



State of Palestine
Ministry of Education

NEW
EDITION

English for Palestine

PUPIL'S BOOK **10A**

Authorship & Curriculum Supervisory Committee

Mr Ali Manassra (General Supervision)	Ministry of Education
Mrs Reem Ayoush (Coordinator)	Ministry of Education
Mr Othman Diab Amer	Ministry of Education
Dr Samir M Rammal	Birzeit University
Dr Hazem Y Najjar	Bethlehem University
Ms Rula Naji Khalil	Ministry of Education
Mrs Basima Adel Al-Tammam	Ministry of Education
Mrs Ruqayyah Abdul-Rahman Abu Al-Rub	Ministry of Education
Mrs Lina Rasheed Bitar	Ministry of Education
Mrs Samiya Qasim Khaleel Obeid	Ministry of Education

Authorship Supervisory Committee (original edition)

Dr Hazem Y Najjar (Head)	Bethlehem University
Dr Salem Aweiss	Birzeit University
Dr Omar Abu Al-Hummos	Al-Quds University
Mr Othman Diab Amer (Rapporteur)	Ministry of Education

English Language Curriculum Team (original edition)

Dr Hazem Y Najjar	Bethlehem University
Dr Salem Aweiss	Birzeit University
Dr Omar Abu Al-Hummos	Al-Quds University
Dr Odeh J Odeh	Al-Najah University
Dr Samir M Rammal	Hebron University
Dr Nazmi Al-Masri	Gaza Islamic University
Ms l'tidal Abu Hamdiyah	Ministry of Education
Ms Majedah Dajani	Ministry of Education
Mr Imad Jabir	Hebron University
Mr Suhail Murtaja	Ministry of Education
Mr Othman Diab Amer (Rapporteur)	Ministry of Education

Contents

Unit and contexts	Language	page
1 Making contact <ul style="list-style-type: none"> – talking about plans and schedules – narrating events – noting details on the telephone – writing an email 	Structure: present tenses for future meanings; future meanings of <i>going to</i> and <i>will</i> Pronunciation: stress in sentences Writing: write a paragraph	4
2 From here to there <ul style="list-style-type: none"> – talking about journeys – narrating a story – creating a puzzle 	Structure: present perfect and present perfect continuous; past simple or present perfect Pronunciation: stress for emphasis and contrast Writing: sequence markers and text cohesion	18
3 Free-time activities <ul style="list-style-type: none"> – talking about interests – expressing possibility, ability, necessity; suggesting, requesting, offering – describing daily life 	Structure: modal verbs for present and future, including <i>shall</i> ; modal verbs in the past, including substitute <i>was able to</i> Pronunciation: intonation with <i>or</i> questions Writing: short forms; possessive forms; write a paragraph about oneself	32
4 Emergency! <ul style="list-style-type: none"> – describing work routines – asking about past events – narrating a story 	Structure: uses of adjectives; uses of adverbs Pronunciation: <i>p</i> and <i>b</i> Writing: assemble information into a narrative using <i>when</i> clauses	46
5 Dangerous weather <ul style="list-style-type: none"> – describing weather conditions – forecasting the weather 	Structure: comparison of adjectives and adverbs; <i>(not) as ... as; too ...; (not) ... enough; so + adjective + that</i> and <i>such + noun + that</i> Pronunciation: weak stress in sentences Writing: describe the climate, adding information from a map	60
6 Working for a better world <ul style="list-style-type: none"> – telling a life story – greeting an old friend 	Structure: past simple and past continuous with <i>when, while</i> ; past simple and past perfect with <i>after, before, by the time</i> Pronunciation: past tense endings Writing: proper nouns, paragraph formation	74
Test		88
My dictionary		92
Grammar reference		95
Reader glossary		96

Making contact

1 Listen and repeat.



شقة apartment	يرفق attach	يلغى cancel	محدد definite
يغادر depart	منطقة district	للصغار junior	ملاحظة PS (postscript)
بحث research (n)	إجابة reply	يستقر settle in	
يطلع show (someone) round		يخرج مع take (someone) out	

Word formation	على اتصال
contact (n)	in contact (phrase)
lead (v)	in the lead (phrase)
يقود	في الطليعة

2 Look at pictures c and d on the next page. Do the tasks.

- 1 Describe the pictures.
- 2 Look at the names of the email writers. Who might the people in the pictures be?

4 Read the emails and do the tasks.

a 5 b 3 c 2 d 1 e 4

- 1 Match pictures a–e to the correct emails.
flying next Saturday , brother, next to me take him out, show junior team, playing, ball, won boat race him round
- 2 Read out the words that help you match them.

3 Listen and answer the questions.



- 1 Where is Jenny's father going soon and why? He's going to Palestine. He's going to work on a farm research project
- 2 Why is Jenny getting in contact with Basim? She wants to get to know Basim and she wants to visit Palestine.

NEW EMAIL SEND ↗

From: jenny@myworld.com To: basim@myworld.com
Subject: Hello

Hello Basim,

You don't know me, but my dad gave me your email address. You see, he's in contact with your father because he's joining your dad's farm research project next month.

I'm writing now as I'd love to get to know you and also learn about Palestine. Then I hope to visit in the winter holidays. (They start on 23rd December and finish on 9th January.) Please write back!

Best wishes,

Jenny Scott

PS I'm attaching a photo of a boat race I was in.

NEW EMAIL SEND ↗

From: basim@myworld.com To: jenny@myworld.com
Subject: RE: Hello

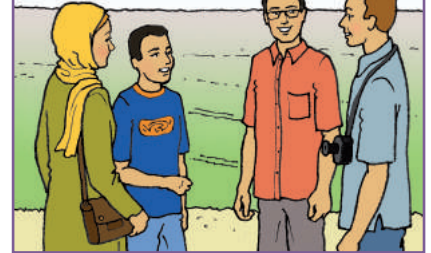
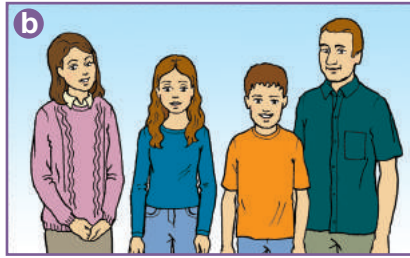
Hi Jenny,

Thanks for your surprise email. Dad says he's really looking forward to working with your dad.

And thanks for the picture of that boat race. Are you the one in the lead? I'm attaching a picture, too. Our local junior team are playing Nablus and I'm the one with the ball. We won 3-1!

Best wishes,

Basim Maqdisi



3

From: jenny@myworld.com
Subject: RE: Hello

To: basim@myworld.com

Hi Basim,

Thanks for ^{الرد} replying. I like the ^{مثير} dramatic picture! My brother is ^{مهووس} football crazy, too. He's next to me in the picture that I'm attaching.

About my first picture: yes, that's me ^{اقرّب} nearest the camera. We're on a school trip in the Lake District. We go up there from Manchester every year.

Dad is leaving very soon. But when? He had a date, but it was ^{يلغي} cancelled. Have you got any news?

Jenny

4

From: basim@myworld.com
Subject: RE: Hello

To: jenny@myworld.com

Dear Jenny,

No, but it's soon. There's a ^{خاصة} special ^{شقة} apartment for him near our house in Jericho. We'll help him settle in – take him out and show him round.

It's late. Must ^{يستقر} stop. ^{يأخذه ليريه المنطقة}

Bye for now,

Basim

5

From: jenny@myworld.com
Subject: RE: Hello

To: basim@myworld.com

Dear Basim,

Now it's ^{أكد} definite. Dad's flying next Saturday – 1st October. His flight ^{تغادر} departs at ^{يشترك} 08:30 our time and arrives at 15:15 Palestine local time. We're going to miss him a lot, but he promises he'll call every day. I'm pleased he's going to live near you. ^{يسكن} I'm sure that'll make life easier. ^{مسرور}

Best,

Jenny

1 Replace with new words from period 1. Make any changes needed.

- 1 It's now ~~certain~~ **definite** that the school trip will be on 15th March.
- 2 The train ~~leaves~~ **departs** at 7:15 this evening.
- 3 This ~~area~~ **district** is famous for producing excellent fruit.
- 4 With the heavy rain, they ~~stopped~~ **cancelled** the match just before it started.
- 5 Fareed was running the fastest and soon he was ~~in first place~~ **in the lead**.
- 6 I'm too young for our first team, but I'm in the ~~under-15~~ **junior** team.

2 Add other new words from period 1. Make any changes needed.

- 1 **A** If you'd like my new report on lions, I'll **attach** it to my next email.
B Thanks! It'll help with the **research** for my project on wildlife in Africa.
- 2 **A** If you're **replying** to Freya's letter, please say hello from me.
B I'll add that as a **PS** because I've just finished my letter back to her.
- 3 **A** We should make our visitors welcome and **show** them **round** town.
B Yes, let's offer to **take** them **out** this weekend.
- 4 **A** Peter's been in Cairo for a month now, so I hope he's **settling in** well. I hear he's found a nice **apartment** in the **centre** of the city.
B We should get **in contact** and find out how he's getting on.

Now work in pairs. Check your work and then practise.

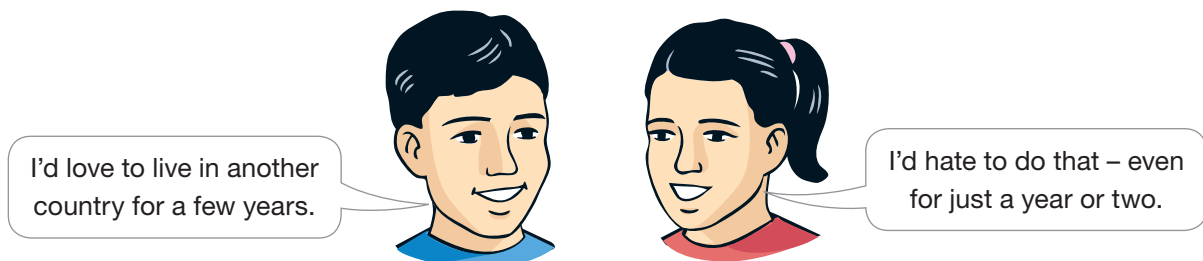
3 Read again and make notes.

- 1 Jenny's winter holiday dates: **23rd December–9th January**
- 2 Sports that Jenny and Basim like: **sailing and football**
- 3 Things Basim's family will do for Dad: **help him to settle in, take him out, show him round**
- 4 Dad's travel details: **flying Saturday 1st October, departs 8:30, arrives Palestine 15:15 local time**

4 Now answer the questions.

- 1 How does Jenny know about Basim? **Her father gave her Basim's email address.**
- 2 What was cancelled for Jenny's Dad? **The date for Palestine was cancelled.**
- 3 What do both Jenny and Basim not know until the last email? **They don't know when Jenny's father is going to Palestine.**
- 4 How are Jenny, her mother and brother going to feel when Dad goes?
They're going to miss him.

5 Work in pairs. Think and discuss.



1 Read the examples.

- 1 He **is joining** your dad next month.
- 2 They **start** on 23rd December.
- 3 Dad **is leaving** very soon.
- 4 They **finish** on 9th January.
- 5 Dad **is flying** next Saturday.
- 6 His **flight** departs at 8:30 am.

Look at the examples again. Tick (✓) the best way to complete the statements.

- 1 Examples 1, 3 and 5 are in the present continuous, **a)** and they are talking about the present.
b) but they are talking about the future.
- 2 Examples 2, 4 and 6 are in the present simple, **a)** and they are talking about regular actions.
b) but each is talking about a fixed action in the future.
- 3 Examples 1, 3 and 5 show that we often use the present continuous to talk about **a)** future personal plans. **b)** future schedules that are decided for everyone.
- 4 Examples 2, 4 and 6 show that we often use the present simple to talk about **a)** future personal plans. **b)** future schedules that are decided for everyone.
- 5 **a)** Some of **b)** All of the examples have a future time reference.

2 Explain Jenny’s plans. Use the present continuous for plans.

She’s going sailing with her dad and Jack next Sunday.

She’s doing volleyball training after school on Tuesday. She’s returning her library books and getting some more on Wednesday. She’s going shopping for Jack’s birthday present on Thursday. She’s helping her mum get ready for Jack’s birthday party on Friday.

DIARY	
Sunday	Go sailing with Dad and Jack.
Monday	Prepare for my IT test on Tuesday.
Tuesday	Do volleyball training after school.
Wednesday	Return my library books and get some more.
Thursday	Go shopping for Jack’s birthday present.
Friday	Help Mum get ready for Jack’s birthday party.

3 Explain Captain Omar’s schedule. Use the present simple for future schedules.

Captain Omar departs from Arafat International at 08:30 on Sunday. At 11:15, he ...

Sunday	08:30	Depart from Arafat International.
	11:15	Reach Istanbul.
	15:15	Leave Istanbul.
	17:00	Arrive in Arafat International.

Monday	07:50	Take off from Arafat International.
	10:05	Land in Tripoli.
	16:55	Depart from Tripoli.
	19:05	Return to Arafat International.

At 15:15, he leaves Istanbul. At 17:00, he arrives in Arafat International. He takes off from Arafat International at 07:50 on Monday. At 10:05, he lands in Tripoli. At 16:55, he departs from Tripoli. At 19:05, he returns to Arafat International.

1 Listen and repeat.



موعد	appointment	مقصف	canteen
ظرف	condition	مدبر	director
		دكتور	Dr (doctor)
يجرب	experiment (v)	يطعم	feed
		حقل	field
يجري مقابلة	interview (v)	مكتب	office
		يتنبأ	predict
	region		warehouse
	منطقة		مخزن

Word formation			
farm + land	farmland	ارض زراعية	
produce (v)	product (n)	منتج	
successful (adj)	succeed (v)	ينجح	نجاح
weight (n)	weigh (v)	وزن	يزن

2 Look at the picture in the passage and do the tasks.

- Describe what you can see. **woman is talking to a man in the entrance of a large organization.**
- From what you know, say where this may be and who the man may be. **The man may be Dr Maqdisi and the woman may be Jenan Rashidi.**
- Say what you think the woman is going to do. **Jenan is probably going to interview him about his work.**

3 Read and do the tasks.

- Read paragraph 1 of the passage. Check your answers to activity 2.
- Read the rest of the passage and answer these questions.
 - What does the Farm Research Centre do? **It develops new crops for harder conditions.**
 - What important question does the report ask? **It asks if they are succeeding.**

4 Read and answer the questions.

- Why does Jenan write, 'I can see this is going to be a busy day.'? **Because Dr Maqdisi starts to show her around immediately.**
- What is happening to the world's population? **It's going up very fast.**
- What is happening to the world's farmland? **The farmland is getting dryer.**
- What does the Centre therefore have to do? **It has to develop new crops that will produce more in harder conditions.**
- How will Jenan find out about the Centre's successes? **She can eat some of the new crops at lunch.**

5 Read again and complete Jenan Rashidi's notes.

Place: Jericho Farm Research Centre Near: Jericho

Appointment with: Dr Adnan Maqdisi

Job: Director

Places visited: 1 the laboratory 2 the fields

3 the canteen

Crops grown: 1 Fruit: bananas, figs, lemons, oranges

2 Vegetables: onions, tomatoes, beans, carrots

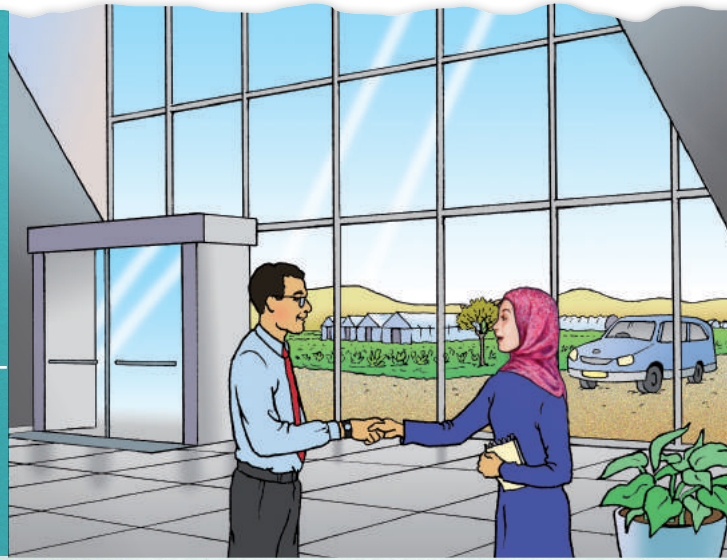
The exact research aim: Developing new crops to produce more in harder conditions.

Now work in pairs. Ask and answer questions about your notes.

- Student A** Where is Jenan Rashidi today?
Who does she have an appointment with?

How will we feed the world in 2050?

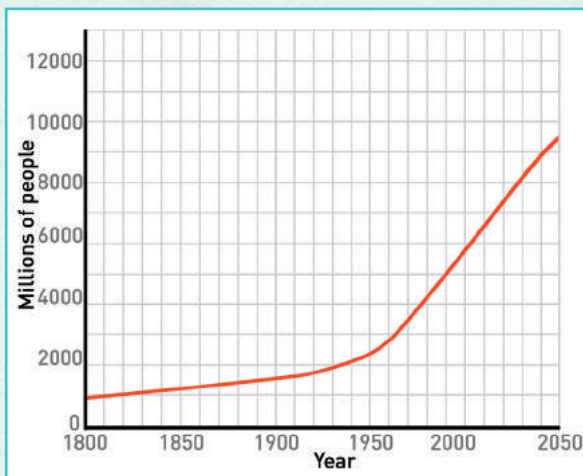
By Jenan Rashidi



Today, I have an appointment with Dr Adnan Maqdisi, Director of the Jericho Farm Research Centre. I'm going to interview him about their work.

5 I drive past fields of fruit and vegetables to reach the Centre. There, Dr Maqdisi welcomes me and immediately says, 'First, I'm going to show you round. Let's go.' I can see this is going to be a busy day.

10 Soon, we're in a large science lab and I see scientists in white coats hard at work. Then, we pass through a warehouse and I notice various farm products - onions, tomatoes, bananas, figs, lemons, oranges, beans and 15 carrots. Next, we visit the fields. 'Let's stop and



World population 1800-2050

'I'll show you something,' he suddenly says. 'We're experimenting with different kinds of tomato here. We're developing new kinds that will grow well in hot, dry conditions. When we 20 pick them, we're going to test them in different ways. We're going to weigh them and check for quality and also for diseases.'

Later, in his office, I ask Dr Maqdisi why they are doing all this. He points to a human 25 population chart on the wall. 'Look,' he says, 'in 1900, there were 1.5 billion people, but then the world went mad. Now there are over seven billion and by 2050 we predict that there'll be over nine - nine billion mouths to 30 feed every day.'

'And,' he goes on, 'Earth's climate is changing. We're certain now that many 35 regions will become too dry for traditional crops. We'll have to produce more food with less good farmland.'

Now I understand. 'So you're developing new crops to help farmers produce in harder conditions - and produce more. Are you succeeding?'

40 'Yes,' Dr Maqdisi says, 'we're having some important successes. If you like, I'll take you for lunch in our canteen and you can taste a few!'

1 Replace with new words from period 4. Make any changes needed.

- The people who work here eat together in our ~~large dining room~~ canteen.
- At the zoo, you're not allowed to ~~give food to~~ feed the animals.
- Palestine is in a ~~part~~ region of the world that produces excellent olives.
- Out in the desert, ~~the heat and the dry land~~ conditions are very bad for farming.
- We're ~~trying different ideas~~ experimenting to find the best way of growing tomatoes.
- Mona often ~~tells~~ predicts what her test results will be.
- The director has a large ~~room with his desk and computer~~ office.

2 Add other new words from period 4. Make any changes needed.

- A** Who's the director of the Farm Research Centre?

B The head of the organization is Doctor Adnan Maqdisi.
- A** What happens to your products after they leave the factory?

B We keep them in our warehouses, ready to send to our customers.
- A** You have a very large area of farmland, don't you?

B Yes, and we use all these fields to grow different kinds of crops.
- A** You've succeeded in growing some of the biggest melons in the world!

B Yes, they're a big success. They weigh as much as seven kilos!
- A** Hello. I'm Alan Snow and I have an appointment with Dr Rania Badawi.

B Ah, yes, Mr Snow. You're interviewing her for TV, aren't you?

Now work in pairs. Check your work and then practise.

3 Read the passage again and do the tasks.

Say what the underlined phrases refer to.

- Lines 23–24: I ask Dr Maqdisi why they are doing all this. trying to develop new crops
- Lines 42–43: '... and you can taste a few!' the new crops

Now say what the underlined expressions mean.

- Lines 26–27: '... , but then the world went mad.' people started behaving in a dangerous way
- Lines 29–30: '... – nine billion mouths to feed every day.' people who all need food

4 Look at the chart in the passage and do the tasks.

- Say what the chart shows. how the population of the world has increased up to now and
- Say what the world population was at these dates: 1800, 1850, 1900, 1950, 2000.

- Say in about what year the world population will reach these numbers.

7.5 billion	8 billion	8.5 billion	9 billion
<u>2018</u>	<u>2022</u>	<u>2032</u>	<u>2042</u>

1800 – just under 1 billion,
1850 – just under 1.5 billion,
1900 – 1.5 billion,
1950 – 2.5 billion,
2000 – over six billion

5 Work in pairs. Think and discuss.

- How old will you be in 2050?
- How do you predict that the world will (or may) change by then?

1 Match the phrasal verbs to the definitions.

يعلق	ينزل	يضع على	يلبس	يضع في المكان المعتاد
put up	put down	put on	put away	
يخرج	يخلع ملابسه	يقوم بمهمة	يتولى الامر	
take out	take off	take over		

Phrasal verbs with put

- put away to put something in the place where you usually keep it
- put down to put something on a place like a table or the ground
- put on to cover a part of your body with clothes or jewellery
- put up to attach something to a wall

Phrasal verbs with take

- take off to take clothes from your body, for example when you are too hot
- take out to take something from a place where you usually keep it
- take over to begin to do something that someone else was doing

2 Complete the conversation. Choose from the phrasal verbs in activity 1.

- Nisma** Have a rest, Aunt Maha. I'll (1) take over with the children for a while.
Aunt Thanks very much, Nisma. You're very kind.
Nisma I'll (2) take them out to play in the park.
Aunt Fine, but it's cold today, so they need to (3) put on their hats and coats.
Nisma Their coats are here. I'll (4) put them down on the table. I can't see any hats.
Aunt Oh, yes, I (5) put them away in that cupboard last spring.
Nisma I'm looking, but I can't see them.
Aunt I remember that I (6) put up a new shelf at the top. Look up there.
Nisma I'll (7) take off my shoes and stand on a chair to look. ... Yes, here they are!

Now work in pairs. Practise the conversation.

3 Complete the table with these words.

feed	success	weight	produce
succeed	weigh	product	food

Verb	Noun
feed يطعم	food طعام
produce ينتج	product منتج
succeed ينجح	success نجاح
weigh يزن	weight وزن

4 Use pairs of words from the table to complete the following. Make any changes needed.

- 1 **A** Little Amer is getting big! How much does he weigh now?
B I haven't checked his weight recently, so I'm not sure.
 2 **A** We haven't got much food in the house.
B There's enough to feed the children. We can buy more later.
 3 **A** What do you produce in this factory?
B Everything for the home. And all our products are designed to go together.
 4 **A** Have you had much success with all your experiments, Dr Maqdisi?
B Yes, we've succeeded in producing several better kinds of vegetables.

