوانانه شتيکی نامۆن)  
In the summer, we can dress **much more comfortably**.  
In the old days, we did things **less carefully**.

- ئاوهرناو ناياساييهکانی پلهی بالا له ئاوهرناوکان دهچن:

well – better; badly – worse; early – earlier; far – farther/further; fast – faster;  
hard – harder; high – higher; late – later; long – longer  
That helps us do our job **better**.

### Lesson 4: Comparison with as ... as and not as ... as

- ئەم شپوانه به کاردههينين له گهڵ ئاوهرناوکان و ئاوهرناوکان بۆ بهراوردکردنی شت و کردار.  
In the old days, we were **not as careful as** we are now. (adjective)  
We want to dress **as smartly as possible**. (adverb)  
We protect ourselves **as well as** we can. (adverb – irregular)

## 2 VOCABULARY وشه کان

again (in addition) /ə'gen/ <i>adv</i>	دووباره (ساره پای نه وده ش)	per cent (%) /pə'sent/ <i>adj/adv</i>	له سهدا
become /bɪ'kʌm/ <i>v</i>	ده بیته به	price /praɪs/ <i>n</i>	نرخ
blouse /blaʊz/ <i>n</i>	بلوز	protective /prə'tektɪv/ <i>adj</i>	پارینژاو
boots /bu:ts/ <i>n</i>	پووت	proud/ly /praʊd/li/ <i>adj/adv</i>	شانازی
budget /'bʌdʒɪt/ <i>n</i>	بودجه	respect /rɪ'spekt/ <i>v/n</i>	ریژ ده گریټ ، ریژگرتن
change /tʃeɪndʒ/ <i>n</i> (= small money)	ورده (پاره ی وورده)	result /rɪ'zʌlt/ <i>n</i>	نه انجام
climate /'klaɪmət/ <i>n</i>	کله ش، ناووه هوا	safety /'seɪfti/ <i>n</i>	سهلامه تی
clothing /'kləʊðɪŋ/ <i>n</i>	جلو به رنگ	sale /seɪl/ <i>n</i>	فروشتن
completely (totally) /kəm'pli:tli/ <i>adv</i>	به تاووی	sensible(ly) /'sensəbl/ <i>adj/adv</i>	باش ، هه ستیار
culture /'kʌltʃə/ <i>n</i>	کلتور، رۆشنبیری	shade /ʃeɪd/ <i>n</i>	پله ی رهنگ (کال ، توخ)
daughter /'dɔ:tə/ <i>n</i>	کچ	smart(ly) /smɑ:t(li)/ <i>adj/adv</i>	جوان، شوخ
degree /dɪ'ɡri:/ <i>n</i> (° temperature)	پله ی گرما	spotlight /'spɒt,lʌt/ <i>n</i>	تیشک خستنه سهر
dress /dres/ <i>v</i>	جل له به رده کات	stylish(ly) /'stʌɪlɪʃ(li)/ <i>adj/adv</i>	نوی پۆش
gloves /glɒvs/ <i>n</i>	ده سنکیش	such as /sʌtʃ æz/ <i>phr</i>	وهکو
g /dʒi:/ <i>abb</i> (gram weight)	گرام	survey /'sɜ:veɪ/ <i>n</i>	روویټوکردن
Good luck! /gʊd 'lʌk/ <i>exp</i>	به هیوای سهرکه وتن	survive /sə'vaɪv/ <i>v</i>	ده ژیتته وه
hat /hæt/ <i>n</i>	کلاو	sweater /'swetə/ <i>n</i>	فانیله ی نه ستوری سهر وه
however /haʊ'evə/ <i>adv</i>	له گه ل نه وه شدا	tradition /trə'dɪʃn/ <i>n</i>	نه ریتی کژمه لایه تی
less/the least /les/ /ðə li:st/ <i>n</i>	که متر، که مترین	try /traɪ/ <i>v</i>	جلو به رنگ تا قی ده کاته وه
minus /'maɪnəs/ <i>adj/prep</i>	له خوار، که متر	type /taɪp/ <i>n</i>	شیره، جۆر
negative /'negətɪv/ <i>adj</i>	خراب	uncomfortable /ʌn'kʌmfətəbl/ <i>adj</i>	ناناسوده
off /ɒf/ <i>adj/adv</i> (~ a price)	داشکاندن	value (for money) /'vælju:/ <i>n</i>	به ما (بۆ پاره)
old-fashioned /'əʊld 'fæʃnd/ <i>adj</i>	کۆنه باو	well-made /,wel 'meɪd/ <i>adj</i>	باش دروستکراو، پته و
patient /'peɪʃnt/ <i>n</i>	نه خۆش		

## 3 TO HELP YOU STUDY

Collect words in grammatical families. Copy this table and add words from page 58.

	noun	adjective
1	difference	different
2		safe
3	heat	

You can collect words in other grammatical families – like these. Copy and complete the next two tables with these words that you have already met.

safely   sell   life   surprising   use   product   save   usefully   surprise

	verb	noun
1	live	
2		sale
3	produce	

	verb	noun	adjective	adverb
1		safety	safe	
2	surprise			surprisingly
3	use		useful	



# Literary Reader

## Episode 6: Adventures in Japan

Passepartout arrived in Yokohama on the *Carnatic* on 13th November with no money and with only the clothes that he was wearing. He walked round the city streets for hours and felt hungrier than ever before. The next morning he decided that he needed some money.

Then Passepartout saw a clown who was wearing funny clothes and dancing in the street. He followed the clown to a theatre that was painted with bright pictures of clowns and acrobats. It was a sort of circus. He went inside and found the master of the group.

10 'I used to be an acrobat in France and I would like to work in your circus,' said Passepartout.

'Are you strong?' asked the circus master.

He was not as strong as he used to be, but the Frenchman still answered proudly, 'Yes, I am stronger than anyone I know'. The master needed a new acrobat for his circus that same afternoon and he gave Passepartout some colourful old-fashioned clothes to wear. Later that afternoon, the circus started. Passepartout had to stand very still while other acrobats climbed up and stood on top of him. At that moment,

Passepartout suddenly noticed Phileas Fogg and Aouda at the back of the theatre. He was so surprised and happy to see Fogg again that he moved and the acrobats came falling down. The people in the circus were very angry with Passepartout. Mr Fogg offered the circus master some money, and then Passepartout left the theatre with Mr Fogg and Aouda.

30 'But you were not on the *Carnatic*. How did you get to Japan?' Passepartout asked Mr Fogg as they were leaving.

'We arrived at the port in Hong Kong too late to catch the *Carnatic* so Aouda, Mr Fix and I all took a small boat to Shanghai,' answered Fogg.

'Shanghai? With Mr Fix?' said Passepartout, amazed.

'Yes, the ship to San Francisco starts there and we caught it and arrived here this morning. It doesn't leave for America until this evening, so I decided to look for you,' said Phileas Fogg.





30 It was now half past six, and all three of them went as quickly as they could to the port. They got on the American ship only minutes before it left to sail across the Pacific Ocean. The *General Grant* was one of the fastest ships in the world, and it usually took no more than twenty-one days from Yokohama to America.

On the ninth day of the journey, Mr Fogg found himself exactly half way around the world from London. On the same day, Passepartout saw Mr Fix on the ship! He was still angry with Fix for making him miss the ship from Hong Kong. Passepartout immediately rushed over and attacked the detective. Mr Fix got up slowly and said, 'Have you finished?'

'For the moment, yes,' replied Passepartout.

40 'Then I would like to talk to you,' said Mr Fix, coldly. 'The arrest papers arrived in Yokohama and I now have them. But I cannot arrest your master now because we are no longer in a British colony. I have decided to wait and follow him back to England. I am telling you this because we now both want the same thing. We both want Mr Fogg to get back to England as fast as possible. Will you keep my secret?' he finished.

Passepartout thought for a moment and then agreed not to tell Mr Fogg about their conversation.

Eleven days later, the *General Grant* arrived safely in San Francisco on 3rd December. Phileas Fogg was exactly on time.

### DID YOU KNOW?

Japan was a closed country for 350 years, until 1868 – four years before the time of *Around the World in Eighty Days*. For all that time, few people could visit Japan, and Japanese people could not travel abroad. Then when Japan began to open up, the whole world wanted to find out about this strange country, its culture and its traditions.

At the same time, the Japanese wanted to learn about the whole world, and that is what they have done ever since then. In fact, Japan has now become one of the most developed countries on Earth.

With over 30 million people, Tokyo-Yokohama has the largest urban population anywhere in the world today. Japan is also home to some of the world's largest, richest and most famous companies – companies such as Toyota and Sony.

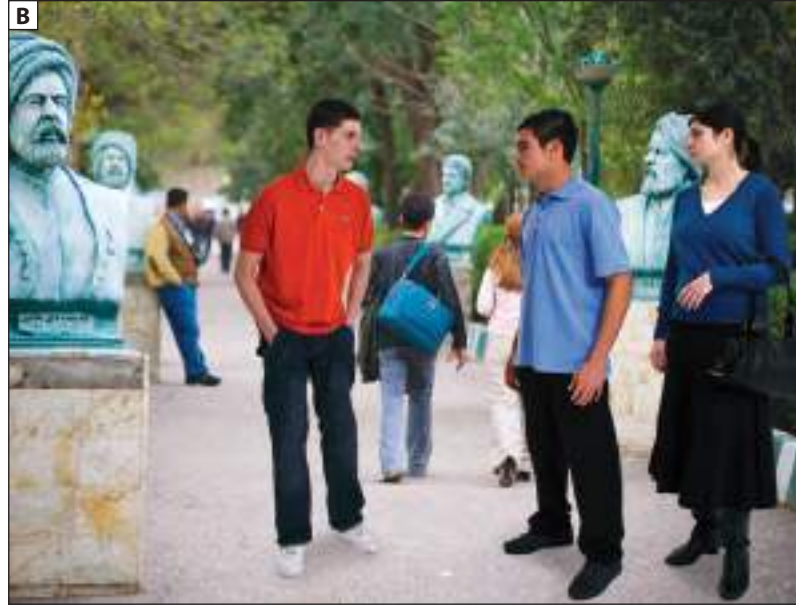
However, the Japanese have also kept much of their old culture. For example, there are a lot of festivals when people still dress traditionally and enjoy their traditional food, music and dancing.



*I've lost my wallet!***A READ**

- 1**
- Ben** I've never been in a bazaar before. It's fantastic!
- Haval** Yes, it's great. The whole city's great.
- Ben** It's larger than I thought.
- Haval** It isn't as big as Erbil, but it's big.
- Ben** And I want to see everything!
- Haval** Well, the bazaar's a good start. Look at this amazing shop!
- Ben** Wow! I'm going to get something for my dad.
- Man** Can I help you?
- Ben** Yes, please.
- Man** This rug is only 80,000 dinars.
- Ben** It's nice, but that's too much.
- Man** This pot is less expensive.
- Ben** It's beautifully made. How much is it?
- Man** Only 18,000 dinars.
- Ben** OK. Here's 20,000.
- Man** And here's your change.

\* \* \* \* \*

rug /rʌg/ *n* بەرە، مافور

- 2**
- Ben** I like this park. Tell me about the statues.
- Haval** They're famous Kurdish writers. And Bahar wants to meet us here by the statues to take us home. So let's sit down.
- Ben** Look, she's coming now.
- Haval** Hi, Bahar!
- \* \* \* \* \*
- 3**
- Ben** Oh, no!
- Haval** What's wrong?
- Ben** I've lost my wallet!
- Bahar** Have you checked all your pockets?
- Ben** Yes, and it's gone.
- Bahar** Now, think as clearly as you can. When did you last have it?
- Haval** You had it in the bazaar.
- Ben** And later I bought some postcards at the museum.
- Haval** And you paid for our ice creams in the park.
- Ben** Maybe I dropped it by the statue.
- Bahar** Let's go and look!

\* \* \* \* \*

statue /'stætʃu:/ *n* پەیکەر

4

**Ben** It isn't here. I'm so stupid!

**Bahar** Oh, these things happen.

**Haval** What can we do?

**Bahar** Let's go to the police station.

\* \* \* \* \*

5

**Officer** Where did you lose it?

**Ben** In the park, I think.

**Officer** Can you describe it?

**Ben** It's light brown, and there's a card with my name – Ben Brown.

**Officer** Well, someone has just brought it in. Here you are.

**Ben** Fantastic! I'm a very lucky guy!

### 1 Look at the pictures and do the tasks.

- Match pictures A and B with the correct conversations: 1, 2, 3, 4 or 5.
- Say where the people are in these pictures.
- For each picture, say what has happened and what is happening now.  
In picture A, Ben has (just) paid for the ... .  
And now the man in the shop is ...

### 2 Correct the statements that are wrong.

- Ben has often been to bazaars before.
- The pot is more expensive than the rug.
- Ben gets 2,000 dinars change.
- When they get to the statue, Bahar has already arrived.
- Ben has not taken any money from his wallet since he bought the pot.
- Haval says that Ben is a very lucky guy.

### 3 Think about all the conversations and do the tasks.

- Describe what happens between each conversation.
- Name all the places that Haval and Ben visit during the day.
- List everything that Bahar suggests that they do.
- State all the things that you have heard about Silemani.

### 4 Read to find the correct meaning.

- And I want to see **everything!**
- Let's **go** and look!
- Well, someone has just brought it **in**.

### 5 Explain in your own words.

Oh, these things happen.

## B LANGUAGE

### 1 Talk about places that you have visited.

- A** Have you ever been to (Silemani)? (Dohuk / Paris / ...)
- B** Yes, I have. I've been there several times. / (once or twice / many times / ...)  
No, I've never been there.

### Follow a *yes* answer like this.

- A** When did you (first / last) go?
- B** (time).
- A** And what did you do there?
- B** I (visited my cousins / went to a wedding / ...)

### 2 Choose places to show some visitors.

#### Agree on five places in your city, town or area. Use this language.

- A** I think (name) is the (most interesting) place.
- B** It's (interesting), but I think ... is more ...  
| don't think it's as ... as

#### You can use these other adjectives:

attractive beautiful exciting  
good nice old pretty strange



Unit 7 pages 48–49 Activities 1–5

**once** /wʌns/ *adv* = one time

**twice** /twais/ *adv* = two times

*Vocabulary and skills***A VOCABULARY**

Complete the following with the correct words. Change the forms when necessary.

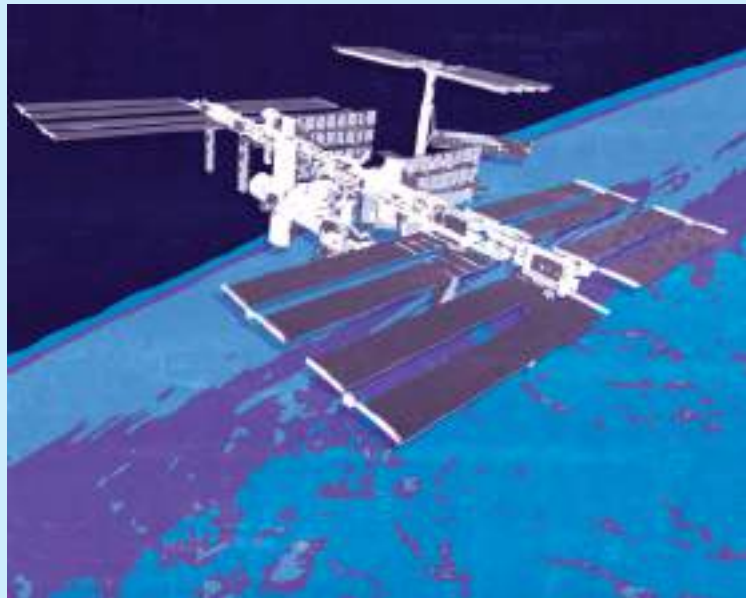
**a A website**

all over amazing beyond humans planets signals

During the last 50 or 60 years, we 1 have sent spacecraft 2 the solar system. They have studied Mars, Venus and all the other 3, and they have travelled 4 the solar system, deep into outer space. With their radio 5, they have also given us 6 pictures of places hundreds of millions of miles away.

connect consist of international launch spend waste

Exploring space is very expensive, and countries with space programmes have 7 huge amounts of money on it. In recent years, they have seen that it is a 8 of money for different countries to work alone. So, instead of this, they have started working together. The most important result so far is the 9 space station. This 10 a large number of sections which different countries have produced. One by one, they have 11 these into space. Then astronauts have 12 them together in space, 400 kilometres above Earth.

