



# Sunrise

Activity Book

11



Kurdistan Regional Government  
Council of Ministers  
Ministry of Education

حکومتی هەرێمی کوردستان - عێراق

وهزارهتی پهروهرده - بهرپهوه بهرایهتی گشتی پرۆگرام و چاپه مه نیه کان

نهم پهرتووکه مولکی وهزارهتی ( پهروهرده ) ی حکومتی هەرێمی کوردستانه ، فرۆشتنی له بازار  
قه دهغه یه و دژ به یاسایه .

# 1

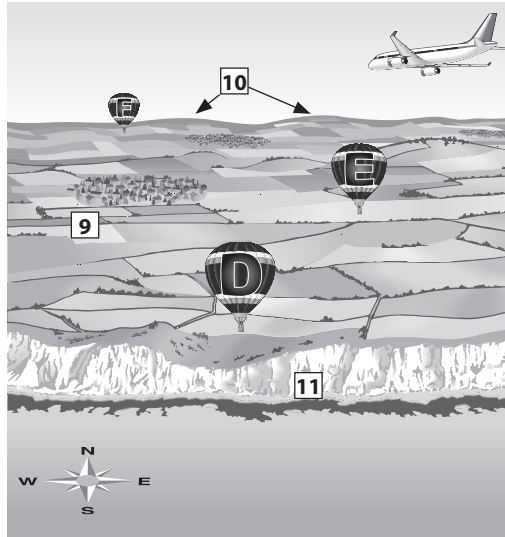
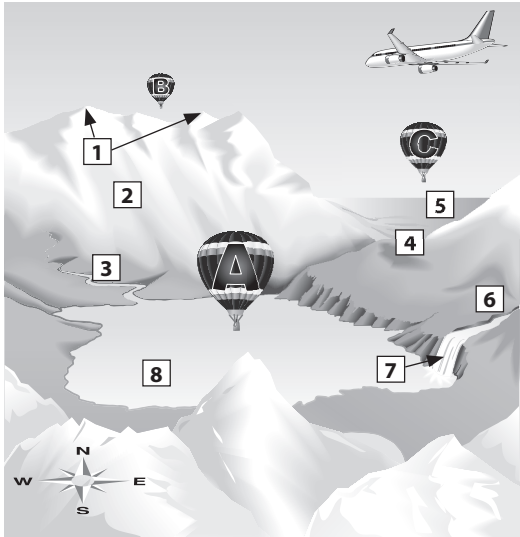
LESSONS  
1&2

## WHERE ARE YOU FROM? *It's a place that's full of rivers.*

### 1 VOCABULARY

Label the pictures with the following.

cliff	deep valley	fertile fields with crops	flat plain	hilly country	lake	river
	snow	steep mountains	stream	waterfall		



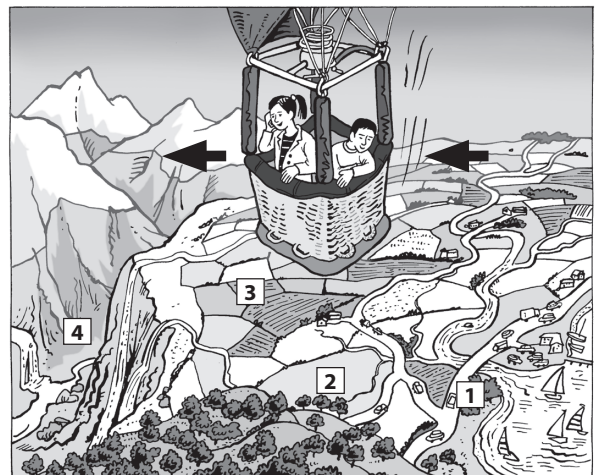
- 1 steep mountains
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_
- 11 \_\_\_\_\_

### 2 GRAMMAR: prepositions of location and movement

Look at the girl with a mobile, and write what she is saying. Match preposition 1–4 to arrows 1–4 in the picture. Then add these and prepositions from the box to the language in the table.

- 1 away from
- 2 over
- 3 past
- 4 towards

around	between	in	into	on	over
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We're	moving	... some streams and a river	that runs ... it.
	travelling	... a low line of hills	with lots of trees all ... them.
	going	... a flat, fertile plain	with farms and crops ... the fields ... the farmhouses.
	flying	... a valley with waterfalls	... steep mountains with snow ... them.

- 1 We're moving away from a lake and a river that runs into it.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_



### 3 VOCABULARY

Make statements about places inside and countries outside Iraq.

- 1 Dohuk: Dohuk is in the north of Iraq. / Dohuk is in northern Iraq.
- 2 Turkey: Turkey is to the north of Iraq.
- 3 Iran: \_\_\_\_\_
- 4 Ar Rutbah: \_\_\_\_\_
- 5 Baghdad: \_\_\_\_\_
- 6 Saudi Arabia: \_\_\_\_\_
- 7 Jordan: \_\_\_\_\_
- 8 An Nasiriyah: \_\_\_\_\_



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

A Match statements a–g to 1–7 below. Change the underlined words to *who*, *which* or *that* to join a–g and 1–7.

- a Vana described them.
- b They are going to join it.
- c She knew about Iraq.
- d Ari described it.
- e It flew the family to Britain.
- f They have recently moved to Britain.
- g He offered to show them round the school.

- 1 The Sherkos are a family of Kurds who have recently moved to Britain.
- 2 The plane on page 2 is the one \_\_\_\_\_
- 3 The Alps are the mountains \_\_\_\_\_
- 4 The view over south-east England is the one \_\_\_\_\_
- 5 Valley Road is the name of the school \_\_\_\_\_
- 6 Jamie was the new friend \_\_\_\_\_
- 7 Sophie was the one \_\_\_\_\_

B Use information from A to complete these statements.

- 1 Did Ari describe the view over the Alps or the view over south-east England?  
The one which he described was the view over south-east England.
- 2 Did Vana describe the view over the Alps or the view over south-east England?  
The one that she \_\_\_\_\_
- 3 Are Vana and Ari going to join West Way School or Valley Road School?  
\_\_\_\_\_
- 4 Was Jamie or was Sophie the new friend who offered to show them round the school?  
The one who \_\_\_\_\_
- 5 Was Jamie or was Sophie the one who knew about Iraq?  
\_\_\_\_\_



## WHERE ARE YOU FROM?

*Who are the Kurds?***1 VOCABULARY**

A Find opposites in the texts in your Student's Book.

## Text 1

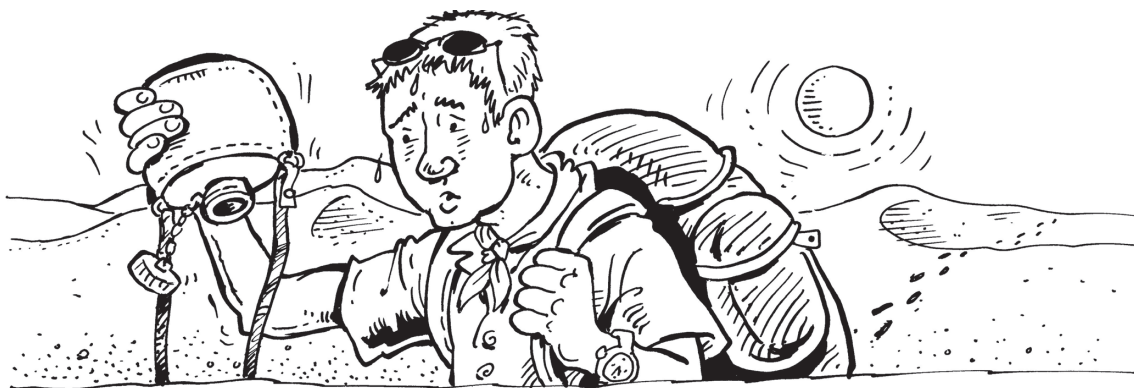
- 1 last \_\_\_\_\_  
 2 southern \_\_\_\_\_  
 3 nothing \_\_\_\_\_  
 4 modern \_\_\_\_\_  
 5 nowhere \_\_\_\_\_  
 6 worst \_\_\_\_\_

## Text 2

- 7 low \_\_\_\_\_  
 8 north-west \_\_\_\_\_  
 9 cool \_\_\_\_\_  
 10 wet \_\_\_\_\_  
 11 empty \_\_\_\_\_  
 12 tiny \_\_\_\_\_

B Now use pairs of opposites to complete the following.

- 1 The weather in Kurdistan is usually \_\_\_\_\_ in early spring, but then it quickly gets \_\_\_\_\_.
- 2 First, we drove past some \_\_\_\_\_ hills, but then we came to a line of \_\_\_\_\_ mountains.
- 3 These \_\_\_\_\_ buildings are over 2,000 years old, so we must keep them and build the \_\_\_\_\_ city centre somewhere else.
- 4 They hope to finish the job on the \_\_\_\_\_ day of this month, but it may take until the \_\_\_\_\_ or second day of next month.
- 5 I started walking across the desert with a \_\_\_\_\_ water bottle, but by 12.00 it was \_\_\_\_\_.

**2 GRAMMAR: relative clauses with or without *who*, *which* and *that***

A Add *who*, *which* or *that* only to the sentences which need them.

- 1 Tony Price is the person *who* \_\_\_\_\_ wrote *Come to Kurdistan!*
- 2 This is the first text \_\_\_\_\_ you read on page 6 of your Student's Book.
- 3 It was published in a magazine \_\_\_\_\_ is all about travel and holidays.
- 4 The people \_\_\_\_\_ Tony writes for are not ordinary tourists.
- 5 They are people \_\_\_\_\_ want to visit places \_\_\_\_\_ most people do not think of for holidays – places like Kurdistan.

**B Match sentence parts a–h with 1–8 and write out the sentences. Add *who*, *which* or *that* only when necessary.**

a ... he met there.

b ... he saw and did in Kurdistan.

c he most enjoyed seeing at the festival.

d ... he went with to their home in the mountains.

e Kurds celebrate on 21st March every year.

f ... took him sailing in his boat on Lake Doan.

g ... took him to Newroz at Ashawa.

h ... were full of ancient remains.

- 1 Tony greatly enjoyed the things he saw and did in Kurdistan.
- 2 One of the best things was making friends with the people \_\_\_\_\_
- 3 Friendly people showed him several places \_\_\_\_\_
- 4 He also met a Kurd \_\_\_\_\_
- 5 He became good friends with the people \_\_\_\_\_
- 6 These were also the ones \_\_\_\_\_
- 7 Newroz is the New Year festival \_\_\_\_\_
- 8 Fire jumping was the thing \_\_\_\_\_



### 3 VOCABULARY

Choose the correct word to complete the statements.

- 1 The \_\_\_\_\_ is going to be good tomorrow – warm and dry. (climate / weather)
- 2 The \_\_\_\_\_ was fast but not very wide, so I was able to jump across it. (river / stream)
- 3 \_\_\_\_\_ became an important Kurdish industry long ago. (farming / farms)
- 4 In the south of Iraq, the land is near sea level, but the plains of Kurdistan are quite \_\_\_\_\_. (high / tall)
- 5 The important cities of Kurdistan \_\_\_\_\_ Silemani and Dohuk. (consist of / include)
- 6 Your time at school is very \_\_\_\_\_, so use it well and don't waste it! (expensive / precious)

### 4 GRAMMAR: relative clauses with extra information

Add relative clauses that contain the words in brackets. Use a comma or commas + *who* or *which*.

- 1 You should not go to Kurdistan in summer, which is very hot.  
(be very hot)
- 2 Winter \_\_\_\_\_  
is also a bad time to go to Kurdistan.  
(get very cold)
- 3 Up to three metres of snow and rain fall in the mountains \_\_\_\_\_  
\_\_\_\_\_ (be full of streams and rivers)
- 4 The Euphrates and Tigris \_\_\_\_\_  
\_\_\_\_\_ carry precious water to the south of Iraq. (come from the mountains to the north)
- 5 Tony Price \_\_\_\_\_  
\_\_\_\_\_ went at the time of Newroz. (visit Kurdistan recently)
- 6 During his trip, a lot of people helped Tony \_\_\_\_\_  
\_\_\_\_\_ (be on his first visit to the country)





**B Use the notes in your Student's Book to complete the text about Plymouth.**

**The facts about Plymouth**

Plymouth is (1) *in the south-west of* England, **and** it is about (2) \_\_\_\_\_.  
It is a large sea port **that** is also very (3) \_\_\_\_\_.

**Visiting Plymouth**

Tourists **who** visit Plymouth like the beaches (4) \_\_\_\_\_.  
One of the things (**that**) you should try to see there is (5) \_\_\_\_\_. This  
special visitor attraction, **which** is near (6) \_\_\_\_\_, has fish  
(7) \_\_\_\_\_.

**C Use the notes in your Student's Book to write a text about York. Use the same patterns as the text about Plymouth.**

**The facts about** \_\_\_\_\_

York is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3 UNIT TASK**

**A Write similar notes about a place in Kurdistan (but not Hawler).**

**Facts about:** \_\_\_\_\_

- 1 Where is it? \_\_\_\_\_
- 2 How far is it from Hawler? \_\_\_\_\_
- 3 What is special about it? \_\_\_\_\_

**Visiting:** \_\_\_\_\_

- 1 What do people who visit ... like? \_\_\_\_\_
- 2 What should you try to see there? \_\_\_\_\_
- 3 Where is ... and what is special about it? \_\_\_\_\_

**B Use your notes to write a text to add to the Kurdistan website on page 6 in your Student's Book.**

**The facts about** \_\_\_\_\_

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

# Language Focus

## 1 UNIT LANGUAGE REVIEW

A Choose from these prepositions to complete the conversation.

along at behind between from in into next to on out of through to under up

**Ari** What time does school start?

**Jamie** (1) \_\_\_\_\_ 9.00 a.m. Tell me, what class are you and Vana going to be  
(2) \_\_\_\_\_?

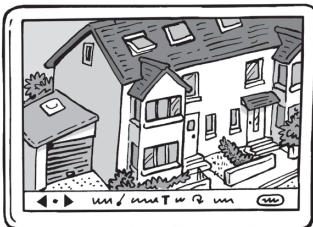
**Ari** The letter we got (3) \_\_\_\_\_ the school said Class 12A.

**Jamie** Oh, great! Sophie and I are moving (4) \_\_\_\_\_ Class 12A, too.

**Ari** Can we go (5) \_\_\_\_\_ the school and see our new classroom now?

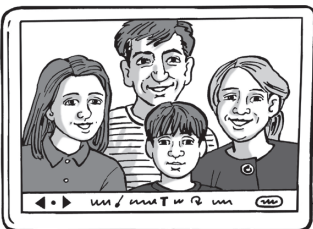
**Jamie** No, the school isn't open today, but I can tell you the way. You go in (6) \_\_\_\_\_ the main school entrance over there, and you go (7) \_\_\_\_\_ the stairs, turn left and go (8) \_\_\_\_\_ the corridor. And it's the third door (9) \_\_\_\_\_ the left. It's (10) \_\_\_\_\_ the teacher's room and the library, so we'll have to be very quiet in Class 12A!

B Vana wants to add comments about her new photos on her computer. Put the pairs of statements together using relative clauses. Leave out *who*, *which* or *that* when they are not necessary.



1 This is the house in north London. / We have chosen it.

2 It's in a quiet street. / It's very near our new school.



3 These are the people. / They live in the house opposite ours.

4 I've already made friends with the girl. / You can see her on the left.

C Jamie and Sophie are talking to Vana just before school starts. Form Vana's statements to Ari, who arrives a little later. Use commas and *who* or *which*.

1 **Jamie** First, you'll need to go to the school office.      **Sophie** That's just inside the main entrance.

2 **Sophie** Then you'll have to see Mr Price.      **Jamie** He's Head of Year 12.

3 **Jamie** You'll also need to meet the Head, Mrs Steel.      **Sophie** She's in charge of the whole school.

4 **Sophie** After that, you'll have to get your new books.      **Jamie** They'll be on tables in the school hall.

**Vana** Listen, Ari, ...

1 First, we'll need to \_\_\_\_\_, which is \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

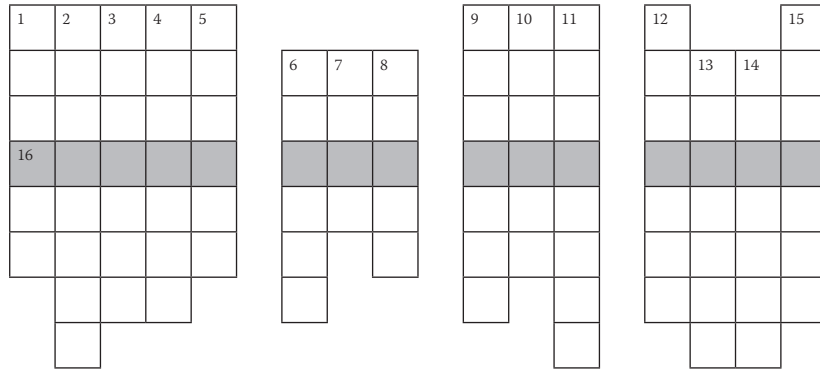


## 2 UNIT VOCABULARY REVIEW

Complete the puzzle with 15 of these new words. Find and write a short question – number 16.

although attraction crossroads develop economy farming fertile growth helpful industry middle New Year plains port regional resort steep stream tourism traffic

- 1 Kurdistan is producing more and more oil. It's a real ... industry.
- 2 ... farming is still very important, there are now many other Kurdish industries, too.
- 3 There's going to be a lot of new construction, so the city will ... fast.
- 4 More people are coming to Kurdistan for holidays, so ... is growing.
- 5 This ... runs down from that mountain, so the water is very cold.
- 6 Kurdistan has high mountains, but there are also much flatter ... that produce good crops.
- 7 Sydney is a city with a great ... that even the biggest ships can enter.
- 8 The mountain is very ..., so be careful not to fall!
- 9 Newroz is the Kurdish ... ..
- 10 Ashawa is a ... that people often visit at Newroz.
- 11 Construction is a big ...: new buildings are appearing everywhere.
- 12 You have to stop when the ... lights change to red.
- 13 The land is very ... here, so crops grow very well.
- 14 Kurdistan's ... is growing, and most people are richer than they were ten years ago.
- 15 Outside the cities, most people work in ...
- 16 \_\_\_\_\_



## 3 TO HELP YOU STUDY

On Student's Book page 9 you saw ways that phonetics help you pronounce new words. Here are more ways that phonetics help you.

- 1 Sounds of diphthongs, e.g. *could* /kʊd/, *count* /kaʊnt/ or *country* /kʌntri/.

Complete the table with these words that you know. Copy the complete phonetic spellings.

about /ə'baʊt/	enough /ɪ'nʌf/
should /ʃʊd/	south /saʊθ/
southern /'sʌðn/	would /wʊd/

could /kʊd/	count /kaʊnt/	country /kʌntri/

- 2 Letters that are not sounded, e.g. *grox* /grəʊ/, *precious* /'preɪəs/, *straight* /streɪt/

Read these words that you know and their phonetic spellings. Underline the letters that are not sounded.

snow /snəʊ/    regional /'ri:dʒn(ə)l/    lights /laɪts/    island /'aɪlənd/  
listen /lɪsn/    stomach /'stʌmək/    write /raɪt/



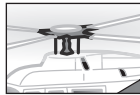
#### 1 VOCABULARY

A Label pictures 1–12 with words from the box. Check against the ones in your Student's Book if necessary.

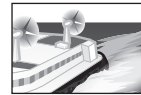
scooter ambulance trailer hovercraft train motorbike truck helicopter  
4×4 pickup tractor plane



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_



9 \_\_\_\_\_



10 \_\_\_\_\_



11 \_\_\_\_\_



12 \_\_\_\_\_

B Write about forms of transport in your life.

1 List three forms that you have travelled by.

I have travelled by \_\_\_\_\_, by \_\_\_\_\_ and by \_\_\_\_\_.