الفعل يقع بعد
 الفاعل
 to
 الافعال المساعدة
 الاسم يقع بعد
 ضمائر الملكية
 الصفات
 ادوات النكرة والتعريف

Now work in pairs. Check your work and then practise.

1 Complete the email. Use these verbs.
Choose the present simple or continuous.

arrive	leave	meet
take	take off	not do

NEW EMAIL

Dear Nadia,

How are you? I'm writing because I'd love to meet in London at the weekend. You see, I (1) am taking the train from Manchester to London early on Saturday morning. That (2) leaves at 8:30 and it (3) arrives in London at 12:15. I (4) am meeting my aunt for lunch right after that, but then I (5) am not doing anything special until late afternoon. That's when I have to go out to the airport for my flight to Tunisia. That (6) takes off at 7:45. Are you free? Let me know!

Best wishes,
Mollie

2 Explain Mollie's plans.
Choose the present simple or continuous.

I'm returning from Sfax to Tunis by bus on Friday, 14th May. It leaves at 3:30.

3 Complete the conversation.
Use the verbs in brackets.
Choose going to or will future forms.

Tariq What (1) are you going to do this evening? (do)

Ali I (2) am going to see Spiderman 5 at the cinema in town. (see)

Tariq Oh, I expect you (3) will enjoy that. (enjoy) It's a great film.

Ali Yes, I'm sure it (4) will be very good. (be) Spiderman 4 was fantastic.

Tariq Listen! I (5) will take you on the back of my bike if you like. (take)

I (6) am going to go into town this evening, too. (go)

Ali Wow! Thanks! I've always wanted a chance to go on that bike.

Tariq Well, today's your lucky day! Wait for me outside the supermarket. I (7) will stop for you there at 6:30. (stop) Don't be late!

Ali No, I definitely (8) won't be late. (not be) I (9) will be at the right time, I promise! (be) Bye for now.

Tariq See you later.

Ali (thinking to himself) Wow! A great film and a ride on a great bike. I can see this (10) going to be a great evening! (be)

Fri, 14th May

Return from Sfax to Tunis by bus (15th May). I'm staying at the Atas Hotel.

Sat, 15th May

Go shopping early - souk.

Travel to airport - about 11:00.

Catch Flight BR258 to London. (Leave 12:45, arrive 04:30.)

Take the train home from London. (Depart 06:20, reach Manchester 10:05.)

Take a taxi home.

I'm staying at the Atas Hotel. I'm going shopping early at the souk on Saturday 15th May. I'm travelling to the airport about 11:00. I'm catching flight BR258 to London. It leaves at 12:45 and arrives at 04:30. I'm taking the train home from London. It departs at 06:20 and reaches Manchester at 10:05. I'm taking a taxi home.

4 Work in pairs. Think and discuss.

What are you going to do this evening / this weekend / next holiday?

1 Listen to part 1 and answer the questions.  4

They are Jenny and her father. Jenny is at home, her father is at the airport.

- 1 Who are these people and where are they? 2 What is the problem? *Her father's flight has been cancelled.*
 3 What is going to happen because of that? 4 What does he want her to do? *He wants her to phone the Maqdisi family and tell them.*
He's going to go on a different, later flight.

2 Listen to part 2 and complete the notes.  5

- 1 Flight number: PF253 2 Departing at: 14:55 3 Arriving at: 21:45

3 Listen to part 2 again. Tick (✓) the expressions that you hear. 

- 1 A I'll write the details.
 B I'll take the details.
 2 A Would you say that again, please?
 B Could you say that again, please?
 3 A Right. I've got that.
 B Right. I've got all the details.
 4 A Sorry to give you all this trouble.
 B Sorry about all this.

4 Practise your pronunciation: stress in sentences.  6

1 Listen and mark the strongest stress or stresses in each sentence.

- 1 Oh, **no!** 2 That's **terrible!**
 3 How can I **help?** 4 What does that **mean?**
 5 What do you want me to **do?** 6 I'd like you to **contact** the Maqdisi family and **tell** them.

2 Now listen again and repeat.

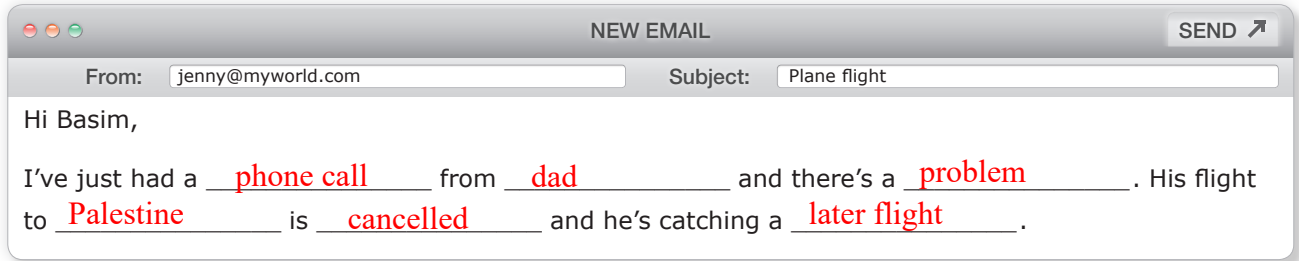
5 Work in pairs. Read and act out.

- Jenny** Poor you! That's really bad. I'll take the details.
Dad The new flight number is PF253.
Jenny Sorry. Could you say that again, please?
Dad It's PF253.
Jenny Right. And what time does it leave?
Dad It departs at fourteen fifty-five.
Jenny Right, I've got that. And what time does it arrive?
Dad It gets into Arafat International at twenty-one forty-five.
Jenny I'll email Basim right now.
Dad Thanks, Jenny. Sorry to give you all this trouble.
Jenny Don't worry. It's no problem.
Dad Well, I must go. Bye.
Jenny Goodbye, Dad, and good luck!

1 Write an email.

Look at your period 9 notes, listen to Jenny and her father again and do the tasks.

1 Copy and complete the first paragraph of Jenny's email to Basim.



2 Number the paragraph 2 sentences in order, starting with the topic sentence. Then copy and complete the second paragraph.

3 That means he will not reach Jericho until tomorrow.

2 The new flight number is PF253. It departs at 14:45 and it arrives at 21:45 local time.

1 Here are the new details.

3 Complete the email. Ask Basim to tell his father about the change of plan. Finish in the normal way.

2 Work in pairs. Explain a change in travel plans.

Unit task: Changing travel plans.

1 Each choose a different airport information board.

Flight:	To:	Departs:	Arrives:
BR127	Cairo	CANCELLED	
PF141	Cairo	09:35	10:50

Flight:	To:	Departs:	Arrives:
SA635	Jeddah	CANCELLED	
PF162	Jeddah	11:55	13:55

2 Take turns as a visitor and call the friend that you are visiting.

Visitor

Have / problem.

Flight / cancel.

Change / flight.

Arrive late.

Flight / leave.

Arrive.

Sorry / trouble.

Thank.

Goodbye.

Friend

Terrible!

What / going to do?

Take / details.

When / leave? When / arrive?

Could / say / again?

Got that.

No problem.

Meet / airport.

Welcome. Goodbye.

Around the World in Eighty Days

by Jules Verne

1

The adventure begins

1 Mr Phileas Fogg was tall, good-looking, about forty years old, and he had a large, expensive house in London. He lived simply and quietly, and he did the same things, at the same times, each day. He always got up at **exactly** 8:00, had breakfast at 8:25 and washed at 9:35 every morning.

Mr Fogg lived alone and needed a servant to look after him. On the morning of Wednesday,
5 2nd October, 1872, he was waiting to interview a new one. There was a knock at the door, and a strong young man came in.

'I understand that your name is Passepartout. Where are you from?' Mr Fogg asked.

'Yes, I'm Jean Passepartout, I'm from France, I'm thirty, and I've had several jobs,' the Frenchman said.

'I used to be a **circus acrobat**, and later I was a firefighter in Paris. Now I hope for a quieter life in England.'

10 'I hear that you work hard, Mr Passepartout. I'm happy for you to be my servant, and you can start today.'

Phileas Fogg picked up his coat and hat, left the house at exactly 11:30, and he walked to the Reform Club. As he did not work, he went to the Club almost every day. There, he always read newspapers and played **cards** with other rich men.

That day, he played cards with five friends. One of them, Stuart, said, 'Have you heard the news?'

15 Someone has taken £55,000 from the Bank of England. They think it was a well-dressed man who was seen there. The police have sent **detectives** round the world, but they'll never find him. The world is just too big.'

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

'No,' said Stuart. 'No one could do that.'

20 'I believe that I can. If I can't, I'll give you £20,000,' said Fogg quietly. 'But if I succeed, you will give me £20,000.'

The others discussed Fogg's idea. Finally, they said, 'We agree.'

'Good. I'll take a train that leaves London at 8:45 this evening. And I'll return to this same room before 8:45 on Saturday, 21st December – or the £20,000 will be yours.'

25 Fogg finished the game of cards and walked home. He put £20,000 into a large bag and gave it to his new servant. 'Passepartout, put some clothes in this bag, too. I'm travelling round the world, and you're coming with me.'

'Round the world!' said Passepartout, surprised.

'Yes, in eighty days, and we leave at 8:45.'

30 Passepartout **packed**, they took a taxi to the **station**, and Fogg bought two tickets to Paris. His five friends were waiting there, and they all said goodbye.

Then Passepartout and he got on the train: five minutes later, their long **journey** began as the train moved slowly out of the station.

GLOSSARY

*Bombay – now Mumbai

*Calcutta – now Kolkata

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



NOTES:

The author: Jules Verne /dʒu:lz vɜːrn/ (1828–1905) French writer. Other best-known novels: *Journey to the Centre of the Earth*, *Twenty Thousand Leagues Under the Sea*

The characters: Phileas Fogg /fili:əs fɒg/ Jean Passepartout /ʒɑn pɑspɑ:tu:/

The places: the Reform Club – London club where rich men met, talked and ate together; the Bank of England – central bank that works closely with the government

1 Read and answer the questions.

- Who visited Fogg in the morning? **Jean Passepartout visited him.**
- Where did Fogg go after that? **He went to the Reform Club.**
- Where did he and Passepartout go in the evening? **They went to the station and got a train to France.**

2 Make notes about Fogg and Passepartout.

	First name	Nationality	Age	Description
Fogg	Phileas	British	forty	tall, good-looking
Passepartout	Jean	French	thirty	strong

3 Note Passepartout's earlier jobs in France.

- circus acrobat
- firefighter

4 Note Fogg's normal morning activities.

Time	Activity
8:00	he gets up
8:25	he has breakfast
9:35	he washes
11:30	he walks to the Reform Club

5 Note Fogg's normal activities at the Club.

- He reads the newspapers.
- He plays cards.

6 Note Fogg's plans for the journey.

Leave at: 8:45 pm on: Wednesday 2nd October Return by: 8:45 pm on: Saturday 21st December
 Number of days away: 80 Money for the journey: £20,000
 Different types of transport: **1** ships **2** railways

7 Work in pairs. Think and discuss.

What was unusual about:

b. Fogg agreed with his friends that he would travel round the ...

a) the morning of Wednesday, 2nd October? b) that day at the Club? c) that evening?

Fogg was interviewing a new servant.

Fogg and Passepartout set off for Paris.

From here to there

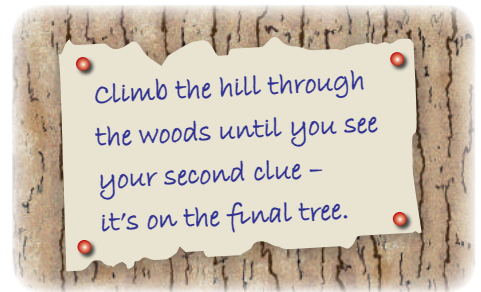
1 Listen and repeat. 8

على وشك about to	أخيراً at last	فكرة clue	يصل الى get to	والا or (=if not)	جائزة prize	لغز riddle
scout كشافة	set off يبدأ	so far حتى الان	track ممر	treasure hunt البحث عن الكنز		

2 Look at the picture below. Do the tasks.

- 1 Name one of the girls and say what you already know about her.
- 2 Describe the picture. **The two girls are running. Perhaps they're in a race. They're wearing scouts uniform**

Jenny, her brother Jack and their friends Samar and Rami are all scouts. Today, they are doing a treasure hunt. It's a race to find clues, work out their meanings – and get to the treasure first. The girls have just set off and the boys are about to start. This is the first clue.

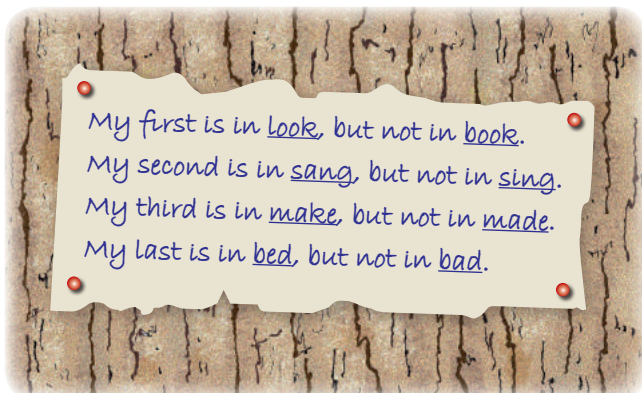
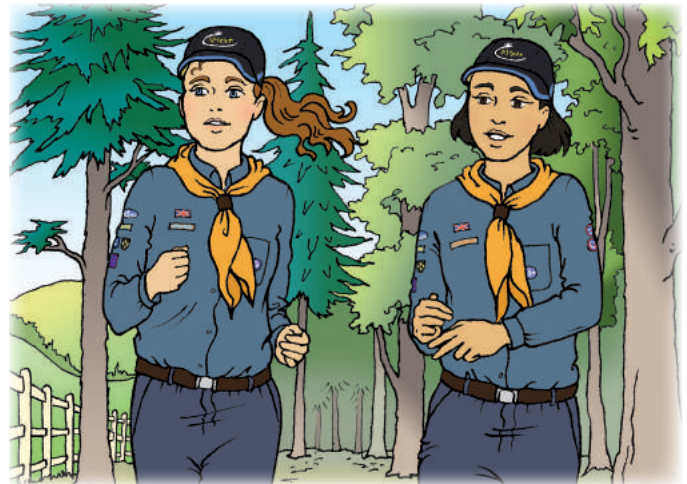


Ten minutes later, they are in the woods.

Jenny Heh! We've been running and running for ages, but we haven't found another clue so far. Perhaps we're going the wrong way!

Samar No, we're coming out of the woods at last – here's the final tree.

Jenny And our next clue! ... It's a riddle! What does it mean?



Samar Aha! The first letter is in *look*, but not in *book*, so that's *l*. And next is *a*.

Jenny Yes, so the third is *k* and the final letter is *e* ... *lake*.

Samar And there's a sign along this track to the left: *To the lake*.

3 Listen and answer the questions. 9

- 1 Why are the girls running? **They're doing a treasure hunt and they want to win.**
- 2 What is the problem at the end? **They realize that they've been running west, not east.**

4 Read and do the tasks.

- 1 Say how long the girls have been running by the end of their second conversation. **They've been running for a minute.**
- 2 Look at the first picture below. Say what they are doing wrong. **They are running the wrong way.**
- 3 Look at the second picture below. Say what the prize is. Then say what the girls are imagining. **The prize is a box of chocolates. The girls are imagining that the boys have won the prize.**

5 Work in pairs. Read out the story and the clues starting on page 18.

Thirty minutes later, they find their final instructions.

أخير تعليمات

Now turn east and don't turn west.
One more minute, you'll be there.
Behind a wall, look everywhere.
Find the prize and be the best!



Now they really run.
They want that prize!
But something is wrong.

Jenny We've been running for a minute, but we still haven't seen that wall. This time, I think we *have* been going the wrong way.

Samar You're right. Look, the sun is on our left. That means we're going west, not east! الشرق

Jenny Oh, no! Quick – or the boys will win! Let's go! يفوز



1 Read. Add new words from period 1. Make any changes needed.

1 **A** Here's one of the easiest riddles that I know. 'What five-letter word becomes shorter when you add two letters to it?'

B Let me think ... Ah, yes, I've got it! It's the word *short*, isn't it?

2 **A** Can you tell me how to get to the book shop from here, please?

B Oh, I'm about to go that way, so come with me and I'll show you.

3 **A** We've been looking for Joe's house for ages, and so far we've been going round in circles!

B Yes, and we need to find it soon or we'll miss his birthday party.

A Ah, look! There it is at last. Number 15, London Road.

Now work in pairs. Check your work and then practise.

2 Read and complete the summary. Add new words from period 1.

Jenny, Jack and their friends are (1) scouts and one day, they did a (2) treasure hunt together. The aim was to be the first to find a (3) prize. The girls (4) set off before the boys and they quickly started running along a narrow country (5) track. They followed their first (6) clue up a hill and through some woods.

3 Read again and answer the questions.

- 1 Where are they when Jenny says, 'Heh!?' **They are in the woods.**
- 2 Why is she worried? **She thinks they're going the wrong way.**
- 3 Where do they have to go after they come out of the woods? **They have to go to the lake.**
- 4 When do they finally realize they have made a mistake? **After they've been running for a minute.**
- 5 Why does Jenny want to go even faster at the end? **She's worried that the boys will win.**
- 6 How much longer will they have to run after this? **Two more minutes.**

4 Work in pairs. Finish the story.

- 1 Say how the girls imagined the end. Say how these two endings are different. Decide which of the three endings you prefer.



- 2 Now tell the end of the story. Start like this.
Two minutes later, the girls were completely out of breath. But then, at last, they got to ...

5 Work in pairs. Think and discuss.

- 1 Do you belong to the scouts or have you ever thought of joining?
- 2 What do you think about the organization?

1 Read the examples.

- | | |
|---|---|
| 1 The girls have just set off . | 2 We have not found another clue so far . |
| 3 We still have not found that wall. | 4 We have been going the wrong way. |
| 5 We have been running and running . | 6 We have been running for ages . |

Look at the examples again. Tick (✓) the best way to complete the statements.

- Examples 1–3 are in the **(a)** present perfect. **(b)** present perfect continuous.
- We often use the present perfect for past actions that **(a)** affect **(b)** do not affect the present. (Example 1: The girls have set off – so now they are running.)
- We can use the present perfect for past non-actions that **(a)** affect **(b)** do not affect the present. (Example 2: We haven't found another clue so far – so we are still looking.)
- We often use *just, already, not ... yet, still ... not* and *(not) ... so far* with the **(a)** present simple. **(b)** present perfect. (Examples 1–3)
- We often use the present perfect continuous for actions that started in the past and **(a)** finished in the past. **(b)** continue up to the present. (Example 4: We started going the wrong way and we are still going the wrong way.)
- With the present perfect continuous, we often repeat the verb or use time phrases like *for ages* to emphasize **(a)** how short **(b)** how long the action has been. (Examples 5 and 6)

2 Rearrange the words to make positive and negative statements in the present perfect.

- (not start) / but / the boys / the girls / so far / (set off) / already
*The girls have already set off, but **the boys haven't started so far.***
 - (not reach) / yet / the girls (pass) / the lake / the sign / but they
 - the final clue / they (see) / instead of east / but they / west / (just turn)
- 2. The girls have passed the sign but they haven't reached the lake yet.**
3. They have seen the final clue but they have just turned west instead of east.



3 Work in pairs. Ask and answer questions in the present perfect continuous. Use since or for.

Lana is six today and she is a very clever child. Talk about the time chart.



- | | | |
|---|--|---|
| 2. How long has Lana been writing?
She's been writing since the age of four. | <u>1</u> play the piano – a year | > |
| 3. How long has Lana been reading?
She's been reading for the last three years. | <u>2</u> write – the age of four | > |
| 4. How long has Lana been running and jumping?
She's been doing that since the age of 15 months. | <u>3</u> read – the last three years | > |
| | <u>4</u> run and jump – the age of 15 months | > |
| | <u>5</u> talk – a year old | > |
| | <u>6</u> walk – the age of nine months | > |

Student A How long has Lana been playing the piano?

Student B She has been doing that for **a year**.

Now say how long you have been doing various things. Use these ideas.

play (volleyball) use (a computer) learn (English) learn (to cook)

5. How long has Lana been talking? She's been doing that since she was a year old.

6. How long has Lana been walking? She's been walking since the age of nine months.

1 Listen and repeat. 10

محدد/بالضبط exact(ly)	نظام تحديد المواقع GPS (Global Positioning System)	يقاس measure
كيلو لكل ساعة kph (kilometres per hour)	قارب نجاة life raft	يحدد row (v)
يدور orbit	نقطة point	موقع position
satnav (satellite navigation system)	عاصفة storm	موجة wave

Word formation

قريب / بالقرب من
near (adj / prep) تقريبا
nearly (adv)

satellite + phone تلفون ساتلايت
satellite phone

2 Look at the pictures in the passage and do the tasks.

- Describe what you can see. *A picture of four men rowing a boat; a picture of satellites above the Earth in contact with an electronic device on the Earth; a map showing distances from ...*
- Use the title of the passage to suggest a connection between the pictures.
It's probably about a group of men in a boat who needed to know exactly where they were.

3 Read and do the tasks.

- Say what the people in the boat were trying to do. *They were trying to row across the Atlantic from Canada to Britain.*
- Say how GPS can help people at sea like them. *It can tell people exactly where they are.*
- Say where else GPS technology is very useful. *In car satnavs.*

4 Read and answer the questions.

- When and where was the photo of the boat probably taken? *it was probably taken in Canada, before they started rowing towards Britain.*
- What happened to the weather one night and what happened to the boat? *There was a terrible storm; the boat was destroyed by a huge wave.*
- What three things saved their lives and how did each one help? *They had a small life raft, they had a satellite phone and they had a GPS. They climbed in the raft, they used the GPS to find their position, and they used the phone to call for help.*
- Why does GPS equipment need to 'see' at least three satellites in order to work? *Because with only one or two, it can't work out exactly where you are.*
- What does a satnav show a car driver? *their position on a map.*
- What other questions can it answer for the driver?
- Why does the writer describe GPS as 'modern technology at its best'? *Because it's not so expensive, it saves time and it saves lives.*

5 Read again and complete the notes.

Now work in pairs. Ask and answer questions about your notes.

Student A *What did they aim to do?*
Student B *They aimed to row across the ... from ... to ...*

Before the wave

Aim: Row across the the Atlantic from Canada

How long at sea: 40 days

Distance travelled: 3,000 kilometres

How far from land: 450 kilometres

The wave and after

Time of wave: 2:30 am

Time ship arrived: 6:30 am

Time spent in raft: 4 hours

GPS network of satellites

Orbit at a speed of 19,300 kph

GPS equipment 'sees' three or more satellites

Measures their distance

Works out its exact position

Finding the way

Mark Stubbs and his team wanted to be the fastest to **row** across the Atlantic from Canada to Britain. By 6:00 pm on 8th August 2004, after 40 days and 3,000 kilometres, they had nearly done it: their GPS showed they were just 450 kilometres from land.

