

Student book (grammar and information)

1. **Let me contact** her and ask.
2. **in 1625**, some **Dutch** people **arrived and founded** **New Amsterdam**.
3. **New York has remained** an attraction ever since **(1931)**.
4. New York began growing **faster**.
5. New York began growing **more quickly**.
6. **What about** going to Jordan?
7. **You've been working** hard, **Why not** have a rest?
8. **China** has **the largest and (the) most successful economy in Asia**.
9. **The Chinese** now have a **better life than** their parents did.
10. **Five centuries ago**, America **was** home to **five million** native Americans.
11. **In 1492**, **Columbus** first **sailed** across **the Atlantic**.
12. **Asians have now become NY's newest immigrant group**.
13. **NY has remained** America's top city since **the 1830s**.
14. **NY has remained** America's top city for nearly **200 years**.
15. **By 1900, NY's population had passed one million**.
16. **NY has remained America's biggest** city since **the 1830s**.
17. **let me just ask** about things to take with me.
18. **what about** your visa for America?
19. I think I also need a boarding pass to get on the plane, **don't I?**
20. **Hostels** are **a lot less expensive than your crazy** New York **hotel** prices!
21. **The highest projection** for 2300 is **more than** 15 times **the lowest**.
22. **Let me have** a look at the conference timetable.
23. **The lowest projection** for 2050 is about 30% **less than the highest**.
24. **Let students practise** reading the poem in pairs.
25. Eloise has **more children than** Chantal.
26. Chantal has **fewer children than** Eloise.
27. There are **fewer dogs** in Cardiff **than** in Bristol
28. I have visited **fewer countries than** my friend has.
29. He has read **fewer books than** she has.
30. Eloise has **more money than** Chantal.
31. Chantal has **less money than** Eloise.
32. I spend **less time** on homework **than** you do.
33. Cats drink **less water than** dogs.
34. This new dictionary gives **more information than** the old one.

Language Focus

1 GRAMMAR AND FUNCTIONS

Lesson 1: giving instructions

For completing a landing card

First, you have to fill in your name.

Then you need to write your flight details.

After that, you add your address in the country.

We often give instructions like this:

You have to / You need to / You should ... + infinitive without to.

(Note that we only use *must* when we need to give an instruction very strongly. If you use it too much, it can make your listener angry.)

We can give instructions just with a main verb in the imperative form:

*After that, **add** your address.*

But we often add *you*.

*After that, **you add** your address.*

With a series of instructions, we also often use:

First (of all), ...; Then ...; After that, ...; Next, ...; Finally, ...

(Note that we usually use a comma after most of these, but not after *Then*.)

More examples:

First of all, you (have to) go to the traffic lights.

Then you (need to) turn left and go to the roundabout.

After that, you (should) turn right.

Finally, you take the first left, and you'll see it opposite you.

Lesson 2: making suggestions

What about going to Jordan?

Why not visit Aqaba in the south?

Let's find out about flights.

I suggest you check prices on the internet.

Let's + infinitive without to is the simplest form, and *you have known* this for many years.

We often use question forms to make suggestions.

What about ... ? takes a noun / noun phrase or an *-ing* form.

What about a cup of coffee?

What about having a cup of coffee?

Why not ... ? always takes an infinitive without *to*.

Why not have a rest? You've been working hard.

We can also say: *I suggest (that) you ... + infinitive without to*.

Note that this is sometimes used in quite formal situations.

Note that some suggestions include the speaker, e.g. *Let's ...* Others do not, e.g. *Why not ... ?*

Others can change, e.g. *I suggest (that) you ...* and *I suggest (that) we ...*

Lesson 3: comparative and superlative forms

China has **the largest** and **(the) most successful** economy in Asia.

The Chinese now have a **better** life **than** their parents did.

The economy first grew **slowly**, and then it began growing **faster**.

One-syllable adjectives add *-er* and *-est*: *old/large/big, older/larger/bigger (than), the oldest/largest/biggest*.

Longer adjectives, including most 2-syllable ones, take *more* and *the most*: *successful, more successful (than), the most successful*. They can also take *less* and *the least*: *less successful (than), the least successful*.

Note the irregular forms: *good, better, the best; bad, worse, the worst*.

Most adverbs end in *-ly* and they take *more* and *the most* (or just *most*), but there are a few adverbs that stay the same as the adjectives – *fast, hard, late* – and these take the *-er* and *-est* forms. Compare:

*It began growing **faster**.*

*It began growing **more quickly**.*

Lesson 4: past simple and past perfect tenses

Five centuries ago, America **was** home to five million native Americans.

In 1492, Columbus first **sailed** across the Atlantic.

The population **has increased** to about 300 million.

NY **has remained** America's biggest city **since** the 1830s.

Asian immigrant numbers **have been increasing** steadily.

Until Europeans started arriving, America's population **had remained** small.

Use the past simple for something that happened completely in the past. We often use it with a time reference, e.g.

Five centuries ago, ...; In 1492, ...; Yesterday, ...; The night before last, ...

Use the present perfect for things happening during a period of time that started at an unclear time in the past but that comes up to the present.

*The population **has increased** to about 300 million.*

Also use the present perfect for things that started in the past but that come up to the present. We often use a time reference, e.g. *since* + past point in time; *for* + period of time up to the present. Compare:

*NY **has remained** America's top city **since** the 1830s.*

*NY **has remained** America's top city **for** nearly 200 years.*

We use other words with the present perfect to show a connection between a past action and the present:

already; just; now; (not) ... yet.

*Asians **have now become** NY's newest immigrant group.*

*NY **has just completed** another huge building project.*

Use the present perfect continuous to emphasise continuing actions up to (and often into) the present.

*Asian immigrant numbers **have been increasing** steadily.*

We often use this tense to show that the time has been too long.

***I've been waiting** to get my luggage **for hours** – and I'm still waiting now!*

Use the past perfect to show that something happened before another time or action in the past. We can show the time connection with, e.g. *until* and *by*.

***Until** Europeans started arriving, America's population **had remained** small.*

***By** 1900, NY's population **had passed** one million.*

Why not contact my cousin?

giving instructions • making suggestions

A LISTEN, DO AND SPEAK **Track 2**

Azad Qadir is at the American University in Silemani, and he is going to a world youth conference in New York. However, he has not been abroad before, and he wants to talk about the trip with his English teacher, Kate Reilly.



1 Listen to Part 1 for things that Azad has to have. Note a–g in the order that you hear them.



2 Close your book and list all the things that Azad needs to take to the airport. Remember the intonation for listing things.

There were shirts, shoes and socks in his bag.

3 Listen to Part 2. Listen for six things air travellers do. Say which the picture shows.

Answers a3 b4 c1 d2 e6 f7 g5

**B FUNCTIONS** **p10**

1 Look.

Giving instructions

First, you have to check in your luggage.

Then you need to show your passport.

After that, you go to the Departure Lounge.

no changes to the form of the verb **take** (or any verb) are needed in order to make an instruction.

4 Match sentence halves 1–6 and a–f. Then listen to Part 2 again to check your work.

- | | |
|-----------------------------|--|
| 1 Check in your luggage and | a before your plane lands. |
| 2 Show your passport and | b the Departure Lounge. |
| 3 Go through Security to | c get your boarding pass. |
| 4 Fill in a landing card | d go through Customs. |
| 5 Show your passport and | e boarding pass at Passport Control. |
| 6 Pick up your luggage and | f hand in the landing card at Immigration in New York. |

Answers 1c 2e 3b 4a 5f 6d

2 Work with a partner. Take turns to read out the instructions from Exercise 4. Add the following.

First, you have to check in your luggage and get your boarding pass. Then you need to show your passport and boarding pass at Passport Control. Following that, go through Security and go to the Departure Lounge. Then fill in a landing card during the flight. Next, show your passport and hand in the landing card at Immigration. Finally, pick up your luggage and go through Customs.

1 Say what sort of book this text comes from.

- a a school geography textbook
b an encyclopedia c a tourist guidebook
d a school history book

Why might Azad want to read it?

C - A tourist guidebook – the key clue is the section ‘Seeing the city’.

2 Look at the map of New York. From information in the text note the names of numbers 1–6.

**1 JFK Airport 2 Manhattan 3 Brooklyn
4 Statue of Liberty 5 Broadway 6 Central Park**

3 Say what the text tells you about these dates and numbers.

five more than eight million
13 miles long \$500
1664 1776 half the 1970s
1,470 feet 1931 80 miles

C SPEAK

Decide who said this – a tourist guide, a native American or a 19th-century immigrant.

At last, we can see the Statue of Liberty, and we’re nearly there. If we work hard, we’ll be able to build a new and better life for ourselves and our children in America.

A 19th-century immigrant – the statement describes people coming to America to look for a better life.

D GRAMMAR p11

1 Look.

Past simple and perfect tenses

Four centuries ago, Manhattan **was** home to native Americans.

In 1625, some Dutch people **arrived**.

You **have now travelled** many miles across New York.

The city **has experienced** bad times as well as good.

It **has remained** an attraction **ever since (1931)**.

You **have been crossing** Brooklyn **ever since** the airport.

Before 1800, most immigration **had been** from Britain.

A: Fifty years ago, this town **was not** very big.

B: In the old days, most of the people there **worked on farms**.

C: Our town has changed a lot recently. etc.

B GRAMMAR p10

1 Look.

Comparative and superlative forms

Manhattan is **the oldest** and **(the) most famous part**.

All wanted a **better** life **than** before.

It began growing **faster**.

2 Make statements about your (nearest) town or city. You can use these ideas.

It’s bigger / more interesting than ...

It’s growing faster / more slowly than ...

The population is more / less than ...

The oldest / most beautiful place in ... is ...

2 Make statements about your (nearest) town or city. You can use these ideas.

(A century) ago, (name) was ...

(In the old days,) most of the people there lived / worked / owned / ...

(name) has (now) become / changed / grown / ...

It has become / changed / grown / ... since (the 1980s).

They have been building / developing / changing ... ever since ... / for the last ...

Until (the 20th century), most people had lived / worked / owned / ...

E SPEAK

Work with a partner. Ask and answer questions.

Azad says, ‘I’ve never been abroad before.’ Talk about places you have been to and when you went there.

A: Have you ever been to America?

B: No, I’ve never been there.

A: Have you ever been to (Silemani)?

B: Yes, I have, I’ve been there lots of times.

A: So when did you (last) go there? etc.

Or:

B No, I haven’t. / No, I’ve never been there. What about you? Have you ever been there? (etc)

(3)

1- five: the five boroughs of the city of New York

(Manhattan, the Bronx, Brooklyn, Queens and Staten Island)

2- more than eight million: the population of New York.

3- 13 miles long: the length of the island of Manhattan.

4- \$500: the money that the Dutch 'paid' to buy Manhattan from the Native Americans.

5- 1664: the date when the British took over New Amsterdam.

6- 1776: when America became independent of British rule.

7- half: today half the population are either immigrants or children of immigrants.

8- the 1970s: when crime levels were extremely high in New York.

9- 1,470 feet: the height of the Empire State Building.

10- 1931: the date of the opening of the Empire State Building.

11- 80 miles: the distance you can see from the Empire State Building.



*Finding out about people***A LISTEN** **Track 4**

Azad has read his conference notes and also checked his presentation *Building the New Kurdistan*. Before he goes to Central Park, he calls Ms Reilly's cousin, Stella.

Copy Stella's notes from her conversation with her cousin. Listen and complete them.

Name: Azad Qadir
 Studying at: the American University in Silemani
 Subjects: *English and French Year: third year*
 Presentation : *Tuesday Time: 2pm*
 Meet Azad - Day: *Wednesday or Thursday*
 Place: *The Big Apple Hostel,*
 Phone: *119 West forty-five Street Phone: 8446777*

Note: With two letters the same, we can say, e.g. S-t-e-double l-a for Stella. We can do the same with numbers, e.g. *double seven*. And when there are three numbers the same, we can say, e.g. *treble seven*.

Double is used to say two of the same letters or two of the same numbers in a word or a phone number. the use of treble when three numbers the same are given.

B PRONUNCIATION **Track 5**

Note: It is very important to use the correct word stress. People who use the wrong word stress a lot become very difficult to understand. Even with very long words, the main stress usually comes on the 1st, 2nd or 3rd syllables.

1 Copy the table. Then listen to Part 1. Underline the main stress in these three words from A.

	<i>First syllable</i>	<i>Second syllable</i>	<i>Third syllable</i>
1	<u>conference</u>	American	Kurdistan
2	<u>earlier</u>	discussion	afternoon
3	<u>organizers</u>	expensive	international
4	<u>visiting</u>	suggestion	presentation
5	<u>Wednesday</u>	together	university

2 Now complete the column headings. Write 1st, 2nd or 3rd.

3 Listen to Part 2. Add these further words from A to the correct columns.

afternoon discussion earlier expensive
 international organizers presentation
 suggestion together university visiting
 Wednesday

4 Listen to Parts 1 and 2 again. Check your work and then repeat the words with the correct main stress.

C SPEAK

1 Prepare to role play the conversation between the two cousins. With a partner, think about:

- what Kate asks Stella – what does she want Stella to do?
- what Stella asks Kate – look back at the notes in A to remember what Stella finds out about Azad.

2 Start like this. Try to use some of the words that you practised in B.

Stella Hello?

Kate Hi, there, Stella. It's your cousin Kate.

Stella Oh, hi! Great to hear from you! How's life in Kurdistan?

Ms Reilly wants Stella to meet Azad. Ms Reilly wants Stella to help Azad. Ms Reilly want Stella to show Azad some places in New York; Stella might ask Ms Reilly questions to find out about Azad, e.g. What is the name of the visitor? Can he speak good English? Why is he coming to New York? Where is he staying? How long is he staying for? etc. Stella: But tell me, what's Azad doing here in New York? Kate: He's there for a big ...

(conference)

Answers

- Kate** Fine. And how are things with you?
- Stella** Everything's going well, thanks.
- Kate** Listen, Stella. I've just been talking with one of my students. He's in New York for a few days, and I thought maybe you could meet him.
- Stella** Yes, I could do that. But tell me, what's he doing here in New York?
- Kate** He's there for a big ...

D WRITE

1 Collect information about Azad from different parts of Unit 1 to complete the form in your Activity Book.

2 You are the conference organizer who will introduce Azad before he gives his presentation. Use information from the first part of the form in your Activity Book to complete a short paragraph. Start like this.

Hello, everyone, and thank you for coming to this presentation, which is going to be on Kurdistan in northern Iraq. I'd like you to welcome our speaker, Mr (name). He is (nationality) and he is a student at (university / school) ...

DID YOU KNOW?

There are a lot of youth conferences around the world. Some are national and some are  United Nations international. For example, the United Nations has organized several large youth conferences that talk about the same topics that national leaders discuss at their main conferences. These youth conferences then agree statements that they present to the leaders of the world for them to consider carefully.

What's the address of the Central Park Hostel?

(Answer: 19 West 103rd Street)

How much is a private room in the Gershwin?

(Answer: \$79 dollars per night)

How far is the Vanderbilt YMCA from Grand Central?

(Answer: A five-minute walk)

Which hostel has the cheapest rooms?

(Answer: Central Park Hostel)

which of the hostels is most suitable?

(Probably the Vanderbilt YMCA because it is quite cheap and close to Grand Central Station.)

E UNIT TASK

1 You are also going to the world youth conference in New York. Complete the personal details on the second conference form in your Activity Book.

2 Make up your own presentation details and add these to the form.

3 Choose from the following hostels and add the address and phone number to the form.

(You want a place that seems pleasant, offers single rooms as cheaply as possible and is as close as possible to the conference centre at East 46th Street, near Grand Central train station.)

Central Park Hostel

19 W 103rd St, Tel 212/678-0491

West of Central Park. Prices include sheets and blankets. Clean bathrooms. Shared rooms for 4, 6, 8 or 10 people \$29-95, private rooms \$109-149.

GERSHWIN

7 E 27th St, Tel 212/545-8000

Popular with young travellers, this hostel is a 30-minute walk south from Grand Central. Shared rooms for 2, 6 and 10 people \$40, private rooms \$79.

**Vanderbilt YMCA 224 E 47th St,
Tel 212/756-9600**

Smaller and quieter than most hostels and a five-minute walk from Grand Central. Cheap restaurant, swimming pool and gym. Single rooms \$69, doubles \$90.

4 Take the part of the conference organizer who will introduce you before you give your presentation. Use information from the first part of your form in your Activity Book to write a short paragraph.

*They wanted a better life.***1 GRAMMAR: comparative and superlative forms**

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

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



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

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



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

2 VOCABULARY: grammatical pairs

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

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

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

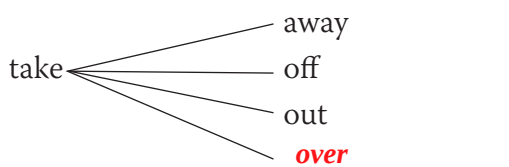
B Use grammatical pairs from A to complete the following. Change the form where necessary.

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

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

3 VOCABULARY: phrasal verbs with take

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



B Use phrasal verbs from A to complete the following.

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

4 GRAMMAR: past simple and perfect tenses

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

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

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

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

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

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

About Helen:

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

About Josh:

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

*Finding out about people***1 WRITING SKILLS**

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

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

Soon after Azad arrived in America, he called Ms Reilly. 'Hello', she said and she asked about his journey.

'It all went very well, thanks to you,' he replied. 'I arrived last night.'

'Good,' she said. 'And the conference starts tomorrow, doesn't it?'

'Yes,' Azad said, 'and I'm preparing for it now.'

'But you aren't giving your presentation tomorrow, are you?' his teacher said.

'No,' Azad agreed, 'that's on Tuesday. But there's lots of information to read.'

'Well, yes' Ms Reilly replied, 'but you don't want to miss the chance to see New York, do you?'

What about going to Central Park later on? she suggested.

'Good Idea!' Azad agreed

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

2 WRITING

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

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

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



CONFERENCE MEMBERS' FORM

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

Name: Family Qadir First Azad

Title: Mr ☒ Ms ☐ Other _____ Nationality: Kurdish

University / School: American University in Slemani

Year / Grade: Third Main subject(s) English and French

Presentation title: Building a New Kurdistan

Day of presentation: Tuesday Time: 2 p.m.

New York address: Big Apple Hostel, 119 West Forty Fifth Street

Telephone / Email: 844 6777

3 UNIT TASK

A Complete your own conference form. *Students' Own Answers*

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

CONFERENCE MEMBERS' FORM

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

Name: Family _____ First _____

Title: Mr ☐ Ms ☐ Other _____ Nationality: _____

University / School: _____

Year / Grade: _____ Main subject(s) _____

Presentation title: _____

Day of presentation: _____ Time: _____

New York address: _____

Telephone / Email: _____

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

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

Literary Reader: Treasure Island

by Robert Louis Stevenson

Episode 1: The old sailor

A Add the correct thing or person from Episode 1.

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

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

This man is usually called the captain.

He is also called Bill *by his old shipmates.*

General description, including clothing: Strong and heavy, with long hair and an old blue coat. His hands are rough and black with dirt.

Details of scar and tattoos: a long scar across one cheek; several tattoos on his arm which read: 'Here's luck,' 'A fair wind,' and 'Billy Bones'.

Weapons: a knife and a sword

(Used the sword *against Black Dog;*
nearly attacked me with the knife. *)*

Health: Very ill, has had a stroke

due to rum.

C Exam practice: Write a paragraph.

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

This man was usually called the captain, but he was also called Bill by his old shipmates. He was strong and heavy, he had long hair and he wore an old blue coat. His hands were rough and black with dirt. He had a long scar across one cheek, and he also had several tattoos on his arm which read: 'Here's luck,' 'A fair wind,' and 'Billy Bones'. He carried two weapons – a knife and a sword. He used the sword in a fight with a visitor called Black Dog, and also nearly attacked me with the knife. This man was very ill, and he had a stroke after his fight with Black Dog. His bad health was due to the large amounts of rum which he drank.



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

- 1 The captain arrived with his sea-chest one day, ... c
- 2 He seemed to like the bay and its cliffs ... f
- 3 Back at the inn every evening, he used to drink and sing, and tell frightening stories ... e
- 4 Jim realized that the captain was nervous about other sailors ... a
- 5 While the captain was staying at The Admiral Benbow, Jim's father became ill, ... g
- 6 During one of these visits Dr Livesey refused to listen to a story by the captain, ... d
- 7 One day, when the captain was out watching for ships, a horrible looking man called Black Dog arrived ... b

- a ... and that he was especially worried about a seaman who only had one leg.
- b ... and hid behind the door, waiting to surprise the captain on his return.
- c ... and he decided to stay at The Admiral Benbow.
- d ... who got very angry and nearly attacked him with a knife.
- e ... which he ordered everyone to hear in silence.
- f ... because it was quiet, and he could watch the ships out at sea.
- g ... so Dr Livesey came to look after him.

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

- 8 Later, Jim heard the two men talking quietly at first, ... **k**
 9 Although the captain won the fight and made Black Dog run away, ... **m**
 10 When Jim later went to see the captain as he was resting in bed, ... **h**
 11 The day after Jim's father suddenly died, ... **i**
 12 Although he was very weak and getting weaker, ... **n**
 13 Several days later, when Jim was standing at the inn door, ... **l (L)**
 14 The blind man put something into the frightened captain's hand, ... **o**
 15 The captain looked down at the thing in his hand, cried out something about time, ... **j**

- h** ... the old seaman told him a little about his secret and the men who were looking for him.
i ... the captain started coming downstairs again to drink and sing.
j ... tried to stand up and then fell to the floor, dead.
k ... but then the conversation turned first into an argument and then a sword fight.
l ... another visitor, a horrible blind man, arrived and ordered the boy to take him to the captain.
m ... he collapsed soon after that, and he was lucky that Dr Livesey was there to help him.
n ... he sat there with his sword, ready for trouble.
o ... and then he immediately left again.

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

Student book (grammar and information)

1. We're going to produce our outline **by** Friday.
2. The deadline is at one o'clock **on** Friday the 30th
3. Aren't you a bit **too relaxed**?
4. Isn't that a bit **too much** for one evening?
5. **Doesn't** it ever get you down?
6. There's never **enough time** to relax and have fun!.
7. There's always **too much** work to do.
8. maybe your list is **too long** – or maybe you aren't **trying hard enough** to get things done .
9. **don't** you **have to** try to do better?
10. He's **too young** to go to college. He's not **old enough** to be a college student.
11. **Isn't** he a bit **too young**? That's right. He isn't **old enough**.
12. I've got **too much revision** to do.
13. There **aren't enough hours** in the day to revise everything!
14. There **are too many books** to read.
15. There's **too much revision** to do.
16. There are **too few hours** in the day to do everything.
17. There's **too little time** to do everything.
18. he's **too friendly** with the crew to be a good officer.
19. I was almost **too frightened** to go inside.
20. we're taking **far too much** from nature.
21. What **will** you **be doing** this time next year?
22. **Will** you **be taking** notes in a college lecture?
23. **will** you **be training** for a job?
24. You **will be organizing** yourself efficiently.
25. It was a long difficult job because the coins were all of there were **too many things** to count .
26. they were **too late** – the strange ship had already gone, and probably the rest of the pirates with it.
27. **By** tomorrow evening I shall be in Bristol.
28. **During** the months that the old sailor stayed with us, my father became very ill.
29. **During** that time I lived at the Hall with old Tom Redruth.
30. This bag isn't **big enough**. I can't put all my possessions in it.
31. **Is** your meal **warm enough**? If not, I'll put it in the microwave.
32. Mom was **too worried** to go to sleep, so she stayed up all night.
33. I don't like this fizzy drink. It's much **too sweet**.
34. I'll ring you up later. I haven't got **enough time** at the moment.
35. We weren't able to buy tickets for both games because we didn't have **enough money**.
36. I couldn't see her anywhere because it was getting **too foggy**.
37. You can't play in our first team. You're not **good enough**.
38. You still make **too many mistakes**. You have to practice harder.
39. If you don't get **enough sleep** your overall health will suffer.
40. I can't tell you what the situation is at the moment because I haven't got **enough information**.
41. He can't be a good basketball player. He isn't **tall enough**.
42. This is **too good** to be true!
43. I haven't got **enough clothes** for such a long trip. I'll have to get some more.
44. I couldn't finish the test because there were too many questions and not enough time left.
45. My sister couldn't concentrate because the workers were making **too much noise**.
46. I didn't have **enough time** to visit the museums and it was **too crowded** as well.
47. The sea isn't **warm enough** to go swimming. The water is **much too cold**.

Language Focus

1 GRAMMAR AND FUNCTIONS

Lesson 1: prepositions of time

The meeting is **at** 2.30 **on** Monday the 3rd.
It's **from** 2.15 **to** 3.45 **in** the afternoon.
We're going to write our report **during** May.
We're planning to send it to everyone **by** Thursday the 31st.

We also use other prepositions when we talk about times.

We aim to finish everything just **before** / **after** 4.00.
They want to do most of the work **between** 10.00 and 3.00.
I'll have to work **until** / **till** late tonight. (Note: **until**; **till**)

Lesson 2: negative questions

Aren't you going a bit too fast?
But didn't you fail your driving test?
But don't you have to try to do better?
Why can't you stop asking questions?

Negative questions sometimes check information like tag questions. (But note the different intonation.)

But didn't you fail your driving test?
But you failed your driving test, didn't you?

However, they usually show strong feelings. *Aren't you driving too fast?* means *I think you're driving too fast, and I think you should agree with me.* And *Can't you leave me alone?* means *Stop asking questions!*

We sometimes form negative questions with the question word *Why*. The following mean almost the same, but note the different intonations.

Can't you leave me alone?
Why can't you leave me alone?

Lesson 3: future continuous

What will you be doing this time next month?
Will you be travelling to America?
You will be watching a film on the plane.

Note the form: *will + be + ~ing* verb form.

Compare with: *have + been + ~ing* verb form (for the present perfect continuous).

The future continuous is like the present continuous, past continuous and present perfect continuous: it expresses continuing actions. Very often these tenses express a continuing action at a point in time. Compare:

What will you be doing (at) this time next year?
What are you doing at the moment?
What were you doing (at) this time last year?

Lesson 4: too and (not) ... enough

too + adjective + infinitive; (not) + adjective + enough + infinitive

He's too young to go to college.
He's not old enough to be a college student.

You already know the forms *too + adjective* and *(not) + adjective + enough*.

Isn't he a bit too young?
That's right. He isn't old enough.

We often add a verb, as in the text examples. Compare:

He's too young to go to college.
He's not old enough to be a college student.

too + much/many + noun + infinitive; (not) enough + noun + infinitive

Comparing time and amount of revision to do:

I've got too much revision to do.
There aren't enough hours in the day to revise everything!

Note the different forms with *too* for countable and uncountable nouns.

There are too many books to read. (countable) *There's too much revision to do. (uncountable)* *There are too few hours in the day to do everything. (countable)* *There's too little time to do everything. (uncountable)*

Don't you have to revise?

talking about time • negative questions

A READ, LISTEN AND SPEAK **Track 6**

To help them plan their work, the students at Dale High School have several documents.

1 Listen to dialogues A–D. Match items 1–4 to documents a–d.

1 calendar 2 diary 3 timetable 4 work schedule

Period	Time	Monday	Tuesday
1st	9.00	IT	Biology
2nd	9.40	Geography	Economics
3rd	10.20	"	Sociology
Break	11.00	–	–
4th	11.20	Physics	Religious Education
5th	12.00	Chemistry	
Lunch	12.40		

b NOVEMBER

Mon	Tue	Wed	Thu	Fri	Sat	Sun	NOTES
			1	2	3	4	
5	6	7	8	9	10	11	Start geography project.
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30			Finish project.

- c** By Fri, Nov 9: Produce our geography project outline.
 During Week 2: Carry out our main research.
 By the end of Week 3: Write our 1st draft.
 During Week 4: Revise and complete our project.

- d** _____ Nov–Dec
 Thursday 29
 Evening: Finish off the project.
 Friday 30
 1 p.m.: Deadline! Hand in the project.
 Saturday 1

2 Students Ako and Lyn are discussing their project. With a partner, use words from the documents in 1 to complete the dialogues below.

3 Listen to dialogues B–D to check your work.

4 Practise the conversations with your partner.

B Dialogue A

Ako I haven't got my *timetable* with me. Do we have double geography *on Monday*?

Lyn That's right. It's second and third periods *from nine forty to eleven in the morning*.

Dialogue B

Ako How long have we got for our project?

Lyn According to my *calendar*, we have *from November the fifth till November the thirtieth*.

Dialogue C

Ako Let's check our work *schedule* together.

Lyn Right. We're going to produce our project outline *by Friday the ninth*, aren't we?

Ako Yes, and we're planning to carry out our main research *during Week 2*, aren't we?

Lyn That's right, and then we're aiming to write our first draft *by the end of Week 3*.

Ako And we're going to revise and complete our project *during Week 4*.

Dialogue D

Ako When's the final deadline for the project?

Lyn According to my *diary*, it's *at one p.m. on Friday the thirtieth*.

Ako So that means we need to hand in our project *before lunch*.

Lyn And that means we need to finish off everything *on Thursday in the evening*.

Answers A3 B1 C4 D2

B GRAMMAR**Prepositions of time**

The deadline is **at** one o'clock **on** Friday the 30th.

It's **from** 9.40 **to** 11.00 in the morning.

We're carrying out our research **during** Week 2.

We're going to produce our outline **by** Friday.

B GRAMMAR

1 Look.

Future continuous

What will you be doing this time next year?

Will you be taking notes in a college lecture?

You will be organizing yourself efficiently.

2 Find another example in the text.

C SPEAK

Work with a partner. Discuss what you will be doing in the future.

A: *This time next year, I'll be studying in university. What about you?*

B: *I think I'll be working in my father's shop.*

D READ AND SPEAK

1 Copy and complete the network with points from Dr Dale's leaflet.

Answers

How to study efficiently



2 Give Dr Dale's pieces of advice, choosing from the following.

You have to ... You need to ...
 You must/mustn't ... You should/shouldn't ...
 You ought/ought not to ...

E GRAMMAR

1 Look.

**too + adjective + infinitive;
 (not) + adjective + enough + infinitive**

*You'll be **too tired to remember** much.*

*Be **strong enough to say** no.*

**too + much/many + noun + infinitive;
 (not) enough + noun + infinitive**

*There's always **too much work to do** now.*

*There's **never enough time to relax!***

2 Make statements about these students.



During their semester tests ...

Pete too anxious to do well Dave
 too relaxed to get good marks
 not relaxed enough not anxious enough



Two days before her end-of-year exam ...

Annie too much work to do
 too many books to read
 not enough time to do it all
 not enough energy to read them all

F SPEAK

Talk about yourself.

- Who are you more like – Pete or Dave? Or are you somewhere in between?
- Have you ever been in Annie's situation? What happened?

Episode 2: Everything changes at the inn

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

- 1 It was about ~~seven~~ o'clock when Jim found the key to the captain's ~~bedroom door~~ on a piece of string in his pocket.
It was about six o'clock when Jim found the key to the captain's chest on a piece of string around his neck.
- 2 Jim and his mother had counted all their money when they heard Black Dog downstairs as he banged on a window and tried to get in.
Jim and his mother had counted about half their money when they heard the blind man downstairs as he banged on the door and tried to get in.
- 3 After Pew and six or seven other men had run over the bridge to the inn, most of them stayed outside while he went in, and he found first the chest and then the dead captain's body.
After Pew and six or seven other men had run over the bridge to the inn, most of them went inside while he stayed outside, and they found first the dead captain's body and then the chest.
- 4 Pew could not see where he should go, and he was injured when he fell under one of his men's galloping horses.
Pew could not see where he should go, and he was killed when he fell under one of the law officers' galloping horses.
- 5 Jim and the others found the captain and carried him to the village, and there he recovered well after a long while.
Jim and the others found his mother and carried her to the village, and there she recovered well after a little while.
- 6 Jim told Mr Dance about the packet that he had taken from the captain's coat pocket, and he said that he wanted to get it to the squire.
Jim told Mr Dance about the packet that he had taken from the captain's chest, and he said that he wanted to get it to Dr Livesey.
- 7 The squire was having dinner at Dr Livesey's house, and there Jim and Mr Dance found them smoking their pipes in the dining-room.
The doctor was having dinner at the squire's house, and there Jim and Mr Dance found them smoking their pipes in the library.
- 8 When the squire opened the packet that Mr Dance had brought, they found two books and a rolled-up map.
When the doctor opened the packet that Jim had brought, they found a book and a rolled up map.
- 9 The map showed a big country and, on the back of it, there were details about how to find the captain's treasure there.
The map showed an island, and on the back of it, there were details about how to find Flint's treasure there.
- 10 The squire decided to lead a voyage from London to find the treasure, and the doctor agreed to go, but he also told the squire to tell everyone about the map.
The squire decided to lead a voyage from Bristol to find the treasure, and the doctor agreed to go, but he also told the squire to tell no one about the map.

Give full answers to write a paragraph about the situation after the captain's death.

Who did Jim tell about Pew's visit and the captain's sudden death as soon as she came? What was it hard for them to decide then? On the one hand, who did Jim want to go and see? And what did he want to tell him about? On the other hand, why didn't he want to do that? Why were they also against staying together at The Admiral Benbow? What did they therefore decide to do next? Then what did they plan to do after that? Why did they want to do that?

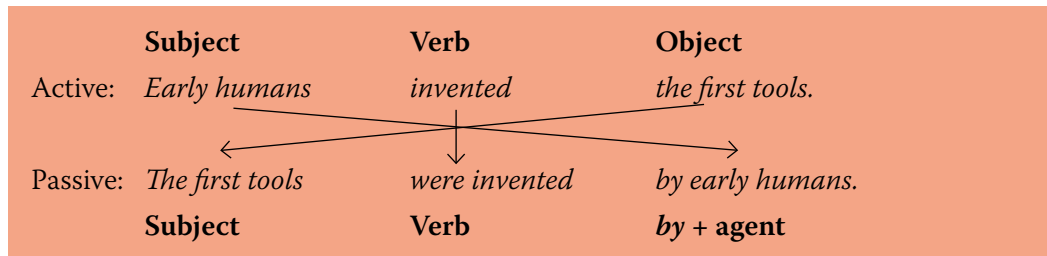
As soon as Jim's mother came, he told her about Pew and the captain's sudden death. It was hard for them to decide what to do then. On the one hand, Jim wanted to go and see Dr Livesey, and he wanted to tell him about Flint's crew and the captain's death. On the other hand, he did not want to do that because his mother would be left alone, and her safety was the most important thing to him. They were also against staying together at The Admiral Benbow because it seemed too dangerous. They therefore decided to go next to the nearest village to get help. Then they planned to come back to the inn. They wanted to do that to open the captain's chest and take the money



Language Focus

1 GRAMMAR AND FUNCTIONS

Lesson 1: active and passive; *by* + agent



The object of an active sentence becomes the subject of a passive sentence. This moves the focus, as in the example, from *early humans* to *the first tools*. If it is not important, the active subject may just disappear, or it can change to the form *by* + agent, as here. The passive is often used in formal writing. Compare:

Guess what! I built a wall in our garden last weekend!

The first part of the Great Wall of China was built by the Emperor Qin Shihuangdi over 2,200 years ago.

Lesson 2: expressing certainty and possibility – present and past

Expressing certainty (*be* / main verb)

This **must be** an ancient stone tool.

There **must have been** early humans in this area.

We **must be standing** on an ancient site.

Early humans **must have lived** here long ago.

Expressing possibility (*be* / main verb)

This ancient tool **could be** a knife.

There **could have been** people here 70,000 years ago.

Other ancient remains **may be lying** all around us.

People **may have lived** here for thousands of years.

We can express possibility in the present with *may be*, *might be* and *could be*. The past form is *have been*. Compare:

The cave **may be** empty, but there **might be** something in it.

It **must have been** empty when the merchant climbed up there.

With a main verb:

We usually use the *~ing* form in the present and the *~ed* form in the past. Compare:

Look! Those girls **may be looking** for something.

Listen! They **must have discovered** something amazing.

Lesson 3: present continuous passive; passive with *going to*

Present continuous passive

Work **is being done** to save the Citadel.

Several projects **are being prepared**.