2 List three forms that you have never travelled by.

I have never travelled by \_\_\_\_\_, \_\_\_\_\_ or \_\_\_\_\_.

3 List two forms that you would like to try travelling by.

I would like to try travelling by \_\_\_\_\_.

4 List two forms that you would not like to try travelling by.

#### 2 GRAMMAR: modal verbs for possibility and certainty

Complete B's answers with *may be*, *could be*, *might be*, *can't be* or *must be*.

1 A It travels over land or water.

B It **could be** a plane or a helicopter. And it \_\_\_\_\_ a hovercraft, too.

A But it doesn't go up in the sky.

B That means it \_\_\_\_\_ a plane or a helicopter. It \_\_\_\_\_ a hovercraft.

2 A It can carry lots of passengers.

B Well, it certainly \_\_\_\_\_ a scooter or a motorbike, but it \_\_\_\_\_ a lot of other things. It \_\_\_\_\_ a ship or a plane or a big helicopter or a hovercraft. It \_\_\_\_\_ a bus or a train, too.

A And it has wheels.

B Then it \_\_\_\_\_ a hovercraft.

A And it doesn't go in the water or in the air or on roads.

B Then it \_\_\_\_\_ a train.

### 3 GRAMMAR: advising and saying what needs to happen

Write Jake's problems and Tina's advice.

*I've got problems with ...*



*You'd better take it to ...*



I've got	problems with my mobile.				the bank.
	a really bad headache.			ask	the chemist's.
I haven't got	any more cola.				the doctor.
	any stamps for this letter.		'd better	go to	the library.
I've	lost my wallet.		need to	look in	the phone shop.
	burned myself badly.	You	ought to	see	the police.
I need	some money to go shopping.		should	take it to	the post office.
	some books for a project.			try	the supermarket.

- 1 **Jake** I've got problems with \_\_\_\_\_  
**Tina** You'd better take it to \_\_\_\_\_
- 2 **Jake** \_\_\_\_\_  
**Tina** \_\_\_\_\_
- 3 **Jake** \_\_\_\_\_  
**Tina** \_\_\_\_\_
- 4 **Jake** \_\_\_\_\_  
**Tina** \_\_\_\_\_
- 5 **Jake** \_\_\_\_\_  
**Tina** \_\_\_\_\_
- 6 **Jake** \_\_\_\_\_  
**Tina** \_\_\_\_\_
- 7 **Jake** \_\_\_\_\_  
**Tina** \_\_\_\_\_
- 8 **Jake** \_\_\_\_\_  
**Tina** \_\_\_\_\_

### 4 LANGUAGE FOR LIFE

Complete appropriately. Then practise.

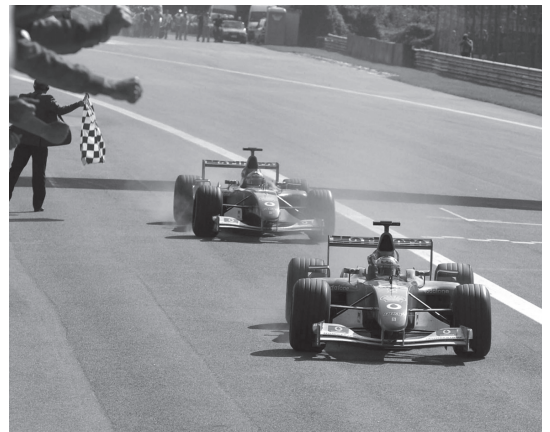
You must be very upset / pleased! I feel so stupid / happy! I'd like / love / hate that.

- 1 **A** Mum's better now. She's come home from hospital.  
**B** That's good news. \_\_\_\_\_
- 2 **A** \_\_\_\_\_  
**B** Why? What's happened?  
**A** They've offered me a place at university!
- 3 **A** How would you like to go to the cinema this evening?  
**B** Good idea. \_\_\_\_\_

**1 GRAMMAR: can, could and be able to**

Use forms of *can* where possible. Use forms of *be able to* where necessary.

- I was late, so I couldn't catch the ten o'clock bus, but I was able to get another one at 10.15.
- Peter \_\_\_\_\_ start his car this morning, but he \_\_\_\_\_ get to work on his bike instead.
- Sorry, Dad. I \_\_\_\_\_ wash the car this afternoon because I've got homework, but I \_\_\_\_\_ wash it tomorrow afternoon if you like.
- In the future, space planes \_\_\_\_\_ fly to the other side of the world in 90 minutes, but most people \_\_\_\_\_ afford the very high ticket prices.
- When the little girl suddenly ran into the road, the driver \_\_\_\_\_ stop completely, but he \_\_\_\_\_ turn away and so he didn't hit her.
- Last year, our team \_\_\_\_\_ even win one F1 race, but we \_\_\_\_\_ develop a better engine last winter, and so we think we \_\_\_\_\_ do much better this year.

**2 VOCABULARY: verb-noun pairs**

A Find verbs and nouns in the text to complete the pairs.

Verb	Noun
1 _____	sale
2 make	_____
3 _____	development
4 _____	building
5 produce	product / _____
6 work	work / _____
7 die	_____

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

- Production of Model T Fords began in 1908, and the company went on producing them for more than 20 years.
- Today, Toyota is the biggest car \_\_\_\_\_ in the world, and this huge company \_\_\_\_\_ millions of vehicles every year.
- In a modern car factory, machines do a lot of the \_\_\_\_\_, but there are still thousands of \_\_\_\_\_ to do all the things that machines cannot do.
- The world economy hit hard times recently, and car companies were not able to \_\_\_\_\_ many of their products, but people now have a little more money and so vehicle \_\_\_\_\_ are rising again.



- 5 In the old days, a lot of people \_\_\_\_\_ on the roads when cars crashed, but now cars are much safer than they were, and the number of \_\_\_\_\_ per million cars is lower than it was.
- 6 The Excel Car Company used to \_\_\_\_\_ its cars in several small factories, but now it has brought everything together in one big \_\_\_\_\_.
- 7 The \_\_\_\_\_ of cleaner engines with lower emissions has become very important, and so now engineers all over the world \_\_\_\_\_ new engine technologies as fast as they can.

### 3 GRAMMAR: past perfect and past simple

A Write statements from the Student's Book timeline that you copied and completed earlier. Write about the first six times.

- 1 In 1885, Benz sold \_\_\_\_\_  
\_\_\_\_\_
- 2 By 1896, he had \_\_\_\_\_  
\_\_\_\_\_
- 3 In \_\_\_\_\_  
\_\_\_\_\_
- 4 \_\_\_\_\_  
\_\_\_\_\_
- 5 \_\_\_\_\_  
\_\_\_\_\_
- 6 \_\_\_\_\_  
\_\_\_\_\_

B Use the past perfect to show clearly that something happened before something else in the past. Put the verbs in brackets in the correct forms, using the past perfect once in every sentence.

- 1 We \_\_\_\_\_ (be able to) leave early because we \_\_\_\_\_ (put) all our bags in the car the night before.
- 2 After Mum and Dad \_\_\_\_\_ (check) all the doors and windows, we \_\_\_\_\_ (get) into the car and \_\_\_\_\_ (begin) our journey to the airport.

- 3 But 30 minutes later, they \_\_\_\_\_ (realize) that they \_\_\_\_\_ (leave) our plane tickets on the kitchen table.
- 4 Each \_\_\_\_\_ (think) that the other \_\_\_\_\_ (bring) them.



- 5 After we \_\_\_\_\_ (race) back to the house, Dad quickly \_\_\_\_\_ (find) the tickets, and we \_\_\_\_\_ (start) again.
- 6 We finally \_\_\_\_\_ (reach) the airport an hour later, but the people in charge \_\_\_\_\_ (close) the gate already, and so we \_\_\_\_\_ (cannot) go through to the plane.
- 7 It \_\_\_\_\_ (seem) that we \_\_\_\_\_ (lose) our holiday, and the whole family \_\_\_\_\_ (feel) very upset.
- 8 But just then, all the other passengers \_\_\_\_\_ (come) back from the plane because the captain \_\_\_\_\_ (discover) a problem with one of the engines.
- 9 An hour later, they \_\_\_\_\_ (call) the passengers – including us! – after they \_\_\_\_\_ (manage) to find another plane.
- 10 So, although Mum and Dad \_\_\_\_\_ (make) a silly mistake, we \_\_\_\_\_ (still able to) have our holiday: we \_\_\_\_\_ (be) very lucky!



**B Complete Sam's essay.**

- 1 Add the correct topic sentence to each paragraph.
  - a There was only one possible solution.
  - b On Friday evening, I had plans for a short trip.
  - c However, there was a problem.
- 2 Add the information that you noted in A.
- 3 Put the verbs in brackets in the correct tenses – past simple or past perfect.

**What I did at the weekend**

\_\_\_\_\_ I \_\_\_\_\_ (want) to travel to  
 (1) \_\_\_\_\_ to stay with my (2) \_\_\_\_\_, who was having his (3) \_\_\_\_\_  
 on (4) \_\_\_\_\_. I \_\_\_\_\_ (plan) to go by (5) \_\_\_\_\_ and get there at  
 (6) \_\_\_\_\_. I \_\_\_\_\_ (get) to the station a bit late, and I \_\_\_\_\_ (see) a  
 train there, ready to leave. So I \_\_\_\_\_ (run), and I \_\_\_\_\_ (be able to) get on it  
 and leave at the right time – (7) \_\_\_\_\_.

\_\_\_\_\_ A (8) \_\_\_\_\_ later, just after the  
 train \_\_\_\_\_ (leave) the station, I \_\_\_\_\_ (realize) that I \_\_\_\_\_  
 (make) a mistake and I \_\_\_\_\_ (get) on the wrong train. I \_\_\_\_\_ (catch) the  
 fast train to (9) \_\_\_\_\_!

\_\_\_\_\_ I \_\_\_\_\_ (cannot) get off the  
 train, so I \_\_\_\_\_ (have to) go all the way there. Then I \_\_\_\_\_ (have to) wait  
 for (10) \_\_\_\_\_ for the next fast train. After that, I \_\_\_\_\_ (be able to) travel  
 back through (11) \_\_\_\_\_ to London, and I finally \_\_\_\_\_ (arrive) at my cousin's  
 home at (12) \_\_\_\_\_.

**3 UNIT TASK**

Write your story in three paragraphs. First, complete the heading. Then start each paragraph with a clear and simple topic sentence.

What happened when I went to \_\_\_\_\_

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# Language Focus

## 1 UNIT GRAMMAR REVIEW

**A Complete the conversation. Choose the correct forms from the verbs in brackets.**

- Sam** Mum, Dad, you know I wanted to buy an old Toyota six months ago.  
**Dad** Yes, I remember. You (1) \_\_\_\_\_ (can't / couldn't) because you didn't have the money.  
**Sam** Well, I (2) \_\_\_\_\_ (could / was able to) save lots from my summer holiday job. And now I've found a similar car, and this time I (3) \_\_\_\_\_ (can / was able to) afford it.  
**Dad** Sam, you (4) \_\_\_\_\_ (might be / can't be) serious! You may (5) \_\_\_\_\_ (be able to / not be able to) buy the car, but you (6) \_\_\_\_\_ (should / ought not to) consider all the costs after you buy it – petrol, for example. You'll have a car, but you (7) \_\_\_\_\_ (will be able to / won't be able to) run it! You (8) \_\_\_\_\_ (must be / mustn't be) mad even to think about doing it!  
**Mum** Dad's right, Sam. You (9) \_\_\_\_\_ (need to / had better not) get a car until you've got a real job and you (10) \_\_\_\_\_ (can / can't) really afford to have a car.  
**Sam** Mm ... perhaps you're right.

**B Add the verbs in brackets. Put them in their correct forms – past simple or past perfect.**

Long before the American Wright brothers (1) \_\_\_\_\_ (fly) their plane in 1903, many others (2) \_\_\_\_\_ (try). However, only hot-air balloons (3) \_\_\_\_\_ (be) successful, and no one (4) \_\_\_\_\_ (build) a real flying machine.

But after the 1903 success, air travel (5) \_\_\_\_\_ (develop) fast. In 1909, Louis Bleriot (6) \_\_\_\_\_ (manage) to fly 30 kilometres over the sea from France to Britain, and by 1920, several planes (7) \_\_\_\_\_ (make) the 3,000-kilometre journey across the Atlantic Ocean.

By that time, too, planes (8) \_\_\_\_\_ (become) fighting machines. During the dark days of 1914–18, thousands of men (9) \_\_\_\_\_ (fight) in the skies, and many of them (10) \_\_\_\_\_ (die).

## 2 UNIT VOCABULARY REVIEW

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

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

afford	noisy
apply	passenger
atmosphere	petrol
comfort	pollution
electric	power
emergency	production
emission	realize
exhaust	reliable
experience	solution
fuel	technology
manage	wheel

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

- 1 It was a small bus, so it only carried 16 \_\_\_\_\_.
- 2 There must be a simple \_\_\_\_\_ to the problem.
- 3 We first \_\_\_\_\_ that something was wrong when smoke started coming from the engine.
- 4 It looks like an ordinary car, but it's full of new \_\_\_\_\_.

**3 TO HELP YOU STUDY**

**A Change this informal letter to a cousin. Use contracted forms.**

57 Main Street  
 Peak Hill  
 Western Australia  
 18th September, 20..

Dear Annie,

It is (1) *It's* \_\_\_\_\_ lovely to read your emails and to hear about what you are (2) \_\_\_\_\_ all doing at home in England. Please do not (3) \_\_\_\_\_ stop writing!

Here we are (4) \_\_\_\_\_ getting on well with the SunCar project. It should not (5) \_\_\_\_\_ be long before it will (6) \_\_\_\_\_ be ready and we will (7) \_\_\_\_\_ be ready to cross 2,000 kilometres of Australian desert – and it will not (8) \_\_\_\_\_ use anything but the sun's energy!

Well, I must not (9) \_\_\_\_\_ be late, so I had (10) \_\_\_\_\_ better stop here.

Lots of Love,  
Alan

**B Change this formal letter to a company. Use full forms.**

35 High Street  
 Sandford  
 Dorset SA3 5NQ  
 18th September 20..

Mr A Farmer  
 (Sales Director)  
 The Excel Motor Company  
 18–24 Port Road  
 Bristol BR15 8KC

Dear Mr Farmer

I'm (1) *I am* \_\_\_\_\_ writing to report that we aren't (2) \_\_\_\_\_ happy with our new Wild Rider 4x4 because, I'm (3) \_\_\_\_\_ sorry to say, it's (4) \_\_\_\_\_ extremely unreliable. We've (5) \_\_\_\_\_ only had it for two months, and it's (6) \_\_\_\_\_ already broken down three times.

Clearly, we can't (7) \_\_\_\_\_ use it to cross the Sahara Desert as we'd (8) \_\_\_\_\_ planned, and so we'd (9) \_\_\_\_\_ like you to take back the vehicle and return our money. We'll (10) \_\_\_\_\_ then be able to buy a different, more reliable 4x4 before our journey begins next month.

I look forward to hearing from you in the near future.

Yours sincerely  
*John M Ross*  
 John M Ross





Different parts of France have had different weather in the last few days. In the north, temperatures \_\_\_\_\_, and in the east, \_\_\_\_\_ . In the west, \_\_\_\_\_ , and in the south, \_\_\_\_\_ .

### 3 GRAMMAR: present perfect and present perfect continuous

Complete the weather reports with the verbs in brackets. Put them in the correct tenses.

#### September 18: Report 1

During the past week, Hurricane Zoë  
 (1) \_\_\_\_\_ (develop)  
 out in the Atlantic, and now it  
 (2) \_\_\_\_\_ (start)  
 moving towards the Leeward Islands.



#### September 21: Report 2

During the last three days, we (3) \_\_\_\_\_ (receive) further reports  
 on Hurricane Zoë. It (4) \_\_\_\_\_ (grow) in size and, during the past few  
 hours, it (5) \_\_\_\_\_ (change) direction. It is now moving towards the  
 Bahamas Islands.

#### September 24 (11 a.m.): Report 3

Zoë (6) \_\_\_\_\_ (reach) the Bahamas  
 now and, since 2 a.m., it (7) \_\_\_\_\_  
 (hit) the islands with wind speeds of 180 kilometres per hour.  
 It (8) \_\_\_\_\_ (rain) heavily since  
 last night too, and half a metre of rain (9) \_\_\_\_\_  
 \_\_\_\_\_ (fall) in many areas.



#### September 24 (5 p.m.): Report 4

Hurricane Zoë (10) \_\_\_\_\_ (leave) the Bahamas and, for the last two hours,  
 it (11) \_\_\_\_\_ (move) west, straight towards the Florida coast near Miami.  
 People from cities along the coast (12) \_\_\_\_\_ (leave) their homes for the  
 last 24 hours to escape the dangers of Zoë.

#### September 24 (9 p.m.): Report 5

Hurricane Zoë (13) \_\_\_\_\_ (turn) again and, during the last  
 three hours, it (14) \_\_\_\_\_ (travel) north, still out at sea. Wind speeds  
 (15) \_\_\_\_\_ (fall) during the past few hours, too, and weather experts  
 believe that the US east coast is now safe.

### 4 LANGUAGE FOR LIFE

Complete appropriately. Then practise.

It's so hot / cold / strange! ... for days / weeks / ages.

- 1 A An hour ago, it was 20 degrees, and now it's snowing!  
 B \_\_\_\_\_ What's happening to our weather?
- 2 A Have you seen my trainers? I've been looking for them \_\_\_\_\_  
 B Well, you haven't been looking under the chair you're sitting on.  
 A Oh, wow, there they are! Thanks!

# Can you imagine living like that?

### 1 VOCABULARY: opposites

A Complete the table below with opposites from the two boxes.

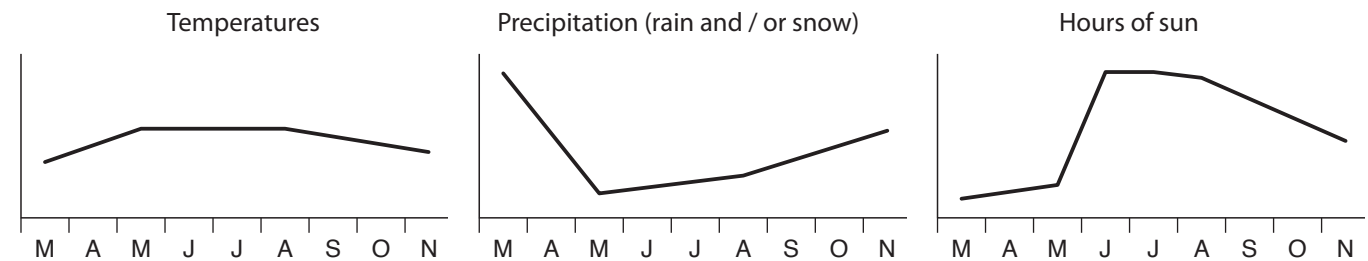
appear better dry fall fast / rapid(ly) increase less start	<b>Words from Box 1</b>	<b>Words from Box 2</b>	decrease disappear more rise slow(ly) stop wet worse
	appear	disappear	

B Complete the following with pairs of words from A. Change forms where necessary.

- Spring is coming. The snow has \_\_\_\_\_, and the first flowers are \_\_\_\_\_.
- Wildfires often \_\_\_\_\_ during hot weather with strong winds and only \_\_\_\_\_ when temperatures and wind speeds drop.
- If temperatures \_\_\_\_\_ in hot parts of the world, food production usually \_\_\_\_\_.
- The chart shows that CO<sub>2</sub> levels grew \_\_\_\_\_ at first but are now growing more \_\_\_\_\_.

### 2 GRAMMAR: describing change

Use the language table to describe the charts.