But that night, there was a terrible **storm** and at 2:30 am, a huge **wave** destroyed their boat and threw them into the sea.

Luckily, they managed to save a small **life raft**, a satellite phone and their **GPS**. They climbed into the raft and they used the GPS to find their **position**. Then they called for help.

With the GPS information, a ship found them at 6:30 am. Soon, the men were climbing the **side** to safety. GPS technology had saved their lives.

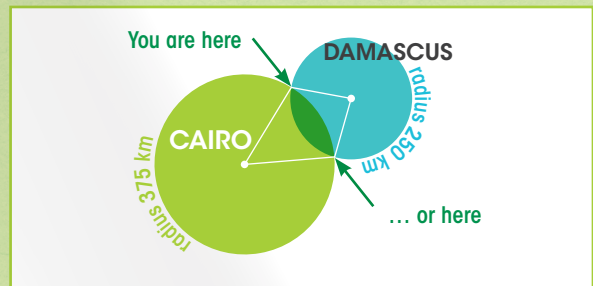
GPS uses a network of satellites. These **orbit** Earth at 19,300 **kph** and the GPS equipment on the ground can always 'see' three or more. It **measures** its distance from each and from this works out its exact position.



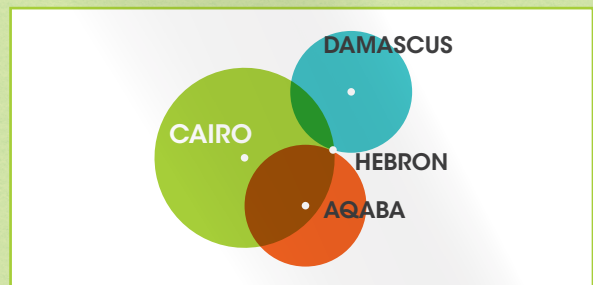
The system is quite simple. Imagine you are lost. You ask someone your position and this person says, 'You're 250 kilometres from Damascus.'



This alone is not very useful. But then imagine that someone else says, 'You're 375 kilometres from Cairo.' You now know that you are at one of two **points**.



Finally, someone else says, 'You're 220 kilometres from Aqaba.' Well, now you know **exactly**: you are in Hebron.



Car satnavs have become a very popular use of GPS in recent years. A **satnav** shows the car's position on a map and it answers questions like these:

- When and where did I start? **stop**
- How far have I travelled so far?
- How long have I been on the road?
- How fast am I going?

GPS saves time, has saved many lives and, at around \$200, is also not so expensive for many. This is modern technology at its best!

1 Replace with new words from period 4. Make any changes needed.

- 1 Ships use a ~~global positioning system~~ GPS to learn where they are.
- 2 If the big boat sinks, we will escape in our ~~small boat to save our lives~~ life raft.
- 3 The moon ~~goes round~~ orbits Planet Earth every 24 hours.
- 4 I'm using my ~~ear satellite navigation system~~ satnav to find the house.
- 5 It's a very narrow track and cars can only pass at two ~~small places~~ points.

2 Add other new words from period 4. Make any changes needed.

- 1 **A** During the storm, the wind did a lot of damage.
B Yes, I heard it reached speeds of up to 100 kph.
- 2 **A** I need to know the exact size of the glass that you want.
B All right, I'll go and measure the window now.
- 3 **A** We have to get through the waves to get to the beach and they're huge!
B We'll just have to row through them as well as we can.
- 4 **A** Are you calling us by satellite phone? Please give us your exact position.
B Yes, I'm nearly 600 kilometres out at sea, so ordinary phones don't work.

Now work in pairs. Check your work and then practise.

3 Read the passage again and do the tasks.

Say what the underlined phrases refer to.

- 1 Lines 15–16: Soon, the men were climbing the side to safety. the side of the boat
- 2 Lines 19–20: ... GPS equipment on the ground can always 'see' three or more. three or more satellites

Say what the underlined words and phrases mean.

- 1 Lines 19–20: ... GPS equipment on the ground can always 'see' three or more. be in contact with
- 2 Line 44: This is modern technology at its best! in the best form

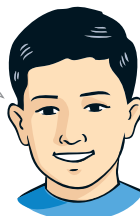
4 Work in groups. Think and discuss.

The same storm has hit your boat. You have rescued the same things as the others. You just have time to take four more. Choose the most useful things from the box.

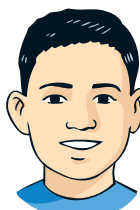
a camera five kilos of chocolate
a small cooker a mobile phone
a large bottle of water a computer
a map of western Europe a radio
some packets of dried food
some warm sweaters (1 per person)

5 Work in pairs. Think and discuss.

I think people who do dangerous things like those men are mad – and selfish.



I think they're very brave. And it's natural to try to be the first or the best.



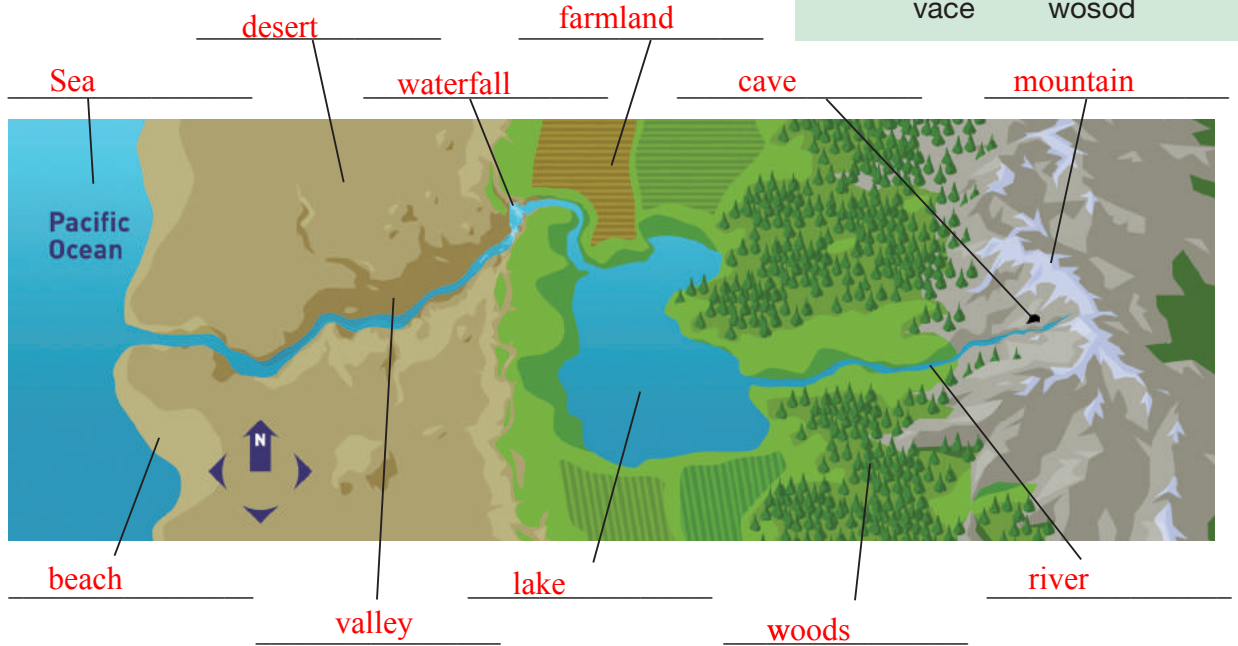
Audio 11



1 Work with 'geography' words. Do the tasks.

- 1 Listen and draw the route on the map.
- 2 Find the 'geography' words. Label the map with them.

ase	frandmal	haceb
keal	lavley	ninatoum
redset	revir	tallwafer
vace	wosod	



3 Work in pairs. Make up another riddle clue.

*My first is in ring, but not in sing.
My second is ...*



My first is in ring, but not in sing.
My second is in sing but not in sang. My
third is in cave but not in
cake. My fourth is in sea but not in say. My
fifth is in hard but not
in had.

2 Complete the statements with pairs of opposites.

sister into worst
question along to the left

answer best to the right
across out of brother

- 1 I understand the question that you're asking, but I don't know the answer to it. I'm sorry.
- 2 We tested 18 cars and the Hilight was the best (*****) for safety, but it was the worst (*) in another important way: it was the least comfortable.
- 3 This is a photo of my sister and she's a year older than me. And this is a photo of my younger brother. He's the youngest in our family.
- 4 I've just seen your mum. She came out of the bank and went straight into the supermarket. I expect she's shopping in there now.
- 5 To get to the shoe shop, you need to go across this road, turn left and then take the first right. Go along that road for 200 metres and you'll see it.
- 6 We looked out of our little plane while we were flying north. To the left, the sun was going down over the sea. To the right, the land was already getting dark.

1 Read the examples.

- | | |
|--|---|
| 1 When and where did I start ? | 2 How far have I travelled so far? |
| 3 A ship found them at 6:30 am. | 4 Satnavs have become popular in recent years. |
| 5 By 8th August, they were just 450 kilometres from land. | 6 GPS has saved many lives. |

Look at the examples again. Tick (✓) the best way to complete the statements.

- 1 Examples 1, 3 and 5 are all in the **a)** present perfect. **b)** past simple.
- 2 Examples 2, 4 and 6 are all in the **a)** present perfect. **b)** past simple.
- 3 Examples **a)** 1, 3, 5 **b)** 2, 4, 6 are about actions that were completed in the past.
- 4 Examples **a)** 1, 3, 5 **b)** 2, 4, 6 are about actions that connect the past to the present.
- 5 The time expressions in 3 and 5 relate to **a)** the past. **b)** the present.
- 6 The time expressions in 2 and 4 relate to **a)** the past. **b)** the present.

2 Work in pairs. Ask and answer questions.

It is late on 7th August. A reporter is calling with some questions for Mark Stubbs.

Student A: You are the reporter. Ask these questions.

- Where did you set off from?* I set off from Newfoundland, Canada
- What date did you leave?* I left on 30th June 2004
- How did you all feel when you started?* I felt ... / I was ...
- How far have you travelled so far?* I have travelled 3,000 km so far.
- How many days have you been at sea?* I have been at sea for 40 days.
- How do you all feel everything has gone so far?* I feel ... / I am ...

Student B: You are Mark. Give information from the map. Imagine and explain everyone's feelings.



3 Work in pairs. Make statements from the notes for Mark's video diary.

We woke up at 5:00 am, and we began rowing at 6:00.

We have done well today because the wind was behind us this morning.

Past simple

present perfect

we ^{woke} (wake up) / at 5:00 am, and / ^{we} ^{began} (begin) rowing / at 6:00

we ^{saw} (see) / ship in / the / distance this morning and ^{caught} (catch) a fish / for dinner this afternoon

I ^{did} (do) a nice interview with / a reporter / at 5:00, but / ^{heard} (hear) a bad weather forecast / at 6:00

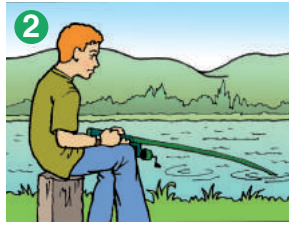
we ^{have done} (do) well today because / wind ^{was} (be) behind us / this morning

I ^{have} (just check) ed our GPS, and we ^{have} (travel) ed 82 kilometres so far today

however, we ^{have} (start) ed preparing / the / boat for / storm tonight because of that forecast

1 Make statements about the pictures. Use the present perfect and the present perfect continuous.

They have been running for ages, but they haven't found ...

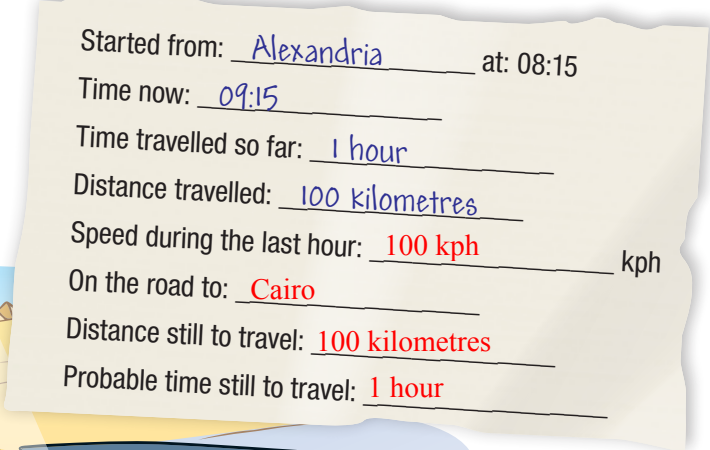


- 1 They have been running for ages, but they haven't found another clue yet.
- 2 He's been fishing since early this morning, but he hasn't caught anything yet.
- 3 She's been studying for an hour, but she hasn't finished work yet.
- 4 They've been waiting since 8:00 am, but they haven't seen a bus yet.

He	run ... ages,		... not finish work	
She	fish ... early this morning,	but	... not see a bus	yet.
They	study ... an hour,		... not find another clue	
	wait ... 8:00 am,		... not catch anything	

2 Work in pairs. Ask and answer questions about travel information.

1 Yasir is on the road from Alexandria to Cairo, a trip of 200 kilometres. Complete the information that his satnav gives him.



2 Answer the questions.

- 1 Where did Yasir start from? **He started from Alexandria**
- 2 When did he leave? **He left at At 8:15.**
- 3 How long has he been on the road so far? **He has been on the road 1 hour so far**
- 4 How far has he travelled so far? **He has travelled 100 kilometres so far.**
- 5 What has his speed been during the last hour? **His speed has been 100 kph during the last hour.**
- 6 How much of the trip has he done? **He's done half of the trip.**

1 Work in pairs. Describe the picture and what the boys are thinking about.



2 Listen and complete the notes.  **12**

Jack's activities

Time at school camp: one week

What he did there: a lot of climbing

How long since then: three weeks

Activity since then: playing football, training

How often: almost every day

Has managed to do: get a lot fitter than he was

Rami's activities

Main activity since he last saw Jack: helping his mum and dad move to their new shop

What nice thing his parents have been doing: his parents have been paying him

Has been able to do because of that: buy the new SK75 phone

3 Work in pairs. Ask and answer questions.

Student A How long was Jack at school camp?

Student B He was there for ...

4 Practise your pronunciation: stress for emphasis and contrast.  **13**

1 Listen and underline sounds (syllables) that are stressed.

Stress for emphasis:

1 I haven't seen you for ages!

2 It was really good.

3 I've been training really hard.

Stress for emphatic contrast:

4 Jenny did a lot of sailing and I did a lot of climbing.

5 What have you been doing since then?

6 Well, almost every day.

2 Now listen again and repeat.

5 Work in pairs. Read and act out.

Rami I haven't seen you for ages!

Jack Oh, that's partly because we were away at school camp for a week.

Rami What was that like?

Jack It was really good.

Rami What did you do there?

Jack Jenny did a lot of sailing and I did a lot of climbing.

Rami Nice. But what have you been doing since then?

Jack I've been training really hard for a place in City's junior team.

Rami Wow! Have you been training every day?

Jack Well, almost every day.

1 Work in pairs and put a story together. Do the tasks.

1 Read and number the sentences in order, starting with the topic sentence.

- 1 I remember when my friends and I did a treasure hunt in the park.
- 7 The box of chocolates was under the tree and two small boys were under the tree, too.
- 3 The first clue sent my friends and me to the end of the park.
- 8 The two small boys were eating the last two chocolates from the box of chocolates when my friends and I arrived.
- 5 Everyone was sent from the park gate to the play area.
- 2 The start was near a tree at the centre of the park and my friends and I were told about the prize – a big box of chocolates.
- 4 At the end of the park, the second clue pointed to the park gate.
- 6 The third clue took everyone back from the play area to the centre of the park.

2 Find ways to shorten the story.

I remember when my friends and I did a treasure hunt in the park. The start was near a tree at the centre and we were told about the prize – a big box of chocolates. The first clue sent us to the end of the park. Then, at the end, the second clue pointed to the park gate. After that, everyone was sent from the park gate to the play area. Then the third clue took everyone back from the play area to the centre. Finally, the prize was under the tree and two small boys were there. They were eating the last two chocolates when we arrived.

2 Work in pairs. Produce a puzzle and use it.

Unit task: Creating a puzzle.

- 1 Choose a place to reach, not too far from school.
- 2 Take turns to state the best route, sentence by sentence.
- 3 Imagine you are already at the place and produce the story – like this.
You went out of the school gate five minutes ago.
Then you turned left and went along the road for five minutes.
After that, you went across it at the second crossroads and you turned right.
You have been walking along this road for the last three minutes.
You have just passed a big shop and you are opposite a big building.
Where are you?
- 4 Write down your puzzle. Check each other's work.
- 5 Work with another pair. Read out your puzzle, sentence by sentence. Can they tell you where they are?

2

East to India



- 1 Fogg and Passepartout travelled by train to Italy, and there they caught a ship, the *Mongolia*, to take them to Bombay, in India.
- 5 Exactly seven days after they had left London, their ship stopped in Suez, Egypt. There, Fogg and Passepartout left the ship and went to show their passports at the British
- 10 Consulate. On the way there, they were seen by another Englishman, Mr Fix. He was a London police

detective, and he was in Suez to catch the London bank robber. He was excited now because Fogg closely matched the description of the robber. He secretly followed them. Then, when Fogg returned to the ship alone, he started talking to Passepartout. He discovered that the men were travelling round the world, and that Fogg was carrying £20,000.

Fix was sure that Fogg was the robber. He decided to join the *Mongolia* and travel to Bombay. There he could arrest Fogg because India was a British colony. He sent a message to London. He asked the police to send the correct arrest papers straight to Bombay.

Passepartout was surprised to see Fix again – now on the ship. They spent time together and became quite friendly as they sailed along the Suez Canal, through the Red Sea and across the Indian Ocean. This journey normally took ten days, but Fogg had promised the ship's engineer a lot of money if he could get them to Bombay ahead of schedule. And he did. They reached Bombay at 4:30 pm on 20th October – two days early.

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

However, Passepartout was very excited to be there. He finished shopping and then looked round the city. He decided to go inside a beautiful temple. But he did not know that everyone must first take off their shoes – and he did not. Immediately, three angry priests attacked him and started pulling them off. Passepartout then made his second mistake: he hit back at his attackers and then ran out of the temple.

He finally arrived at the station, with no hat or shoes, five minutes before the train left. He immediately told Fogg his story. Fix was hiding near them, and he heard the story, too. He still did not have the arrest papers, and he was planning to follow Fogg to Calcutta. But then, while the others were getting on the train, he suddenly decided not to go. While the train was slowly starting its three-day journey to Calcutta, Fix was thinking about the new idea that Passepartout's adventures had given him.



Where did the first train take them? (to Italy)

How did they travel after that? (by boat)

Who is the third man in the picture? (Mr Fix)

When did they get to Bombay? (on 20th October at 4:30 pm)

How are Phileas Fogg and Passepartout travelling at the end of the episode? (by train)

1 Read and answer the questions.

- 1 Why was Fix first interested in Fogg? **Because Fogg looked similar to the bank robber.**
- 2 What did he hope to do in Bombay? **He hoped to arrest Fogg in Bombay.**
- 3 What did Passepartout do wrong in Bombay? **He went into a temple with his shoes on and he hit some priests in the temple.**

2 Decide who said or thought what. And say where.

- 1 'And after I finish shopping, I want to see everything possible. I may never have the chance to come here again.' Passepartout – in Bombay
- 2 'I would like tickets for my servant and myself to Bombay.' Phileas Fogg – in Italy
- 3 'This is my lucky day because that man looks just like the bank robber. But where's he going? I must follow him!' Mr Fix – in Suez
- 4 'You can't come in here like that. Get those shoes off your feet! Now!' The priests in the temple – in Bombay
- 5 'Oh, hello! What a surprise! We spoke in Suez two days ago, didn't we? I never expected to see you again like this, so let's go and have a cup of tea together.' Mr Fix – on the ship in the Suez Canal
- 6 'Here's some money to buy us some cooler clothes for the next part of our journey. But make sure you're at the station by 7:45.' Phileas Fogg – in Bombay
- 7 'Well, I don't know much about him, but I can tell you that we're travelling round the world, and he's carrying £20,000 to pay for everything.' Passepartout – in Suez
- 8 'Now, they say it's ten days from here to there. But I need to get there fast, so I'll give you £100 for every day that you can cut our journey.' Phileas Fogg – on the boat to India

3 Make statements about 1–8 in the correct order.

- 1 *Phileas Fogg said 2 in Italy.* **Answers: 2, 3, 7, 5, 8, 6, 1, 4**

Free-time activities

1 Listen and repeat.



16

ضد against	على الأقل at least	امتحان exam	غابة forest
جزيرة island	الفراغ leisure (time)	ربما might	جميل pretty
دراجة رباعية quad bike	لعبة الرجبي rugby	الكبار senior	الكبار view

Word formation

عبر across (prep)	يعبر cross (v)	ترتيب arrangement (n)
يرتب arrange (v)	حيوي energetic (adj)	اهتمام interest (n)
طاقة energy (n)	ممتع interesting (adj)	التصوير photography (n)
صورة photo (n)	يمارس practise (v)	ممارسة practice (n)

2 Look at pictures a–c on the next page. Do the tasks.

- 1 Name these people and say what countries they are from.
- 2 Say what you can about the activities in the pictures.

a Her name's Michiko. She's from Japan. She's arranging flowers. b His name's Larry. He's from South Africa. He's white water rafting. c Her name's Lucy. She's from New Zealand. She's taking photos at a rugby match.

3 Listen and do the tasks.



16

- 1 Match pictures a–c to emails 1–3. a-3, b-2, c-1
- 2 Say where in their countries these people live. Michiko – Tokyo; Larry – Johannesburg; Lucy – North Island
- 3 Name the activities in the pictures. white water rafting; quad biking

4 Read to complete the table.

	Michiko	Larry	Lucy
energetic	playing tennis – with her <u>friends</u>	riding <u>quad bikes</u> – with his <u>sister</u>	going <u>camping</u> – with the <u>scouts</u>
quiet	flower <u>arranging</u>	<u>painting</u> the view of the <u>lemon trees</u>	doing <u>photography</u>

5 Work in pairs. Ask and answer questions about the table in activity 4.

Student A Does Michiko do anything energetic in her free time?

Student B Yes, she likes ..., but she has a quieter side, too. She also enjoys ...

6 Work in pairs. Read out the emails.

1

... My family are sports crazy. My brother, Mark, is very energetic. He plays for the senior rugby team at our local club, and we all have to watch all their matches! (Oh, sorry: you might not know about rugby. It's a bit like football. In football you can't carry the ball, but in rugby you can carry it: you don't have to kick it all the time.)

I prefer to go camping though. I belong to the scouts and we always go in summer. We cross from North Island to South Island. You should see it. You'd love it. I could email you some photos. Shall I do that? (And could you send me some photos of Palestine?)