With *be*:

We can use modal forms *must be* and *can't be* + adjective or noun to express certainty in the present. Use *must* for positive certainty, and use *can't* for negative certainty.

You **must be** joking!

You **can't be** serious!

As with the active tense, use the present continuous passive for actions that are happening now or around now.

Note the different forms – *been* and *being* – with these passive tenses.

Present perfect: An organization **has been** created.

Present continuous: A lot of work **is being** done.

Passive with *going to*

This building is going to be repaired.

Restaurants are going to be opened.

As with modal verbs *have to* and *ought to*, form the *going to* passive like this:

going to + be + ~ed verb form

As with the active tense, use the passive with *going to* for plans and to say what is clearly going to happen.

Museums are going to be provided.

The archaeologists have started work: the Citadel is going to be investigated!

Lesson 4: *It is said / thought / believed that ...*

People say that *early humans lived here.*



It is said that *early humans lived here.*

Compare the informal and formal ways of introducing an idea or opinion that a lot of people have.

Informal: *People / A lot of people say that ...*
 They say that ...

Formal: *It is said / thought / believed that ...*

Student book (grammar and information)

1. The first part of the Great Wall of China **was built** by the Emperor Qin Shihuangdi over 2,200 years ago.
2. Those rock carvings **must be ancient!**
3. Yes, it **must have been busy.**
4. You **must be getting hungry.**
5. We **may be looking** at something very old
6. This circular **thing could be a gold** ring.
7. It's ancient treasure! A rich merchant **must have buried** it!
8. You **can't be serious!**
9. There **could have been** an attack because he didn't come back for his treasure!
10. he **couldn't have lived** through it
11. Those rock carvings **must be ancient!**
12. A rich merchant **must have buried it.**
13. The Citadel **can be seen** for miles because of ...
14. Early humans **must have lived** here long ago.
15. There **must have been** early humans in this area.
16. It **must have been empty** when the merchant climbed up there.
17. they should give the reason why the Citadel **can be seen** clearly for miles.
18. we believe that it **was used** for festivals on the shortest and the longest days of the year.
19. **it is still visited** by thousands as the sun rises each mid-summer's day.
20. **It is still known** around the world as one of the Seven Wonders of the Ancient World.
21. **It is also believed** that the archaeological remains below have been seriously damaged by water.
22. **It is also being considered** for UNESCO's list of World Heritage sites.
23. **It is said** that humans have lived here for 8,000 years.
24. A ship **was being prepared** by the squire, and Dr Livesey had been called away to London.
25. I don't know who has this map, but it **must be kept** secret even from me and Mr Arrow.'
26. and I thought **he must be Long** John Silver.
27. **It is said** that you have a map of an island.

SAVING THE PAST FOR THE FUTURE

People may have lived here.

active and passive • expressing certainty and possibility

A READ, DO AND SPEAK

1 Say where you think the texts come from.

- a) a dictionary b) an encyclopedia c) a guidebook d) a school history book

Stonehenge is an ancient stone circle roughly 4,500 years old that stands 80 miles west of London in southern England. The 80 huge, rectangular blocks of stone stand up to 7.5 metres high, they weigh between 20 and 50 tonnes, and some of them were brought from many miles away. They are placed in an inner group and an outer group, that is circular in shape, with a diameter of 30 metres. Stonehenge was constructed by a long-forgotten people, but we believe that it was used for festivals on the shortest and the longest days of the year. Today, it is still visited by thousands as the sun rises each mid-summer's day.



The Great Pyramid of Khufu is the oldest and largest of the Pyramids, which stand near Egypt's capital, Cairo. It was built approximately 4,600 years ago by Khufu, one of the great Pharaohs.



It stands on a square base that measures 230 by 230 metres, a total area of almost 53,000 square metres, and its triangular sides rise to a height of 146 metres. It contains 2.5 million stone blocks, each with a weight of 2.5 tonnes. The whole structure has a volume of 2.352 million cubic metres. It is still known around the world as one of the Seven Wonders of the Ancient World.

2 Say what these numbers from the texts refer to.

Dimensions: 7.5 metres 30 metres 230 metres almost 53,000 square metres
2.352 million cubic metres

Other numbers and measurements: 4,500 years 80 50 tonnes 2.5 million 2.5 tonnes

B GRAMMAR

1 Look.

2 Put this sentence into the active. Explain why the writer preferred to use the passive.

Some of the stones were brought from many miles

away. *People brought the stones from many miles away. (Active)*

*The subject **People** is so general that it is not important to include it in the passive form.*

3 Explain why one sentence includes *by* + agent and the other does not.

When/Where was built built (by)?

Why were repaired repaired (by)?

Who constructed constructed (by)?

It was built approximately 4,600 years ago by Khufu, one of the great Pharaohs.

It is still known around the world as one of the Seven Wonders of the Ancient World.

Active and passive; by + agent

	Subject	Verb	Object
Active:	A forgotten people	constructed	Stonehenge.
Passive:	Stonehenge	was constructed	by a forgotten people.
	Subject	Verb	by + agent

C SPEAK

Talk about modern buildings, roads, dams or other construction projects in your area. Say anything you know about them, e.g. when / where / why they were built / constructed / repaired – and who they were built by.

D LISTEN AND READ Track 10

Tara Atta has taken her exchange student, Emma Wood, out for a picnic in a quiet valley.

Emma Those rock carvings must be ancient!

Tara They are. And the Silk Road also came along here.

Emma So Chinese silk travelled this way to Europe.

Tara And the rich merchants carried lots of other goods. Imagine all their camels!

Emma Yes, it must have been busy.

Tara But listen. You must be getting hungry. Let's stop for lunch up by that cave.

* * * * *

Emma What a great view!

Tara Let's look inside. People may have lived here long ago.

Emma I can't see anything unusual.

Tara I can. Look! Something rectangular!



Emma It's an old metal box. It's falling to pieces!

Tara We may be looking at something very old. It's full of metal ... Coins!

Emma Not all. This circular thing could be a gold ring.

Tara It's ancient treasure! A rich merchant must have buried it!

Emma You can't be serious!

Tara Think! Travel was dangerous. There could have been an attack.

Emma And he couldn't have lived through it because he didn't come back for his treasure!

1 Listen, imagine, then do these tasks.

- 1 Say what you know about these two people.
- 2 Describe the view from the cave.
- 3 Say what was different about the view long ago.
- 4 Describe what the girls have just found.

2 Read. Then write questions for the answers below. Replace the underlined words with the correct nouns, including people's names.

- 1 Q *Where did Tara take Emma?*
A She took her to a quiet valley in the country.
- 2 A They used to carry them by camel.
- 3 A She suggested eating it by a cave.
- 4 A They found it in the floor of the cave.
- 5 A Because he may have wanted to protect it from an attack.

E GRAMMAR p26

1 Look.

Expressing certainty (be / main verb)

Those rock carvings **must be** ancient!

It **must have been** busy.

You **must be getting** hungry.

A rich merchant **must have buried** it.

Expressing possibility (be / main verb)

This circular thing **could be** a gold ring.

2 Look back at the grammar box. Find more examples with *could* and *may* to match all the examples with *must*.

This circular thing could be a gold ring. the sentence refers to the present or the past (Answer: To the present). examples of sentences expressing possibility using the modals **could** and **may**.

Answers People **may have lived** here long ago.

There **could have been** an attack.

3 SPEAK

Imagine the day of the attack. Say what might / may / could / must / can't have happened.

G THINK ABOUT IT

Should Tara and Emma:

- a) keep the treasure and take half each?
- b) keep the jewellery and take the coins to the national museum?
- c) give everything to the national museum?
- d) sell everything to a shop for tourists?

*Plans are now being carried out.*present continuous passive • *It is said / thought / believed that ...*

A READ

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Erbil's ancient Citadel stands at the centre of this fast-growing city. Its high walls ring the edge of a mound that already reaches up 30 metres above the modern city below. It can be seen clearly for miles, and it is one of the most dramatic sights anywhere in the Middle East – one that was certainly welcome to the Silk Road merchants who travelled this way for 1,500 years.

It is also one of the most important places in the Middle East. It is said that human beings have lived here continuously for up to 8,000 years – longer than anywhere else in the world. Today, the Citadel contains approximately 500 houses and other buildings, and many of these are wonderful examples of traditional architecture and construction techniques. But much older treasures almost certainly lie deep in the mound below.

This mound is almost perfectly circular. It has an average diameter of approximately 400 metres, and it covers an area of 102,000 square metres. The mound has never been properly investigated by archaeologists, but it is thought that the remains of many cities lie one below another. Some of the most important developments in human history were made in this region by early civilizations like theirs – the start of farming, for example, and the invention of writing. As a result, the mound may hold important secrets about our ancient human past – secrets that are soon going to be discovered!



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In recent times, there has sadly been a lot of damage to the Citadel, which is now nearly empty. Almost all the buildings need urgent repairs and many may soon collapse. It is also believed that the archaeological remains below have been seriously damaged by water. As a result, action is being taken to protect this ancient site and also to give it new life. A Government organization (*HCECR) has been set up, and a detailed conservation and development plan has been prepared with the help of **UNESCO. Both bodies agree that the Citadel must not be allowed to die. It is also being considered for UNESCO's list of World Heritage sites, which includes, for example, the Pyramids and Stonehenge. In early 2010, a \$13-million programme of conservation and repairs was agreed with UNESCO, and these plans are now being carried out. In addition to the archaeological and conservation projects, museums, libraries, restaurants, cafes, artists' studios and craft workshops are also going to be provided. Soon, the ancient heart of Erbil is going to be brought back to life again!

*The High Commission for Erbil Citadel Revitalization

**The United Nations Educational, Scientific and Cultural Organization

1 True or false? Correct the false statements.

- 1 The Citadel walls go round the whole of Erbil.
- 2 Today's Citadel was built 8,000 years ago.
- 3 The volume of the Citadel mound is roughly three million cubic metres.
- 4 The Citadel contains lots of buried money.
- 5 HCECR is part of UNESCO.
- 6 Only archaeological work at the Citadel is planned.

2 Explain in your own words.

- 1 line 6: ... – one that was certainly **welcome** ...
- 2 line 23: Both **bodies** agree ...
- 3 line 24: ... must not be allowed to **die**, ...

B GRAMMAR

1 Look.

Present continuous passive

Action **is being taken** to protect this ancient site.

These plans **are being carried out**.

Passive with going to

The heart of Erbil **is going to be brought** back to life!

Museums **are going to be provided**.

the main verb in the first sentence (**Answer: taken**) and the main verb in the second sentence (**Answer: be provided**).

D READ AND WRITE

Complete the statements with information from the texts.

- 1 The Citadel can be seen for miles because of ...
- 2 Because humans have lived here continuously for 8,000 years, ...
- 3 Archaeologists want to investigate the mound since ...
- 4 Important developments in ancient human history happened near Erbil. Therefore, ...
- 5 Most of the Citadel's wonderful buildings are damaged and many could easily collapse, so ...
- 6 HCECR and UNESCO both agree that the Citadel and its mound must be protected. As a result, ...
- 7 As the Government also wants to bring new life to the Citadel, ...

E GRAMMAR

1 Look.

It is said / thought / believed that ...

People say that humans have lived here for 8,000 years.



It is said that humans have lived here for 8,000 years.

- 2 Find more examples with *think* and *believe* in the texts. **It is thought that** and **It is believed that** are also commonly used as well as **It is said that**.
It is thought that the remains of many cities lie one below another.
It is believed that the archaeological remains below have been seriously damaged by water.

actions in the present continuous passive are happening at the present moment and that action in the passive with *going to* are clearly what is going to happen in the future.

- 2 Find another example of each passive form in the second text on page 22.

It (The Citadel) is also being considered for UNESCO's list of World Heritage Sites.

Soon, the ancient heart of Erbil is going to be brought back to life again!

C SPEAK

Talk about old buildings and structures or ancient remains in your area. Say anything you know about them, e.g. when / where / why they were built or constructed. If you can, also say who they were built by. Describe work that has been done or is being done and work that needs to be done to investigate and /or protect them.

- 3 Talk again about places you discussed in C. Discuss things that people say, think or believe about these places.

F SPEAK

Work with a partner. You are Citadel tour guides ten years from now. You are on your way there with a bus tour, and you have to say a few sentences. You should each explain two of these points.

- 1 the size and shape of the Citadel;
- 2 important things about the Citadel's past;
- 3 conservation and archaeological work that has been done to save the Citadel;
- 4 things that are still being done now to bring the Citadel back to life. (Use your imagination!)

DID YOU KNOW?

UNESCO was formed in 1946, soon after the United Nations was set up in 1945. Its aim is to build friendly relations between countries through educational, cultural and scientific projects around the world. Over the years, this organization's money and expert support have helped to create many new educational opportunities and also to protect some of the most important cultural wonders of the world.

*Making a presentation***A LISTEN AND SPEAK** **Track 11**

1 Listen to Part 1. Explain what must have happened since the day of the picnic. Explain the situation now.

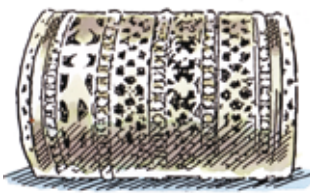
2 You are helping to prepare the exhibition. Listen to Part 2 and say how you should complete the notes. Choose words from the following.

gold coins jewellery perfume bottle precious stones

made	across	China	
produced	along	Egypt	Central Asia
sold	all along	India	the East
taken	from	Persia	the West
traded	in	the Silk Road	
used	to		



Items for the Silk Road Exhibition

			
Exhibit 137 Precious stones: Produced in ... Stones like these were often traded in ... and in ...	Exhibit 138 ...	Exhibit 139 ...	Exhibit 140 ...

3 Listen to Part 3. Listen for more information about the coin:

- a the Emperor's name
- b his dates
- c what this shows about the treasure

4 Listen to Part 4. Say whether 1–8 travelled from *east to west* or from *west to east*.

Inventions & crafts

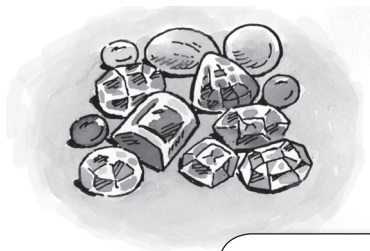
Religions

- 1 fireworks
- 2 glass-making
- 3 paper-making
- 4 rug-making
- 5 printing
- 6 Islam
- 7 Christianity
- 8 Buddhism

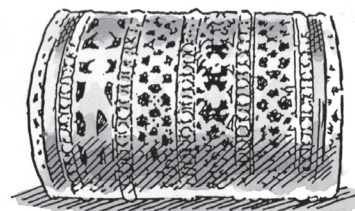
*Making a presentation***1 WRITING**

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

made	across	China
produced	along	Egypt
sold	all along	India
taken	from	Persia
traded	in	The Silk Road
used	to	Central Asia
		the East
		the West



Items for the Silk Road Exhibition

**Exhibit 137**

Precious stones: Produced in
India.

Stones like these were often traded in
China and in **the West**

Exhibit 138

A piece of silver jewellery:

Produced in Persia (Iran).

**This sort of jewellery was often
taken to China and also to the West**

**Exhibit 139**

A perfume bottle

**Made in Egypt. Glass products like
were often sold in China.**

**Exhibit 140**

A gold coin.

**Produced in China. Coins like these were
used all along the Silk Road**

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

Coin produced during time of Kublai Khan, Mongol **Chinese Emperor**
from **1279** - **1294**

Shows that **the treasure could not have been buried before about 1280**

2 WRITING

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

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

How inventions, crafts and religions travelled

Inventions and crafts:

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

Religions:

- | | |
|----------------|------------|
| 6 Islam | <u>W-E</u> |
| 7 Christianity | <u>W-E</u> |
| 8 Buddhism | <u>W-E</u> |

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

Things that moved from east to west included fireworks,
paper-making, and printing. Things that have moved from west to east included rug-making, glass-
making and religions like Islam, Christianity and Buddhism.

3 UNIT TASK Students' Own Answers

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

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

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

Start like this:

Report on _____ and the need to _____

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

This place is _____

As it now appears, _____

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

B LISTEN Track 11

Listen to Parts 1–4 again and check all your notes.

C PRONUNCIATION Track 12

1 Practise your pronunciation. Copy and extend the table. Then listen to Part 1 for the *s* sounds. Write the words in the correct columns.

seat please it's isn't things us
as see is studied

1	seat /si:t/	please /pli:z/
2		

2 Now listen to Part 2 and repeat the phrases and sentences.

- Could you take a seat, please?
- It's Tara Atta and Emma Wood, isn't it?
- We've been working hard on the wonderful things you brought us.
- And as you can see, ...
... everything that you found is being carefully cleaned and studied.

D SPEAK

Situation: You and a partner are Tara and Emma. You have been asked to do a short presentation together for Tara's English class at college. It should have this structure.

Part 1

- The day of the picnic, and what may / could / must have happened 700 years ago.
- Your trips to the museum: what has been / is being / is going to be done.

Part 2

- What you now know about some of the treasure items.
- How – in addition to goods – crafts, inventions and religions travelled from culture to culture.

Do the following.

- Prepare Part 1 from memory. Prepare Part 2 using your Activity Book notes (WRITING 1–2).

2 Plan each step of the presentation together and note useful expressions.

3 Practise together, taking turns with each step. Start with these (or similar) introductions.

Part 1

- I want to tell you about the day we found an amazing, ancient treasure. It's quite a story. You see, ...
- And now I'm going to tell you what's happened since that day. First of all, ...

Part 2

- Thanks to the work that's being done at the museum, we can now tell you a little about the objects in these photos. For example, this/these ...
- It's often forgotten that the Silk Road was far more than a very important trade route. It was also the way that many of the most important inventions, ...

4 Listen to each other and suggest improvements. Check presentation length, too!

5 Make your presentations to the class.

E UNIT TASK

There are about 3,000 archaeological sites in Iraqi Kurdistan. Most have not been investigated, and many are believed to be very ancient.

In Lesson 3 you spoke about old buildings or ancient sites that need to be investigated and/or protected. Now write a short, formal presentation to UNESCO about one of these. Do the following.

Para 1 Name the place this report is about and where it is. Explain why it is special.

Para 2 Give a detailed description of the site.

Para 3 Say what may be discovered if it is investigated and/or what may happen if it is not protected.

2 TO HELP YOU STUDY

You have already worked with the main sounds of *s*, but there are two more that you sometimes meet: /ʒ/ and /ʃ/.

1 Copy the table. Then study this list of words and the phonetic spellings of the marked letters, and complete the table with them.

2 Use the phonetic spellings to help you practise saying the words.

across /ə'krɒs/ Chinese /tʃaɪ'niːz/ commission /kə'mɪʃ(ə)n/ consider /kən'sɪdə(r)/
continuously /kən'tɪnjuəsli/ discussion /dɪ'skʌʃ(ə)n/ easily /'iːzɪli/ museum /mjuː'ziːəm/
revision /rɪ'vɪʒ(ə)n/ sure /ʃʊː(r)/ treasure /'treɪʒə(r)/ unusual /ʌn'juːʒəl/

s	structure /'strʌktʃə(r)/	re	result /rɪ'zʌlt/	mea	sure /'meɜə(r)/	dimen	sion /daɪ'menʃ(ə)n/
	across /ə'krɒs/						

Answer

<i>structure</i> /'strʌktʃə(r)/	<i>result</i> /rɪ'zʌlt/	<i>measure</i> /'meɜə(r)/	<i>dimension</i> / daɪ'menʃ(ə)n/
<i>across</i> /ə'krɒs/	<i>Chinese</i> /tʃaɪ'niːz/	<i>revision</i> /rɪ'vɪʒ(ə)n/	<i>commission</i> /kə'mɪʃ(ə)n/
<i>consider</i> /kən'sɪdə(r)/	<i>easily</i> /'iːzɪli/	<i>treasure</i> /'treɪʒə(r)/	<i>discussion</i> /dɪ'skʌʃ(ə)n/
<i>continuously</i> /kən'tɪnjuəsli/	<i>museum</i> /mjuː'ziːəm/	<i>unusual</i> /ʌn'juːʒəl/	<i>sure</i> /ʃʊː(r)/

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

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

- 1 Q Have the electrics been changed yet?
A No, they haven't, but they're being changed now. They're going to be finished tomorrow.
- 2 Q When is the workshop area going to be built?
A It's already been built. It was finished on 27th October.
- 3 Q Is the café garden being planted now?
A No, it isn't, but it's going to be planted soon. It's going to be finished on 30th November.
- 4 Q When is the roof going to be repaired?
A **It's already been repaired. It was repaired on 19th October.**
- 5 Q Is the workshop and café equipment being set up now?
A **No, it isn't but it's going to be set up soon. It is going to be finished by 30th November.**
- 6 Q Have the workshop shelves and tables been constructed yet?
A **No, they haven't, but they are being constructed now and going to be finished on 16th November.**
- 7 Q When are the new doors going to be delivered?
A **The new doors have already been delivered. They were delivered on 24th October.**
- 8 Q Have all the walls been painted yet?
A **No they haven't. They are being painted at the moment and they are going to be completed on 16th November.**
- 9 Q Is the whole building being washed and cleaned now?
A **No, it isn't. it is going to be washed and cleaned between 3rd December and 6th December.**

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

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

People

say
think
believe

 that

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

1



It is thought that an ancient king was buried deep in this mound in central England.

2



It is believed that people used to be able to walk from Britain to Germany on dry land.

3



It is said that an ancient monster lives in Loch Ness, a lake in northern Scotland.

B Write a similar statement about Kurdish history or an old Kurdish story. **Students' Own Answers**

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

S, SS

/z/ studios /ʃ/ sure /ʒ/ treasure /s/ site

C

/ʃ/ ancient /k/ car /s/ centre

cia, cie, cio /ʃ/

c without (i, e, y)

c with (i, e, y)

ch

/ʃ/ machine /k/ school /tʃ/ merchant

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

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

3 TO HELP YOU STUDY

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

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

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

Then practise pronouncing them.

commission / kəˈmɪʃ(ə)n / dimension / daɪˈmenʃ(ə)n /

measurement / ˈmeʒə(r)mənt / treasure / ˈtreʒə(r) /

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

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

Then practise pronouncing them.

delicious / dɪˈlɪʃəs / efficient / ɪˈfɪʃ(ə)nt / specialize / ˈspeʃəlaɪz /

You know the usual pronunciation of *ch* – /tʃ/ as in *merchant* – but there are also words with different pronunciations of *ch*, e.g. *machine* /məˈʃiːn/ and *school* /skuːl/.

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

Then practise pronouncing them.

archaeologist / ˌɑː(r)kiˈɒlədʒɪst / architecture / ˌɑː(r)kiˈtektʃə(r) / technique / tekˈniːk /

Episode 3: The sea-cook

A Complete Dr Livesey's notes about the ship.



Name: (the) Hispaniola
 Weight: 200 tonnes
 Bought by: Squire Trelawney
 Where bought: Bristol
 With the help of: (the squire's old friend) Blandly



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

The ship's cook

Name: Long John Silver
 Owns and runs: The Spy-glass inn
 in: Bristol
 General description: Tall, strong, clean, with an intelligent face. His left leg is cut off near the top, and he uses a crutch.



What sort of person he seems to be: What sort of person he seems to be: Pleasant, friendly, clever and honest

The captain

Name: Smollett Was found by: Blandly
 Took the job under: sealed orders
 What sort of person he seems to be: Serious, careful and honest. He says exactly what he thinks.
 Things he told us he did not like: 1) The voyage
2) ship's crew 3) The ship's officer, Mr Arrow

C Exam practice: Write two paragraphs.

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

The ship's cook

The ship's cook was called Long John Silver. He owned and ran The Spy-glass inn in Bristol. He was tall, strong and clean, and he had an intelligent face. His left leg was cut off near the top, and he had to use a crutch. He seemed to be a pleasant, friendly, clever and honest sort of person.

The captain

The captain was called Smollett. He was found by Blandly, and he took the job under sealed orders. He seemed to be a serious, careful and honest sort of person, and he said exactly what he thought. He said he did not like the voyage, the ship's crew or the ship's officer, Mr Arrow.

D Answer the questions.

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

The squire was in Bristol, Dr Livesey was in London and Jim stayed at the squire's home.

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

The squire had to find a ship and a crew, and his old friend Blandly helped him to find the ship, Long John Silver found most of the crew for him.

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

Jim felt sure Silver could not be the one-legged man Bill had talked about because he seemed so friendly and honest. (pleasant and clean inn - keeper)

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

Smollett felt on the one hand that Mr Arrow was a good sailor and on the other hand that he was too friendly with the crew to be a good officer.



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

Members of the crew knew that the aim was to find treasure, and he was not happy that they knew something that he had not been told.

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

He was not happy with the crew, and he wanted to make sure that the ship, the squire and his people would be safe from them.





1 Number the photos a–d in the order that they were taken: 1–4.

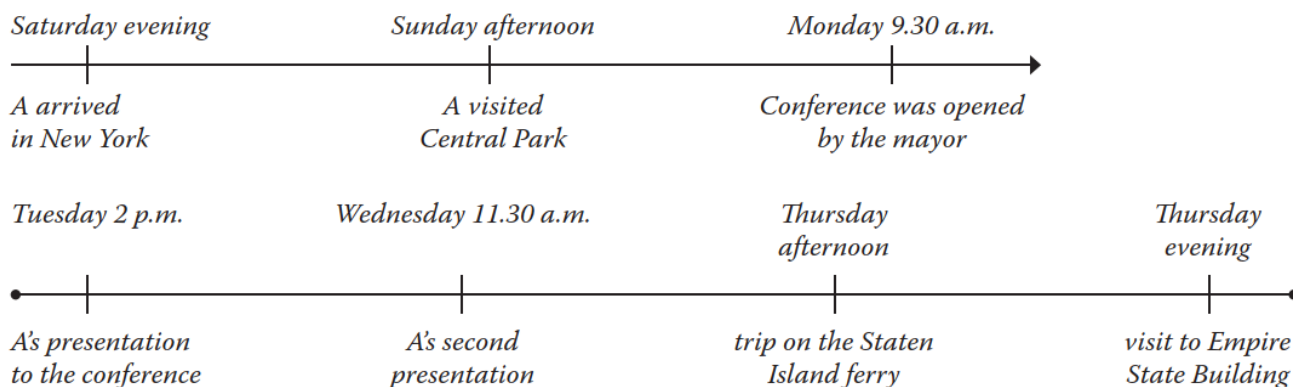
2 Write labels for them – the event, the day and the time of day.

3 Copy and continue the time line with notes

Monday evening

Stella called Azad

Answers



4 Decide who probably said what, where and when. Match 1–5 with comments a–e. Explain your choices.

- 1 a member of Azad's audience
 - 2 a tourist
 - 3 Kate Reilly
 - 4 Stella
 - 5 The Mayor of New York
- a Wow! Look at the lights! You know, people like me only really see New York when we show visitors round.
 - b I'd like to ask this: roughly how big is the population of Iraqi Kurdistan today?
 - c What? You mean we've waited three hours to get here and we can't even go up inside the Statue any more?
 - d Your discussions this week will help to shape the future of our world, so let me just say again that New York offers you a huge welcome!
 - e Welcome back, Azad. Now, I'd like you to give our English class a short presentation on your experiences in New York.

5 Read to find the correct meaning.

- 1 line 7: the organizers kept asking, so I **agreed**!
- 2 line 8: ... so there's too little time to **prepare** ...
- 3 line 14: I'm pleased you're enjoying **things**.
- 4 line 27: ... had a great view as we sailed **past**.

6 Explain in your own words.

- 1 line 3: ... we live in a **global community**, ...
- 2 line 44: I'm happy you'll be '**doing**' NY ...
- 3 line 58: **What a sight!**

B THINK ABOUT IT

If you had the chance to go to a conference like the one in New York, what would you like to talk about?

I'd want to talk about international scientific **cooperation**. What about you?



I'd prefer to discuss ways of **cooperating** internationally to **prevent war** and **encourage world peace**.

A READ

What is the first name of the Kurdish boy that you read about in Unit 1? (Answer: Azad)

What is his surname? (Answer: Qadir)

Where is he visiting? (Answer: The city of New York in America.)

Why is he there? (Answer: For a world youth conference.)

Who is Kate Reilly? (Answer: Azad's English teacher at his college in Kurdistan)

Who does Azad meet in New York? (Answer: Stella)

What famous sights do Stella and Azad go to see?

(Answer: The Empire State Building and the Statue of Liberty)

What is Kate and Stella's family relationship? (Answer: They are cousins.)

(1) and (2)

What is the job of the woman in the red blouse? (Answer: A TV presenter.)

What is starting in Manhattan? (Answer: The 15th World Youth Conference.)

Who is Rosa Gomez? (Answer: A reporter)

How many young representatives are attending the conference? (Answer: over 2,000.)

What's the name of the conference programme? (Answer: Action for a Better World).

Who wrote each email? and Who were the emails sent to?

(Answers: Text 2: From Azad to Kate; Text 3: From Kate to Azad; Text 4: From Stella to Kate).

Answers a4 c1 c3 d2

a: Azad and Stella go up the Empire State Building: Thursday evening

b: Azad's visit to Central Park: Sunday afternoon

c: Azad and Stella catch the Staten Island ferry: Thursday afternoon

d: Azad's presentation to the conference: Tuesday afternoon

What's the difference between a.m. and p.m.? Discuss the answer with the class.

(Answer: a.m. indicates times in the night and morning – 12 midnight to 12 noon – and p.m. indicates time in the afternoon and evening – 12 noon to 12 midnight.)

(4) Answers

1b: a member of Azad's audience at Azad's presentation on Tuesday afternoon

2c: a tourist waiting to go up Empire State Building on Thursday evening

3e: Kate Reilly at college in Kurdistan after Azad's return from New York

4a: Stella to Azad at the Empire State Building on Thursday evening

5d: The Mayor of New York to whom he opened the youth conference on Monday morning

(5) Answers

1 the organizers kept asking so I agree here means Azad said 'yes' to doing another presentation

2 so there's too little time to prepare here means on time is short to get the presentation ready

3 I'm pleased you're enjoying things here means on you're enjoying yourself and having a nice time

4 had a great view as we sailed past here means on Stella and Azad saw the Statue of Liberty clearly as they went past it

(6) Answers

1 ... we live in a global community here means : all people and nations of the world are linked and connected, as if in one city or community

2 I'm happy you'll be 'doing' New York means: Kate Reilly is happy Azad is going to visit the famous places in New York

3 What a sight! means: on the view from the Empire State Building is extremely impressive and beautiful

B THINK ABOUT IT

What are the two people talking about? (Answer: Going to conferences like the one in New York.)

Who would talk about cooperating internationally? (Answer: The girl.)

If you had the chance to go to a conference like the one in New York, what would you like to talk about? the boy and the girl began their answers (I'd want to talk about ... and I'd prefer to discuss ...) another way to begin an answer to the question , e.g. I'd like to talk about ... or I would discuss ...

C SPEAK

1 Compare the hostels that Azad considered. (forms of comparison; *too* and (*not*) *enough*)

Points that he considered	The Big Apple	North Park Hostel	A1 Hostel	
Cost per night	\$42: ****	\$57: ***	\$32: *****	expensive/cheap
Facilities (kitchen, etc)	***	****	**	good/less good
Distance from the conference	*****	****	***	near/far
How popular with guests	****	*****	***	popular/less popular

Who considered different hostels in New York? (Answer: Azad.)

What were the names of three hostels that Azad considered?

(Answer: The Big Apple, North Park Hostel, A1 Hostel.)

What points about the hostels did Azad think about?

(Answer: The cost, the facilities, the distance and how popular the hostels were.)

Which is the most expensive of the hostels? Is the Big Apple cheaper or more expensive than the A1 Hostel? why Azad chose the Big Apple Hostel to stay in ?

1 The Big Apple had the best facilities; the facilities in the A1 Hostel weren't as good as North Park Hostel; In fact the A1 Hostel had the worst facilities. The Big Apple Hostel was the nearest hostel to the conference and the other two hostels were further away; The A1 Hostel was the furthest hostel of the three from the conference. The North Park was the most popular hostel; the Big Apple was more popular than the A1 Hostel; in fact the A1 Hostel was the least popular hostel.

2 I think Azad probably chose the Big Apple mainly because it wasn't as expensive as the North Park Hostel, because it had the best facilities, it was closer to the Conference Centre than the A1 Hostel and it was the most popular of the three hostels.

3 Azad probably decided against the A1 Hostel partly because it had the worst facilities, partly because it was furthest from the conference and partly because it was the least popular of the three hotels.

2 Complete Azad's statements about his visit to NY so far (past and perfect tenses).

Put the verbs in brackets into the most appropriate tenses – past simple, past continuous, present perfect, present perfect continuous or past perfect.

1 On Sunday afternoon I visited Central Park after I had finished preparing for the conference.

2 While I was walking around the park, I took some photos.

3 I am not giving my presentation tomorrow. I did that on Tuesday and it seemed to go very well.

4 After I had finished the presentation two organizers asked me to join a discussion on Wednesday.

5 I have been meeting hundreds of people from all over the world during the last few days and I have learned all sorts of things that I didn't know before. I have never known anything like this conference in my life!

6 I have just come back to the hostel after a tour of New York with Stella. She picked me up at three this afternoon and we had a great time together.

7 We had a great view of the Statue of Liberty as we sailed across to Staten Island on the ferry.

8 It was getting dark when we reached the Empire State Building, and the New York lights looked really pretty from the top.

3 Talk about a missing friend. (possibility and certainty) how to express possibility and certainty in the past, using the modal verbs *can*, *could*, *must*, *may* and *might*.

It is 10.05. Chinar's friends are looking for her in the Conference Meeting Area, but she has gone. Now they have found her conference programme and from this can work out what must have happened.

10.00	Book Exhibition in Hall 3 ?? Visit later on? (It's open all week.)	~~Film: Economic Development in Indonesia~~ 	Lecture: Disease Control in southern Africa ?	Discussion: Protecting Wildlife in the Zagros Mountains 
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What is the time? Where are Chinar's friends? (Answer: In the Conference Meeting Area.)

What are they doing? (Answer: They are looking for Chinar.)

Where is Chinar? (Answer: We don't know.)

What have they found? (Answer: Chinar's conference programme.)

to express possibility: (Answer: she may have, she might have, she could have)

and which phrases are used to express certainty: (Answer: she must have, she can't have).

A: Do you think she may have gone to the Book Exhibition in Hall 3?

B: Well, looking at her programme I think she can't have gone there as she can visit it later on in the week.

A: Do you think she might have gone to the film on Economic Development in Indonesia?

B: No, I think she can't have gone to the film because it is crossed out on her programme.

A: Do you think she could have gone to the lecture about Disease Control in southern Africa?

B: Well, looking at her programme she may have decided to go to another event because there is a question mark on the programme.

A: Do you think she might have gone to the discussion about protecting wildlife in the Zagros mountains?

B: Yes, looking at her programme I think she must have decided to go to the discussion on wildlife.

4 Talk about preparations for the concert. (passive tense forms)

It is 6 p.m. on the evening of the conference concert: 'Music from around the world'. Look at the organizers' 'to-do' list and say:

*	what has already been done	3
*	what is being done right NOW	N
*	what is going to be done SOON (in the next hour)	S

1	Move all conference chairs to the back of the Main Hall.	3
2	Set up the dinner tables.	N
3	Finish the flower arrangements for the Hall.	N
4	Place flowers on all the tables.	S
5	Text all representatives to remind them about the concert.	3
6	Prepare and cook a light dinner for all.	3
7	Bring the food into the Hall.	S
8	Check the sound equipment.	N
9	Allow the bands time to check their instruments.	S

D EXTENSIVE SPEAKING

Take Azad's part and prepare the presentation that Kate requested for your English class back in Silemani. Do the following.

- Plan to talk about the week up to Thursday night and to talk for two or three minutes.
- Use your notes from A2 and plan to refer to your photos in A1.
- You can make brief notes and note useful expressions. (However, you should not try to write – and then read – the whole of your presentation.)
- Work with a partner. Listen to each other and suggest improvements. Check presentation length, too!
- Make your presentations to the class.



(4)

What information is in this list? (Answer: It shows preparations for a music concert.)

What kind of music is going to be played in the concert? (Answer: Music from around the world.)