Temperatures	increased / rose	quickly / rapidly	in ... , ... and ...
Precipitation	decreased / fell	slightly / steadily / slowly	from ... to ...
	remained steady		between ... and ...
			during the next / following ... months

Temperatures rose steadily between March and \_\_\_\_\_ . Then they remained \_\_\_\_\_ . After that, they \_\_\_\_\_

Precipitation decreased \_\_\_\_\_

Hours of sun \_\_\_\_\_

### 3 VOCABULARY: word pairs

A Complete the word pairs with words from the box.

Celsius	change	dioxide	fuels	gas
level	speed	warming		

- 1 wind \_\_\_\_\_
- 2 sea \_\_\_\_\_
- 3 greenhouse \_\_\_\_\_
- 4 global \_\_\_\_\_
- 5 fossil \_\_\_\_\_
- 6 degrees \_\_\_\_\_
- 7 climate \_\_\_\_\_
- 8 carbon \_\_\_\_\_

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

- 1 In 1983, scientists recorded the world's lowest temperature of  $-89.2$  \_\_\_\_\_ at Vostok in the Antarctic.
- 2 \_\_\_\_\_ around the world are rising and some areas close to sea coasts are going to disappear.
- 3 Coal, oil and gas are all \_\_\_\_\_.
- 4 In 1992, Hurricane Andrew reached a top \_\_\_\_\_ of 320 kph.

### 4 GRAMMAR: verb + infinitive; verb + *-ing* form

Complete more of the TV interview with the verbs in brackets. Choose the infinitive or *-ing* form.

**Presenter** So, Dr Mori, are you saying that we can't afford (1) \_\_\_\_\_ (continue) in the old way?

**Mori** That's right. We must try (2) \_\_\_\_\_ (hold down) emissions. If we keep (3) \_\_\_\_\_ (pollute) in the same old way, the world will face a very bad future. So for all of us it means (4) \_\_\_\_\_ (change) our lives in some important ways. If we fail (5) \_\_\_\_\_ (make) changes, global warming will get out of control.

**Presenter** So how can ordinary people help (6) \_\_\_\_\_ (make) a difference? What do you suggest (7) \_\_\_\_\_ (do)?

**Mori** I think, first, we must all learn (8) \_\_\_\_\_ (use) less energy at home, at work and on the roads.

**Presenter** I'm sure people won't mind (9) \_\_\_\_\_ (save) some energy – and money – at home. But what about other things? If you say that we all have to stop (10) \_\_\_\_\_ (drive) our cars, that will be a big problem.

**Mori** Well, I certainly don't enjoy (11) \_\_\_\_\_ (tell) people this, but if we don't all agree (12) \_\_\_\_\_ (make) big cuts, we're going to leave a terrible world for our children and our children's children.



# Describing past events and changes

### 1 WRITING SKILLS

Write the following as a conversation. Punctuate and start a new line for each new speaker.

hows everything mum lucy asked terrible its so hot she replied have you heard about the wildfires near melbourne yes lucy said i was watching them on the news theyre spreading

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### 2 WRITING

Expand the notes into two short paragraphs. Use full forms, add words and make any other necessary changes. Add the completions you noted when you listened.

#### Paragraph 1

Britain CO<sub>2</sub> coal cotton factories iron pollution the Industrial Revolution 1750

A v. important cause of global warming: (1) the Industrial Revolution.  
 Started in (2) \_\_\_\_\_ in ± (3) \_\_\_\_\_.  
 The new industries needed many new (4) \_\_\_\_\_ to make, e.g. (5) \_\_\_\_\_  
 & (6) \_\_\_\_\_. These burned (7) \_\_\_\_\_, which produced  
 (8) \_\_\_\_\_ & (9) \_\_\_\_\_.

#### Paragraph 2

America China climate change CO<sub>2</sub> CO<sub>2</sub> Europe  
 global warming Japan temperatures temperatures

Early C19: industry started spreading across (10) \_\_\_\_\_ & (11) \_\_\_\_\_.  
 ± 1850: global (12) \_\_\_\_\_ levels & (13) \_\_\_\_\_ started rising →  
 Since then: industry has spread to (14) \_\_\_\_\_ & (15) \_\_\_\_\_ etc.  
 Recent years: (16) \_\_\_\_\_ & (17) \_\_\_\_\_ have been rising ↗  
 Now: (19) \_\_\_\_\_ is leading to (20) \_\_\_\_\_.

#### The Industrial Revolution and climate change

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# Language Focus

## 1 UNIT GRAMMAR REVIEW

A Change the verb tenses between the past simple and present perfect. Replace the highlighted words with the verbs and tense markers in brackets.

- Lucy is from Melbourne, but she moved to London three years ago. (live in / for)  
*Lucy is from Melbourne, but she has lived in London for three years.*
- She has been at London University since last year. (start / last year)
- The wildfires were first on the British news two days ago. (be / since the day before yesterday)
- Firefighters like Dave Wallace last slept three days ago. (not sleep / for)
- People from the wildfire areas have been in Melbourne for the past two days. (go to stay / two days ago)

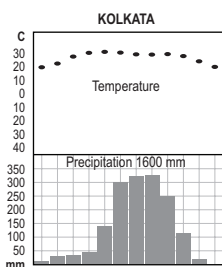
B Complete the last weather report with the verbs in brackets. Put them in the correct tenses – past simple, present perfect or present perfect continuous.

### September 25 (8 a.m.): Report 6

Hurricane Zoë (1) \_\_\_\_\_ (turn) north at 6 p.m. yesterday evening, and since then it (2) \_\_\_\_\_ (not change) direction. again. During the last 15 hours, the power of Zoë (3) \_\_\_\_\_ (decrease) steadily, too, and wind speeds (4) \_\_\_\_\_ (fall) now to less than 100 kph. At 5 a.m. today, the weather scientists (5) \_\_\_\_\_ (say) that Florida is now safe. Since then, the people of Miami and other cities along the coast (6) \_\_\_\_\_ (return) to their homes.

Just over 24 hours ago, Zoë (7) \_\_\_\_\_ (give) the Bahamas a much harder time. We now know that many roads, bridges and homes (8) \_\_\_\_\_ (go). And since early yesterday, people there (9) \_\_\_\_\_ (fight) to save their families, and neighbours. Also since then, teams of rescue workers (10) \_\_\_\_\_ (fly) to the Islands to help the Bahamans in this great emergency.

C Change the highlighted words to the opposite structure: *it / they + verb + adverb < --- > there is a + adjective + noun.*



**Kolkata** A very large city in north-east India with a population of over 15 million.

**1 Climate** It has a hot climate with a lot of rain in the summer months.

**Temperatures** They rise slowly (1) *There is a steady rise* \_\_\_\_\_ from January to April, and then they remain steady during the next five months. After that, there is a steady fall (2) \_\_\_\_\_ towards the end of the year.

**Precipitation** It increases slowly (3) \_\_\_\_\_ from very low levels during the first four months of the year. Then there is a rapid rise (4) \_\_\_\_\_ in May and June. It increases slightly (5) \_\_\_\_\_ again in July, and after that it remains steady at this level until the end of August. Following this, there is a steady decrease (6) \_\_\_\_\_ from September to November, and in December there is almost no rain.

**D Complete the text with the verbs in brackets in the correct forms. If a verb can take both an infinitive or an ~ing form, write both.**

Until quite recently, people failed (1) \_\_\_\_\_ (understand) that their pollution risked (2) \_\_\_\_\_ (cause) great damage to Earth's whole atmosphere. As a result, they continued (3) \_\_\_\_\_ (send) their emissions into the sky without much worry.

Everyone disliked (4) \_\_\_\_\_ (live) near, large, dirty factories in the middle of dirty, industrial cities. But of course, the people who worked in those factories had little money and could only afford (5) \_\_\_\_\_ (have) their homes in cheap, dirty areas close to their places of work. But for people with money, there was another way: they could choose (6) \_\_\_\_\_ (build) their homes in cleaner, greener areas – away from the centres of industrial production.

However, pollution went on (7) \_\_\_\_\_ (spread), and now no one can hope (8) \_\_\_\_\_ (escape) from pollution. We find it even in the snow and ice of the Antarctic.

**2 UNIT VOCABULARY REVIEW**

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

average chart disappear disaster farmer fossil global greenhouse hurricane imagine  
melt control pollute refuse remain scientist slightly spread steadily temperature

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

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

- 1 Hurricane Katrina was a great \_\_\_\_\_ for New Orleans: it destroyed much of the city.
- 2 \_\_\_\_\_ everywhere are trying to find ways of cutting pollution.
- 3 The Arctic summer ice is \_\_\_\_\_ fast, and ships will soon start crossing the Arctic Ocean.

**3 TO HELP YOU STUDY**

**A You need to write quick notes when you are listening to lectures or collecting information from different books. Write the following in note form.**

Hurricane Andrew hit southern Florida in the United States of America at about five o'clock in the morning on the 24th of August, 1992 with top wind speeds of around 320 kilometres per hour, or 200 miles per hour.

*Hurricane Andrew hit S FL, USA, at ±*

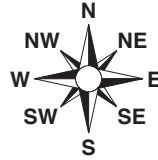
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# The rivers had risen.

### 1 VOCABULARY: where places are

A Look at the map. Choose from the following words to say where the cities are.

eastern  
northern  
southern  
western



- 1 London and Plymouth are in \_\_\_\_\_ England.
- 2 York and Manchester are in \_\_\_\_\_ England.

B Look at patterns 1 and 2, and then write two more similar statements.

- 1 Pattern 1: London is in **south-east** England.
- 2 Pattern 2: Plymouth is **in the south-west** of England.
- 3 Pattern 1: Manchester \_\_\_\_\_
- 4 Pattern 2: York \_\_\_\_\_

### 2 VOCABULARY: someone, nothing, everywhere, etc

A Add three more words from the texts in your Student's Book. Then complete the table.

someone		
anyone		
	nothing	
		everywhere

B Use words from A to complete the conversation.

- Jamie** I can't wait! Let's go!
- Teacher** Just a minute! Listen, (1) \_\_\_\_\_, we're not going (2) \_\_\_\_\_ until you've all checked that you've got (3) \_\_\_\_\_ with you – all the things you need for camping during the race.
- Sophie** It's good we're checking because I haven't got any pans. Has (4) \_\_\_\_\_ got (5) \_\_\_\_\_ to cook with?
- Vana** I think I've got two pans (6) \_\_\_\_\_ here. Yes, look, here they are.
- Ari** Great! Dartmoor, here we come!



**3 GRAMMAR: prepositions**

A Complete this piece from the school website. Add these prepositions to the time expressions.

at during for in in of on since

**www.twelve-tors-race.htm**

The Twelve Tors Race happens

(1) \_\_\_\_\_ November every year. This

year it started (2) \_\_\_\_\_ 9 a.m.

(3) \_\_\_\_\_ Saturday the 12th

(4) \_\_\_\_\_ November. The race goes on

(5) \_\_\_\_\_ two days, and (6) \_\_\_\_\_

these two days, the teams have to climb Ten of Dartmoor's highest hills.

Valley Road Comprehensive first sent a team

(7) \_\_\_\_\_ 2006, and we have competed

in the Twelve Tors Race every year

(8) \_\_\_\_\_ then.

B Complete another part of the story with these prepositions.

about around for from in in of  
of on over

This year, as usual, teams came

(1) \_\_\_\_\_ many schools (2) \_\_\_\_\_

the country to compete (3) \_\_\_\_\_ the

Twelve Tors Race. And as usual, there was a

short story (4) \_\_\_\_\_ the race

(5) \_\_\_\_\_ the local newspaper.

However, this was not a usual year.

Because (6) \_\_\_\_\_ the terrible weather,

the organizers had to stop the race and go

looking (7) \_\_\_\_\_ the teams all

(8) \_\_\_\_\_ the middle (9) \_\_\_\_\_

Dartmoor. They found nearly everyone, but

our team were still missing! Soon, Radio

Plymouth was reporting the story and then it

was even (10) \_\_\_\_\_ the national news.

**4 VOCABULARY: phrasal verbs**

Complete things that people said in Plymouth. Use these phrasal verbs.

get through go ahead look round

1 Ari Have we got time to \_\_\_\_\_ the old fishing port? It looks interesting.

Teacher Yes, let's do that, and then we'll go to the Aquarium.

2 Jamie Can we go into the Aquarium now?

Teacher \_\_\_\_\_. Here are your tickets. Meet me back here in an hour.

3 Sophie I've just been talking to Mum. Have you called home yet?

Vana I tried a few minutes ago, but I couldn't \_\_\_\_\_. I'll try again now.

**5 GRAMMAR: question forms**

Write questions for the answers.

1 Q When \_\_\_\_\_

A They arrived in Plymouth at 3.00 on Friday afternoon.

2 Q How \_\_\_\_\_

A They travelled there from London on the school bus.

3 Q Why \_\_\_\_\_

A Because they wanted to compete in the Twelve Tors Race.

4 Q How many \_\_\_\_\_

A There were 38 teams in the race.

5 Q Did \_\_\_\_\_

A No, not on Friday. It started next morning, on Saturday.

6 Q Who \_\_\_\_\_

A He tried to call his two children, Ari and Vana.

7 Q Where \_\_\_\_\_

A They decided to sleep in an old farm building.

8 Q Was \_\_\_\_\_

A No, Sophie wasn't the first to see the farm building. Vana was.



**1 GRAMMAR: modal verbs, *be able to* and *had better***

A Complete the conversation. Choose from the following.

can / can't    must / mustn't    should / shouldn't

- Tim** We (1) \_\_\_\_\_ try to reach Silver Falls by 3.00. Sam says he and Anne will be there to meet us then, and he says we (2) \_\_\_\_\_ be late!
- Lyn** Well, we (3) \_\_\_\_\_ take the mountain road or the valley road. And I think we (4) \_\_\_\_\_ go by the mountain road. It's shorter.



B Complete the conversation. Choose from the following.

can / can't    might / might not    had better / had better not

- Tim** Look! We (1) \_\_\_\_\_ go on!
- Lyn** And more rocks (2) \_\_\_\_\_ fall on us, so we (3) \_\_\_\_\_ stay here!
- Tim** You're right. We (4) \_\_\_\_\_ turn back.



C Complete the conversation. Choose from the following.

be able to    couldn't    have to / not have to

- Lyn** We're very sorry that we (1) \_\_\_\_\_ get here at 3.00.
- Sam** Don't worry about it! You (2) \_\_\_\_\_ come by the mountain road?
- Tim** That was the problem. We tried, but we (3) \_\_\_\_\_ turn back because of a rock fall.
- Lyn** Luckily, we (4) \_\_\_\_\_ to take the valley road instead.
- Ann** Ah, yes, but that takes much longer.

**2 GRAMMAR: past simple and past perfect**

Put the verbs in the correct tenses. Choose between the past simple and the past perfect.

- Tim and Lyn \_\_\_\_\_ (come) to the rock fall only after they \_\_\_\_\_ (climb) all the way to the top of the mountain road!
- By the time they \_\_\_\_\_ (get) back down to the bottom of the mountain again, it \_\_\_\_\_ (be) already two o'clock.
- And Tim's mobile \_\_\_\_\_ (go) dead, so he \_\_\_\_\_ (cannot) call Sam and Ann to tell them what \_\_\_\_\_ (happen).
- He and Lyn \_\_\_\_\_ (ride) along the valley road as fast as possible, but they \_\_\_\_\_ (lose) too much time.
- It \_\_\_\_\_ (be) already dark when they \_\_\_\_\_ (get) to Silver Falls, but luckily their friends \_\_\_\_\_ (wait) for them.

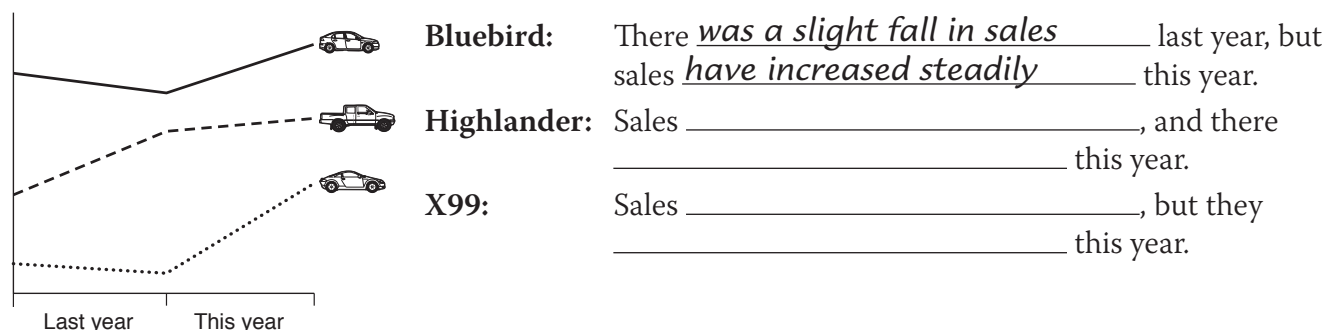
### 3 GRAMMAR: present perfect and present perfect continuous

Put the verbs in the correct tenses. Choose between the present perfect and the present perfect continuous.

- The world \_\_\_\_\_ (build) more and more cars for over a century, and numbers \_\_\_\_\_ (now reach) about a billion.
- Ever since the early days, engineers \_\_\_\_\_ (work) to produce better and better vehicles, and cars \_\_\_\_\_ (never be) as safe, cheap and reliable to run as they are today.
- They \_\_\_\_\_ (also make) traditional car engines cleaner and cleaner, but emissions \_\_\_\_\_ (rise) to dangerous levels because there are so many cars on the roads.
- As a result, car makers around the world \_\_\_\_\_ (develop) new and cleaner hybrid engines in recent years, and some of these \_\_\_\_\_ (appear) now in cars such as the Prius.
- Car makers \_\_\_\_\_ (also try) to develop the best technology of all – fuel cell engines – but up till now, they \_\_\_\_\_ (not be able to) make these cheaply enough.

### 4 GRAMMAR: describing change

Look at the sales chart for three popular models that the Mitsumoto Car Company makes. Complete the description of sales last year and this year.




**Bluebird:** There was a slight fall in sales last year, but sales have increased steadily this year.

**Highlander:** Sales \_\_\_\_\_, and there \_\_\_\_\_ this year.


**X99:** Sales \_\_\_\_\_, but they \_\_\_\_\_ this year.

### 5 GRAMMAR: relative clauses with extra information


Add the extra information in brackets to the correct part of the main sentence.

- 

Chris dreams of buying an X99. (He loves sports cars.)  
 He always dreams of buying one that is bright red. (Red is his favourite colour.)  
Chris, who loves sports cars, dreams of buying an X99. He always dreams of one that is bright red, which is his favourite colour.

- 

Harry and Sally think the right car for them is the Bluebird. (They have two young children.)  
 This family car is safe and reliable, and it is also cheap to run. (Being cheap to run is important to them.)  
 \_\_\_\_\_  
 \_\_\_\_\_

- 

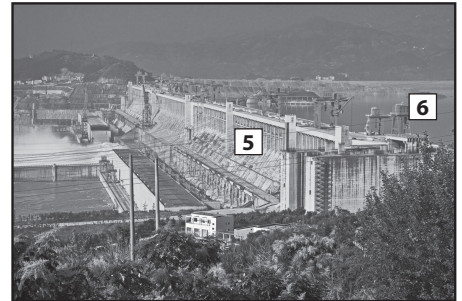
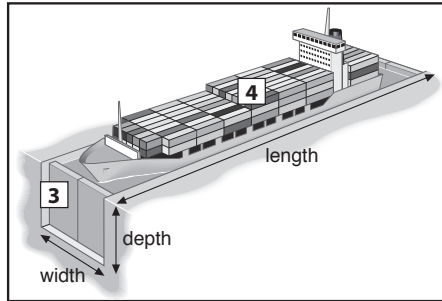
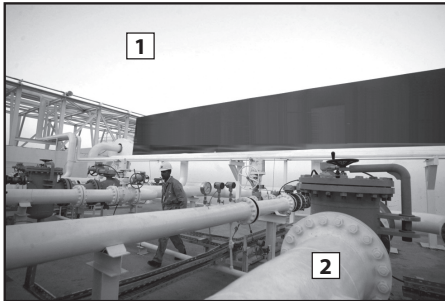
Evan lives and works on a hill farm far from the main roads. (He has just bought a Highlander.)  
 Evan often has to carry farm equipment. (He can now put all these things in the back of his new pickup.)  
 \_\_\_\_\_  
 \_\_\_\_\_

## DANGER – HUMANS AT WORK! *Unless they stop, they'll ...*

### 1 VOCABULARY: engineering projects

Find the engineering words and label the pictures.

colk    lio mineralt    mad    pilepine    pish    reversiro



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

3 \_\_\_\_\_  
4 \_\_\_\_\_

5 \_\_\_\_\_  
6 \_\_\_\_\_

### 2 GRAMMAR: stating dimensions

A Complete descriptions 1 and 3 with information from the table.