Photography's my other big interest. I'm the one with the camera at Mark's recent match against an Australian team.



2

... Our farm is east of Johannesburg, beside the Sabie River. We grow lemons and it's very pretty and green. I like painting the view sometimes.

Across the river, my sister and I love riding through the forest on our quad bikes. We go white water rafting, too. The river's wild here and it's really exciting. Mum says we shouldn't do it because we may hurt ourselves. But we're very careful, so we always tell her she mustn't worry!

3

... I don't get much leisure time. I'm in Grade 11 at school now and it's hard. Most of us also go to exam practice school – and we have to do homework for both!

Tokyo's huge (30 million people) and we can't easily leave the city, but at least my friends and I can get to a lovely park near home. We sometimes play tennis there and then we go to a coffee shop and chat. I enjoy quieter things, too. For example, I do traditional flower arranging. In the picture, I'm finishing one of my arrangements.

It's late now and I must stop. I need to get things ready for tomorrow. Write soon!

1 Replace with new words from period 1. Make any changes needed.

- 1 Hisham is always the one who's the most ~~full of energy~~ energetic of all of us.
- 2 Huda doesn't have any ~~hobbies~~ interests to give herself a rest from work.
- 3 ~~Taking photos~~ Photography ~~is~~ the thing that Sally loves most.
- 4 Don't ~~go across~~ cross the road here. There's too much traffic.
- 5 We have an ~~important test~~ exam at the end of the year.
- 6 I'm very busy with school work now, so I don't get much ~~free time~~ leisure time.
- 7 There are over a million trees in the ~~very large woods~~ forest here. It's huge!

2 Add other new words from period 1. Make any changes needed.

- 1 **A** Have you made any arrangements for tomorrow?
B Yes, I've arranged an appointment with the doctor.
- 2 **A** Mark plays for the senior rugby team, doesn't he?
B No, he's still in the juniors, but he might go up next year.
- 3 **A** It's ten kilometres right round our little island.
B Then let's have a race round it on our quad bikes.
- 4 **A** Look at the lovely view across the valley.
B Yes, it's very pretty, isn't it?
- 5 **A** We haven't had enough practice before the big match tomorrow.
B No, but at least we managed to do some training yesterday.
- 6 **A** I've heard you play rugby here and not football.
B That's right and we've got a big match against an Australian team this weekend.

Now work in pairs. Check your work and then practise.

3 Read again and answer the questions.

- 1 What energetic activities do these people like doing? *Michiko: playing tennis; Lucy: going camping; Larry: riding quad bike*
- 2 Where do they go to do them? *Michiko: the park; Lucy: South Island; Larry: by the river*
- 3 Who do they like going there with? *Michiko: her friends; Lucy: the scouts; Larry: his sister*
- 4 Why does Larry's mother get worried? *Because she thinks Larry and his sister will hurt themselves.*
- 5 What is Lucy not completely happy about? *Watching rugby matches.*
- 6 How could Michiko's life be better? *It would be better if she had more leisure time.*

4 Work in pairs. Think and discuss.

Would you like to try any of the activities that you have read about?

1 Read the examples.

- | | |
|---|--|
| 1 We may hurt ourselves. | 2 You might not know about rugby. |
| 3 You can carry the ball in rugby. | 4 We can't easily leave the city. |
| 5 I could email you some photos. | 6 Could you send me some photos? |
| 7 Shall I email you some photos? | |

Look at the examples again. Tick (✓) the best way to complete the statements.

- Examples 1 and 2 say that something is **a)** certain. **b)** possible.
- Example 3 means that people **a)** have to **b)** are allowed to do something.
- Example 4 means that people **a)** are not able to **b)** must not do something.
- Example 5 uses *could* **a)** to ask for something. **b)** for an offer or suggestion.
- Example 6 uses *could* **a)** to ask for something. **b)** for an offer or suggestion.
- Example 7 uses *shall* **a)** to mean *will*. **b)** for an offer or suggestion.

2 Work in pairs. Add the correct modal verbs.

- A** Oh, no! I've forgotten my key, so I _____ **can't** / **could**) open the car door.
It _____ (**will** / **might**) be in the living room.
- B** _____ (**Shall I** / **Could you**) go back to the house and get it for you?
- A** Or we _____ (**could** / **shall**) just walk to the shops. It's only 300 metres.
- B** Yes, let's do that. It's crazy to drive a short distance like that.

3 Read the examples.

- | | |
|--|---|
| 1 You should see it. | 2 Mum says we should not do it. |
| 3 It is late now and I must stop. | 4 We tell her she must not worry. |
| 5 We have to do homework. | 6 You do not have to kick the ball. |
| 7 I need to get things ready. | 8 I do not need to get things ready. |

Look at the examples again. Tick (✓) the best way to complete the statements.

- Examples 1 and 2 mean it is **a)** a good idea **b)** necessary to do / not to do something.
- Example 3 means something is necessary because **a)** *you* feel it is. **b)** *someone else* says it is.
- Example 4 means it is **a)** necessary *not to do* **b)** unnecessary to do something.
- Examples 5 and 7 mean that it is **a)** necessary **b)** unnecessary to do something.
- Examples 6 and 8 mean it is **a)** necessary *not to do* **b)** unnecessary to do something.

4 Work in pairs. Add the correct modal verbs.

- 1 **A** You _____ (**must** / **mustn't**) try to use that path. It's collapsing into the sea.
B Thanks. But then they _____ (**should** / **shouldn't**) close it. It's dangerous!
- 2 **A** Tomorrow's a holiday, so I _____ (**must** / **don't need to**) get up early!
B Oh, yes, you do! We _____ (**have to** / **don't have to**) help Mum with the housework before our guests arrive. Remember: she asked us last night.

1 Listen and repeat.



يقدر على شراء afford	تجارة business	قلعة castle	يزين decorate	اطار frame
(for) free (= no money) مجانا		on (my/his/her/their/our) own		
يعيد تدوير recycle	مشابه similar	يزود supply	يفكر think of	يحول الى turn into

Word formation

مقبول acceptable (adj)	يقبل accept (v)
لون colour (n)	ملون colourful (adj)
miss (v)	missing (adj)
يفقد / يضيع	مفقود / ضائع

2 Look at the pictures in the passage and do the tasks.

- Describe what you can see. **A boy is fixing a bicycle. A girl is decorating a cake.**
- Read the title of the passage and the titles of the two parts. Say what Joe's and Ann's stories are probably about. **Joe's story is probably about a boy who is good at repairing bikes. He wants to start a business with bikes. Ann's story is about a girl who is good at decorating cakes. She wants to start a business making cakes.**

3 Read and do the tasks.

- Check that your answer to activity 2.2 was correct.
- Say what Joe can offer people that is special and unusual **He can make a new bike from bits of old bikes.**
- Say what Ann can offer people that is special and unusual. **She can decorate cakes in a way they like.**

4 Read and answer the questions.

- Why did Joe have to start doing what he does now? **Because his family could not afford to buy him a new**
- Who helped him to start and how? **His neighbour helped him, by giving him an old broken bike**
- How do we know that his products are popular? **Because he has constructed similar cheap bikes for several friends**
- Who helped Ann to start doing what she does now? **Her mother helped her.**
- How did a lot of people find out about her skills? **Because they saw her cakes at birthday parties.**
- How do we know that her products are popular? **Because Ann gets more orders than she can manage.**
- Who is nearer to having a real business – Joe or Ann? **Ann – because she is working with a shop, not just making bikes for friends.**

5 Now complete the summary table.

	Joe	Ann
Hobby	<u>bikes</u>	<u>making cakes</u>
Especially interested in	<u>looking after bikes</u>	<u>decorating</u>
The first thing that happened	Was given two old bikes	Made ... her brother's birthday cake
The next thing	Put together a new bike	Received lots of orders
The thing after that	Built ... cheap bikes for several friends	Was asked to supply a cake shop
The situation now	Is thinking about ... a real business when he leaves school	Is making a wedding cake

Now work in pairs. Ask and answer questions about your notes.

- Student A** *What is Joe's hobby?*
What has he always been especially ...?
What happened when he needed ...?

Turning a hobby into a business



Joe's story

Joe loves bikes – especially looking after them. At 14, he badly needed to get a bigger bike, but his dad had lost his job, so the family could not afford to buy him one. He had to think of something else.

One day, a neighbour was throwing away an old bike. The frame was damaged and it needed a new wheel, but everything else was fine. When Joe asked, Mr Wilson said, 'Take it. If you can repair or recycle it, I'll be happy.'

Joe then found a similar old bike on the internet – for free. Several parts were missing, but the frame and wheels were good. So that weekend, he was able to build his new bike – and he did not have to pay anything for it!

Since then, he has constructed similar cheap bikes for several friends. He is now thinking this could become a real business when he leaves school.

Ann's story

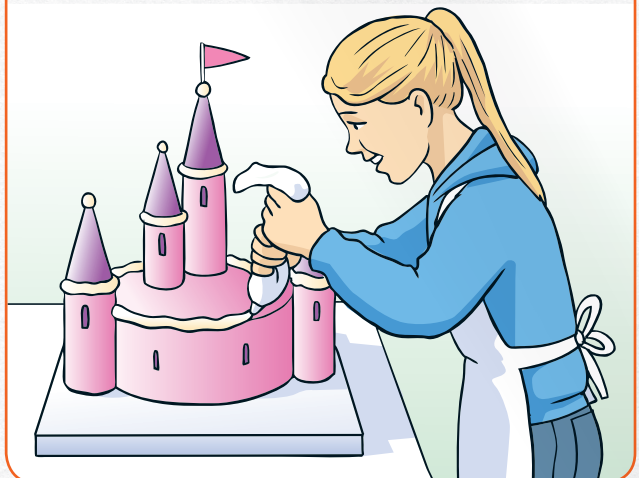
Ann started helping her mum make biscuits when she was five. Of course, she could not do everything on her own at that age, but she soon became especially good at decorating biscuits. She could make colourful designs that everyone loved.

Then her mum helped her to start making cakes – like her brother's birthday cake in the shape of a car. She managed to add lots of details like the windows and wheels and he loved it!

So did the other children – and their mothers. Soon, one of them asked for another one. She had to make this in the shape of a princess's castle!

More orders followed. Then a cake shop asked her to supply them. Ann was worried about time, but they offered a special arrangement: Ann did not have to accept all their orders – only the ones that she could manage.

This week's project is a wedding cake for 100 people!



1 Replace with new words from period 4. Make any changes needed.

- 1 By autumn, the young birds had ~~become~~ turned into adults.
- 2 The two pictures looked ~~almost the same~~ similar.
- 3 All the walls look very dark. We need to ~~paint~~ decorate the whole house.
- 4 We can get into the museum ~~without paying~~ for free.
- 5 In this factory, they ~~use and change~~ recycle old glass into new bottles.
- 6 I love the way her pictures are so ~~full of strong colours~~ colourful.
- 7 We counted the children and one of them was ~~not there~~ missing.

2 Add other new words from period 4. Make any changes needed.

- 1 **A** Did they really use to make the frames of planes from wood?
B Yes, but when planes got bigger, they had to think of something else.
- 2 **A** Is Tariq's new internet business doing well?
B Yes, very well, so they can now afford to move into bigger offices.
- 3 **A** Where did they get all the stone to build that huge castle?
B That was supplied from a local quarry.
- 4 **A** Are you going to accept their job offer?
B I'm not sure. It may be too much for me to do on my own.
It needs two people.

Now work in pairs. Check your work and then practise.

3 Read the passage again and do the tasks.

Say what the underlined words and phrases refer to.

- 1 Line 33: ... and he loved it! Ann's brother, the cake
- 2 Lines 34–35: So did the other children – and their mothers. they loved it
- 3 Lines 35–36: ... Soon, one of them asked for another one. one of the children / a cake
- 4 Lines 38–39: Then a cake shop asked her to supply them. the cake shop

Now say what the underlined words mean.

- 1 Lines 2–3: At 14, he badly needed to get a bigger bike, to a large degree
- 2 Line 3: ... his dad had lost his job, His company stopped employing him
- 3 Lines 15–16: ..., he was able to build his new bike – a bike to replace the bike that was too small
- 4 Lines 39–40: Ann was worried about time, the amount of spare time she had and how she spent it

4 Work in pairs. Think and discuss.

- 1 What leisure interests do you have?
- 2 If you wanted to, could you do any of these as a job?

1 Add these activities to the table below.

camping flower arranging photography
rugby tennis white water rafting

Verbs	Activities in the emails	Other activities
do	cooking, <u>photography, flower arranging</u>	<u>art, homework</u>
go	swimming, <u>swimming, camping, white water</u>	<u>climbing, running</u>
play	volleyball, <u>volleyball, rugby, tennis</u>	<u>basketball, the guitar</u>

Now add these new activities to the table.

art basketball climbing homework running the guitar

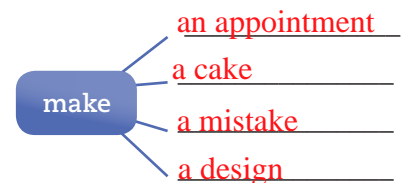
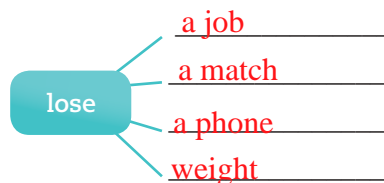
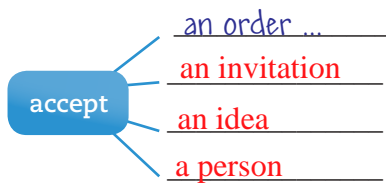
Now talk about activities that you do.

I usually go running after school. What about you?

I don't often go running. I prefer to play volleyball.

2 Add these words to verbs from the passage on page 37.

a design a job an order



Now add these other words that also go with the verbs.

an appointment a cake an idea an invitation a match
a mistake a person a phone weight

Now complete the sentences with verb-noun pairs from the network above.

Make any changes needed

- Tom prefers the old ways. He takes a long time to accept an idea that's new.
- I'm not very well. I'm going to make an appointment to see the doctor.
- Our team are doing well. They haven't lost a match all year!
- I'm eight kilos too heavy! I really need to lose weight.
- I made a mistake and went the wrong way. I had to go back and start again.
- I've accepted an invitation to a party on Saturday, but I may not enjoy it because I only know one or two other people who will be there.

1 Read the examples.

- | | |
|---|--|
| 1 At five, Ann could make biscuits. | 2 Now, she can make a wedding cake. |
| 3 She could not do everything on her own. | 4 She cannot accept every order. |
| 5 Joe was able to look after bikes. | 6 These days, he is able to build bikes. |
| 7 At 14, Joe had to build his own bike. | 8 Ann has to make orders she accepts. |
| 9 Ann did not have to make cakes for her friends, but she did. | 10 Joe does not have to build bikes for his friends, but he does. |

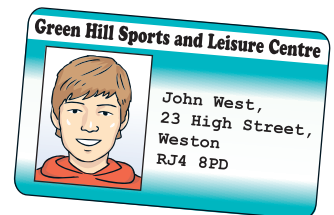
Look at the examples again. Tick (✓) the best way to complete the statements.

- Example 1 says what Ann **a**) is able to do now. **b**) was able to do in the past.
- Example 2 says what she **a**) is able to do now. **b**) was able to do in the past.
- Example 3 says what she **a**) is not able to do now. **b**) was not able to do in the past.
- Example 4 says what she **a**) is not able to do now. **b**) was not able to do in the past.
- Examples 5 and 6 use *was able to / is able to* as a different way of saying **a**) *could / can*. **b**) *had to / has to*.
- Examples 7 and 8 say that it was / is **a**) necessary **b**) possible to do something.
- Examples 9 and 10 say that it was / is not **a**) possible **b**) necessary to do something.

2 Complete the story. Use past forms (positive or negative) of the verbs in brackets.

Last year, I was once late for basketball practice at the Sports and Leisure Centre, so I (1) had to _____ (have to) run and I forgot my door key! When I got home, of course, I (2) couldn't _____ (can) get in.

It was very cold and I didn't want to spend the night outside, so I (3) had to _____ (have to) find another way into the house. Luckily, I (4) didn't have to _____ (have to) look very far because a small kitchen window was open. However, I (5) couldn't _____ (can) climb through it because it was not big enough. Instead, though, I (6) was able to _____ (be able to) reach inside and open the big window next to it. I started climbing in. But then the police arrived. At first, I just (7) couldn't _____ (can) make them understand that I lived there. I (8) had to _____ (have to) explain three times and show them the address on my Sports and Leisure Centre card before I (9) was able to _____ (be able to) make them believe me!



3 Complete the statements. You can use these ideas. Use the verbs in brackets.

walk / run run / ride a bike tidy up my room / wash the dishes

- When I was one, I could walk _____, but I couldn't run _____. (could / could not)
- When I was four, I was able to run _____, but I wasn't able to ride a bike (was able to / was not able to)
- When I was ten, I had to tidy up my room _____, but I did not have to wash .. (had to / did not have to)

1 Complete the conversation. Choose the correct verbs in brackets.

- A Emma, you (1) _____ (should / can't) watch the programme on Egypt this evening. It (2) _____ (may / shall) be useful for your school project.
- B You're right, Dad, and I'd love to watch it, but I really (3) _____ (may not / can't) because we've got a big test tomorrow and I (4) _____ (can / must) do a lot of work to get ready for that. I (5) _____ (might not / mustn't) lose a minute!
- A Well, (6) _____ (shall / must) I put it on a DVD for you? Then you (7) _____ (must / can) watch it after you finish work tonight.
- B Thanks, but I (8) _____ (shall / may not) be able to watch it then. I'll be very tired.
- A Well, you (9) _____ (mustn't / don't have to) watch it tonight. You (10) _____ (can / mustn't) watch it tomorrow after your test.
- B Yes, that's a good idea. But excuse me now, Dad, I really (11) _____ (should / may) go and start work.
- A All right, Emma, but you (12) _____ (should / mustn't) work too hard or too late. It won't help you tomorrow if you do.

2 Complete the conversation. Use *have to*, *not have to* or *mustn't*.

- A Tomorrow's a holiday, so I (1) don't have to get up early.
- B OK, you (2) don't have to get up very early. But you (3) mustn't get up too late, either. Remember, we're going to the beach and so we (4) have to leave quite early. The roads will be very busy.
- A Oh, yes! So what time (5) do we we have to go?
- B Well, we certainly (6) mustn't leave any later than eight o'clock.
- A Let's get everything ready tonight. Then we (7) won't have to worry about doing that in the morning. We'll be able to just get up, have breakfast and leave.
- B Yes, but the food for our picnic lunch needs to be fresh, so we (8) will have to make that in the morning.
- A But we (9) don't have to take a picnic. We can go to a restaurant by the beach.
- B No, we (10) mustn't do that. Those places are all far too expensive!

3 Complete the story. Use the verbs in brackets in past positive or negative forms.

Before last year, I (1) could (can) run for ages without getting tired and I (2) didn't have to (have to) keep stopping to get my breath back. But then, last year, I (3) had to (have to) work very hard for my exams and so I (4) couldn't (can) do any sport. By the end of the exams, I was ten kilos too heavy and I (5) couldn't (can) run more than 50 metres without stopping! So I decided that I really (6) had to (have to) get fit quickly. That was when I joined the Sports and Leisure Centre and they (7) were able to (be able to) create a great training programme for me. I expected to need to train every day, but I (8) didn't have to (have to) do that. It was enough to train for an hour, three times a week and soon I (9) was able to (be able to) start losing weight. I (10) was able to (be able to) make new friends and have a lot of fun, too. After three months, I was back to normal again.



1 Listen to part 1 and answer the questions.

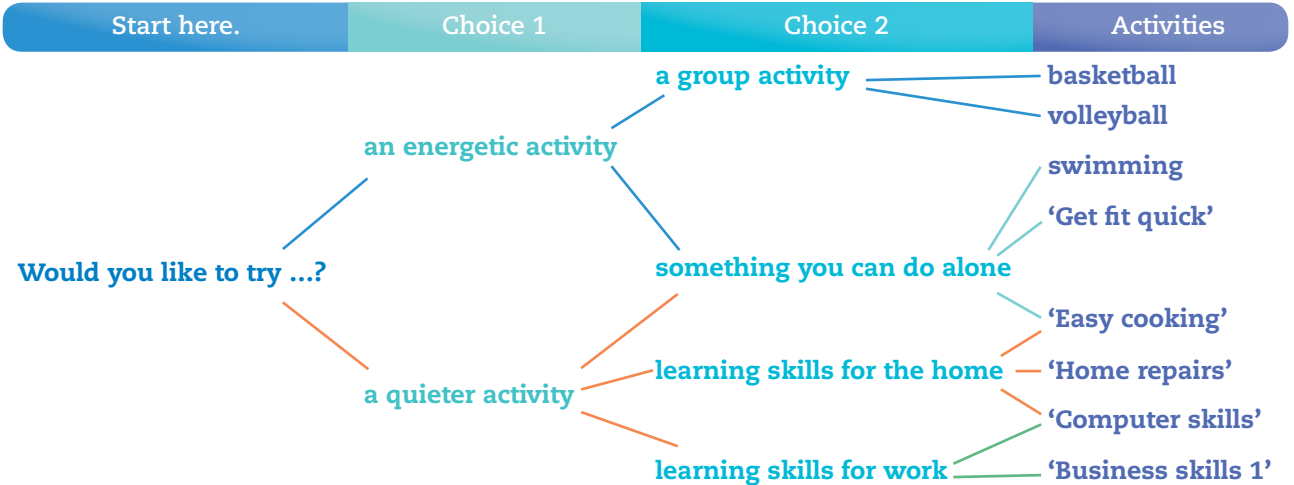
He'd been sick for a long time and he was still very weak.
 1 What was the problem a year ago?
 3 What happened soon after that?
 He didn't need to use a wheelchair when he went out.

She suggested he went swimming.
 2 What did the doctor advise him to do?
 4 What has happened recently?
 He's started playing basketball.



2 Look at the chart and the activities. Listen to part 2 and do the tasks.

1 Listen and answer the question. What activity does the manager advise in the end and why?



2 Listen again. Tick (✓) the expressions that you hear.

- 1 A Would you like to try an energetic activity?
- B Do you want to try an energetic activity?
- 2 A What about 'Home repairs', for example?
- B You could do 'Home repairs', for example.
- 3 A Well, what about cooking?
- B Well, what do you think about cooking?
- 4 A Perhaps you should try 'Easy cooking'.
- B I think you should try 'Easy cooking'.



3 Practise your pronunciation: intonation with or questions.

1 Listen and mark the parts that rise (↗) and the parts that fall (↘).

- 1 Energetic or quieter? ↗ ↘
- 2 An energetic activity or a quieter activity? ↗ ↘
- 3 Would you like to try an energetic activity or a quieter activity? ↗ ↘

2 Now listen again and repeat.

4 Work in pairs. Read and act out.

Carl Highgate Tell me, have you decided what you'd like to do?

Maddy Ross Perhaps you could suggest a few things.

Carl Highgate Yes, of course. Would you like to try an energetic activity or a quieter activity?

Maddy Ross I'd like to try something quieter.

Carl Highgate Fine. Now, do you want to try learning skills for the home or learning skills for work?