(Answer: 3 refers to what has already been done, N refers to what is being done now and S refers to what is going to be done soon, in the next hour.)

the sentences from the active to passive tense, according to the symbols given in the list. Sentence marked with a 3 should be changed into the present perfect passive tense, sentences marked with N should be in the present continuous passive tense and sentences marked with S should be with *going to*, *be* and the past participle of the main verb. If necessary revise the present perfect passive tense, the present continuous passive tense and the form of verbs in the passive after *going to*.

Answers

- 1 All the chairs *have already been moved* to the Main Hall.
- 2 The dinner tables *are being set up* now.
- 3 The flower arrangements in the Hall *are being finished* at the moment.
- 4 The flowers *are going to be placed on* all the tables within the next hour.
- 5 All the representatives *have already been reminded* about the concert.
- 6 A light dinner for all *has already been prepared and cooked*.
- 7 The food *is going to be brought* to the hall soon.
- 8 The sound equipment *is now being checked*.
- 9 The bands *are going to be allowed* time to check their instruments within the next hour.

D EXTENSIVE SPEAKING

Who is going to give a presentation? (Answer: Azad)

What is the presentation about? (Answer: Azad's visit to New York.)

Who asked Azad to make the presentation? (Answer: His English teacher, Kate Reilly)

Who is the presentation to? (Answer: Azad's English class in Silemani.)

3 VOCABULARY: words in context

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

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

4 FUNCTIONS: making suggestions

Complete the suggestions with these forms.

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

- Why not** forget about work this evening?
- Let's go** go out to see a film instead.
- What about** seeing the new George Clooney film?
- I suggest** we meet at the cinema at 7.00.

5 GRAMMAR: comparative and superlative forms

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

Compare different forms of transport for him:

a) the time they take, and b) how expensive they are.

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

- (the plane – the other two) The plane takes the least time, but it's more expensive than the other two.
- (the train – the plane) The train takes more time than the plane, but it's less expensive (than the plane).
- (the bus – of the three) The bus takes the most time, but it's the least expensive of the three.

6 GRAMMAR: past simple and present perfect

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

a I started reading this book ten days ago, and I was reading it, every night for a week. I finished reading it three days ago.

b I've started doing my school project, and I've been doing it for three days. I haven't finished it yet.

1 GRAMMAR: negative questions

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

Turn the thoughts into negative questions.

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

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



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

- 1 Weren't you amazed by the speed of New York life?
- 2 Aren't you happy you can relax with us now?
- 3 Don't you feel tired after your long journey from New York?
- 4 Wouldn't you like something to eat now?

2 GRAMMAR: continuous tenses

Azad is sending Miss Reilly a short email.

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

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

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

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

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

- 1 A week ago, I was sitting in my hostel room, and I was worrying about my presentation.
- 2 During the past few days, I have been having a wonderful time, and I have been meeting people from all over the world.
- 3 Right now, I'm staying with my cousin and his family, and I'm relaxing before dinner with them.
- 4 Next week, I'll be flying back to Kurdistan, and I'll be seeing my family and all my friends again, including you.

3 FUNCTIONS: giving advice

Choose sentence parts to give appropriate advice.

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

- 1 A This new CD is damaged. Look at it!
B Then you should go back to the shop and change it.
- 2 A Oh, no! I haven't got any more money.
B Then you should go to the bank and get some more.
- 3 A There's no food in the house, and my friend is coming for dinner!
B Then you'd better go to the supermarket and get some things.
- 4 A I haven't been feeling well for a while.
B Then you really must go and see the doctor.

4 GRAMMAR: forms of the passive

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

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

Job

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

When

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

- 1 *A short, final news report was produced last Friday.*
- 2 *Conference success and failures have already been noted.*
- 3 *Ways of doing better next time are being considered now/ are now being considered.*
- 4 *Possible location for next time will be discussed/ are going to be discussed tomorrow.*
- 5 *The full NY conference report may be published this month.*
- 6 *A city for the next conference will have to be chosen in November.*
- 7 *Invitations for the conference must be prepared by 31/12.*

5 GRAMMAR: certainty and possibility

A Answer these questions about the following situation.

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

- 1 Where do you think your friend must be?
I think he/she must be at home.
- 2 Why do you think he/she might be away from school today?
He/She might be away because he/she is ill.
- 3 What do you think he/she could be doing?
He/She could be watching TV at home.

B Answer these questions about the following situation:

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

- 1 What must your friend have failed to do?
I think he/she must have failed to check the bus times.
- 2 How may that have happened?
He/She might have forgotten.
- 3 Why could he/she not have contacted you?
He/ She could have left his/her mobile phone at home.

6 GRAMMAR: cause and effect

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

- 1 I am good at *working with words,* (first part)
so when I leave school, I want to *become a journalist* (second part)
- 2 When my friend leaves school, he/she wants to *become an artist* (first part)
because he/she is good at *art.* (second part)

Episode 4: The voyage

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

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

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

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



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

- 1 Jim Hawkins climbed into the barrel on deck
 - a to have a sleep. ☐
 - b to listen to Long John Silver and the others. ☐
 - c to get himself an apple to eat. ☒

- 2 Israel Hands and Long John Silver disagreed about
 - a the idea of taking the treasure from the squire and the others. ☐
 - b when to take the ship from the squire and the others. ☒
 - c whether to kill the squire and the others afterwards. ☐

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

C Exam practice: Write two paragraphs.

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

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

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

Long John Silver and his future plans

Through the apple barrel incident, we discover that Long John Silver is really a pirate and the one who looked after supplies for Flint. By talking to young Dick, he is persuading him to join the pirate group on the Hispaniola. After this, Silver also talks to the coxswain, Israel Hands, and we learn that this man is also a pirate. When Silver talks to Dick about money, he shows that he is different from the other men because he saves his money whereas the others quickly spend all theirs. From this, we realize that he is much more clever than the others. And with his money, he plans to live somewhere quietly with his wife for the rest of his life.

sounds

Vowels	ی i: sheep eagle field	بی کورت I ship busy started	وو کورت ʊ good put should	وو دریڑ u: moon grew through	یپہ - ییپہ ɪə ear here career	ی - یی eɪ train say plane		
	ی e bed dead said	تھ کورت ə about police the	ی دریڑ ɜ: bird hurt work	ڈ دریڑ ɔ: door walk saw	ووہ ʊə your sure tourist	ی ɔɪ boy point oil	ٹو - ٹوہ əʊ coat low note	short
	ٹا کورت æ apple cat mat	تھ فورس ʌ up money cut	ٹا دریڑ ɑ: car bath safari	ڈ کورت ɒ not what because	یپہ eə hair careful there	ی aɪ by high fine	ٹا aʊ now our house	long
							diphthongs	
							voiced	
							unvoiced	
Consonants	p pen hopping jump	b ball hobby herb	t table little watched	d dog added played	چ tʃ chips itch picture	ج dʒ jam danger fudge	k key car luck	g green hug league
	f fire laugh phone	v video move of	ٹ θ thick healthy teeth	ڈ ð mother this with	s see city notice	z zebra cosy has	ش ʃ shop nation special	ژ ʒ television visual leisure
	m man tummy lamb	n no funny knife	نگ ŋ sing uncle angry	ی j yes onion view	l light smelly feel	r right berry wrong	w win where one	h house hungry who

short
long
diphthongs
voiced
unvoiced

Consonants دهنگه نه‌بزوينه‌کان (بی‌دهنگ) unvoiced

زماره	هېما Symbol	له چی پښتیک دروست دهېیت Graphemes	نمونه Examples
1	f	f, ff, ph, gh, lf, ft	fat, cliff, phone, enough, half, often
2	h	h, wh	hop, who
3	k	k, c, ch, cc, lk, qu ,q(u), ck, x	kit, cat, chris, accent, folk, bouquet, queen, rack, box
4	p	p, pp	pin, dippy
5	s	s, ss, c, sc, ps, st, ce, se	sit, less, circle, scene, psycho, listen, pace, course
6	t	t, tt, th, ed	tip, matter, thomas, ripped
7	tʃ	ch, tch, tu, te	chip, watch, future, righteous
8	ʃ	sh, ce, s, ci, si, ch, sci, ti	sham, ocean, sure, special, pension, machine, conscience, station
9	θ	th	thongs

Consonants **voiced** دهنگه نه بزوينه گان (دهنگدار)

ژماره	هېما Symbol	له چي پېتيگ دروست دهېږت Graphemes	نمونه Examples
1	b	b, bb	bug, bubble
2	d	d, dd, ed	dad, add, milled
3	g	g, gg, gh, gu, gue	gun, egg, ghost, guest, prologue
4	dʒ	j, ge, g, dge, di, gg	jam, wage, giraffe, edge, soldier, exaggerate
5	l	l, ll	live, well
6	m	m, mm, mb, mn, lm	man, summer, comb, column, palm
7	n	n, nn, kn, gn, pn, mn	net, funny, know, gnat, pneumonic, mnemonic
8	r	r, rr, wr, rh	run, carrot, wrench, rhyme
9	v	v, f, ph, ve	vine, of, stephen, five
10	w	w, wh, u, o	wit, why, quick, choir
11	z	z, zz, s, ss, x, ze, se	zed, buzz, his, scissors, xylophone, craze
12	ʒ	s, si, z	treasure, division, azure
13	ð	th	leather
14	ŋ	ng, n, ngue	ring, pink, tongue
15	j	y, i, j	you, onion, hallelujah

Vowels ٽاڪ بزوڻ

نمبر	هيمبا Symbol	له جي پيٽنگ دروست دهپيٽ Graphemes	نمونہ Examples
1	ɛ or e	e, ea, u, ie, ai, a, eo, ei, ae	end, bread, bury, friend, said, many, leopard, heifer, aesthetic
2	i:	e, ee, ea, y, ey, oe, ie, i, ei, eo, ay	be, bee, meat, lady, key, phoenix, grief, ski, deceive, people, quay
3	ɪ	i, e, o, u, ui, y, ie	it, england, women, busy, guild, gym, sieve
4	ɒ	a, ho, au, aw, ough	swan, honest, maul, slaw, fought
5	ʊ	o, oo, u, ou	wolf, look, bush, would
6	ʌ	u, o, oo, ou	lug, monkey, blood, double
7	u:	o, oo, ew, ue, u_e, oe, ough, ui, oew, ou	who, loon, dew, blue, flute, shoe, through, fruit, manoeuvre, group
8	ə	a, er, i, ar, our, ur	about, ladder, pencil, dollar, honour, augur
9	ɑ:	a	arm
10	ɜ:ɹ	ir, er, ur, ear, or, our, yr	bird, term, burn, pearl, word, journey, myrtle
11	ɔ: or o:	aw, a, or, oor, ore, oar, our, augh, ar, ough, au	paw, ball, fork, poor, fore, board, four, taught, war, bought, sauce
12	æ or a	a, ai, au	cat, plaid, laugh

Vowels جوت بزوڻ

نمبر	هيمبا Symbol	له جي پيٽنگ دروست دهپيٽ Graphemes	نمونہ Examples
1	eɪ	a, ai, eigh, aigh, ay, er, et, ei, au, a_e, ea, ey	bay, maid, weigh, straight, pay, foyer, filet, eight, gauge, mate, break, they
2	aɪ	i, y, igh, ie, uy, ye, ai, is, eigh, i_e	spider, sky, night, pie, guy, stye, aisle, island, height, kite
3	oʊ or əʊ	o, oa, o_e, oe, ow, ough, eau, oo, ew	open, moat, bone, toe, sow, dough, beau, brooch, sew
4	ɔɪ or oɪ	oi, oy, uoy	join, boy, buoy
5	aʊ	ow, ou, ough	now, shout, bough
6	eəɹ	air, are, ear, ere, eir, ayer	chair, dare, pear, where, their, prayer
7	ɪəɹ	ear, eer, ere, ier	ear, steer, here, tier

The Rules of Silent Letters in English

Silent (B) Rule 1: The letter B is usually not pronounced after M at the end of a word.

Example: comb, bomb, thumb, climb, tomb, crumb, lamb

Rule 2: Letter B is usually not pronounced before the letter T.

Example: doubt, doubtful, subtle, debt.

Silent (C) Rule 1: The letter C is usually not pronounced in the combination of SC

Example: scissors, ascent, fascinate, muscle.

Rule 2: Letter C is usually mute before the letters K and Q.

Example 1: lock, block, puck, acknowledge.

Example 2: aqua, acquit, acquiesce.

Silent (D) Rule 1: The letter D is silent when it appears before the letters N and G.

Example: Wednesday, cadge, pledge, grudge.

Rule 2: Letter D is not pronounced in the following common words:

Example: Wednesday, handsome, handkerchief, sandwich.

Silent (E) Rule 1: If the letter E comes at the ends of words, it is generally not pronounced.

Example: fore, table, before, write, give, hide.

Rule 2: If E occurs before the letter D in the second and third forms of the verbs, E may sometimes not be pronounced. **Example:** bored, fixed, smuggled, begged.

Silent (G) Rule 1: The G letter is not pronounced when it comes before N in a word.

Example: design, foreign, sign, gnash, align.

Exceptions: magnet, igneous, signature, cognitive, signature.

Silent (GH) Rule 1: GH is not pronounced when it comes after a vowel in a word.

Example: high, light, thought, through alight.

Rule 2: Exceptions: **GH is pronounced separately in compound words (As you can see the following words that exceptions are generally compound words).** **Example:** doghouse, bighead, foghorn.

Rule 3: Except the examples from rule 1, GH is sometimes pronounced like F, consider the words below:

Example: draught, cough, laugh, tough.

Silent (H) Rule 1: The letter H is usually silent when it appears after W.

Example: why, what, when, weather, where.

Rule 2: Sometimes the letter H is not silent after W. consider the words below.

Example: whose, whosoever, who, whoever, whole.

Rule 3: H is mute at the beginning of many words (remember to use the article "an" with unvoiced H)

Example: hour, honest, honor, heir.

Rule 4: Exceptions: **Most of the words beginning with H are not silent (remember to use the article "a" with voiced H).** **Example:** history, hair, happiness.

Silent (K) Rule: The letter K is always silent when it precedes the letter N in a word.

Example: know, knock, knife, knight, knowledge.

Silent (P) Rule: The letter P is not pronounced at the beginning of many words using the combinations PS, PT, and PN. **Example:** psalm, psephology, pterodactyl, pneumonia, pneumatic.

Silent (L) Rule: The letter L is usually not pronounced after the vowels: A, O, and U

Example: calf, half, palm, would, should, could, folk, yolk.

Silent (N) Rule: The letter N is not pronounced when it comes after M at the end of a word.

Example: column, damn, solemn, autumn.

Silent (PH) Rule: PH is sometimes pronounced like F.

Example: Sophia, paragraph, elephant, telephone.

Silent (S) Rule: The letter S is not pronounced before L in the following words:

Example: aisle, island, isle, islet.

Pronunciation of S

AT THE END OF WORDS

/ɪz/ SIBILANT

C	races
S	buses
X	boxes
Z	prizes
SS	kisses
CH	watches
SH	dishes
GE	changes

/ɪz/ Sometimes written as /əz/

/s/ VOICELESS

P	sleeps
K	books
T	hats
F	cliffs
GH	laughs
PH	graphs

There are 3 ways of pronouncing S at the end of a word in English. The pronunciation of words ending in S depends on the final consonant sound.

/z/ VOICED

B	crabs
D	words
G	bags
L	falls
M	dreams
N	fans
NG	sings
R	wears
V	gloves

Words that end in a vowel sound use the /z/ pronunciation for S.
e.g. -- plays -- sees -- tries -- follows -- continues

- Sibilant Sound -

= a hissing or buzzing sound.

- Voiceless Sound -

= the vocal cords do not vibrate.

- Voiced Sound -

= uses the vocal cords and they produce a vibration or humming sound in the throat.

© Woodward English

Pronunciation of ED

/ɪd/

T	wanted
D	needed

* **Voiced Sound**
= uses the vocal cords and they produce a vibration or humming sound in the throat.

(Touch your throat to feel it)

/t/

P	helped
K	looked
F	sniffed
GH	laughed
SH	washed
CH	watched
SS	kissed
C	danced
X	fixed

VOICELESS

/d/

L	called
N	cleaned
R	offered
G	damaged
V	loved
S	used
Z	amazed
B	rubbed
M	claimed

VOICED *

Words that end in a vowel sound use the /d/ pronunciation for ED.
e.g. -- followed -- enjoyed -- played -- tried -- continued

The pronunciation of words ending in ED depends on the final consonant sound. There are three ways to pronounce ED at the end of a word in English:

/ɪd/ /t/ /d/

ئەو تېبىنپانەي كەزۇربەي دەنگى ووشەكلى ئى. دەدۇزىتەو لە مەنەجەكە.

1. پىتەكانى (ee, ea, e, i) دەنگى /i:/ دروست دەكات Feed ,**re**name, **sea**, **ski**

2. پىتى (i) بە تەنھا لە سەرەقاو ناوەرپاستى ووشە ئەم دەنگە دروست دەكات /ɪ/ **finish**

3. پىتى (y) ئەم دەنگە /i/ دروست دەكات ئەگەر پىتىكى نەزۆيىن لە پىشى پىت **priority**

4. پىتەكانى (oo) دەنگى /u:/ دروست دەكەن **wood** جگە لە ووشەكانى

tatto**o**s , **coo**perate , **coo**peration , **booms**

5. پىتى (o) بە تەنھا ئەم دەنگە دروست دەكات

6. پىتەكانى (our , oar , or , all , aw , au) دەنگى /ɔ:/ دروست دەكات

court , **board** , **corn** , **tall** , **law**, **exhausted**

7. پىتى (e) ھەندى جار دەنگى **belt** /e/ يان /ɪ/ **departure** دروست دەكات

8. پىتەكانى (er, ur ,ir) لە سەرەقاو ناوەرپاستى ووشە دەنگى /ɜ:/ **Turn** , **perf**ume , **sir**

9. پىتى (u) بە تەنھا دەنگى /ʌ/ دروست دەكات **publishing**

10. پىتى (a) بە تەنھا دەنگى /æ/ دروست دەكات **fashion**

11. پىتەكانى (ar , ra , ass) دەنگى /a:/ دروست دەكات **Grass** , **cart** , **draft**

12. پىتەكانى (ch) ئەم دەنگە /tʃ/ و /ʃ/ و /k/ دروست دەكات **merch**ant , **mach**ine , **sch**ool

13. پىتەكانى (s يان ss) ئەم دەنگە دروست دەكەن /z/ و /ʃ/ و /s/ دروست دەكات **site** , **sure** , **treas**ure

14. پىتى (c) ئەم دەنگە دروست دەكەن /k/ و /ʃ/ و /s/ دروست دەكات

15. ئەگەر پىتى (c) پىتەكانى (i, e , y) بە دوايدا ھات دەنگى /s/ دروست دەكات **centre**

16. ئەگەر پىتى (c) پىتەكانى (i, e , y) بە دوايدا نەھات دەنگى /k/ دروست دەكات **complete**

17. ئەگەر پىتى (c) پىتەكانى (cie , cio , cia) بە دوايدا ھات دەنگى /ʃ/ دروست دەكات **ancient**

18. ھەردوو پىتى (ng) بە يەكەو ئەم دەنگە دروست دەكەن /ŋ/ **bring**

19. پىتەكانى (nk , nck ...) دەنگى /ŋ/ دروست دەكەن بەلام دەنگى /k/ ھەر دەمىت **blank**

20. پىتەكانى (ngle , ngule) ئەم دەنگە /ŋ/ دروست دەكات بەلام دەنگى /g/ ئەمىت **rectangle** , **rectang**ular

21. پىتى (y) سەرەقاو ووشە دەنگى /j/ دروست دەكات **yard**

22. پىتى (a) سەرەقاو ووشە يان (er , re , or) كۆتايى ووشە ئەم دەنگە دروست دەكات /ə/ **achieve** , **Cent**re , **visi**tor , **teach**er

23. پىتى (W) ئەگەر بزوین بە دوايدا ھات ھەر پىتەكە ئەمىت بە دەنگە /w/ **we** **west**

24. پىتەكانى (ou) ئەم دەنگە دروست دەكات

25. پىتەكانى (air) ئەم دەنگە /eə/ دروست دەكات **fair**

26. ھەموو پرسبارىكى (wh) يان (tag question) تۆنى بۆ خواوہوہ (falling)

What is your name ? ➡

27. ھەموو پرسبارىكى (yes or no question) تۆنى بۆ سەرہوہ (rising)

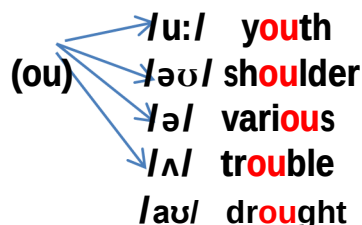
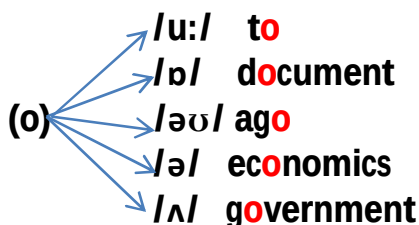
Did he work yesterday? ↗

28. ھەموو رستەيەكى ئاسايى تۆنى بۆ خواوہوہ (falling)

My name is John. ➡

29. ھەمىشە لە دواى (or , and , but) تۆن بۆ خواوہوہ (falling) بەلام پىش (or , and , but) تۆن بۆ سەرہوہ (rising)

There were shirts, shoes **and** socks in his bag.



1. (۱ ، ۱ا یان ۱ا) دهنگی a:
2. (یی) دهنگی i:
3. (وو) دهنگی u:
4. (ۆو) دهنگی o:
5. ئاگاداری ئەم دەنگە بە ئە کتێپ بە جیاوازی باسی کردوو (/ɪ / ، /i/)
6. ئاگات ئەم دەنگ و وشەییە بێت /u/ unusual bit / ɪ / pretty /i/
7. ئاگاداری ئەم دەنگەشمان هەیه /x/ ئە وشەیی loch
8. ئەم دوو دەنگە (/ɪ / ، /ə/) بە نوسین نانوسرێت لەبەر کورتی خوێندنەوهی ئە وشەدا لەبەر ئەوه خۆت ئە کاتی خوێندنەوهدا دەبێت ئامازەیی بێ بەیت.

Unit 1

air ticket	بلیتی فرۆکە	/eə(r) 'tɪkɪt/ (n)	ئێیە تکت
arrange	دیاری کردن ، دانان	/ə 'reɪndʒ/ (v)	ئرهینج
as long as	هەتاوێکۆ ، ئەگەر	/ əz lɒŋ əz/ (phr)	ئەز لۆنگ ئەز
banking	کاری بانکی	/'bæŋkɪŋ/ (n)	بانکنگ
blanket	بەتانی	/'blæŋkɪt/ (n)	بلانکت
boarding pass	بلیتی سواربوون	/ 'bɔ:.(r)dɪŋ , pɑ:s/ (n)	بۆدوونگ پاس
borough	ناوچەیی خاوەن ئۆتۆنۆمی	/'bʌrə/ (n)	بەرە
check in	پشکنین	/tʃek ɪn/ (v)	چێک ئن
close up	لە نزیکەوه	/kləʊs ʌp/ (adj/adv)	کلەوس ئەپ
conference	کۆنگرە	/'kɒnf(ə)rəns/ (n)	کۆنفرەنسی
crime	تاوان	/kraɪm/ (n)	کرایم
customs	خاڵی پشکنین	/'kʌstəmz/ (n)	کەستمز
departure lounge	پارەوی جێھێشتن	/dɪ'pɑ:(r)tʃə(r) laʊndʒ/ (n)	دپاچە لەونج
district	ناوچە	/'dɪstrɪkt/ (n)	دستریکت
Fashion	مۆدەیی جل و بەرگ	/'fæʃ(ə)n/ (n)	فاشن
found	دامەزراندن	/faʊnd/ (v)	فاوند
gym	جیمناستیک	/dʒɪm/ (n)	جیم
immigrant	کۆجکەر	/'ɪmɪgrənt/ (n)	ئیمگرەنت
immigration	بەشی کۆچبەرەکان	/ɪmɪ'greɪʃ(ə)n/ (n)	ئیمگرەیشن
landing card	کارتی نیشتنەوه	/'lændɪŋ kɑ:(r)d/ (n)	لاندنگ کارد
later on	دواتر	/'leɪtə(r) ɒn/ (adv)	لەیتە ئۆن
law	یاسا	/lɔ:/ (n)	لۆو
liberty	ئازادی	/'lɪb(ə)rɪti/ (n)	لېتی
luggage	بارگە	/'lʌgɪdʒ/ (n)	لەگج
mile	میل	/maɪl/ (n)	مایل
million	ملیۆن	/'mɪljən/ (n)	ملیەن

native رەسەن
 passport پاسپۆرت
 passport control کۆنترۆلی پاسپۆرت
 presentation (give a ~) بابەتی پیشکەشکردن
 private(ly) تایبەت
 publishing چاپ و بڵاو کردنەوە
 recover بوزاندنەوە
 rename دوبارە ناو لێنانەوە
 security ئاسایش
 sheet جەرچەف
 shine دەدرەوشیتەو
 shoulder bag جانتای شان
 suitcase جانتای جل
 treble سۆنەوئەندە
 visa ڤیزا
 what about ...? ڤیت چۆنە ؟
 why not ...? ڤۆ نا ؟
 woods دارستان
 youth لاو

Episode 1

Aye /aɪ/ (adv) ئای
 bay کەنداو
 belt قایش
 blind کوێر
 chest سندوق
 court دادگا
 crew قاقم ، دەستە
 done for کوشتی
 drunk سەرخۆش
 fair wind شەنە با
 fierce توند ، دەر
 first mate یەک پلە خوار بەرپۆبەر
 foggy ئەماوی
 fourpenny دراو
 guinea دراو
 hand-cart عەرەبانە شت گواستەو

/'neɪtɪv/ (n/adj) نەیتف
 /'pɑːspɔː(r)t/ (n) پاسب
 /'pɑːspɔː(r)t kən'trəʊl/ (n) پاسبۆوت کنترەول
 /prez(ə)n'teɪʃ(ə)n/ (n) پرېزنتەیشن
 /'praɪvət(li)/ (adj/adv) پرایفت
 /'pʌblɪʃɪŋ/ (n) پەبلشنگ
 /rɪ'kʌvə(r)/ (v) ریکەفە
 /rɪ:'neɪm/ (v) رینەنیم
 /sɪ'kjʊərəti/ (n) سکيوهرتی
 /ʃi:t/ (n) (bed, ice) شیت
 /ʃaɪn/ (v) شاین
 /'ʃəʊldə(r) bæɡ/ (n) شەولده باگ
 /'suːtkes/ (n) سووت کەیس
 /'treb(ə)l/ (det) ترېبل
 /'viːzə/ (n) ڤیزە
 /wɒt ə'baʊt/ (phr) وٽ ئباوت
 /waɪ nɒt/ (phr) وای نۆت
 /wʊdz/ (n) وودی
 /juːθ/ (n) یووت

/beɪ/ (n) بەی
 /belt/ (n) بێلت
 /blaɪnd/ (adj) بلایند
 /tʃest/ (n) چێست
 /kɔː(r)t/ (n) کۆوت
 /kruː/ (n) کروو
 /dʌn fɔː(r)/ (v) دەن فۆو
 /drʌŋk/ (adj) درەنگ
 /feə(r) wɪnd/ (exp) فێیه وند
 /fɪə(r)s/ (adj) فیهس
 /fɜː(r)st meɪt/ (n) فێست مەیت
 /'fɒɡi/ (adj) فۆگی
 /fɔː(r)pni/ (adj) سلڤه فۆو پنی
 /'ɡɪni/ (n) گنی
 /'hænd kɑː(r)t/ (n) هاند کات

hangings له سیداره دان

inn مه‌یخانه

Magistrate نه‌فسەر

mate هاوڕێ

owe قەرزداربوون

rum خواردنه‌وه

scar جی برین

scoundrel شەلاتی

sea-chest سنوقی ده‌ریایی

shipmate هاوڕێی سەرگه‌شتی

skin پێست

spot خال

stick وچان ، دار

stroke سه‌گته

swearing جنیۆ

sword شمشیر

tapping به‌ نه‌سپایی پێداکیشان

Tattoos خالی کوتراو

telescope ته‌لسکۆب

the Admiral Benbow

the devil سه‌یتان ، به‌دکار

warning ئاگادار کردنه‌وه

/'hæŋɪŋz/ (n) هانگنگز

/ɪn/ (n) ئن

/'mædʒɪstreɪt/ (n) ماجستره‌یت

/meɪt/ (n) مه‌یت

/əʊ/ (v) ئه‌و

/rʌm/ (n) رهم

/skɑ:(r)/ (n) سکا

/'skaʊndrəl/ (n) سکاوندەرل

/si: tʃest/ (n) سی چیست

/'ʃɪpmet/ (n) شپ مه‌یت

/skɪn/ (n) سکن

/spɒt/ (n) سپۆت

/stɪk/ (n) ستک

/strəʊk/ (n) ستره‌وک

/'swɛərɪŋ/ (n) سوئه‌رنگ

/sɔ:(r)d/ (n) سوود

/tæpɪŋ/ (v) تاپنگ

/tæ'tu:z/ (n) تاتووز

/'telɪskəʊp/ (n) تیلسکه‌وپ

/ði: 'ædm(ə)rəl benbəʊ/ (n) دی ئادمرل بنه‌و

/ðə 'dev(ə)l/ (n) ده‌ دیقل

/'wɔ:(r)nɪŋ/ (n) ووننگ

Aye : an informal, mainly UK, word for 'yes' .

bay : part of the coast where the land curves in so that the sea is surrounded on three sides by the land).

fair wind: a pleasant wind in the right direction for your journey by sailing ship.

first mate : a ships most senior officer below the level of captain foggy.

fourpenny : describing a coin of quite low value, but still an attractive amount for a poor boy like Jim

guinea : an old British gold coin with a value of £1.05.

hangings : deaths by hanging with a rope around the neck .

inn : small, traditional hotel for travellers in Britain; also a place where local people meet for a meal or a drink.

magistrate : a type of law officer who deals with local crimes that are not too serious.

mate : friend in idiomatic, uneducated speech.

Rum : a strong alcoholic drink which is often produced from the sugar crops of the Caribbean islands and which seamen traditionally drank.

Scoundrel: an old-fashioned word meaning a person - usually a man - who is very bad to other people.

sea-chest : a large box which seamen used to carry all their things when they joined a ship.

shipmate : a sailor's shipmate is another person who works on the same ship .

spot : a small, usually round, area of colour that is different from the colour around it; here, a piece of paper with a black mark that could be given by pirates to a shipmate to show that something bad would be done to him.

Stroke: medical term

Swearing: use of bad language.

The Admiral Benbow : In Britain, inns, or small hotels, are often named after famous people or important local people. This inn is by the sea, and so it is named after an important sailor: an admiral is an officer who is in charge of a large number of fighting ships

Unit 2

according to به گوبره ی

achieve به ده سه یئان

aim ئامانج

anxious(ly) بی ئارام، شپرزە

biology زینده وه رزانی

burn out فهوتان

bus stop شوینی وه ستانی پاس

calendar رۆژمیر

Case study لیکۆلینه وه ی گه شه سه ندوو

chemistry زانستی کیمیا

complete ته واکردن

deadline دوا مۆلەت

document به لگه نامه

draft رهش نوسی

economics ئابووری ناسی

efficient(ly) لیهاوانه

finish off کۆتایی پیه یئان

function بهش

get (sb) down بیزارکردن

hand in دانه دهست

have a point بۆچونی دروست

in between له نیوان

keep to به پره وکردن

leaflet بڵاوکراوه

lecture وانه

make sure دئیابوون

network تۆپ

on one's way نزیکه بگات

opinion (in my~) بۆچوون

outline چوارچیوه، سنوور

period (=lesson) وانه

physics زانستی فیزیا

planner (wall ~) پلان دانهر

practice مهشق

priority (set/take ~) پیهشتریتی، گرنگترین

/ə'kɔː(r)dɪŋ tuː/ (prep) ئگۆودنگ توو

/ə'tʃiːv/ (v) ئچیهف

/eɪm/ (v/n) ئهیم

/ɪ'æŋk.ʃəs(li)/ (adj/adv) ئانگشی

/baɪ'plədʒi/ (n) بایۆ لجی

/bɜː(r)n aʊt/ (v) بیهن ئاوت

/bʌs(s)stɒp/ (n) بهس ستۆپ

/'kælɪndə(r)/ (n) کالنده

/keɪs'stʌdi/ (n) کهیس ستهدی

/'kemɪstri/ (n) کیمستری

/kəm'pliːt/ (v/adj) کمپلیت

/'dedlaɪn/ (n) دیدلاین

/'dɒkjʊmənt/ (n) دۆکیومنت

/draʊt/ (n/v) دراافت

/ɪ.kə'nɒmɪks/ (n) ئیکنۆمکس

/ɪ'fɪʃ(ə)ntli/ (adj/adv) ئفشتلی

/'fɪnɪʃɒf/ (v) فنش ئۆف

/'fʌŋkʃ(ə)n/ (n) فهنگشن

/get daʊn/ (v) گیت داون

/hændɪn/ (v) هاندن

/hæv ə pɔɪnt/ (exp) هافه پۆینت

/ɪn brɪ'twiːn/ (phr) ئبیتوون

/kiːp tuː/ (v) کیپ توو

/'liːflət/ (n) لیفلت

/'lektʃə(r)/ (v/n) لیکچه

/meɪkʃɔː(r)/ (exp) مهیک شووه

/'netwɜː(r)k/ (n) نیتوۆرک

/ɒn wʌnz weɪ/ (phr) ئۆن وهنز وهی

/ə'pɪnjən/ (n) ئپینهن

/'aʊtlaɪn/ (v/n) ئاوت لاین

/'præriəd/ (n) پیهریهه

/'fɪzɪks/ (n) فزکس

/'plænə(r) (wɔːl)/ (n) پلانه

/'præktɪs/ (n) پراکتس

/praɪ'brəti (set/teɪk)/ (n) پرایۆرتی

protection پاراستن
 put (sth) off دواختن
 receptionist پيشوازيگر
 recycle دووباره سازي
 Reduce گه مگردنه وه
 religious education پهروهدهي ناييني
 research تويزينه وه
 resource سدرچاوه
 revision پيداچونه وه
 schedule (work ~) خشته
 semester وهرزي
 seminar كوپ
 senior پيشكه وتوو
 sight-seeing ديمه ن
 sociology كومه ناسي
 stressed out پاله په ستو
 tich (sth) off سړينه وه ، لابر دن
 time waster كات به فيرودهر
 'to do' list ليستي نه نجامدان
 trouble (the ~ with) گرفت
 workshop ويك شوپ

/prə'tekʃ(ə)n/ (n) پرتيگشن
 /pʊt ɒf/ (v) پوت توف
 /rɪ'sepʃ(ə)nɪst/ (n) رسيپشنست
 /ri:'saɪk(ə)l/ (v) ريسايكل
 /rɪ'dju:s/ (v) رديووس
 /rə'lɪdʒəs edju'keɪʃ(ə)n/ (n) رلجس نديوكهيشن
 /rɪ'sɜ:(r)tʃ/ (v/n) رسيچ
 /rɪ'zɔ:(r)s/ (n) رزووس
 /rɪ'vɪʒ(ə)n/ (n) رفنن
 /'fedʒu:l/ شيديوول (BE), /wɜ:(r)k/ (AE) (n) ويك
 /sə'mestə(r)/ (n) سمېسته
 /'semɪnɑ:(r)/ (n) سيمنا
 /'si:nɪə(r)/ (adj) سينييه
 /'saɪt si:ɪŋ/ (n) سايت سينيگ
 /səʊʃi'nlədʒi/ (n) سهوشوولجي
 /strest aʊt/ (adj) سترېست ناوت
 /tɪk ɒf/ (v) تيك توف
 /'taɪm 'weɪstə(r)/ (n) تاييم وهسته
 /tə'du:lɪst/ (phr) تدوو لست
 /'trʌb(ə)l/ (n) ترهبل
 /'wɜ:(r)kʃɒp/ (n) ويك شوپ

Episode 2

account حساب
 banged زرمه
 bulk به شيكي گه وره
 cabin-boy كوپيك كه له سهر كه شتي كارېكات
 candle موم
 eyebrows برو
 Faint له هوشخوچوون ، بورانه وه
 folded قه دكراو
 Galloping غارغارين
 gentlemen پياوي خانه دان
 grave كوپ ، مردوو
 gun ده مانچه
 handle ده سك
 Hang it كوپل به

/ə'kaʊnt/ (n) نكاونت
 /bæŋd/ (v) بانگد
 /bʌlk/ (n) بهلك
 /'kæbɪn bɔɪ/ (n) كابن بوي
 /'kænd(ə)l/ (n) كاندل
 /'aɪbrəʊz/ (n) نايبراووز
 /feɪnt/ (v) فهينت
 /fəʊldɪd/ (v) فهولدد
 /'gæləpɪŋ/ (v) گالپنگ
 /'dʒent(ə)lmən/ (n) جيتنلمن
 /greɪv/ (n) گرهيف
 /gʌn/ (n) گهن
 /'hænd(ə)l/ (n) هاندل
 /hæŋɪt/ (exp) هانگت

in case ئەگەر
latitude ھێلە پانی
longitude ھێلە درێژی
nearby نزیك
pipes سەبیل
pirate چەتەى دەريا
pistols دەمانچە
sails چارۆكە
screamed فێزاندى
sir بەرپر
spy-glass ناوى تەلېسكۆپە
squire ئاغا
string ملوانكە
the Hall ھۆلەكە
very زۆر
very well زۆر باشە
voyage گەشتى دەريايى
whistle فېكە

/ɪn keɪs/ (phr) ئىكەيس
/ˈlætɪtjuːd/ (n) لاتىوود
/ˈlɒŋɡɪtjuːd/ (n) لۆنگىتوود
/nɪə(r)ˈbaɪ/ (adj/adv) نىيە باي
/paɪps/ (n) پايس
/ˈpaɪrət/ (n) پايرت
/ˈprɪst(ə)ls/ (n) پىستلىس
/seɪlz/ (n) سەيلز
/skriːmd/ (v) سكرىمد
/sɜː(r)/ (n) سى
/ˈspaɪ glɑːs/ (n) سپاى گلاس
/ˈskwaɪə(r)/ (n) سكوایە
/strɪŋ/ (n) سترىنگ
/ðə ˈhɔːl/ (n) دە ھۆول
/ˈveri/ (adj) فېرى
/ˈveri wel/ (exp) فېرى وىل
/ˈvɔɪdʒ/ (n) فۆيج
/ˈwɪs(ə)l/ (n) وىسل

account : as in ~ book .

balk : largest part.

cabin-boy : the name for a boy who used to work as a servant on a ship

gentlemen : men who are honest and think about others before themselves.