**b An email**

climate completely culture degree minus negative

COMPOSE EMAIL

Send Send Later Save to Inbox Link Tools Library

To: Subject:

Dear Annie

I'm writing to you from our new home in Alaska. Last week, we moved from the warm sun and blue skies of Florida to the coldest 1 in the whole of the USA! (They say it gets as cold as 2 35 3 here in the middle of winter!)

We've also moved from city life in Miami to a small town in the middle of nowhere. So as you might expect, our lives have 4 changed. People here think and live differently. We all speak the same language, but here they really have a different 5. I don't want to sound 6 about our new life here, but I am worried. I hope Mom and Dad's idea of moving here wasn't a big mistake!





# Literary Reader

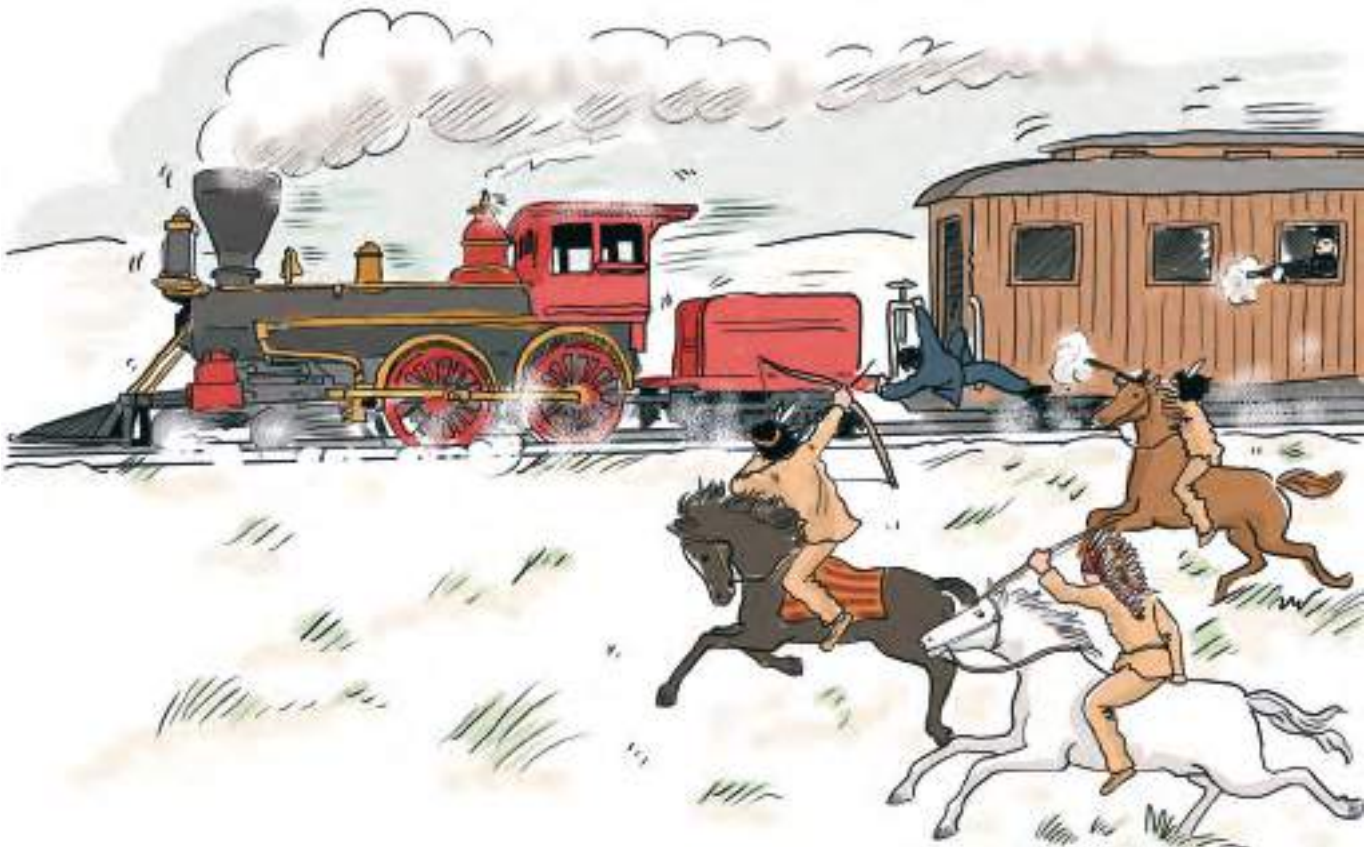
## Episode 7: To 'the Wild West'

It was seven in the morning when Mr Fogg, Aouda and Passepartout stepped off the *General Grant* onto the land of America. The first train to New York did not leave until six in the evening, so they went to a hotel near there to eat breakfast.

'Sir, I have heard that Sioux Indians have already attacked some trains this winter,' said Passepartout to Mr Fogg, 'do you want me to buy some guns to take with us on the train?'

Mr Fogg gave Passepartout some money for the guns, and then he went with Aouda to see the Californian capital. They were walking near the hotel when Mr Fix suddenly appeared. He seemed amazed to see them and said, 'What? Have we just been across the Pacific together and not met on the ship?'

Mr Fogg politely invited Mr Fix to come and look round the city with them. Mr Fix happily went with them. In the afternoon they returned to the hotel to meet Passepartout and then all four of them went to the railway station together. The train left on time and started its long journey east across America. The train route took them through dangerous country that was full of Indians and wild animals. This trip usually took seven days and so Phileas Fogg planned to be in New York to catch a ship across the Atlantic Ocean on 11th December. The passengers ate and slept on the train and Mr Fogg and Aouda played cards to pass the time.



It was snowing a lot, but the train still travelled easily over the Sierra Nevada mountains and through the state of Utah and into Wyoming. But as they were travelling across Nebraska, they heard the sound of guns outside the train. Passepartout looked out of the window and saw that a lot of Sioux Indians were attacking the train! They were riding horses and some were climbing onto the carriages. Many had guns and they were shooting. One of the Indians attacked the driver. The train was out of control and went even faster than before. The passengers on the train started to use their guns to fight the Sioux. Aouda was braver than the other women and shot at the Indians through the broken windows.

Fort Kearney station was now less than two miles ahead of them. There were lots of soldiers there who could help them. The conductor of the train shouted that someone had to stop the train before it went past the fort into open country. 'We will stop it,' said Phileas Fogg, but Passepartout pushed past him towards the front of their carriage and said, 'Stay here, Sir. I will go.' Passepartout first climbed out of the carriage and then secretly climbed under the other carriages towards the front of the train. When he finally got to the front, he pulled a metal bar as hard as he could. The engine then came away from the rest of the train. The carriages were free and started to slow down, but the engine went even faster on its own. The carriages finally stopped close to Fort Kearney station and the soldiers at the fort came running to the train when they heard the guns. When the Indians saw the soldiers coming they ran away from the train and disappeared to the south.

When everything was calmer the soldiers counted everyone on the train and realised that the brave Frenchman and two others were gone. Many of the other passengers were hurt, but no one was dead.

'I will find him, dead or alive,' Phileas Fogg said quietly to Aouda. Aouda knew that he was serious. She knew that nothing could stop him from trying to rescue Passepartout.

### DID YOU KNOW?

Europeans started arriving to live in America in the early seventeenth century. Their numbers grew during the next two centuries, but they remained on or near the east coast. Then, in the early nineteenth century, many more Europeans began arriving, and people moved west.

These people were poor, and they were looking for land and a new life in 'the New World'. However, that land was the land of five million native Americans, who fought hard to keep the Europeans out. Also, there was often trouble between the new Americans themselves. People rightly called it 'the Wild West', and thousands died over the years.

Trains were one of the first signs of a quieter future. In 1869, a railroad connected the east and west coasts for the first time. This was the still-dangerous, seven-day journey that Phileas Fogg and the others made only three years later.

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

open conditional • first conditional

## A LISTEN AND SPEAK



1 Copy the housework jobs. Listen and number the jobs 1–8 as you hear them.



 A make (my) bed	 B tidy up (my room)
 C make (dinner)	 D take out the rubbish
 E clean the windows	 F do the vacuuming
 G sweep the floor	 H wash the car

2 Say what you (do not) have to do.

I have to (tidy up my room).

I don't have to (tidy up any other rooms in the house).

3 Compare the past with the present.

These days, I (sometimes) have to (do the vacuuming).

But I didn't have to do that when I was small.



Unit 8 page 52 Activity 1

## B GRAMMAR p78

1 Look.

### Open conditionals *if / when* + present simple, present simple

*If Mum is very tired, I make dinner for the family.  
I usually help Dad when he washes the car.*

2 Listen again for more examples.



Unit 8 pages 52–53 Activity 2

## C SPEAK

1 Ask and answer. Use these ideas.

A What do you usually do when you (leave home in the morning)?

B When I leave home, I (always run to catch the school bus). What about you?

A When I leave home, I ...

2 Ask and answer. Use these ideas.

feel hungry at night	what do you do?
have some free time	what can you do?
want a break from work	what might you do?

A If you (feel hungry in the middle of the night), what (can) you do?

B If I feel hungry in the middle of the night, I (can go to the kitchen and make a sandwich). What about you?

A If I feel ..., I ...



## D LISTEN AND READ

At 8.00 a.m.:

**Ed** Can you come home early, Mum? It's your birthday.

**Mum** Sorry, Ed, but we're open till seven tonight. And I must go now. I'm late.

**All** 'Bye.

**Ed** That's sad.

**Will** And when she gets home, she'll start cooking and cleaning.

**Ed** And she'll be too tired for her presents.

**Sophie** Well, if we do the cooking and cleaning, she'll be free to relax.

**Ed** Good idea, but we can't cook.

**Sophie** Well, if you do the other housework, I'll make dinner – and a birthday cake, too.

**Ed** Fantastic!

**Will** And I'll make a birthday banner for the front door.

\* \* \* \* \*

At 5.30 p.m.:

**Sophie** How are you two getting on?

**Will** I've made the banner.

**Ed** And I've vacuumed and tidied up everywhere. What about you?

**Sophie** Well, dinner is cooking, but I haven't made the cake yet. If I don't start now, it won't be ready.

**Ed** Is there anything we can do to help?

**Sophie** Yes, it'll help if you wash the dishes.

**Ed** Right, come on, Will.

\* \* \* \* \*

At 7.30 p.m.:

**Will** They're home. I can hear the car.

**Ed** Let's go to the door.

**Mum** What's this? 'Happy Birthday, Mum!'

**Ed** Hi, Mum!

**All** Happy Birthday!

**Mum** What a lovely surprise!



## Copy and complete the notes.

### Events of the day:

Morning:                      At 5.30:                      At 7.30 p.m.:

Mum leaves to go to work      starts making ...      Mum and Dad ...

S, E & W plan ...      E & W start ...      S, E & W go to the door

## E GRAMMAR p78

### 1 Look.

### First conditionals *if* + present simple, future with *will*

*If we do the cooking, she will (she'll) be free to relax.*

*It will (it'll) help if you wash the dishes.*

### 2 Find more examples in the text.

### 3 Find a *When* sentence with the same structure.



Unit 8 page 53 Activity 3

## F SPEAK

### 1 Choose a place for a class picnic.

If we choose (the park near the school), (it will be easy to get there.)

### 2 Divide the jobs. (Think about all the things that you will need.)

If you bring (some plates), (name), I'll bring (some glasses).

# What would you do?

## second conditional

### A READ

# Quiz:

## What would you do in these situations?

Imagine yourself in these situations. Would you do a), b) or c)?

### Situation 1

Your grandmother is ill in hospital two hours away. You know that she would love to see you. However, you have an important test early tomorrow morning. You need as much time as possible to prepare for it.

If you were in this situation, would you ...

- spend a happy day with your grandmother and risk a bad mark tomorrow?
- get a message to her to say sorry and explain the need to study?
- visit her, but only stay for a short time, and then make the long journey home again and study until 3 a.m.?



### Situation 2

You have always been a good singer, and you have recently won a singing competition on TV. As a result, someone has now offered you work as a professional singer. The pay is not very good, and the job may not last long. However, if everything went well, it would perhaps lead to much bigger things.

If this happened to you, would you ...

- do the safe thing and stay at school to complete your education?
- try to do both things – go to school and sing every evening?
- leave school and risk everything for the chance of success?



**1 Look at the pictures.**

Each teenager is thinking about choices. Describe the choices.

**2 Read and do these tasks.**

- 1 Choose. Would you do a), b) or c)?
- 2 Decide which would be the worst thing to do.

**B GRAMMAR p78****1 Look.****Second conditionals 1**

**If + past simple, would + verb**

*If everything went well, it would lead to things.*

*If this happened, would you do the safe thing?*

**D READ****Comments**

With questions like these, the answer is not always the same for everyone. So you would need to think carefully about the one that would be best for *you*. Think about these points.

**Situation 1**

- a) If your grandmother knew that you risked a bad mark, she might prefer you to stay at home and study.
- b) If you did not visit her, you could instead go later, after the test.
- c) If you did both things, your visit would not be very long or much fun. And you would be tired tomorrow morning, so you would probably do the test badly.

**Situation 2**

- a) If you decided to finish your education, you would probably get a safer job with better pay. However, you might always wonder about the chance that you did not take.
- b) If you did this, you would certainly be very tired all the time. In the end, you might fail at both.
- c) If you did this, you might succeed, but you could easily fail. And your failure to finish your education would probably damage your future badly.

**2 Find more examples in the text.**

Unit 8 page 54 Activity 1

**C SPEAK**

Talk about your answers to the quiz.

- A What would you do in Situation 1?
- B If that happened to me, I would ... Would you do the same?
- A Yes, I would. / No, I wouldn't. If that happened to me, I would ... (, too).

**1 Find the correct meaning.**

Situation 1 a) If you did **both things**, ...

Situation 2 b) If you did **this**, ...

Situation 2 b) In the end, you might fail at **both**.

**2 Answer the questions.**

- 1 Which answers does the comment writer seem to think best and worst?
- 2 Do the comments make you want to change either of your own answers?

**E GRAMMAR p78****1 Look.****Second conditionals 2**

**If + past simple, would / might / could + verb**

*If you did this, you would be very tired.*

*You might succeed, but you could easily fail.*

**2 Find more examples in the text.**

Unit 8 page 55 Activities 2–3

**F SPEAK**

Discuss what you would / could / might do in these situations.

- 1 A friend hopes to be a great singer but sounds terrible. If this friend asked what you thought of his / her singing, what would you say?
- 2 You have a rich uncle in America who has suddenly decided to give you \$1,000,000. If you had \$1,000,000, how would you spend it?