Maddy Ross I'd like to try skills for the home, I think.

3

Saving Aouda

1 Fogg and Passepartout were now on their way across India by train. They travelled through forests full of wild animals and groups of dangerous people who often attacked others.

A British **army** officer, Sir Francis Cromarty, sat with them. He knew India well, and he said to Fogg, 'Your friend made a big mistake at the temple. If the British police catch him, he will have big problems.'

5 'Perhaps,' Fogg replied calmly. 'But that won't stop me. I've done nothing wrong, so I will continue my journey.'

A little later, the train suddenly stopped. A man walked through the train and asked everyone to **get off**. 'Why have we stopped?' Fogg asked.

'The railway stops here,' the train **conductor** said. 'It isn't finished. It starts again at Allahabad, fifty **miles** 10 from here.'

The three men left the train and started looking for other transport. Fogg found and bought an elephant for £2,000. He also found a guide. The three travellers climbed on the elephant, and their guide led them through the dangerous forest.

Hours later, they heard something strange. They hid and watched. It was a group of people who were 15 singing, dancing and playing sad music. They were carrying the dead body of someone rich, and they were making a beautiful young woman walk next to the body.

Sir Francis knew what was happening. 'This is a *suttee*,' he said. 'They will **burn** the woman alive with her dead husband tomorrow morning.'

Fogg said, 'I think we should save this woman.'

20 'I do, too,' said Sir Francis, 'but it will be very dangerous.'

They followed the crowd to a temple, but they could not rescue her there: there were too many people. Morning came, and Fogg and Sir Francis watched while the woman was put on a **pile** of wood with her dead husband. They did not know what to do. The fire was started, and there seemed nothing they could do to help the poor young victim. The fire grew stronger.

25 Then, suddenly, the dead body on top of the fire stood up. It picked up the woman and jumped down. Everyone around was very afraid.

The 'dead man' **rushed** to Fogg with the woman and said, 'Let's go!' It was Passepartout! Quickly, they **lifted** the young woman up on the elephant and raced away before the crowd understood what was happening.

30 After the successful rescue, they finally reached Allahabad. There, Fogg paid their guide – and also gave him the elephant. The guide was very pleased.

The beautiful young woman thanked everyone in excellent English. Her name was Aouda, and she had an uncle in Hong Kong. Fogg offered

35 to take her there, and they

caught the next train together. This reached Calcutta at 7 am on 25th October. Fogg was no

40 longer two days early, but he was not late, either. He was happy.

What was the problem with the train? (The railway wasn't finished.)

What did Fogg buy for £2,000? (an elephant)

What was the connection between the dead man and the woman? (She was his wife.)

What is the name of the woman? (Aouda)

When did they arrive in Calcutta? (7 am on 25th October)

NOTES:

Sir: A British title before the name, given to a man who is, or who has done, something important. The title for a woman is *Lady*.

British army and police in India: These had officers from Britain, but most of the people in these services were Indian.

Railways in India: By 1872, Britain had built many railway lines in Britain (starting in the 1830s). By the 1860s, railways were also being built in India. In such a large country, they were a very useful form of transport.

1 Read and answer the questions.

- 1 Why did everyone have to get off the train? **The railway wasn't finished.**
- 2 What did Fogg then do in order to continue the journey? **He bought an elephant**
- 3 What did he and the others stop to try and do on the way? **They tried to rescue Aouda.**
- 4 How did the rescue happen? **Passepartout took were frightened and ran away.**
- 5 What happened at the end of the journey through the forest?
They arrived in Allahabad and Fogg gave the elephant to the guide.

2 Add the correct thing or person from the story.

- 1 **Sir Frances Cromarty**: This was the man who spoke to Fogg during the train journey.
- 2 **the train conductor**: This was the person who explained the problem with the railway line.
- 3 **Allahabad** _____: This was the city that they had to reach in order to get on a train again.
- 4 **fifty miles** _____: This was the distance that they had to travel in order to get there.
- 5 **an elephant** _____: This was the type of transport that they used.
- 6 **£2,000** _____: This was the money that Fogg paid for it.
- 7 **the guide** _____: This was the person who led them through the dangerous forest.
- 8 **People were ...** _____: This was the thing that was happening deep in the forest.
- 9 **the deadman's wife, Aouda** _____: This was the woman who Fogg and the others wanted to rescue.
- 10 **the temple** _____: This was the place that the crowd took the woman to.
- 11 **Passepartout** _____: This was the person who dressed as the dead person and then saved the woman.
- 12 **Calcutta** _____: This was the city on the other side of India that they reached on 25th October.

Emergency!

1 Listen and repeat.



22

تكلفة cost	يتعامل مع deal with	طوارئ emergency	مرهق exhausted
معطل faulty	اطفائية fire engine	محطة الاطفاء fire station	لهب flame
	paramedic	partner	service
	مسعف	زميل	خدمة
			smoke
			دخان

Word formation

رجل اطفاء

fire + fighter (n) firefighter (n)

protect (v) protection (n)

يحمي

حماية

2 Look at the pictures below and on the next page. Do the tasks.

- 1 What kind of job do you think the people do? **They're firefighters.**
- 2 Say what kind of work they seem to be doing in pictures a and b on the next page.
They aren't fighting fires. Perhaps the man is training and the woman is telling children about their job.

3 Listen and answer the questions.



23

- 1 Check your answers to activity 2.2.
They check the fire engines and their equipment. They do exercise and they do training – first aid, fire protection and IT.
- 2 What types of things do firefighters do back at the fire station?
- 3 What example of these does Carol give during her day? **training**

4 Read and do the tasks.

- 1 Work out the time of day.
 - 1 Say what time of day it is in picture a. Explain. **9:00 am**
 - 2 Say what time it is in picture b. Explain. **7:00 pm**
- 2 Write Dan Fellini's work schedule.

	Start work.
	8:15 check fire engine
	9:00 check their equipment
	9:45 do exercise
	10:30 learn new skills
	12:00 train
	1:00 have lunch

Now work in pairs. Ask and answer questions about Dan's work schedule.

Student A When does Dan start work?

Student B He starts at ... Does he check the fire ...?

Student A Yes, he does that at ... What time ...?

5 Work in pairs. Read out the firefighters' stories.

REAL LIFE JOBS - Firefighter



Dan Fellini, Ontario Fire Service

Many people think firefighters just relax
5 between emergencies. But it isn't like that. We have a full schedule from the minute we start work at 8:00 am.

First, we check the fire engines and
10 all our equipment. We must be sure that everything is in working condition: faulty equipment costs lives. Our own 'working condition' is just as important. We train to keep fit, of course, but we also learn new
15 skills all the time - things like first aid, fire protection systems and IT. Then there's the training we do together. We train to become an efficient, flexible team that can do the job and keep each other safe
20 in different, often dangerous situations. We have to be ready for anything.

Then, of course, 'anything' happens. We stop all our practising and preparing and
25 race to deal with the real thing - the next emergency call.



Carol Roper, London Fire Service

We do many different things in this amazing
30 job. Here's just one twelve-hour day.

1:30 pm. The police call us to a road accident. There's no fire, but a driver is caught inside her car. We free her with our special cutting equipment. Then the paramedics take over.

3:30 pm. There's training back at the fire station. Today it's 'How to deal with dangerous chemicals'. Even the older
40 officers are there. In this job, training never ends!

7:00 pm. We're giving a talk to the local scouts. Part of our job is to teach people about fire safety - to stop future fires
45 from happening.

10:30 pm. We go to a house fire. The firefighters already there need help. My partner and I put on our safety equipment and move into the thick, black smoke to
50 attack the flames.

12:00 am. Finally, we win. We're dirty and exhausted - but very, very pleased.



1 Add the new words from period 1. Make any changes needed.

- 1 **A** Do firefighters and paramedics ever work together?
B Yes, they work closely as partners when people need medical help.
- 2 **A** All the equipment that firefighters use costs thousands of dollars.
B Well, they need it to do their job – and to give them protection from the fire.
- 3 **A** How bad is the fire? I can only see some black smoke.
B It's growing. Look, that wood is burning now. Look at those flames.
- 4 **A** I expect it's hard work in the fire service – especially when you go out to a big fire.
B Yes, by the end, we're always dirty and exhausted – but happy that we've done a good job.

Now work in pairs. Check your work and then practise.

2 Read. Complete with other new words from period 1. Make any changes needed.

Dan Fellini says that (1) firefighters work hard all the time and not just during (2) emergencies. In the morning, at the (3) fire station, they always check the (4) fire engine and everything else because (5) faulty equipment can kill. They train together, too, to learn to work as a team that is (6) flexible and efficient. Then, when the call comes, they leave everything and rush to (7) deal with the next fire.

3 Read the passage again and do the tasks.

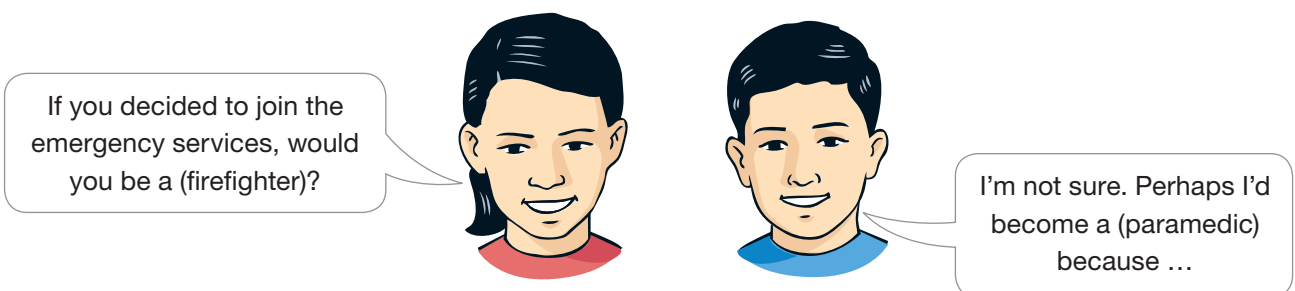
Say what the underlined words refer to.

- 1 Lines 12–13: Our own 'working condition' is just as important. **as important as the equipment**
 2 Lines 39–40: Even the older officers are there. **at the fire station**
 3 Lines 40–41: In this job, training never ends! **being a firefighter**

Now say what the underlined phrases mean.

- 1 Lines 5–6: But it isn't like that. **the situation isn't what people think it is**
 2 Lines 11–12: ... : faulty equipment costs lives. **can cause deaths**
 3 Lines 22–23: We stop all our practising and preparing. **the preparations and training**
 4 Lines 35–36: Then the paramedics take over. **take control**
 5 Line 51: Finally, we win. **we put the fire out**

4 Work in pairs. Think and discuss.



1 Listen and repeat. 24

حي alive	اسعاف ambulance	يبتهج cheer	بحاجة ماسة desperate(ly)
يختبر examine	طابق floor	سلم ladder	يحنى lean
nowhere لا مكان	rush يهرع	shoot out ينتشر للخارج	smash يحطم

Word formation	انفجار
explode (v)	explosion (n)
fire (n)	on fire (phrase)
hurt (v)	unhurt (adj)
low (adj)	lower (v)
thank (v)	thanks to (phrase)

2 Look at the picture in the passage and do the tasks.

- Describe what you can see. **Some firefighters are fighting a fire. A woman has climbed out of a window.**
- Read the newspaper headline and the line above it. Explain the new information that they give. **We know when and where it happened. We know the woman is a nurse and the fire was on the tenth floor of a building.**

3 Read and do the tasks.

- Read paragraph 1 to check your answers to activity 2.
- Read the rest of the report and answer these questions.
 - Who called the rescue services? **A neighbour called the rescue services.**
 - Which services came? **fire service, police service and ambulance service**
 - How was she rescued? **She jumped and one of the firefighters caught her.**

4 Read and answer the questions.

- Why did Helen climb out of the window? **It was the only way to get out of the flat.**
- What did the firefighters try to do first? **They tried to use the ladder to get to the flat.**
- What did they then do instead? **They went up the stairs to the tenth floor and tried to rescue Helen from the drow of the empty flat next to hers.**
- What stopped her from jumping at first? **She was too frightened to jump**
- What finally made her jump? **There was an explosion.**

5 Read and complete the fire officer's notes.

OFFICER'S NOTES

Fire victim's name: Age: Job:

Type of home: Floor Number:

Place where the fire began: Cause: Known: Unknown:

Time when the fire was discovered:

Actions by the victim: 1
2

Fire service arrived at: Other rescue services there: 1
2

The problem with the rescue:

Officers who rescued the victim: 1
2

Rescue route: Any injuries: Yes: No:

Now work in pairs. Ask and answer questions about your notes.

Student A: Take the part of the newspaper reporter. Ask the fire officer.

What was the fire victim's name?

Student B: Take the part of the fire officer. Use your notes to answer.

Her name was ...

Young nurse is saved from 10th floor fire

Young nurse Helen West, 19, had a lucky escape last night when her tenth-floor apartment 5 caught fire and two brave fire officers saved her life.

At 11 pm, she suddenly smelt fire from the direction of the kitchen. When she opened the 10 door, everything was on fire.

She closed the door quickly, but thick, black smoke started coming under it. The outside door was in the kitchen, so Helen 15 desperately needed another way out. There was only the bedroom window and outside that there was just a narrow ledge, 15 centimetres wide – and 30 metres 20 up. 'I was really scared, but there was nowhere else to go,' Helen 35 said later. Smoke was coming into the bedroom fast.

She climbed out and lowered 25 her feet to the ledge. 'And then I shouted for help!' Luckily, 40 some neighbours heard her and immediately called the fire service. A fire engine arrived ten 30 minutes later and then, too, the police and an ambulance.



Nurse Helen West heroically rescued yesterday

However, the ladder was ten metres short! There was only one 35 thing to do. Officers Dave Yates and Ken Winterton rushed up to the tenth floor, smashed the door of the empty flat next to Helen's 50 and raced to the window. Dave leaned out and Ken held him. Dave reached for Helen and 40 shouted, 'Jump!'

'I tried,' she said later, 'but I couldn't. I was so scared!' Far 45 below, firefighters, police, paramedics and neighbours

watched and waited.

An explosion suddenly smashed Helen's window and flames shot out. Finally, she 55 jumped and Dave caught her arms. He almost fell, but Ken managed to hold him. Slowly, they pulled Helen to safety.

When Dave and Ken brought 65 her down, everyone cheered wildly. The paramedics examined her, but she was unhurt. Later, she said, 'I'm lucky to be alive and it's all thanks to Dave and Ken!'

1 Replace with new words from period 4. Make any changes needed.

- 1 After the accident, we ~~looked carefully at~~ examined the boat for damage.
- 2 ~~Because of~~ Thanks ~~to~~ everyone's hard work, our team won first prize.
- 3 The flames ~~moved very fast~~ shot ~~out~~ of our house very quickly.
- 4 Help! The house is ~~burning~~ on ~~fire~~!
- 5 Let's ~~gently bring down~~ lower the big cupboard from the window.
- 6 The climbers found a ~~shelf~~ ledge that was wide enough to sleep on.
- 7 I'm bored. I've got nothing to do and ~~no place~~ nowhere to go!

2 Add other new words from period 4. Make any changes needed.

- 1 **A** I've heard that Helen lived on the top floor of the building.
B That's right, and the firefighters' ladder wasn't big enough to reach it.
- 2 **A** That ambulance is going very fast.
B I expect the paramedics are desperate to get to an emergency fast.
- 3 **A** Be careful with that ladder, Will. It's leaning towards the window!
B Yes, Will. If you aren't careful, you'll smash the glass.
- 4 **A** Everyone is cheering! Does that mean they've found the boy alive?
B Yes, they've rescued the boy and he's completely unhurt.
- 5 **A** Was anyone hurt in the explosion at the factory?
B No, thank God. But people were very scared and rushed to get out.

Now work in pairs. Check your work and then practise.

3 Read the passage again and do the tasks.

Say what the underlined word and phrase refer to.

- 1 Lines 16–17: There was only the bedroom window. there was no other way out
- 2 Lines 30–31: ... and then, too, the police and an ambulance. after the fire engine arrived

Say what the underlined words and phrases mean.

- 1 Lines 19–20: ... – and 30 metres up. above the ground
- 2 Lines 20–21: '... , there was nowhere else to go.' there wasn't another suitable place
- 3 Lines 33–34: There was only one thing to do. They didn't have any choices only one thing was possible.

4 Work in pairs. Think and discuss.

- 1 Say when you think Helen probably felt the most scared.
 - a) When she first climbed out of the window.
 - b) When she realized that the ladder was ten metres short.
 - c) When Dave called for her to jump and she couldn't.
 - d) When there was an explosion and flames shot out.
 - e) When Dave almost fell with her.
- 2 Talk about things that you are scared of.



I'm not afraid of being up high, but I'm really scared of snakes.



Oh, I don't mind snakes so much, but I really don't like the dark.

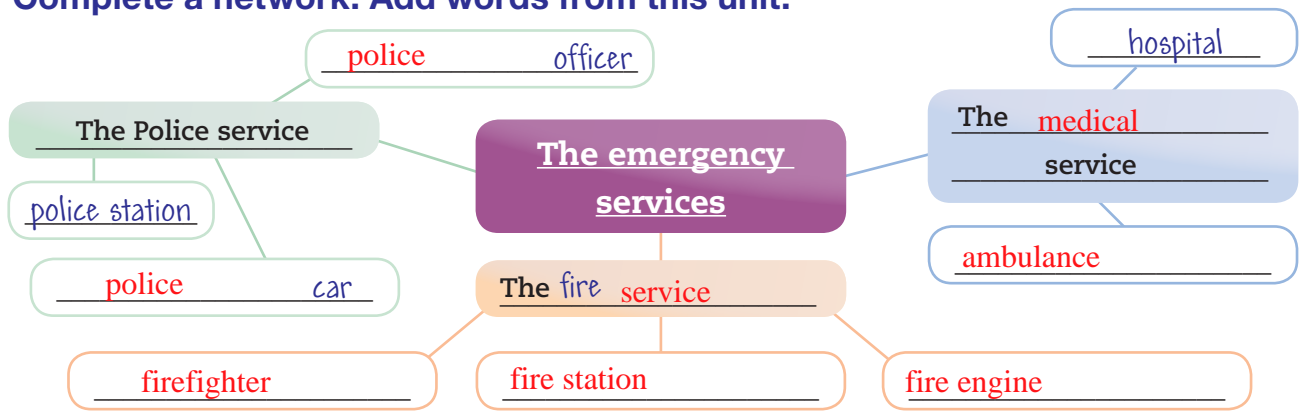
1 Form participle adjectives to complete the table.

	(1)	(2)	(3)	(4)	(5)	(6)
-ing	amazing مذهل	boring ممل	depressing محبط	exciting مثير	exhausting منهك	interesting ممتع
-ed	amazed مذهل	bored يشعر بالملل	depressed محبط / حزين	excited متحمس	exhausted منهك	interested مستمتع

Now complete each sentence with either the **-ing** or the **-ed** adjective from the table.

- I'm (2) bored with this programme. Let's change channels.
- Let's try the film on Channel 4. That'll be more (6) interesting.
- There's more bad news about earthquakes again. It's very (3) depressing.
- We're going on holiday tomorrow and I'm very (4) excited.
- Six cars crashed, so we were (1) amazed that there were no injuries.
- We had to carry heavy rocks all day. It was (5) exhausting work!

2 Complete a network. Add words from this unit.



Now try collecting words in other networks, for example:

school > subjects > maths / ... > equipment > ruler / ... > sports > basketball / ...

3 Complete the dialogues with pairs of opposites. Make any changes needed.

- A** This road is too narrow for our fire engine.

B We'll have to go back and find one that's wide enough.
- A** What time does our plane leave London?

B At 9:00 am and it arrives in Paris 45 minutes later.
- A** I need some oil, but this bottle is empty.

B Right, well, there's a full one in the cupboard, so use that.
- A** I think this plant is dead. We'd better throw it away.

B But look, it's beginning to produce some flowers. It's alive!
- A** People weren't buying our cakes, so we lowered the price.

B Yes, but our biscuits were too cheap, so we raised their price.
- A** I've just learnt/learned how to make a chocolate cake.

B Great! I'd like to be able to do that, too, so can you teach me, please?

حي	واسع	يرفع
alive	wide	raise
فارغ	يعلم	يصل
empty	teach	arrive
يفادر	ممتلئ	ميت
leave	full	dead
يتعلم	ضيق	يخفض
learn	narrow	lower

1 Read the examples.

- 1 Paramedics and neighbours **watched silently**.
- 2 She **shut the door quickly**.
- 3 Helen **desperately needed** another way out.
- 4 **Luckily**, some neighbours heard her.
- 5 I was **really scared**.
- 6 Smoke **was coming** into the bedroom **fast**.

Look at the examples again. Tick (✓) the best way to complete the statements.

- 1 The usual job of *-ly* adverbs is to tell us more about **a)** verbs. **b)** nouns.
- 2 These adverbs can come just **a)** before **b)** after the verb, as in Example 1.
- 3 If there is an object, it goes **a)** before **b)** after the adverb, as in Example 2.
- 4 To emphasize an adverb, we put it **a)** before **b)** after the verb, as in Example 3.
- 5 To emphasize an adverb even more, we can put it at the **a)** start **b)** end of a sentence. Here, with a comma, the adverb gives its meaning to the whole sentence, as in Example 4.
- 6 We sometimes use adverbs to make **a)** adjectives **b)** nouns stronger, as in Example 5.
- 7 To form the adverbs in Examples 1–5, we add *-ly* to **a)** nouns. **b)** adjectives.
- 8 There are **a)** a few **b)** a lot of irregular adverbs, as in Example 6 and these **officially, -ly**. The **a)** most **b)** least common ones are *hard, early, fast, well*.

2 Complete the table. Form adverbs from these adjectives.

جميل beautiful	مبكر early	سهل easy	فعال efficient	نهائي final	لطيف gentle	جيد good	سعيد happy
hard	healthy	possible	safe	sensible	silent	special	
صعب	صحي	محتمل	امن	معتول	صامت	خاص	

Regulars				Irregulars
quick + ly > quickly	lucky + ily > luckily	real + ly > really	flexible + ly > flexibly	fast + 0 > fast
<u>efficiently</u>	<u>easily</u>	<u>beautifully</u>	<u>gently</u>	<u>early</u>
<u>safely</u>	<u>happily</u>	<u>finally</u>	<u>possibly</u>	<u>well hard</u>
<u>silently</u>	<u>healthily</u>	<u>specially</u>	<u>sensibly</u>	<u>good ></u>

3 Add pairs of adjectives and adverbs from activity 2.

- 1 **A** Hisham **looks** very **fit** and healthy these days.
B Yes, it's partly because he **eats** healthily now. He used to live on junk food.
- 2 **A** What time does the early **bus** leave tomorrow morning?
B At 6:00, so we'll have to **leave** the house very early!
- 3 **A** Majeda **sings** that song so beautifully, doesn't she?
B Yes, it's a beautiful **song** and she sings it better than anyone else.
- 4 **A** **Be** very gentle when you hold your new baby brother.
B I'll **hold** him very gently. I promise!
- 5 **A** The weather was bad, but we got home safely.
B Good, because it's much worse now and it isn't safe to go out.