Hang it : an old-fashioned, informal expression used to show you are annoyed.

in case : because of the possibility of something happening / being needed, etc).

pipes : (for smoking).

Sails: (on an old-fashioned ship

sir : a formal way of addressing a man when you speak to him.

spy-glass : an old-fashioned word for telescope - see Key words, Episode 1.

squire : the traditional name for the important man who used to own most of the land in the area of an English village.

the Hall : A traditional name for a big house that was owned by a very important person in the local area.

very : use of this word meaning 'at the farthest point: here, at the lowest place in the chest.

Very well: formal phrase meaning 'All right, I agree!

Unit 3

all along ھەموو کاتى

archaeological كۆن

archaeologist شوپنەوار ناس

architecture تەلارسازى

as a result سەر ئەنجام

block پارچەى گەورە

Buddhism ئاينى بوزى

bury شاردنەوہ

camel حوشتر

carving ھەلکۆلراو

cave ئەشکەوت

christianity ئاينى مەسىحى

circle بازنە

circular بازنەىى

citadel قەلا ، قەلات

civilization شارستانىيەت

coin پارەى ئاسن

College كۆلىژ

commission (UN~) لىژنە

conservation پارىژگارى ، پاراستن

continuous(ly) بەبەردەوامى

craft پيشە

cubic kilometre (km³) كىلۆمەترى سىجا

cubic metre (m³) مەترى سىجا

delicious خۇش بەتام

detailed دوورو درىژ

diameter تيرە

dimension دوورى

dramatic(ally) سەرنج پراگىش

educational پەرورەدەىى

exchange student ئالوگۇر کردنى قوتابى /ɪks'tʃeɪndʒ 'stju:d(ə)nt/ (n)

exhibit پشاندان

exhibition پيشانكا

fall to pieces پارچە پارچە دەبىت

forgotten (long-~) لەبىرگراو

/ɔ:l ə' lɒŋ/ (prep) قوول ئلۆنگ

/ɑ:(r)kiə'lɒdʒɪk(ə)/ (adj) ئاكيەلۆجكل

/,ɑ:(r)ki'plədʒɪst/ (n) ئاكيولجست

/,ɑ:(r)ki'tektʃə(r)/ (n) ئاكتيکچە

/æz ə ri'z ʌlt/ (phr) ئاز ئرزهلت

/blɒk/ (n) بلۆک

/ 'bʊd.ɪ.z(ə)m/ (n) بودزم

/ 'ber.i/ (v) بىرى

/'kæmə/ (n) کامل

/'kɑ:(r)vɪŋ/ (n) كافنگ

/keɪv/ (n) كەيف

/krɪsti'ænəti/ (n) كرستيانتى

/'sɜ:(r)k(ə)/ (v) سىكل

/'sɜ:(r)kjʊlə(r)/ (adj) سىكيوله

/'sɪtədel/ (n) ستەدىل

/sɪvələ'zeɪf(ə)n/ (n) سفلایزەيشن

/kɔɪn/ (n) كۆين

/'kɒlɪdʒ/ (n) كۆلج

/kə'mɪf(ə)n/ (n) كەمشن

/kɒnsə(r)'veɪf(ə)n/ (n) كونسرفەيشن

/kən'tɪn.jʊəs(li)/ (adj/adv) كەنتىيوسلى

/kra:ft/ (n) كرافت

/'kju:bɪk kɪ'lɒmɪtə(r)/ كىوبك كلۆمەتە

/'kju:bɪk 'mi:tə(r)/ (phr) كىيوبك مېتە

/dɪ'ɪfəs/ (adj) دئشى

/'di:teɪld/ (adj) دىيەتەلد

/daɪ' æmɪtə(r)/ (n) دایامتە

/,daɪ' menf(ə)n/ (n) دایمېنشن

/drə' mætɪkli/ (adj/adv) درماتكللى

/edʒʊ'keɪf(ə)nəl/ (adj) ئىدیوگەيشنل

/ɪks'tʃeɪndʒ 'stju:d(ə)nt/ (n) ئکس چەينج ستیوودنت

/ɪg'zɪbɪt/ (v/n) ئگزېت

/,eksɪ'biʃ(ə)n/ (n) ئکسبشن

/fɔ:l tə pi:sɪz/ (exp) فوول تېيسز

/fə(r)'ɡɒt(ə)n/ (adj) فگوتن

glad(ly) خوشحال
government حکومت
heart دل ، ناوچه رگه ،
Heritage ناسهوار ، کهله پوور
in addition سهره پای نهووش (to)
inner ناوهوه
invention داهینان
Islam ئاینی ئیسلام
long ago زور له مه و پیش
Measure پیوانه کردن
Measurement پیوان
mid-summer (s day) ناوه پراستی هاوین
mound گردو لکه
outer دهره وه
people (= nation) کهل
perfume بون ، عطر
pharaoh فیرعه ون
provide دابین کردن
pyramid (the P~s) هه پره م
rectangle لاکیشه
rectangular لاکیشه یی
religion ئاین
revitalization بوژانه وه
shape شیوه
silk (~ Road) ئاوریشم
square چوارگوشه
square metre (m²) مهتر دووجا
structure پیکهاته
technique تهکنیک
tonne (= metric ton) تن
treasure باره و خشلی به نرخ ، گهنجینه
triangle سیگوشه
triangular سیگوشه یی
United Nations (~ the UN) نهته وه یه کگرتوه کان
/ju:'nartɪd 'neɪf(ə)nz (ju: 'en)/ (n) یوونایتد نهیشنز (یوو ئین)
urgent(ly) به په له ، خیرا

/glæd(li)/ (adj/adv) گلاَد
/'gʌvə(r)nment/ (n) کهفمننت
/'hɑ:(r)t/ (n) هات
/'herɪtɪdʒ/ (n) هیرتج
/ɪn ə'dɪf(ə)n tu:/ (phr) ئن ئدشن توو
/'ɪnə(r)/ (adj) ئنه
/ɪn'venʃ(ə)n/ (n) ئنڤینشن
/'ɪzlɑ:m/ (n) ئزلام
/lɒŋ ə'gəʊ/ (adv) لۆنگ تگه و
/'meʒə(r)/ (v) میژه
/'meʒə(r)mənt/ (n) میژهمنت
/mɪd'sʌmə(r) (z deɪ)/ (n) مدسه مه
/maʊnd/ (n) ماوند
/'aʊtə(r)/ (adj) ئاوته
/'pi:p(ə)l/ (n) پپیل
/'pɜ:(r)fju:m/ (n) پیفیووم
/'feərəʊ/ (n) فییه ره و
/prə'vaɪd/ (v) پر فاید
/'pɪrəməɪd/ (n) پرمد
/'rektæŋg(ə)l/ (n) ریکتانگل
/rek'tæŋgju:lə(r)/ (adj) ریکتانگیوله
/'rɪ'lɪdʒ(ə)n/ (n) رلجن
/ri:vartələɪ'zeɪf(ə)n/ (n) ریقاییتلایزه یشن
/'feɪp/ (n/v) شهپ
/sɪlk/ (n) سلک
/skweə(r)/ (n/adj) سکوویه
/skweə(r) 'mi:tə(r)/ (phr) سکوویه میته
/'strʌktʃə(r)/ (n) ستره کچه
/tek'ni:k/ (n) تیکنیک
/tʌn/ (n) تن
/'treʒə(r)/ (v/n) تریره
/'traɪæŋg(ə)l/ (n) ترایانگل
/traɪ'æŋgju:lə(r)/ (adj) ترایانگیوله
/ɜ:(r)dʒ(ə)nt(li)/ (adj/adv) ئیجنت

volume قەبارە
weight كېشى ، قورسايى
what ...! ئاي چەند

/ˈvɒljʊ:m/ (n) قۇلىووم
/weɪt/ (n) ۋەيت
/wɒt/ (exp) ۋۆت

Episode 3

aboard بۆ سەر كەشتى
below لە خوار ۋە
bravo! ئافەرىن
cabin كابينە
called away بەيامىكى ئارد
crutch دارشەق
docks شوئنى ۋەستان و بار كوردن
empty-handed دەست بەقال
garrison قشله ، قەلا
gun powder بارووت
inn-keeper خاۋەنى خان
mutiny ياخى بوون
on board لەسەر كەشتى
P.S. زانىارى زىادە
quays سەكۆى بەندەر
Rigging كوريس و زنجير
sealed orders فەرمانى مۆركراو
shame شەرمەزارى
ship's mate بەريوبەرى سەر كەشتى
short and sweet بە كورتو پوختى
stern دواۋەى كەشتى

/əˈbɔ:(r)d/ (adj/adv) ئبۆود
/biˈləʊ/ (adv/prep) بلەو
/brɑːˈvəʊ/ (exclam) براۋەو
/ˈkæbɪn/ (n) كابن
/kɔːld əˈweɪ/ (v) كۆۋلڈ ئوۋى
/krʌtʃ/ (n) كرەچ
/dɒks/ (n) دۆكسى
/empti ˈhændɪd/ (adj/adv) ئىمىتى ھاندەد
/ˈgærɪs(ə)n/ (n) گارسن
/ˈɡʌnpaʊdə(r)/ (n) گەن پاۋدە
/ɪnˈki:pə(r)/ (n) ئىككىپە
/ˈmju:təni/ (n) مىووتنى
/ɒn bɔ:(r)d/ (adj/adv) ئۆن بۆود
/piːˈes/ (n) پىي ئىس
/kiːz/ (n) كىيز
/ˈrɪɡɪŋ/ (n) رىگىنگ
/siːld ˈɔ:(r)də(r)z/ (n) سىيلڈ ئۆودەز
/ʃeɪm/ (n) شەيم
/ˈʃɪps meɪt/ (n) شىپس مەيت
/ʃɔ:(r)t ən swi:t/ (exp) شۆوت ئن سوويت
/stɜ:(r)n/ (n) ستىن

aboard : (cf on board, below).
cabin : bedroom on a ship.
called away: (sent a message to go somewhere).
inn-keeper: (person who runs an inn).
on board : (cf aboard, above).
P.S. : used when you want to add extra information at the end of a letter or email.
Rigging: (the ropes which support and control a sailing ship's sails).
sealed orders :secret orders that are closed and not allowed to be read until a later date.
shame : (a great pity, sth to be regretted).
ship's mate : an officer on a ship See also first mate - Key words, Episode 1.
short and sweet : very direct and very clear.
stern : (back end of a ship)

Unit 4

audience ئامادە بووان

cooperate ھاوکاری کردن

cooperation ھاوکاری

discuss گفتوگو

district ناوچه

encourage ھاندان

facility ئاسانکاری

foot/feet پى

mayor پارىزگار

on foot بە پى

peace ئاشتى

prevent رىگرتن

representative نوينەر

reproduce دووبارە بەرھەم ھيئانەوہ

speech وتە

take part (~ in) بەشداری کردن

total(ly) تەواو ، بە تەواوەتى

war جەنگ

/ˈɔːdiəns/ (n) ئۆودىھەنس

/kəʊˈɒpəreɪt/ (v) كەوۆ پرەيت

/kəʊˈɒpəreɪʃ(ə)n/ (n) كەوۆ پرەيشن

/dɪˈskʌs/ (v) دسكەس

/ˈdɪstrɪkt/ (n) دىستركت

/ɪnˈkʌrɪdʒ/ (v) ئىن كەرچ

/fəˈsɪləti/ (n) فسلىتى

/fʊt, fi:t/ (n) (measurement) فوت فييت

/meə(r)/ (n) مەيە

/ɒn fʊt/ (adv) ئۆن فوت

/pi:s/ (n) پىسى

/prɪˈvent/ (v) پرىڤىنت

/reprɪˈzentətɪv/ (n) رېپرىزېنتىف

/riːprəˈdju:s/ (v) رىپىردىووس

/spi:tʃ/ (n) سىپىچ

/teɪk pɑː(r)t ɪn/ (v) تەيك پاتىن

/ˈtəʊt(ə)l(i)/ (adj/adv) تەوتل

/wɔː(r)/ (n) وۆو

Episode 4

anchor لەنگە

barrel بەرمىل

bow(s) قولف

but their shirts جگە لەو جەلەى لەبەريانە

cage قەفەز

capstan-bars خەلخۆكەى بەرزکردنەوہى لەنگەر

corrupted خراب کرد

coxswain كەشتى لىخوور

deck رووى كەشتى

galley مەتبەخ

gentle لەسەرخۆ

Gentlemen of fortune پياوئى خانەدانى خاوەن سامان

/ˈdʒent(ə)lmən əv ˈfɔː(r)tʃən/ (n) جىنتل مېنٹ فۆوچن

hardly any نەزىكەى تەواو بوون

Land ho! ئەكەم جار كە وشكانى ئەيىنيت

pieces of eight پارەيەكى ئالتوونە

/ˈæŋkə(r)/ (n) ئانگە

/ˈbærəl/ (n) بارل

/baʊ(z)/ (n) باوز

/bət ðeə(r) ʃɜː(r)ts/ (exp) بەت دىيە شىتسى

/keɪdʒ/ (n) كەيج

/ˈkæpstən bɑː(r)z/ (n) كاپستىن باز

/kəˈræptɪd/ (v) كەرەپتد

/ˈkɒksweɪn/ (n) كۆكس وەين

/dek/ (n) دىك

/ˈgæli/ (n) گالى

/ˈdʒent(ə)l/ (adj) جىنتل

/ˈhɑː(r)dli ˈeni/ (exp) ھاادلى ئىنى

/Lænd hæʊ/ (exclam) لاند ھەو

/piːsɪz əv eɪt/ پىسىزف ئەيت

but their shirts : (have nothing left) apart from the clothes one is wearing.
capstan-bars : a vertical cylinder turned by pushing on bars around it to move a heavy weight at the end of a rope - esp a ship's anchor).
coxswain : a junior ship's officer .
galley: (kitchen on a ship or plane).
gentlemen of fortune : men looking for a way to make a lot of money, perhaps through doing something dangerous.
hardly any : almost no.
Land ho! : traditional words shouted when sailors first see land.
pieces of eight : gold coins that were used long ago.

unit 5

Active چالاکى

actual(ly) لھ راستیدا

as long as ھەتاوھکو ، نھگەر

as one example وھک نمونھیک

avoid خۆلادان

bar chart خشتھى قالبى لاکیشھى

basic(ally) سەرھکی

bed cover سەرچىگا

bowl ناوچەیکى خپ

contain دھگریئەخۆ

container گۆئئەینەر

corn دانەوئە

crisis قەیران

cubic kilometre (km³) کیلۆمەترى سیجا

department بەش

disaster کارەسات

eighth (an ~) ھەشت یەک

fan chart خشتھى پەروانھى

farmland زەوى کشتوکالى

fifth (a ~) پینج یەک

forever بۆ ھەتا ھەتایە

for instance, بۆ نمونە

fresh water ناوى سازگار

furniture کەل و پەل

gene جین

genetically modified (GM) بۆماوھییانە دەسکاری کراوھ

/dʒə'netɪkli 'mɒdɪfaɪd/ (exp) جینیئکلى مۆدفايد

go up نرخ بەرزبونوھ

graph ھیئەتکاری

grassland سەوزایى ، لھورگا

/'æktɪv/ (adj) ئاکتف

/'æktʃuəli/ (adj/adv) ئاکچوھل

/ əz lɒŋ əz/ (phr) نھز لۆنگ نھز

/æz wʌn ɪg'zɑ:mp(ə)l/ (phr) ئاز وھن ئگزامپل

/ə 'vɔɪd/ (v) ئفۆيد

/ba:(r) tʃɑ:(r)t/ (n) با چات

/ ' beɪ'sɪk(li)/ (adj/adv) بەيسک

/bed 'kʌvə(r)/ (n) بید کەفە

/bɒʊl/ (n) بەول

/kən'teɪn/ (v) کئتەين

/kən'teɪnə(r)/ (n) کئتەينە

/kɔ:(r):n/ (n) کۆون

/ ' kraɪsɪs/ (n) کرایسى

/'kju:bɪk ki'lɒmɪtə(r)/ کیوبک کلۆمته

/dɪ'pɑ:(r)tmənt/ (n) دپاتمەنت

/dɪ'zɑ:stə(r)/ (n) دزاستە

/eɪtθ/ (n) ئەیت

/fæn tʃɑ:(r)t/ (n) فان چات

/ ' fa:(r)m.lænd/ (n) فام لاند

/fɪfθ/ (n) ففث

/fə'revə(r)/ (adv) فرئیتە

/fə(r) 'ɪnstəns/ (phr) فئستنس

/freʃ/ ، /w(phr) فریش

/'fɜ:(r)nɪtʃə(r)/ (n) فینچە

/dʒi:n/ (n) جیین

/gəʊ ʌp/ (v) گەو ئەپ

/gra:f/ (n) گراف

/'grɑ:slænd/ (n) گراسلاند

ground water ناوی ژیرزهوی

housewife ژنی مالهوه

hydroponics هايدرهو پۆنكسى /haɪdrəʊ'pɒnɪks/ (n) پەروەردەکردنى رووهك له پهينى كيمياويدا

if only ئەگەر تەنها

income داھات

intensive(ly) چڕ

interactive(ly) کار لە یەككەر

lecture وانە

limited سنوودار ، دیاری کراو

line graph خستەى هێلگارى

liquid شلە

living زیندوو

medium ناوەند

mend چاگردنەوه

monthly مانگانە

natural(ly) سروشتى

nature سروشت

Nor نە

overuse بە زیادەوه بەکارهاتوو

percentage پڕژەى سەدى

pie chart خستەى بازەنى

precipitation پڕژەى بارین

productive(ly) بەرھەمداڕ

projection پڕسپینەکان

reproduce دوبارە بەرھەم هێنانەوه

run off دەپڕژیتە

rural گوند نشین

salt water ناوی سوێر

scale رادە ، ریزە

Set کۆمەڵ

seventh (a ~) حەوت یەك

sixth (a ~) شەش یەك

soil خاک

support پشتگیری کردن

surface ڕوو

sustainable(ly) بەبەردەوامى

/ˈgraʊnd wɔ:tə(r)/ (n) گراوند وۆوتە

/ˈhaʊs waɪf/ (n) هاوسى وايف

/haɪdrəʊ'pɒnɪks/ (n) هايدرهو پۆنكسى

/ɪf 'əʊnli/ (phr) ئەههونلى

/ˈɪnkʌm/ (n) ئىنكەم

/ɪn'tensɪv(li)/ (adj/adv) ئىنتىنسڤ

/ɪntər'æktɪv(li)/ (adj/adv) ئىتراكىف

/ˈlektʃə(r)/ (v/n) لىكچە

/ˈlɪmɪtɪd/ (adj) لىمىت

/laɪn gra:f/ (n) لاين گراف

/ˈlɪkwɪd/ (n) لىكود

/ˈlɪvɪŋ/ (adj) لىڤىنگ

/ˈmi:diəm/ (adj) مېدىيەم

/mend/ (v) مېند

/ˈmʌnθli/ (adj) مەنثلى

/ˈnætʃ(ə)rəl(li)/ (adj/adv) ناچراڤ

/ˈneɪtʃə(r)/ (n) نەيچە

/nɔ:(r)/ (conj) نۆو

/əʊvə(r)'ju:z/ (v) ئەوڤه يوز

/pə(r)'sentɪdʒ/ (n) پىسېنتىج

/paɪ tʃɑ:(r)t/ (n) پاى چات

/prɪsɪpɪ'teɪʃ(ə)n/ (n) پرىسپتەيشن

/prə'dʌktɪv(li)/ (adj/adv) پردەكتىف

/prə'dʒekʃ(ə)n/ (n) پرجىكشن

/ri:prə'dju:s/ (v) رىپىردىيوس

/ˈrʌnɒf/ (n) رەنۆف

/ˈrʊərəl/ (adj) روهړل

/ˈsɔ:lt wɔ:tə(r)/ (phr) سوولت وۆوتە

/skeɪl/ (n) سكهيل

/set/ (n) (= group) سېت

/ˈsev(ə)nθ/ (n) سېڤنث

/sɪksθ/ (n) سىكست

/sɔɪl/ (n) سوئل

/sə'pɔ:(r)t/ (v/n) سپۆت

/ˈsɜ:(r)fɪs/ (n) سىڤس

/sə'steɪnəb(ə)l(i)/ (adj/adv)

tenth (a ~) دە يەك

third (a ~) سە يەك

time line رەزىنەندى كات

to give an example ئەگەر نەمۇنە يەك بەدەين

turn (= become) دەيىت

turn into دەيىت بە

twentieth (a ~) يەست يەك

urban شارنشین

urgent(ly) بەپەلە ، خیرا

useless(ly) بیکەلک

water table ئاستى بەرزى ئاۋ لە ژىر زەۋيدا

weed كۆۋۈگىيە بېكەك

wish خۆزگە ، خۆزگە خواستن

Woodland زەۋى درەختاۋى

/tenθ/ (n) تەنت

/θɜː(r)d/ (n) تەد

/'taɪmlaɪn/ (n) تەيم لاین

/tʊ gɪv æn ɪg'zɑːmp(ə)l/ (phr) تۇ گىف ئانگزامپل

/tɜː(r)n/ (v) تەن

/tɜː(r)n 'ɪntʊ/ (v) تەن ئىتۇ

/'twentiəθ/ (n) تۋىنتىت

/'ɜː(r)bən/ (adj) ئىبن

/'ɜː(r)dʒ(ə)nt(li)/ (adj/adv) ئى جنت

/'juːsləs(li)/ (adj/adv) يۋوسلس

/'wɔːtə(r) 'teɪb(ə)l/ (n) وۋوتە تەيىل

/wiːd/ (n) وید

/wɪʃ/ (v/n) وش

/'wʊdlənd/ (n) ودلەند

Episode 5

ashore كەنارى دەريا

bear وورج

berries تۋو

cannon تۋپ

carelessly بە ناپەكە پىكى

fear ترس

grumbling بۆلە بۆلە كۆردن

lad كور ، مېرەندال

lonely چۆل ، بىكەس

made good time پۈشتن بە خىرايىەكى باش

marooned جىيەنلار

on shore كەنار دەريا

passage پارەو

pickaxe پاك ، قوئىك

shore كەنار دەريا

Swamp زەلگاۋ

spade بىل ، خاكەناس

starvation بىرسىتى

waist كەمەر ، ئاۋقەد

were بۋون

winked جاۋداگرتن

/ə'ʃɔː(r)/ (adj/adv) ئشۋو

/beə(r)/ (n) بىيە

/'berɪz/ (n) بېرز

/'kænən/ (n) كانن

/'keə(r)ləsli/ (adv) كىە لەسلى

/fiə/ (n) فىيە

/'grʌmblɪŋ/ (v) گرەمبلنك

/læd/ (n) لاد

/'ləʊnli/ (adj) لەۋنلى

/meɪd gʊd taɪm/ (exp) مەيد گود تەيم

/mə'ruːnd/ (v) مرووند

/'ɒnʃɔː(r)/ (exp) ئون شۋو

/'pæsɪdʒ/ (n) پاسج

/'pɪkæks/ (n) پىكەكس

/ʃɔː(r)/ (n) شۋو

/swɒmp/ (n) سوۋمپ

/speɪd/ (n) سپەيد

/stɑː(r)'veɪf(ə)n/ (n) ستاۋفەيشن

/weɪst/ (n) وەيست

/wɜː/ (v) وى

/wɪŋkt/ (v) وىكت

Ashore : shore below.
carelessly : opposite of carefully.
lad : informal word for boy lonely .
made good time: gone at a good speed marooned.
on shore : (cf ashore above).
shore : land along the edge of the sea, a lake or a wide river.
were : ungrammatical, uneducated form used instead of was.

Unit 6

Access مافی چونه ناو

available ههیه

cable کبیل

Customer کرپار

decade دهیه ، دهسال

Designer نهخشه گیش

digital(ly) ژمارهیی

emotional(ly) سۆزداری

exist ههبوون

fax machine فاکسی

fibre ریشال ، فایهه

fibre optics فایهه ئۆپتیک

freedom ئازادی ، سهههستی

graduate نهواوکردنی زانکۆ

graphic (~ design) هیلکاری (یانه)

hands-free headset بیستۆکی سهه

hardware هاردویر

help-desk بهشی یارمهتی

helpline هیللی یارمهتی

improve بهههه پیشبردن

in order to به مهههستی ، بۆ نهههه

inquired پرسیارکردن

interactive(ly) کار له یههههه

inventor داهینهه

keyboard کیبۆرد

laptop لاپتۆپ

Ministry (~ of education) وهزارهه

/ˈmɪnɪstri (əv ɛdʒʊˈkeɪʃ(ə)n)/ (n) منستری نهه ئیدیوکهیشن

mouse (computer ~) ماوسی کۆمپیوتهه

photocopier لهههههههه

/ˈækses/ (v/n) فاکسی

/əˈveɪləb(ə)l/ (adj) نهههههههه

/ˈkeɪbəl/ (n) کههههه

/ˈkʌstəmə(r)/ (n) کهههههه

/ˈdekeɪd/ (n) دهههههه

/dɪˈzaɪnə(r)/ (n) دزاینهه

/ˈdɪdʒɪt(ə)l(li)/ (adj/adv) دجتهه

/ɪˈmɒʃ(ə)nəl(li)/ (adj/adv) نهههههههه

/ɪgˈzɪst/ (v) ئههههههه

/fæks məˈʃiːn/ (n) فاکسی مهههههه

/ˈfaɪbə(r)/ (n) فایهه

/faɪbə(r) ˈɒptɪks/ (n) فایهه ئۆپتیکسی

/ˈfriːdəm/ (n) فریههههه

/ˈgrædʒueɪt/ (v) گراهههههه

/ˈgræfɪk (dɪˈzaɪn)/ (adj) گرافیک (دزاین)

/hændz friː ˈhedset/ (n) هاندز فری ههههههههه

/ˈhaː(r)d weə(r)/ (n) هاد وههههه

/help desk/ (n) هههههههههه

/ˈhelplɑːn/ (n) هههههههههه

/ɪmˈpruːv/ (v) نههههههههه

/ɪn ˈɔː(r)də(r) tuː/ (phr) نهههههههههه

/ɪnˈkwaɪə(r)d/ (v) نهههههههههه

/ɪntərˈæktɪv(li)/ (adj/adv) نهههههههههه

/ɪnˈventə(r)/ (n) نهههههههههه

/ˈkiːbɔː(r)d/ (n) کیبۆرد

/ˈlæptɒp/ (n) لاپتۆپ

/maʊs/ (n) ماوسی

/ˈfəʊtəʊkɒpiə(r)/ (n) فهههههههههههههههههههه

printer ئامپرى چاپکردن

purpose مەبەست

resist بەرگرى دەكات

service خزمەتگوزارى

so as to بۆ ئەوھى

software سۆفٲ وىر

solve چارەسەرکردن

so that ئاۋەكو

Source سەرچاۋە

specialize پىسپۇرى ۋەرگرتن

step by step ھەنگاۋ بە ھەنگاۋ

suitable(ly) گونجاۋ

system سىستەم

technical(ly) تەكنىكى

technician تەكنىكار

telecommunications (telecoms) تەكنەلۇزىيە پەيۋەندى

/telikəmju:nɪ'keɪf(ə)nz ('telikəmz)/ (n) تېلېكەمىيۇنىكەيشن

though ھەرچەندە

transmit دەنپىرېت

type تايپ کردن

underground زىر زەۋى

underwater زىر دەريا

upgrade پەرە پىدان

various جۇراۋجۇر

via لە رېگەى ، بە رېگەى

volunteer خۇبەخى

web cam ۋېبكام

whatever ھەر شىيەك

whenever ھەر كاتىك

wherever لە ھەر شوئىنىك

Whose كە

wire ۋايەر

Episode 6

anyway ھەرچۇنىك بىت

bleeding خۇيىن بەربوون

branch لىق

/'prɪntə(r)/ (n) پرىنتە

/'pʊ:(r)pəs/ (n) پىپسى

/rɪ'zɪst/ (v) رىزىست

/'sɜ:(r)vɪs/ (n) سىڧسى

/səʊ əz tu:/ (phr) سەۋ ئز توو

/'sɒftweə(r)/ (n) سۆفٲ ۋىيە

/sɒlv/ (v) سۆلف

/səʊ ðæt/ (phr) سەۋزات

/sɔ:(r)s/ (n) سۆوس

/'speʃəlaɪz/ (v) سپىشەلايز

/step baɪ step/ (phr) ستىپ باى ستىپ

/'su:təb(ə)/ 'su:təbli/ (adj/adv) سووتېل

/'sɪstəm/ (n) سىستەم

/'teknɪk(ə)/ 'teknɪkli/ (adj/adv) تېكنىكىلى

/tek'nɪf(ə)n/ (n) تېكنىشن

/ðəʊ/ (conj) دەۋ

/trænz'mɪt/ (v) ترانزىت

/taɪp/ (v) تايپ

/'ʌndə(r)graʊnd/ (adj/adv) ئەندە گراۋند

/'ʌndə(r)'wɔ:tə(r)/ (adj/adv) ئەندە ۋوتە

/ʌp'greɪd/ (v/n) ئەپگرەيد

/'veəriəs/ (adj) ڧىرىيەسى

/vaɪə/ (prep) ڧايە

/vɒlən'tɪə(r)/ (v/n) ۋۆلنتىيە

/'web kæm/ (n) ۋېبكام

/wɒt'evə(r)/ (pron) ۋۆتىقە

/wen'evə(r)/ (pron) ۋىنىقە

/wer'evə(r)/ (pron) ۋىرىقە

/hu:z/ (pron) ھووز

/'waɪə(r)/ (n) ۋايە

/'eniweɪ/ (adv) ئىنىۋەى

/'bli:dɪŋ/ (v) بلىيدىك

/brɑ:nʃ/ (n) كراڧت

Brandy براندی
deserted جیهیشتن
effort ههول ، تهقه لا
fair trial دادگایه کی یه کسان
irons که له بچه
kissed ماجی کرد
log-house خانوی دار
low tide داکشان ، ناستی ده ریا
mast دارنالا
muskets جهک
pain نازار
rowed سهول لیدان
shot تهقه
slept like a log خهوتن وه کو پارچه دار بی جو له
spring کانی
stockade سهنگه ر
trusted متمانه کردن

/'brændi/ (n) براندی
 /dɪ'zɜ:(r)tɪd/ (v) دزیئتد
 /'efə(r)t/ (n) ئیفت
 /feə(r) 'traɪəl/ (exp) فییه ترایه ل
 /'aɪə(r)ns/ (n) ئایه نسی
 /kɪst/ (v) کست
 /'lɒg haʊs/ (n) لۆک هاوس
 /ləʊ taɪd/ (exp) لهو تاید
 /mɑ:st/ (n) ماست
 /'mʌskɪts/ (n) مه سکتسی
 /peɪn/ (n) پهین
 /rəʊd/ (v) لهود
 /ʃɒt/ (n) شۆت
 /slept laɪk ə lɒg/ (exp) سلیپت لایک ئلۆگ
 /sprɪŋ/ (n) سپرنگ
 /stɒ'keɪd/ (n) ستۆکه ید
 /trʌstɪd/ (v) ترهستد

branch : (a tree ~).

brandy : A strong alcoholic drink which is produced from grapes.

fair trial : a chance to be heard in court and possibly allowed to go free even for someone who seems to have done terrible things.

irons : (chains and iron pieces around ankles and/or wrists of a prisoner).

rowed : (~ a boat).

shot : (a musket ~).

slept like a log : slept very deeply, with no movement - like a piece of wood.

Spring : source of fresh water from the ground.