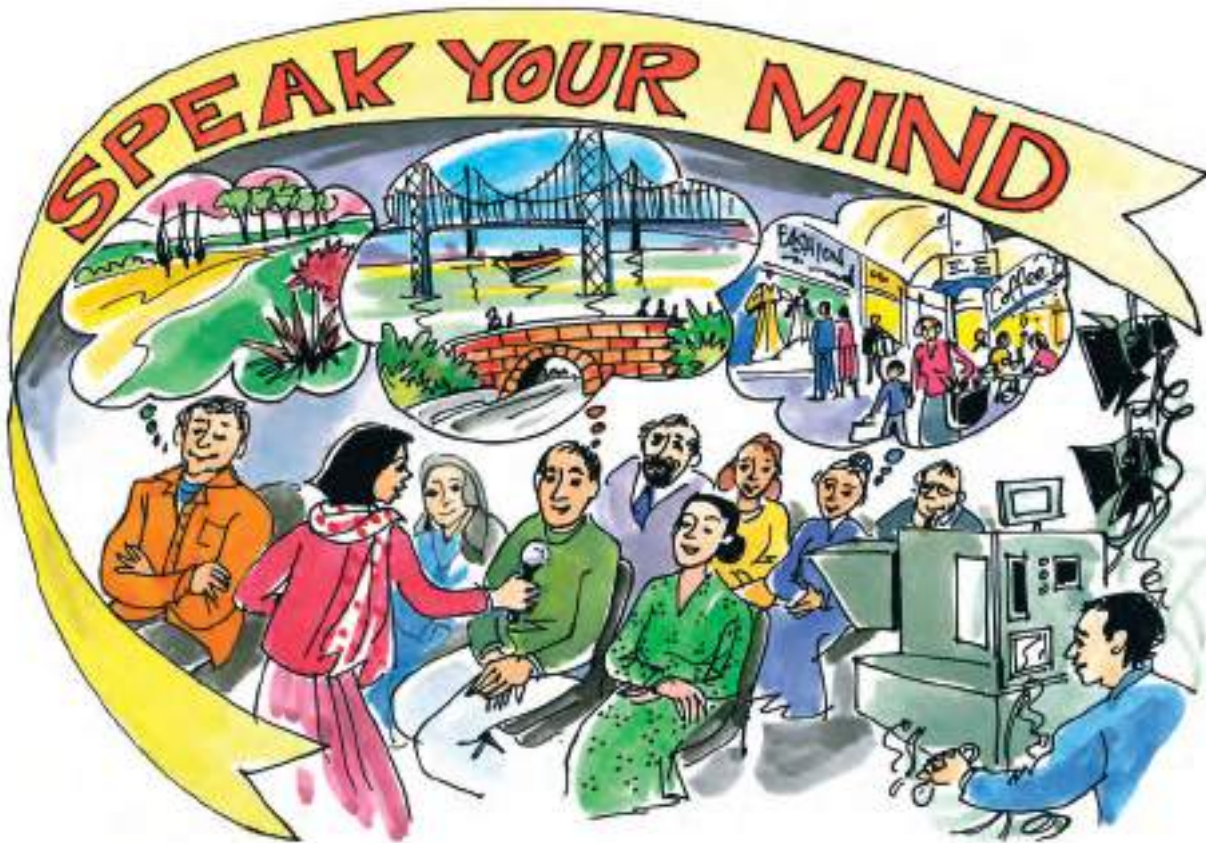
# Making a suggestion

## A LISTEN AND SPEAK



1 Look at the picture and do these activities.

- Say where you think this is.
- Describe what is happening.
- Guess what the people are talking and thinking about.



2 Listen to Part 1 and check your answers to 1a–c.

3 Read the lists of ideas. Then listen to Part 2 and match a–f to 1–6.

Ideas

- |   |   |
|---|---|
| 1 we (build) a new bridge across the river              | a this (help) to build a better, stronger community.      |
| 2 transport in the city (work) better                   | b all the important shops (be) in one place               |
| 3 we (have) a new shopping centre                       | c thousands of people (be able to) enjoy this green space |
| 4 people (can) find everything together                 | d cars (can) move through the city faster                 |
| 5 we (create) a beautiful new city park                 | e they (be able to) do their shopping more easily         |
| 6 all of us (have) a place to relax and enjoy ourselves | f life (be) better for everyone                           |



**B PRONUNCIATION**



1 Practise your pronunciation. Copy and extend the table, then listen to Part 1 and write the words in the correct columns.

the this thirty thousands through that  
thank you other everything they their  
thin

1	the /ði/ /ðə/	thirty /'θɜ:ti/
2		
3		

2 Now listen to Part 2 and repeat the words.

**C SPEAK**

Take the parts of the taxi driver, the young woman and the young man. Use the notes in Activity 3 to make their suggestions. Use *if* sentences.

**D WRITE**

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



Unit 8 page 57 Activity 2

**E UNIT TASK**

1 Your school might get some extra money. Think about ways to use it.

a Suggest different ways to use it.

a new computer room      a new library      a new science laboratory  
a new sports hall      some new classrooms  
some new equipment for all the classrooms      some new sports equipment

- b Suggest one or two good points about each idea. (Use *if* sentences.)
- c Choose one project.
- d Make notes.

2 Write a report to your Head Teacher.



Unit 8 page 57 Activity 3



# Language Focus

## 1 GRAMMAR رېزمان

### Lesson 1: Open conditionals

- ئەم شىۋازە بەكار دەھيىن بۇ رېسا گشتىھەكان.

If / When + present simple, present simple

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

پاشان ھەمىشە ئەمە روودەدات >> ھەندىك جار ئەمە روودەدات

When they are busy, we **do** as much as we can.

پاشان ھەمىشە ئەمە روودەدات >> تۇرچار ئەمە روودەدات

- لەبىرت بىت كۆما (,) گىرنگە لەگەل ھەموو رستە مەرجىھەكاندا.

If I forget, Mum gets angry. (with a comma)

Mum gets angry **if** I forget. (without a comma)

### Lesson 2: First conditionals

- ئەم شىۋازە بەكار دەھيىن بۇ ئەو شتەنەى لەوانەىھە لە داھاتوودا رووبدەن.

If + present simple, future with will

If we **do** the cooking, she **will be** free to relax.

پاشان ئەمەش روودەدات >> لەوانەىھە ئەمە لە داھاتوودا رووبدات

- ئەم شىۋازە بەكار دەھيىن بۇ پېشنىياركردنى پلانى كىردارىك.

If you **do** the housework, I **will make** dinner.

- شىۋازى *when* ھەر وەك شىۋازى *if* واىھە.

When + present simple, future with will

When she **gets** home, she **will start** cooking.

پاشان ئەمەش روودەدات >> ئەمە بە دۇنيايىھە روودەدات لە داھاتوودا

### Lessons 3 and 4: Second conditionals

- ئەم شىۋازە بەكار دەھيىن بۇ شتە خەيالىھەكان يا خود ئەو شتەنەى لەوانە نىھە رووبدەن.

If + past simple, would + verb

If everything **went** well, it **would lead** to much bigger things.

پاشان ئەمەش روودەدات >> ئەم شتە بەلامانەھە مەھالە يا خود شتىكە روونادات

- زۇر شىۋازى رابردووى (modal verbs) بەكار دەھيىن.

If you did this, you **would** be very tired all the time. (will > would)

If you did this, you **might** succeed. (may > might)

If you did this, you **could** easily fail. (can > could)

## 2 VOCABULARY وشه کان

as a result /æz ə rɪ'zʌlt/ *phr*  
 banner /'bænə/ *n*  
 bridge /brɪdʒ/ *n*  
 classroom /'klɑ:sru:m/ *n*  
 come on /,kʌm 'ɒn/ *v*  
 comment /'kɒment/ *v/n*  
 community /kə'mju:nəti/ *n*  
 damage /'dæmɪdʒ/ *v/n*  
 driver /'draɪvə/ *n*  
 education /,ɛdʒu'keɪʃn/ *n*  
 equipment /'kwɪpmənt/ *n*  
 fail /feɪl/ *v*  
 get on /,get 'ɒn/ *v*  
 give back /,gɪv 'bæk/ *v*  
 housework /'haʊs,wɜ:k/ *n*  
 however /haʊ'evə/ *adv*  
 instead /ɪn'sted/ *adv*  
 in the end /ɪn ði: end/ *phr*  
 laboratory /lə'bɒrət(ə)rɪ/ *n*  
 mark /mɑ:k/ *n*  
 offer /'ɒfə/ *v/n*

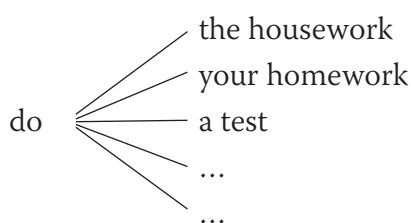
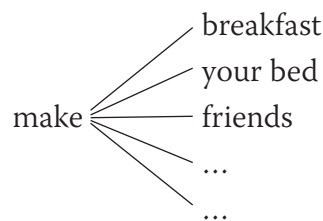
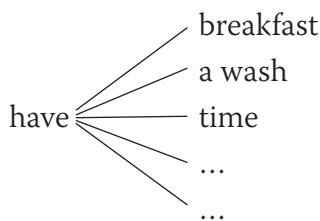
له نه جامدا  
 دروشم ، لافیته  
 پرد  
 پۆل  
 بابڕێین ، وەرە  
 روونده کاته وه ، تییینی  
 کۆمه لگا  
 زیانی پی دهگه به نیت ، زیان لیکه وتن  
 شوڤتیر  
 خویندن ، پهروه رده  
 که رسته ، پیداو یستی  
 ده که ویت ، سه رناکه ویت  
 سه رده که ویت (له کارکردندا)  
 ده که پینتته وه ، دانه وه ی شت  
 ئیشی ناو مال  
 له گه ل نه وه شدا  
 له جیاتی  
 له کۆتاییدا  
 تاقیگه  
 نمره  
 پشکه ش ده کات ، پشکه شکردن

pay /peɪ/ *v/n*  
 point /pɔɪnt/ *n*  
 probable/ly /'prɒbəbl/li/ *adj/adv*  
 relax /rɪ'læks/ *v*  
 risk /rɪsk/ *v/n*  
 rubbish /'rʌbɪʃ/ *n*  
 science /'saɪəns/ *n*  
 singer /'sɪŋə/ *n*  
 situation /'sɪtʃu'eɪʃn/ *n*  
 spend /spend/ *v*  
 sports hall /'spɔ:ts ,hɔ:l/ *n*  
 succeed /sək'si:d/ *v*  
 success /sək'ses/ *n*  
 suggestion /sə'dʒestʃ(ə)n/ *n*  
 take out /,teɪk 'aʊt/ *v*  
 test /test/ *v/n*  
 think of (= have an opinion) /θɪŋk əv/ *v*  
 tidy up /,tɑɪdɪ 'ʌp/ *v*  
 tonight /tə'naɪt/ *adv*  
 vacuuming (do the ~) /'vækjʊmɪŋ/ *n*

پاره ده دات ، کری  
 خال  
 له واته یه  
 پشودان  
 خۆدانه به رمه ترسی  
 زیل  
 زانست  
 گۆرانی بیژ  
 شوین ، هه لویت  
 خه رج ده کات  
 هۆلی وه رزیش  
 سه رده که ویت  
 ده رچوون ، سه رکه وتن  
 پشینیار  
 ده رده هینت  
 تاقیکردنه وه  
 بیری که ره وه له (رایه ک بلی)  
 ریک ده خات  
 نه مشه و  
 گسک لیدان به گسکی کاره بابیی

## 3 TO HELP YOU STUDY

Collect verbs and nouns that go together.  
 Copy the diagram. Add more that you know.



Unit 8 pages 58–59 Activities 1–3

# Literary Reader

## Episode 8: From Fort Kearney to New York Harbour

Phileas Fogg was preparing to follow the Indians to the south and rescue Passepartout. He asked the captain and soldiers from Fort Kearney to go with him. The captain said, 'I cannot leave the fort to save just three people. They might already be dead.'

'Then I will go alone. Passepartout saved all of our lives,' said Phileas Fogg. When he heard this, the captain changed his mind and sent thirty of his men to help Mr Fogg.

Mr Fogg made a promise to the soldiers, 'I will give you five thousand pounds to share if we rescue the prisoners.'

Mr Fix was very worried when Mr Fogg asked him to stay at the fort and look after Aouda. If the detective was not there to watch him, Fogg might try to escape. Mr Fogg gave Aouda his bag with all the money inside and said goodbye. The men left at midday, and Aouda waited at the station. She thought that Mr Fogg was the bravest man she knew.

A few hours later, the train engine returned to the station. The driver was hurt, but was now well enough to drive the engine back to the carriages. The passengers got on the carriages and the train slowly moved out of the station. Aouda and Mr Fix did not get on the train, but stayed at the station to wait for Phileas Fogg. It was very cold and it was snowing. It started to get dark and Aouda could not sleep. She sat and waited all night. If Phileas Fogg did not appear, she did not know what she would do. But then, at seven in the morning,

Mr Fogg appeared with Passepartout and the soldiers. Aouda was very happy to see them.

'Where is the train?' asked Passepartout.

'Gone,' answered Mr Fix, 'and the next train does not leave until this evening.'

Mr Fogg now found himself twenty hours behind time. If they could not get to New York by 11th December, at nine o'clock in the evening, then they would be too late. Passepartout was very upset and felt bad because he thought that everything was his fault.

Mr Fix then asked, 'Sir, do you really have to be in New York on the 11th?'

'Yes, it is very, very important,' answered Fogg.





‘Then I might have an idea. There is a man who has offered us a sledge with sails. If we use it we can travel across the snow,’ Fix suggested.

There was no time to lose. They all climbed onto the open sledge and started the two-hundred-mile journey to Omaha, Nebraska. They travelled across the snow at a speed of forty miles an hour. It was a cold and dangerous journey and Passepartout shot at wolves that came near the sledge. When they arrived in Omaha there was a train waiting to leave to go to New York. The four travellers jumped on the train and it moved out of the station. The next day, the 10th December, the train arrived in Chicago. They immediately got on another train and in minutes they were moving towards New York.

In the end, Phileas Fogg, Passepartout, Aouda and Mr Fix arrived in the city of New York at a quarter past eleven in the evening on 11th December. They were too late. The *China*, the ship that was going to Liverpool, was already at sea and on its way to England. The travellers were sad and disappointed and decided to go to the St Nicholas Hotel on Broadway to get some sleep. It seemed that there was now no hope of finishing the journey in eighty days.

### DID YOU KNOW?

New York was not always New York. In 1624, it was called New Amsterdam by people from the Netherlands who were the first Europeans there. (The capital of the Netherlands is Amsterdam.) They built their village on an island – Manhattan – that they ‘bought’ for almost nothing from the native Americans. That island, Manhattan, is now the heart of perhaps the most famous city in the world. New Amsterdam became New York when the English arrived in 1664. By 1700 it had a population of 20,000 and in 1800, soon after America became independent, 60,000 people lived there. During the nineteenth century it became a great centre of trade. Millions of Europeans also entered America through New York, and many stayed. The city grew quickly from the south of Manhattan towards the north. (However, it kept one great, open, green space for all to enjoy: Central Park.)

New York’s neighbours were also growing, so new bridges and tunnels started connecting them all. The most famous, Brooklyn Bridge, opened in 1883. Then came the skyscrapers: the first went up in 1902. This was the start of the famous Manhattan skyline that we know today.