Now work in pairs. Check your work and then practise.

1 Put the words in order to form sentences.

Think about the positions of adjectives and adverbs.

- 1 a / Helen / escape / had / lucky
Helen had a lucky escape.
- 2 alive / lucky / am / be / I / to
I am lucky to be alive.
- 3 wildly / cheered / everyone
Everyone cheered wildly.
- 4 smelt / she / fire / suddenly
She suddenly smelt fire.
- 5 Helen / they / slowly / safety / pulled / to
Slowly, they pulled Helen to safety.

Now check your work. Find the sentences in the passage on page 51.

2 Work in pairs. Complete Helen's story.

Add the words in brackets. Change them to adverbs when necessary.

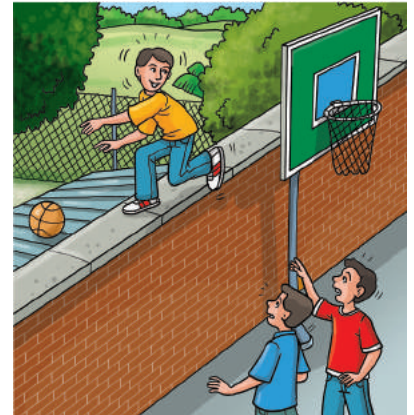
- 1 Luckily _____, (lucky) Helen **was** safe _____, (safe) but the fire in her apartment **was** still very dangerous _____ (dangerous) because it could easily _____ (easy) **travel** through the building.
- 2 Unluckily _____, (unlucky) the lift **was** broken _____, (broken) so the firemen had to carry their heavy _____ (heavy) **equipment** up all the stairs as fast _____ (fast) as they could.
- 3 The fire was **growing** quickly _____ (quick) by that time and when they finally _____ (final) **reached** the tenth floor, the empty _____ (empty) **apartment** next to Helen's was also on fire.
- 4 The firefighters fought **the fire** hard _____ (hard) for an hour and in the end they stopped it. Sadly _____ (sad) though, Helen lost everything. However, she **felt** happy _____ (happy) that she **was** still alive _____. (alive)

Now check your work. Take turns to read out Helen's story.

3 Work in pairs. Complete Ahmad's story.

Choose and add the words in brackets. Change them to adverbs when necessary.

- 1 Ahmad **is** very nice _____, but sometimes he does not **act** very sensibly _____. Recently _____, for example, he climbed up on a high wall to get a basketball, but instead of **looking** carefully _____ where he was going, he kept talking to his friends – and he fell! (careful, nice, recent, sensible)
- 2 Several people quickly _____ **came** to help Ahmad and two young _____ **nurses** immediately _____ **gave** him first _____ **aid**. (first, immediate, quick, young)
- 3 An ambulance soon arrived and so did the police. The paramedics gently _____ **moved** Ahmad to the ambulance and in another ten minutes he **reached hospital** safely _____. He had a badly _____ broken leg and some bad _____ **cuts** on his head. (bad, bad, gentle, safe)
- 4 Police Officer Youssef later said, 'It's clear _____ that Ahmad is a brave _____ **young** man, but today he **acted** dangerously _____. Luckily _____, he's going to be all right. (brave, clear, dangerous, lucky)



Now check your work. Take turns to read out Ahmad's story.

1 Work in pairs. Do the tasks to develop a story.

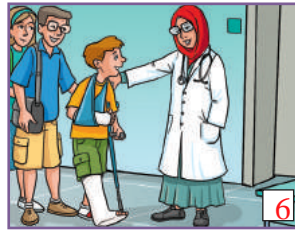
- 1 Number the pictures in order 1–6. **2, 6, 3, 4, 1, 5**
- 2 Make simple statements 1–6 from the picture captions. Use the past simple.
- 3 Add a–f to the correct statements 1–6. Use the past simple.
 - a) When the Bell family (be) on holiday in Jericho, ...
 - b) When they (be) at the top an hour after that, ...
 - c) But then the rock under him suddenly (collapse) and ...
 - d) When Tim's dad (find) and (rescue) him, ...
 - e) Help (arrive) 30 minutes later and ...
 - f) When Tom (be) ready to leave hospital next day, ...
- 4 Write the heading and then the story. Write a paragraph that starts like this.
When the Bell family were on holiday in Jericho, they took an exciting ...

They took an exciting cable car ride up to Deir Quruntel. Tom quietly climbed over the security fence. He fell to a ledge below and hurt himself quite badly. The cable car workers gave him first aid and called the ambulance. The paramedics put him in an ambulance and took him to the hospital. The doctor said, 'I don't think you're going to be doing any more climbing for a few weeks.'

An emergency in Jericho



Tom quietly (climb) over the safety fence



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



he (fall) to a ledge below and (hurt) himself quite badly



the cable car workers (give) him first aid and (call) the ambulance



they (take) an exciting cable-car ride up to Deir Quruntel



the paramedics (put) him in an ambulance and (take) him to the hospital

2 Work in pairs. Do the tasks.

- 1 Think of an accident that happened to you, a friend, or someone in your family. Choose a simple story that you can tell in about six sentences.
- 2 Make notes of key vocabulary.
- 3 Tell your story to your partner. Try to use time expressions like ... *30 minutes later*, ... Also try to include this structure: *When* + past simple, + past simple.
- 4 When you listen to your partner's story, ask questions if something is not clear.

Unit task: Telling a true story.

3 Write your story in about six sentences.

4

The route to Singapore

1 In Bombay, Detective Fix still did not have the correct papers to arrest Fogg, but he knew that Passepartout could go to prison for his mistake at the temple. He paid the priests there some money to go with him to Calcutta and tell the police about Passepartout.

5 So, when Fogg, Passepartout and Aouda got off the train in Calcutta, a police officer stopped them and asked them to follow him. Twenty minutes later, they arrived at a strange building. While they were going in, Fogg realized that it was a court-room. Inside, they saw a judge and a crowd of people. A door opened and the three priests entered. The judge explained why they were there, and he held up a pair of shoes. 'My shoes!' Passepartout shouted in surprise. Clearly, he was guilty!



10 The judge spoke. 'The religions of India are protected by law. Because of what this man did, he must go to prison for fifteen days.'

'Fifteen days!' shouted Passepartout.

'Silence!' answered the judge. 'And Mr Fogg will go to prison for seven days because he is this man's master.'

Fix was happy. Now there was enough time for the papers to arrive.

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

15 'One thousand pounds for each man,' the judge decided. 'You will get it back when you leave prison.'

Fogg paid the money. Passepartout took his shoes, and they left the court with Aouda. They went straight to the port and prepared to join the Rangoon, this was a ship that was soon leaving Calcutta for Hong Kong. Fix followed them and saw that Fogg was planning to leave and to lose the bail money. He was not pleased! He now decided to join the *Rangoon* secretly. He also asked the police to send the arrest
20 papers to Hong Kong when they received them. He now hoped to catch Fogg there, as it was another British colony.

During the journey, the weather was good, and as they passed various beautiful islands, the passengers relaxed. But not Fix. He wanted to ask Passepartout about the young woman who was travelling with him and his master, so he found the Frenchman and asked. Passepartout was very surprised to see Fix again,
25 but he explained the journey from Bombay and Aouda's story. However, Passepartout now finally started wondering if Fix was following them. 'Is he watching my master for the Reform Club people?' he thought. He decided not to tell Fogg about this.

On Wednesday afternoon, 30th October, the *Rangoon* sailed through the narrow Strait of Malacca. At 4 am next morning, it arrived at Singapore Island, half a day early, and stopped for a few hours. Passepartout went shopping for some fruit while Fogg and Aouda took a two-hour trip through the beautiful country in a horse
30 and carriage. Fix followed close behind, hidden in the trees. He was watching every move that they made.

- Was Fix able to arrest Fogg in Calcutta? (No, he wasn't, because he didn't have the correct papers.)
 What was the judge's punishment for Passepartout? (15 days in prison)
 What was the name of the boat that Fogg and Passepartout went on? (the Rangoon)
 When did the boat sail through the Straits of Malacca? (On Wednesday afternoon, 30th October)
 Where did the boat go to after the Straits of Malacca? (Singapore)

2- Are the statement True or False?

- 1- The court found Passepartout innocent. ()
 2- Fix was happy when the judge judged Fogg 7 days. ()
 3- Passepartout didn't notice Fix again on the ship. ()
 4- Passepartout finally realized that Fix was following them. ()
 5- Passepartout decided to tell Fogg that he saw Fix on the ship. ()

1 Read and answer the questions.

- 1 What did Fix want the priests to tell the police? *He wanted them to tell the police about what Passepartout did in the temple in Bombay.*
 2 Why was Passepartout very surprised in the court-room? *Because the judge had his shoes.*
 3 How did Fogg manage to keep Passepartout and himself out of prison? *He paid £2,000 bail.*
 4 Where did Fogg and the others go after they had left the court-room? *They went to the port.*
 5 Why did Fix decide to go to Hong Kong? *Because Hong Kong was a British colony and he could arrest Fogg*
 6 What did Fogg and Aouda do in Singapore – and what did Fix do?

Fogg and Aouda went on a trip in the country and Fix followed them.

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

- 1 A fire officer stopped Fogg and the others when they got ~~on~~ the train ~~to~~ Calcutta.
A police officer stopped Fogg and the others when they got off the train in Calcutta.
- 2 While they were waiting outside, Aouda realized that the strange building was a tennis court.
While they were going in, Fogg realized that the strange building was a court-room.
- 3 Inside, there were some judges, and there were also one or two other people.
Inside, there was a judge and a crowd of people.
- 4 Fogg sat down and angrily said, 'How many days must we stay?'
Fogg stood up and calmly said, 'How much is the bail? I will pay it now.'
- 5 The *Rangoon* was soon arriving in Calcutta from Hong Kong.
The Rangoon was soon leaving Calcutta for Hong Kong.
- 6 On the ship, Fix wanted to ask Fogg about the young elephant that was travelling with him and his servant.
On the ship, Fix wanted to ask Passepartout about the young woman at was travelling with him and his master.
- 7 The *Rangoon* arrived at Singapore Island a day late on Wednesday, 30th October.
The Rangoon arrived at Singapore Island half a day early on Thursday, 31st October.

1- Complete the statements:

- 1- Detective Fix still didn't have the correct papers to
- 2- Passepartout could go to for his mistake at the temple.
- 3- In the court, there was and
- 4- The judge charges Passpartout for in prison and Fogg for
- 5- Fix decided to follow Fogg
- 6- Fix asked the police to to Hong Kong.

Dangerous weather

1 Listen and repeat.



بينما as (while)	انهيار جليدي avalanche	سيطرة control	تلة hill	ينوب melt
مم (مليمترات) mm (millimetres)	انهيار طبيعي mudslide	انتشار spread	انحدار steep	
درجة الحرارة temperature	اعصار tornado	عنيف violent		

Word formation

ice (n)	ice cream (n)	بوظة
rain (n) + fall (v)	rainfall	سقوط الامطار
usual (n)	usually (adv)	عادة
wild (adj) + fire (n)	wildfire (n)	حريق احراش

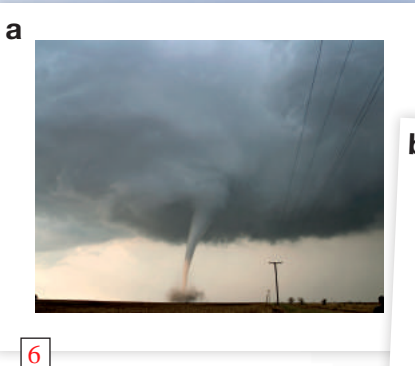
2 Look at the first picture below and pictures a–f. Do the tasks.

- 1 What does the person in the first picture do and what is she doing?
She's a weather reporter. She's doing a weather report on television.
- 2 Name any of the weather conditions and disasters in pictures a–f that you can.
tornado, avalanche, wildfire, flood, storm / hurricane, mudslide
- 3 Say what is or has been happening in each picture.
a There is a tornado. b Snow has fallen, or is falling, down the hill. c A wildfire has started and trees are burning. d The street has flooded – perhaps it has been raining a lot. e A hurricane has reached land. f There has been a huge mudslide.

Good evening and welcome to today's World Weather report. Well, the weather's been even busier and even more exciting than usual, especially in North America and Asia!

As we move into the early summer, temperatures have been rising more quickly than normal and this is producing dangerous weather conditions. Let's start in South Asia with the Himalayas.

Here in the world's highest, most dramatic mountains, snow and ice are melting earlier and faster than usual and this is causing more avalanches. And as melting continues, enormous quantities of water are entering the great rivers of India and Bangladesh. These are already rising and causing floods.



3 Listen and do the tasks.  30

This report covers a lot of different countries and it is reporting much more extreme weather.

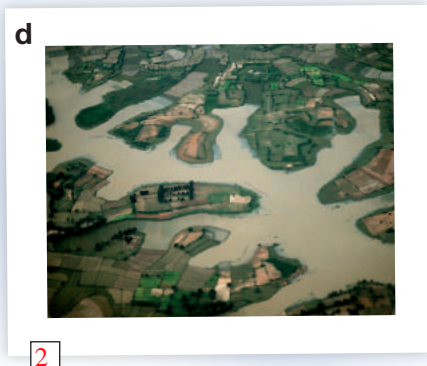
- 1 Compare this weather report with normal weather reports for a country or region.
- 2 Say what regions and countries the reporter talks about.
- 3 Find them on the map at the front of the book.

South Asia – Himalayas, India, Bangladesh / South-East Asia – the Philippines / North America – California, Oklahoma / Atlantic Ocean – Caribbean islands, Florida

4 Read and do the tasks.

- 1 Label pictures a–f in the order that you read about them: 1–6. a 6, b 1, c 5, d 2, e 3, f 4;
- 2 Say where in the world these things are happening. a Caribbean Islands/ Florida b Himalayas c California d India & Bangladesh e Philippines f Philippines

5 Work in pairs. Take turns to read out the passage, paragraph by paragraph.

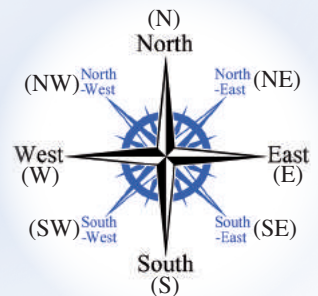


Let's move now to South-East Asia. There, a big storm with heavy rainfall of over 700 mm and wind speeds as high as 120 kph has smashed into the Philippines. It isn't as violent as some other storms, but it's bad enough to cause many problems. Mudslides on steep hills have destroyed many homes and worse is expected. Emergency workers are moving people away from more dangerous areas to places of safety.

Now we cross the Pacific to North America. In the south-west, California has been experiencing hot, dry winds for weeks and wildfires have started in several places. Firefighters are working hard to control them and stop them spreading farther.

Meanwhile, east in Oklahoma, several violent tornadoes have destroyed a number of homes. But thanks to better warning systems than in the past, no lives have been lost.

Finally, out over the warm Atlantic Ocean, this year's first hurricane is being born far out at sea. It's starting to move north-west towards the Caribbean Islands and Florida. How big will it get and where will it go? We don't have enough information yet, so it's too early to say. So ... watch World Weather again tomorrow to learn the latest.



1 Replace with new words from period 1. Make any changes needed.

- 1 While as we were climbing the mountain, the weather became snowy.
- 2 Fuad followed his ~~normal~~ usual route – the one he uses most of the time.
- 3 When the weather got warmer, our snowman ~~turned into water~~ melted.

2 Add other new words from period 1. Make any changes needed.

- 1 **A** Let's climb the hill together.
B But maybe I'm not fit enough. That path looks very steep.
- 2 **A** Did the tornado do much damage as it moved along the road?
B Yes, it was very violent. It picked up cars and smashed them down again.
- 3 **A** Is it true that wildfires, are burning the forest?
B Yes, and we haven't been able to control them. They're spreading fast.
- 4 **A** I hear there was a big mudslide down the side of the hill.
B Yes, it happened after days of heavy rain / rainfall. We had 200 millimetres in just three days.
- 5 **A** The temperature has fallen to -10°C. There's ice on the lake now.
B Yes, and a lot of snow has fallen on the mountains in the last few days.
A Yes, we need to be careful up there. There could be a terrible avalanche.

Now work in pairs. Check your work and then practise.

3 Read again to complete the table of weather problems.

Region:	South Asia	South-East _____	
Place:	the <u>Himalayas</u>	India & <u>Bangladesh</u>	<u>the Philippines</u>
Problem:	<u>avalanches</u>	<u>floods</u>	<u>storm</u>
Region:	North <u>America</u>	<u>the Caribbean islands</u>	
Place:	<u>California</u>	<u>Oklahoma</u>	<u>the Caribbean islands</u>
Problem:	<u>wildfires</u>	<u>tornadoes</u>	<u>hurricane</u>

4 Work in pairs. Ask and answer questions about the table in activity 3.

- Student A** Which part of the world does the weather forecaster talk about (first)?
Student B She talks about (the ...) in (South Asia). She explains that ...
Student A What does she go on to tell us about after that?

5 Work in pairs. Think and discuss.

- 1 Have any of these types of disaster been in the news recently?
- 2 Which of them would you be most afraid of?

1 Read the examples.

- 1 It has been **busier than** usual.
- 2 These are **the highest** mountains.
- 3 It has been **more exciting than** usual.
- 4 These are **the most dramatic** mountains.
- 5 Temperatures have been **rising more quickly than** normal.
- 6 The snow and ice are **melting earlier and faster than** usual.
- 7 The systems **are better than / work better than** in the past.
- 8 Wind speeds **are as high as** 120 kph.
- 9 The storm is **not behaving as violently as** some other storms.

Look at the examples again. Tick (✓) the best way to complete the statements.

- 1 We usually use *-er / -est* forms to compare **a) shorter** **b) longer** adjectives.
- 2 We usually use *more / most* forms to compare **a) shorter** **b) longer** adjectives.
- 3 We use *more / most* forms to compare **a) longer** **b) all** adverbs.
- 4 Some adverbs like *fast, long, hard* compare like **a) shorter** **b) longer** adjectives.
- 5 With *good* and *well*, we use **a) different** **b) the same** forms – *better / best*.
- 6 We can use *not as ... as* to say that something is **a) less** **b) more** than something else. We can use this form with **c) adverbs** as well as adjectives. **d) with adjectives only.**

2 Add comparative and superlative adjectives. Use the words in brackets.

Bangladesh is the victim of some of (1) the most dangerous (dangerous) disasters in the world. Sea floods in the south sometimes cause (2) the greatest (great) damage of all, but huge river floods (3) farther (far) north are also a very big problem. And these are now (4) worse (bad) than they used to be. This is because the rising populations of the steep Himalayan valleys are cutting down trees in (5) larger (large) numbers than ever before.

3 Add comparative adverbs. Use the words in brackets.

When the rivers are full of earth and rocks, they move even (1) more slowly (slowly) towards the sea. Floods then happen (2) more often (often) than before, they spread (3) more widely (widely) across the land and it becomes (4) harder (hard) to stop them.

4 Add (not) as ... as comparative forms. Use the words in brackets.

Without trees, the steep valley sides cannot hold together (1) as well as (well) before and so large quantities of earth and rocks are carried away by the melt-water. But farther south, the land is (2) not as steep as (not steep) it is closer to the mountains. This means that the water does not move (3) as fast as (fast) it does in the high valleys. Because of this, the water cannot carry the earth and rocks (4) as easily as (easily) before. These then fall to the bottom of the rivers.

1 Listen and repeat. 31

بدقة **accurate(ly)** يقترب **approach** يتنفس **breathe**
 يدمج **combine** يهرب **escape** قوة **force** حرارة **heat**
 يضرب **hit** علاوة على ذلك **moreover** فقير **poor** صحيح **proper(ly)**
 (as a) result storm surge
 نتيجة لذلك موجة عاصفة

Word formation
 يدمر **destroy (v)** دمار **destruction (n)** مدمر **destructive (adj)**
 يساعد **help (v)** عاجز **helpless(adj)** بعجز **helplessly (adv)**

2 Look at the picture in the passage and do the tasks.

- Describe what the people seem to be doing. **They're looking at the weather.**
- Read the heading. Say why these people's work may be very important.
They warn people about hurricanes, so the people have time to leave before the hurricane arrives.

3 Read and do the tasks.

- Name the three things in nature that combine to produce hurricanes. **the sun's heat, air and water**
- Find the wind speed that turns a storm into a hurricane. **118 kph**
- Say how hurricane forecasters get their information. **(List three ways.)**
from space satellites, weather balloons and weather stations
- Describe 'the most destructive storm in history' – the storm surge, the wind speeds and the numbers who died. **a 10-metre storm surge, wind speeds up to 222 kph, 500,000 died**

4 Read and answer the questions.

- The passage talks about two important hurricanes. What were the especially terrible results of each? **The 1972 hurricane killed a very large number of people. Hurricane Andrew in 1992 only killed a few people, but it did a huge amount of damage and it was the most expensive hurricane ever.**
- What happened before Hurricane Andrew that had not happened before the 1970 hurricane – and what was the result? **Information collected about the hurricane led to an early warning. They can help predict and deal with natural disasters. so people were able to escape before the hurricane hit.**
- How do modern technology and transport help in many countries that face natural disasters?
- People in rich countries are better protected now, but what more does the world still need to do?

It needs to help poor countries protect their populations.

5 Read again to complete the table.

	Hurricane 1	Hurricane 2
Where?	Florida	East Pakistan
Year	1992	1970
Destruction (very great / very little)	very great	very great
Deaths (very many / very few)	very few	very many
Warnings (many / almost none)	many	almost none
What people did to save themselves	they escaped by car	nothing

Now work in pairs. Take turns to make statements.

Student A *Hurricane 1 hit ... in ... There was very ... (And / But) there were very ... That was mostly because there had been ... As a result, ...*

Hurricane watching: **saving lives**



We cannot live without the sun's heat or the air that we breathe, but these givers of life can also become dangerous killers. Moreover, they can behave even more dangerously when they are combined with another great natural force: water.

The largest and most destructive results of this are hurricanes. These huge storms can hit land so powerfully that they destroy everything in their path. Wind speeds are 118 kph or more and they really are huge – as much as 800 kilometres across.

Hurricanes are so dangerous that everything possible is done to work out their speed and direction. A big hurricane can cause such great destruction that early warnings may save many lives. Information is therefore collected from space satellites, weather balloons and weather stations on land and at sea and forecasts have become very accurate.

Hurricane Andrew first showed how important this work was. When it hit Florida

in 1992, it did such enormous damage that it became the world's most expensive hurricane. However, only a few people died: most had escaped by car.

In 1970, however, things were far worse in East Pakistan (now Bangladesh) because there was almost no warning. Moreover, the transport system was so bad and people were so poor that they could not escape. As a result, they could only wait helplessly as the most destructive storm in history approached with a 10-metre storm surge and winds as fast as 222 kph. It was such a disaster that 500,000 people died.