B Now write descriptions 2 and 4. Use the structures of 1 and 2 and information from the table.

Dam name	Country	Length	Height
1 The Three Gorges	China	2,335 m	101m
2 The High Aswan	Egypt	3,830 m	111m

Canal name	Connects	Length	Width	Depth
1 The Panama	The Pacific & Atlantic Oceans	82 km	218 m	18 m
2 The Suez	The Mediterranean & Red Seas	184 km	60 m	16 m

1 The Three Gorges Dam, which is in \_\_\_\_\_, is \_\_\_\_\_, and it has a \_\_\_\_\_.

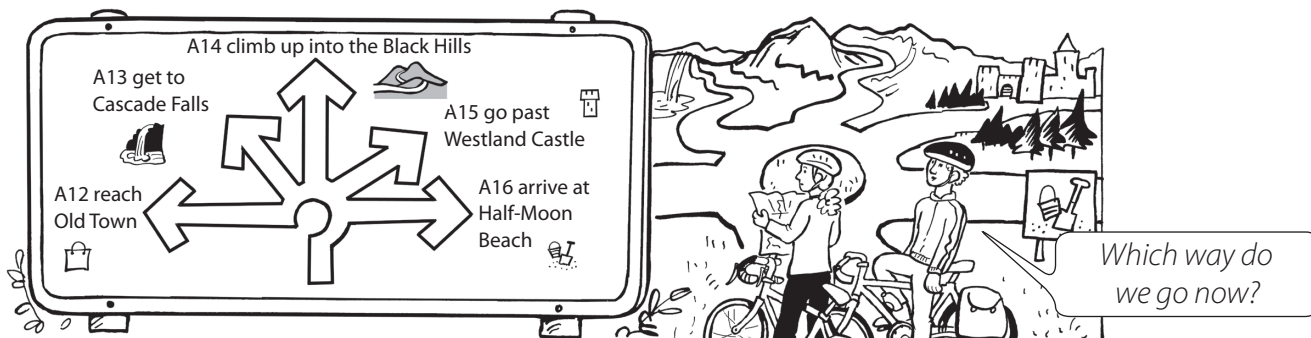
2 \_\_\_\_\_

3 The Panama Canal, which connects \_\_\_\_\_, is \_\_\_\_\_, \_\_\_\_\_, and it has a \_\_\_\_\_.

4 \_\_\_\_\_

**3 GRAMMAR: forms of conditional statements**

A Tim and Lyn are on another bike trip. Look at the picture to complete their statements.



- 1 Turn left on the A12, and we'll reach
- 2 Take the A13, and
- 3 Go straight on along the
- 4 Take the
- 5 Turn

B The Brant family are about to ride into the Grand Canyon, but visitors need to be careful. Match *Advice* and *Reasons* to complete the warning sign at the top of the canyon. Connect them with *or*.

- | Advice                        | Reasons                           |
|-------------------------------|-----------------------------------|
| 1 Carry lots of water.        | a ... miss some great photos.     |
| 2 Take enough food for a day. | b ... get very thirsty.           |
| 3 Wear large hats.            | c ... burn badly in the sun.      |
| 4 Stay on the main path.      | d ... be hungry.                  |
| 5 Remember your camera.       | e ... may fall and kill yourself. |

**WARNING TO VISITORS**

- 1 Carry lots of water, or  
you will get
- 2 Take
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

C After the Twelve Tors Race, the team want to write down their advice for next year's team. Match points 1–5 and points a–e. Connect them with *unless*.

- |                               |   |
|-------------------------------|---|
| 1 Wear good walking boots.    | a If you don't, you may not find a good place.                  |
| 2 Eat a good, hot breakfast.  | b If you don't, you won't go very far or very fast!             |
| 3 Make camp before dark.      | c If you don't, you'll leave Dartmoor a less beautiful place.   |
| 4 Cook before it gets dark.   | d If you don't, you won't have enough energy for the day ahead. |
| 5 Take your rubbish with you. | e If you don't, you'll have big problems preparing your food.   |

- 1 Unless you wear good walking boots, you won't go very far or very fast!
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

**DANGER – HUMANS AT WORK!***If they had thought, they would have ...***1 VOCABULARY: grammatical pairs**

A Find verbs, nouns and adjectives in the texts to complete the pairs.

	verb	noun
1		product
2		construction
3	lead	
4	plan	

	verb	adjective
1		empty
2	pollute	
3		helpful

	noun	adjective
1	difference	
2		deep
3		industrial
4	environment	

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

- They \_\_\_\_\_ a dam 13 kilometres long. / I wonder how long the \_\_\_\_\_ took.
- Farm chemicals run off the land and \_\_\_\_\_ the rivers, and this \_\_\_\_\_ kills the fish.
- China has a huge \_\_\_\_\_ economy, and her \_\_\_\_\_ make everything from toys to trucks.

**2 GRAMMAR: second conditionals**Create the American planners' conversation. Be careful: the *if* part is not always the first part.Planner 1 *If we had enough money, we could build an enormous dam.*

(we have enough money / can build an enormous dam)

Planner 2 \_\_\_\_\_

(we be able to build the dam / it need to be there at the narrowest point)

Planner 1 \_\_\_\_\_

(and the dam wall can be very high / we construct it right there)

Planner 2 \_\_\_\_\_

(we create a huge reservoir lake / we make the wall as high as that)

Planner 1 \_\_\_\_\_

(there may be enough water for the whole region / we have a lake like that)

Planner 2 \_\_\_\_\_

(and we can also get power for the whole region / we have that very high dam)



**3 VOCABULARY: words in context**

Choose the right word to complete the statements.

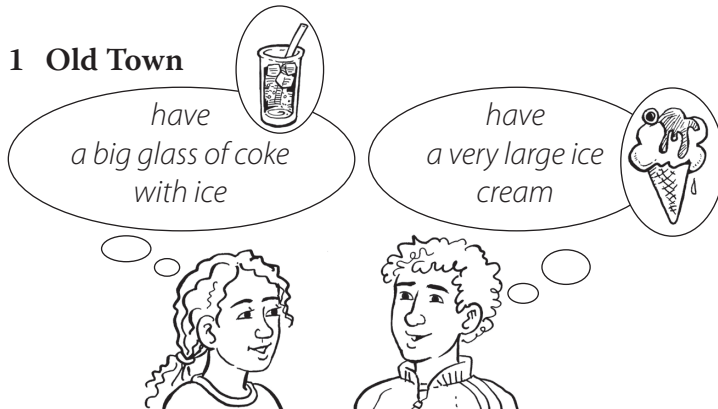
- 1 You've done a lot of \_\_\_\_\_ today. Well done! (job / work)
- 2 I've got a new \_\_\_\_\_. I'm the manager's assistant now. (job / work)
- 3 Before they built the Panama Canal, the sea journey from New York round South America to San Francisco \_\_\_\_\_ take months. (use / used to)
- 4 Today, ships \_\_\_\_\_ the Canal and cut the journey by thousands of kilometres. (use / used to)
- 5 Please \_\_\_\_\_ and have lunch with us at the weekend. (come / go)
- 6 Then, if the weather is nice, we can \_\_\_\_\_ out for a walk in the park. (come / go)
- 7 Could you \_\_\_\_\_ me that bag over by the door, please? (bring / take)
- 8 And then could you please \_\_\_\_\_ these letters to the post office for me? (bring / take)

**4 GRAMMAR: third conditionals**

A Tim and Lyn chose to ride straight on and climb up into the steep Black Hills.



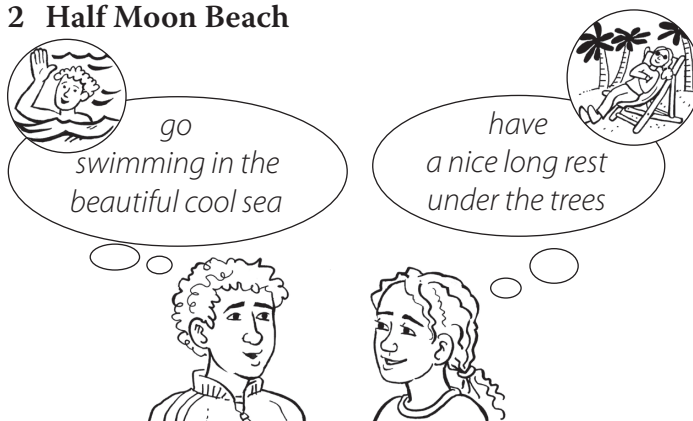
**1 Old Town**



Lyn If we'd gone to Old Town, I'd have had a \_\_\_\_\_

Tim If \_\_\_\_\_

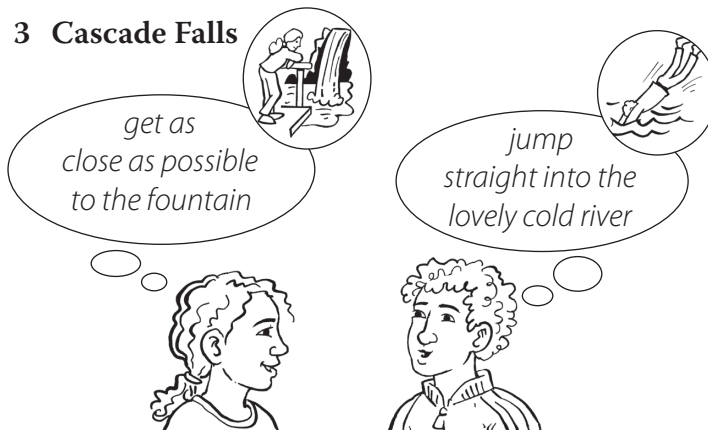
**2 Half Moon Beach**



Tim \_\_\_\_\_

Lyn \_\_\_\_\_

**3 Cascade Falls**



Lyn \_\_\_\_\_

Tim \_\_\_\_\_

# DANGER – HUMANS AT WORK!

## *Considering possible actions*

### 1 WRITING SKILLS

Write the following as a conversation. Punctuate and start a new line for each new speaker.

Well fall off the edge tara said dont worry that wont happen dad promised but tara was still frightened and she said ill have to close my eyes jack turned to his sister and laughed thats silly tara he said then he changed the subject and asked just how big is the dam ill check the guidebook for you mum offered

*'We'll fall off the edge!' Tara said.*

### 2 WRITING

**A Start the first two paragraphs. Turn the following into third conditional statements and write them as topic sentences.**

If China (stop) the project, it (escape) several big problems.

However, if the country (not go ahead) with the project, it (miss) several very important benefits.

**B Look at the planners' conversation on page 37 of your Student's Book again. Add the three arguments against the project to paragraph 1. Add the three arguments for it to paragraph 2.**

Be careful to do the following:

\* use third conditional forms (but you do not need to repeat the *If* clauses);

\* change *we* to *they*;

\* choose from these connectors: *First, ... First of all, ... Secondly, ... Thirdly, ... Again, ... Finally, ...*

*What if the Three Gorges Project had not gone ahead?*

*If China had stopped*

*First, they would have saved*

*However,*

*In my opinion,*

**B** Write the third paragraph – a short conclusion. Choose the words in brackets that say what you think.

*In my opinion, the ... (benefits / problems) were greater than the (benefits / problems). As a result, I believe that the planners were (right / wrong) to go ahead with the Three Gorges Project.*

### **3** UNITASK

**A** Write a chain story about Vana and Ari. Use these ideas and the third conditional.

If Vana and Ari ...

- \* not move to Britain ...
- \* not go to Valley Road Comprehensive ...
- \* not join the Twelve Tors team ...
- \* not have their amazing experience on Dartmoor ...
- \* not appear on the local and national news.

*If Vana and Ari had not moved to Britain, they would not have gone to Valley Road Comprehensive. And if they had not gone to Valley Road Comprehensive, they would not have*

**B** Write your partner's story in a short paragraph – paragraph 1. Then in paragraph 2, say what would / would not have happened without that event.

*This is what happened to my partner.*

*This made an important difference to my partner's life. If it had not happened,*

# Language Focus

## 1 UNIT LANGUAGE REVIEW

A Complete the statements with these words and the forms *be + adj + ~est* and *have + n + of*.

deep / depth    high / height    long / length    wide / width

### AMAZING FACTS ABOUT OUR WORLD

- 1 The Angel Falls in Venezuela *is the highest* \_\_\_\_\_ waterfall in the world, with *a height of* \_\_\_\_\_ 979m.
- 2 The Marianas Trench in the Pacific \_\_\_\_\_ point anywhere in the oceans, with \_\_\_\_\_ 10,911m.
- 3 The River Nile in Africa \_\_\_\_\_ river in the world, with \_\_\_\_\_ 6,695km – nearly the distance from Kurdistan to Japan!
- 4 The River Amazon in South America \_\_\_\_\_ river in the world, with \_\_\_\_\_ up to 124m – and also \_\_\_\_\_ river in the world, with \_\_\_\_\_ 320km at its mouth.



B Change the **highlighted** clauses to the other structure: *if + first conditional* < --- > *unless*.

- 1 Emissions will continue to rise **unless we start using fuel cell technology.**  
*if we do not start using fuel cell technology,* \_\_\_\_\_
- 2 **If we do not cut emissions,** we will not be able to control global warming.  
\_\_\_\_\_
- 3 We will not be able to stop climate change **if we cannot control global warming.**  
\_\_\_\_\_
- 4 **Unless we can stop climate change,** we will do great damage to our world.  
\_\_\_\_\_

C Should London's main airport, Heathrow, get bigger? Or should there be a new island airport at the mouth of the River Thames? Complete the discussion with second conditional forms.

- Planner 1** If we *went* \_\_\_\_\_ (go) ahead with our plan, we \_\_\_\_\_ (create) a complete new island.
- Planner 2** Yes, but think! The project \_\_\_\_\_ (cost) far too much if you \_\_\_\_\_ (do) that.
- Planner 1** But think of the good points. We \_\_\_\_\_ (can) keep all the noise and pollution away from London if we \_\_\_\_\_ (have) an island airport.
- Planner 2** But if you \_\_\_\_\_ (put) the airport there, it \_\_\_\_\_ (be) too far from London.
- Planner 1** Ah, yes, but if we \_\_\_\_\_ (build) it there, we \_\_\_\_\_ (also construct) a high-speed railway to the city.



**D Use the sentence parts to write the story of Dave's bad day. Use third conditional forms.**



1 not wake up late / get up at the right time  
*If Dave hadn't woken up late, he would have*



2 have time / check / water in his car  
*If he had got up at the right time, he*



3 car not break down

4 not miss the football match

**2 UNIT VOCABULARY REVIEW**

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

benefit bucket construct depth dream dust edge empty environmental fishing  
 guidebook opinion pipeline reality repair salty scary shrink station tunnel

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

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

- Egypt \_\_\_\_\_ the High Aswan Dam in the 1960s.
- The oil industry has to be careful not to cause pollution and \_\_\_\_\_ damage.
- You may not agree, but in my \_\_\_\_\_, they will have to build a new airport.

**3 TO HELP YOU STUDY**

When you need to use a dictionary, check carefully for the correct meaning of a word. Find the different meanings of *bright* from the dictionary entry. Label them 1–5.

- A Which one is Dara?  
 B He's the one in a bright (\_\_\_) blue sweater. He's over in that bright (\_\_\_) sunny corner by the window?  
 A Ah, yes. I've heard that he's a very bright (\_\_\_) student.  
 B That's right, and he's also very popular. He's always got a bright (\_\_\_) smile on his face!  
 A Mm. Well, I expect he's got a bright (\_\_\_) future ahead of him!

**bright** /braɪt/ adj. 1 full of strong light *I saw a bright light in the sky.* 2 of colours that are strong but not dark *She was wearing a bright red jacket.*  
 3 happy and full of life *His eyes were bright and full of hope.* 4 intelligent, able to understand quickly *She's very bright. She learned to read when she was three.* 5 of a time that is coming that will probably be full of success *The team are playing well. Things are looking bright for them.*



# 6

LESSONS  
1&2

## WHEN SCHOOL FINISHES

### *I need a lot of skills*

#### 1 VOCABULARY: skills

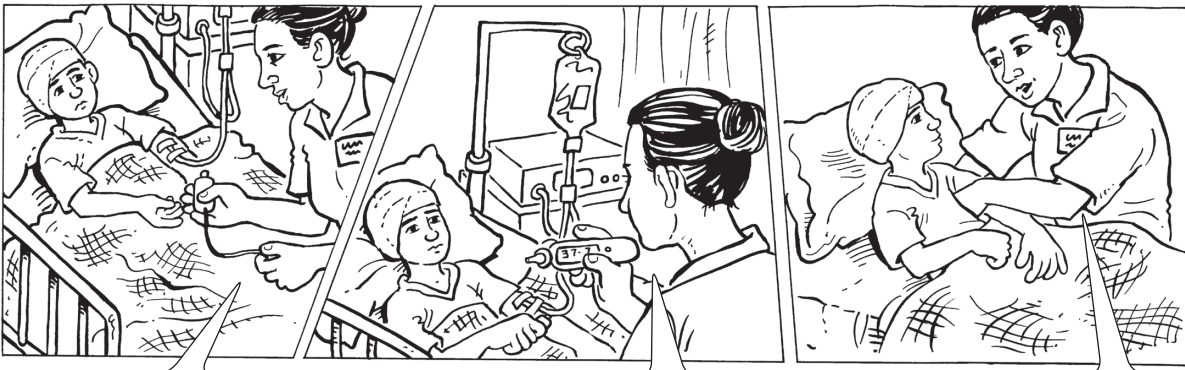
A Choose from the following skills to complete the statements.

being part of a team    coordination    decision making    growing    interviewing    leading  
looking after    searching    speed    strength

- 1 Rondik is a good newspaper reporter. She's good at *interviewing* people and \_\_\_\_\_ for information to use in her reports.
- 2 Dara is an excellent farmer. No one is as good as him at \_\_\_\_\_ crops and \_\_\_\_\_ farm animals.
- 3 Zara is a great manager. \_\_\_\_\_ and \_\_\_\_\_ a group are things she does really well.
- 4 Sirwan is a fantastic football player. His \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ are famous, and he's also very, very good at \_\_\_\_\_.

B Complete the paragraph about Nurse Nasreen. Add these skills to sentences 2, 3 and 4.

finding out information    helping her young patient    setting up equipment



*I'm starting this machine. So if your head starts hurting more, just push this button.*

*Hmm ... 37.7°. Your temperature's still a little high, but it's lower than it was an hour ago.*

*If you're feeling well enough, would you like me to get you something to eat?*

Nurse Nasreen uses many different skills with every patient. For example, in the first picture we see her \_\_\_\_\_. Then, in the second picture, \_\_\_\_\_. Finally, in \_\_\_\_\_, \_\_\_\_\_.