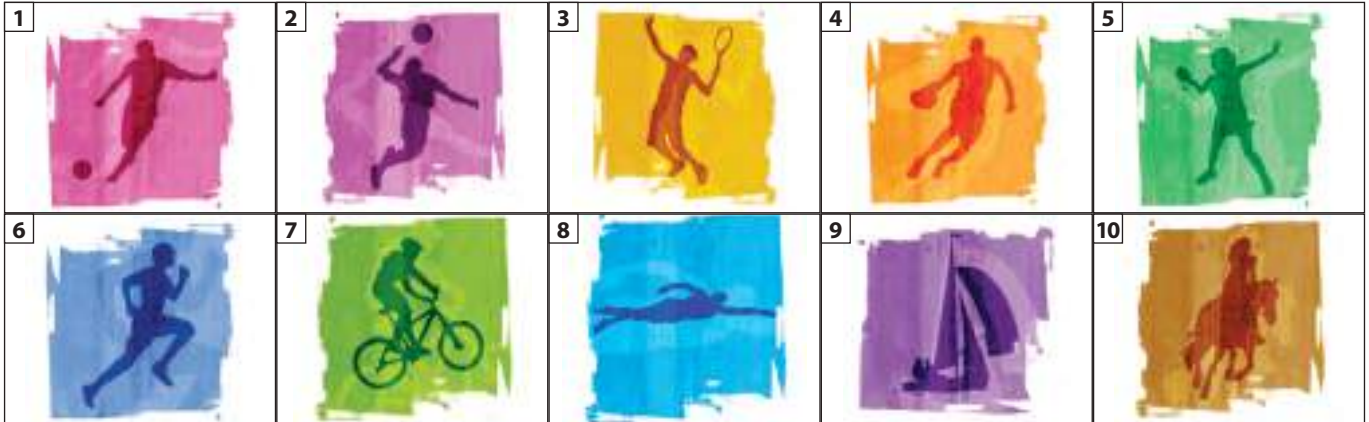
# He said we might win.

reported statements • reported requests

### A DO AND SPEAK

1 Name sports 1–10.

basketball cycling football riding running sailing swimming table tennis  
tennis volleyball



2 Answer questions about sports.



Unit 9 page 60 Activity 1

### B GRAMMAR p88

1 Look.

#### Reported statements 1

##### The original statements:

- 1 I **am** quite interested in tennis.
- 2 And I often **watch** it on TV.

##### The reported statements:

- 1 (Name) **said** (that) he/she **was** quite interested in tennis.
- 2 He/She also **told** me (that) he/she often **watched** it on TV.

2 Work with a partner and read aloud.

A Read out an original statement from the Grammar box.

B Read out a reported statement from the box. Report to the class.



Unit 9 pages 60–61 Activity 2

### C SPEAK

1 Work with a partner. Tell your partner about one activity from the table in AB p60. Add 'extras', e.g. *quite, sometimes, twice a week*.

I am | quite | interested in ...  
| very |

And I | sometimes | watch it on TV.  
| often |

I play ... once or twice a week,  
go ... (nearly) every weekend,

and I | think I'm | quite | good at it.  
| feel | | very |

2 Work with another partner. Report what your first partner said.

... said | that | he was interested in ...  
told me | | she

He | also | told me | that ...  
She | | said |

## D LISTEN AND READ

- Annie** Hi, Carl! You look tired.
- Carl** Yes, we've just had our last training before the big match on Saturday.
- Annie** Was your coach very tough?
- Carl** Yes, at the start, he said we were terrible, and he was right. He told us we weren't trying hard enough, and we were going to lose the championship. He said we had to wake up fast!
- Annie** And did you?
- Carl** Yes, we worked really hard. First, he asked us to do some exercises. Then we had to run round the field. Then he told us to practise passing the ball. After that, he asked us to practise kicking goals. Then he wanted us to run round the field again!
- Annie** Did he cheer up?
- Carl** Well, after a while, he suddenly said we might win. Maybe. Then, when we finished, he said we really could win on Saturday! And he told us not to forget that.
- Annie** Oh, good!
- Carl** Are you going to come and watch?
- Annie** Sorry, but I'm going to be busy, too. Remember. I'm playing in the basketball championship ...
- Carl** Oh, yes, I forgot!
- Annie** And they've asked me to be the captain.
- Carl** Wow!



### Answer the questions.

- 1 What has Carl just come home from?
- 2 Why was this very important?
- 3 How did the coach feel about the team at the beginning?
- 4 What did he say that they had to do?
- 5 How many things did the coach ask them to do?
- 6 What two things did he say at the end of the training?
- 7 Why is Saturday going to be a very important day for Annie, too?

## E GRAMMAR p88

### 1 Look.

#### Reported statements 2

- 1 **You *are going to* lose the championship.**  
> He **told us (that) we *were going to* lose the championship.**
- 2 **You *have to* wake up fast.**  
> He **said (that) we *had to* wake up fast.**

#### Reported requests and orders

- 1 **Can you *do* some exercises, please?**  
> He **asked us *to do* some exercises.**
- 2 **Don't forget that.**  
> He **told us *not to forget* that.**

### 2 Read aloud in pairs.



Unit 9 page 61 Activities 3–4

## F SPEAK

### 1 Work with a partner. Talk about activities from AB p60.

- A I'm going to 

go (cycling)	(tomorrow).
play (football)	(on Friday).

Would you like to 

go ...	with me?
play ...	

- B I can't 

go (tomorrow).	But I can	(the day after).
play (then).		(on Saturday).

A Good. Meet me (at the park) at (2.00).

B OK.

### 2 Report what your first partner said.

- B (name) said (that) 

he	was going to ...
she	

And 

he	asked me to ...
she	

C That's nice. What did you say?

B I said (that) I couldn't ..., but (that) I could ...

C And what did (name) say?

B He 

asked me to ...
She

# Where was the game invented?

present and past simple passive • by + agent

**A READ**

## POPULAR TEAM SPORTS

Football has become the world's favourite game during the last century. However, different kinds of football were played over 2,000 years ago by the ancient Chinese, Egyptians, Greeks and Romans. And hundreds of years ago a sort of football was often played across the fields between villages. There could be many, many players, and a game could go on for days.



The modern form of football was invented in Britain in the nineteenth century. In 1848, the rules were agreed by players at Cambridge University. The new game was quickly accepted by clubs across the country, and then beyond. Today, more people play it and watch it than any other game. Every minute of every day, a goal is scored by someone somewhere in the world!

Basketball is another very popular game. Again, the rules were invented in the nineteenth century – this time in 1891 in America. And again, a type of basketball was played long before. It was enjoyed by the ancient people of Mexico 3,000 years ago.



In both games, teams are placed in local or national leagues. All the teams then compete to be top of their league and become the champion.

Some clubs are professional. Their teams have thousands of fans who travel far and wide to watch matches. These are also often broadcast on TV and are watched by millions more. Professional players make a lot of money, and they can quickly become national and international stars.

Most clubs are not professional, however. Their teams are never seen on TV, and they do not have many fans. Players do not play for money. They play because they love the game.

Amateur clubs usually have junior teams for young people who are trained by older club members. These coaches give their time freely to teach their skills to the new members.

Almost all these young players will always stay as amateurs. However, the story can be very different. Just sometimes, someone with very special skills is discovered by the coaches. With their help and advice, that young player may be on his or her way to great things.

That is how future stars are born.

**1 Copy and complete the table.**

Game	Which ancient people played it?	When was it first played?	Where was the modern game invented?	When were the rules written?
...	The Chinese, ... , ... and ...	Over ...	At ...	In ...
...	...	ago ...	In ...	In ...

**2 Do these tasks.**

- 1 Explain how teams compete with each other.
- 2 Find three differences between a top professional star and an ordinary amateur player.

**3 Read to find the correct meaning.**

- 1 line 9: ... across the country, and beyond.
- 2 line 21: ... and are watched by millions more.

**B GRAMMAR** p88

1 Look.

**Present and past simple passive**Active: **People** place **teams** in leagues.Passive: **Teams** are placed in leagues.Active: **People** invented **football** in Britain.Passive: **Football** was invented in Britain.

2 Describe the changes between the active and passive forms.



Unit 9 page 62 Activity 1

**D READ AND SPEAK**

1 Read the article again and put statements a–j in order.

- Young amateur players are trained by club coaches.
- However, the modern game was developed in the 19th century.
- Not many of them go beyond their amateur clubs.
- Like football, basketball was first played long ago.
- Since then, it has become the world's most popular game.
- With help, this player may rise and become a future star.
- However, somebody with special talent is sometimes found.
- Again, the modern game was invented in the 19th century.
- Forms of football were played many years ago.
- Teams compete in leagues, national or local, and professional or amateur.

2 Read out the statements in the correct order.

3 Close your book. Explain in your own words.



Unit 9 pages 62–63 Activity 2

**C SPEAK**

Work with a partner. Ask and answer questions.

- A Where and when were you born?  
 B I was born in (place) on (date).  
 What about you? Where and ...
- A What are your brothers and sisters / cousins called?  
 B They are called (names).  
 A Were they born in (place), too?  
 B Yes, they were. / No, they weren't. They were ...

**E GRAMMAR** p88

1 Look.

**by + agent**Active: **Coaches** train **members**.Passive: **Members** are trained **by coaches**.

2 Find and read out more examples from the text:

- without *by + agent*;
- with *by + agent*.



Unit 9 page 63 Activity 3

**F SPEAK**

Do a quiz on sports or other special events that you know about.

- A It was shown / broadcast on TV last ... / on ...  
 It was held at / in ...  
 It was (won by ...)  
 What game / event am I talking about?
- B Ah, you mean the international between ... and ... / the festival / the concert / the fireworks at / in ..., don't you?
- A That's right. / No, sorry. Try again.

**A LISTEN AND UNDERSTAND**

**1 Look at the picture, and answer these questions.**

- 1 What is everyone dressed and ready for?
- 2 What do you think is happening in the picture?
- 3 How does the boy who is standing alone seem to feel? What about the others?

**2 Listen to the poem, and match the picture to one of the verses.**

**3 Answer the questions.**

- 1 Why is the writer unhappy?
- 2 What is his idea for a better way of picking teams?

**4 Find words which mean the following.**

- 1 a piece of ground at a school where pupils can play and relax
- 2 having hope
- 3 hitting lightly
- 4 finally finish

**5 Listen again. Then read the poem aloud.**

**Picking Teams**

When we pick teams in the playground,  
Whatever the game might be,  
There's always somebody left till last  
And usually it's me.

I stand there looking hopeful  
And tapping myself on the chest,  
But the captains pick the others first,  
Starting, of course, with the best.

Maybe if teams were sometimes picked  
Starting with the worst,  
Once in his life a boy like me  
Could end up being first!

Allan Ahlberg



**B WRITE**

Unit 9 pages 64–65 Activities 1 and 2

- 1 Read paragraph 1 of the coach's story.
- 2 Read the start of paragraphs 2–4.
- 3 Read out the coach's words in a–e.
- 4 Put the coach's words into reported speech to complete paragraphs 2–4.

**Paragraph 1**

*Saturday, 1st May was the day of the championship, and I remember it very well. I didn't hope for much at the beginning of the match, but in the end it was a great day for our team.*

**Paragraph 2**

*At the start of the game, I didn't expect our team to play very well. I said to myself that ...a... But then I thought that ...b...*



**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.

**Paragraph 3**

*At half-time, I talked to the team, and I pushed them very hard. I asked them ...c... And I also told them ...d...*



**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.

**Paragraph 4**

*At the end, the boys finally got the result that everyone wanted. I shouted at them ...e... And they did! They scored a beautiful goal, and they won the championship!*



**e** Pass the ball down the field, and try to score one more time.

**C UNIT TASK**

Write about an exciting game that you have played or watched. Report what people said and felt at different times.



Unit 9 page 65 Activity 3

# Language Focus

## 1 GRAMMAR رېژمان

### Lessons 1 and 2: Reported statements

- بۇگه ياندنى وتەي ناراسته وخۇ، دەتوانين:

- دەستپيكردى وتەكە بەرابردوى سادە لەگەل،  
بۆنمونه:

(name) said (that)...  
told me (that)...

- كاتى وتەكە بگۆپين بۇ رابردوو.

- پيگهاته كانى ترى وتەكە بگۆپين بە گۆپره پيويست ، بۇ نمونه: 1st > 3rd person

*I am quite interested in tennis.*  
> Peri **said** (that) she **was** quite interested in tennis.  
*And I often watch it on TV.*  
> She also **told** me (that) she often **watched** it on TV.

*You are not trying hard enough.*  
> He told us (that) we were not trying hard enough.  
*You are going to lose the championship.*  
> He told us (that) we **were going** to lose.

- ههروهه (modal verb) ه كانيش دهكەين بە رابردوو.  
*You really can win.*  
> He **said** (that) we really **could** win.

*You have to wake up fast.*  
> He **said** (that) we **had to** wake up fast.  
*You may win.*  
> He **said** (that) we **might** win.

### Lesson 2: Reported requests and orders

- بۇگه ياندنى خواست و داواكارى ناراسته وخۇ، دەتوانين:

- دەستپيكردى خواستەكە يان داواكارىهكە بەرابردوى سادە لەگەل،  
بۆنمونه:

(name) asked (name)...  
wanted (name)...  
told (name)...

- كارى سەرەكى بگۆپين بۇ *infinitive + to* (ئەرى بيت ياخود ئەرى). بۇ نمونه:

*Can you do some exercises, please?*  
> He **asked** us **to do** some exercises.  
*Now please run round the field again.*  
> He **wanted** us **to run** round the field again!

*Don't forget that.*  
> He **told** us **not to forget** that.

### Lesson 3: Present and past simple passive

هەندىك جار لەرستەي بگەردياردا ، بەركارى رستەكە گرنگترە لە بگەرەكە. لەم حالەتەدا بەرکارەكە دەكەين بە بگەرى نوى (بگەرە كۆنەكە لادەبەين) ، بۇ ئەنجامدانى ئەم كارە شيوەي بگەر ناديار بەكار دەهينين.

Active: *People place teams in leagues.*

Passive: *Teams are placed in leagues.*

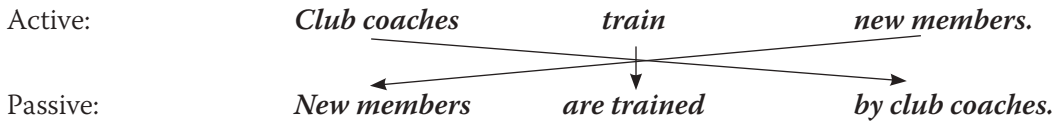
Active: *People invented football in Britain.*

Passive: *Football was invented in Britain.*



## Lesson 4: Passive with *by* + agent

هەندیک جار پێویستمان بەوە دەبێت شیوازی بکەرنادیار بەکاربھێنین بەلام بکەری شیوازی بکەر دیارەکەش بپارێزین. لەم حالەتەدا ئامرازى *by* زیاد دەکەین.