Unit 7

after all, له کۆتاییدا

agreement ڕێکەوتن

aid کۆمەک

argue ئاخواتن

at all بە هیچ جۆرێک

atmospheric تاییەت بە بەرگە هەوا

can't help ناتوانییت ئەو شتە نەکات

care (health) بایەخ پێدان

charity خێر، چاکە

coming نایندە، داھاتوو

cooperative هاوکار

cure چارەسەر (کردن)

debt قەرز

despite that, لەگەڵ ئەوەشدا

despite the fact that that, سەرەپای ئەو ڕاستیەش

/dɪˈspart ðə fækt ðæt/ (exp) د سپایت دە فاکت زات

disagree ڕێکەنەکەوتن، ناپارازی

disagreement ناکۆکی

exploration دۆزینەوه

focus جێی گرنکی

for another (thing) لە بری شتیکی دیکە

for one thing لەبەر یەک شت

fresh water ئاوی سازگار

give up وازھێنان

health ئەندروستی

immediate(ly) یەكسەر

infrastructure زێرخان

in mind لە بیربوون

inquire پرسیارکردن

inquired پرسیاری کرد

intend نیاز

killer بکوژ

landing card کارتی نیشتهوه

large-scale بەرفراوان

limit سنووردارکردن

load بارئیکردن، بار

/ˈɑːftə(r) ɔːl/ (exp) ئاڤته ئوول

/əˈɡriːmənt/ (n) ئەگریمەنت

/eɪd/ (v/n) ئەید

/ˈɑː(r)ɡjuː/ (v) ئارگیوو

/æt ɔːl/ (phr) ئات ئوول

/ætˈmæsˈferɪk/ (adj) ئاتموسفیرک

/kɑːnt help/ (v) کانت هیلپ

/keə(r)/ (v/n) کێه

/ˈtʃærəti/ جارتی

/ˈkʌmɪŋ/ (adj) کەمنگ

/kəʊˈɒprətɪv/ (v) کەوۆ پرەتف

/kjuːə(r)/ (v/n) کیوه

/det/ (n) دیت

/dɪˈspart ðæt/ (exp) د سپایت ذات

/dɪsəˈɡriː/ (v) دسەگری

/dɪsəˈɡriːmənt/ (n) دسەگریمەنت

/ˌɛkspləˈreɪʃ(ə)n/ (n) ئێکسپلەرەیشن

/ˈfəʊkəs/ (v/n) فەوکسی

/fə(r) əˈnʌðə(r)/ (exp) فەئندە

/fə(r) wʌn θɪŋ/ (exp) فە وەن ئنگ

/freʃ/ (phr) فریش

/ɡɪv ʌp/ (v) گھەپ

/helθ/ (n) هیلث

/ɪˈmiːdiət(li)/ (adj/adv) ئیمیدیهت

/ˈɪnfɹəstrʌktʃə(r)/ (n) ئن فرەستەرەکچە

/ɪnˈmaɪnd/ (phr) ئن مایند

/ɪnˈkwaɪə(r)/ (v) ئنکوایه

/ɪnˈkwaɪə(r)d/ (v) ئنکوایه د

/ɪnˈtend/ (v) ئنتیند

/ˈkɪlə(r)/ (n) کیلە

/ˈlændɪŋ kɑː(r)d/ (n) لاندنگ کات

/lɑː(r)dʒ skerl/ (adj) لاجسکەیل

/ˈlɪmɪt/ (v/n) لمت

/ləʊd/ (v/n) لەود

loan قەرز

long term درێژخایەن

make a point پێداگری کردن

malaria نەخۆشی مەلاریا

mention باس کردن

microfinance سەرمايەى بچووک

midday نیوەڕۆ

Midnight نیوە شەو

point out

pole (the south) جەمسەر

previous(ly) پێشتەر

scheme بەرنامە

short-term کورت خایەن

sort out چارەکردن

spare(~part) پارچەى یەدەک

state وەتن ، دەریزین

station وێستگە ، بنگە

supply داينکردن ، شتومەک

Technological(ly) تەکنەلۆجى

/tek'nɒlədʒɪk(ə)l/ , /tek'nɒlədʒɪkli/ (adj/adv) تێکنلۆجکلى

that said وەک ئاماژەى پێکرا

Unit یەکە

Unload بارداگرتن

unrealistic(ally) ناواقعی

used to (be/get ~ to ~ing) ڕاهاتوو ، ئاشنا

weapon چەک

what is more, چیتەر

Episode 7

beach لێخوڕین

booms ستوونى چارۆکە

exhausted شەگەت، ماندوو

paddle سەوڵ

Raisins مێوژ

reckless سەرکێش ، بێباک

torch مەشخەل

Who goes there? ئەوێ کێیە لەوێ ؟

/ləʊn/ (v/n) لەون

/lɒŋ tʒ:(r)m/ (adj/adv) لۆنگ تێم

/meɪk ə pɔɪnt/ (exp) مەیکەپۆینت

/mə'leəriə/ (n) مەلێەرێە

/'menʃ(ə)n/ (v/n) مینشن

/'maɪkrəʊfaɪnəns/ (n) مایکرو فاینانس

/mɪdeɪ/ (n) مەدی

/mɪd naɪt/ (n) مد نایت

/pɔɪnt aʊt/ (exp) پۆینت ئاوت

/pəʊl (/ðə saʊθ/) پەوڵ (دە ساوٹ)

/'pri:vɪəs(li)/ (adj/adv) پریقیهەس

/ski:m/ (n) سکیم

/ʃɔ:(r)t tʒ:(r)m/ (adj/adv) شۆوت تێم

/sɔ:(r)t aʊt/ (v) سووت ئاوت

/'speə(r)/ (n/adj) سپیە

/stɛɪt/ (v) ستەیت

/steɪʃ(ə)n/ (v) ستەیشن

/sə'plaɪ/ (v/n) سەپلای

/ðæt sed/ (exp) ذات سید

/ju:'nt/ (n) یوونت

/ʌn'ləʊd/ (v) ئەنلەود

/ʌnrɪə'lɪstɪk (li)/ (adj/adv) ئنرپیه‌لستک

/'ju:st tu:/ (v) یووست توو

/'wepən/ (n) وێپن

/wɒt ɪz mɔ:(r)/ (exp) وۆتەر مۆو

/bi:tʃ/ (v) بیچ

/bu:mz/ (n) بوومز

/ɪg'zɔ:stɪd/ (v) ئگزۆستد

/'pæd(ə)l/ (n) پادل

/'reɪz(ə)nz/ (n) رەیزنر

/'rekləs/ (adj) ریکلس

/tɔ:(r)tʃ/ (n) تووچ

/hu: gəʊz ðeə(r)/ (exp) هوو گەوز دێیە

Language Focus

1 GRAMMAR AND FUNCTIONS

Lesson 1: ways of comparing quantities

The lowest projection for 2050 is about **30% less** than the highest.

Approximately **a seventh** of the world's land is desert.

Lakes contain about **half** the total amount of active fresh water.

The amount of water in the atmosphere is nearly **five times** the amount in all living things.

You can already use **percentages** to state parts of a total, e.g.

Over 50% of the world's people now live in urban communities.

This is the easiest and usually the most exact way, but we also sometimes use fractions, e.g.

(a) **half** (of), a **third** of, a **quarter** of, a **fifth** of, a **sixth** of, a **seventh** of, an **eighth** of, a **tenth** of, a **twentieth** of.

Note that with **half**, we normally leave out *a ... of*. Compare examples 2 and 3 above.

You already know **half** and **quarter**. You also know the other words as ordinal numbers, e.g.

The three friends came **third**, **fifth** and **sixth** in the race.

With plural fractions, we keep the number at the bottom of the fraction as small as possible, e.g.

Three quarters of the Earth's surface is water. (Not six eighths.)

We can also say that one thing is greater than another: see example 4 above. Compare the following.

Water near the surface is **five times** the amount / quantity in the atmosphere.

Grassland covers **twice** the area that is farmland. (Not two times.)

Lesson 2: conjunction + present + future

You already know *if / when* + present + future clauses, e.g.

When the population **reaches** eight billion, we **will face** many problems.

If the population **reaches** as high as ten billion, we **will face** disaster.

We use the conjunctions *after* and *as* in a similar way.

After the plant cover **disappears**, farming **will become impossible**.

As food prices **increase**, families **will have** less to eat.

Lesson 3: forms of conditional statements: 1

You know the first and second conditional forms.

First conditional: **If** land **is over-used**, it **will** often **turn into** desert.

Land **will** often **turn into** desert **if** it **is over-used**.

Second conditional: **If** humans **lived** in space, they **would grow** their crops this way.

Humans **would grow** their crops this way **if** they **lived** in space.

The phrase *as long as* can take the place of *if* in many first and second conditional sentences.

First conditional

As long as we **look after** our land well, it **will be** productive.

Our land **will be** productive **as long as** we **look after** it well.

Second conditional

As long as people **used** hydroponics in space, they **would have** fresh food.

People **would have** fresh food in space **as long as** they **used** hydroponics.

The phrase *as long as* carries a positive idea: if something succeeds / succeeded, then something else will / would happen.

Lesson 4: forms of conditional statements: 2

You know the third conditional form.

Those storms **would not have happened** **if** the grassland **had remained**.

If the grassland **had remained**, those storms **would not have happened**.

The *if* part of a third conditional expresses something 'unreal' – something that did not happen.

We have these other ways of expressing something unreal, too.

The farmers **could have / might have grown** different crops. (But they didn't).

The farmers **should have / ought to have thought** more carefully. (But they didn't).

We can also use *could have / might have* forms in full third conditionals.

*If the farmers had known more about soil science, they **might have saved** their farms.*

The farmers **could have stayed** in Oklahoma if they had received the right advice.

Note: **If only** they had thought more carefully! means:

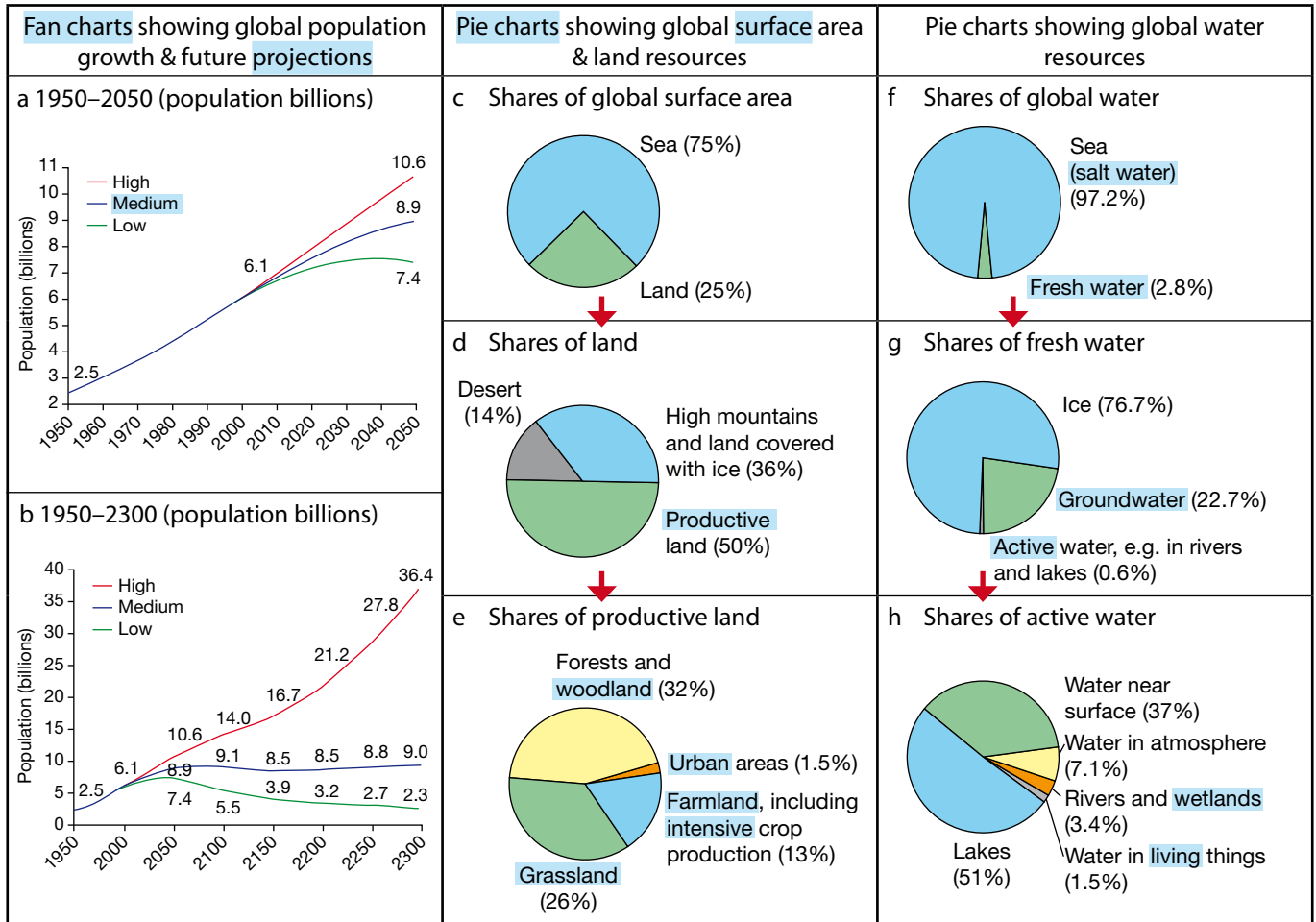
I really, really wish they had thought more carefully!

When that happens, the rain will stop.

ways of comparing quantities • conjunction + present + future

A LISTEN AND DO **Track 13**

- Study fan charts a–b and pie charts c–h and make sure you understand the new words.
- Listen to four parts of a lecture. Identify which of charts a–h the lecturer discusses. Note them in order 1–4, and say what words helped you.

**B GRAMMAR****1 Look.****Ways of comparing quantities**

The highest projection for 2050 is nearly **50%** more than the lowest.

The area of land is approximately **a third** of the area of the sea.

Farmland is exactly **half** the area of grassland.

The amount of ice is over **three times** the amount of groundwater.

2 Make statements about the charts.

The highest projection for 2300 is more than 15 times the lowest.

Forests and woodland are nearly a third of all productive land.

C SPEAK**Discuss the charts.**

Chart (a) shows population projections from ... to ...

From Chart ..., we can see the different shares of ...

The (highest) projection is for ... This is (nearly) ...

(Sea) is exactly / roughly ... of the total ...

D LISTEN AND READ Track 14



As the world's population rises, will we soon face a food crisis? This week, Our World Today has been collecting opinions around the world.

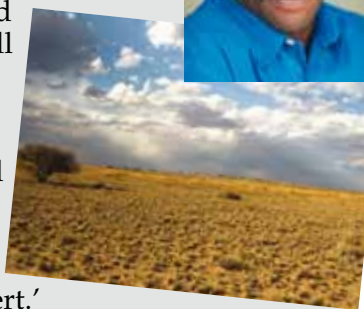
1 Neelam Reddy: farmer, rural northern India

'We're already facing a crisis. Thirty years ago, we went down 20 metres for groundwater to irrigate our crops. Now the water table is 200 metres down – ten times deeper! So we're taking far too much from nature. And the water is beginning to get salty. Nature can't go on like this, and nor can we! Because after the water turns salty, farming here will disappear.'



2 Joseph Nujoma: soil scientist, Namibia, SW Africa

'This area used to be grassland, and people here let their animals move round and feed freely. But the rising human population means too many animals, and so the plant cover is all being eaten. Without that cover, the earth is getting hotter and drier, and soon so will the air above. When that happens, the rain will stop and this land will become desert.'



3 Maria Rodas: housewife and mother, Guatemala, Central America

'It used to take 40% of our income to feed the family, but now I spend more than half. To save money we're buying less meat and eating more vegetables. But corn is one basic thing we can't live without, and that keeps going up, too. If it gets much more expensive, that'll be a real crisis!'



1 Do this task before you listen.

Look at the photos of speakers 1–3 and read the captions. Then describe the people and say what you know about them.

2 Listen and discuss these questions.

- 1 What similarities can you see between Neelam's and Joseph's stories?
- 2 What economic connection can you see between those stories and Maria's?

E GRAMMAR p32

1 Look.

Conjunction + present + future

We use other conjunctions similarly to **if/when + present + future clauses**.

If it goes up much more, that will be a real crisis!

After the water turns salty, farming will disappear.

When that happens, the rain will stop.

As the population rises, will we face a food crisis?

2 Answer the questions about the rest of your day. Re-use the conjunctions.

- 1 Where will you go **after** you leave school?
After I leave school, I'll ...
- 2 Who will you probably see first **when** you get home?
- 3 Will you start your homework **soon after** you get home?
- 4 What will other family members probably be doing **as** you work?
- 5 How much work will you try to do **before** you stop for dinner?
- 6 What will you probably talk about **as** you eat?
- 7 What will you do **when** you finish your homework?
- 8 Will you do anything else **before** you go to bed?

E THINK ABOUT IT

Talk about any of the information in the charts that surprises you.

B GRAMMAR 1 Look. in Grade 11 Unit 5 they met other ways of saying *if* or *if ... not* – e.g.

Look left, **and** you will see the river. (= **If** you look left, you will see the river.)

Drive in the middle, **or** we will fall. (= **If** you **don't** drive in the middle, we will fall.)

Unless things change, farming will collapse. (= **If** things **don't** change, farming will collapse.)

More examples:

Miss the deadline **and** the teacher won't look at your project.

Keep to the deadline, **or** you won't get any marks.

Unless you finish at the right time, all your hard work will be wasted.

the two sentences. (Answer: one is a first conditional, and the other is a second conditional.)

the Grade 11 conditional expressions are nearly always used in **first conditionals**. However, **as long as** is often also used in **second conditionals**.

Answers

1 **As long as** we continue to get enough rain, our crops will grow well here.

2 **As long as** the groundwater stopped getting saltier, we would be able to continue farming here.

3 Land like this will remain good for feeding animals **as long as** it is not over-used.

4 I would stop buying meat completely **as long as** this meant that we could still buy corn.

C READ AND SPEAK suggested answer

We need to prepare urgently for the future **because the human population will probably rise by nearly a third by 2050**. **1-** If we try to get too much food production from our limited resources of land and water, we may reduce them even more. **2-** The 'Oklahoma Dust Bowl' disaster shows that it can also be dangerous to create new farmland. Farmers might greatly have reduced this disaster if they had used less intensive techniques and not farmed just two crops, corn and cotton. Sadly, the lessons have not been properly learned, and in China, Australia and Africa today similar things are happening. Many people believe that GM could help produce the food we will need **because genes can be added to plants to help them resist disease, for example**.

However, others worry that weeds could take over from every other plant if they reproduced with GM crops and took their special genes. Another solution to the food crisis may be hydroponics, which uses liquids, not soil, to provide the nutrients and oxygen that plants need. Because of this, crops can be grown in many places that have no soil. If this type of farming is developed quickly and on a large scale, it could be the solution to our future food crisis.

B GRAMMAR (1) the third conditional in Grade 11 Unit 5 to talk about an unreal past:

If the planners had thought, they would have stopped. (**But they didn't think.**)

If they had stopped, the Aral Sea disaster would never have happened. (**But they didn't stop.**)

we can also use some modal verbs + have to express an unreal past, e.g. **could** and **should**.

might have can be used like **could have**, and **that ought to have** can be used like **should have**.

We **might have** learned from that, (**but we didn't**). We **ought to have** learned from that, (**but we didn't**).

could have and **might have** can be used in full third conditional sentences.

the use of **only** in **If only**: it adds strong personal feeling – a wish – and we say it with stress on the first syllable: **If only ...**

(2) Answers

1 They **could have / might have** avoided the disaster.

2 They **could have / might have** planted crops that needed less water.

3 They **should have / ought to have** had a mixture of crops.

4 They **should have / ought to have** planted trees to break the wind.

Proposing actions

A LISTEN AND SPEAK **Track 15**

1 Copy the words below. Then listen to Part 1 of the interview with Sam Carter, Director of *Only One World*. Copy and number the words 1–4 in the order that he discusses them.

recycle reduce repair reuse

Answers 1 reduce 2 reuse 3 repair 4 recycle

2 Listen to Part 2. Note the order 1–8 in which Sam mentions ways a–h of recycling, reducing, repairing and reusing.

identify what pictures a–h show. (a: repairing a chair, b: growing plants in old cans, c: making something out of cloth, d: turning off a light, e: saving water, f: mending clothes, g: saving old glass bottles, h: storing things (children's toys)).

3 Match sentence halves from the boxes to describe pictures a–h in Exercise 2. Listen again to check your work.

- 1 Use an old ladder and old bags
- 2 Replace buttons
- 3 Turn off the lights
- 4 Store rain water
- 5 Cut pieces from old clothes
- 6 Add new pieces
- 7 Keep old pots and cans
- 8 Save old glass jars and bottles

- a) to water garden flowers and vegetables.
- b) to be turned into new ones.
- c) that are missing from clothes.
- d) to mend old furniture.
- e) to plant flowers and vegetables.
- f) when you leave a room.
- g) and turn them into a bed cover.
- h) to make a useful place for storing things.

Answers 1 h 2 c 3 f 4 a

5 g 6 d 7 e 8 b

B PRONUNCIATION **Track 16**

1 Practise your pronunciation. Copy the table, but leave room for two more words in each row. Then listen to Part 1 and repeat the words.

	Normal short vowel sound	vowel + r
1 a	glad /æ/	garden /ɑ:/
2 e	mend /e/	merchant /3:/
3 i	sit /I/	shirt /3:/
4 o	sock /ɒ/	sort /ɔ:/
5 u	fun /ʌ/	furniture /3:/



2 Listen to Part 2 and write the words in the correct sections 1–5.

bat bar but burn century certain
citadel circle fit first packet part
pepper perfume pot port stop store
tunnel turn

3 Now listen to Part 3 and repeat the phrases.

- 1 It'll be fun to mend the furniture.
- 2 I'm glad you like the garden.
- 3 The citadel is almost a perfect circle.
- 4 Let's stop at the general store.
- 5 The merchants brought pepper and perfume.

C SPEAK

Cover A3 and look at the A2 pictures to give Sam Carter's examples.

He says we can / should / ought to / need to ...

D WRITING

Write a short essay about the four Rs – reducing, reusing, repairing and recycling. Use this pattern for your paragraph about each R.

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

Use this heading: *Saving precious resources*

Use this opening paragraph.

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

Continue with your paragraph about the 1st R – reducing.

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

reduce – turn off the lights – store rain water

reuse – keep old pots and cans – use an old ladder and old bags

Suggested answer See the Activity

Book answers.

E SPEAKING

Work with a partner and discuss these questions.

- What can you yourselves easily do to follow the four Rs? You can use examples from A2–3 or your own ideas. Start like this.
I think I'll be able to (R) if I (action), for example. I also think I can ...
- What do you think your school or wider community could possibly do to follow the four Rs? Think of examples of waste. Start like this.
I feel we would be able to (R) if we (action), for instance. I also feel we could ...
- What do you think the world could have done differently in the past to follow the four Rs? Think of more examples of waste. Start like this.
I believe they would have been able to (R) if they had (action), for example. I also believe they could have ...
Try also to use the forms: *They should have ...*

F UNIT TASK

Choose the question in E – 1, 2 or 3 – which interested you most. Write a short essay about the points that you discussed, listing action points.

How I can save precious resources

How our school / the wider community could save precious resources

How the world could have saved precious resources
R word – action point – action point

DID YOU KNOW?

Wangari Maathai founded the Green Belt Movement in her native Kenya in 1977. She wanted to help women towards a better life, and also to stop the destruction of tree cover. Since 1977, over 40 million trees have been planted, and further environmental damage has been prevented in many areas. More than 30,000 women have also benefited. In addition to learning how to look after woodlands, they have also learned useful skills such as honey production. Wangari Maathai's work was recognised by the world when she received the Nobel Peace Prize in 2004.



(3) **Answer** 1 Use an old ladder and old bags to make a useful place for storing things.

2 Replace buttons that are missing from clothes.

3 Turn off the lights when you leave a room.

4 Store rain water to water garden flowers and vegetables.

5 Cut pieces from old clothes and turn them into a bed cover.

6 Add new pieces to mend old furniture.

7 Keep old pots and cans to plant flowers and vegetables.

8 Save old glass jars and bottles to be turned into new ones.

B PRONUNCIATION Track 16

(1) **Part 1** glad garden mend merchant sit shirt sock sort fun furniture

Part 2 bat bar but burn century certain citadel circle fit first packet part pepper
perfume pot port stop store tunnel turn

Answers

	Normal short vowel sound	vowel + r
1 a	glad /glæd/ bat packet	garden /'gɑ:(r)d(ə)n/ bar part
2 e	mend /mend/ century pepper	merchant /'mɜ:(r)tʃ(ə)nt/ certain perfume
3 i	sit /sɪt/ citadel fit	shirt /ʃɜ:(r)t/ circle first
4 o	sock /sɒk/ pot stop	sort /sɔ:(r)t/ port store
5 u	fun /fʌn/ but tunnel	furniture /'fɜ:(r)nɪtʃə(r)/ burn turn

E SPEAKING

Some possible suggestions:

Discussion 1

1 reduce the use of energy – put on another sweater at home in the winter

2 reuse – keep old boxes and cans for storing things

3 repair – use 'superglue' to mend cups and plates that are broken

4 recycle – turn waste fruit and vegetables and dead flowers into food for next year's plants

Discussion 2

1 reduce the use of energy – turn off city street lights late at night

2 reuse – give empty buildings new uses such as community centres

3 repair – get new parts to mend old school equipment

4 recycle – save very old school books to be turned into new paper

Discussion 3

1 reduce the use of oil – develop better electric vehicles more quickly

2 reuse waste water more efficiently – use it on the land for farming

3 repair the damage to the world's forests – plant many more new trees

3 recycle many more materials – use metal from old cars to build new ones

C SPEAK two of the pictures to produce, e.g.:

He says we can cut new bits of wood to repair old furniture such as tables and chairs.

He says we ought to reuse old food cans and pots for growing things like flowers and vegetables.

(Answer: 1st – reduce, 2nd – reuse, 3rd – repair, 4th – recycle)

a statement with an 'R' word and then an example, e.g. First of all, we need to reduce the amount of resources that we use as much as possible. For example, we should turn off the lights when we leave a room. statement with an 'R' word and then an example using the new phrase, e.g. Secondly, we must reuse resources as often as possible. For instance, we can keep old pots and cans to plant flowers and vegetables. the first example: reuse – keep old pots and cans. Leave space to the right to add another example.

2 TO HELP YOU STUDY

Charts, graphs, tables, **time lines** and other diagrams can help you understand complicated **sets** of information, and it is important to be able to 'read' them. You may also need to create your own charts when you are making notes and also to **support** a spoken presentation or a piece of writing.

See Reference section page 111 for examples of different sorts of charts that you have seen before.

Time line

Line graph

Bar chart

Diagram of a process

Now, in this Unit, you have also seen the following:

Fan chart

This is a special **line graph** which shows different possible developments in the future, e.g. high and low population projections.

Pie chart

This **round** chart shows the quantities of the different parts of something, e.g. the different types of land that together form the Earth's land surface.

When you produce a chart, you need to choose the type that is most suitable for the type of information that you want to show.

Imagine that you work in the Sales **Department** at the Erbil Qalat General Trading Company. Produce two charts that most appropriately show these sales figures for the last calendar year.

Monthly Sales (US\$000,000)

J	F	M	A	M	J	J	A	S	O	N	D
2.7	2.5	2.8	3.1	2.9	3.2	3.0	2.8	3.1	3.3	3.2	3.4

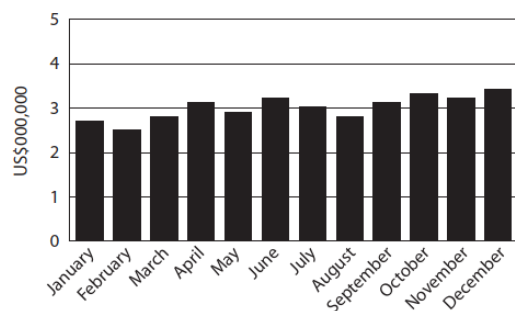
1 Choose the most suitable type of chart to show these sets of information. 2 Draw the charts.

Sales by Product Area (%)

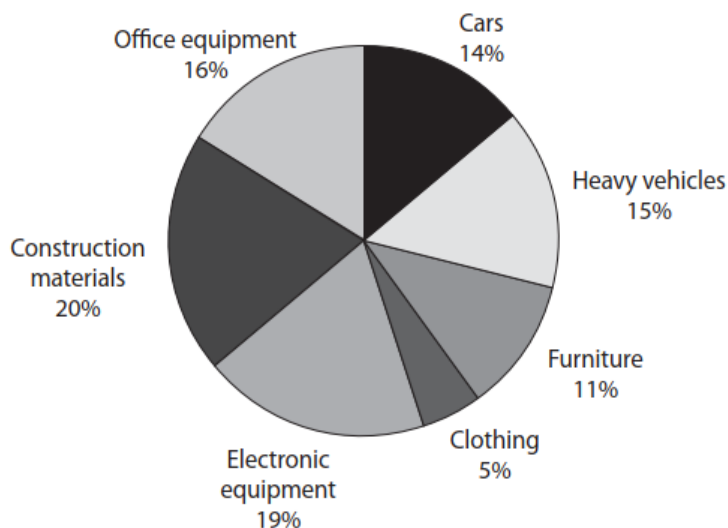
Cars	Heavy vehicles	Furniture	Clothing	Electronic equipment	Construction materials	Office equipment
14	15	11	5	19	20	16

Answers

Monthly Sales (US\$000,000)



Sales by Product Area (%)

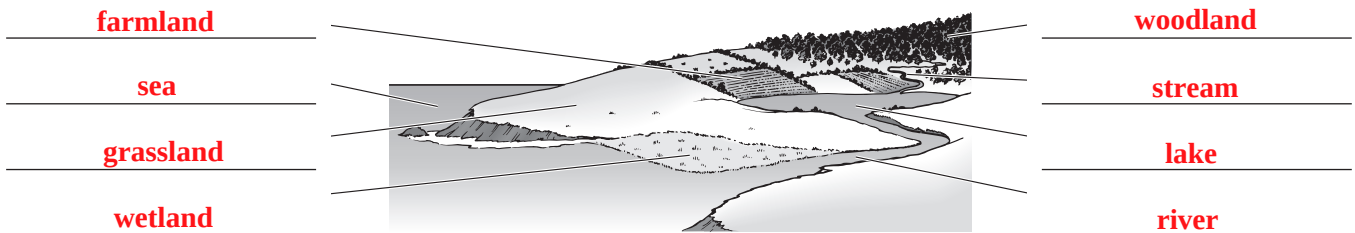


*When that happens, the rain will stop.***1 VOCABULARY: geographical terms**

Label the picture with these groups of words.

lake sea river stream

farmland grassland wetland woodland

**2 VOCABULARY: percentages and fractions**

Match the fractions in the box to the percentages below.

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

- | | | | |
|------------------|-----------------------------|---------|---------------------------|
| 1 50% | <u>1/2 – half</u> | 6 20% | <u>1/5 – a fifth</u> |
| 2 33.3% (approx) | <u>1/3 – a third</u> | 7 40% | <u>2/5 – two fifths</u> |
| 3 66.7% (approx) | <u>2/3 – two thirds</u> | 8 12.5% | <u>1/8 – an eighth</u> |
| 4 25% | <u>1/4 – a quarter</u> | 9 10% | <u>1/10 – a tenth</u> |
| 5 75% | <u>3/4 – three quarters</u> | 10 5% | <u>1/20 – a twentieth</u> |

3 GRAMMAR: ways of comparing quantitiesComplete these statements about charts a–e on SB p32. Use the ways of comparing shown in brackets – (%) e.g. 15%, ($\frac{a}{b}$) e.g. $\frac{1}{2}$, or (×) e.g. *five times, twice*.**Chart a**

- The 1950 population was less than 25% of the high 2050 projection. (%)
- The low 2050 projection is just over $\frac{2}{3}$ of the high 2050 projection. ($\frac{a}{b}$)
- The low 2050 projection is roughly three times the 1950 population. (×)

Chart b

- The medium projection for 2300 is roughly $\frac{1}{4}$ of the high projection for that year. ($\frac{a}{b}$)
- The medium projection for 2300 is about fifteen times the low projection for that date. (×)
- The high projection for 2300 is approximately 400% of the medium projection for that point. (%)

Chart c

- The area of sea is three times the area of land. (×)
- The sea covers 75% of the surface of the Earth. (%)
- Land covers only $\frac{1}{4}$ of the Earth's surface. ($\frac{a}{b}$)

Chart d

- Exactly $\frac{1}{2}$ of the world's land is productive. ($\frac{a}{b}$)
- A little over $\frac{1}{3}$ of the global land surface consists of high mountains and land covered with ice. ($\frac{a}{b}$)
- Just over $\frac{1}{8}$ of the Earth's land area is desert. ($\frac{a}{b}$)

Chart e

- 13 Grassland covers exactly twice the area of farmland. (x)
- 14 Forests and woodland cover more than twenty / twenty-one times the land that urban areas cover. (x)
- 15 Farmland takes approximately nine times the amount of land that urban areas take. (x)

4 VOCABULARY: word pairs

A Find opposites for these words in your SB.

page 32

- 1 high low
- 2 sea land
- 3 salt water fresh water
- 4 passive active

page 33

- 5 urban rural
- 6 southern northern
- 7 appear disappear
- 8 wetter drier

5 GRAMMAR: conjunction + present + future

A Choose from the conjunctions in brackets to complete the text.

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

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

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



Alan Harper,
dairy farmer,
southern
England

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

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

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

- 1 What will you try to do as you prepare for your final exams?
As I prepare for my final exams, I will try to (keep to a clear work schedule).
- 2 How will you feel **before** your first exam?
Before my first exam, I will (probably feel quite nervous).
- 3 What will you say to your parents **after** your last exam?
After my last exam, I will (tell my parents that I never want to take another exam in my life)!
- 4 How will you celebrate **when** you finally leave school at the end of the year?
When I finally leave school at the end of the year, I will (have a small party to celebrate)

1 VOCABULARY: word building with prefix re~

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

B Add the two words from A to their definitions.

reproduce produce new life, make a copy of something

reuse use something again

Now add these other words to their definitions.

rename

return

recycle

revise

remember

replace

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

remember bring back into your mind

rename give something another name

replace take away someone or something and put someone or something new there instead

return go back to a place where you were before

revise study information again to prepare for a test or exam

2 GRAMMAR: as long as

You have used conditional statements like this for many years:

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

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

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

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

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

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

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

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

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

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

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

a As long as we have good weather, the trees will produce good fruit.

b If we don't have good weather, the trees will not produce good fruit.

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

a If you don't give these flowers more water, they will not do well.

b As long as you give these flowers more water, they will do well.



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

a **Unles you protect your vegetables, they will be attacked by disease.**

b **As long you protect your vegetables, they will not be attacked by disease.**

3 VOCABULARY: words in context

Choose the right word to complete each statement.

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



4 GRAMMAR: *could have, should have* Students' Own Answers

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

Answer the following about mistakes that you have made.

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

I feel I should _____

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

If I _____

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

I feel I ought _____

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

If I _____

Episode 5: We arrive at the island

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

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

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

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

After the Hispaniola reached the island the next morning, the crew stopped following orders properly and started grumbling. The men were clearly close to mutiny, and so we had a meeting in the cabin to decide what to do. Smollett decide that Silver and most of the crew should go ashore because Silver would tell the men to work properly to hide his secret plan. Jim decided to drop quietly into one of the pirates' boats, but Silver saw him, so when the boats reached the beach, the boy jumped out and ran into the woods for safety. When Jim later heard voices, he quietly moved closer, and he saw that it was Silver and one of the crew called Tom. He saw that Silver was trying to persuade Tom to join the pirates, and when Tom refused, Silver cruelly killed the poor man. Then Silver blew his whistle, and Jim guessed that he was calling his men, and so he ran back through the woods to save his own life.

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



D Exam practice: Write three paragraphs.

Tell the story of Ben Gunn and Treasure Island in three short paragraphs.

1 Expand the sentence parts and put them in the correct order to form topic sentences for each paragraph.

- on / second visit / Treasure Island, / B.G. (be) on / different ship / (persuade) / crew / help him look for / treasure
- in / three years from then until now, / (live) alone, and / (have) only / to eat / all that time
- B.G. first (come) / Treasure Island many years ago when / (be) / member of Captain Flint's crew

2 Write out the first topic sentence below, and then add information to complete the first paragraph. Write about:

- other members of the crew
- what happened on the island

3 Write out the second topic sentence below, and then add information to complete the second paragraph. Write about:

- what happened on the island during the first twelve days
- what happened after that

4 Write out the third topic sentence below, and then add information to complete the third paragraph. Write about:

- what B.G. seems to have found during these years, and how we know this
- what he is frightened about when he first sees Jim
- what he promises to give Jim, and why
- how he hopes to leave T.I. for ever

Ben Gunn and Treasure Island

Ben Gunn first came to Treasure Island many years ago when he was a member of Captain Flint's crew. At that time, Billy Bones was the ship's mate and Long John Silver looked after the ship's supplies. Flint took six strong sailors to the island to help bury the treasure, but he came back alone. He had killed them all. On his second visit to Treasure Island, Ben Gunn was on a different ship, and he persuaded the crew to help him look for the treasure. During the next twelve days they looked for the treasure, but they found nothing. After that, the other crew members angrily left him on the island with just a gun, a pickaxe and a spade, and they told him to find the treasure himself. In the three years from then until now, he has lived alone, and he has had only goats, berries and fish to eat for all that time. During these years, he seems to have found Flint's treasure because he says that he is rich. When he first sees Jim, he is frightened that Flint's ship has returned. He promises to give Jim some of his treasure because the boy is the first to find him. He hopes the squire will want his help and will let him leave Treasure Island forever on the Hispaniola.