#### 2 GRAMMAR: the *-ing* form acting like a noun

A Look at the nouns from verbs that you know.

verb	noun	verb	noun
advise	advice	organize	organization
communicate	communication	prepare	preparation



## B Change the words in brackets to *-ing* forms and adverbs.

- 1 *Advising helpfully* \_\_\_\_\_ (Helpful advice) is only possible after long experience.
- 2 \_\_\_\_\_ (Clear communication) is an important skill in most jobs.
- 3 \_\_\_\_\_ (Careful organization) is the way to get work done.
- 4 \_\_\_\_\_ (Good preparation) is the right way to start any job.

## 3 GRAMMAR: tag questions

Olivia is talking with her American cousins, who have just arrived. Add the tag questions, positive and negative. Then practise.



- Olivia** You're staying with us for two weeks, (1) *aren't you?*
- Carl** Yes, and we're all going to have a really great time, (2) \_\_\_\_\_
- Olivia** It's been a long time since your last visit, (3) \_\_\_\_\_
- Amy** That's right. We haven't been to England for about ten years, (4) *have we* \_\_\_\_\_, Carl?
- Carl** You're right. We came about ten years ago, (5) \_\_\_\_\_
- Amy** You were seven, (6) \_\_\_\_\_ And I had just had my sixth birthday, (7) \_\_\_\_\_
- Olivia** So you don't remember much about England, (8) \_\_\_\_\_
- Carl** No, we can't remember very much, (9) \_\_\_\_\_, Amy?
- Amy** I certainly can't. So it'll be like seeing the country for the first time, (10) \_\_\_\_\_
- Olivia** Right, well, we ought to talk about the things you want to do, (11) \_\_\_\_\_
- Carl** We could start with a trip round London on one of those open-top tourist buses, (12) \_\_\_\_\_
- Olivia** Mm ...Perhaps we shouldn't do that today, (13) \_\_\_\_\_ Look at the sky.
- Amy** I agree. Those clouds look like rain, (14) \_\_\_\_\_
- Carl** I guess you're right. The weather probably isn't going to be great this afternoon, (15) \_\_\_\_\_
- Olivia** But that's OK. The weather report promises sun tomorrow, so we'll be able to do the bus trip then, (16) \_\_\_\_\_

## 4 LANGUAGE FOR LIFE

Complete appropriately. Then practise.

have / take a seat. First, let's check / have a look at / think about ... No problem.

- 1 **A** (knocking at the door) Excuse me. Do you have a moment to talk?  
**B** Yes, of course. Come in and \_\_\_\_\_
- 2 **A** Can you help? I keep going wrong with my answer to a maths problem.  
**B** I'll try. \_\_\_\_\_ the problem.  
**A** Here you are.
- 3 **A** Now I understand! Thanks a lot, and sorry to take your time.  
**B** \_\_\_\_\_ Come and see me again any time you want.

**1 VOCABULARY: opposites**

A Find opposites in the text in your Student's Book.

- |                         |       |                    |       |
|-------------------------|-------|--------------------|-------|
| 1 ancient / traditional | _____ | 5 hates            | _____ |
| 2 simple                | _____ | 6 damages / breaks | _____ |
| 3 easier                | _____ | 7 arrive           | _____ |
| 4 answers               | _____ | 8 destroyed        | _____ |

B Now use pairs of opposites to complete the following. Change forms as necessary.

- The cup \_\_\_\_\_ when I dropped it, but I've \_\_\_\_\_ it now.
- I don't know the \_\_\_\_\_ to your \_\_\_\_\_, but you'll find them on the internet.
- We \_\_\_\_\_ early and we travelled all morning. We finally \_\_\_\_\_ in Erbil at 1.00.
- Farming is an \_\_\_\_\_ industry, but today, \_\_\_\_\_ science helps farmers in many ways.
- Emma is a great teacher. She explains \_\_\_\_\_ ideas in \_\_\_\_\_ ways that we all understand.

**2 GRAMMAR: expressing cause and effect**A Add *because* or *because of*.

- Lisa isn't here today \_\_\_\_\_ she's helping a group of disabled children.
- Bill is very worried \_\_\_\_\_ the club's budget problems.
- \_\_\_\_\_ Lisa is so mad about science, she spends all her time at home doing experiments!
- \_\_\_\_\_ her interest in clothes, Tara has started designing and making her own.

B Rewrite the sentences with the connectors in brackets. Put the connectors in the middle of the sentences.

- Finding the right job is complicated, so young people need help. (because)  
Young people need help because finding the right job is complicated.
- New jobs are appearing because the world is changing. (, so)  
\_\_\_\_\_
- We need to find a job we enjoy as people work better in a job they like doing. (, and therefore)  
\_\_\_\_\_
- The codes are simple and useful, and as a result, a lot of people use the Holland system. (since)  
\_\_\_\_\_

### 3 VOCABULARY: phrasal verbs

You know a lot of phrasal verbs that do not take an object. Choose from the following to complete the story. Change forms as necessary.

break down   come on   fall off   get off   get on   get up   go down   go on   look forward to  
look round   look out   sit down   stand up   wake up

#### Joe Bell's Saturday job

Last Saturday, Joe (1) woke up late. He lay there for a while, but soon his mother called from downstairs, (2) '\_\_\_\_\_, Joe! Come quickly, or you'll be late for your job interview.' He then (3) \_\_\_\_\_ and got dressed, and five minutes later, he (4) \_\_\_\_\_ to have some breakfast. He (5) \_\_\_\_\_ at the table and ate quickly. Then he (6) \_\_\_\_\_, got his jacket and left.

Along the street, he (7) \_\_\_\_\_ the bus and soon he was in town. He (8) \_\_\_\_\_ outside the supermarket at 9.25 and at 9.30 his interview started. After ten minutes, the manager said, 'Good. We can offer you four hours' work every Saturday. Now, come with me, and let's (9) \_\_\_\_\_ the store together.'

Joe was really happy. He was (10) \_\_\_\_\_ his first job very much!



### 4 GRAMMAR: phrasal verbs

You know some phrasal verbs that take an object. Change the object noun in each reply to a pronoun. Then change the form of the phrasal verb as necessary.

- A I'd like you to add up the numbers and use them to fill in the chart.

B Ah, but I've already added them up, and I've also already used them to \_\_\_\_\_.
- A I'll have to look up these words that I've marked, or I won't be able to understand the meaning of the text.

B Wait a minute. That's not right. You don't need to \_\_\_\_\_. You can \_\_\_\_\_ quite easily if you think carefully.
- A Could you please tidy up this room and put away all these books and papers.

B I'd like to \_\_\_\_\_, but I haven't got anywhere to \_\_\_\_\_!
- A Tell me, where should I set up this equipment? And then, do you also want me to turn on all the different pieces?

B Could you \_\_\_\_\_ next to the patient's bed, please? And then, yes, could you \_\_\_\_\_, too?

# 6

LESSONS  
5&6

## WHEN SCHOOL FINISHES

# Interviewing and writing a report

### 1 MAKING NOTES

Listen to Parts 2–4 of Najih Jaf’s interview and complete the notes.

#### Section 1: Personal and study details

Family name: Jaf First name: Najih Age: 17 Grade: 11

Address: 1051 Ocean Street, Los Angeles, CA 94853

Subjects: mathematics, IT, physics, chemistry, biology, English

#### Section 2: Holland Code

Code: R - A - E

Details:

Letter 1: \_\_\_\_\_

Because he likes working with

&

Letter 2: \_\_\_\_\_

Because he likes designing

&

Letter 3: \_\_\_\_\_

Because he has started a

&

Related skills:

&

Related skills:

&

Related skills:

&

#### Section 3: Possible career paths

Industries: 1 computer software 2 XXXXXXXXXXXXXXXXXX

Fields: 1 computer games 2 \_\_\_\_\_

### 2 WRITING

Use your notes in 1 to write Susan Lee’s report.

#### Report on Najih Jaf

Najih Jaf is 17 and he is in Grade \_\_\_\_\_. The school subjects he is taking include mathematics,

Najih’s Holland Code is \_\_\_\_\_. This code comes from the following points about him. First, he likes \_\_\_\_\_.

Useful related skills include \_\_\_\_\_. Secondly, he likes \_\_\_\_\_.

Important related \_\_\_\_\_.

Thirdly, he has \_\_\_\_\_. Useful related skills include \_\_\_\_\_.

We have discussed possible career paths, and it seems clear that he should work in the \_\_\_\_\_.

He would probably do well in the field of \_\_\_\_\_ or in the field of \_\_\_\_\_.



# Language Focus

## 1 UNIT LANGUAGE REVIEW

### A Choose the correct connector from each pair in brackets.

In most countries, life at university is expensive, (1) \_\_\_\_\_ (and so / because) the parents of many students have problems paying for everything. (2) \_\_\_\_\_ (Because / Because of) these money problems, a lot of students get holiday jobs in the summer. And (3) \_\_\_\_\_ (so / because) even that money is often not enough, they also often get part-time work during the rest of the year. (They cannot get full-time jobs, of course, (4) \_\_\_\_\_ (therefore / since) they need most of their time for study.

Most older people take summer holidays away from work, and (5) \_\_\_\_\_ (therefore / as) students can usually find work quite easily during the summer months. However, part-time jobs during the university year are a bigger problem. Students cannot usually work during the day on week days (6) \_\_\_\_\_ (as / and so) they have to be at university. (7) \_\_\_\_\_ (As a result, / Since) they try to get weekend work or work in the evenings – restaurant work, for example.

This sort of work may be necessary for a lot of students. However, they must be careful (8) \_\_\_\_\_ (since / as a result) it is very easy to get very tired – and then fail at university!

### B Use these phrasal verbs to complete the story of Joe Bell's job search. Change the form as necessary.

fill in   find out   go ahead   go in   look for   look up   pick up   sit down

One day, Joe Bell saw a big sign in the window of Tesbury's supermarket which said: 'We are (1) \_\_\_\_\_ more people to join our happy team and help in this store full-time and also part-time on Saturdays and Sundays.' Joe needed part-time work, so he (2) \_\_\_\_\_ and he asked about applying for a job. They told him he had to (3) \_\_\_\_\_ a special form, so he (4) \_\_\_\_\_ one \_\_\_\_\_ and took it home with him. There, he decided to (5) \_\_\_\_\_ more about Tesbury's, so he (6) \_\_\_\_\_ it \_\_\_\_\_ on the internet, and he read that it was a good company to work for. So he decided to (7) \_\_\_\_\_ and apply for a job. He (8) \_\_\_\_\_ at his desk with the form and started work.

### C Complete part of Joe's job interview. Fill 1–6 with tag questions. Fill 7–12 with these *-ing* forms.

advising   being   checking   knowing   training   working

**Manager** So you've filled in a form, (1) \_\_\_\_\_. Oh, yes, here it is. And your name's Joe Bell, (2) \_\_\_\_\_. And I also see that you're a student, (3) \_\_\_\_\_.

**Joe** Yes, that's all correct.

**Manager** You don't want a full-time job, (4) \_\_\_\_\_. And you can't work all weekend, (5) \_\_\_\_\_.

**Joe** That's right. I can only work on Saturday afternoons.

**Manager** Now you didn't say what job you wanted, (6) \_\_\_\_\_.

**Joe** No, I'd be happy to do any job.

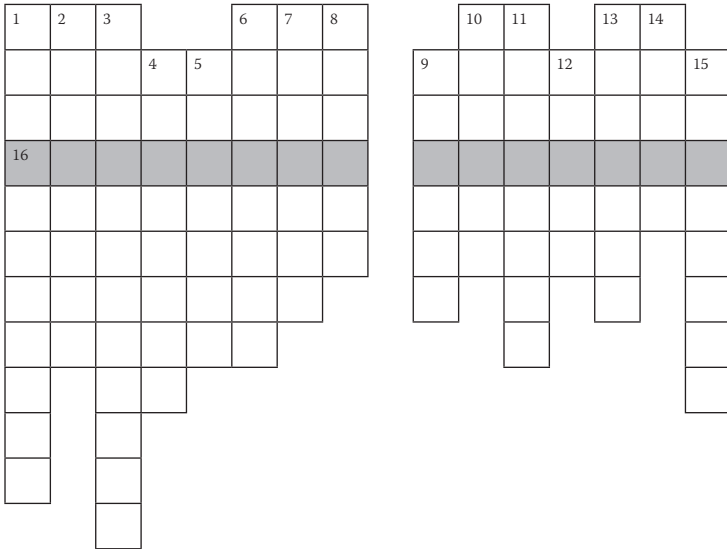
**Manager** Well, we can offer you the job of shelf filler, so let me tell you something about it. Experience isn't necessary since we'll give you the necessary (7) \_\_\_\_\_. However, (8) \_\_\_\_\_ with other people is something you must be able to do well: (9) \_\_\_\_\_ part of a team is very important here. Now, thinking about the skills you'll need, well, (10) \_\_\_\_\_ is very important, and you need to fill the shelves again before they're empty. Another important thing is (11) \_\_\_\_\_. You see, people in the shop often ask for help, and so (12) \_\_\_\_\_ our products and where to find everything is very important.



## 2 UNIT VOCABULARY REVIEW

Complete the puzzle with 15 of these words. Find and write a two-word phrase – number 16.

adviser biology budget business career chemistry complicated  
 coordination decision disabled field general maintain opportunity  
 plant public related social software strength



- 1 the opposite of *simple*
- 2 the noun that goes with the adjective *strong*
- 3 Tony keeps falling when he tries to run. He's got no ...
- 4 Dara doesn't want to work for anyone else. He wants to start his own ...
- 5 the study of living things
- 6 If you clean and ... your car carefully, it will last for many years.
- 7 The words *produce*, *product* and *production* are closely ...
- 8 Jalal Nooraddin has worked in ... service all his life and he has been a great community leader.
- 9 We can't afford any new equipment this year. Our ... is very low.
- 10 Ari wants to go to college and then go on to a ... in teaching.
- 11 Our new computer has got the latest ...
- 12 Farmers ... most of their crops early in the year.
- 13 a person who gives advice
- 14 ... (noun) 1 an area of land on a farm for crops or animals 2 a subject that you study or a type of work that you do *the ... of medicine* \* *Dr Carter is an expert in his ...*
- 15 Poor Yunis. He's been ... since the car accident, and he may never walk again.
- 16 \_\_\_\_\_

## 3 TO HELP YOU STUDY

Copy and extend the table below. Then put these words and phrases into the correct lists, which all relate to the topic of travel.

buy tickets camera check websites flight number / time get ready guidebook  
 leave / arrive look up make phone calls make videos map money  
 pack bags / clothes / things phone home say goodbye search on the internet take off / land  
 take photos / photographs travel by bike / bus / car / plane / train write / send letters

Collecting information	Preparing to travel	Transport & travel	Things to travel with	Communicating about travel
<i>find out</i>	<i>decide dates</i>	<i>travel by air / road / rail</i>	<i>tickets</i>	<i>buy / write / send postcards</i>

**1 VOCABULARY: types of TV programme**

Find the types of TV programme and label the TV schedules.

		Channel 4	Channel 5	
posa reapo <i>soap opera</i>	6.00	<b>Friends and Neighbours</b> (the latest ups and downs from Sunny Street)	<b>Fun for the Young</b> (especially for kids)	tonorac _____
otencurymad _____	6.30	<b>Wonderful Wildlife</b> (wild and beautiful East Africa)	<b>My Favourite Food</b> (a favourite of fans of good food everywhere)	koryreco _____
ravlet _____	7.00	<b>Happy Holidays</b> (for the best of the best to visit)	<b>The World Tonight</b> (the world's most important events today)	het swen _____
sumic _____	7.30	<b>Sounds You Love</b> (live from the Dance Club)	<b>The Problem is ...</b> (the big questions about our world)	sicsunosid _____
mega _____	8.00	<b>Family Competition</b> (for the cleverest family in the country)	<b>Play of the Day: Hurricane!</b> (actual events during a hurricane)	VT madra _____
strops _____	8.30	<b>The Big Match</b> (live from all the top games)		_____
_____	9.00			<b>Journey to the Lost Lands</b> (a secret land beyond the mountains)

**2 GRAMMAR: active and passive**

Complete the statements from the TV schedules. Put the verbs in brackets in the correct forms. Label the sentences Active or Passive.

- Friends and Neighbours* **brings** \_\_\_\_\_ you the latest ups and downs from Sunny Street. (bring)  
**Active** \_\_\_\_\_
- Wonderful Wildlife* **is filmed** \_\_\_\_\_ in wild and beautiful East Africa. (film) **Passive** \_\_\_\_\_
- Happy Holidays* \_\_\_\_\_ for the best of the best to visit. (look) \_\_\_\_\_
- Sounds You Love* \_\_\_\_\_ to you live from the Dance Club. (bring) \_\_\_\_\_
- Family Competition* \_\_\_\_\_ the cleverest family in the country. (discover)  
\_\_\_\_\_
- The Big Match* \_\_\_\_\_ to you live from all the top games. (broadcast) \_\_\_\_\_
- Fun for the Young* \_\_\_\_\_ especially for kids. (make) \_\_\_\_\_
- My Favourite Food* \_\_\_\_\_ to be a favourite of fans of good food everywhere. (continue)  
\_\_\_\_\_
- The World Tonight* \_\_\_\_\_ you about the world's most important events today. (tell)  
\_\_\_\_\_
- The Problem is ...* \_\_\_\_\_ the big questions about our world. (ask) \_\_\_\_\_
- Play of the Day: Hurricane!* \_\_\_\_\_ actual events during a hurricane. (base)  
\_\_\_\_\_
- Journey to the Lost Lands* \_\_\_\_\_ in a secret land beyond the mountains. (set)  
\_\_\_\_\_

### 3 GRAMMAR: past simple passive

Write passive statements about the programmes on the TV screens. Use the verbs in brackets.

1 (show) The documentary Wonderful Wildlife was shown on Channel 4 at 6.30 yesterday evening.

2 (show) \_\_\_\_\_

3 (broadcast) \_\_\_\_\_



### 4 GRAMMAR: passive with and without by + agent

Put the underlined pieces of dialogue from different programmes into the past simple passive. Use *by* + agent only when it is important to state this information.

1 To get this amazing film, we followed the lions for several weeks.  
The lions were followed for several weeks.

2 That's the end of the game, and Jason Cole kicked the best goal of a great match.  
The best goal of a great match was kicked by Jason Cole.

3 Over a thousand years ago and deep in the Lost Lands, people built a great pyramid of stone.

4 In our latest Middle East report, Julie Carr tried three hotels in different resorts.

5 In the last episode, Mr and Mrs Beeton called a fire engine when they thought their neighbour's house was on fire.

6 We created record levels of CO<sub>2</sub> pollution last year, and the question is this: what are we going to do about it?

7 Latest reports say that a violent storm flooded the coast of Indonesia earlier today.

8 I found one of my favourite dishes in the South Pacific islands. There, people cooked meat under banana leaves for several hours – and it was fantastic!

### 5 LANGUAGE FOR LIFE

Complete appropriately. Then practise.

right there / here / then / now    So ...  
I certainly would / do / can / ...!

1 A I've really got a lot of work to do at home today.

B \_\_\_\_\_ you're really saying that you don't want to go shopping with me, aren't you?

2 A I've heard that you like basketball.

B \_\_\_\_\_ I play three or four times a week!

3 A The filmed the start of the programme near here, didn't they?

B Not just near here. It was \_\_\_\_\_ – exactly where we're standing!

**1 GRAMMAR: present simple and present perfect passive**

Change the sentences. Use *after* + present perfect passive + present simple passive.

- They consider lots of ideas, and then they choose the best ones.
- They make a final choice, and then they agree a budget.
- They choose the actors, and then they do the filming.
- They edit the film, and then they add the music.
- They show it in cinemas, and then they sell it on DVD.

1 After lots of ideas have been considered, the best ones are chosen.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

**2 VOCABULARY: opposites with *im~* and *un~***

A Complete the table with words from the text.

adjective	opposite	adverb	opposite
possible		possibly	

B Complete the dialogue with words from A.