## 2 VOCABULARY وشەکان

accept /ək'sept/ v	پەسەند دەکات	mad/ly /mæd/li/ adj/adv	شەیدا
advice /əd'vaɪs/ n	ئامۆژگاری	meeting /'mi:tiŋ/ n	کۆبوونەوه
again (= as before) /ə'gen/ adv	دوو بارە (وەک پێشوو)	member /'membə/ n	ئەندام
beginning /br'gɪnɪŋ/ n	سەرەتا	place /pleɪs/ v	دایدەنێت لە شوێنێکدا
broadcast /'brɔ:d.kɑ:st/ v/n	پەخش دەکات، پەخشکردن	player /pleɪə/ n	پاریزان
busy/ily /'bɪzi/li/ adj/adv	سەرقال، بەسەرقالی	practise /'præktɪs/ v	جێبەجێ دەکات
champion /'tʃæmpiən/ n	پالەوان	riding /'raɪdɪŋ/ n	سواربوون (پاسکیل، ئەسپ)
championship /'tʃæmpiənʃɪp/ n	پالەوانی	rule /ru:l/ n	یاسا، پەپەر
cheer up /,tʃɪə 'ʌp/ phr v	دڵخۆش دەبێت	shout /ʃaʊt/ v	ھاوار دەکات
coach (= trainer) /kəʊtʃ/ n	راھێنەر	skill /skɪl/ n	شارەزایی، کارامەیی
festival /'festɪvəl/ n	فەستیڤال	sort /sɔ:t/ n	جۆر
field /fi:ld/ n	گۆرەپان	star (sports / pop ~) /sta:/ n	ئەستێرە (وەرزەر، پۆپ)
form /fɔ:m/ n	شیوە	table tennis /'teɪbl 'tenɪs/ n	تیننسی سەر مێز
half-time /,hɑ:f 'taɪm/ n	کاتی پشوو	tough /tʌf/ adj	توند
hold (an event) /həʊld/ v	ئەنجام دەدات	train /treɪn/ v	رادەھێنێت
invent /ɪn'vent/ v	دادەھێنێت	training /'treɪnɪŋ/ n	مەشق کردن
junior /'dʒu:nɪə/ n/adj	پلە نزم	village /'vɪlɪdʒ/ n	گوند
league /li:g/ n	خول	wake up /,weɪk 'ʌp/ phr v	وریا دەبێتەوه
local/ly (cf local time U1) /'ləʊkl/li/ adj/adv	ناوڤۆ، ناوڤۆیی	while /waɪl/ n	ماوه (ماوہیەک)

## 3 TO HELP YOU STUDY

1 Look at these synonyms from the text on page 84.

paragraph 1: ...different **kinds** of football were played ...  
... a **sort** of football was often played ...

paragraph 2: The modern **form** of football ...

paragraph 3: And again, a **type** of basketball ...

2 Find synonyms for the following in the texts on pages 83 and 84.

Page 83

game (= sports event), at the beginning, wanted us to, perhaps

Page 84

most popular, a hundred years, these days, on Earth, are put, nearly all, is found

We need to use synonyms because we do not like to use the same word again and again when we write.



Unit 9 pages 66–67 Activities 1–3

# Literary Reader

## Episode 9: Back to Britain

Mr Fogg slept well and woke up the next day, 12th December, at 7 a.m. He had nine days, thirteen hours and forty-five minutes until a quarter to nine in the evening on 21st December. That was when he needed to be at the Reform Club in London. He went alone to the River Hudson in New York and looked for ships that were going to travel to Europe. He found one, the *Henrietta*, which was getting ready to sail. He asked the captain where he was planning to go. The captain told him that he was going to Bordeaux, in France, and that they were leaving that morning. Phileas Fogg asked the man to take him and three other passengers to Liverpool. He offered to pay a lot of money, but the captain simply said no. Phileas Fogg then offered to buy the boat from him, and he said no again. For a few moments the two men said nothing.

‘Then will you take us to Bordeaux for £1,600?’ asked Phileas Fogg.

£1,600 was a lot of money. The captain thought for a moment. Then he simply said, ‘We leave here at nine o’clock.’

‘We will be ready,’ said Fogg, and he rushed back to the hotel to get the other travellers.

A few hours after they got on the ship, Phileas Fogg started offering the sailors money. Soon, the captain was locked in his cabin and Mr Fogg was sailing the ship himself, not towards Bordeaux, but towards Liverpool. The voyage to Liverpool was longer than the route to Bordeaux and after several days they realised that they did not have enough coal to reach England. Mr Fogg went to see the captain. He said, ‘I need to burn the parts of the ship that are made of wood. So I want to buy the whole ship from you for £12,000.’ At first, the captain was angry, but then he agreed. When the coal was finished, all the wooden parts of the ship were taken and burned. This kept the engines working.

Nearly nine days after leaving America, land was seen. It was one o’clock in the morning when the ship arrived at Queenstown on the south coast of Ireland. Mr Fox, Passepartout, Mr Fix and Aouda left the ship and rushed to the railway station. At half-past one, they jumped on a train and were in Dublin by early morning. From there they caught a ship which took



30 them fast across the Irish Sea to England. At last, they arrived in Liverpool, England, at twenty minutes to midday on 21st December. Mr Phileas Fogg was now only a six-hour journey away from London. But then, just as Mr Fogg got off the boat and entered Britain, Detective Fix walked up to him, put his hand on his shoulder and asked, 'Are you really Phileas Fogg?'

'I am,' answered Fogg.

'Then you are arrested in the Queen's name!' said Mr Fix.

Phileas Fogg was quickly taken away to prison. Passepartout was very angry, and Aouda did not understand what was happening.

40 While Mr Fogg was sitting in the prison, he looked calmly at his watch. If he was going to reach London by quarter to nine that evening, he would need to get on a train immediately. It seemed certain that he could not get there in time.

But at half past two he heard a noise outside, and the door was quickly opened by Passepartout. He, Aouda and Fix rushed into the room. Fix looked terrible and it was difficult for him to speak.

'Sir – I'm so sorry – you look so much like him – the robber – they have just arrested him – you are free!'

Phileas Fogg was free!

### DID YOU KNOW?

Phileas Fogg and the others were able to travel safely across the Atlantic from west to east in just a few days. However, the sea is never truly safe, as the most famous sea disaster of all time shows. This was the sinking of the *Titanic* in 1912. This great ship was crossing the Atlantic, too, but on exactly the opposite route – from Queenstown to New York.

The *Titanic* was the world's newest and largest ship. People also believed that it was the safest because, they said, it could not sink. The *Titanic* began its first – and last – journey on April 10th. The captain wanted his ship to be the fastest across the Atlantic. He was therefore travelling at top speed through the cold, calm, clear night of April 14th. Then a huge iceberg was seen straight ahead. But the huge ship could not turn quickly enough. The ice cut the ship open. Less than three hours later, the great *Titanic* rose high out of the sea and then rushed to the bottom, three kilometres below.

There were not enough boats for the 2,224 men, women and children on the *Titanic*. (No one thought that many boats were needed on a ship that could not sink!) Only just over 700 were saved. Most of the other 1,500 people died in the freezing water.



### A READ

It is nearly time to say goodbye. Haval has to fly home to San Francisco soon. And tomorrow, Ben is returning to Dohuk.

**Uncle** Ben, if you come back to Kurdistan, you'll always be very welcome to stay here again.

**Ben** That's really kind, but it'll be difficult. Dad's work in Kurdistan finishes in July. And when that happens, I won't be able to get back here easily.

**Aunt** That's sad.

**Bahar** We must find a way to stay in contact!

**Haval** I think I've got the answer. I was checking emails before dinner, and there was one from my parents.

**Uncle** Really? How are they?

**Haval** They're fine, and they asked me to give you their love.

**Aunt** That's nice.

**Haval** They also said they wanted everyone to visit next year. They meant you, too, Ben.

**Ben** Thanks!

**Uncle** It's a lovely idea, but no. Who would look after our shop if we all went?

**Aunt** Perhaps Bahar can go alone.

**Uncle** Would you like to go, Bahar?

**Bahar** I'd love to go!

**Uncle** Well, then I think it's a great idea!

\*\*\*\*\*

Later, Bahar read about San Francisco on the internet.

San Francisco stands on the coast of California, with the **Pacific Ocean** to the west and **San Francisco Bay** to the north and east. Six million people now live across this whole Bay Area. Many tourists also come to see the famous sights.

**Golden Gate Bridge:** This was built across the mouth of the Bay in 1937. It is still one of the world's largest, so you'll need an hour to walk across!

**Alcatraz:** Now a great tourist sight in the Bay, this island used to be 'home' to America's most dangerous prisoners. Few ever escaped!

**Chinatown:** You'd think you were in China if you didn't know better! Chinese people have lived here since the 19th century.

**Hyde Street:** With its famous cable cars, this street runs down to the sea. It is known all over the world from a thousand films!

**Golden Gate Park:** This island of green cuts through the city. People love coming here to relax and enjoy themselves.



coast /'kəʊst/ n که‌ئاری ده‌ریا

area /'eəriə/ n ناوچه

cable car /'keɪbl kɑː/ n کۆتۆمبیلی به‌تەل

ocean /'eɪʃn/ n زه‌ریا

golden /'gəʊld(ə)n/ adj زۆرین

island /'aɪlənd/ n دهورگه

bay /beɪ/ n که‌ئاری

gate /geɪt/ n ده‌روازه

**1 Do the tasks.**

Text 1:

Read and say what will probably happen next year.

Text 2:

Read and name places 1–8. (See the map and photos.)

**2 Answer the questions.**

- 1 Who is leaving tomorrow?
- 2 What was Haval doing before dinner?
- 3 What did his parents ask him to do?
- 4 Did they say anything else?
- 5 Why does his uncle say no to the invitation?
- 6 Why do millions of people come to live in the Bay Area?
- 7 What do people do at Golden Gate Park?
- 8 How long has Chinatown been part of San Francisco?

**3 Read to find the correct meaning.**

- 1 **They meant** you, too, Ben.
- 2 It's a lovely idea, but **no**.

**4 Explain in your own words.**

- 1 line 12: this island used to be **'home'** to America's most dangerous prisoners.
- 2 line 15: You'd think you were in China **if you didn't know better!**
- 3 line 23: **This island of green** cuts through the city.

**B LANGUAGE****1 Answer the questions with second conditionals.**

- 1 If you visited San Francisco, which famous sight would you visit first?  
*If I visited ..., I would visit (name) first.*
- 2 If you could visit another place in America after San Francisco, where might you decide to go?

*If I could visit ..., I think I might decide to ... (name).*

Say what you think it would be like.

*I think it would be very attractive / beautiful / exciting / nice.*

Say what you would try / be able to do if you went there.

*If I ..., I would ...*

**2 Report requests and orders.**

Report something that someone asked or told you to do:

- 1 Yesterday, ...
- 2 The day before yesterday, ...
- 3 Three days ago, ...

**3 Report statements.**

Report something interesting that someone said / told you:

- 1 Yesterday, ...
- 2 The day before yesterday, ...
- 3 Three days ago, ...

**4 Use the notes to tell the story of San Francisco. Use the passive. Add *by* + agent only when necessary.**

1776	People built the first houses here. During the next 35 years, Mexico controlled this area.
1821	The USA took the area from Mexico.
1849	People discovered gold near SF. The gold attracted 25,000 people from all over the world. In the next two years, people created a large, new town.
1869	The new railroad to SF opened a fast route from the other side of America.
1906	A terrible earthquake and fire destroyed much of San Francisco and many of its people. But people soon built the city again, bigger and better than before.
Today	The many modern jobs in computers, for example, attract more and more people to the Bay Area.

Start like this.

***The story of San Francisco***

*The first houses were built here in 1776. And during the next 35 years, this area ...*



**A VOCABULARY**

Complete the following with the correct words. Change the forms when necessary.

**a At a school in Britain**

comment extra meeting offer situation spend

**Head teacher:** 'Hello, everyone, and thank you for coming to this special 1 of all our teachers and students. I want to say thank you, too, for all the reports that you have written. Thanks for all your 2 and ideas on how we should 3 the 4 money that was recently 5 to this school. Well, now we know for sure that we are going to get the money. We are very lucky to be in this 6, and we must be very careful to use the money well.'

as a result equipment however laboratory pay sports hall

'Some of you wanted to use the money to 7 for a new 8 to be able to play basketball inside. And some other people thought lots of new computer 9 was the right answer. 10, most of you and most of our teachers said the best idea would be a new science 11. I have thought about it a lot, too, and I agree. So, 12, we are going to start work on this fantastic new project later in the year.'

**b A newspaper report****Chinar Rashid Joins National Basketball Team**

advise coach junior member skill sort

Young Chinar Rashid, 17, of Dohuk has become the newest and youngest 1 of the national 2 basketball team.

From an early age, Chinar loved playing all 3 of different sports, and she was very good at every one of them. But then, when she reached the height of 1.75 metres at the age of 15, her sports 4 had a talk with her and her parents, and he 5 her to use her many 6 in the game of basketball.



advice champion league local tough train

Chinar decided to take his 7, and she began 8 with the 9 girls' team three times a week. She was soon playing for the team every week. Then, last year, she became captain, and they won the area 10 championship.

Now Chinar is suddenly playing for her country. As she says, 'The international game is much 11 than anything that I've done before. But I want to do everything that I can to help us become 12 of the world one day!'

**B LISTEN**

1 Listen to Part 1 and explain the situation.

2 Listen to Part 2. Listen for requests and statements. Write *a* or *b*.

- 1 a I'm having a birthday party next Saturday.  
b I'm planning a birthday party on Saturday.
- 2 a I'd really like him to come.  
b It would be great if he could come.
- 3 a All our class are going to come.  
b Everyone in our class is going to come.
- 4 a Please give him our best wishes.  
b Could you give him our best wishes?

3 Listen to Part 3 and explain the situation.

4 Listen to Part 3 again. Listen for reporting forms. Write *a* or *b*.

- 1 a He said that he was having a birthday party next Saturday.  
b He told me that he was having a birthday party next Saturday.
- 2 a He asked you to come to it.  
b He wanted you to come to it.
- 3 a He told me that everyone in your class was going to come.  
b He said that everyone in your class was going to come.
- 4 a He wanted me to give you their best wishes.  
b He asked me to give you their best wishes.

**C PRONUNCIATION**

1 Read the sentences and the phonetics. Then listen.

- 1 The important **thing** is **this**. I'm having a /ði/ /θɪŋ/ /ðɪs/ birthday party. /'bɜːθdeɪ/
- 2 Of **course**, **could you** give him **our** best wishes? /kɔːs/ /kʊd/ /juː/ /aʊə/

2 Listen again and repeat.

**D SPEAK**

Read and act out.

**Mrs B** And there's something else, Haval. Your friend Max called, and I've got a message for you.

**Haval** Oh, right. What did he say?

**Mrs B** The important thing was this. He said that he was having a birthday party next Saturday.

**Haval** Oh, right.

**Mrs B** And he wanted you to come to it.

**Haval** Yes, I'd like that. I wonder who else is going.

**Mrs B** He told me that everyone in your class was going to come.

**Haval** It'll be a great party! Did he say anything else?

**Mrs B** Just one more thing. He asked me to give you their best wishes.

**Haval** That's nice. I can't wait to see everyone again.



Unit 10 pages 70–71 Activities 1–2

**E UNIT TASK**

1 Work with a partner and create a conversation.

Lisa, another friend of Haval, calls Mrs Bakir with these points.

- \* We're planning a class picnic on 13th May.
- \* Everyone is going to bring something to eat or drink.
- \* Can Haval bring some burgers, please?
- \* Could he call me when he gets back from Kurdistan?

2 Continue Mrs Bakir's email to Haval.

Hi, Haval!

I've just had a call from Lisa, and I've got another message for you. It's late, so this time I'm emailing and not calling.

She said that ... She also ...

She wanted you to ... She also ...