Language Focus

1 GRAMMAR AND FUNCTIONS

Lesson 1: full and reduced relative clauses

*A printer is an office machine **which** / **that** allows us to produce paper copies.*

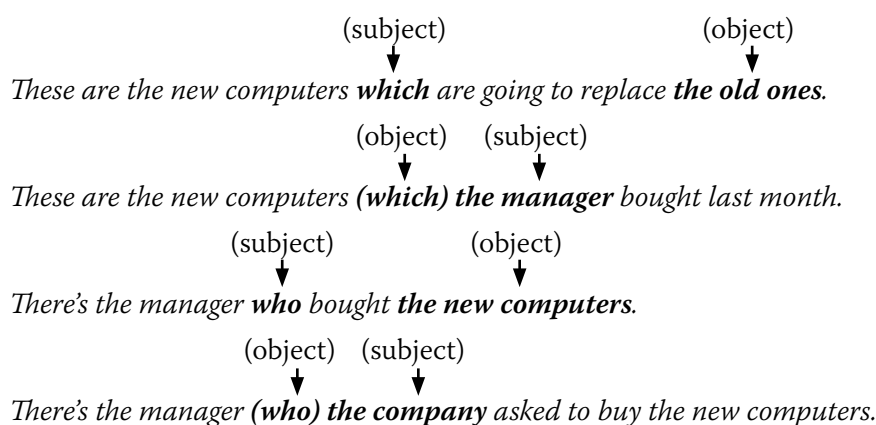
*A website designer like Steve is an expert (**who**) / (**that**) we can ask to create internet sites.*

This type of relative clause completes the meaning of the sentence: it adds something about a thing or a person in the first part of the sentence that we really need to know.

We use *which* or *that* to refer to a thing or an animal in the first part of the sentence.

We use *who* or *that* to refer to a person in the first part of the sentence.

These words – *which*, *who*, *that* – are relative pronouns. The relative pronoun refers back to a noun in the first part of the sentence. It can be the subject of the relative clause (Example 1). It can also be the object of the relative clause (Example 2). If it is the object, we can leave it out. Compare these further examples.



Lesson 2: clauses introduced by *when*, *where* and *why*

*Grade 11 was (the time) **when** I decided my future career.*

*Witney College was (the place) **where** I studied Office Skills.*

*My interest in IT was (the reason) **why** I applied for my new job.*

We may just say, e.g.

*Grade 11 was **when** I decided my future career.*

But we also often say *the time when*, *the place where* and *the reason why*, e.g.

*Grade 11 was **the time when** I decided my future career.*

Lesson 3: relative clauses with extra information

*Fibre optics interested NASA scientists, **who** then used the technology on Apollo.*

*The Photophone, **which** Bell invented in 1880, was the first practical use of fibre optics.*

This type of relative clause is different from the type in Lesson 1. That type completes the meaning of the sentence: this type adds extra information.

We show that the information is extra with commas.

We put a comma (see Example 1 above) or commas (see Example 2) between the main part of the sentence and this extra information. We introduce this sort of clause with *who* for people and *which* for things or animals. We never use *that*.

Compare these relatives.

*Bell was one of several **people who** were racing to invent the telephone. (Lesson 1 type)*

*Bell invented the **telephone, which** became one of the world's great inventions. (Lesson 3 type)*

Lesson 4: expressing purpose

*Bell used fibre optics **to build** his Photophone.*
*Fibre optics was used **in order to look** inside the human body.*
*Berners-Lee created the World Wide Web **so as to share** information.*
*He gave it to the world **so that everyone could use** it freely.*
*SchoolNet was developed **for the purpose of connecting** schools to the internet.*

The first three forms all use *to* + infinitive to express purpose. The basic form – *to* + infinitive – is the most informal one and the one that is most often used. The other forms put more focus on the idea of purpose. The form *in order to* + infinitive is the most formal and is used more in writing than in speaking. With *so as to* and *in order to* we can create negative forms.

*We're leaving home early **so as not to be** late for the big match.*

*We're leaving home early **in order not to be** late for the big match.*

(There is no negative with *to* + infinitive.)

We also express purpose with *so that* + normal verb forms.

*We're leaving home early **so that we'll get** to the big match early.*

*We're getting to the match early **so that we can get** good seats.*

To express negative purpose, we add *not* to the following verb.

*We're leaving home early **so that we will not (won't) be** late for the big match.*

The form *for the purpose of ~ing* is quite formal, and we use it mainly in writing.

B LISTEN AND READ

Track 17



Today, we live in the Information Age, and this week Our World Today hears from some young people whose jobs are at the heart of this amazing new world. We asked how they came to the jobs they're in.



Carla Green, help-desk adviser: At school, my best subject was Information and Communication Technology. So that's why I did IT at college. But I wanted a career that needed more than IT skills. You see, I've always liked helping people. For example, I used to work as a volunteer on a telephone helpline for young people with emotional problems.

That led me to my job with this company. This is a place where I can use my people skills as well as my technical training. People are often upset when they call, and it's really nice to solve their problems with them, step by step. They're always very happy at the end!



Steve Wright, website designer: I went to university to study architecture, but I changed after a year. You see, my brother was already a website designer, and he was having a lot of fun. That was the reason why I got interested, and then he helped me build a website for the university basketball team. I really enjoyed the experience, and that was when I started to realize that I was doing the wrong course. After a lot of thinking, I decided that website design was the career for me. Luckily, I was allowed to change courses to IT, and I was then able to specialize in computer graphic design. I finally graduated two years ago.



1 Before you listen, do the tasks.

- 1 Identify the people in the pictures.
- 2 Say what they do.
- 3 Describe what they are doing.

2 After you read, answer the questions.

- 1 Why is Carla's job especially 'right' for her?
- 2 What similarity is there between the people she helped as a volunteer and the people she helps now?
- 3 What steps took Steve from studying architecture to graduating in IT?

C GRAMMAR

1 Look.

Clauses introduced by **when**, **where** and **why**

*This is (a place) **where** I can use my people skills.*

*That was (the reason) **why** I got interested.*

*That was (the time) **when** I started to realize.*

The words *when*, *where* and *why* often come after and refer to a noun in the previous clause.

2 Find another **why** clause in the texts.

So that's why I did IT at college. (Carla Green, line 3)

3 Talk about a family trip.

Let me tell you about the time when we went to...

The reason why we went there was because...

(Name) was the place where we...

D SPEAK

Play three communication games with a partner.

- 1 Take turns to create definitions for other things in the office in A1.

A I'm thinking of (an office machine) (which) / (that) ...

B Ah! You mean a ..., don't you?
- 2 Take turns to create definitions for other jobs that you know.

A I'm thinking of a person (who) / (that) ...

B Ah! You mean a ..., don't you?
- 3 Take turns to talk about important dates and places that you know.

A This was where (the Pyramids were built).

B Ah! You mean (Giza, near ...), don't you?

A This was when (conservation work on Erbil Citadel began).

B Ah! You mean (the year ...), don't you?

A I'm thinking of an office machine which makes copies of paper documents very fast.
answer as B:

B Ah! You mean a photocopier, don't you?

B GRAMMAR 1 Look.**Relative clauses with extra information**

They were used by **Bell, who had earlier invented the telephone.**

These glass **fibres, which can transmit a signal,** are not a new invention.

C SPEAK

1 Say the names of your favourite TV and radio programmes. Then add extra information.

My favourite (TV) programme is (name), which is about ...

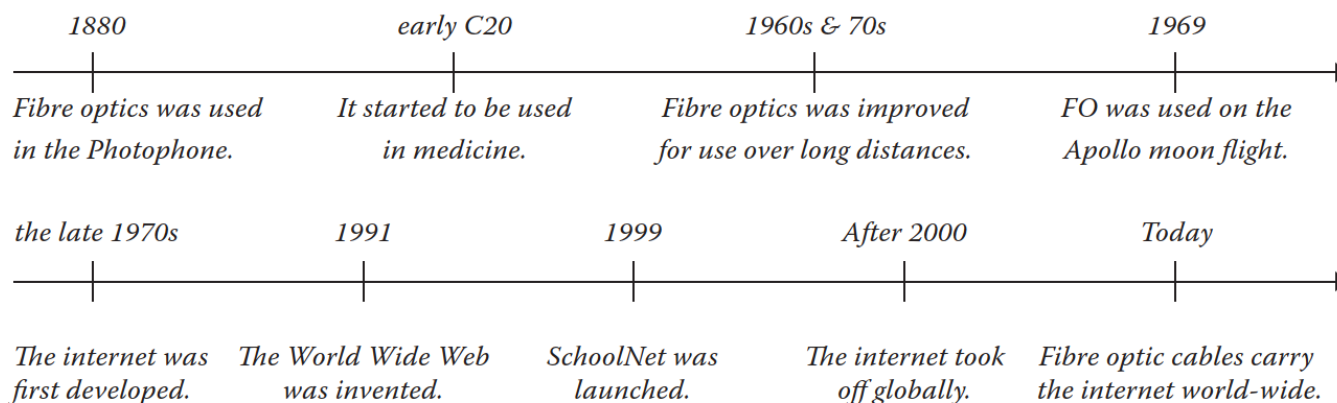
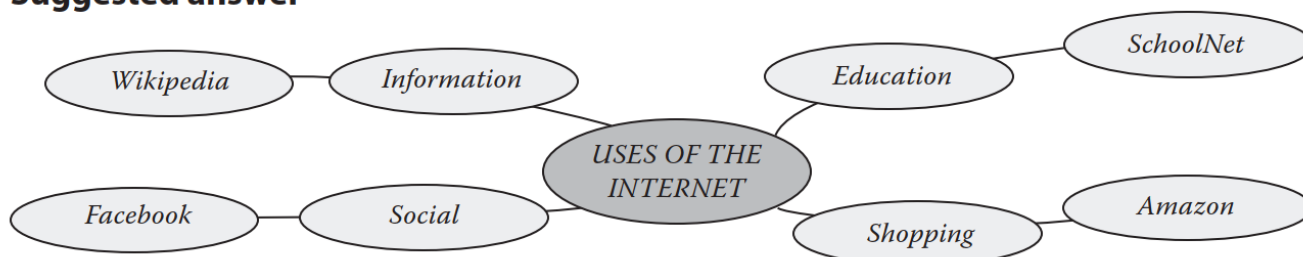
2 Say the names of your favourite TV and film actors. Then add extra information.

My favourite (film) actor is (name), who stars in ...

2 Find more examples in the printouts.

D READ AND DO 1 Copy and continue the time line.

2 Copy and complete the network. Add your answers to the printout 3 questions.

Suggested answer**Suggested answer****E FUNCTIONS** 1 Look.**Expressing purpose**

They are being used **to carry** communications.

Scientists improved the technology **in order to use** it over long distances.

People join these sites **so as to chat** to friends.

They developed it **so that they could share** information.

Fibre optics became important **for the purpose of looking** inside the human body.

2 Discuss the grammatical structures.

1 Explain the similarity between the first three forms. 2 Explain the differences between the last two forms and the first three.

1 All three are followed by the infinitive form of the verb. 2 The last two do not take an infinitive. The form so that is followed by the modal verb can (or the modal substitute be able to). The form for the purpose of is followed by the -ing form of the verb.

F THINK ABOUT IT

Answer these questions. Use expressions of purpose.

1 Why do you think doctors wanted to use fibre optics to look inside the human body?

2 Why do you think teachers spent so long checking and choosing websites for SchoolNet?

1 I expect doctors wanted to use fibre optics to look inside the human body so that they could discover diseases and help make people better.

2 I suppose teachers spent all that time checking and choosing websites in order to make sure that the websites were suitable for educational purposes.

DID YOU KNOW?

The internet started in the USA in the 1970s as a limited system for exchanging scientific information. However, when the World Wide Web (the www that starts every website address) was invented in 1991 it allowed documents to be linked in new ways. This in turn led to the many applications of websites that we see today.

Unit task 1 write about What sort of School Net do we need in Kurdistan?

1 Who thinks the internet is a good thing in every way, with nothing bad about it?

کێ پێی وایه ئینتەرنێت لە هەموو رویە کەوه شتیکی باشه , وه هیچ شتیکی خراپ نیه له بارهیهوه؟

2 Who thinks the internet is a bad thing in every way, with nothing good about it?

کێ پێی وایه ئینتەرنێت لە هەموو رویە کەوه شتیکی خراپه , وه هیچ شتیکی باش نیه له بارهیهوه؟

3 Who thinks the internet has both good and bad things about it?

کێ پێی وایه ئینتەرنێت هەردوو رویە کەیهی له خۆ گرتووه لایهنی باشه له گهڵ لایهنی خراپه ؟

Unit task

What sort of School Net do we need in Kurdistan?

چ جورێکی ئهنتەرنێتی قوتابخانهکان (سکول نیت) مان پێویسته له کوردستان؟

There are at least two reasons why some people want free access to the internet.

First of all, they feel that it is a great source of information: whatever you need to know, you can find something somewhere on the internet. They also say that you can communicate with friends and other people, for example on Facebook, whenever you want. However, there are also reasons why it may not be a good idea to give students total freedom to go wherever they want on the internet. First of all, there is often too much information on websites, including 'information' that is rubbish. As a result, it is often hard to find what you want. Secondly, many websites are not just useless: they are actually really bad, saying things that are not true, for example. After careful discussion, we came to the conclusion that access should be available only to websites that Kurdistan's Ministry of Education has accepted. In the opinion of most of us, it could be dangerous to offer completely open access to the internet. Most of us also felt that we should not just have access to sites that SchoolNet Kurdistan has created. If this happened, we would not have the benefit of many excellent sites that already exist such as Wikipedia and the BBC.

به لایهنی که مه وه دوو هۆکار ههیه که هه ندی له خه لکی ئه یانه ویت داخلی ئه نتەرنیت بن به به لاش . له پێش هه موویانه وه . ئه وان وا هه ست ئه که ن که ئه مه سه رچاوه یه کی گه وه ی زانیاریه : , تۆ پێویسته ئه وه بزانی. که ئه توانی هه ندی شوین یان هه ندی شت بدۆزیته وه له سه ر ئه نتەرنیت . هه روه ها ئه وان ئه لین که تۆ ئه توانی په یوه ندی بکه یه ت به هاوڕێکانه ت و خه لکانی تر , بۆ نمونه له سه ر فه یس بووک , هه رکاتیک تۆ به ویت . هه رچۆنیک ییت , هۆکاری تریش هه ن که له وانیه بیرو که یه کی باش نه ییت رێکه بدری به خوێندکار به ئازادی خۆی بۆ هه ر سایت و به شیکێ بویت (هه ر شوێنیک) له سه ر ئه نتەرنیت به کاری به ییت . پێش هه موو شتیکی , زانیاری زۆر زۆر هه ن له سه ر ماله پره کان , ئه و زانیاریانه ده گرته وه که زۆر بی که لکن . سه ر ئه نجام , زۆر زه حمه ته ئه و شته بدۆزیته وه که ئه نه ویت . دووه م شت , زۆریه ی سایته کان نه ک ته نها بی سوودن , له راستیدا ئه وانه هه ر زۆر خراپن , ئه و شتانه ئه وتری که نا راستن , بۆ نمونه . دوا ی گفتو گو یه کی تیر و ته سه ل , له کو تاییدا گه یشتینه ئه وه ی که ئه بیته ته نها سوود له و ماله پره انه وه ر بگرین که وه زا ره تی په روه رده په زامه ندی له سه ر داوه . به رای زۆریه مان , له وانیه زۆر مه ترسی دار ییت که به رده وام ئه نتەرنیتی قوتابخانه کان کراوه بیت رای زۆریه ی ترمان ئه وه یه , که پێویست نا کات ته نها سه ردانی ئه و سایتی قوتابخانه بکه ین که له کوردستان دروست کراون . که ئه مه رووی دا , ئه وای ئیمه سو دمه ند نابین (فریا نا که وین) له زۆریه ی ئه و سایته سه رنج پاکیشانه ی ئیستا هه ن وه ک ویکیپیدیا و سایتی بی بی سی

1. Some people argue for _____. However, it is also possible to argue against this. 2015/S

- A. the use of school net system B. completely free access to the internet
C. both of them. D. not using the new technology in education processes.

2. It is not a good idea to give students _____. 2015/2

- A- total freedom on the internet B- access the websites that are ministry of Education has accepted.
C- school net system access D- the chance to use the school net.

1.B 2.A

INTO THE INFORMATION AGE

*Describing, arguing for and against,
concluding*

(Possible answer: In the Information Age, people have all sorts of communications equipment that allow them to find out about other parts of the world. They can also get news from the other side of the world very quickly.)

A LISTEN AND UNDERSTAND



Track 18

1 Identify all the communications equipment you can see in the pictures.

Answers communications satellite; (laptop) computer; fax machine; (mobile) phone

2 Listen for the ones that are mentioned in the poem.

New Frontiers

I am a techno traveller,
I have the gear you need
To travel round the world
With supersonic speed.
Inside my office block you'll find
A very special room
Where all the latest gadgets are
To help me quickly zoom
Across the globe and back again,
(Though my passport is at home)
Without a plane or car or train
I'm completely free to roam.
Because I am a techno traveller,
Though I never move a metre,
With computer, fax and telephone
I'm the land speed record beater!

Coral Rumble



3 listen to your teacher's explanations the note other words that you still do not understand. Get meanings from words you already know

line 4: **supersonic**: faster than the speed of sound (which is 332 metres per second)

line 5: **office block**: a building that contains offices

line 8: **zoom**: to move very quickly

line 16: **record beater**: someone or something that breaks the (world) record (in this case for the fastest speed on land)

4 Get meanings from words you already know.

new word known words

line 1: **techno** traveller **technology**, **technician**

Answer techno traveller: a person who 'travels' with the use of technology

5 Get meanings from your dictionary. Study the context and decide which must be the right definition.

line 2: **gear**

gear /gɪə/ v to design or organize something so as to be right for a particular purpose, situation or group of people *These books are geared towards young people.*

gear /gɪə/ n 1 a piece of equipment that controls how much power goes from an engine to the moving parts of a machine, e.g. a car *You'll need to go into a lower gear to get up this steep hill.* 2 the equipment, clothes, etc, that you need for a particular activity, e.g. *fishing / climbing gear.*

6 Get meanings from context. Work out the meanings of these words – a, b or c.

1 line 7: **gadget**

- a office furniture, e.g. desk and chair
- b piece of equipment
- c a person who works in an office

2 line 12: **roam**

- a go wherever one wants
- b stay at home
- c go straight to a particular place

3 title: **frontier**

- a the line between two countries
- b the line between safety and civilization and a region that is wild and dangerous
- c the farthest edge of what we know or what is scientifically possible

Answers 1b 2a 3c

7 Find the poem's rhyme scheme.

- 1 Find the words that rhyme in verses 1, 2 and 4. Write them in pairs and add the phonetics for the syllables that rhyme.
- 2 Find the difference in the verse 3 rhyme scheme. Write the rhyming words in pairs and add their phonetics.

1 Verse 1: **need** / **speed** – /ɪd/

Verse 2: **room** / **zoom** – /u:m/

Verse 3: **again** / **train** – /eɪn/ **home** / **roam** – /əʊm/

2 Verse 4: **traveller** / **metre** / **beater** – /ə(r)/

8 Find the rhythm of the poem.

Copy lines 1–4 of the poem. Then listen and mark the syllables with strong and weak stress.

– • – • – • – •

I am a techno traveller,

9 Listen again. Then read the poem aloud. Show the rhythm of the poem as clearly as you can.

B WRITE

Work with a partner to write a short essay with the title *Fibre optics and the internet*.

1 Work with your partner to expand these notes and put the verbs in the correct forms to produce the topic sentence for paragraph 1.

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

The development of the internet was ...

2 Together with your partner, expand your time line notes from Lesson 4 D1 page 43 to continue paragraph 1. Start like this.

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

Start the sentences with these linking expressions.

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

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

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

This was followed by ... in (year)

Just eight years later, in (year), ...

The internet really ... after (year)

more expressions that they know for linking events, e.g.: *Next, After that, Later, Finally.*

3 Work with your partner again. Expand these notes and put the verbs in the correct forms to produce the topic sentence for paragraph 2. although it (only invent) / late 1970s, many uses / internet (find), / it (change) / way billions / people live / do things today

Although it was only invented in the late ...

4 Together with your partner, expand your network notes from Lesson 4 D2 to continue paragraph 2 like this.

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

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

Thirdly, we can join social sites such as ..., which ...

Again, ... is supported by SchoolNet, for example, which ...

more expressions that they know for listing things, e.g.: *Secondly, Thirdly, Finally.*

C UNIT TASK **Track 19**

1 Listen to the discussion of points for and against the internet. Read notes a–d below and write the order that you hear them, 1–4.

- a Can communicate with friends & others, e.g. on Facebook, whenever you want.
- b Too much info on websites, incl rubbish. Hard to find what you want.
- c Whatever you need to know, you can find something somewhere.
- d Many websites not just useless — they're actually really bad, e.g. saying things that aren't true.

2 Discuss setting up SchoolNet for Kurdistan. Think about the following as you answer questions 1–3 below.

- * the notes in 1 on points for and against the internet
- * the experience of the Canadian teachers who set up SchoolNet there

You can vote to come to a clear decision on each question — 'Yes' or 'No'.

1 Should SchoolNet Kurdistan offer completely open access to the internet?

2 Should students be allowed access only to sites that Kurdistan's Ministry of Education has accepted?

3 Should access be available only to websites that SchoolNet Kurdistan has created?

3 Prepare to write a short report for your class to the Ministry of Education. You will be using this heading:

What sort of SchoolNet do we need in Kurdistan?

Use the points in C1 a–d to help you discuss what you will need to write.

(Answers: Points a and c are more positive, and points b and d are more negative.)

Answers 1 c 2 b 3 d 4 a

(8) Tip: This activity should help students develop a sense of stressed (or strong) syllables and unstressed (or weak) syllables. Stressing the correct syllables in words and sentences is very important in producing clear and accurate pronunciation.

students of the meaning of strong and weak stress.

to write the first four lines in their exercise books while you write them on the board.

they must mark the strong syllables with a dot (●) and the weak syllables with a dash (-).

the first four lines of the poem twice. to show the rhythm of the poem by marking the weak and strong syllables on the lines in their exercise books.

Answer

— ● — ● — ● — ●

I am a techno traveller,

— ● — ● — ●

I have the gear you need

— ● — ● — ●

To travel round the world

— ● — ● — ●

With supersonic speed.

(9) *Emphasize the need to show the rhythm clearly.*

Play the poem line by line practise reading the poem in pairs.

C UNIT TASK Track 19

(M = Male student; F = female student)

F1 *You know, the internet is amazing! Whatever you need to know, you'll find something somewhere out there on the internet. In fact, you'll find a whole lot.*

M1 *That's the problem. There's too much out there, and it's hard to find what you want. To start with, lots of websites are rubbish. Others are OK, but they don't tell you what you want. It can take ages to find what you need.*

F2 *Well, I think that a lot of websites aren't just useless: they're actually really bad. For instance they may say things that are just not true. And the trouble is that there's no one to stop people saying these things.*

M2 *I just don't agree! I think we're all sensible enough to avoid the bad websites. And I must say, for me the great thing is that I can email my friends at any time, or we can chat to each other on Facebook whenever we want. I'm still amazed I can communicate with people on the other side of the world so easily!*

(2) (Possible answers: *They must have found a lot of websites that did not give the information that students would need. They could have found other websites that were bad and said things that were not true.*)

2 TO HELP YOU STUDY

As your English gets better, you need to use your dictionary more. (It gives much more information than the Alphabetical Wordlist in this book can.)

Think about the word *order*. You have now seen three uses of this word:

*Put the words in the right **order**.* (in Grade 7)

*Are you ready to **order** (your meal).* (in Grade 8)

*Scientists improved optic fibres **in order to** use them over long distances.* (in this unit)

1 Say what each use is – a verb, a noun or a phrase.

2 Now turn to the dictionary entries in the Reference Section, page 112. Find the above uses again in the dictionary entries. Read out the examples.

3 Now find the entries for these new uses. Read out the dictionary examples.

1 What's happened to our order for ten new photocopiers?

2 The fax machine is out of order, so I've called a technician.

3 You're not in charge, so stop ordering me to do things.

4 We're ready to go when you are, so you just have to give us the order.

4 Look at the notes on the left and right and find all the types of information that the Alphabetical Wordlist in this book does not give. Say what sorts of information you find most useful.

Answers **1** noun verb phrase **2** *Should I put the books in alphabetical order? Would you like to order now? The company has ordered six new planes. I worked fast in order to finish early.*

3 *1 May I take your order? We have an order for six new ships. 2 The printer is out of order, so we can't print a new copy. 3 The police ordered the man to stop.*

4 *The Captain gave the order to start, and everyone moved.*

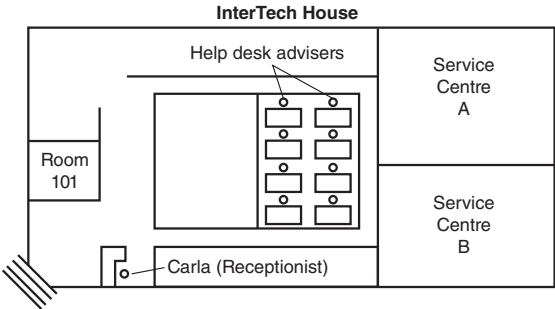
4 Types of information that the Sunrise Wordlist does not give: *Numbers for words with more than one entry Countable or Uncountable Fixed expressions Transitive or Intransitive Words in red with 3 stars = the most common in English Meanings numbered Synonyms*

Examples of ways in which the word is often used with other words Labels to show that a word is British or American, formal or informal, or is used in a special language area, e.g. Medical, Business

Most useful sorts of information: students' own answers

2 GRAMMAR: full and reduced relative clauses

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



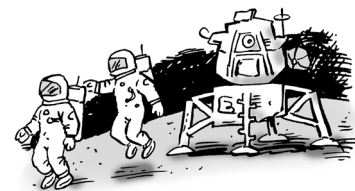
- 1 receptionist, Carla, / (be) / person ... (answer) phone calls to / company
The receptionist, Carla, is the person who/that answers phone calls to the company.
- 2 she (be) also / person ... visitors to / company first (meet)
She is also the person visitors to the company first meet.
- 3 room 101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

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

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

Order the words in brackets to complete their phone conversation.

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



3 GRAMMAR: relative clauses with extra information

A Combine the sentences using relative clauses with commas.

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

B Add real information about things in your life. **Students' Own Answers**

- I go to (name) _____ School, which (information) _____
- My cousin, who (information) _____, (information) _____

4 GRAMMAR: expressing purpose

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

- Bell used fibre optics **so as to/ in order to** transmit pictures and sound.
- Doctors started using fibre optics **so that** they could look inside the human body.
- Scientists worked hard to improve fibre optics **so that** it would become possible to use them over long distances.
- NASA used fibre optics **for the purpose of** helping to put human beings on the moon.
- Many people now use the internet **so as to/ in order to** do a lot of their shopping.

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

- Bell invented the telephone *so that people in different places would be able to communicate with each other.*
- Doctors wanted to look inside the human body **for the purpose of investigating diseases.**
- Tim Berners-Lee wanted to share information with other scientists **so that they could all get results from their research more quickly.**
- Small Canadian communities far from other places wanted SchoolNet **so as to/ in order to help their students learn more about the outside world.**
- Millions of students in many different countries now use SchoolNet **so that they can find information quickly and efficiently.**

Episode 6: The stockade

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

- 1 The doctor and Redruth took two boats and landed far to the right of the pirates' boat, and not far from a stockade which they had seen from the ship.
The doctor and Hunter took a boat and landed far to the left of the pirates' boat, and not far from a stockade which they had seen on the treasure map.
- 2 After a quick return to the beach, the doctor and the others loaded his seaman's chest, some food supplies, some swords and some gun powder to take to the stockade.
After a quick return to the ship, the doctor and the others loaded his medicine chest, some food supplies, some muskets and some gun powder to take to the stockade.
- 3 On the boat's fourth and final trip to the shore, the squire, the doctor, Captain Smollett and three others took with them various supplies. Silver and the other five men they trusted were left behind on the ship.
On the boat's fifth and final trip to the shore, the squire, the doctor, Captain Smollett and two others took with them various supplies. Israel Hands and the other four men they did not trust were left behind on the ship.
- 4 With its heavy load, the boat was low in the water, so when a musket shot from the Hispaniola fell right on it, it began to sink, and everyone had to swim to the beach, leaving all their supplies underwater.
With its heavy load, the boat was low in the water, so when a cannon shot from the Hispaniola fell right by it, it began to sink, and everyone had to walk to the beach, leaving half their supplies underwater.
- 5 Grey and Hunter got the rest of the supplies at low tide, so then everyone inside the stockade had enough food for only eight days – and they could not hope for Blandy's rescue ship to arrive for several weeks.
The mutineers got the rest of the supplies at low tide, so then everyone inside the stockade had enough food for only ten days – and they could not hope for Blandy's rescue ship to arrive for several months.
- 6 As Jim returned to his friends with Ben Gunn's request for a meeting with Captain Smollett, the young cabin-boy saw the Jolly Roger flying above the stockade and Captain Smollett's flag flying from the ship's mast.
As Jim returned to his friends with Ben Gunn's request for a meeting with the squire, the young cabin-boy saw Captain Smollett's flag flying above the stockade and the Jolly Roger flying from the ship's mast.

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

After Jim's return to the stockade, he slept long and deep, and he was finally woken up next morning by the sound of voices and the pirates' request for a peace meeting with Silver, who now called himself 'Captain'.

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

Silver threw his crutch over the stockade fence, climbed over the fence, and then he offered to exchange the lives of everyone inside for the map, but the squire offered instead a fair trial for all the pirates back in England.

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

Angrily, Silver said that the lucky ones would be the ones who died in the coming fight. After he had left, everyone prepared muskets for the pirate attack which followed an hour later and which left many dead and badly hurt.

B Exam practice: Write a short essay.

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

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

* Us: fewer people; control of the stockade

Them: more people; control of the rest of the island and the ship

- weapons on both sides:

* Us: muskets, swords

Them: muskets, ship's cannon

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

* Us: only the supplies in the stockade, including food for just ten days

Them: all the ship's supplies Months before a rescue ship can arrive

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

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

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

4 Write your conclusion starting as shown below, and then finish with your own answers to these questions.

- Are the dangers greater than / less great than the points in your favour?
- Do you believe that your friends and you will survive and return home safely, or do you think that your friends and you will be killed and will never leave Treasure Island alive?

Our situation at the end of the fight

Following our terrible fight at the stockade, this seems a good time to consider our situation

in detail. Here are some of the points in our favour, as well as some of the points against us.

We have fewer people, but at least we have control of the stockade. However, the pirates

have more people, and they have control of the rest of the island as well as the ship. On our side,

we have muskets and swords. On theirs, they have muskets too, and they also have the ship's

cannon. We have only the supplies here in the stockade, including food for just ten days. However,

they have all the ship's supplies. In addition to this, it will be months before a rescue ship can arrive.

After considering our situation from different points of view, I feel that the dangers are greater than the points in our favour. I believe that my friends and I will be killed and will never leave Treasure Island alive.



Episode 7: My sea adventure

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

1 Jim left the stockade

a soon after the doctor had left. ☐

b at the end of the afternoon. ☒

c soon after it had got dark. ☐

2 The doctor and Jim

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

b told the others where they planned to go. ☐

c went to get away from the dead bodies. ☐

3 Before Jim left the stockade, his plan was

a to cut the Hispaniola free. ☐

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

c just to find Ben Gunn's boat. ☐

4 Jim sailed the boat out to the Hispaniola

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

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

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

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

a in opposite directions along the coast. ☐

b straight out to sea, away from the island. ☐

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

6 When Jim saw the Hispaniola again next morning,

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

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

c he realized that there was no one on board. ☐



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

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

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

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

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

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

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

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



C Exam practice: Write a short, imaginative essay.

Imagine yourself, as Jim, asleep in the boat. Describe your dreams about home and events at The Admiral Benbow. Describe three of the events – strange, frightening or sad – that you remember most clearly.

Write a short paragraph about each.

My dreams about home and events at The Admiral Benbow

After I had fallen asleep, I soon started dreaming about home and things that had happened at the Admiral Benbow. First, I dreamed about the day that Black Dog arrived. In my dream, I heard the captain and the visitor start shouting and then I saw the frightening sword fight again. Later, I dreamed about the sad time when my father became ill and then died. In my dream, my mother and I were holding each other and crying together. After that, I had a terrible dream about the night when my mother and I opened the dead captain's chest to take the money that we were owed. I dreamed that Pew and his men were coming to catch us and kill us and that we could not get away. I was really frightened! Then I woke up, and I was very happy to find that I was still alive – although I was certainly still in a dangerous situation in my little boat out on the open sea.



Role plays

A WAR OR PEACE ON MANNAHATTA ISLAND?

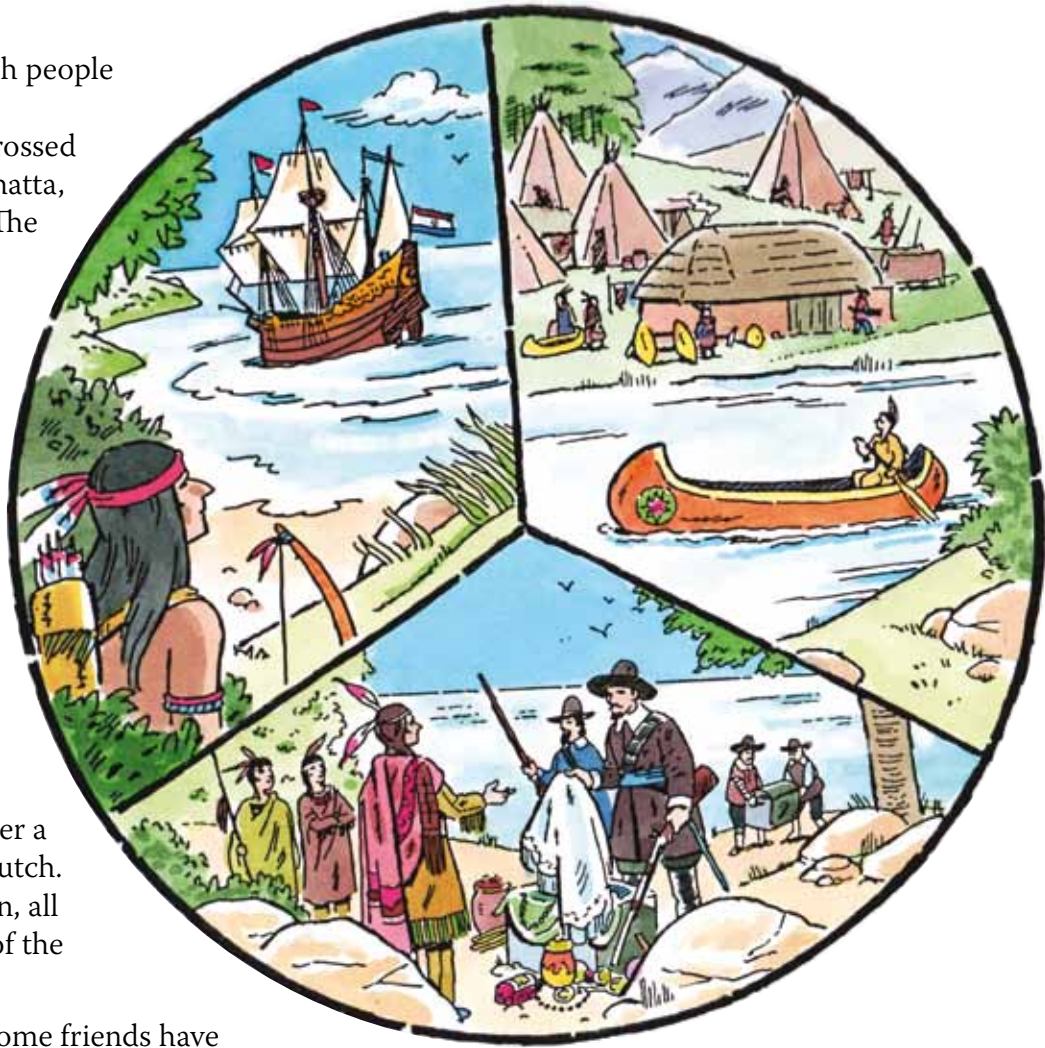
The situation

It is 1625. Last year some Dutch people landed on a small island near Mannahatta. Now they have crossed to the southern end of Mannahatta, and they are building houses. The native American Mannahatta people are worried. Their leader, Running Horse, his wife, Wind on Water, and their teenage son and daughter, Running River and Wind in Trees, often discuss the situation.