**Studio boss** Is it (1) \_\_\_\_\_ to finish filming the car race scene this week?

**Director** No, it's (2) \_\_\_\_\_. You see, there's just too much to do.

**Studio boss** What about the plane crash scene? I suppose it would be (3) \_\_\_\_\_ dangerous to shoot a real crash.

**Director** It certainly would! We could (4) \_\_\_\_\_ do it with model planes, but CGI is the best way.

C The opposite form *un~* is much more common than *im~*. Use it here. (The first word is in the text. You know the others and their opposites.)

adjective	opposite	adverb	opposite
sure			
happy			
healthy			

D Complete the dialogue with words from C.

**Bill** Joe isn't very (1) \_\_\_\_\_, is he? I mean, he never looks well, and he often gets headaches.

**Jenny** Yes, he's very (2) \_\_\_\_\_. And he lives very (3) \_\_\_\_\_. He never does any exercise.

**Bill** So let's help him to get more (4) \_\_\_\_\_. Let's ask him to go training with us every week.

### 3 GRAMMAR: past simple and past perfect passive

Join the sentences. Use past perfect passive + *and so* + past simple passive. Use *by* + agent as necessary.

- 1 A huge audience watched the 1st series of *Wonderful Wildlife*. The people at Channel 4 needed a new one.
- 2 Everyone loved the 1st series programme about lions in Kenya. Channel 4 chose the subject of Kenya's lions.
- 3 The scientist Amy Acland presented the first series very well. They asked her to do the 2nd series, too.
- 4 No one made a series like this before. They spent a lot of time on careful planning.
- 5 Channel 4's Head of Programmes gave the team the best equipment. They produced an amazing new series.

1 *The 1st series of Wonderful Wildlife had been watched by a huge audience, and so a new one was needed.*

2 \_\_\_\_\_

\_\_\_\_\_

3 \_\_\_\_\_

\_\_\_\_\_

4 \_\_\_\_\_

\_\_\_\_\_

5 \_\_\_\_\_

\_\_\_\_\_

### 4 GRAMMAR: modal passive forms

At the end of a planning meeting for *Journey to the Lost Lands*, film director Ben Lowe summarizes the discussion. Use his comments to write his formal report. Use passive forms and the connectors in brackets.

#### Paragraph 1

*We should use a lot of CGI special effects.*

*We can shoot only a small amount of the film here in MGB's studios. (... , but ...)*

*We have to find some amazing locations. (Instead, ...)*

*We will want a location with high, snowy mountains and deep valleys. (For example, ...)*

*We must shoot some scenes deep in a forest, too.*

#### Paragraph 2

*We may need locations in different parts of the world. (As a result, ...)*

*We might shoot some scenes in the forests of South America. (For example, ...)*

*We could do something in the Andes Mountains, too.*

#### Paragraph 3

*We will have to accept the new film's very high costs. (Because of this, ...)*

*We will need a big budget increase. (... , and ...)*

#### Journey to the Lost Lands Planning Report

*A lot of CGI special effects can be used, but only a small amount of the film can be shot here in our studios. Instead,*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**1 MAKING NOTES**

A Read the 'To do' list. Then listen to Part 2 and number the jobs in order 1–8.

Jobs to do:	Job number:	Who by:	When:
a) Clean the whole place.	_____	_____	_____
b) Ask local shops and others for help.	_____	_____	_____
c) Have to take away the rubbish.	<u>1</u>	<u>the Council</u>	<u>in October</u>
d) Have to construct some walls inside.	_____	_____	_____
e) Buy tables, chairs and equipment.	_____	_____	_____
f) Will hold a party to open the Centre	_____	_____	_____
g) Have to repair the doors and windows.	_____	_____	_____
h) Paint all the rooms.	_____	_____	_____

B Listen to Part 2 again and note who each job was / has been / will be done by.

C Listen to Part 2 again and note the time when each job was / has been / will be done.

**2 WRITING**

A Complete the Action Group's proposal with the verbs in the correct passive forms.

**The General Store, 48 High Street:  
Proposal for a New Use  
By the Community Centre Action Group**

Recently, we (worry) (1) *have been worried* \_\_\_\_\_ that this store (leave)  
(2) \_\_\_\_\_ empty for more than two years. We have now (tell)  
(3) \_\_\_\_\_ that this building (own) (4) \_\_\_\_\_  
by the Council, and so we would like to make the following proposal.

We believe that the shop (should/not/keep) (5) \_\_\_\_\_ empty  
any longer because it will soon start to fall down. We feel that something useful (ought to /  
do) (6) \_\_\_\_\_ with it as soon as possible. As members of the  
Council know, a community centre (need) (7) \_\_\_\_\_ badly in our  
area for a long time, and we think that the old General Store (could / turn into)  
(8) \_\_\_\_\_ a new centre for the local community quite easily.



**B** Use your notes from Listening Part 2 to complete the progress report to the Town Council.

<p><b>Progress Report</b>  <b>The Hillside Community Centre Project</b>  <b>By the Community Centre Action Group</b></p> <p>Work began on the project just three weeks after our proposal had been accepted by the Council.</p> <p>First, in <i>October, the rubbish had to be taken away by the Council.</i> _____</p> <p>Then, in _____, _____</p> <p>After that, in _____, _____</p> <p>Then, in _____, _____</p> <p>Next, in, _____</p> <p>Since early _____, _____</p> <p>During _____, _____</p> <p>Then finally, _____</p> <p>_____</p> <p>All members of the Council are invited!</p>
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### **3** UNIT TASK

**A** Write a short introductory paragraph. Use the sentence from E4 in your Student's Book:

*We would like to make the following ...*

**B** Start a short paragraph for each proposal. Use this language.

First of all, we believe that ... should be ...

Secondly, we think that ... could be ...

Thirdly, we feel that ... ought to be ...

Continue each paragraph with one or more reasons for the proposal.

#### *Proposals for New Projects for Our Area*

*We would like to make the following* \_\_\_\_\_

*First of all,* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Language Focus

## 1 UNIT LANGUAGE REVIEW

A Put the verbs in brackets in the correct forms. Choose between the active and the passive.

### Radio and TV Week Programme Reviews Hurricane!

This Play of the Day (1) \_\_\_\_\_ (set) on a farm by the Florida coast. We (2) \_\_\_\_\_ (introduce) to the Baker family as they (3) \_\_\_\_\_ (listen) to the late-evening report on Hurricane Zak. They (4) \_\_\_\_\_ (learn) that there will be wind speeds of 190 m.p.h., and they (5) \_\_\_\_\_ (advise) strongly to get away from the coast immediately. That (6) \_\_\_\_\_ (mean) leaving their home, their farm and their animals.

B Rewrite the script. Put the underlined sections into the passive. Use *by* + agent as necessary.

Mrs B Listen, that radio report has just told us to go, so we'd better move fast.

Mr B The great storm of 1992 didn't push me out of my home, so I'm not running now.

Ben The animals need us here, so I want to stay with Dad.

Sue Dad! Ben! This isn't just a storm! If we stay, a monster hurricane will hit us at 4.00 a.m.!

Mrs B We'll have to put the animals under cover, and then we can only hope for the best.

Ben But Mum! We can't leave them like that!

Mrs B Listen, \_\_\_\_\_

Mr B \_\_\_\_\_

Ben \_\_\_\_\_

Sue \_\_\_\_\_

Mum \_\_\_\_\_

Ben \_\_\_\_\_

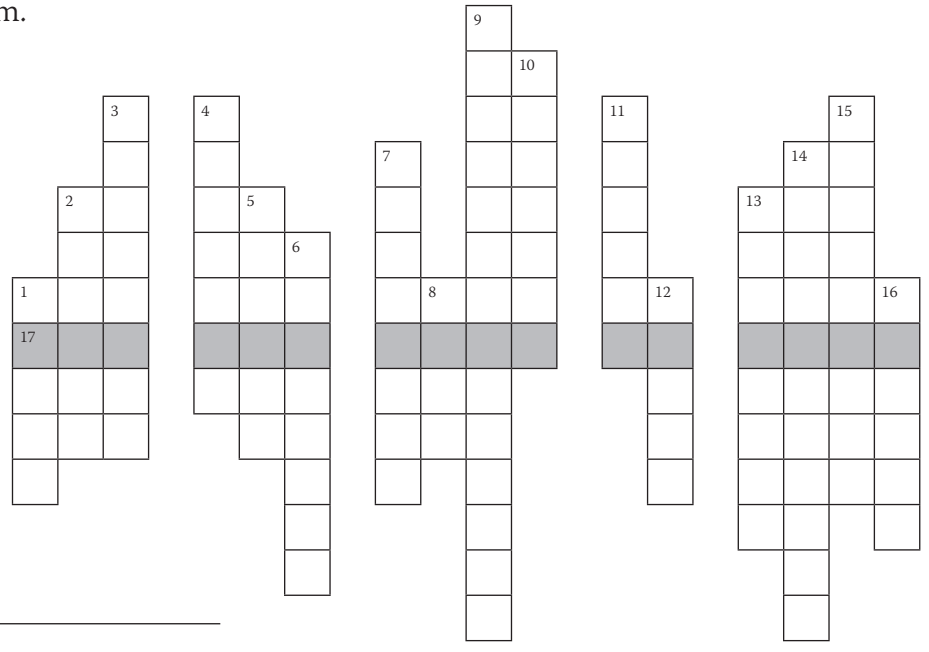
## 2 UNIT VOCABULARY REVIEW

Complete the puzzle with 16 of these words. Change forms as necessary. Find and write number 17 with the correct punctuation.

actor attack artificial audience cameraman cartoon demand  
discussion episode frightening imagery impossible monster movie  
scene series shoot shot special effects take away

- 1 They're going to ... the next scene with seven different cameras.
- 2 The ... are ready on set now, so we can start filming.
- 3 Why are all these tools still on set? Could someone ... them ..., please?
- 4 The next ... of *Family Friends* will go out on Wednesday.
- 5 Channel 4 has made a new seven-part ... of *Wonderful Wildlife*.
- 6 In this programme, members of the studio ... ask questions and our guest experts answer them.
- 7 Jurassic Park is full of frightening ... from the ancient past.
- 8 The film starts with a beautiful camera ... that looks across a huge forest to mountains beyond.
- 9 A lot of the best ... are done with CGI these days.

- 10 CGI is short for computer-generated ... .
- 11 There is always a big ... for good soap operas. Millions of people watch them.
- 12 The word ... comes from the phrase 'moving pictures'.
- 13 The Mickey Mouse... were the ones that made Disney famous.
- 14 You'd better not watch the next scene: it's really ... !
- 15 The ... on Camera 3 is following the actors across the set.
- 16 In this film, strange creatures from space ... Earth and take it over.
- 17 \_\_\_\_\_



**3 TO HELP YOU STUDY**

A Add these phonetic spellings to the words below: /'æktə/, /kɑ:tʊn/, /beɪs/, /ə'æk/. Note the different pronunciations of the letter *a*.

actor / _____ /	cartoon / _____ /	base / _____ /	attack / _____ /

B Now add these other words that you know to the correct columns.

afford artificial cameraman disappear drama examiner information last organizer  
play programme related

C Add these phonetic spellings to the words below: /'stedi/, /dri:m/, /niə/. Note the different pronunciations of the diphthong *ea*.

steady / _____ /	dream / _____ /	near / _____ /

D Now add these other words that you know to the correct columns.

appear meal pleasant reach ready seabed spread year

**1 VOCABULARY: feelings**

A Find 13 feelings in the word box.

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

B Use words from A to complete the following. (The spaces and letters in brackets will help.)

- I felt really \_\_\_\_\_ (--b----s---) when I couldn't remember her name.
- Everyone's \_\_\_\_\_ (--ci---) because the school holidays start tomorrow.
- Shilan will be \_\_\_\_\_ (----p---n---) if you forget to say, 'Happy Birthday'.
- People were \_\_\_\_\_ (---gh-----) of going into the dark forest at night.
- We're \_\_\_\_\_ (--z-l--): without a key, how did they manage to get into the house?
- I'm getting \_\_\_\_\_ (-n--y--) with those children outside. They're making too much noise!

**2 GRAMMAR: reported statements**

Put the mini-dialogues into reported speech.

- 'I'll be very pleased if I get into university,' Shahla said.  
'I will, too,' Layla replied, 'but I may also feel a bit frightened.'  
*Shahla said that she would be very pleased if she got into university. Layla replied that she would, too, but that* \_\_\_\_\_  
\_\_\_\_\_
- 'I'm going to visit New York soon, and I'm really looking forward to it,' Haval said.  
Chinar answered, 'I visited New York with my family last year, and we had a great time.'  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 'I've always liked science,' Tara said, 'so I want to do extra science next year if I can.'  
'That's fine,' her teacher said, 'but if you do that, you'll have to spend less time on other subjects.'  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3 GRAMMAR: reported requests and orders**

A Nian was thinking about life after school, and she asked several people for advice. Take her part and report their ideas in her email letter to her Canadian penfriend. (Use the reporting verbs in brackets.)



Dad

*You ought to get a steady job at a bank and work there until you get married. (want)*



Mum

*Please stay at home and help me look after the little ones till you get married. (ask)*



My teacher

*You must go to university and get the best education you possibly can! (tell)*



Nian



My uncle

*Why not come and work for my construction company and learn about business? (invite)*



My best friend

*I really think you should work, save some money, and travel and see the world while you can. (advise)*

I've been thinking a lot about the future and recently I asked people's advice. Here's what they said.

Dad wanted me to get a steady job at a bank and work there until I got married. Mum \_\_\_\_\_

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B Write what you would advise Nian to do if she asked you.

*I would* \_\_\_\_\_

**4 LANGUAGE FOR LIFE**

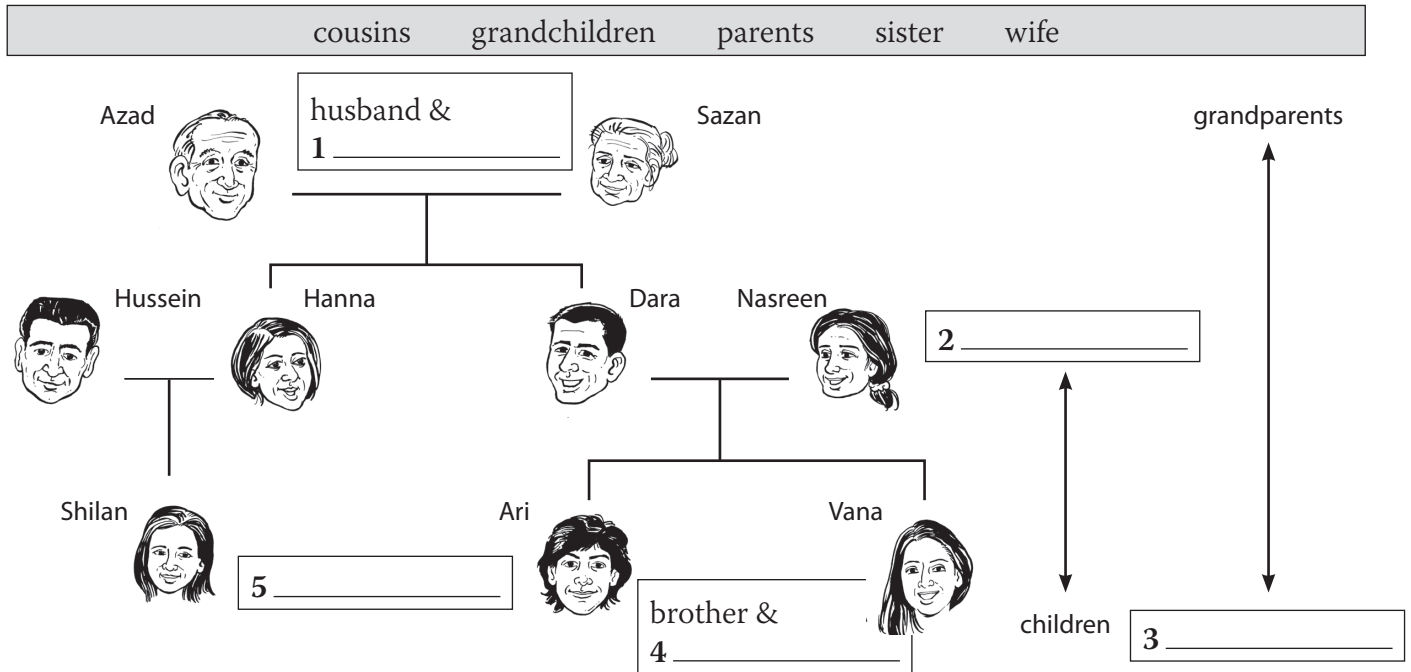
Complete appropriately. Then practise.

I (just) can't get started. I'm not sure.

- 1 A The sun's shining, so we don't need coats, do we?  
B \_\_\_\_\_ Look at those clouds over there!
- 2 A Have you finished your project yet?  
B No, \_\_\_\_\_ I can't find the information I need.

**1 VOCABULARY: family relatives**

A Add these words to the Sherkos' family tree.



B Choose words from the family tree and from this box to complete the statements.

- aunt    daughter    father    granddaughter    grandfather    grandmother    grandson  
mother    son    uncle

- 1 Sazan is Dara's \_\_\_\_\_ and Vana's \_\_\_\_\_.
- 2 Sazan and Azad are Hanna's \_\_\_\_\_ and Shilan's \_\_\_\_\_.
- 3 Vans is Nasreen's \_\_\_\_\_, and Ari is her \_\_\_\_\_.
- 4 Hussein is Ari's \_\_\_\_\_ and Hanna is Ari's \_\_\_\_\_.
- 5 Shilan and Vana are Azad's \_\_\_\_\_, and Ari is his \_\_\_\_\_.
- 6 Dara is Nasreen's \_\_\_\_\_ and Hanna's \_\_\_\_\_.
- 7 Vana is Ari's \_\_\_\_\_, and they are both Shilan's \_\_\_\_\_.

**2 GRAMMAR: reported Yes/No questions**

The Emperor's daughter Cocachin became good friends with Marco Polo, and she often asked him questions.

Write Marco's diary report of her questions. (Use the connectors and reporting verbs in brackets.)

- 1 Is the journey from here to Persia very long? (First, she asked me ...)
- 2 Did you expect to stay so many years so far from home? (Then she asked ...)
- 3 Can you remember much about your home in Italy? (And she wanted to know ...)
- 4 Will I often feel sad to be so far from home? (She thought about herself then and wondered ...)
- 5 Must I really leave everyone here to marry the King of Persia? (She asked herself sadly ...)
- 6 Do you feel sad to see me go? (Then she looked at me and wanted to know ...)



- 7 Have you and your father and uncle ever talked about going home? (Next, she asked ...)
- 8 Will the three of you think about travelling with me as far as Persia? (Finally, she demanded to know ...)

Monday, 15th April 1292

Today, the Emperor decided that his favourite daughter Cocachin would travel to Persia and marry the King there. She was sad, and later she came to me, her old friend, and asked many questions.

First, she asked me if the journey from here to Persia was very long. Then \_\_\_\_\_

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### 3 GRAMMAR: reported *Wh* questions

The Emperor did not want the Polos to go. He was especially sad about Marco, and he asked a lot of questions.

Write Marco's diary report of his questions. (Use the connectors and reporting verbs in brackets.)

- 1 Why do you want to leave beautiful Cathay? (At first, the Emperor just looked at me sadly, and he asked ...)
- 2 How can you leave me, your best friend? (Then he went on to ask ...)
- 3 How long have we known each other? (And he wanted to know ...)
- 4 How old were you when you first arrived from Italy? (He asked ...)
- 5 Why does my daughter want to take you away? (He wondered ...)
- 6 Why must I let you go? (And he asked a little angrily ...)
- 7 Where will you and my daughter leave each other? (Then he wanted to know ...)
- 8 When will you return to Cathay? (Finally, he asked ...)