# Literary Reader

## Episode 10: A happy ending

Mr Fogg, Passepartout and Aouda left the prison immediately and went to the railway station. The three travellers climbed on a train and started the last part of their long journey. The train driver went as fast as he could go, but they arrived in London at ten minutes to nine. This was five minutes later than the time that Mr Fogg needed to be at the Reform Club!

Everything was lost, and Phileas Fogg had very little of the twenty thousand pounds left in his bag. He and the others went quietly to his home, and Passepartout was sent to buy some food.

Mr Fogg asked Aouda to stay with him at his home. At half past eleven the next morning, for the first time in his many years there, Phileas Fogg did not go to the Reform Club. He stayed in his room and did not come out. All day, Passepartout went up and down the stairs and listened at the door. At half past seven in the evening Mr Fogg called for Passepartout and asked him to bring Aouda.

'Aouda, I am sorry that I have brought you to England. If I were rich, I would be able to help you, but now I have no money,' said Phileas Fogg.

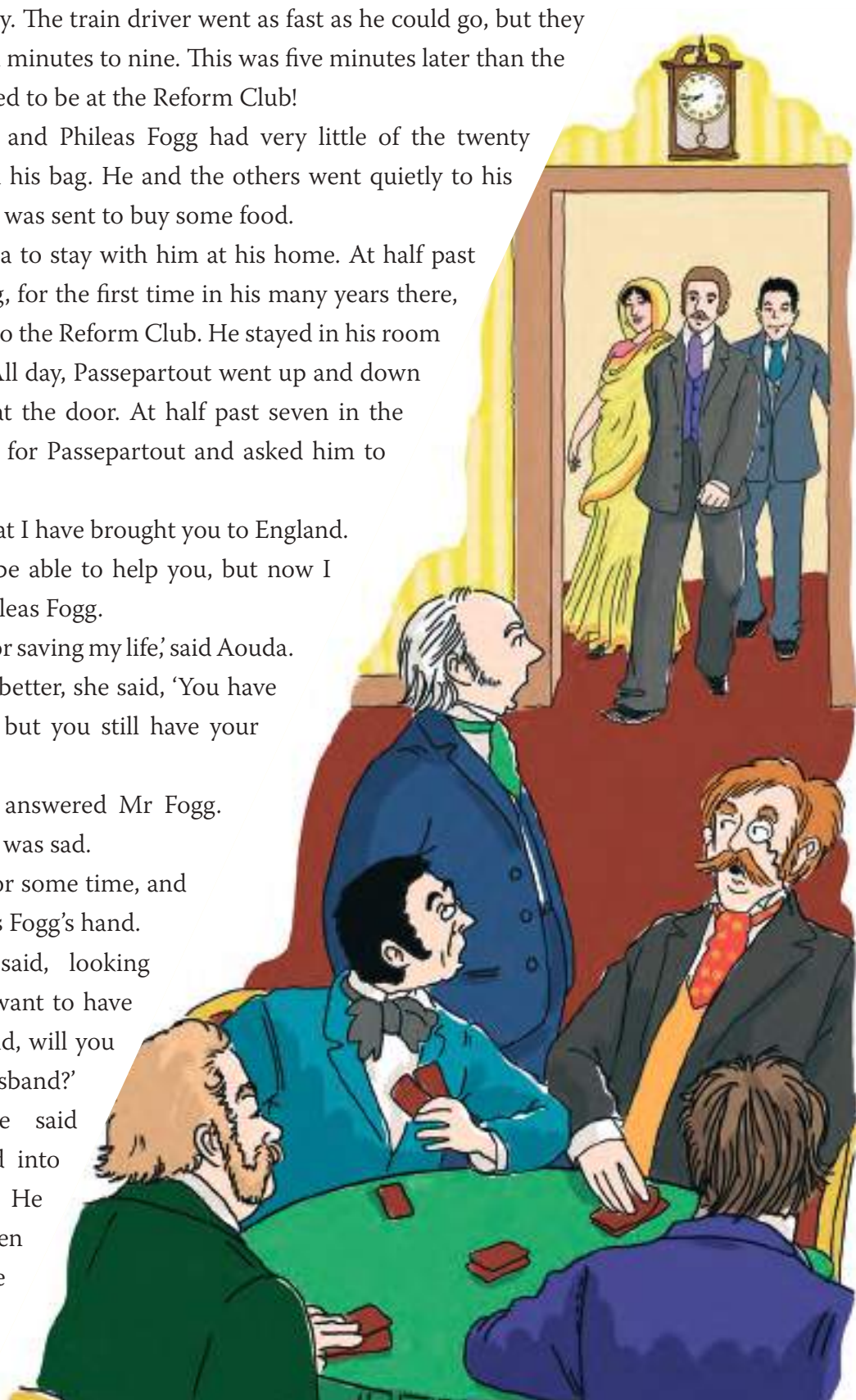
'I want to thank you for saving my life,' said Aouda. Then, to make him feel better, she said, 'You have lost all of your money, but you still have your family and friends.'

'No, I have no one,' answered Mr Fogg. Aouda thought that this was sad.

They did not speak for some time, and then Aouda took Phileas Fogg's hand.

'Mr Fogg,' Aouda said, looking straight at him, 'if you want to have a family and also a friend, will you marry me and be my husband?'

For a moment he said nothing, he just looked into her face in amazement. He breathed deeply, and then he said, simply, 'I love you! Yes, I love you and I am completely yours!'





They called Passepartout and told him the news. They said that they wanted to be  
 30 married the very next day, Monday, 23rd December. Passepartout was quickly sent to  
 the nearest church to prepare the wedding. But then Passepartout raced back to the  
 house half an hour later. Mr Fogg asked him what was wrong.

‘You can’t be married tomorrow because tomorrow is Sunday, not Monday!’ said  
 Passepartout.

‘But that’s not possible!’ said Fogg.

‘Yes! Today is Saturday. You have made a mistake of one day. You must go to the Club  
 immediately. There are only ten minutes left!’ said Passepartout.

Phileas Fogg thought carefully and then said, ‘Of course! Because we travelled east  
 40 towards the sun, that gave us another day. I have won! I have been around the world in  
 eighty days!’

Phileas Fogg left the house quickly and went straight to the Reform Club. His friends  
 were amazed to see him as he walked proudly into the Club, only a few seconds before  
 8.45 p.m. on Saturday, 21st December. They were amazed, but of course they gave him  
 their twenty thousand pounds. The money was his!

But what did Mr Fogg have after this long and difficult journey around the world? He  
 did not have more money, because the twenty thousand pounds in his bag was nearly  
 all gone. But two days later he did have something very special – a beautiful new wife  
 who made him the happiest of men. To find this great happiness was certainly worth  
 any journey around the world!

### DID YOU KNOW?

The story of Phileas Fogg’s 80-day journey round the world was written in the earliest days of modern travel. Today, the speed of travel has grown much, much greater. Satellites in space orbit Earth in just 80 minutes! And anybody can now take a plane and fly nearly anywhere in the world in less than 24 hours.

And the race for faster travel has not finished yet. Many scientists have tried to build space planes. No one has built one yet, but if this happens, we will have a machine that takes off like a plane, flies on the edge of space like a spaceship, and then returns to Earth like a plane again.

One space plane project is called Skylon. This is planned to reach speeds of nearly 6,600 kilometres per hour. If it is built, it will be able to carry 60 people from London, for example, to Sydney, Australia, in about two and a half hours.

If he could, Phileas Fogg would certainly want to be on the first Skylon flight. Wouldn’t you?



## A GETTING STARTED



*Your school has started its own English-language website. You and everyone else can add stories, pictures, bits of information ... anything. You can work with just one friend or with a whole group.*

*To get started, you need a page to introduce your school and yourselves.*

- 1 First, think about these questions, and say what you know.
  - \* What is your school called, and where is it?
  - \* Is it a big place? How many pupils and teachers are there?
- 2 Now introduce yourselves as pupils at your school. Think about these questions.
  - \* What are you called, and how old are you?
  - \* What class are you in, and what are your favourite subjects?
  - \* What do you like most about your school?
- 3 Now you need a picture or pictures of your school and yourselves.
- 4 Put everything together. After you finish writing and designing your page, read it carefully and correct any mistakes.

## ALL ABOUT OUR SCHOOL AND US

Our school is called Green Hill Comprehensive and it is near Wembley Football Ground in West London. It is a big place, and there are about 1,650 pupils and more than 100 teachers.



My name is Kate Read, and I am 16.



I am called Ted Barton, and I am also 16 years old. We are in Class 2 in Year 11, and our favourite subjects are Maths, ...

**B IN THE NEWS**

*This time, you want an interesting news story to help show what life is like in your area.*

- 1 Look again at the newspaper story in Unit 3, Lesson 3. Think of recent stories in your local newspaper. (They do not have to be rescue stories. They can be about anything that is exciting, funny or interesting.)
- 2 Make a list of possible stories. Then choose one that:
  - \* you like a lot;
  - \* you know enough to write about;
  - \* you can get one or more pictures for.
- 3 Practise telling the story together with your partner(s). If you do not have all the necessary information, decide how to get it.
- 4 Decide a good newspaper headline, write your story and add your picture(s). After you finish writing and designing your page, read it carefully and correct any mistakes.

**LOCAL PUPILS MAKE £1,500 FOR AFRICA**

With more bad news from Africa, teenagers at Green Hill Youth Club decided to do something to help. Last Saturday they had a big 'bring-and-buy' sale at the Club, and they made nearly £1,550 to send to Africa. It was a cold, wet day, but about six hundred people went to the ...

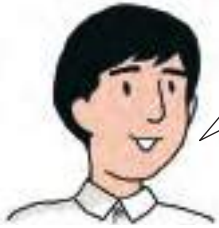
**C PARTY TIME**

*And now you're going to write about your favourite party or festival of the year.*

- 1 Make a list of the most important parties and festivals in your year. Then decide which one you would like to tell the world about.
- 2 Think what makes it special to you, and answer these questions.
  - \* When does it happen every year?
  - \* What do people do at this event?
  - \* Are there any special kinds of food or singing or dancing?
  - \* Why do you enjoy it so much?
- 3 Decide how to get one or two pictures of the party or festival. Then practise saying what you will write.
- 4 Write your description and add your picture(s). After you finish writing and designing your page, read it carefully and correct any mistakes.

**BONFIRE NIGHT**

For us, Bonfire Night is very special. Other countries do not have the same thing, so we would like to tell you a bit about it. It happens on 5th November every year. Weeks before that date, people start building a large fire. They also get lots and lots of fireworks.

**D WHAT'S ON TV?**

*Next, let's have a look at the TV programmes that you watch.*

- 1 Look at the conversation in Unit 5, Lesson 2. Say what kind of programme this is. Choose from: cartoon, comedy, documentary, drama, film, game show, music, quiz, soap, sports, the news, wildlife.
- 2 Make a list of the five programmes that you most like to watch every week. Say what kinds of programme they are. Then choose two to write about.
- 3 Answer these questions about each programme.
  - \* Say what the programme is called.
  - \* State what kind of programme it is and when it is on every week.

- \* Describe the programme in a sentence or two.
- \* Explain why you like it.

- 4 Find photographs of the programmes or the stars on the internet or in newspapers or magazines. Write about the programmes and add your pictures. After you finish writing and designing your page, read it carefully and correct any mistakes.

**ANIMAL PARK**

One of our favourite programmes is Animal Park. This is a wildlife programme, and it is on at 2 p.m. every Saturday afternoon. It is about the wildlife in a large national park in the middle of Africa. We like it because it takes us into the lives of different animals like lions and elephants.

**E A SHOPPING GUIDE**

*Next, let's have a page about shops and shopping for visitors.*

- 1 Decide what place to write about. Choose either a big modern shopping centre or a traditional bazaar. It should be a place that you know well, either in your town or in a town near you.
- 2 Say that it is the best / one of the best places for a visitor to go shopping. Say how big it is and how many shops there are. List some of the things that people can buy there.
- 3 Discuss any other special things about the place, for example a good place to stop and have an ice cream or a cold drink.
- 4 Make notes about how to get there, and draw a simple map. Note when the place is open and when it is closed.
- 5 Write about the shopping centre / bazaar and add your map. After you finish writing and designing your page, read it carefully and correct any mistakes.

**Everything under the sun at Westway Shopping Centre!**

Westway Shopping Centre is one of the best places for a visitor to go shopping. It is an enormous place with more than 100 different shops. You can buy nearly anything there, including clothes and shoes, all kinds of things for the home, books, CDs and many other things.

After you finish shopping, you can stop at one of the cafes and have ...



## F A BIG PROJECT



*In Unit 8 people talk about new projects for their city, so let's talk about a new project in your area.*

- 1 Make a list of new and recent projects in your area. These might include, for example, a shopping centre or another new building, a road or a bridge or a park. Say what you think is special or important about each one.
- 2 Decide which one to write about. Then decide how to get more information and where to find one or more photos. You can try newspapers, magazines and the internet.
- 3 Collect information on the project – what it is for and when it opened / will open. Try to find out other details too, including how much it cost / will cost.

- 4 Write about the project and add your picture(s). After you finish writing and designing your page, read it carefully and correct any mistakes.

### The Crossrail project

Last week we went on a school trip to Crossrail. This is a project to build a new tunnel from the east to the west of London. It will carry people quickly from one side of London to the other. The tunnel will be 22 kilometres long, and it will cost about £16 billion. If nothing goes wrong, it will be ready by 2017.



## G A SPECIAL SPORTSPERSON



*Unit 9 is all about sport, so let's produce a page about a special sportsperson from your country.*

- 1 Make a list of sportspeople who you think are special in some way. They can be people who are already famous, or you can choose people who might become famous one day – someone from your school, perhaps.
- 2 Choose two to write about. Then decide how to find out more about them and how to get some photos, perhaps from newspapers, magazines and the internet. If you choose someone from your school, perhaps you can take a photo.
- 3 Collect information and make notes to answer these questions.
  - \* When and where were they born?
  - \* When did they learn their sports?
  - \* What great things have they already done?
  - \* What might they do in the future?

- 4 Write about the project and add your picture(s). After you finish writing and designing your page, read it carefully and correct any mistakes.

### Lewis Hamilton the youngest-ever F1 world champion

Lewis Hamilton was born in 1985 in Stevenage, near London. He became interested in racing go-karts when he was still very small, and he was already winning races and championships by the age of 10. He began racing in cars from the age of 13, and in 2007 he reached the top level of car racing, Formula 1. Since then he has won nine out of his 35 races. At the age of 23, he has also now become the world's youngest F1 champion.



◆ هەندىك پاشگري دىكە:

## REFERENCE SECTION

### 1 UNDERSTANDING WORDS

#### سەرەتا

كاتىك وشەيەكى نوڧ دەبىنىت، دەست بەجى پىرسىار لە مامۆستاكەت ياخود سەيرى فەرھەنگەكەت مەكە. زۆر جار بۇ خۆت دەتوانىت واتاى وشەكە بدۆزىتەو. بىر لەمانە بكەرەو:

◆ وشە جىھانىيەكان ( بۇ نمونە: *pizza, hotel, computer* )  
; (*sandwich*);

◆ زانىنى واتاى وشەكان لە رىگەى دەقەكەرە ( بۇ نمونە:

in 'The work was really *strenuous*, so everybody was really tired by the end of the day' the word *strenuous* must mean something like *hard*)

◆ دروست بوونى وشە بە ھۆى پىشگر و پاشگرەو ( بۇ نمونە:

happy > unhappy; appear > appearance).