Stage 1 Each has a minute to say what he or she thinks about the situation. Then all say what they think of the others' ideas.

Stage 2 Wind in Trees and some friends have returned after a positive experience with the Dutch. In a new five-minute discussion, all the family give their opinions of the situation – changed or not.

Stage 3 Running River and some friends have just returned after a very negative experience with the Dutch. Running Horse listens to all the others and then decides and explains what the Mannahatta people must do: accept that the Dutch will stay and perhaps take the island – or find a way to make them leave.



The speakers

Running Horse You know that war is a terrible thing, so you want to let the Dutch have their village and live in peace with them. You also see that the Dutch have many technologies that could improve your people's lives and make them stronger against other native peoples. However, you will fight to protect your land and your people if really necessary.

Wind on Water You come from another native people farther south, and you know that the people from across the sea have brought them nothing but death, disease and destruction. You believe the Dutch must be attacked and killed or pushed back into the sea. You are very angry with Wind in Trees after her visit. When your son is hurt by the Dutch, you are ready to lead the fight even if your husband will not.

Running River You understand your mother's ideas, but at first you agree with your father, who is an experienced, intelligent leader. After your sister's visit, you believe the Dutch and your people really can be friends. But you and some friends are angry to see three new Dutch ships arrive. You wave and shout from the beach to stop the new people from landing, but they answer by killing two others and hitting you in the arm. You are now as angry as your mother.

Wind in Trees You are very interested in everything Dutch. When you learn that they have little food, you and your friends take them fruit, corn and fish. You also teach them to plant their own corn, an American crop they do not know. Pleased, the Dutch give everyone presents – including a mirror and some coloured glass jewellery for you. When you tell your story, you are excited, but later you are very upset about your brother. However, you really want to prevent war. You suggest talking instead to try to make peace.

B PLANNING A GROUP PROJECT

The situation

There are four of you, and you have to 1) decide on a suitable project for your school website, and 2) organize yourselves to do the project as efficiently as possible.

The projects

The project must be on one of these local topics.



a a construction project, or some other recent local development



b the geography and/or events in the history of your local area



c local arts, crafts, traditional clothing or other points of cultural interest



d famous people from your area



e an important festival or other local event – preparing for it and the 'big' day

The project should offer opportunities for each of the following.

- a research on the internet and/or research at the school or community library;
- b interviews with family and other members of the community;
- c taking photos, drawing or painting pictures and/or creating charts and other diagrams;
- d planning the website section in detail, with a design for each part.

The speakers

You and three partners – as yourselves.

Follow these steps.

- 1 Discuss possible projects and agree on one that you would all like to do. (You must all agree, even if you are not completely happy about your choices.)
- 2 Discuss your different skills and interests, and decide together who should take each of roles 2a–d. (You must all agree, even if you are not completely happy about your choices.)
- 3 Discuss and decide the different sections you will need. Make short notes of necessary headings, information and types of photo, chart, etc.
- 4 Create a three-week timetable which shows who will do what by when.

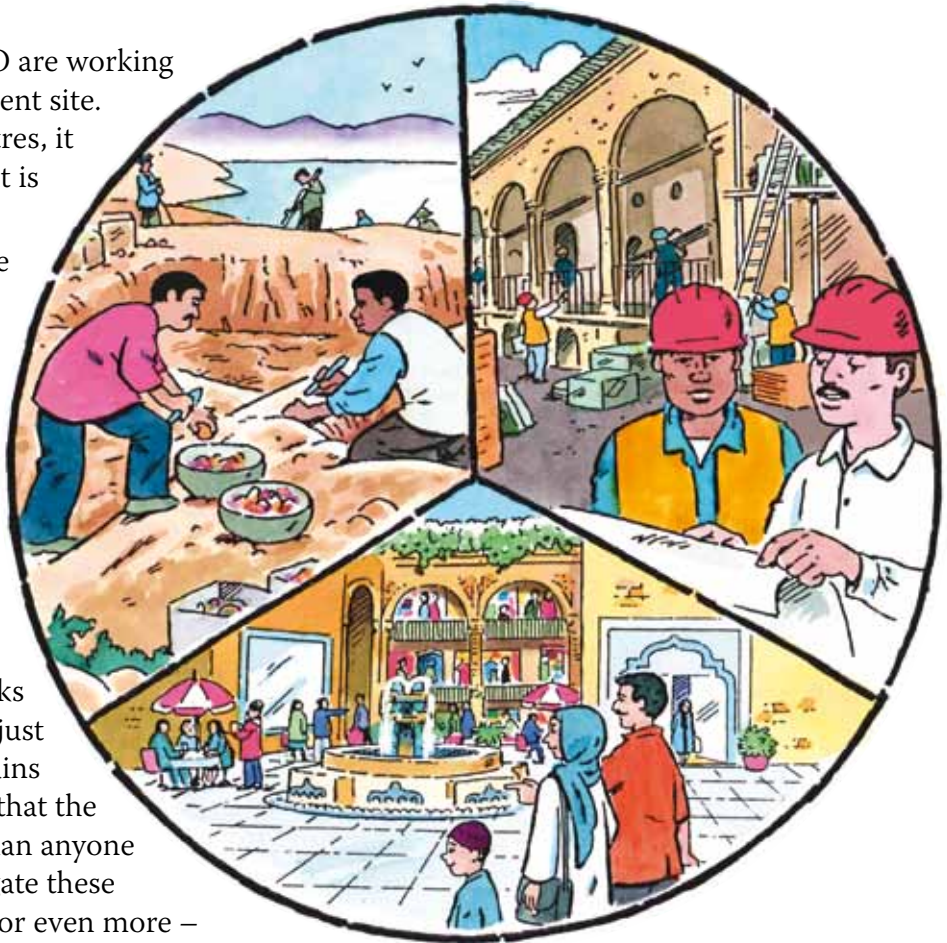
ARCHAEOLOGY, DEVELOPMENT – OR BOTH?

The situation

The Government and UNESCO are working together to rescue another ancient site. Although, at 50,000 square metres, it is only half Erbil Citadel's size, it is possibly just as important.

After the archaeologists have finished investigating the site, New Kurdistan Construction Company will repair the old shops and houses and build the new restaurants, cafés, workshops, museum and visitor centre that will bring the place to life again.

The archaeology team began work a year ago and are timetabled to finish in two weeks from now. However, they have just discovered some amazing remains at the lowest level which show that the site may be 2,000 years older than anyone previously believed. To investigate these would take time – up to a year or even more – and could mean an expensive change of plan.



Stage 1 The senior archaeologist, the head of the construction company and the local business leader meet the Government's officer in charge of the project. Each has two minutes to present problems and proposals. The officer in charge can ask further questions and then ends the meeting, saying that he/she needs time to consider the situation.

Stage 2 Everyone meets again for discussion. By the end a solution must be found – even if not everyone is completely happy with it.

The speakers

Professor Nasreen Mahjub As the senior site archaeologist, you want all development to stop until your team have investigated the whole site at the lowest level. You think this may take a year, and perhaps longer, but you believe that some very important archaeological 'finds' will be made.

Kak Azad Nouri As Director of New Kurdistan Construction, you are very worried. It has already cost millions to set up the project, and you have to start work as soon as possible. To use your workers and equipment efficiently, you have to work at 12 different places across the site from Day 1. If things did not go exactly as planned, that would cost many thousands every day. The Government would have to pay for this.

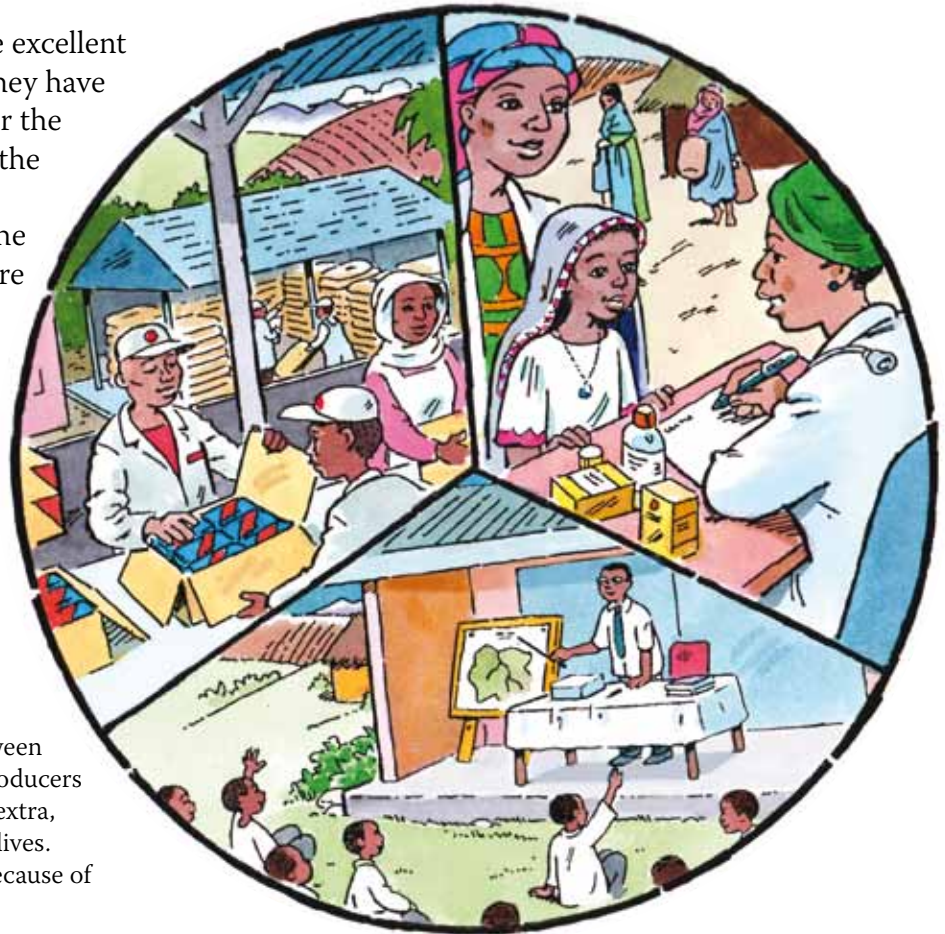
Kak Sherko Uzeri You are the leader of the local organization for business development, and your members are waiting to open new shops, restaurants, etc on the site. You realize that the new 'finds' could attract more visitors and money, but you also know that many of your members cannot wait for another year. During the second meeting, you ask if the business area of the site can be investigated first and then be developed while the archaeologists continue working in other areas of the site.

Dr Sara Rasool You are the Government's officer in charge. You want to give the archaeologists every chance, but you know it would be too difficult and expensive to give them a whole year. If you push the Government hard, you might get a little more money to help, but not much – and even this could damage your career. You need to persuade everyone to find ways of agreeing.

D WHAT COFFEE CAN BUY

The situation

The people of Dila Village produce excellent coffee, and for the last two years they have sold it through *Fairtrade. Now, for the first time, there is some money in the bank – just over \$10,000. A profit¹ level of \$8–10,000 is expected in the coming years. The village people are meeting to discuss how to use this money.



*Note: Fairtrade is an independent, international organization that aims to develop more equal trading systems between poorer and richer countries. Fairtrade producers get fair prices for their goods and a little extra, the Fairtrade premium, to improve their lives. Shoppers know products are Fairtrade because of the FAIRTRADE Mark.

The speakers

Yusuf As the leader of the village farmers' organization, you want to use the \$10,000 to help build a small coffee factory. This will turn your crops into finished packets of coffee – and make the coffee five times more valuable. The facility will cost \$100,000 to build, but you think the village can borrow enough money. When the mill is working, profits should rise to \$50–60,000 per year. You like other people's ideas, but you believe they should wait: first, the village must make more money.

First costs²: \$100,000

Running costs ³ :	Year 1	Year 2	Year 3
	\$35,000	\$37,000	\$39,000

Sara As a mother of five, you want education for them and all the many other children of Dila. A new hall will be needed, but the school can start small and grow year by year. Your children are only young once, and they must not lose the chance of an education: you want this project to go ahead immediately. If there is enough money, you also very much want a village health centre.

First costs: \$3,000

Running costs:	Year 1	Year 2	Year 3
	\$2,500	\$3,500	\$4,500

Ibrahim As a farmer, you like the idea of a coffee mill, but you are against borrowing money. You want instead to grow other crops that could provide food and income if coffee did badly. You want to prepare more land, build new irrigation channels and plant new crops. You like the proposals for a school and a health clinic, but you think one of these might have to wait until the village develops the wider economic base you want.

First costs: \$2,000

Running costs:	Year 1	Year 2	Year 3
	\$1,000	\$1,000	\$1,000

Layla You are the mother of three healthy children, but you know that disease and death are never far away. You want to change all that with a health centre and a trained health worker. First costs can be held down by using the village meeting room until there is enough money to build a new centre.

First costs: \$1,000 \$2,000

Running costs:	Year 1	Year 2	Year 3
	\$3,000	\$3,500	\$4,000

¹profit / 'prɒfɪt/ (n) قازانچ ²first costs / fɜː(r)st kɒsts/ (n) تېچۈنى يەكەم ³running costs / 'rʌnɪŋ kɒsts/ (n) تېچۈنى بەردەوام

E HOW BEST TO PROVIDE INFORMATION FOR ALL

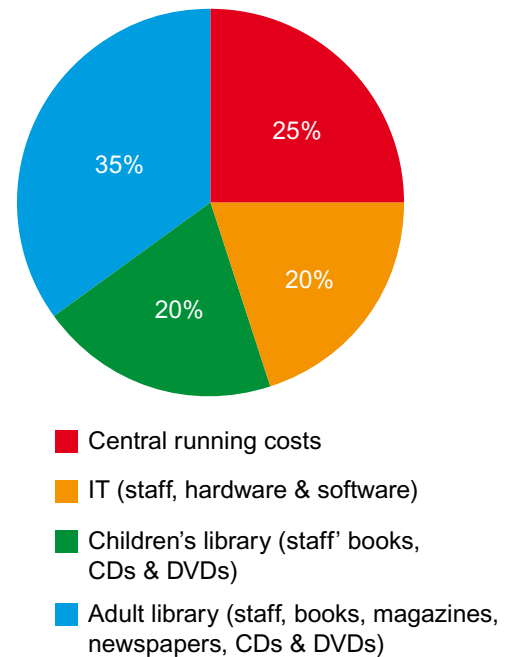
The situation

Greenhill Town Library has a planning meeting every year to decide how best to spend its money during the coming year. There are four people at the meeting – the Heads of the Adult and Children's Sections, the Head of IT and a representative from the Town Council, which pays all the Library's quite heavy costs.

The budget normally rises a little each year, but this year economic times are hard, and the Council has had to reduce the coming year's budget. The Council's representative has to explain this and also hold down new spending. The Library's heads of department understand the problems, but each wants to protect his/her share of the budget. Last year's budget was as shown in the pie chart. (Note: central running costs, e.g. heating, lighting and repairs, cannot change much.)

Stage 1 Each speaker has three minutes to present his/her problems, needs and proposals.

Stage 2 Each head of department is questioned by the Council representative – and by the other heads of department. By the end of the meeting, a budget solution must be found – even if not everyone is completely happy with it. All four have find ways of agreeing, and all three heads of department have to be ready to give up something in order to keep something else.



The speakers

Jack Good You are Head of the Adult Library, and you love books. Of course, you accept that modern developments with the internet are very important and must be part of what your library offers the community. However, this year, you want to spend a lot on two areas:

- reference books², including travel, history and the new Encyclopedia Britannica;
- CD 'talking' books for people who cannot see very well.

Barbara Rossi You are Head of the Children's Library. You love books, and you want children to love them, too. Some people say that your library is not really necessary since young people all have school libraries. However, you offer far more books than any school library. You are also open through the school holidays, which of course school libraries are not. Again, you provide special reading-club and holiday activities that parents and children can share. This year, you want to:

- spend more on these activities as well as a lot of new books;
- buy new reading tables and chairs for the younger children.

Sameer Ismail You are Head of IT, and although you agree that books still have an important place, you want to develop IT services much more. You know that many people – especially young people – now feel much more relaxed finding information on the internet than in books. It is also much cheaper to supply a lot of information online than in the form of books. Your priorities for the coming year are to:

- add 20 new computers to the ones already in the Adult and Children's libraries;
- replace older reference books, including the Encyclopedia Britannica, with online access via the internet.

Gill McFee You are the Council's representative. You have to explain the Council's 10% library budget cut, which means that as well as buying fewer new books, some of the 15 Library staff will have to lose their jobs. You have also been asked by the Council to hold down new spending as much as possible. You must get each Head of Department to agree to cut at least one big item of spending.

¹staff /stɑ:f/ (n) **دوسته** ²reference books /'ref(ə)rəns buks/ (n) **په پتوکی سه رچاوه، ژنده**

F WHAT SORT OF A BETTER WORLD?

The situation

The next International Youth Conference will be held in Kurdistan, and the organizers want young Kurds to decide on a conference theme¹. They have invited all Grade 12 and college students to discuss and then vote for one of the following possible themes.

1 Towards a greener world

2 The dangers of climate change

3 Helping the poor to help themselves

4 Killing the diseases that kill

5 Our top three priorities – education, education and education!

6 Making sure tomorrow's children will not go hungry

8 Do science and technology have all the answers?

7 Making the rich poorer and the poor richer



Stage 1 Work with three partners. Each of you should think carefully and then choose a different theme for the conference. Use ideas from Sunrise Grades 10–12 as well as your own, and make notes for a three-minute talk. Try to persuade the others that your theme is the right theme for the Conference.

Stage 2 Discuss the themes as a class. When your teacher asks you, give the most important points from your talk. If someone else has already spoken for the same theme, try to 'pick up on' his/her points with language like this:

Like/Unlike (name), I think / feel / believe that ...

I completely agree with (name) when he / she says that ...

As well as the arguments that (name) makes for the theme of ..., I think / feel / believe that there's another / there are other very important points to make: ...

Stage 3 Have a class vote to find the most popular theme for the next International Youth Conference.

The speakers

Stage 1 You and three partners – as yourselves.

Stages 2–3 You and the rest of the class – as yourselves.

¹theme /θi:m/ (n) **باسی سه‌ره‌کی**

ROLE PLAYS

The purpose of role plays

- There are six role plays in *Sunrise 12*. They help students to use the language and vocabulary of each main teaching unit in a meaningful way. Students play the roles of speakers who talk about different aspects of a situation related to the topics of the units.
- The role plays are additional materials that can be used after the relevant teaching unit or at any time later in the year as a means of revision and to give additional practice to help students increase their oral fluency.
- It would be a good idea to contact IT teachers or ask your students to investigate the possibility of recording groups performing their role play so each group member can see what they look or sound like when they speak English. This can be a powerful motivational tool.

Note about new words

- The meaning of some new words that are used in the role plays is given as footnotes at the bottom of the role play pages. These words have not been added to the alphabetical wordlist in the Reference Section of the Student's Book.

The topics

- The roles plays are on pages 60–65 of the Student's Book and are about the following situations:

A War or peace on Mannahatta Island? Students assume the roles of native American Mannahatta in 1625 when Dutch people landed near the island of Manhattan in what is now the city of New York. Groups of four take on the roles of four different speakers from one native American family students debate what to do about the situation. The speakers are: Running Horse, the leader of the Mannahatta, who generally wishes to let the Dutch people stay; Wind on Water, Running Horse's wife, who wants to fight the Dutch people; Running River, the son, who also wants to fight the Dutch; Wind in Trees, their daughter who wants to prevent a war. Running Horse, the leader, must listen and give each person in the family the chance to put forward their opinion on the situation about the good and bad points of contact with the Dutch people. He must choose between letting the Dutch people stay or trying to find a way to make them leave.

B Planning a group project: Students decide on how to organize themselves efficiently to write a suitable project for the school website. Groups of four students working as themselves choose one of the five suggested local topics that offer opportunities for research, interviews, photos and planning. Each group should agree on one project that all members would be happy to do, discuss and decide on what role each group member should take on in the project, should decide on the different sections of the project and make notes on what the sections will contain. Finally group members should make a three-week timetable of which group member will do which part of the project.

C Archaeology, Development – or both?: Students debate problems and proposals around an archaeological site which is going to be developed. Following a recent discovery, this site may contain archaeological remains that are much older and more important than previously estimated and that, because of this, will require more time than planned to investigate. Groups of four students take on the roles of the different speakers who present their opinions about the right thing to do: Professor Nasreen Mahjub, the senior archaeologist, wants more time to investigate the new discovery; Kak Azad Nouri, a director of a construction company, wants to start work immediately to avoid increased costs to the government; Kak Sherko Uzeri, a leader of a local business organisation, is willing to support investigation of the new remains if the new business areas can be investigated first; Dr Sara Rasool, a government officer, needs to persuade people to find ways of agreeing. At the end of the role play a solution to the situation must be found, even if not everyone is completely happy with it.

D What coffee can buy: Students role play people in a village that produces excellent coffee and debate suggestions for what to do with a profit that has been made from selling coffee under a FairTrade scheme. Groups of four students take on the roles of the different speakers who present their opinions about how best the money should be spent: Yusuf, head of the local farmers' association wants to build a small coffee factory; Sara, a mother of five children, wants to improve education and health in the village; Ibrahim, a farmer, wants to increase coffee production as well as education and health facilities but without spending a lot of money; Layla, a mother of three

children, wants to improve health access in the village. At the end of the role play the villagers should agree how to use the profit from the sale of coffee.

E How best to provide information for all:

Students role play workers in a library who are having a planning meeting to decide how to spend their money. Groups of four students take on the roles of the different speakers from the library: Jack Good, the head of the Adult Library, wants to spend the money on reference books and special sound books for people who can't see well; Barbara Rossi, the head of the Children's Library, wants to buy more children's books, equipment and form a reading club; Sameer Ismail, the Head of IT, wants to buy more computers and provide more internet access; Gill McFee, from the local Council, has to make the other workers reduce their spending in different ways. At the end of the role play a solution to the situation to how to reduce expenditure must be found.

F What sort of a better world?: Students role play college students attending the next International Youth Conference which is going to be held in Kurdistan. Groups of four students, working as themselves, choose a theme for the conference and make notes for a three minute presentation. They should take into account the ideas for themes given on Student's Book page 65 as well as their own and other ideas from *Sunrise 10–12*. Each member of the group tries to persuade the other group members that their theme is the best one and it should be the theme for the conference. At the end of the group work, students present the main points of their talks to the class which then votes to choose the most popular theme for the next International Youth Conference.

Procedure

- **Before** each role play, write the topic on the board and then ask individuals to **read out the introduction** to the role play, sentence by sentence. Discuss it as necessary to make sure that students understand the situation and what they have to do. Call on students to describe the connection between the role play and the related teaching unit and let students also contribute their own ideas about the topic in general.
- Students work together **in groups of four**. (Note that students should stay in the same group for each role play that they do through the year. This will encourage a sense of continuity in the group, which should help them to perform their role plays with growing efficiency.)
- Outline the roles of the different speakers in each role play and then give students time to read the role cards. **Make sure students understand** who each speaker is, what views the speakers hold and what role and outcome they are trying to achieve. Early in the year you should choose the roles for individual students. (Remember that some roles are harder than other to perform.) Later, you may feel students can decide the roles for themselves.
- **Give students time** to prepare the language for the role play. As part of this preparation you might want to have a whole-class discussion about what each speaker in the role play might say. Later in the year you may feel the groups can do their own brainstorming. In this case, go from one group to another, monitoring and helping as necessary.
- All groups **develop the role play** at the same time to give everyone a chance to participate and practise.
- As students perform the role play, **check on progress** by listening and noting how groups are getting on. Do not stop to correct students unless communication breaks down completely. Instead, note common language errors or problems and discuss these with the whole class at the end of the group period of practice.
- After each role play, ask different groups to perform their role play in front of the class. Over the year most or all groups in the class will have a chance to perform before the class audience.

REFERENCE SECTION

1 UNDERSTANDING WORDS

سەرەتا

كاتێك وشەیهكی نوێ دەبینیت، دەست بەجێ پرسیار لە مامۆستاكتەت یاخود سەیری فەرھەنگەكتە مەكە. زۆرجار بۆ خۆت دەتوانیت واتای وشەكە بدۆزیتەوە. بێر لەمانە بکەرەوه:

• وشە جیھانییەکان (بۆ نمونە: *pizza, hotel, computer*)
 ;(*sandwich*);

• زانیی واتای وشەکان لە پێگەیی دەقەکەوه (بۆ نمونە:

in 'The work was really *strenuous*, so everybody was really tired by the end of the day' the word *strenuous* must mean something like *hard*)

• دروست بوونی وشە بە ھۆی پێشگر و پاشگرەوه (بۆ نمونە:

happy > unhappy; appear > appearance).

ئەمانە ی خوارەوه چەند نمونەیکەن کە پێشتر بینیت، لە داھاتووشدا نمونە ی زیاتر دەبینیت.

PREFIXES پێشگر

• ئەو پێشگرانە ی واتای یێجھوانە دەگەیەنن:

پێشگر	ماناکە ی	نمونه
dis-	opposite	agree > disagree
im-	opposite	possible > impossible
in-	opposite	complete > incomplete
un-	opposite	productive > unproductive

• ئەو پێشگرانە ی چەند واتایەك دەگەیەنن:

پێشگر	ماناکە ی	نمونه
co-	with, together	operate > cooperate
im-	in, into	migrant > immigrant
inter-	between, together, from one to another	active > interactive
kilo-	thousand	metre > kilometre
micro-	very small	finance > microfinance
pre-	before	exist > pre-exist
re-	again	use > reuse
tele-	over a long distance	communications > telecommunications
trans	across	Atlantic > trans-Atlantic

SUFFIXES پاشگر

• پاشگر بۆ دروستکردنی خێزانە وشە:

زۆر وشە ھەن شیوە ی رێزمانی جیاوازیان ھەیە بەھۆی پاشگرەکانیانەوه، بۆ نمونە:

کار	ناو (کەس)	ناو (شیوە ی تر)
build	builder	building

کار	ناوەنناو	ناوەلکار
save	safe	safely

• ھەندێك پاشگری دیکە:

کار	پاشگر +	ناو >
suit	-able	suitable
appear	-ance	appearance
act	-tion	action
inform	-ation	information
teach	-er/-or	teacher
invent	-or	inventor
feel	-ing	feeling

ناو/کار	پاشگر +	ناوەنناو >
nation	-al	national
frighten	-ed	frightened
east	-ern	eastern
success	-ful	successful
graph	-ic	graphic
interest	-ing	interesting
act	-ive	active
use	-less	useless
friend	-ly	friendly
triangle	-ular	triangular
cloud	-y	cloudy

ناوەنناو	پاشگر +	ناو >
free	-dom	freedom
electric	-ian	electrician
similar	-(i)ty	similarity
special	-ize/-ise	specialize

ناوەنناو	پاشگر +	ناوەلکار >
quick	-ly	quickly
happy	-ily	happily
terrible	-y	terribly
dramatic	-ally	dramatically

2 COLLECTING VOCABULARY

ئێستە لیستیك وشەت نووسیوه بۆ فێربوون، باشتەر وایە ئێو وشانە بکەیت بە گروپ. گروپی سادە ی جۆراوجۆر ھەیە وەك: رۆژەکانی ھەفتە، ھەروەھا دەتوانیت گروپەکان بەیەکەوه رێک بخێن بەچەند رێکاییەکی دیکە.

• وێنە و ھێلکاریەکان

دەتوانیت وێنە ی گۆقارەکان بپریت و ھەلیان بواست. دەتوانیت ئەمە بکەیت لە گەل جل و بەرگ و خورادەمەنیشدا.

نامرازەکانی پەيوەندی جوولە

• Preposition + word/phrase

دەتوانىت گروپەكان فېرېبىت بەم شىۋەيە:

*We went **by bike** / **by car** / **by bus** / **by plane**.*

*We arrived **at 2.00** in the afternoon on Monday.*

• Word (noun/adjective) + preposition

دەتوانىت تەم وشانە بىن بە ئاۋ ياخود ئاۋەلداۋ. دەتوانىت بىيانكەيت بە گروپ بەم شىۋەيە:

*I love the **sound** of music.*

*We must find an **answer** to the problem.*

*She's **angry with** you.*

*He's **frightened** of her.*

• Two-part 'phrasal' verbs

ھەرۋەھا دەتوانىت ئەمانەش بە گروپ رېك بىخەيت:

*Prices are **going up**.*

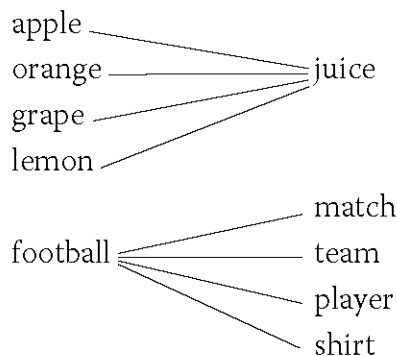
*The temperature is **going down**.*

***Take out** the old CD.*

***Put in** the new one.*

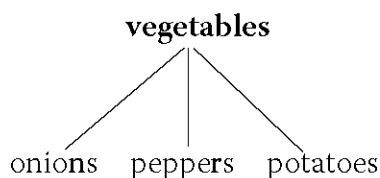
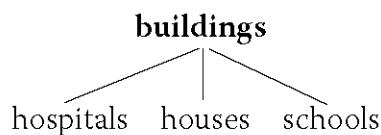
• Word pairs

دەتوانىت ئەي جوۋتە وشانە كۆيكەيتەرە كە بەيەكەرە بەكاردەھىنرېن. دەتوانىت بەم شىۋەيە كۆيان بىكەيتەرە:



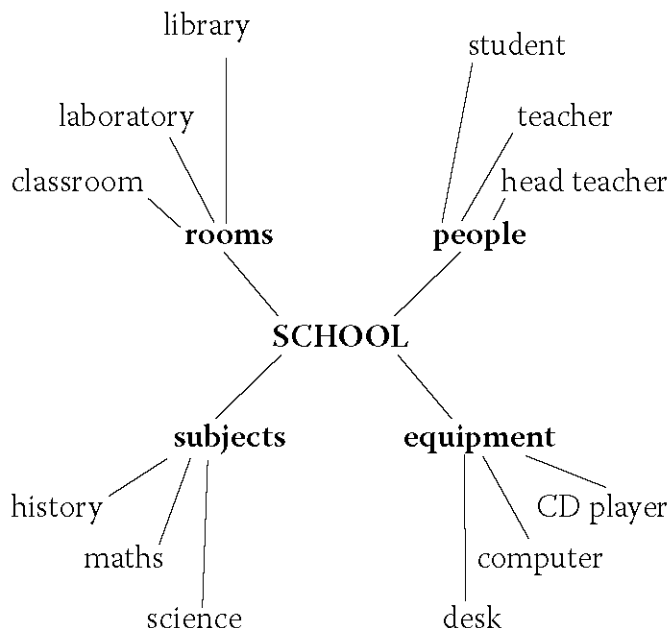
• Superordinates or 'umbrella' words

دەتوانىت كۆمەللىك وشە لە ژۇر يەك وشەدا كۆيكەيتەرە كە ۋەسقى ھەموو گروپەكە دەكات.



7 Networks تۆرەكان

دەتوانىت شىۋازى تۆرەكان بەكاربەيىت بۇ كۆكردنەۋەي گروپە گەرەكانى ھەمان بوار.



3 PHONETICS

لە بەشەكانى (Language Focus) ى ھەر يەكەيەكدا، لە لىستى وشەكاندا چۆنىيەتى خويندەنەۋەي وشەكانى تېدايە بۇ نىشانداى دەنگى راست و دروستى وشەكان. ئەمانەي خوارەۋە دەنگى ئەي ھىمايانەن.

Consonants

بەزۈنەكان	
p press	ʒ measure
h hot	t time
d card	tʃ chair
dʒ jam	g dog
f staff	n snow
ŋ sing	θ thin
ð that	r ring
l small	z zebra
j shine	

Vowels and diphthongs

ɪ bit	ɔː caught	e bed
uː boot	æ bad	ɜː bird
ɒ hot	eɪ bay	ʌ cut
aɪ buy	ʊ book	ɔɪ boy
ə about	əʊ go	i pretty
aʊ now	u annual	ʊə cure
iː bee	eə hair	ɑː father
ɪə hear		

بەزۈنە و جوۋتە بەزۈنەكان

4 PUNCTUATION

کاتیڤ دهخوینینهوه تهنه وشهکان بهس نین، بهلکو پیوستان به کۆمەڵێک وشه دهییت که بهیهکهوه کاردهکهن. خالبندهی ئهوه گروپانه دروست دهکات، له بهر ئهوه نووسینی باش پیوستی به خالبندهی باش ههیه.

The punctuation marks ههنگامی خالبندهی

	بهکارهێنانهکان	نموونهکان
Capital letter (A, B, C, etc)	* یه که م پیت له رسته دا * یه که م پیت له ناوی شوێنهکان، نهته وکان، رێکخراوهکان، هتد * ناوێشانی کتێب / فیلم / پرۆگرامی تهلهفزیۆنی، هتد * بۆ کورتکاروهکان	This is your book. Erbil, Kurdistan, the United Nations Star Wars the UN, UNESCO
Full stop (.)	* له کۆتایی رسته دا * (هه ندیک جایی له پاش کورتکاروهکان * له دیاریکردنی بری پاره دا * له که رته دهیهه کاند * له ناوێشانی ئیمهیل و مانیپهره کاند	This is your book. The U.N., Mr Roberts, 1st. Nov. €2.50 (read: two Euros fifty) 10.12 (read: ten point one two) esmith.aol.org (For more on email and website addresses, see below.)
Question mark (?)	* پاش پرسپاری راسته وخۆ	Did you see it?
Exclamation mark (!)	* بۆ دهبرینی حالتهی سهرسوپمان، هتد	That's fantastic!
Comma (,)	* له نێوان شتهکانی ناو لیستیکدا * بۆ له تکرانی رسته یه که درێژ (هه ریه کێکیان دهییت فرمانی سه رهگی هه ییته) * بۆ جیاکردنه وهی زانیاری زیاده له بهشی سه رهگی رسته * له پاش یان له پێش ناو * له پێش کلکه پرسپاردا	Get a pen, a pencil, a book and some paper. He got up, turned round, looked and then laughed. We looked all over the house, but we couldn't find it anywhere. Erbil, a very ancient city, is the capital of Kurdistan. Azad, let's go. Let's go, Azad. He's finished, hasn't he?
Apostrophe (')	* بۆ نیشاندانی پیتی ونبوو * بۆ نیشاندانی خاوه دارایی * ئێنی: له گه ل s هکانی کۆتایی * ئێنی: it has/it is = it's بۆ خاوه دارایی شه	You'll do it, won't you? This is Haval's bike. James' bike, the boys' bikes It's a beautiful baby. Have you decided its name?
Colon (:	* بۆ ناساندنی به شیک یا خود لیستیک	Section 3: Things to bring: pan, oil, burgers, bread, etc
Semi-colon (;)	* بۆ جیاکردنه وهی دووبهشی رسته یه که - زیاتر له یوشایی کوما	We arrived at 9.00; it was raining again as usual!
Hyphen (-)	* بۆ بهیه که وه بهستنی دوو وشه * بۆ له تکرانی وشه یه که له کۆتایی دێرێکدا	It's a well-made machine. They're in the living-room. I've heard about the beautiful mountains in the north.
Dash (-)	* بۆ جیاکردنه وهی به شهکانی رسته * به مانای (to - بۆ)	The pen - mine, not yours - was on the sofa. The Erbil-London flight
Quotation marks ('')	* بۆ دیاریکردنی وته یه که له ناو ده قدا * بۆ دیاریکردنی ئه وه وشانهی نمونه ، یان ده برینی تایبه تن	'We can win!' he shouted. Write a daily 'to do' list.
Brackets ()	* بۆ دیاریکردنی ئه وه وشانهی که مانای دیکه یان هه یه * بۆ جیاکردنه وهی زانیاری زیاده له بهشی سه رهگی رسته یه که دا * بۆ نیشاندانی سه رچاوه کان له بابته ی په یوه ندیداردا	Soon after, they 'bought' the island ... (real meaning: stole) Peter Davies (1926-2003) was born in North London and went to school at ... Work out a good diet. (For more details see Unit 3.)
Dots (...)	* بۆ نیشاندانی وهستان له کاتی قسه کردندا * بۆ نیشاندانی ئه وهی که هه ندیک وشه لا به راوه	The Mayor is here ... and he is being welcomed. She is anxious about the tests, whereas ...
(Forward) slash (/)	* له کاتی به کارهێنانی جێگه وهی وشه یه که دا * له گه ل ناوێشانی مانیپهره کاند	I've been there once/twice. www.bbc.co.uk/news (For more on email and website addresses, see below.)