Tuesday, 16th April, 1292

Today, it was the Emperor's turn to ask a lot of questions. He is sad that his daughter must go, and he is also unhappy for me to leave.

At first, the Emperor just looked at me sadly, and he asked why I wanted to leave beautiful Cathay. Then \_\_\_\_\_

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### C Complete the statement about the rhyme scheme. Add words from the box.

behaves end four full half line lines pair rhymes scheme

This poem has a regular rhyme (1) \_\_\_\_\_. Each pair of (2) \_\_\_\_\_ lines rhymes very simply – *places / faces*, etc. The (3) \_\_\_\_\_ lines in the middle of the poem – (4) \_\_\_\_\_ 6–9 and 12–13 – are a little different. Each (5) \_\_\_\_\_ of half lines is a list of three or (6) \_\_\_\_\_ things and must be read straight through – like a full (7) \_\_\_\_\_. The rhyme comes at the (8) \_\_\_\_\_ of each list, or pair of half lines. Note that the last half line (9) \_\_\_\_\_ with the following full line – *caves / (10) \_\_\_\_\_*.

### 3 WRITING

Continue Rusticello's letter home. Report the conversation on SB page 61 from line 23.

Possible connectors: *And so Then So then After that, Next, Soon,*

Reporting verbs: *say that ask what ask if reply that wonder whether want to know what suggest that think that go on to say that*

*My dear wife,*

*I hope you and the children are well. I'm writing to you now because I'm very excited about a new project, and I want to tell you all about it!*

*I've just had a conversation with the famous Signor Marco Polo, who is also a prisoner here. While we were talking, I said that I might \_\_\_\_\_*

### 4 UNIT TASK

Write Carlo's diary. Report your conversation with your cousin, Marco Polo. Create three paragraphs with topic sentences from the headings in C1 on SB page 61.

*After dinner, I was able to meet Marco at last and to talk to him about his great journey.*

*First, we talked about the journey to Cathay. I asked him \_\_\_\_\_*

*Then we went on to talk about \_\_\_\_\_*

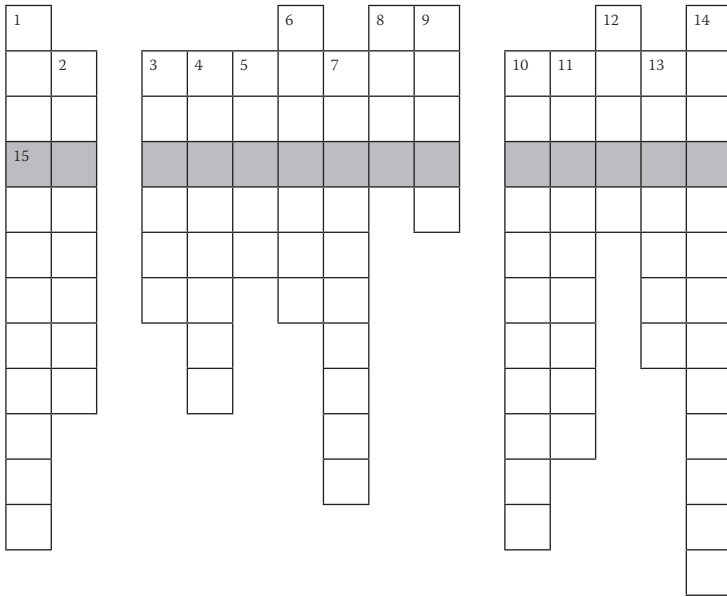
*Finally, we had a short discussion about \_\_\_\_\_*



## 2 UNIT VOCABULARY REVIEW

Complete the puzzle with 14 of these new words. Find and write a three-word phrase—number 15.

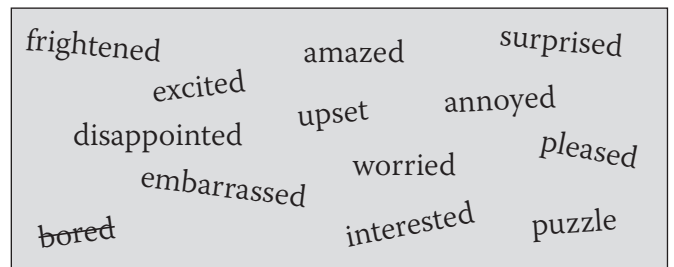
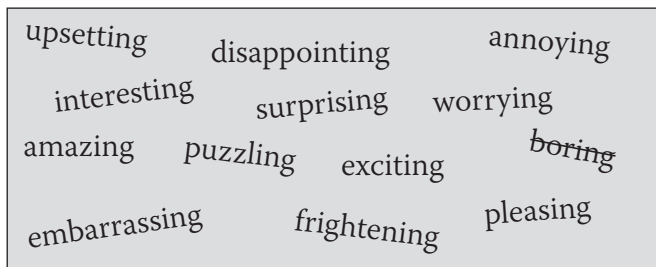
allow annoying beauty curious discovery embarrassing emperor frighten  
encyclopaedia interest keen nervous puzzled react relative remind rough scientific



- 1 It's ... when your face goes red.
- 2 It's ... when people don't listen to you properly.
- 3 The noun from *beautiful*
- 4 I ... them again to arrive early, but they forgot again.
- 5 I asked them to be quiet nicely, but they ... angrily.
- 6 I'm ... . I can't understand what happened.
- 7 With all our ... discoveries, there are still many things we don't understand about the world.
- 8 She's very ... to sail round the worlds alone. She really wants to do it!
- 9 His hands were ... from years of hard work on the farm.
- 10 Scientists are making new ... all the time.
- 11 Is this the sort of documentary that ... you?
- 12 They didn't ... her to stay. They said she had to go.
- 13 I always feel ... before an important test.
- 14 You can find all sorts of amazing information in a good ...
- 15 \_\_\_\_\_

## 3 TO HELP YOU STUDY

It can be useful to collect examples of *~ing* and *~ed* adjectives in pairs. Use pairs from the boxes to complete the following.



- 1 I'm *bored* \_\_\_\_\_ (b-r--) with this documentary. / I agree. It's really *boring* \_\_\_\_\_!
- 2 After her conversation with her dad, Sarah chose an \_\_\_\_\_ (-nt-----) subject for her essay. / Yes, I've always been \_\_\_\_\_ in Marco Polo.
- 3 Ed was very \_\_\_\_\_ (--s-p-----) when he didn't pass his driving test. / Poor Ed! It was certainly a very \_\_\_\_\_ result for him.
- 4 Tara Brant was a bit \_\_\_\_\_ (-----t-n--) when the family started driving across the Hoover dam. / Well, if you look down, it really is a \_\_\_\_\_ drop. It's over 220 metres to the bottom!
- 5 The wildfires around Melbourne were very \_\_\_\_\_ (--r-y---) for local people. / That's right. Lucy's mother was extremely \_\_\_\_\_!

### 1 VOCABULARY

A Complete grammatical pairs from the texts on page 64 in your Student's Book.

	<b>noun</b>	<b>adjective</b>		<b>noun</b>	<b>adjective</b>
Text B	tradition		Text D		high

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

business	close /kləʊz/	helpful	irrigation	length	mixture	planner
		polluted	useful /ju:sfəl/			

	<b>noun</b>	<b>adjective</b>		<b>verb</b>	<b>noun</b>		<b>verb</b>	<b>adjective</b>
1		long	4	irrigate		7	help	
2	pollution		5	plan		8	use /ju:s/	
3		busy	6	mix		9	close /kləʊz/	

C Now use pairs from A–B to complete the following. Change forms when necessary.

- Newroz is a \_\_\_\_\_ festival in Kurdistan, and one of its great \_\_\_\_\_ is 'fire jumping'.
- In dry areas, farmers have to \_\_\_\_\_ their land. Farming there would not be possible without \_\_\_\_\_.
- Dara was very \_\_\_\_\_. I couldn't carry the sofa upstairs alone, and he \_\_\_\_\_ me.
- Do you \_\_\_\_\_ this little knife very much? / Oh, yes, all the time. It's one of my most \_\_\_\_\_ kitchen tools.

### 2 GRAMMAR: phrasal verbs

Complete the mini-dialogues. Use these phrasal verbs from Units 6 and 7.

look up	set up	take over	turn on	write down
---------	--------	-----------	---------	------------

- A Mr Parshan wants to stop running the Newroz festival. He wants a younger person to \_\_\_\_\_ the job.

B I've heard that his son has agreed to \_\_\_\_\_ it \_\_\_\_\_.
- A Where can I \_\_\_\_\_ his son's email address?

B I expect you can \_\_\_\_\_ it \_\_\_\_\_ on the festival website.
- A You'd better \_\_\_\_\_ the festival dates.

B I haven't got a pen. Could you \_\_\_\_\_ them \_\_\_\_\_ for me, please?
- A Are they going to \_\_\_\_\_ the festival on the morning of Newroz?

B No, they're going to \_\_\_\_\_ it \_\_\_\_\_ the night before.
- A It's almost 12.00, Mr Parshan. When do you want me to \_\_\_\_\_ the music?

B Everything's ready, so could you \_\_\_\_\_ it \_\_\_\_\_ now, please?



### 3 GRAMMAR: tag questions

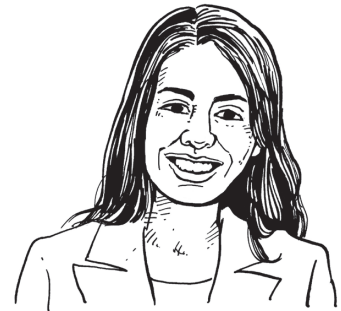
Complete the comments by Vana, Ari and Sophie. Add the correct tag questions. Then add short answers.

- 1 The festival starts at 12.00, doesn't it? / Yes, it does.
- 2 Yes, so we'd better leave home quite early, \_\_\_\_\_ / \_\_\_\_\_
- 3 The weather's going to be cold but sunny, \_\_\_\_\_ / \_\_\_\_\_
- 4 We won't have to buy tickets, \_\_\_\_\_ / \_\_\_\_\_
- 5 You can't see the band very well from there, \_\_\_\_\_ / \_\_\_\_\_
- 6 You haven't had baklava before, \_\_\_\_\_ / \_\_\_\_\_
- 7 Poor Jamie! He didn't enjoy the match in Manchester much, \_\_\_\_\_ / \_\_\_\_\_

### 4 GRAMMAR: the ~ing form acting like a noun

Turn Susan Lee's comments on her work into job description notes. Use the underlined sections and change the verbs into ~ing forms.

'As a careers adviser, I try to help young people to find the right career path. First, I need to interview students quite a long time before they leave school. I need to get to know them in order to understand their skills and interests. Apart from this, I also use the phone a lot in order to find out about opportunities for the kids I'm trying to help.'



*What my job is about:*

*Helping young people to find the right career path.*

*Work activities include:*

- |         |         |
|---------|---------|
| 1 _____ | 3 _____ |
| 2 _____ | 4 _____ |

### 5 GRAMMAR: third conditionals

Create Sophie's thoughts the day after Newroz.

- 1 If I had gone to Manchester with Jamie, I would not have had a very nice day.  
(I go to Manchester with Jamie / I not have a very nice day)
- 2 \_\_\_\_\_  
(I spend the day in Manchester / I miss a wonderful day in London)
- 3 \_\_\_\_\_  
(Jamie not travel to Manchester / he have a fantastic day in London, too)
- 4 \_\_\_\_\_  
(the Sherkos not invite me / I miss lots of interesting Kurdish culture)
- 5 \_\_\_\_\_  
(Vana not be with me / I not try baklava – and that be sad!)
- 6 \_\_\_\_\_  
(Jamie go with us / he enjoy the Kurdish music and dancing)
- 7 \_\_\_\_\_  
(I not take my camera / I not be able to take these great photos)

#### 1 VOCABULARY: words in context

A Choose the correct words from Unit 10 to complete the statements.

- 1 Ari \_\_\_\_\_ (tell / say) that he and Vana were leaving at the end of term.
- 2 He \_\_\_\_\_ (tell / say) Sophie that he would call Lynda that evening.
- 3 Term \_\_\_\_\_ (stop / finish) on Friday, 8th July.
- 4 Jamie was walking along the street when he \_\_\_\_\_ (stop / finish) and went into a shop.

B Choose the correct words from Units 8 and 9 to complete the statements.

- 1 I left my bag on the \_\_\_\_\_ (floor / ground) under a desk at the back of the room.
- 2 We had to stop the game. It was raining heavily, and the \_\_\_\_\_ (floor / ground) got too wet.
- 3 Haval is almost two metres \_\_\_\_\_ (high / tall) now, and he's still growing!
- 4 After two minutes in the air, our plane was already 5,000 metres \_\_\_\_\_ (high / tall).
- 5 I was already on the bus when I \_\_\_\_\_ (recognize / realize) that I had no money for a ticket!
- 6 Chinar had changed a lot, but I still \_\_\_\_\_ (recognize / realize) her as soon as I saw her.
- 7 This ring is very \_\_\_\_\_ (precious / expensive) to me: my mother gave it to me.
- 8 Fruit and vegetables are getting very \_\_\_\_\_ (precious / expensive).

#### 2 VOCABULARY: words in context

A Find opposites of these words in the texts on page 66 in your Student's Book.

Text A		Text B		Text C	
1 send		3 arrive		5 ask	
2 at the end		4 usual		6 past	

B Form more pairs of opposites with these words from Units 8 and 9.

at last   dangerous   impossible   remember   similarly   special

- |                  |                     |                |
|------------------|---------------------|----------------|
| 1 possible _____ | 3 differently _____ | 5 safe _____   |
| 2 at first _____ | 4 ordinary _____    | 6 forget _____ |

C Now use pairs from A and B to complete the following. Change forms as necessary.

- 1 Saman \_\_\_\_\_ me the letter a week ago, but I didn't \_\_\_\_\_ it until this morning.
- 2 The flight \_\_\_\_\_ London at 11.00 a.m. every day, and it \_\_\_\_\_ in New York six hours later.
- 3 It isn't \_\_\_\_\_ for little Dara to play in the street, is it? / No, it's extremely \_\_\_\_\_! We must bring him inside.
- 4 \_\_\_\_\_ to take the money to pay for your school trip to London. / Thanks for reminding me, Mum. I almost \_\_\_\_\_!

- 5 A lot of people thought it was \_\_\_\_\_ to go to the Moon, but in 1969 two American astronauts showed that it really was \_\_\_\_\_.
- 6 Most people look forward to going back to school \_\_\_\_\_ of term. / Yes, but then \_\_\_\_\_ of term they're tired and ready for a holiday!
- 7 In the \_\_\_\_\_, no one had a car, but now a lot of people do. / Yes, and perhaps in the \_\_\_\_\_, we will even have cars that can fly!

**3 GRAMMAR: the passive**

The report from the girls' volleyball team is late, and Lynda has emailed a friend who is a team member to ask about progress. Use the notes to write an email reply. Use the necessary passive forms.

	Job	When?
1	Take some team photos.	the week before last
2	Ask team members for comments on the year.	last week
3	Interview the coach.	two days ago
4	Make a complete list of match results.	yesterday morning
5	Write the report.	last night
6	Show it to the captain and the coach.	just ... today
7	Choose the best team photo.	also just
8	Will have to make some changes to the report.	tonight
9	Can email you the report and photo.	tomorrow morning

**4 GRAMMAR: reported speech**

Turn the interview with the coach, Mrs Lee, into reported speech for the report. Use the reporting verbs in brackets.

- Amy** Are you happy with this year's result, Mrs Lee? (ask)
- Mrs Lee** Yes, I'm very happy. (reply) This has been the best year for Valley Road volleyball that I can remember. (add)
- Amy** How did you feel when the team won the championship? (wonder)
- Mrs Lee** I felt fantastic, and I still fantastic every time I think about it! (say)
- Amy** What do you think next year's team will be like? (want to know)
- Mrs Lee** We have to say goodbye to some great players as they're leaving school, but we're also going to have some great new players. (answer) If we try really hard again, I'm sure we can win the championship next year, too. (go on to say)

*I asked Mrs Lee if she was \_\_\_\_\_, and she replied that*  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# *Literary Reader: Great Expectations*

## *by Charles Dickens*

### **Episode 1: In the graveyard**

A Make notes.

#### **1 The characters**

##### **Pip**

Full name: \_\_\_\_\_ Age: \_\_\_\_\_

##### **Pip's mother and father**

Dead or alive? \_\_\_\_\_ Where buried: \_\_\_\_\_

##### **Joe Gargery**

Type of work: \_\_\_\_\_ Description: \_\_\_\_\_

What he is like towards Pip: \_\_\_\_\_

##### **Mrs Joe**

Married to: \_\_\_\_\_ Age: \_\_\_\_\_

How connected to Pip: \_\_\_\_\_

Description: \_\_\_\_\_

What she is like towards Pip: \_\_\_\_\_

##### **The 1st prisoner**

Description: \_\_\_\_\_, wearing \_\_\_\_\_

Escaped from: \_\_\_\_\_

##### **The 2nd prisoner**

In what way different from the 1st prisoner? \_\_\_\_\_ Escaped from: \_\_\_\_\_

#### **2 The situation**

Time of year: \_\_\_\_\_

The weather on the first day: \_\_\_\_\_ The weather next morning: \_\_\_\_\_

Where Episode 1 starts: \_\_\_\_\_

Where it continues: \_\_\_\_\_

Where it finishes: \_\_\_\_\_

#### **3 Things that Pip takes for the 1st prisoner**

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

4 \_\_\_\_\_ 5 \_\_\_\_\_

**B Answer the questions.**

1 What was Pip doing in the graveyard at the start of the story?

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2 What happened then?

---

3 Why did the prisoner invent the story of the young man?

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4 Why did Pip love Joe?

---

5 Why did he sleep very little that night?

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6 What mistake did he make in the fog early next morning?

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7 What did the 1st prisoner use the file to do?

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**C Exam practice: Write a paragraph**

**Give full answers to the questions to write a paragraph about the start of Pip's Christmas Day.**

That morning, did Pip get up very late or very early? Then where did he go? How did he manage to stop anyone from hearing him? What did he find there? Next, what did he go to the forge to do? After that, how did he open the house door? Then which way did he run? Why did he almost lose his way?

**The next morning**

*That morning, Pip*

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**Episode 2: Christmas Day**

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

1 Mrs Joe was already cooking Christmas lunch when Pip returned, ... *e* \_\_\_\_\_

2 Later, the family and four neighbours sat down to eat together, ... \_\_\_\_\_

3 When Mrs Joe went to get the pie for everyone to try, ... \_\_\_\_\_

4 Just as Mrs Joe realized that the pie had gone and began shouting, ... \_\_\_\_\_

5 The soldiers came into the house with Pip, ... \_\_\_\_\_

6 They explained that they needed the handcuffs for two escaped prisoners, ... \_\_\_\_\_

7 The soldiers talked a lot about catching the prisoners, ... \_\_\_\_\_

- a ... Pip could not sit there any longer, and he ran to the front door to escape.
- b ... and everyone went to the forge and watched Joe work on them.
- c ... but Pip was worrying about the pie and could not enjoy his food.
- d ... and they asked for Joe's help with a pair of broken handcuffs.
- e ... and so she did not ask him any difficult questions about his early-morning activities.
- f ... and then Joe suggested that he and Pip might follow the soldiers.
- g ... Pip opened the door and found a group of soldiers there.