ئەمانەى خوارەو چەند نمونەيەكن كە پىشتر ببىنوتن، لە داھاتوشدا نمونەى زياتر دەبىنىت.

### PREFIXES پىشگر

◆ ئەو پىشگرانەى واتاى پىچەوانە دەگەبەن:

پىشگر	ماناكەى	نمونە
dis-	opposite	like > dislike
im-	opposite	possible > impossible
in-	opposite	complete > incomplete
un-	opposite	happy > unhappy

◆ ئەو پىشگرانەى چەند واتاىەك دەگەبەن:

پىشگر	ماناكەى	نمونە
inter-	between	national > international
re-	again	build > rebuild

### SUFFIXES پاشگر

◆ پاشگر بۇ دروستگردنى خىزانە وشە:

زۆر وشە ھەن شىوہى رىزمانى جىوازيان ھەيە بەھۆى پاشگرەكانيانەو، بۇ نمونە:

كار	ناو (كەس)	ناو (شىوہى تر)
build	builder	building

كار	ناوئناو	ناوئكار
save	safe	safely

كار	پاشگر +	ناو >
appear	-ance	appearance
inform	-(a)tion	information
teach	-er	teacher
feel	-ing	feeling

ناوئناو >	پاشگر +	ناو / كار
national	-al	nation
frightened	-ed	frighten
successful	-ful	success
interesting	-ing	interest
friendly	-ly	friend
cloudy	-y	cloud

ناوئناو >	پاشگر +	ناو
electrician	-ian	electric
similarity	-(i)ty	similar

ناوئكار >	پاشگر +	ناوئناو
quickly	-ly	quick
happily		happy
terribly		terrible

### 2 COLLECTING VOCABULARY

ئىستا لىستىك وشەت نووسىوہ بۇ فىرپون، باشتر واىە ئەو وشانە بكەيت بە گرۇپ. گرۇپى سادەى جۇراوجۆر ھەيە وەك: رۆژەكانى ھەفتە، ھەر وەھا دەتوانىت گرۇپەكان بەيەكەوہ رىك بخىزىن بەچەند رىگايەكى دىكە.

◆ وىئە و ھىلگارىەكان

دەتوانىت وىئەى گۆقارەكان بىرپىت و ھەلىان بواست. دەتوانىت ئەمە بكەيت لە گەل جى و بەرگ و خورادەمەنىشدا.

#### نامرازەكانى پەيوەندى جوولە



• **Preposition + word/phrase**

دەتوانیت گروپەکان فېرېبیت بەم شیۆهیه:

We went **by bike / by car / by bus / by plane.**

We arrived **at 2.00 in the afternoon on Monday.**

• **Word (noun/adjective) + preposition**

دەتوانیت ئەم وشانە بێن بە ناو یاخود ئاوەلناو. دەتوانیت بیانکەیت بە گروپ بەم شیۆهیه:

I love the **sound** of music.

We must find an **answer** to the problem.

She's **angry with** you.

He's **frightened of** her.

• **Two-part 'phrasal' verbs**

هەرۆهە دەتوانیت ئەمانەش بە گروپ ریک بخەیت:

Prices are **going up.**

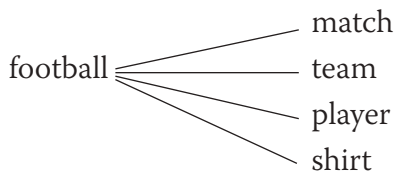
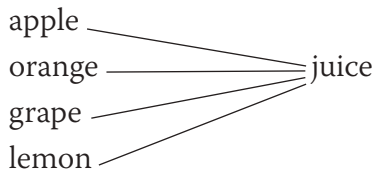
The temperature is **going down.**

**Take out** the old CD.

**Put in** the new one.

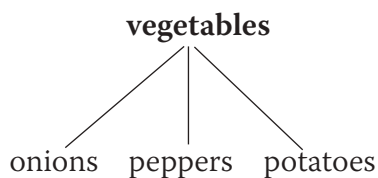
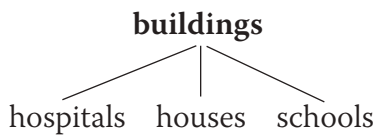
• **Word pairs**

دەتوانیت ئەو جووتە وشانە کۆیکەیتەوێه که بەیکەوێه بەکار دەهێنرێن. دەتوانیت بەم شیۆهیه کۆیان بکەیتەوێه:



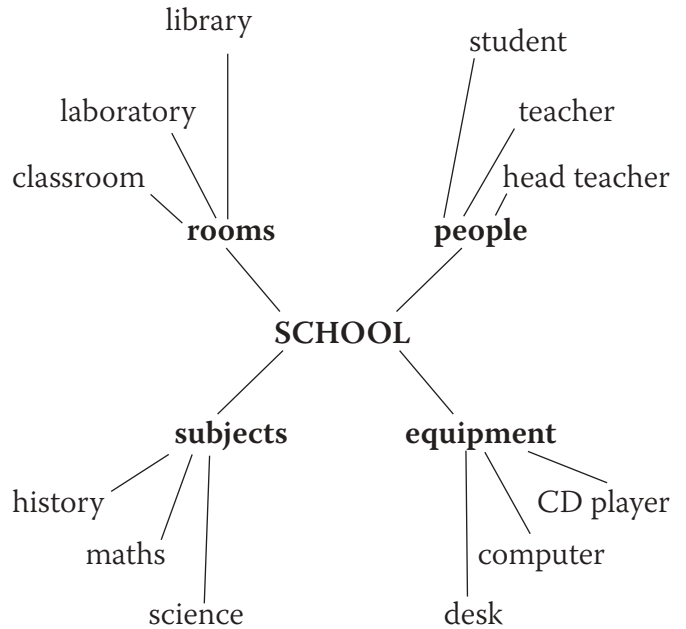
• **Superordinates or 'umbrella' words**

دەتوانیت کۆمەلێک وشە لە ژێر یەک وشەدا کۆیکەیتەوێه که دەسفی هەموو گروپەکە دەکات.



7 Networks **تۆرەکان**

دەتوانیت شیۆازی تۆرەکان بەکاربهێنیت بۆ کۆکردنەوێه گروپە گەورەکانی هەمان بوار.



3 PHONETICS

لە بەشەکانی (Language Focus) ی هەر یەکەیه کدا، لە لیستی وشەکاندا چۆنیەتی خویندەوێه وشەکانی تێدایە بۆ نیشاندانی دەنگی راست و دروستی وشەکان. ئەمانە ی خوارووە دەنگی ئەو هێمایانەن.

Consonants

p	press	ʒ	measure	b	bag
h	hot	t	time	x	loch
d	card	tʃ	chair	k	can
dʒ	jam	g	dog	m	more
f	staff	n	snow	v	vote
ŋ	sing	θ	thin	w	water
ð	that	r	ring	s	sit
l	small	z	zebra	j	you
ʃ	shine				

ئەبزوینەکان

Vowels and diphthongs

ɪ	bit	ɔ:	caught	e	bed
u:	boot	æ	bad	ɜ:	bird
ɒ	hot	eɪ	bay	ʌ	cut
aɪ	buy	ʊ	book	ɔɪ	boy
ə	about	əʊ	go	i	pretty
aʊ	now	u	annual	ʊə	cure
i:	bee	eə	hair	ɑ:	father
ɪə	hear				

بزوین و جووتە بزوینەکان

## 4 PUNCTUATION

کاتیك ده خوینیینه وه تهنه وشهكان بهس نین، به لکو پیویستمان به کۆمه لیک وشه ده بییت که بهیه که وه کار ده کهن. خالبهندی ئه و گروپانه دروست ده کات، له بهر ئه وه نووسینی باش پیویستی به خالبهندی باش ههیه.

### The punctuation marks ههیاکانی خالبهندی

	به کارهینانهکان	نمونهکان
Capital letter (A, B, C, etc)	* یه کهم پیت له رسته دا	This is your book.
	* یه کهم پیت له ناوی شوینهکان، نه ته وکان، ریکخواهکان، هتد	Erbil, Kurdistan, the United Nations
	* ناو نیشانی کتیب / فیلم / پرۆگرامی ته له فریزی، هتد	Star Wars
	* بۆ کورتکراوهکان	the UN, UNESCO
Full stop (.)	* له کۆتایی رسته دا	This is your book.
	* (هه ندیک جار) له پاش کورتکراوهکان	The U.N., Mr. Roberts, 1st. Nov.
	* له دیاریکردنی بری پاره دا	€2.50 (read: two Euros fifty)
	* له کهرته ده ییهکاندا	10.12 (read: ten point one two)
	* له ناو نیشانی ئیمه یل و ماله پره کاند	esmith.aol.org (read: esmith-dot-aol-dot-org)
Question mark (?)	* پاش پرسباری راسته وخۆ	Did you see it?
Exclamation mark (!)	* بۆ ده برینی حاله تی سه رسوپمان، هتد	That's fantastic!
Comma (,)	* له نیوان شته کانی ناو لیستیکدا	Get a pen, a pencil, a book and some paper. He got up, turned round, looked and then laughed.
	* بۆ له تکردنی رسته یه کی درێژ (هه ریه کیکیان ده بییت فرمانی سه ره کی هه بییت)	We looked all over the house, but we couldn't find it anywhere.
	* بۆ جیاکردنه وه ی زانیاری زیاده له به شی سه ره کی رسته	Erbil, a very ancient city, is the capital of Kurdistan.
	* له پاش یان له پیش ناو	Azad, let's go. Let's go, Azad.
	* له پیش کلکه پرسباردا	He's finished, hasn't he?
Apostrophe (')	* بۆ نیشاندانی پیتی ونبوو	You'll do it, won't you?
	* بۆ نیشاندانی خاوه ندرایتی	This is Haval's bike.
	* <b>تیبینی:</b> له گه ل S هکانی کۆتایی <b>تیبینی:</b> it has/it is = it's بۆ خاوه ندرایتی نیه	James' bike, the boys' bikes It's a beautiful baby. Have you decided its name?
Colon (:)	* بۆ ناساندنی به شیک یا خود لیستیک	Section 3: Things to bring: pan, oil, burgers, bread, etc
Semi-colon (;)	* بۆ جیاکردنه وه ی دووبه شی رسته یه ک – زیاتر له بۆشایی کۆما	We arrived at 9.00; it was raining again as usual!
Hyphen (-)	* بۆ به یه که وه به ستنی دوو وشه	It's a well-made machine. They're in the living-room.
	* بۆ له تکردنی وشه یه ک له کۆتایی دێرێکدا	I've heard about the beautiful mountains in the north.
Dash (–)	* بۆ جیاکردنه وه ی به شه کانی رسته	The pen – mine, not yours – was on the sofa.
	* به مانای (to – بۆ)	The Erbil–London flight
Quotation marks ('')	* بۆ دیاریکردنی وته یه ک له ناو ده قدا	'We can win!' he shouted.
	* بۆ دیاریکردن، یا خود، وه رگرتنی وته	to mean 'to'
Brackets ( )	* بۆ جیاکردنه وه ی زانیاری زیاده له به شی سه ره کی رسته یه کدا	Peter Davies (1926–2003) was born in North London and went to school at ...
	* بۆ نیشاندانی سه رچاوه کان له بابته تی په یوه نیداردا	Work out a good diet. (For more details see Unit 3.)



## 5 GRAMMAR

### • به‌شه‌کانی ناخاوتن Parts of speech

له به‌شه‌کانی (Language Focus) ی هەر یه‌که‌یه‌کدا له‌گه‌ڵ لسیتی وشه‌کاندا به‌شه‌کانی ناخاوتن و هه‌ندیک زاراوه‌ی تر دیاری کراون بۆ ناسانکردنی شیکردنه‌وه‌ی وشه‌ نوێیه‌کان. ئەم کورتکراوانه به‌کارهێنراون.

به‌شه‌کانی ناخاوتن	شیوه‌ی ته‌واو	کوردی	نموونه
adj	adjective	ئاوه‌لئاو	easy, warm
adv	adverb	ئاوه‌لکار	easily, often
conj	conjunction	ئامرازی لیکده‌ر	and, because
det	determiner	ئامرازی نیشاندەر	the, some
n	noun	ناو	room, information
prep	preposition	ئامرازی په‌یوه‌ندی	in, into
pron	pronoun	جیناو	him, himself
v	verb	کار- فرمان	get, get up

هه‌ندیک زاراوه‌ی دیکه	شیوه‌ی ته‌واو	کوردی	نموونه
abb	abbreviation	کورتکراوه	p.m., PS
exp	expression	ده‌ربیرین	Good to meet you!
phr	phrase	ده‌سته‌واژه	local time, lose control

### • هه‌ندیک زاراوه‌ی دیکه که له وه‌سفکردنی زماندا به‌کارده‌هێنرین

له *Sunrise* دا له به‌شه‌کانی (Language Focus) ی هەر یه‌که‌یه‌کدا هه‌ندیک زاراوه‌ی تر به‌کارهێنراون.

کاتی کردار	کوردی	کاتی کردار	کوردی
present continuous	رانه‌بردووی به‌رده‌وام	past simple	رابردووی ساده
present simple	رانه‌بردووی ساده	past continuous	رابردووی به‌رده‌وام
present perfect	رانه‌بردووی ته‌واو		

### هه‌ندیک زاراوه‌ی ریزمانی دیکه

active	بکه‌ر دیار	passive	بکه‌ر نادیار
prefix	پیشگر	suffix	پاشگر
regular	یاسایی	irregular	نا یاسایی
sentence	رسته	paragraph	په‌ره‌گراف
singular	تاک	plural	کۆ
subject	بکه‌ر	object	به‌رکار
conditional sentence	رسته‌ی مه‌رجی	relative clause	نیمچه‌رسته‌ی په‌یوه‌ندی
countable noun	ناوی ژمێردراو	uncountable noun	ناوی نه‌ژمێردراو
modal verb	کاری مۆدال	phrasal verb	ده‌سته‌واژه‌ی کاری
possessive adjective	ئاوه‌لئاوی خاوه‌نداریتی	possessive pronoun	جیناوی خاوه‌نداریتی
subject / object pronoun	جیناوی بکه‌ر/ به‌رکار	reflexive pronoun	جیناوی خۆیه‌تی

## 6 LANGUAGE FOR COMMUNICATION

### LANGUAGE FOR SPEAKING زمانی قسه کردن

#### 1 Language for learning زمانی فیروبون

- I'm sorry. I didn't hear that.  
 I'm sorry. I didn't understand that.  
 Could you spell that, please?  
 Could you say that again, please?  
 Could you play the tape again, please?  
 How do you say ... , please?  
 How do you pronounce this word, please?  
 Excuse me, but what does ... mean, please?  
 Excuse me, but does ... mean ...?

#### 2 Language for discussion زمانی گفتوگو کردن

- 1 ده‌ریپینی را له‌گه‌ل هق  
 I (don't) think ... because ...  
 My favourite is ... . That's because ...
- 2 رازی بیون  
 I (completely) agree.  
 I think so, too. / So do I.  
 I don't think so either. / Neither (Nor) do I.
- 3 پازی نه‌بیون  
 I'm not sure.  
 I partly agree with that, but ...  
 I'm sorry, but I disagree / don't agree.
- 4 ده‌ریپینی رای جیاواز  
 I think ...  
 I don't think ...
- 5 هاندانی که‌سانی تر بق قسه‌کردن  
 Tell me about ...  
 Can I ask about ...?  
 What happened then?  
 So what did you do?
- 6 ناره‌زوو ده‌ریپین  
 That's great.  
 That's really interesting.  
 Tell me more.