We are not strong enough to stop the forces of nature, but Andrew showed that technology and transport can help. In many places, we can now predict and deal with disasters better than before. However, countries like Bangladesh are still too poor to protect their populations properly from similar huge disasters. So will the world give them the help that they need before the next arrives?

1 Replace with new words from period 4. Make any changes needed.

- When you ~~put together~~ combine the colours red and yellow, you get orange.
- As we ~~got near~~ approached the village, we could hear the sound of music.
- We measured everything carefully: we needed our plans to be ~~exact~~ accurate.
- If you're going to do a job, make sure you do it ~~in the right way~~ properly.
- We lost everything in the storm. Suddenly, we were ~~without money~~ poor!

2 Add other new words from period 4. Make any changes needed.

- A The heat is terrible in this little room. It's far too hot for me!

B For me, too! We need to escape and find somewhere cooler.
- A Did the storm surge do much damage when it reached land?

B Yes, it caused a lot of destruction. It smashed boats and flooded buildings.
- A Ancient Crete had an amazing culture. Moreover, its people were very rich.

B Yes, their culture developed partly as a result of growing rich from trade.
- A Peter's fallen into the sea and he can't swim. He's completely helpless.

B Quick! Let's get him and then let's make sure that he's breathing all right.
- A When Hurricane Katrina hit the city, it did terrible damage. It was very destructive.

B It just shows that hurricanes are one of nature's most powerful forces.

Now work in pairs. Check your work and then practise.

3 Read the passage again and do the tasks.

Say what the underlined words and phrases refer to.

- Lines 7–8: The largest and most destructive results of this combining the sun's heat and air with water
- Lines 22–23: ... showed how important this work was. gathering information from space satellites, weather balloons
- Line 46: ... before the next arrives? the next disaster

Now say what the underlined phrases mean.

- Lines 2–3: ... but these givers of life can also become dangerous killers. things which make life possible on the Earth
- Lines 25–26: ... became the world's most expensive hurricane. it caused the most destruction in terms of cost

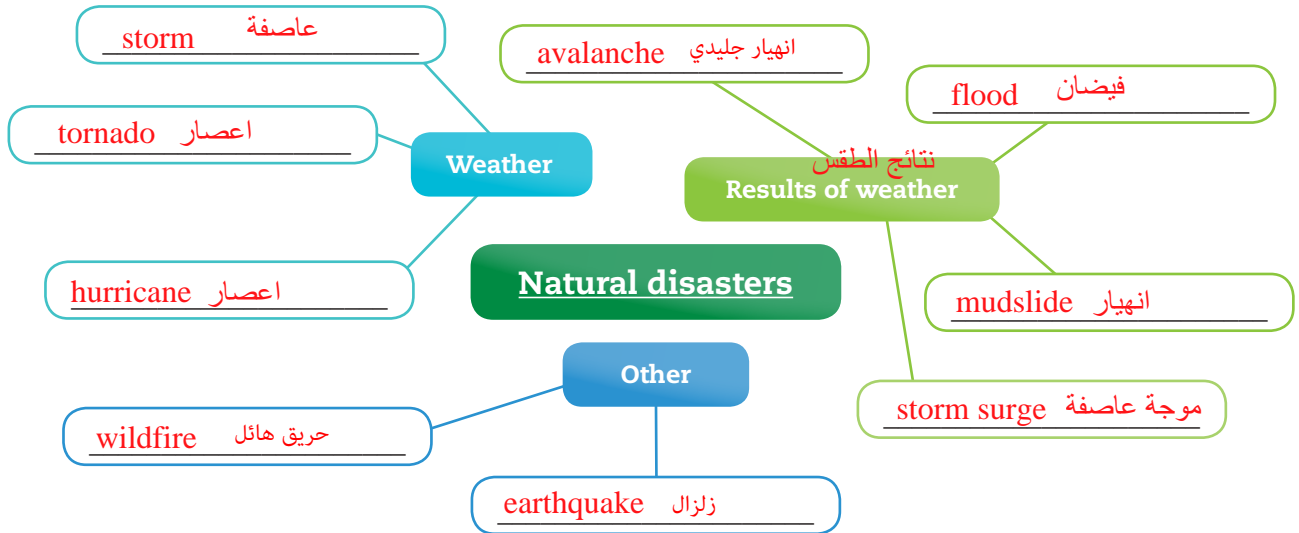
Now say what these numbers mean.

- 118 kph
- 2 800 km
- 3 222 kph
- 4 10 m

- 1 Wind speeds in a hurricane.
- 2 The size across of a hurricane.
- 3 The winds in the 1970 storm in Bangladesh.
- 4 The storm surge in the 1970 storm in Bangladesh.

1 Find the words to complete the network.

chavalane cnurihera dolfo dumsidel most quartahcek rondato srmot egsru welrifid



Now complete the sentences with words from the network.

- The hot, dry winds ^{رياح} soon started ^{بدأ} causing ^{بسبب} wildfires in various parts of the forest. ^{انحاء} ^{غابة}
- After the snow, there was an avalanche that came crashing down the mountain. ^{ثلج}
- Wind speeds ^{سرعات} rose above 118 kph and the storm became a hurricane.

2 Work in pairs. Work out the patterns to complete the table.

	helpful ^{مفيد} <u>helpless</u> ^{عاجز}		<u>hopeful</u> ^{كله امل} <u>hopeless</u> ^{يائس}		careful ^{حذر} <u>careless</u> ^{لا مبالي}
help		hope		<u>care</u> ^{يهتم}	
	<u>helpfully</u> ^{بشكل مفيد} helplessly ^{بعجز}		<u>hopefully</u> ^{بامل} <u>hopelessly</u> ^{بياس}		<u>carefully</u> ^{بحذر} <u>carelessly</u> ^{بلا مبالاة}

3 Now complete the following. Use words from the table.

- A This vase will break very easily, so please **be** careful with it.

B I promise I'll **look after** it very, very carefully !
- A Can **I** help you? You seem to be lost.

B Oh, thank you! That's very helpful of you. Could you tell me the way to the bus station, please?
- A Things aren't going well, but I'm still hopeful our ^{فريق} team can win.

B No, they're losing 5-1. The situation is completely ^{الوضع} hopeless !

Now work in pairs. Check your work and then practise.

1 Read the examples.

- 1 Bangladesh is still **too poor to protect** its population.
- 2 We are **not strong enough to stop** the forces of nature.
- 3 Transport **was so bad that** people could not escape.
- 4 They can hit land **so powerfully that** they destroy everything.
- 5 They can hit land with **such power that** they destroy everything.
- 6 The country **had such bad transport that** people could not escape.

Look at the examples again. Tick (✓) the best way to complete the statements.

- 1 We use *too* ... if something is a) less b) more than is needed.
- 2 We use *not ... enough* if something is a) less b) more than is needed.
- 3 We use *so ...* before a) adjectives and adverbs b) nouns to express something big or important, as in Examples 3 and 4.
- 4 We use *such ...* before a) adjectives and adverbs b) nouns to express something big or important, as in Examples 5 and 6.
- 5 After both *so ...* and *such ...* clauses, we use *that* + clause to express a) the cause. b) the result.

2 Change the sentences using the words in brackets. Choose between *too ... to* and *not ... enough*.

- 1 Bangladesh is still too poor to protect its population. (rich)
Bangladesh is not rich enough to protect its population.
- 2 The old walls were too weak to stand against that wind. (strong)
The old walls aren't strong enough to stand against that wind
- 3 Stop! It's not safe enough to go outside in this storm. (dangerous)
Stop! It's too dangerous to go outside in ...

3 Match the sentence parts to make statements.

She paints		strong		it damaged lots of houses.
You've done	so	a nice meal	that	we never forgot it.
She cooked	such	beautifully		everyone wants to buy her pictures.
The wind was		a good job		we're all really pleased.

4 Complete the statements. Choose between *so ... that* and *such ... that*.

Weather forecaster Joe Johnson talks about himself and his work.

- 1 At six, I lived through such a powerful hurricane that I've never forgotten it.
- 2 It hit us so powerfully that it nearly destroyed the family home.
- 3 Later, I got so interested in hurricanes that I started learning about them.
- 4 I found weather such an interesting subject that I decided to become a weather forecaster.

5 Work in pairs. Go back to activity 4. Ask the reporter's questions for Joe's answers.

- 1 Have you ever been in a hurricane? 2 Can you tell me a bit about it?
- 3 How did you feel about it later? 4 Why did you become a forecaster?

1 Work in pairs. Compare yourselves with others. Use -er and more forms.

You can use these ideas.

Adjectives: صفات

شجاع brave fit لائق friendly ودود funny مضحك
 helpful خديم honest نزيه kind لطيف polite مؤدب
 serious جاد sensible عطائي tidy مرتب

Adverbs: احوال

(do your homework) carefully بعناية اعمل واجبك بعناية
 (prepare for tests) well جيدا حضر للامتحانات جيدا
 (run) fast (work) hard عمل جاد

- Student A** You're (tidier) than most people, aren't you?
Student B Thanks, but I'm not as tidy as (Mona).
Student A You (play football) (better) than most people, don't you?
Student B Thanks, but I don't play football as well as (Ali).

2 Work in pairs. Discuss the questions. Use -est and most forms.

- Who is the friendliest person in your class?
- Who is the most helpful person in your class?
- Who usually does best in class tests?
- Who usually behaves the most sensibly?

- Student A** Who's the friendliest person in our class?
Student B I think (Tariq) is the friendliest person in our class.
Student A Why do you think that?
Student B Because he (always smiles and talks to everyone).

who is the most helpful person in our class?
 I think is the most helpful in our class
 Why do you think that?
 Because he always helps other students

Who usually does best in class tests?
 I think does best in class tests
 Why do you think that?
 Because he always gets full marks

Now ask and answer more questions. You can use ideas from activity 1.

3 Work in pairs. Talk about things that have not gone well. Use too and not ... enough forms.

- Student A** Why do you think (our football team lost) (last week)?
Student B I think it was because (they were too slow) / (they didn't attack hard enough).
Student A Why do you think (they've stopped showing [TV programme])?
Student B I think it's because (it's been going for too long) / (not enough people have been watching it).

4 Match the sentence parts to form sentences. Add so ... / such ... that forms.






He's running	such	a long time	that.	she's going to finish early.
She's working	so	slowly	that	we're going to finish late.
We're taking	so	quickly	that.	he's never going to finish.

Now work in pairs. Make statements about yourselves.

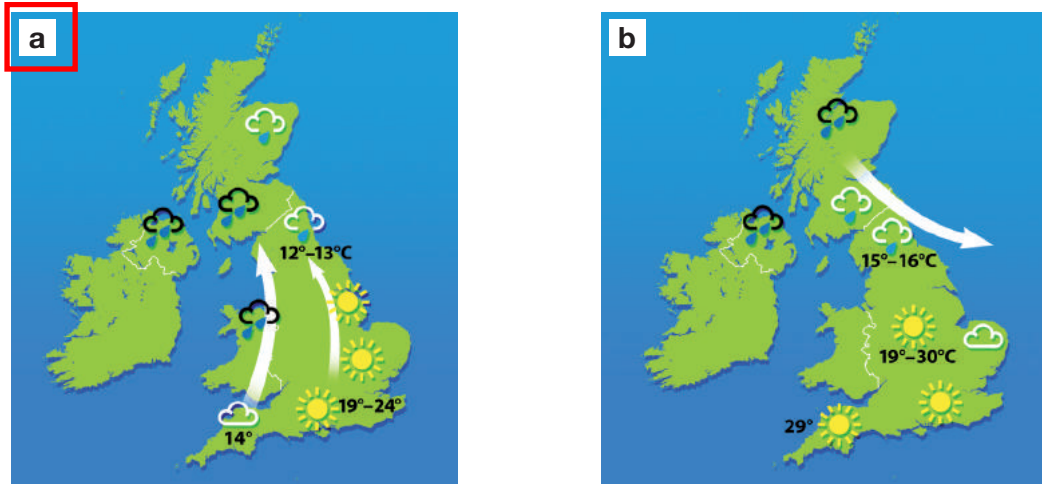
- I worked so hard (for the test last week) that ...*
I took such a long time (to finish my homework last night) that ...

1 Listen and do the tasks.  22

1 First, guess what these weather symbols mean. (The words in period 1 may help you.)

- | | | | | |
|---|---|---|---|---|
| 1  | 2  | 3  | 4  | 5  |
| hot / sunny | rainy | some rain | cloud | wind / windy |

2 Now listen. Say whether the weather forecaster is talking about map a or map b.



3 Listen again. Tick (✓) the weather nouns and adjectives that you hear.

- | | | | | | |
|---|--|--|---|--|---|
| 1 cloud <input checked="" type="checkbox"/> | cloudy <input checked="" type="checkbox"/> | 2 rain <input checked="" type="checkbox"/> | rainy <input checked="" type="checkbox"/> | 3 snow <input type="checkbox"/> | snowy <input type="checkbox"/> |
| 4 storm <input type="checkbox"/> | stormy <input type="checkbox"/> | 5 sun <input checked="" type="checkbox"/> | sunny <input checked="" type="checkbox"/> | 6 wind <input checked="" type="checkbox"/> | windy <input checked="" type="checkbox"/> |

2 Practise your pronunciation: weak stress in sentences. 

1 Listen for the weakest stresses in each sentence. Listen to the vowel sounds: they all become a /ə/. Listen again and mark them.

- 1 It's time for a look at tomorrow's weather.
/ə/
- 2 These will give everyone in the west a windy day.
- 3 There will be some rain in the north-east and east, too.
- 4 It will be one of the warmest days of the year for the south-east.

2 Listen again and repeat.

3 Work in pairs. Make statements about b, the weather map for two days' time.

It'll be (very warm) in the (south-west) and it'll be (quite hot) in the (south-east).

4 Now compare the weather tomorrow (map a) with the day after.

It'll be (quite cool) in the (south-west) tomorrow, but the day after, it'll be (much warmer).

1 Describe the climate of Palestine.

1 Work in groups. Look at the map and make statements like these.

Student A *(Jenin) is a bit (drier) than (Nablus). It gets (550 millimetres) per year.*

Student B *Yes, (Nablus) is (wetter) than most other places. Rainfall there is ...*

Student C *But it isn't as (wet) as (Jerusalem). (Jerusalem) is the (wettest) place in Palestine. It has ...*

2 Complete the paragraph. Add the correct connectors. Add figures from the map.

Palestine lies to the east of the Mediterranean.

(1) _____ (However, / **As a result,**) it gets long, hot

summers (2) _____ **and/ or** short, cool, rainy

winters. (3) _____ **However, / Moreover,** the climate changes quite a lot between different regions.

(4) _____ (In other words, / **For example,**)

Jerusalem is usually colder than Gaza in the winter.

(5) _____ **Moreover, / In other words,** rainfall

is different in different areas, too. In Gaza, Jabalya in the north is wetter than Rafah in the south: at about

(6) **230 mm** _____ per year, rainfall there is quite a lot

lower. Again, the West Bank is wetter around Nablus in the north than Jericho in the east. Rainfall in Nablus is about

(7) **600 mm** _____ per year (8) _____ **but/ or** in

Jericho, it is just (9) _____ . (10) _____

(**For example, / In other words,**) Nablus gets six times as much rain per year as Jericho does.



2 Work in pairs. Prepare and present a weather forecast.

1 Remember and discuss details of the weather forecast for Palestine for tomorrow.

2 Make notes of details and useful words and expressions.

3 Prepare a large and clear weather map for tomorrow.

4 Help each other develop the forecast with weather conditions and temperatures.

5 Divide the forecast between you. For example, Student A can talk about weather conditions and Student B can talk about temperatures.

6 Practise and present your weather forecast to the class. Use your weather map.

Unit task: Forecasting the weather.

3 Write about the weather.

Reply to this line in your English penfriend's email:

It's so cold and wet here! Lucky you, with your hot, sunny weather all the time!

Start like this.

It isn't always hot and sunny here. For example, tomorrow's forecast says that the weather may be cold and rainy. There is a fall in temperatures in north and southeast while in the south the weather will be cloudy. It's true that the weather here is sunny in most days of the year.

5

Mr Fogg misses the boat

1 The *Rangoon* was now ready to start its thirteen-hundred-mile voyage to Hong Kong, a British island near the coast of China.

At first, the weather was fine, and Fogg hoped to arrive in six days, in time to catch the ship to Yokohama, Japan, on 5th November. But then a storm hit the *Rangoon* and slowed her badly. Mr Fix was pleased: he wanted Fogg to miss the Yokohama boat.

After the storm, the captain told Fogg, 'We're going to arrive 24 hours late.'

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

'No, she hasn't sailed yet because of a problem with the ship. But the engineers have nearly repaired her, and she's going to leave at 5:00 tomorrow morning.'

10 They arrived in Hong Kong at 1:00 on 6th November, and everyone got off. Fogg now had 16 hours to find Aouda's uncle, while she waited at a hotel.

He soon returned with bad news. 'I'm sorry, but your uncle has moved to Europe.' Aouda was upset and wondered what to do. 'Come with us to Europe,' Fogg said. 'Passepartout, go to the *Carnatic* and tell them that three of us will join the ship.'

15 But at the port, Passepartout was surprised to learn that the *Carnatic* was ready to sail that evening. He was leaving to make sure Fogg knew this when Fix suddenly **appeared** and invited him into a café. The detective still did not have the arrest papers, so he wanted to stop Fogg from leaving. He planned to keep Passepartout talking. That way, perhaps he could make Passepartout and the others miss the boat.

20 Fix now told Passepartout that he was a detective. He explained that Fogg was the London robber, and that he had to keep Fogg in Hong Kong until the papers arrived. He offered £500 for Passepartout's help, but Passepartout did not believe Fix and did not want to help. After more talk, he suddenly looked at his **watch** and saw that the ship was about to leave. Hoping that Fogg knew about this from someone else, he rushed to the ship and got on **just in time**. He imagined that Fogg and Aouda were already safely in their **cabins**.



25 Early next morning Fogg arrived at the port to find no *Carnatic*, no Passepartout – just Mr Fix. Fix happily told him that there was not another ship for a week. Fogg immediately started looking for another way. Soon, he found a man with a small sailing ship, the *Tankadere*, and offered £100 a day for the Yokohama trip.

'The open sea's too dangerous for this little boat,' the captain said, 'but I can take you to Shanghai, up the Chinese coast. You can go from there to Yokohama.'

30 Fogg agreed. He now planned to ask the police to find Passepartout and then to leave. 'Would you like to come, too?' he asked Fix.

Fix did not want Fogg to leave, but this was the **next-best** thing. He agreed.

NOTES:

Hong Kong: An island close to the coast of China; became a colony in 1842 and by an agreement made in 1898, it was returned to China in 1997. It keeps its own government and is partly independent. It remains a very important trade and business centre.

The Carnatic – ‘she’: Traditionally, sailors talk about their ships as if they were women.

The South China Sea: It is too dangerous for the small ship *Tankadere* to cross the open South China Sea because of the very bad weather that often hits the region.

Shanghai: One of China’s most important ports then and still today. It was 1,000 miles from Hong Kong and about half the distance to Yokohama in Japan.

1 Note the changes to the plans and schedules.

- 1 The journey from Singapore to Hong Kong – ~~6 days~~: 7 days
- 2 The date the *Rangoon* arrives in Hong Kong – ~~5th November~~: 6th November
- 3 Fogg’s plan to take Aouda to her uncle in ~~Hong Kong~~: Europe
- 4 The *Carnatic*’s schedule to leave Hong Kong – ~~5th November~~: 7th November
 1st change: 7th November at 5:00 am
 2nd change: 6th November in evening
- 5 Fogg’s plan to take a small boat to ~~Yokohama~~: Shanghai

2 Answer the questions.

- 1 How far was it from Singapore to Hong Kong? 1,300 miles
- 2 What was the weather like on the way? At first it was fine and then there was a storm.
- 3 What happened because of this? The Rangoon arrived late in Hong Kong.
- 4 Why was the ship to Yokohama still there? Because the engineers were repairing it.
- 5 How long did Fogg think he had to find Aouda’s uncle? He thought he had 16 hours.
- 6 What was Passepartout surprised to find out when he went to the port?
- 7 Why did Fix want to stop Passepartout from telling Fogg about this?
- 8 What did he tell Passepartout at the café? He told Passepartout that he was a detective.
- 9 Next morning, what did Fogg do when he found that the *Carnatic* had gone?
- 10 Why was it a good idea to sail the small boat to Shanghai and join the *Carnatic* there?

6 He learnt that the *Carnatic* was ready to sail that evening.

7 Because he wanted Fogg to stay in Hong Kong.

9 He started looking for another way to get to Yokohama.

10 Because the *Carnatic* could cross the open sea to Yokohama.

Working for a better world

1 Listen and repeat.



خارج البلاد abroad	حلم dream	يستسلم give up	يتخرج graduate
مختبر laboratory	قانون law	الاشعة radiation	يعالج treat
university جامعة	war حرب	X-ray اشعة اكس	

Word formation

discover (v) discovery (of) (n)

يكشف

اكتشاف

2 Look at the pictures on the next page. Do the tasks.

- 1 Say which person appears in both pictures a and b. **Marie Curie**
- 2 Say what kind of work all these people seem to do. **scientists.**
- 3 Say what the machine seems to do in picture c. **X-ray machine.**
- 4 Read the title of the passage. Say who this might refer to. **Marie Curie**
- 5 Say what you think the title may mean. **her work benefited everyone.**

عالم لاجل العالم

A scientist for the world

Maria Sklodowska was born in Warsaw in 1867. She was an excellent student at school, but it was against the law for women to go on to university. The only way was to study abroad, but her family could not afford this. She therefore worked for several years to save enough and in 1891, at the age of 24, she finally started studying at the Sorbonne in Paris.

- 5 While she was studying, she was always poor and hungry. However, she worked hard and she graduated successfully three years later.

When she was looking for a laboratory to continue her work that year, she met another scientist, Pierre Curie, and he invited her to use his. They soon found that they had the same dream – to make the world a better place through science.

- 10 They married in 1895 and had their first child, Irène, in 1897. This happened while Maria – now Marie – was exploring the exciting new science of radiation. Pierre stopped his own research to work with her and, just a year later, they reported some important new discoveries. Then they began using radiation to treat various diseases and soon this was saving lives. In 1903, they received the Nobel Prize.

- 15 However, disaster followed in 1906 when Pierre died in a terrible road accident. Marie was left to continue their work alone. She was often depressed and sick, but she did not give up. In 1911, she even received another Nobel Prize.

When the First World War started in 1914, Marie, with her young scientist daughter Irène, supplied over 200 X-ray machines and trained many doctors to use them to examine people's injuries.

- 20 By the 1920s, she was famous, but she was also becoming very sick, almost certainly because of her dangerous work. Sadly, she died in 1934 and did not live to see Irène and husband Frédéric Joliot-Curie win their own Nobel Prize in 1935.



3 Listen and check your answers to activity 2. Then answer the questions.

- 1 Where did Marie Curie go to study? **She went to Paris.**
- 2 What did she and her husband Pierre want to use science to do? **They wanted to use science to make the world a better place.**
- 3 How did their new science of radiation succeed in doing this? **They could use it to treat diseases and save lives.**

4 Read and complete the notes on Marie Curie's life. Then read to continue them.

Now work in pairs. Ask and answer questions about Marie Curie's life.