Punctuation in email and website addresses

We often read out these addresses, eg on the phone, so it is important to be able to understand and say the words for these punctuation marks.

email: peter_smith56@bt.org.uk
'lower case p-e-t-e-r underscore s-m-i-t-h digit five-six at b-t dot o-r-g dot u-k'

website: www.Twitter.com/dee_elkin
'w-w-w dot upper case T lower case w-i-t-t-e-r dot c-o-m forward slash d-e-e underscore e-l-k-i-n

Note: upper case = capital letter lower case = small letter

5 GRAMMAR

• به‌شه‌کانی ناخاوتن Parts of speech

له به‌شه‌کانی (Language Focus) ی همر یه‌که‌یه‌کدا له‌گه‌ل لیستی وشه‌کاندا به‌شه‌کانی ناخاوتن و هه‌ندیک زاراوه‌ی تر دیاری کراون. بۆ ئاسانکردنی شیکردنه‌وه‌ی وشه نوێیه‌کان ئهم کورتکراوانه به‌کارهێنراون.

به‌شه‌کانی ناخاوتن	شیوه‌ی ته‌واو	کوردی	نمونه
adj	adjective	ئاوه‌لئاو	easy, warm
adv	adverb	ئاوه‌لکار	easily, often
conj	conjunction	ئامپازی لیک‌ه‌ر	and, because
det	determiner	ئامپازی نیشاندەر	the, some
n	noun	ناو	room, information
prep	preposition	ئامپازی په‌یوه‌ندی	in, into
pron	pronoun	جیناو	him, himself
v	verb	کار- فرمان	get, get up

هه‌ندیک زاراوه‌ی دیکه	شیوه‌ی ته‌واو	کوردی	نمونه
abb	abbreviation	کورتکراوه	p.m., PS
exp	expression	ده‌برپین	Good to meet you!
phr	phrase	ده‌سته‌واژه	local time, lose control

• هه‌ندیک زاراوه‌ی دیکه که نه وه‌سفکردنی زماندا به‌کارده‌هێنرین

له Sunrise دا له به‌شه‌کانی (Language Focus) ی همر یه‌که‌یه‌کدا هه‌ندیک زاراوه‌ی تر به‌کارهێنراون.

کاتی کردار Tense	کوردی	کاتی کردار	کوردی
present continuous	رانه‌بردووی به‌رده‌وام	past simple	رابردووی ساده
present simple	رانه‌بردووی ساده	past continuous	رابردووی به‌رده‌وام
present perfect	رانه‌بردووی ته‌واو	past perfect	رابردووی ته‌واو
present perfect continuous	رانه‌بردووی ته‌واوی به‌رده‌وام	future continuous	داهاتووی به‌رده‌وام

هه‌ندیک زاراوه‌ی ریزمانی دیکه

active	بکه‌ر دیار	passive	بکه‌ر نادیار
prefix	پیشگر	suffix	پاشگر
regular	یاسایی	irregular	نا یاسایی
sentence	رسته	paragraph	په‌ره‌گراف
singular	تاک	plural	کۆ
subject	بکه‌ر	object	به‌رکار
conditional sentence	رسته‌ی مه‌رجی	relative clause	نیمچه رسته‌ی په‌یوه‌ندی
countable noun	ناوی ژمێردراو	uncountable noun	ناوی نه‌ژمێردراو
direct object	به‌رکاری راسته‌وخۆ	indirect object	به‌رکاری ناپراسته‌وخۆ
modal verb	کاری مۆدال	phrasal verb	ده‌سته‌واژه‌ی کاری
possessive adjective	ئاوه‌لئاوی خاوه‌نداریتی	possessive pronoun	جیناوی خاوه‌نداریتی
subject pronoun	جیناوی بکه‌ر	reflexive pronoun	جیناوی خۆیه‌تی
object pronoun	جیناوی به‌رکار	relative pronoun	جیناوی لیک‌ه‌ر

6 LANGUAGE FOR COMMUNICATION

LANGUAGE FOR SPEAKING زمانی قسه کردن

1 Language for learning زمانی فیربوون

I'm sorry. I didn't hear that.
I'm sorry. I didn't understand that.
Could you spell that, please?
Could you say that again, please?
Could you play the CD again, please?
How do you pronounce ... , please?
How do you pronounce this word, please?
Excuse me, but what does ... mean, please?
Excuse me, but does ... mean ...?

2 Language for discussion زمانی گفتوگو کردن

(See also Language for writing below: we may use any of these connectors, especially in formal discussion.)

1 ده‌ریپینی را له‌گانه

I (don't) think ... because ...
My favourite is That's because ...
In my opinion, ...

2 پیدانی نمونه

For example, ...	For instance, ...
To give an example, ...	As one example, ...
Take the case of ...	Think of the case of ...

3 پیدان و وه‌رگرتنی روونکردنه

So are you saying that ...?
In other words, I mean that ...

4 رانی بوون

I (completely) agree.
I think so, too. / So do I.
I don't think so either. / Neither (Nor) do I.

5 رانی نه‌بوون

I'm not sure.
I partly agree with that, but ...
I'm sorry, but I disagree / don't agree.

6 ده‌ریپینی رای جیاواز

I think ... I don't think ...

7 هاندانی کساننی تری قسه کردن

Tell me about ... / more / all about it.
Can I ask about ...?
What happened then?
So what did you do?

8 ناره‌زوو ده‌ریپین

Really!
That's great / amazing / terrible!
That's really interesting.
Tell me more.

3 Language for life زمانی ژیاپی روژانه

1 به‌کاره‌یتانی ته‌له‌فون

Hello. (7-double-8-3-treble-6.)
Could I speak to ...?
Wait a moment, please.
(Name), it's for you.

2 پیدانی ریتمایی

First, you have to check in your luggage.
Then you need to show your passport.
After that, you go to the Departures Hall.

3 نیهاناندانی ناراسته‌کانی شه‌قام

Go (straight) across this road.
Go (straight) along ... Street.
Turn left / right at the T-junction / shoe shop.
Take the second (turning on the) left / right.
Go past ...
Keep going / straight on along ... Street
Go over the roundabout / crossroads.
You'll find / see it on the left / right.
You'll see / find it opposite you.

LANGUAGE FOR WRITING: CONNECTORS

زمانی نووسین: لیکدوره‌کان

1 ریزیه‌ندی کردن

First, ... First of all, ... Secondly, ...
Thirdly, ... Finally, ...
For one thing, ... For another, ...

2 وه‌سفرکردنی رووداوه‌کان

First, ... At first, ... Then ... Next, ...
After that, ... Finally, ... In the end, ...

3 زیانکرن

Again, ... also and ...
... as well as ... In addition, ...
In addition to , too. ... either.
What is more, ...

4 ده‌ریپینی جیاوازی

a ... but ... By contrast, ... However, ...
On the other hand, ... That said, ...
... whereas ...

b Although, ... Despite that, ...
Despite the fact that ... Though ...

5 ده‌ریپینی هق

... as because ... (This /That is because ...)
... due to (the fact that) ...
Since ...

6 ده‌ریپینی نه‌جیام

As a result, ... Because of this / that, ...
... so ... Therefore, ...

7 ده‌ریپینی مه‌به‌ست

... (in order) to so as to so that ...

8 WORD GROUPS AND ABBREVIATIONS

Days of the week

Monday	Mon
Tuesday	Tue
Wednesday	Wed
Thursday	Thur
Friday	Fri
Saturday	Sat
Sunday	Sun

Months of the year

January	Jan
February	Feb
March	Mar
April	Apr
May	May
June	Jun
July	Jul
August	Aug
September	Sept
October	Oct
November	Nov
December	Dec

Ordinal numbers

first	1st
second	2nd
third	3rd
fourth	4th
fifth	5th
sixth	6th
seventh	7th
eighth	8th
ninth	9th
tenth	10th
eleventh	11th
twelfth	12th
thirteenth	13th
fourteenth	14th
fifteenth	15th
sixteenth	16th
seventeenth	17th
eighteenth	18th
nineteenth	19th
twentieth	20th
twenty-first	21st
twenty-second	22nd
twenty-third	23rd ...
hundredth	100th
hundred and first	101st ...

Distance (Metric & American/British)

centimetre (cm)	inch ("/in)
metre (m)	foot ('/ft)
kilometre (km)	yard (yd)
	mile (m)

Speed (Metric & American/British)

kilometres per	miles per
hour (kph)	hour (mph)

Weight and volume (Metric only)

kilogram (kg)
litre (l)

Maths

+ plus - minus = equals % per cent

Money

\$ dollars (American)
 £ pounds (British)
 € euros (European)

Latin abbreviations

a.m. (*ante meridiem* = up to midday)
 p.m. (*post meridiem* = after midday)
 e.g. (*exempli gratia* = for example)
 etc. (*et cetera* = and other similar things)

Directions

north	N
east	E
south	S
west	W
north-east	NE
north-west	NW
south-east	SE
south-west	SW



Organizations

the High Commission for	HCECR
Erbil Citadel Revitalization	
the United Nations	UN
the United Nations	UNESCO
Educational, Scientific	
and Cultural Organization	

9 PLACES IN SUNRISE 12

Country or region

Africa (southern ~) /'æfrɪkə ('sʌðə(r)n)/
 Asia (SE/south-east ~)
 (Central ~) /'eɪʒə ('sauθ'i:st/ 'sentrəl)/
 America /ə'merɪkə/
 Antarctica /æn'tɑ:(r)ktɪkə/
 Argentina /ɑ:(r)dʒenti:nə/
 Australia /ə'streɪliə/
 Bangladesh /bæŋglədəʃ/
 Britain /'brɪt(ə)n/
 California /Kælfɔ:(r)nɪə/
 Canada /kænədə/
 Central America /sentrəl ə'merɪkə/
 China /'tʃaɪnə/
 Egypt /i:dʒɪpt/
 England /ɪŋɡlænd/
 Europe /'juərəp/
 Germany /'dʒɜ:(r)məni/
 Guatemala /gwɑ:tə'mɑ:(r)ə/
 India /'ɪndiə/
 Indonesia /ɪndəni:ʒə/
 Iran /'rɑ:n/
 Iraq /'rɑ:k/
 Japan /dʒæ'pæn/
 Jordan /'dʒɔ:(r)dʌn/
 Kenya /kenjə/
 Kurdistan /kɜ:(r)dɪ'stɑ:n/
 Lebanon /lebənən/
 Mongolia /mɒŋ'ɡəʊliə/
 Namibia /nəm'ɪbiə/
 New Zealand /nju: zi:lənd/
 Nigeria /naɪ'dʒɪəriə/
 North America /nɔ:(r)θ ə'merɪkə/
 Oklahoma /əʊklə'həʊmə/
 Persia /'pɜ:(r)ʃə/
 Russia /'rʌʃə/
 Saudi Arabia /saʊdi: æ'reɪbiə/
 South America /sauθ ə'merɪkə/
 Sweden /'swɪ:dən/
 Switzerland /'swɪtʃələnd/
 Syria /'sɪriə/
 the Antarctic /ði: æn'tɑ:(r)ktɪk/
 the Middle East /ðə mɪd(ə)l 'i:st/
 the Netherlands/Holland
 /ðə 'neðə(r)l(ə)nds/
 the Soviet Union /ðə səʊviət 'ju:njən/
 the UK /ðə ju: 'keɪ/
 the USA /ðə ju: es 'eɪ/

Unit Adjective

4 African /'æfrɪkən/
 2 Asian
 1 American /ə'merɪkən/
 7 Antarctic /æn'tɑ:(r)ktɪk/
 7 Argentinian /ɑ:(r)dʒent njən/
 5 Australian /ə'streɪliən/
 7 Bangladeshi /bæŋglədəʃɪ/
 6 British /'brɪtɪʃ/
 5 Californian /Kælfɔ:(r)nɪən/
 5 Canadian /kə'neɪdiən/
 5 Central American /sentrəl ə'merɪkən/
 3 Chinese /'tʃaɪ'ni:z/
 3 Egyptian /i:dʒɪpʃən/
 3 English /'ɪŋɡlɪʃ/
 7 European /juərə'pi:ən/
 7 German /'dʒɜ:(r)mən/
 5 Guatemalan /gwɑ:tə'mɑ:(r)ən/
 3 Indian /'ɪndiən/
 4 Indonesian /ɪndəni:ʒən/
 1 Iranian /'rɛɪniən/
 4 Iraqi /'rɑ:ki/
 6 Japanese /dʒæpə'ni:z/
 7 Jordanian /dʒɔ:(r)dɛɪniən/
 5 Kenyan /kenjən/
 1 Kurdish /'kɜ:(r)dɪʃ/
 7 Lebanese /lebəni:z/
 3 Mongol/Mongolian /'mɒŋɡəl / mɒŋ'ɡəʊliən/
 5 Namibian /nəm'ɪbiən/
 7 New Zealand /nju: zi:lənd/
 7 Nigerian /naɪ'dʒɪəriən/
 7 North American /nɔ:(r)θ ə'merɪkən/
 5 Oklahoman /əʊklə'həʊmən/
 3 Persian /'pɜ:(r)ʃ(ə)n/
 5 Russian /'rʌʃ(ə)n/
 8 Saudi Arabian /saʊdi: æ'reɪbiən/
 4 South American /sauθ ə'merɪkən/
 7 Swedish /'swɪ:dɪʃ/
 8 Swiss /swɪs/
 7 Syrian /'sɪriən/
 5 Antarctic /æn'tɑ:(r)ktɪk/
 2 Middle Eastern /mɪd(ə)l 'i:stə(r)n/
 Role play A Dutch /dʌtʃ/
 7 Soviet, Russian /'səʊviət, 'rʌʃ(ə)n/
 6 British /'brɪtɪʃ/
 6 American /ə'merɪkən/

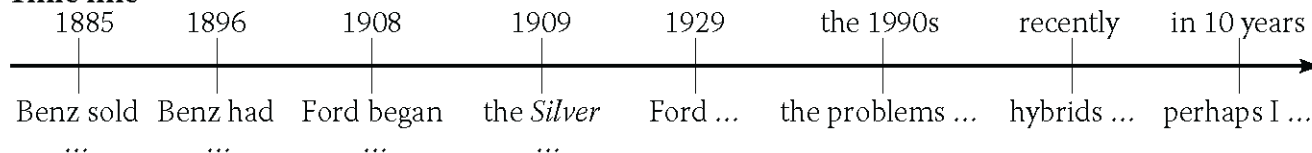
Other places

Aswan (the High Aswan Dam)
/æˈsʌn (ðə haɪ æsən dæm)/
Brooklyn /'brʊklɪn/
Cairo /'kaɪrəʊ/
Central Park /'sentrəl pɑː(r)k/
Grand Central Train Station
/grænd 'sentrəl treɪn 'steɪʃ(ə)n/
Dila, Ethiopia /'dɪlə, iːθiːəpiə/
Earth /ɜː(r)θ/
JFK Airport /ˌdʒeɪ əf 'keɪ 'eə(r)pɔː(r)t/
Kolkata /'kɒlkətə/
La Guardia Airport
/lə gwɑːdiə 'eə(r)pɔː(r)t/
Liberty Island /'lɪbə(r)ti 'aɪlənd/
London /lʌndən/
Manhattan /mæn'hæt(ə)n/
Mars /mɑː(r)z/
New Amsterdam /njuː æmstə(r) dæm/
New Jersey /njuː 'dʒɜː(r)zi/
New York /njuː jɔː(r)k/

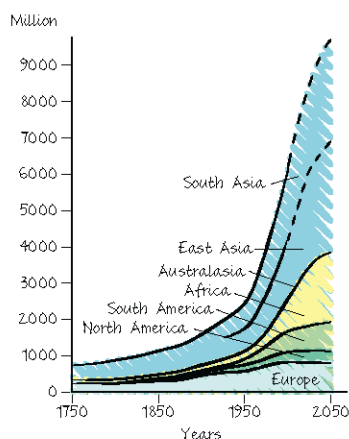
Unit	Queens /kwɪnz/	1
	Staten Island /stæt(ə)n 'aɪlənd/	1
7	Stonehenge /ˌstəʊn'hendʒ/	3
1	the Amundsen-Scott South Pole	7
3	Station /ðiː 'əməndz(ə)n 'skɒt saʊθ	
1	pəʊl 'steɪʃ(ə)n/	
1	the Atlantic (Ocean) /ðiː ətˌlæntɪk	5
	'eɪʃ(ə)n/	
Role play D	the Bronx /ðə 'brɒŋks/	1
5	the East River /ðiː iːst 'rɪvə(r)/	1
1	the Empire State Building	1
7	/ðiː 'empaɪə(r) steɪt 'bɪldɪŋ/	
1	the Great Plains /ðə greɪt pleɪnz/	5
	the Great Pyramid of Cheops	3
1	/ðə greɪt 'pɪrəˌmɪd əv kiːɒps/	
3	the Hudson River /ðə 'hʌdʌn 'rɪvə(r)/	1
1	the Pacific (Ocean) /ðə pə'sɪfɪk 'eɪʃ(ə)n/	5
5	the Silk Road /ðə sɪlk rəʊd/	3
1	the South Pole /ðə saʊθ pəʊl/	7
1	the Statue of Liberty /ðə 'stætʃuː əv	1
1	'lɪbə(r)ti/	
	Times Square /taɪmz skweə(r)/	1

10 CHARTS AND DIAGRAMS

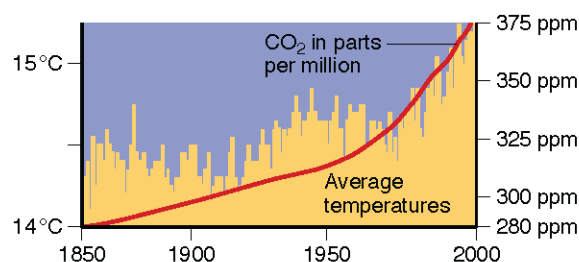
Time line



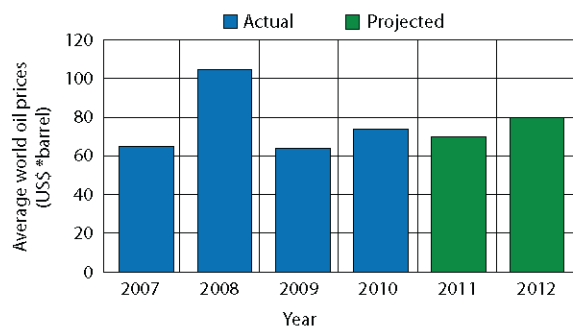
Line graph



Combined line graph and bar chart

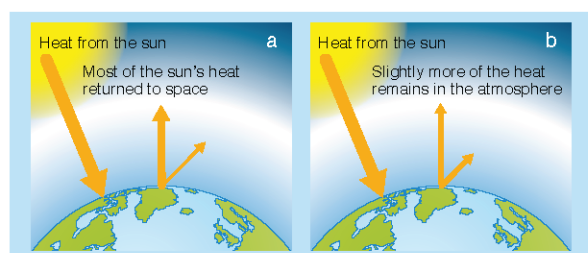


Bar chart



*1 barrel = 159 litres

Diagram of a process



11 DICTIONARY USAGE

Numbers for words with more than one entry

Pronunciation and stress

Countable or Uncountable

Word class

order¹ /'ɔ:də/ noun ★★★

1 arrangement 5 organized situation
2 request by customer 6 general situation
3 instruction 7 group of people
4 when law is followed 8 phrases

1 [C/U] the way in which a set of things is arranged or done so that it is clear which thing is first, second, third, etc: *Should I put the books **in alphabetical order**?*

2 [C] a request for something to be made for you or brought to you: *May I **take your order*** (= write down what you want to eat or drink)? *We have an **order for** six new ships.*

3 [C] an instruction that is given by someone in charge of others: *The Captain **gave the order** to start, and everyone moved.*

Words in red with 3 stars = the most common in English

Meanings numbered here and below

Example

Synonyms

Examples of ways in which the word is often used with other words

Fixed expressions

PHRASES in order to do something so that something will happen (= for the purpose of): *I worked fast **in order to** finish early.*

out of order: 1 a machine or piece of equipment that is not working properly: *The printer is **out of order**, so we can't print a new copy.* 2 ...

Different meanings numbered

Transitive or Intransitive (taking or not taking an object)

Stress (' primary and , secondary in phrasal verbs)

order² /'ɔ:də/ verb ★★★

1 [T] to tell someone to do something, in a way that shows you are in charge: *The police **ordered** the man to stop.*

2 [T/I] to ask for something to be brought to you or be made for you: *Would you like to **order** now? The company has **ordered** six new planes.*

3 [T] To put things in a special order: *The list of books is **ordered** alphabetically.*

PHRASAL VERB, **order** someone a'round or **order** someone a'bout British to keep telling someone what to do, in an annoying way

Labels to show that a word is British or American, formal or informal, or is used in a special language area, e.g. *Medical, Business*

Key words

EPISODE 1

Aye /aɪ/ (adv) an informal, mainly UK, word for 'yes'

bay /beɪ/ (n) (**کهندار**) = part of the coast where the land curves in so that the sea is surrounded on three sides by the land)

belt /belt/ (n) (**قایش**)

blind /blaɪnd/ (adj) (**کور**)

chest /tʃest/ (n) See sea-chest.

court /kɔ:(r)t/ (n) (**دادگا** = law court)

crew /kru:/ (n) (**تاقم، دهسته**)

done for /dʌn fɔ:(r)/ (**کوشتی** = killed)

drunk /drʌŋk/ (adj) (**سهرخوش**)

fair wind /feə(r) wind/ (exp) a pleasant wind in the right direction for your journey by sailing ship

fierce /fiə(r)s/ (adj) (**توند ، دپ**)

first mate /fɜ:(r)st meɪt/ (n) a ship's most senior officer below the level of captain

foggy /'fɒgi/ (adj) (**توماوی**)

fourpenny /fɔ:(r)pni/ (adj) describing a coin of quite low value, but still an attractive amount for a poor boy like Jim

guinea /'ɡni/ (n) an old British gold coin with a value of £1.05

hand-cart /'hænd,kɑ:(r)t/ (n) (**عهره‌بانه‌ی شت گواستنه‌وه**)

hangings /'hæŋɪŋz/ (n) (**له‌سپداره‌دان**) – deaths by hanging with a rope around the neck

inn /ɪn/ (n) a small, traditional hotel for travellers in Britain; also a place where local people meet for a meal or a drink

magistrate /'mædʒɪstreɪt/ (n) a type of law officer who deals with local crimes that are not too serious

mate /meɪt/ (n) (**هاوچی** = friend in idiomatic, uneducated speech)

owe /əʊ/ (v) (**قه‌رزداربوون**)

rum /rʌm/ (n) a strong alcoholic drink which is often produced from the sugar crops of the Caribbean islands and which seamen traditionally drank

scar /skɑ:(r)/ (n) (**جی‌برین**)

scoundrel /'skaʊndrəl/ (n) an old-fashioned word meaning a person – usually a man – who is very bad to other people

sea-chest /si: tʃest/ (n) a large box which seamen used to carry all their things when they joined a ship

shipmate /'ʃɪp.meɪt/ (n) a sailor's shipmate is another person who works on the same ship.

skin /skɪn/ (n) (**پێست**)

spot /spɒt/ (n) a small, usually round, area of colour that is different from the colour around it; here, a piece of paper with a black mark that could be given by pirates to a shipmate to show that something bad would be done to him

stick /stɪk/ (n) (**گرچان، دار**)

stroke /strəʊk/ (n) (**سه‌کته** = medical term)

swearing /,swɛərɪŋ 'ɪn/ (n) (**جنیور** = use of bad language)

sword /sɔ:(r)d/ (n) (**شمشیر**)

tapping /'fæʊn,tæpɪŋ/ (v) (**به‌ئەسپایی پێداکێشان**)

tattoos /tæ'tu:z/ (n) (**خالی کوتراو**)

telescope /'telɪskəʊp/ (n) (**تەلسکۆپ**)

The Admiral Benbow /ði: 'ædm(ə)rəl benbəʊ/ (n) In Britain, inns, or small hotels, are often named after famous people or important local people. This inn is by the sea, and so it is named after an important sailor: an admiral is an officer who is in charge of a large number of fighting ships.

the devil /ðə 'dev(ə)l/ (n) (**شەیتان ، بەنگار**)

warning /'wɔ:(r)nɪŋ/ (n) (**ئاگاناڕکێرنه‌وه**)

EPISODE 2

account /ə'kaʊnt/ (n) (**حساب** = as in ~ book)

banged /bæŋd/ (v) (**زبه**)

bulk /bʌlk/ (n) largest part

cabin-boy /'kæbɪn bɔɪ/ (n) the name for a boy who used to work as a servant on a ship

candle /'kænd(ə)l/ (n) (**موم**)

eyebrows /'aɪ,braʊz/ (n) (**برج**)

faint /feɪnt/ (v) (**له‌موش خۆچوون، بێهانه‌وه**)

folded /fəʊldɪd/ (v) (**قه‌دکراو**)

galloping /'gæləpɪŋ/ (v) (**غارغارین**)

gentlemen /'dʒent(ə)lmən/ (n) men who are honest and think about others before themselves

grave /ɡreɪv/ (n) (**گۆپ، مردوو**)

gun /ɡʌn/ (n) (**ده‌مانچه**)

handle /'hænd(ə)l/ (n) (**ده‌سک**)

Hang it ... /hæŋɪt/ (exp) an old-fashioned, informal expression used to show you are annoyed

in case /ɪn keɪs/ (phr) (هنگام = because of the possibility of something happening / being needed, etc)

latitude /ˈlætɪtjuːd/ (n) (میتلی پانی)

longitude /ˈlɒŋɡɪtjuːd/ (n) (میتلی درختی)

nearby /ˌnɪə(r)ˈbaɪ/ (adj/adv) (نزدیک)

pipes /paɪps/ (n) (سیبیل = for smoking)

pirate /ˈpaɪrət/ (n) (چپته‌ی دریا)

pistols /ˈpɪst(ə)ls/ (n) (دومانچه)

sails /seɪlz/ (n) (چارنگه = ~ on an old-fashioned ship))

screamed /skriːmd/ (v) (قیژاندی)

sir /sɜː(r)/ (n) a formal way of addressing a man when you speak to him

spy-glass /ˈspaɪɡlɑːs/ (n) an old-fashioned word for telescope – see Key words, Episode 1.

squire /ˈskwaɪə(r)/ (n) the traditional name for the important man who used to own most of the land in the area of an English village

string /strɪŋ/ (n) (ملوانکه)

the Hall /ðə hɔːl/ (n) A traditional name for a big house that was owned by a very important person in the local area

very /ˈveri/ (adj) use of this word meaning ‘at the farthest point’: here, at the lowest place in the chest

Very well. /ˈveri wel/ (exp) formal phrase meaning ‘All right, I agree.’

voyage /ˈvɔɪdʒ/ (n) (گشتی دریایی)

whistle /ˈwɪs(ə)l/ (n) (فیکه)

EPISODE 3

aboard /əˈbɔː(r)d/ (adj/adv) (بی سرکه‌گشتی – cf on board, below)

below /brɪˈləʊ/ (adv/prep) (له‌خواره‌ره)

Bravo! /ˌbrɑːˈvəʊ/ (exclam) (تافهرین)

cabin /ˈkæbɪn/ (n) bedroom on a ship

called away /kɔːld əˈweɪ/ (v) (په‌پامیکی نارد = sent a message to go somewhere)

crutch /krʌtʃ/ (n) (دارشوق)

docks /dɒks/ (n) (شویپنی وستان و بارکردن)

empty-handed /ˌempti ˈhændɪd/ (adj/adv) (دهست به‌تال)

garrison /ˈɡærɪs(ə)n/ (n) (قشله، قه‌لا)

gun powder /ˈɡʌnpaʊdə(r)/ (n) (باروت)

inn-keeper /ɪnˈkiːpə(r)/ (n) (خاوه‌نی خان = person who runs an inn)

mutiny /ˈmjuːtəni/ (n) (پاخی برون)

on board /ɒn bɔː(r)d/ (adj/adv) (له‌سر گشتی – cf aboard, above)

P.S. /ˌpiːˈes/ (n) used when you want to add extra information at the end of a letter or email

quays /kɪːz/ (n) (سه‌کزی به‌نده‌ر)

rigging /ˈrɪɡɪŋ/ (n) (گورس و زنجیر = the ropes which support and control a sailing ship's sails)

sealed orders /siːld ˈɔː(r)də(r)z/ (n) secret orders that are closed and not allowed to be read until a later date

shame /ʃeɪm/ (n) (شهره‌زاری) = a great pity, sth to be regretted)

ship's mate /ʃɪps meɪt/ (n) an officer on a ship See also first mate – Key words, Episode 1.

short and sweet /ʃɔː(r)t ən swɪt/ (exp) very direct and very clear

stern /stɜː(r)n/ (n) (دواوه‌ی گشتی = back end of a ship)

EPISODE 4

anchor /ˈæŋkə(r)/ (n) (لنگر)

barrel /ˈbærəl/ (n) (برمیل)

bow(s) /bəʊ(z)/ (n) (قولف)

but their shirts /bət ðeə(r) ʃɜː(r)ts/ (exp) (have nothing left) apart from the clothes one is wearing

cage /keɪdʒ/ (n) (قه‌فزن)

capstan-bars /ˈkæpstən bɑː(r)z/ (n) (خلط‌ک‌ی برزگرینه‌وه‌ی لنگر) – capstan = a vertical cylinder turned by pushing on bars around it to move a heavy weight at the end of a rope – esp a ship's anchor)

corrupted /kəˈrʌptəd/ (v) (خراب کرد)

coxswain /ˈkɒksweɪn/ (n) a junior ship's officer

deck /dek/ (n) (روی گشتی)

galley /ˈɡæli/ (n) (م‌تبخ – kitchen on a ship or plane)

gentle /ˈdʒent(ə)l/ (adj) (له‌سرخ)

gentlemen of fortune /ˈdʒent(ə)lmən əv ˈfɔː(r)tʃən/ (n) men looking for a way to make a lot of money, perhaps through doing something dangerous

hardly any /ˈhɑː(r)dli ˈeni/ (exp) almost no

Land ho! /Lænd həʊ/ (exclam) traditional words shouted when sailors first see land

pieces of eight /piːsɪz əv eɪt/ gold coins that were used long ago

EPISODE 5

ashore /əˈʃɔː(r)/ (adj/adv) (که‌ناری دریا – cf on shore below)

bear /beə(r)/ (n) (برج)

berries /ˈberɪz/ (n) (ترو)

cannon /ˈkænən/ (n) (توپ)

carelessly /'keə(r)ləsli/ (adv) opposite of carefully
fear /fiə(r)/ (n) (ترس)
grumbling /'grʌmblɪŋ/ (v) (بۆلە بۆلە کردن)
lad /læd/ (n) informal word for boy
lonely /'ləʊnli/ (adj) (چۆل، بى كەس)
made good time /meɪd gud taɪm/ (exp) gone at a good speed
marooned /mə'ruːnd/ (v) (جېئېتلار)
on shore /'ɒnʃɔ:(r)/ (exp) (كەندەريا – cf ashore above)
passage /'pæsiɪdʒ/ (n) (رەپەر)
pickaxe /'pɪkæks/ (n) (پاچ، قورلنگ)
shore /ʃɔ:(r)/ (n) land along the edge of the sea, a lake or a wide river
swamp /swɒmp/ (n) (زەلگەر)
spade /speɪd/ (n) (بېل، خاكەناس)
starvation /stɑ:(r)'veɪʃ(ə)n/ (n) (برسىتى)
waist /weɪst/ (n) (كەمەر، ئارقەد)
were /wɜ:/ (v) ungrammatical, uneducated form used instead of was
winked /wɪŋkt/ (v) (چاۋداگرتن)

EPISODE 6

anyway /'eni,weɪ/ (adv) (ھەرچەنىكە بىت)
bleeding /'bli:dn/ (v) (خون بەرپون)
branch /brɑ:ntʃ/ (n) (لق = a tree ~)
brandy /'brændi/ (n) (براندى) A strong alcoholic drink which is produced from grapes
deserted /dɪ'zɜ:(r)tɪd/ (v) (جېئېشتن)
effort /'efə(r)t/ (n) (ھەۋە، تەقەلا)
fair trial /feə(r) 'traɪəl/ (exp) a chance to be heard in court and possibly allowed to go free even for someone who seems to have done terrible things
irons /'aɪə(r)ns/ (n) (كەلەپچە) = chains and iron pieces around ankles and/or wrists of a prisoner
kissed /kɪst/ (v) (ماچى كىرد)
log-house /'lɒg ˌhaʊs/ (n) (خانۇۋى دار)
low tide /ləʊ taɪd/ (exp) (داكشان (~ ئاستى دەريا))
mast /mɑ:st/ (n) (دارئالا)
muskets /'mʌskɪts/ (n) (چەك)
pain /peɪn/ (n) (ئازار)
rowed /rəʊd/ (v) (سەۋل ئېدان = ~ a boat)
shot /ʃɒt/ (n) (تەقە = a musket ~)
slept like a log /Slept laɪk ə lɒg/ (exp) slept very deeply, with no movement – like a piece of wood.

spring /sprɪŋ/ (n) (كانى = source of fresh water from the ground)
stockade /stɒ'keɪd/ (n) (سەنگەر)
trusted /trʌstɪd/ (v) (مەمانە كىردن)

EPISODE 7

beach /bi:tʃ/ (v) (لېخوپىن = sail the ship onto the beach)
booms /bu:ms/ (n) (ستورنى چارۋىكە = long wooden poles going out horizontally from the mast that hold a sail in position and that can move from side to side)
 'But one man of her crew alive, / What put to sea with seventy-five.' 'Only one man of the ship's crew was left alive out of a total number of seventy-five at the start of the voyage.' Note the uneducated use of What instead of Which or That.
exhausted /ɪg'zɔ:stɪd/ (v) (شەكەت، مەندور)
paddle /'pæd(ə)l/ (n) (سەۋل = smaller than an oar, used also in a canoe)
raisins /'reɪz(ə)nz/ (n) (مېۋىز)
reckless /'rekləs/ (adj) (سەركىش، بى باك)
torch /tɔ:(r)tʃ/ (n) (مەشخەل = a burning torch)
Who goes there? /hu: gəʊz ðeə(r)/ (exp) traditionally said by guards, especially at night, when they heard someone or something coming close

EPISODE 8

compass bearing /'kʌmpəs 'beərɪŋ/ (exp) direction, e.g. north, south-east
cowardly /'kaʊə(r)dli/ (adj) (نامەردانە، ترستىكانە)
deposed /dɪ'pəʊzd/ (v) (لەكارخستىن، لاپىردن)
dig /dɪg/ (v) (چال ھەلگەندن)
for all I know /fə(r) əɪl aɪ nəʊ/ (exp) I guess, from everything that I know about the matter
hold a council /həʊld ə 'kaʊns(ə)l/ (exp) have a meeting
hostage /'hɒstɪdʒ/ (n) (بارمەتە)
in case /ɪn keɪs/ (exp) because of the possibility that
in the meantime, /ɪn ðə 'mɪnɪ,tʌɪm/ (exp) (لەركەتدە)
make a bargain /meɪk ə 'bɑ:(r)ɡɪn/ (exp) come to an agreement
pile /paɪl/ (n) (كۆمەل)
retired /rɪ'taɪə(r)d/ (v) (خانەنشېن بوردە)