**B Match sentence parts 8–14 and h–n to complete the summary.**

- 8 After Joe and Pip had followed the soldiers nearly as far as the Old Fort, ... \_\_\_\_\_
- 9 When the soldiers found the prisoners, who were fighting and making a lot of noise, ... \_\_\_\_\_
- 10 The older prisoner said to the soldiers, 'I was free to run away, ... \_\_\_\_\_
- 11 Then the man looked straight at Pip, but he said nothing, ... \_\_\_\_\_
- 12 Back at the prison ships, the older prisoner said, 'I stole some food from the blacksmith's house,' ... \_\_\_\_\_
- 13 The man spoke to Joe and said that he was sorry about stealing, ... \_\_\_\_\_
- 14 When Joe was looking for his file a few days later, ... \_\_\_\_\_
- h ... they caught them and put them in handcuffs.
- i ... but Joe replied that it was all right.
- j ... and Joe agreed that a pie had disappeared.
- k ... but I stayed because I wanted to give this man to you.'
- l ... Pip started worrying about what might happen if the prisoners saw him.
- m ... Pip wanted to tell him the truth but decided that he had better not speak.
- n ... and the whole group began the long walk to the prison ships.

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

**D Exam practice: Write a paragraph**

**Give full answers to the questions to write a paragraph about the start of Pip's Christmas Day.**

After everyone had finished dinner, what did Pip's sister leave the table to do? Then where did Pip run? As he got there, what did his sister shout? When he opened the door to escape, who did he see just outside? What was the sergeant holding, and what did he do to Pip? Then where did the soldiers go with Pip? At that moment, how did Pip feel?

**Pip's moment of horror**

*After everyone*

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### Episode 3: An unexpected invitation

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

- 1 Pip found out that Joe ~~could write~~, and that he ~~could read~~ very well because his father had sent him to school.  
*Pip found out that Joe could not write, and*  
\_\_\_\_\_
- 2 Joe had married Pip's sister before Pip's parents had died, and he had told them to bring Pip to live at his house, too.  
\_\_\_\_\_
- 3 Mrs Joe and Aunt Pumblechook arrived home from the next village and talked about Mrs Havisham, who lived there and wanted Pip to go and work at her house.  
\_\_\_\_\_
- 4 The next week, the beautiful girl who opened the front door let Uncle Pumblechook go in, and then she took Pip through the dark house and downstairs to Miss Havisham's room.  
\_\_\_\_\_
- 5 Pip looked around and noticed some jewels and a watch on the table next to him and then, when she told him to look at her, she said she was very happy.  
\_\_\_\_\_
- 6 When Pip started playing cards with Miss Havisham, she talked rudely about his rough hands and his old boots.  
\_\_\_\_\_
- 7 Later, Estella took him to the kitchen, she put something for him to eat and drink on the kitchen table, and then she went away and left him.  
\_\_\_\_\_
- 8 Pip cried a lot and kicked the table, and when Estella came back a short time later, she laughed at him for crying, and she pushed him out into the sunny street.  
\_\_\_\_\_

### B Exam practice: Write a paragraph

**Give full answers to the questions to write a paragraph about Pip's first meeting with Miss Havisham.**

How did Pip's sister prepare him before his first visit to Miss Havisham? When did he and Uncle Pumblechook go there? What did the house look like? What did the girl who answered the door look like, and what age did Pip decide that she was? Where did the girl go with him through the dark house, and then what did she say to him? What did Pip see when he went into the room? What was the woman wearing? What else did Pip notice about her?

### The day Pip first went to Miss Havisham's house

*Before Pip's first visit to Miss Havisham, his sister washed*

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#### Episode 4: At Miss Havisham's

##### A Add the missing words to the summary of Sections 1 and 2.

On his second visit to (1) \_\_\_\_\_ house, Pip met a tall, dark (2) \_\_\_\_\_ who talked to him on the stairs for a moment. Pip then went to a large room with her and he helped her walk round and round a (3) \_\_\_\_\_ with the remains of her (4) \_\_\_\_\_ on it. Later, after he had played (5) \_\_\_\_\_ again with (6) \_\_\_\_\_, he went out into the garden to wait for his food. Then another boy suddenly appeared, and he started a (7) \_\_\_\_\_, which Pip won. Estella saw the fight, and then she invited him to (8) \_\_\_\_\_ her.

During his visits in the following years, Estella was sometimes (9) \_\_\_\_\_ to Pip, but she was usually rude, and this made him (10) \_\_\_\_\_. During these visits, he told Miss Havisham about his future as a (11) \_\_\_\_\_. He also told her that he wanted to be (12) \_\_\_\_\_ and become a gentleman. Secretly, he hoped for her (13) \_\_\_\_\_ in this. Miss Havisham wanted to help him – but only to become an (14) \_\_\_\_\_ to Joe. She asked Joe to visit her, and she gave him some (15) \_\_\_\_\_ to pay for Pip's training

##### B Decide who said or thought what in Section 3.

- a Poor boy! Well, I'll let him try to see the girl – and I'll stop work for a day and go out, too.  
*Joe* \_\_\_\_\_
- b Now I've finally left England and that dark house, and I'm going to become a real lady!  
\_\_\_\_\_
- c I don't know how to tell you this, but something terrible has happened to your sister while we've both been out today. \_\_\_\_\_
- d Why is the boy here again? I said goodbye to him months ago! \_\_\_\_\_
- e I can't just live like this and forget about her. I must try to see her again. \_\_\_\_\_

##### C Make statements about a–e in the correct order.

1 *Estella thought b when she went to France to learn to be a lady.*

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

**D Exam practice: Write a paragraph**

Give full answers to the questions to write a paragraph about Pip's return to Miss Havisham's.

Why did Pip want to go back to Miss Havisham's house again? To let him do this, what did Joe do? To explain his surprise visit, what did Pip say to Miss Havisham? Then what did she invite him to do? What did she also guess that Pip had hoped to do? Why was Estella not there? What else did she tell him about Estella? Then what did she do, and how did Pip feel? On the journey home, what was the weather like, and how did he feel?

**Pip's return to Miss Havisham's**

*Pip wanted to go back*

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**Episode 5: Great expectations**

**A Answer the questions.**

- 1 What sort of girl was Biddy, and how did Pip feel about her?  


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- 2 When they sat and talked by the river, what did she say he should do, and why?  


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- 3 What was it impossible for Pip to do, and why?  


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- 4 How did he think education could change him, and how did he think that might change Estella?  


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- 5 Who found Joe and Pip at the inn, and where had Pip once seen him before?  


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- 6 Why did Pip and the others leave the inn and go back to the house?  


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- 7 To get the help that this man offered, what did Pip have to agree to do, and what did he have to agree not to do?  


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8 What was the plan for Pip to do in the following week and then after that?

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9 How did Joe feel about this sudden change? Did he try to stop it from happening?

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10 Why did Pip want to walk alone to the coach, and how did his feelings change while he was walking?

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### B Exam practice: Write a paragraph

Give full answers to the questions to write a paragraph about the start of Pip's new life.

How long had Pip been Joe's apprentice when they went to the village inn together one evening? What were they doing when Pip noticed a man he had last seen many years before? What did the man look like, and what was he doing? When he spoke to Joe and Pip, what did he say that he wanted to do? Where did he want to go to do this? After he had introduced himself there, what was his message for Pip? When Pip understood the plans for his future, who did he believe his secret helper was?

#### The start of Pip's new life

*Pip had been Joe's apprentice for*

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### Episode 6: Following a new path

A Add the correct thing or person from Sections 1 and 2.

1 \_\_\_\_\_: This was the huge, dirty city where the coach took Pip.

2 \_\_\_\_\_: This was the place which Pip visited first after he had arrived in the city.

3 \_\_\_\_\_: This was the place which became Pip's first home in the city.

4 \_\_\_\_\_: This was the young man who had once fought Pip, but who now became his good friend.

5 \_\_\_\_\_: This was the man who now became Pip's teacher.

6 \_\_\_\_\_: This was the young man who was also a student of Pip's teacher.

7 \_\_\_\_\_: This was the woman who worked for Mr Jaggers.

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

**1** Pip sometimes visited and often wrote to Joe and Bidy in the weeks after the start of his new life in London.

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**2** When Joe visited Pip in London, he was wearing his working clothes and he was very comfortable.

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**3** Joe agreed to stay for dinner, and then he told Pip that Miss Havisham and Estella wanted to visit him.

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**4** Pip felt sure that Miss Havisham wanted him to marry her, and he decided to invite her and Estella the next day.

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

**Give full answers to the questions to write a paragraph about the start of Pip's new life.**

Where did Pip go after he had arrived in London? What did Jaggers give him, and then where did he send him to stay? What was Pip's new home like? Who appeared on the stairs a few minutes after Pip had got there? Where did he and Pip soon realize they had met many years before? What did they both do when they remembered the fight they had had at that time? Who did they talk about while they were having dinner together? What did Herbert tell Pip about Estella?

#### **The start of Pip's new life in London**

*After Pip had arrived*

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## Episode 7: Hope and sadness

### A Match sentence parts 1–7 and a–g to start a summary.

- 1 When Pip arrived at Miss Havisham's house, she was with Estella, ... **c** \_\_\_\_\_
- 2 Later, Miss Havisham told Pip to give Estella all his love even if she did not love him – ... \_\_\_\_\_
- 3 When Pip was leaving the house, he told Estella about his new friend Herbert, ... \_\_\_\_\_
- 4 She then warned him that she still had no love in her heart, ... \_\_\_\_\_
- 5 Because of Estella's words about changing friends, ... \_\_\_\_\_
- 6 When Pip told Herbert about his love for Estella, ... \_\_\_\_\_
- 7 Herbert then told Pip about his own love for Clara ... \_\_\_\_\_

- a ... but Pip still refused to stop dreaming of a future with Estella.
- b ... and his need to make money before they could get married.
- c ... but for a moment he did not realize who this beautiful young lady was.
- d ... his friend warned him that she would make him unhappy.
- e ... and she told him that as a gentleman now he had to change his friends.
- f ... in the same way that she, Miss Havisham, had done.
- g ... Pip did not visit Joe and Biddy and went straight back to London.

### B Match sentence parts 8–14 and h–n to complete the summary.

- 8 With his expensive life in London, Pip was soon in debt, ... \_\_\_\_\_
- 9 During this time, Estella moved to London and the life of a lady, ... \_\_\_\_\_
- 10 When Pip heard about Mrs Joe's death, he returned to the village, ... \_\_\_\_\_
- 11 Pip promised to return and see Joe often in the future, ... \_\_\_\_\_
- 12 On Pip's 21st birthday, Jaggers gave him £500, and he promised the same amount every year ... \_\_\_\_\_
- 13 Pip now followed Estella to many London events, ... \_\_\_\_\_
- 14 When he asked about this, she said that she lied to Drummle and to all men apart from Pip, ... \_\_\_\_\_

- h ... and he went with Joe and Biddy to see her buried with his parents.
- i ... and at one dance he was upset to find Estella together with Bentley Drummle.
- j ... but Biddy did not believe him – and she was right: he never did.
- k ... but he knew that he would receive much more money at the age of 21.
- l ... until Pip finally met the person who was giving this money.
- m ... and she warned him again not to fall in love with her.
- n ... and Pip tried to see her as much as possible.

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



**D Exam practice: Write a short composition.**

**Give full answers to the questions to write two paragraphs about Estella's feelings for Pip.**

**Paragraph 1:** In Episode 2, what did Estella twice warn Pip not to do? What was the situation when she first gave him this warning, and what did she say about herself at that time? What was the situation when she again gave him this warning? What did she say about herself that time?

**Paragraph 2:** How do we know from this second situation that Estella did not care about other men, but that she really cared about Pip? Why did she still not want him to fall in love with her?

**Estella's feelings for Pip**

*In Episode 2, Estella warned Pip twice not to*

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**Episode 8: Hope and sadness**

**A Add the missing words to the summary.**

Pip was 23, and he was still living with his old (1) \_\_\_\_\_ Herbert, who had gone to (2) \_\_\_\_\_ for a few days. One wet, windy evening, he found an old (3) \_\_\_\_\_ with long, grey hair on the stairs, and he nervously invited him in.

Pip soon realized that this was the escaped (4) \_\_\_\_\_ he had helped many years before. He had become a sheep (5) \_\_\_\_\_ in Australia and had made money there. Then the old man started saying things that made Pip realize that this was the person who had made him (6) \_\_\_\_\_ and a (7) \_\_\_\_\_. Pip also learned that the man risked hanging if he was (8) \_\_\_\_\_.

The old man slept that night in (9) \_\_\_\_\_ room. But Pip did not sleep for many hours as he thought about his situation. He could not accept an escaped prisoner's (10) \_\_\_\_\_, and so he had no expectations, and (11) \_\_\_\_\_ could never be his wife. Now he knew that (12) \_\_\_\_\_ had never planned to help him, and there was something else, too. Because of all that had happened, he had forgotten and hurt (13) \_\_\_\_\_ and (14) \_\_\_\_\_. He was very upset.

Next morning, Pip found out that the man's name was (15) \_\_\_\_\_, and also that he refused to go back to (16) \_\_\_\_\_. Later, he cut the old man's (17) \_\_\_\_\_, and he bought him some (18) \_\_\_\_\_. Then Herbert arrived home, and Pip explained the situation to him. Herbert said that the man should go to (19) \_\_\_\_\_ or to (20) \_\_\_\_\_ for safety.

The old man then told his long story, and it became clear that he was in (21) \_\_\_\_\_ not just from the police, but also from the other escaped prisoner – (22) \_\_\_\_\_. Pip and Herbert therefore started making plans to buy a small (23) \_\_\_\_\_ and take him down the (24) \_\_\_\_\_ towards the sea, and there to get him onto a big ship that could take him away to (25) \_\_\_\_\_.

**B Exam practice: Write a short composition.**

Give full answers to the questions to write two paragraphs about how Pip's feelings changed.

**Paragraph 1:** Where and when did Pip first see Magwitch again in Episode 8? Why did Pip quickly start to feel surprised and nervous? When was he suddenly unable to speak?

**Paragraph 2:** What did Pip say that showed he did not want Magwitch's life to connect with his own? What two things did Magwitch then say to show that their lives were very closely connected? How did Pip feel and what did he do when he suddenly understood how Magwitch had given him everything he had?

**How Pip's feelings changed**

*Pip first saw Magwitch again on the stairs on a wet and*

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**Episode 9: Secrets from the past**

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

- 1 At Miss Havisham's again, Pip told her how she had hurt him, ... *e* \_\_\_\_\_
- 2 He went on to tell Estella about his love for her, ... \_\_\_\_\_
- 3 Back in London, Pip learned that Compeyson was probably looking for Magwitch, ... \_\_\_\_\_
- 4 When Jaggers invited Pip to dinner soon after that, ... \_\_\_\_\_
- 5 Jaggers also told Pip that Miss Havisham wanted to talk to him, ... \_\_\_\_\_
- 6 The old lady was very upset and sorry that she had hurt Pip, ... \_\_\_\_\_
- 7 Because she was very upset, she fell to the floor by the fire, ... \_\_\_\_\_

- a ... but she told him that she was about to marry Bentley Drummle.
- b ... and she was also very sorry that she had made Estella the cold person that she was.
- c ... he learned that the lawyer's servant Molly was Estella's mother.
- d ... her dress caught fire, and she later died from her terrible burns.
- e ... and he also asked for money to help Herbert and his business.
- f ... and so he travelled back to see her again the next day.
- g ... and that Magwitch wanted to leave soon and find safety.

**B Match sentence parts 8–14 and h–n to complete the summary.**

- 8 Back in London, Pip learned that ... \_\_\_\_
- 9 Pip wanted to tell the truth about everything to everyone, ... \_\_\_\_
- 10 Soon after that, Magwitch, Herbert and Pip travelled slowly down the river in the boat they had bought, ... \_\_\_\_
- 11 When they saw the ship, they quickly started rowing towards it, ... \_\_\_\_
- 12 One of the men was Compeyson and in the fight that then started under the ship's dangerous paddles, ... \_\_\_\_
- 13 Magwitch was sentenced by the court to hang, but because of his injuries, ... \_\_\_\_
- 14 There, Pip told him about his beautiful daughter – the woman that Pip loved – ... \_\_\_\_
- h ... and then they waited in the dark for Magwitch's ship to arrive.
- i ... and the old man kissed Pip's hands, smiled, closed his eyes and died.
- j ... but Jaggers warned him that the truth could not help Magwitch or Molly or Estella.
- k ... he was already close to death, and he was sent to hospital.
- l ... but then Pip realized that a boat with four men was following close behind.
- m ... Madgwick had been married to Molly and that he was therefore Estella's father.
- n ... he was killed and Magwitch was badly hurt.

**C Work with a partner. Take turns to read out the whole summary, sentence by sentence.****D Exam practice: Write a short composition.**

**Give full answers to the questions to write two paragraphs about the end of two lives.**

**Paragraph 1:** When Pip visited Miss Havisham for the last time, who did she agree to help with money? Why did she then say sorry to Pip? What terrible damage did she finally understand that she had done to Estella? What then happened to Miss Havisham?

**Paragraph 2:** Where did Magwitch and Compeyson finally meet and fight? What happened to Compeyson, and what happened to Magwitch? Why was he not hanged after his trial? What was Pip able to tell him before he died? Then what did Magwitch do?

### The end of two lives

*When Pip visited Miss Havisham for the last time, she agree to help* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Episode 10: Times of change****A Answer the questions.**

- 1 Why was Pip left with huge debts after Magwitch's death?  
\_\_\_\_\_  
\_\_\_\_\_
- 2 After that, what happened to make Pip realize more than ever that Joe was a wonderful friend?  
\_\_\_\_\_  
\_\_\_\_\_
- 3 How did Joe change as Pip got better, and what did he then suddenly do?  
\_\_\_\_\_  
\_\_\_\_\_
- 4 When Pip was well again, where did he want to go, who did he want to stay with, and what did he want to do after that?  
\_\_\_\_\_  
\_\_\_\_\_
- 5 When he got to the village, who did he find there, and what had just happened?  
\_\_\_\_\_  
\_\_\_\_\_
- 6 What did Pip promise Joe that he would do, and what did he ask Joe and Biddy to forgive him for?  
\_\_\_\_\_  
\_\_\_\_\_
- 7 Where did Pip go next and for how long, and what did he manage to do while he was there?  
\_\_\_\_\_  
\_\_\_\_\_
- 8 When he returned to England, where did he go and what did he find there?  
\_\_\_\_\_  
\_\_\_\_\_
- 9 Talking about Estella, what did Biddy ask him, and what did he tell her?  
\_\_\_\_\_  
\_\_\_\_\_
- 10 At this time, what did Pip know about Estella and her husband Bentley Drummle?  
\_\_\_\_\_  
\_\_\_\_\_
- 11 When Pip went to see Miss Havisham's house one last time, what had happened to it, who did he find there, and how did she seem to him?  
\_\_\_\_\_  
\_\_\_\_\_
- 12 What had they both thought about a lot in the past, and when they left the garden together, what did Pip know about the future?  
\_\_\_\_\_  
\_\_\_\_\_



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

ISBN 9780230727571

Text © Mike Macfarlane 2010  
Design and illustration © Macmillan Publishers Limited 2010

First published 2010

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Designed by Zed  
Typeset by Zed

Illustrated by Juliet Breese pp2, 4, 5, 8, 11, 13, 18, 26, 28, 29, 31, 32, 33, 36, 37, 38, 39, 41, 47, 49, 55, 56, 57, 63; Oxford Illustrators pp2, 3, 10, 19, 20, 23, 24, 26, 29, 30, 36.

Cover design by Wild Apple Design  
Cover photograph Alamy (tc, tr, mr, bl)

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

Content Supervision:  
Mrs Nasreen Anwar Rashid  
English Language Development and Evaluation Committee

Technical Supervision:  
Mr Kawkaz Hussien Aziz  
Mr Sabah Saed Abdullah  
Mr Karim Mawlood Salih  
Mr Ziad Khalil Ali

Kurdish pages:  
Mr Shaswar Kamal Mahmood

Printed and bound in Lebanon

2014 2013 2012 2011 2010  
10 9 8 7 6 5 4 3 2 1