#### 3 Language for life زمانی ژیاپی روژانه

- 1 به‌کاره‌پتانی ته‌له‌فون  
 Hello. (7-double-8-3-treble-6.)  
 Could I speak to ...?  
 Wait a moment, please.  
 (Name), it's for you.

- 2 نیشاندانی ناراسته‌کانی شه‌قام  
 Go (straight) across this road.  
 Go (straight) along ... Street.  
 Turn left/right at ...  
 Take the second (turning on the) left/right.  
 Go past ...  
 Keep going along ... Street  
 Go over the roundabout.  
 You'll find/see it on the left/right.  
 You'll see/find it opposite you.

### LANGUAGE FOR WRITING: CONNECTORS

#### زمانی نووسین: لیکده‌ره‌کان

- 1 ریزیه‌ندی کردن  
 First, ...  
 First of all, ...  
 Secondly, ...  
 Thirdly, ...  
 Finally, ...
- 2 وه‌سفرکردنی رووداوه‌کان  
 First, ...  
 At first, ...  
 Then ...  
 Next, ...  
 After that, ...  
 Finally, ...  
 In the end, ...
- 3 زیادکن  
 ... and ...  
 ... , too. ... either.  
 ... also ...
- 4 ده‌ریپینی جیاوازی  
 ... but ...  
 However, ...  
 On the other hand, ...  
 Although, ...
- 5 ده‌ریپینی هق  
 Because ...  
 That is because ...  
 Since ...  
 As ...
- 6 ده‌ریپینی نه‌نجام  
 ... so ...  
 As a result, ...  
 Because of that, ...

**7 COMMON IRREGULAR VERBS**

be	was/were	been	keep	kept	kept
beat	beat	beaten	know	knew	known
become	became	become	lead	led	led
begin	began	begun	learn	learned/learnt	learned/learnt
bend	bent	bent	leave	left	left
bite	bit	bitten	lend	lent	lent
blow	blew	blown	let	let	let
break	broke	broken	lie	lay	lain
bring	brought	brought	light	lit	lit
broadcast	broadcast	broadcast	lose	lost	lost
build	built	built	make	made	made
buy	bought	bought	mean	meant	meant
catch	caught	caught	meet	met	met
choose	chose	chosen	put	put	put
come	came	come	read	read	read
cost	cost	cost	ride	rode	ridden
cut	cut	cut	rise	rose	risen
dig	dug	dug	run	ran	run
do	did	done	say	said	said
draw	drew	drawn	see	saw	seen
dream	dreamed/dreamt	dreamed/dreamt	sell	sold	sold
drink	drank	drunk	send	sent	sent
drive	drove	driven	show	showed	shown
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	sink	sank	sunk
feed	fed	fed	sit	sat	sat
feel	felt	felt	sleep	slept	slept
fight	fought	fought	smell	smelled/smelt	smelled/smelt
find	found	found	speak	spoke	spoken
fly	flew	flown	spell	spelled/spelt	spelled/spelt
forecast	forecast	forecast	spend	spent	spent
forget	forgot	forgotten	stand	stood	stood
forgive	forgave	forgiven	steal	stole	stolen
freeze	froze	frozen	stick	stuck	stuck
get	got	got	sweep	swept	swept
give	gave	given	swim	swam	swum
go	went	gone	take	took	taken
grow	grew	grown	teach	taught	taught
hang	hung	hung	tell	told	told
have	had	had	think	thought	thought
hear	heard	heard	throw	threw	thrown
hide	hid	hidden	understand	understood	understood
hit	hit	hit	wake	woke	woken
hold	held	held	wear	wore	worn
hurt	hurt	hurt	win	won	won
			write	wrote	written

## 8 ALPHABETICAL WORDLIST

a (~ day)	3	can't wait	1	emergency services	2	Hi!	1
above	5	carbohydrate	3	end (in the)	8	hit	2
accept	9	careful/ly	2	energy	3	hold (an event)	9
action	5	carton	3	engineer	1	housework	8
advice	9	catch fire	2	equipment	8	however	6
again (in addition)	6	champion	9	everyone	5	human (being)	5
again and again	1	championship	9	everywhere	5	ingredient	3
ahead	1	change (small money)	6	exact(ly)	5	instead	5
all over	5	cheer up	9	explode	2	international	5
amazing	5	classroom	8	extra	8	in the end	8
a.m.	1	cliff	2	fail	8	interest	1
ambulance	2	climate	6	fantastic	5	internet	1
amount	3	close	5	festival	9	invent	9
anyone	5	clothing	6	fibre	3	iron	3
area	10	coach (trainer)	9	field	9	island	10
arrive	1	coast	10	fire engine	2	item	3
as a result	8	cola	3	firefighter	2	jar	3
astronaut	5	come on	8	first aid	2	junior	9
attach	1	comment	8	flame	2	keep	3
banner	8	community	8	flower		laboratory	8
bay	10	completely	6	forget	5	ladder	2
base	3	connect	5	form	9	launch	5
become	6	consist of	5	frightened	2	league	9
beyond	5	cousin	1	gate	1	leave	1
blouse	6	crash	2	get on	8	less/the least	6
bone	3	culture	6	give back	8	let	1
bonfire	2	cut	2	gloves	6	like	1
boots	6	dairy	3	gm	6	live	5
born	1	damage	8	go ahead	1	loaf	3
bottle	3	daughter	6	golden	10	local/ly	9
bread roll	3	degree	6	Good luck!	6	local time	1
bridge	8	diagram	3	Good to meet you.	1	look round	5
broadcast	9	difference	1	go well	5	mad/ly	9
budget	6	dish	3	grade	1	mark	8
burger	3	documentary	5	gravity	5	meet	1
busy/ily	4	downstairs	2	ground meat	3	meeting	9
Bye	1	dress	6	half-time	9	member	9
cable car	10	driver	8	hat	6	minus	6
calcium	3	during	1	headache	3	nasty/ily	2
can	3	Earth	5	healthy/ily	3	nationality	1
canned	3	education	8	hero	2	nearly	5

negative	6	pyramid	3	so far	5	universe	5
neighbour	5	quad bike	2	solar system	5	unmanned	5
net	5	quantity	3	sort	9	used to	1
nothing	5	rat	2	soya	3	vacation	1
nutrient	3	registration number	2	spacecraft	5	vacuuming	8
ocean	10	relax	8	spend	5	value	6
off (~ a price)	6	remember	5	spice	3	village	9
offer	8	reply	1	sports hall	8	vitamin	3
oil	1	rescue	2	spotlight	6	wake up	9
old-fashioned	6	respect	6	stair	2	waste	5
once	7	result	6	star	5,9	waterfall	1
orbit	5	riding	9	statue	7	well made	6
overweight	3	right	5	stomach (ache)	W	while (after a)	9
packet	3	risk	8	stylish(ly)	6	work (at ~)	5
pan	2	rob	2	succeed	8	worry	2
paramedic	2	robber	2	success	8		
parent	1	robbery	2	such as	6		
patient	6	rubbish	8	suggest	1		
pay	8	rug	7	suggestion	8		
penfriend	1	rule	9	survey	6		
per cent (%)	6	safety	6	survive	6		
perhaps	5	sale	6	sweater	6		
picnic	1	satellite	5	table tennis	9		
piece	3	sauce	3	take out	8		
place (something)	9	save	2	team	1		
plan	4	saying	3	test	8		
planet	5	science	8	think of	5,8		
player	9	score	1	tidy up	8		
p.m.	1	section	3	tie	2		
point	8	shade	6	tomato paste	3		
police	2	sensible(ly)	6	tonight	8		
police car	2	shout	2	tough	9		
police officer	2	show round	5	tour guide	2		
portion	3	signal	5	towards	2		
practise	9	singer	8	tradition	6		
price	6	siren	2	train	9		
probable/ly	8	situation	8	training	9		
product	3	skateboard	1	travel	1		
project	5	skill	9	try	6		
protective	6	slow/ly	2	twice	7		
protein	3	smart/ly	6	type	6		
proud/ly	6	smell/smelt	2	uncomfortable	6		
PS	1	smoke	2	unhealthy/ily	3		

## 9 WORD GROUPS AND ABBREVIATIONS

### Days of the week

Monday	Mon
Tuesday	Tue
Wednesday	Wed
Thursday	Thur
Friday	Fri
Saturday	Sat
Sunday	Sun

### Months of the year

January	Jan
February	Feb
March	Mar
April	Apr
May	May
June	Jun
July	Jul
August	Aug
September	Sept
October	Oct
November	Nov
December	Dec

### Ordinal numbers

first	1st
second	2nd
third	3rd
fourth	4th
fifth	5th
sixth	6th
seventh	7th
eighth	8th
ninth	9th
tenth	10th
eleventh	11th
twelfth	12th
thirteenth	13th
fourteenth	14th
fifteenth	15th
sixteenth	16th
seventeenth	17th
eighteenth	18th

nineteenth	19th
twentieth	20th
twenty-first	21st
twenty-second	22nd
twenty-third	23rd ...
hundredth	100th
hundred and first	101st ...

### Distance

centimetres (cm)
metres (m)
kilometres (km)

### Speed

kilometres per hour (kph)
miles per hour (mph)

### Maths

+ plus – minus = equals % per cent

### Money

\$ dollars (American)
£ pounds (British)
€ euros (European)

### Latin abbreviations

a.m. (*ante meridian* = up to midday)  
 p.m. (*post meridian* = after midday)  
 e.g. (*exempli gratia* = for example)  
 etc. (*et cetera* = and other similar things)

### Directions

north	N
east	E
south	S
west	W
north-east	NE
north-west	NW
south-east	SE
south-west	SW



## 10 PLACES IN SUNRISE 10

Country or region	Nationality	Unit
Australia /ɒ'streɪliə/	Australian /ɒ'streɪliən/	1
Britain /'brɪtən/	British /'brɪtɪʃ/	2 (Reader)
Canada /'kænədə/	Canadian /kə'neɪdiən/	6
China /'tʃaɪnə/	Chinese /'tʃaɪ'ni:z/	5 (Reader)
Egypt /'i:dʒɪpt/	Egyptian /'i:dʒɪptən/	9
England /'ɪŋɡlənd/	English /'ɪŋɡlɪʃ/	1 (Reader)
France /frɑ:ns/	French /frentʃ/	1 (Reader)
Greece /gri:s/	Greek /gri:k/	9
India /'ɪndiə/	Indian /'ɪndiən/	2 (Reader)
Italy /'ɪtəli/	Italian /'ɪtæljən/	2 (Reader)
Ireland /'aɪrlənd/	Irish /'aɪrɪʃ/	1
Japan /,dʒə'pæn/	Japanese /,dʒæpə'ni:z/	5 (Reader)
Kurdistan /kɜ:distɑ:n/	Kurdish /'kɜ:diʃ/	1
Mexico /'meksɪkəʊ/	Mexican /'meksɪkən/	9
Russia /'rʌʃə/	Russian /'rʌʃn/	5
the USA / America /θə 'ju: es ə/	American /ə'merɪkən/	1
Venezuela /,venəz'weɪlə/	Venezuelan /,venəz'weɪlən/	6

## 11 ABOUT THE MAIN CHARACTERS IN AROUND THE WORLD IN EIGHTY DAYS

(ئەم ناوانە لەسەر شىۋانى يەكەم دەرکەوتىيان لە چىرۆكەكەدا رىزبەند كراون)

**Phileas Fogg** /fɪliəs fɒɡ/ پىياۋىكى دەولەمەندى شارى (لەندەن) ە و تەمەنى نىزىكەى 40 سالىە بۆ سالانىك و بەيەك شىۋان ژيانى بەھىمنى بەسەردەبرد، رۆژانە ھەمان شتى ئەنجام دەدا. لەگەل ئەو شىدا Fogg لايەنىكى سەيرى ھەيە: ئەو كەسىكە دەتوانىت لەناكاو بىريار بدات و شتى گەورە ئەنجام بدات ئەويش "گەشتىك بە دەورى جىھاندا لەماوەى تەنھا 80 رۆژدا".

**Jean Passepartout** /dʒɒn 'pæs.pɑ:tu:/ لاۋىكى تەمەن 30 سالى خەلكى فەرەنساىە. دلخۆش و سادە و پاك و گەنجىكى نازايە. كارى بى و وينەى لەبوارى تەنافبازى سىرك و ئاگركوژنەوهدا ئەنجامداو بەلام كاتى ئەو ھاتوو ژيانىكى ئارام بەسەر بەرىت وەك خزمەتكارى پىياۋىكى ھىمنى دانىشتوى شارى لەندەن، ھەرچەندە بۆى دەردەكەويت ژيان لەگەل گەورە نوپىكەيدا Phileas Fogg دور دەبىت لە ھىمنى و ئارامى!

**Mr Fix** /'mɪstə fɪks/ يەكىكە لەو پۇلىسە نەينىيانەى چوونە دەروەى شارى لەندەن بۆ دەستگىركردنى ئەو كەسەى £ 55,000 لە بانكى ئىنگلتەرا دزىوہ. لە شارى سوپس بۆ يەكەمجار Fogg و Passepartout دەبىنىت و ادەزانىت پىاوہ دزەكەى دۇزىوہتەوہ و دواى Fogg دەكەويت لە گەشتەكەيدا بەدەورى جىھاندا . لەسەرەتاي چىرۆكەكەوہ تا كۆتايى لە ھەولنى ئەوهدا دەبىت كە دەستگىرى بكات.

**Aouda** /əu:də/ خانمىكى جوانى ھىندىە. Fogg و Passepartout لە گەشتەكەياندا بەرەو ھىند بۆ يەكەمجار دەبىنن. ھاوسەرەكەى شازادەيەكى دەولەمەندى پىرپو، كاتى دەمرىت بە پىپى داب و نەرىتە كۆمەلايەتەكان دەبىت ئەو خانمە "بىوہژنە" بە زىندووى لەگەل لاشەى مېردەكەيدا بسوتىنرىت، بەلام Passepartout رزگارى دەكات و ئەويش دەبىتە ھاوسەفەريان و لەماوەى گەشتەكەياندا لەگەل Fogg ھاوسۆزى دروست دەكات و دواتر ھاوسەرگىرى ئەنجام دەدەن.

## 12 ABOUT THE AUTHOR OF AROUND THE WORLD IN EIGHTY DAYS

**Jules Verne** /dʒu:l vɜ:n/ (1828–1905) لە Nantes لە رۆژئاواى فەرەنسا ھاتۆتە دنياوہ. لە پارىسى پايتەختى فەرەنسا خويندنى ياساى تەواوکردووہ، زۆر زوو روى كردۆتە بوارى نووسىن و لە رىگەى چىرۆك و رۆمانەكانى كە باسىيان لە داھىيان و دۇزىنەوہكانى سەدەى نۆزدەھەم دەكرد ناوبانگى دەركردووہ. بەرھەمە بەناوبانگەكانى برىتىن لە: گەشتىك بۆ ئاوجەرگەى زەوى (1864)، بىست ھزار زمان لە ژىر دەريادا (1870)، گەشتىك بە دەورى جىھاندا لە 80 رۆژدا (1873).

زۆر لە رۆمانەكانى كراون بە بەرھەمى سىنەمايى سەرکەوتوو و كارەكانى لە ئىستادا وەك "كلاسىك" سەيردەكرىن. زۆرىش لە نووسەران رىبازى ئەمیان گرتووہ و شىۋەى نوپى نووسىنيان لە خىيالى زانستى گەشە پىداوہ. بۆ نمونە وەك HG Wells .