Student A When / What year was she born?
How old was she when she started ...?
How long did she study at ...?

5 Work in pairs. Take turns to read out the passage, paragraph by paragraph.

Family name: Skłodowska

Given name: Maria

Full married name: Marie Curie

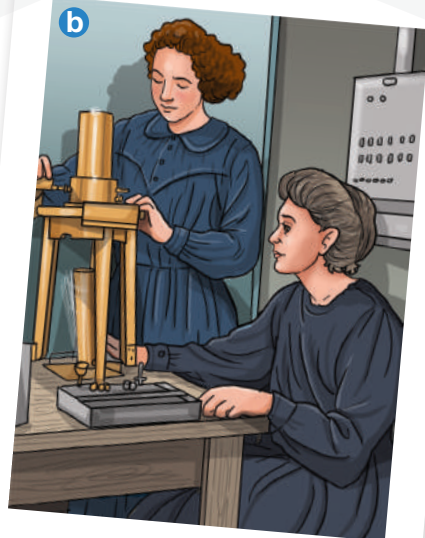
1867 Born in Warsaw.

1891 Started university at the Sorbonne in Paris

1894 Graduated successfully



1914 – EARLY X-RAY MACHINE



1 Replace with new words from period 1. Make any changes needed.

- 1 This city has lots of schools, but it doesn't have a ~~place for higher studies~~ university.
- 2 Don't ~~stop trying~~ give up now! You just have to go on a little bit longer.
- 3 There was a terrible ~~time of fighting and many battles~~ war from 1914 to 1918.
- 4 Jana doesn't live here now. She's moved ~~to another country~~ abroad.

2 Add other new words from period 1. Make any changes needed.

- 1 **A** I hear you've been studying law at university.
B Yes, I have – for five years. I'm hoping that I'll finally graduate next year.
- 2 **A** It's dangerous to have a lot of X-rays, isn't it?
B Yes, because the radiation damages your body.
- 3 **A** As medical research scientists, do you have any special dreams?
B Yes, we do. We really hope that we'll find new ways to treat the terrible diseases that kill so many people.
- 4 **A** Is this a photo of the laboratory that Marie and Pierre Curie used?
B Yes, they made some of their most important discoveries there.

Now work in pairs. Check your work and then practise.

3 Read and answer the questions.

- 1 Why was the young Marie Curie not able to become a scientist in Warsaw?
Because there was a law against women going to university.
- 2 When and how did she meet her husband? *in 1891, in Paris* *She supplied over 200 X-ray machines*
- 3 How did she help large numbers of people in the First World War? *and trained many doctors to use them.*
- 4 Why is it true to say that she lived and died for her work?
Because she worked very hard during her life, and she became ill because of the radiation she was researching.

4 Read the passage again and do the tasks.

Say what the underlined words and phrase refer to.

- 1 Line 2: The only way was to study abroad, *Her only chance to go to university*
- 2 Lines 2–3: ..., but her family could not afford this. *to study abroad*
- 3 Line 8: ..., and he invited her to use his. *his laboratory*

Now say what the underlined phrases mean.

- 1 Line 3: She therefore worked for several years to save enough. *to get enough money*
- 2 Line 13: ... and soon this was saving lives. *helping people to recover from their illnesses and injuries*

5 Work in pairs. Think and discuss.

- 1 Have you, or has anyone that you know, ever had an X-ray?
- 2 Did it show an injury? If so, how was it treated?

1 Read the examples.

- 1 In 1903, they **received** the Nobel Prize.
- 2 **By the 1920s**, she **was becoming** very sick.
- 3 **When** the war **started**, Marie **supplied** over 200 X-ray machines.
- 4 Marie **supplied** over 200 X-ray machines **when** the war **started**.
- 5 This **happened while (as)** Marie **was exploring** the science of radiation.
- 6 **When (As)** she **was looking** for a laboratory, she **met** another scientist.

Look at the examples again. Tick (✓) the best way to complete the statements.

- 1 We use the **a)** past simple **b)** past continuous for an action that happened completely at a past point in time, as in Example 1.
- 2 We often use the **a)** past simple **b)** past continuous for an action that was continuing at a past point in time, as in Example 2.
- 3 If two short past actions happened one after the other, we usually put both in the **a)** past simple, **b)** past continuous, as in Example 3.
- 4 To show that these actions were connected, we usually use **a)** *when* **b)** *while* before the earlier action, as in Examples 3 and 4.
- 5 If a short action happened during a longer action, we usually put **a)** both in the past continuous, **b)** one in the past simple and the other in the past continuous, as in Examples 5 and 6.
- 6 To show that these actions were connected, we often use *while* or *when* (or *as*) before the **a)** short action, **b)** continuing action, as in Examples 5 and 6.

2 Complete the statements with the verbs in brackets. Choose the past simple or past continuous.

- 1 In 1893, Marie was studying hard in Paris **all year**. (study)
- 2 Marie and Pierre married **in 1895**. (marry)
- 3 Marie was exploring the science of radiation **during 1897**. (explore)
- 4 Marie and Pierre reported some important discoveries **in 1898**. (report)

3 Put the sentence parts together. Add *when*, commas and the verbs in the correct forms.

- 1 Marie (leave) school ... she (get) a job **When Marie left school, she got a job.**
- 2 she (join) the university ... she (reach) Paris **She joined the university when she reached Paris.**
- 3 she (graduate) ... she (decide) to stay in Paris **When she graduated, she decided to stay in Paris.**
- 4 she (start) work ... she (move) into her new laboratory **She started work when she moved into**

4 Put the sentence parts together. Add *while* or *when*, commas and the verbs in the correct forms.

- 1 Marie (study) at university ... she (often have) almost nothing to eat **While / When Marie was studying at university, she had almost nothing to eat.**
- 2 she (have) her first child ... she (explore) the science of radiation **she had found her first child while / when she was exploring the science of radiation**
- 3 she (find) that she (need) Pierre's help ... she (work on) this new area of science **she found that she needed Pierre's help ... she worked on this new area of science while / when she was working**
- 4 they (do) their experiments ... they (make) some important new discoveries **they were doing their experiments ... they made some important new discoveries**

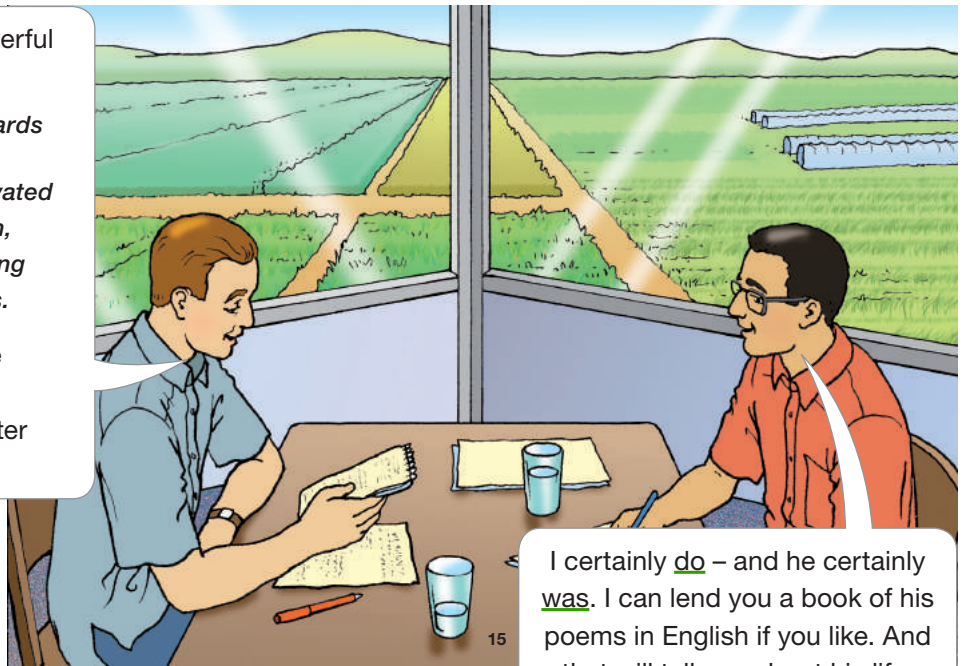
1 Adnan, I found a very powerful poem yesterday. Listen.

*You have stolen the orchards
of my ancestors*

5 *And the land which I cultivated
Along with my children,
And you've left us nothing
Except for these rocks.*

10 But I didn't write down the
writer's name.

Do you know it? Is the writer
Palestinian?



15 I certainly do – and he certainly
was. I can lend you a book of his
poems in English if you like. And
that will tell you about his life.



A Writer for Palestine

Mahmoud Darwish was born in 1942 in Al-Birwah, near
Acre. When the Israelis attacked in 1948, his family were
20 forced to leave and become refugees in Lebanon. They
returned a year later, but their village had disappeared:
instead, a new Israeli settlement stood there. They were
exiled to another village and Darwish grew up as a
refugee in his own land.



25 As a young man, he joined a Haifa newspaper in 1959. After he had been there
for just a year, he published his first book of poetry. Ten years later, he became the
newspaper's editor, but he continued his own writing, too. His poems about the
Palestinian experience became internationally known. He used to travel – without
a travel permit – to give readings of his poetry, but Israeli actions, including house
30 arrest, made life very difficult. Finally, in 1970, Darwish left and went into exile in
Beirut. During the following 26 years, he lived in Cairo, London, Paris and Tunis
and continued writing.

In 1996, thousands welcomed his return. He was delighted that people had not
forgotten him. He then became active in the government and he also did important
35 cultural work in Ramallah and Amman until he died tragically early in 2008.

By then, he had published over 30 books. Most were about Palestine and some
had become popular songs. Many are now also in English, so they are helping the
world understand the Palestinian situation better.

1 Add new words from period 4. Make any changes needed.

- 1 **A** People started cultivating crops near the Dead Sea about 7,000 years ago.
B Yes, and when farming began, that led to a completely new way of life.
- 2 **A** Do you think it's important to continue with our traditional customs?
B Yes, things like traditional music and food are all part of the cultural life of Palestine and we mustn't forget them.
- 3 **A** Please come and visit us next week. We're free every day except for Monday.
B Thank you! I'd be delighted to do that, so let's say Tuesday afternoon.
- 4 **A** What are those boys doing in that orchard?
B I think they're trying to steal some apples. Hey, stop!
- 5 **A** Excuse me for a minute. I have to write write an idea for a story.
B Great! What's it about?
A Oh, it's a very sad story, with a tragic end.

Now work in pairs. Check your work and then practise.

2 Add other new words from period 4. Make any changes needed.

When Al-Birwah was attacked by the Israelis in 1948, the young Mahmoud Darwish had to leave for Lebanon (1) along with his family. There, they remained as (2) refugees for a year. When they returned, they found a new Israeli (3) settlement there instead of their old village. They could not stay and they were (4) exiled from their own home to another village. When he grew up, Mahmoud started work at a Haifa newspaper, but he also wrote a lot of (5) poetry and he soon (6) published his first book of poems. Later, he rose to become the (7) editor of the newspaper. He also started travelling round Palestine to give (8) readings of his work. Because he did this without a (9) travel permit, he was often put under (10) house arrest.

3 Read the passage again and do the tasks.

Say what the underlined words refer to.

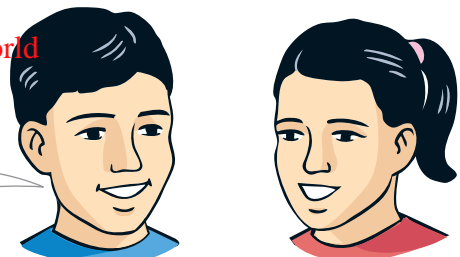
- 1 Line 13: I certainly do – know the writer's name
 2 Lines 13–14: ... – and he certainly was. he was Palestinian
 3 Line 21: ... instead, a new Israeli settlement stood there. where the village was

Now say what the underlined word and phrase mean.

- 1 Line 25: As a young man, he joined a Haifa newspaper. started to work at
 2 Line 28: ... became internationally known.
famous all round the world

4 Work in pairs. Think and discuss.

My favourite Darwish poem is (*Ahinno Ela Khubzi Ummi*).



1 Find words to complete the groups.

- Marie was an excellent student at school.
- She worked for several years to save enough money.
- The family returned, but the village had disappeared.
- His poems became internationally known.

1 <u>village</u>	2 locally	3 one or two	4 good
town	nationally	<u>several</u>	very good
city	<u>internationally</u>	a lot	<u>excellent</u>

Now use words from the groups to complete the following.

- Fuad got 82% in the maths exam, so he's very good at that. And he got 96% for science, so he's really excellent at that.
- Ahmad's music is already known nationally here in Palestine and now he's becoming internationally famous, with tours around the world.
- A:** I've only got one or two apples. **B:** Well, I've got a lot. I bought a kilo.
- Three hundred years ago, Manchester was just a small village with a few thousand people. But now it's a big city with a population of millions.

2 Complete the sentences with *against*, *for* or *through*.

- Ibrahim works for a newspaper.
- We walked for 20 kilometres.
- Let's not walk round the building. Let's just walk straight through it.
- Marie Curie wanted to help the world through science.
- You can lean your bike against the wall.
- Our next match is against a team from Australia.

3 Complete the dialogues with pairs of opposites. Make any changes needed.

- A** The Curies received their Nobel Prize in 1903, didn't they?
B Yes, and as part of it, they gave money to help their research.
- A** I haven't got any more money. I've spent it all.
B That's no good. You have to learn to save some every month.
- A** When did Joe first join the local team?
B Three years ago, but he left last year when he moved to London.
- A** We nearly lost our lives when our plane crashed into the sea.
B Yes, it was the life rafts that saved us. They were fantastic!

spend	receive
(money)	leave
give	lose
join	(lives)
save	save

Now work in pairs. Check your work and then practise.

1 Read the examples.

- 1 When the Israelis **attacked** in 1948, his family **were forced** to leave.
- 2 **By then (2008)**, he **had published** over 30 books.
- 3 They **returned a year later**, but their village **had disappeared**.
- 4 **After** he **had been** there for just a year, he **published** his first book.
- 5 He **published** his first book **after** he **had been** there for just a year.

Look at the examples again. Tick (✓) the best way to complete the statements.

- 1 If two past actions happened one after the other, we usually put both in the **a** past simple, **b** past perfect, as in Example 1.
- 2 When we emphasize that something happened before a past point in time, we usually put it in the **a** past simple, **b** past perfect, as in Example 2.
- 3 When we emphasize that something happened before something else happened, we usually put it in the **a** past simple, **b** past perfect, as in Examples 3–5.
- 4 We **a** can **b** must put the earlier action in first position, as in Example 4.
- 5 We **a** can **b** must put the earlier action in second position, as in Example 5.
- 6 To help show that two actions happened **a** one before the other, **b** at the same time, we use time words and phrases like *after*, as in Examples 4 and 5. (Others include *as soon as*, *before*, *by the time*, *once*, *until*, *when*.)

2 Work in pairs. Read Ali's travel schedule. Then ask and answer questions.

- 1 **A** Which city did he go to first – Beirut or Ankara?
B Beirut. He went to Ankara after he had been to Beirut.
- 2 **A** Did he go to Rome next?
B No. He went to Rome after he had been to ...
- 3 **A** Which city did he fly to then – Paris or Madrid?
B ...

3 Work in pairs. Ask and answer more questions.

- 1 **A** By the time he returned to Gaza, how many cities had he visited?
B By the time he returned, he had ...
- 2 **A** By the time he got back to Gaza, how many ... (days, be away)?
B By that time, ...
- 3 **A** By the time he flew home to Gaza, ... (kilometres, travel)?
B By then, ...

TRAVEL SCHEDULE

Gaza–Beirut	08/10
Beirut–Ankara	10/10
Ankara–Athens	12/10
Athens–Rome	14/10
Rome–Paris	16/10
Paris–Madrid	18/10
Madrid–Lisbon	20/10
Lisbon–Casablanca	22/10
Casablanca–Algiers	24/10
Algiers–Tunis	26/10
Tunis–Tripoli	28/10
Tripoli–Cairo	30/10
Cairo–Gaza	01/11

Distance: 8,575 kilometres

Time away: 25 days

1 Work in pairs. Describe what was happening when Sam arrived home.

(Use **When + past simple + past continuous.**)

When Sam (arrive) home on his birthday, ...

Dad (check) his camera to
take some photos



Grandma (wash) the dishes

Mum (finish) the birthday cake

Maisie (bring) some food to the table

Hi, everyone!
I'm home!

Erica (get) her present ready for Sam

Tim (put) some plates on the table

2 Work in pairs. Say what happened when Sam arrived home.

(Use **When + past simple + past simple.**)

When Sam (arrive) home on his birthday, everyone (sit) down at the table.

When (everyone) sit down, ...

they (sing) Happy Birthday
Mum (cut) the cake
Erica (give) Sam her present
he (open) the present
Dad (take) a photo

3 Work in pairs and do the tasks.

- 1 Say what different people were doing when your teacher came into the room at the start of this lesson.
- 2 Say what people did when your teacher came in.

4 Join the pairs of sentences. Use the past simple and past perfect.

- 1 Jamila (leave) school. She (write) lots of poetry.
By the time Jamila left school, she had written lots of poetry.
- 2 She (start) her busy university life. She (have) no time for writing. (once)
Once she had started her busy university life, she didn't have any time for writing.
- 3 She (not start) again. She (finish) college. (until long after)
She did not start again until long after she had finished college.
- 4 She (become) a book editor. She (graduate). (soon after)
She became a book editor soon after she had graduated.
- 5 She (prepare) several books by other writers. She (begin) to think about her own writing again. (before)
She had prepared several books by other writers before she began to think about
- 6 She (finish) her first book of poetry. She (spend) two long years on the project. (by the time)
By the time she finished her first book of poetry, she had spent two long years on

5 Work in pairs. Make up problems that stopped you doing these things.

I went to catch the bus, but ... (it had already gone).

I wanted to download the new (name) track, but ... I called at my friend's house, but ...
I arrived for (sport) training, but ... I offered my brother some help, but ...

1 Look at the picture and answer the questions.

- Who are the two older people? *They are Dr Scott and Dr Maqdisi.*
- Where do you think they might be? *They are in the entrance of an office.*
- What do you think is happening? *Dr Maqdisi is introducing Dr Scott to a woman.*



2 Listen and do the tasks.  8

- Listen and answer True (T) or False (F).
 - Salwa and Dr Scott first met in London. F
 - They last met four years ago. T
 - Salwa had been his student for a year before that. T
 - When they last met, Dr Scott was still teaching at Manchester University. T
 - Salwa has been working for the Palestinian Government for the past four years. T
 - Dr Scott left Manchester University three years ago. F
 - Since then, he has worked in three different countries.
 - Just before he came to Palestine, he was working in India. F

2 Listen again. Tick (✓) the expressions that you hear.

- A** It's really good to see you again!

B It's really good to meet you again like this!
- A** It's been ages since we last met.

B It's been years since we last saw each other.
- A** How have you been keeping?

B What have you been doing?
- A** Let's stay in contact.

B We should keep in contact.

3 Practise your pronunciation: past tense endings.  39

1 Listen to the endings of verbs from Unit 6. Mark the sounds 1, 2 or 3.

1 /t/	2 /d/	3 /ɪd/	
worked	returned	started	
attacked <u>1</u>	cultivated <u>3</u>	died <u>2</u>	escaped <u>1</u>
graduated <u>3</u>	happened <u>2</u>	invited <u>3</u>	joined <u>2</u>
published <u>1</u>	reported <u>3</u>	stopped <u>1</u>	welcomed <u>2</u>

2 Now listen again and repeat.

4 Work in pairs. Develop a role play.

One of you moved away two years ago and has returned for a short visit.

- You meet by accident in the street. You say hello warmly.
- You talk about what you have each been doing. (Make up details.)
- You agree that you should stay in contact. Give each other contact details.

1 Study the 'proper nouns' – nouns that need capital letters. Find more examples on pages 74 and 79. Think of more examples.

- 1 City and other place names: Jerusalem, the Dead Sea, the Sinai Desert
- 2 Names of places, e.g. in a town: the Al-Aqsa Mosque, Ramallah Police Station
- 3 Countries and nationalities: Spain, Jordan, Spanish, Jordanian
- 4 People's names and titles: Adnan Maqdisi, Mr Smith, Dr Frost, Grandad
- 5 Names of institutions, important events and businesses: the United Nations, the Palestine Liberation Organization, the Olympic™ Games, the Arab Bank, PalNet, the Second World War
- 6 Titles of books, magazines, newspapers, films, poems: *Shou'n Falastiniya Magazine*, *Al Quda Daily*, *Ana Min Hunak*
- 7 Abbreviations of proper nouns: the UN, the PLO, the USA, the UK

2 Do the tasks to tell a life story.

- 1 Look at the picture. Say where you met this person earlier in this book.
- 2 Read the notes about her and then expand them.
 - Give the proper nouns capital letters.
 - Add words as necessary.
 - Put the verbs in the past simple, past continuous or past perfect.



hannan hussein, a very special doctor

Paragraph 1

- a) be born / 1970 / small village near jericho in / dead sea valley
- b) while / (grow up) / little brother (become) sick / (love) helping / look after /
- c) nearly (die) one day while / (take) him / hospital, / she (give) / first aid / (save) /
- d) by the time she (be) 12, she (already decide) that / (want) to be / children's doctor

Paragraph 2

- e) after / (graduate) from school / (go) abroad / cairo university / study medicine
- f) while / (study) in egypt, she (do) volunteer work for / un / in west africa
- g) once / (complete) her training as / children's doctor / (return) / palestine and (work) for unrwa in gaza / ten years

Paragraph 3

- h) when dr hannan / (have) the chance of a job / the jericho government hospital / (decide) / take it in order / be near / family
- i) in / years since then, she has treated thousands / palestinian children and sometimes also young visitors like tom bell from / uk

Hannan Hussein was born in 1970 in a small village near Jericho in the Dead Sea Valley. While she was growing up her little brother became sick and she loved helping to look after him. He nearly died one day when they were taking him to hospital, but she gave him first aid and saved him. By the time she was twelve, she had already decided that she wanted to become a children's doctor. // After graduating from school she went abroad to Cairo University to study medicine. While she was studying in Egypt, she did some volunteer work for the UN in West Africa. Once she had completed her training as a children's doctor, she returned to Palestine and worked for UNWRA in Gaza for ten years. // When Dr Hussein had the chance of a job at the Jericho Government Hospital, she decided to take it in order to be near her family. In the years since then, she has treated thousands of Palestinian children and sometimes also young visitors like Tom Bell from the UK.

4 Write your story in seven or eight sentences.

6

A storm at sea

1 Fogg's earlier plan had been this: take the *Carnatic* 1600 miles straight to Yokohama in time to meet the *General Grant*, a fast, modern **steamship** on its way from Shanghai to San Francisco. The new plan was now this: sail 800 miles up the coast of China to catch the *General Grant* at its starting-point – Shanghai. The only problem was time. Today was the 7th November, and the *General Grant* was scheduled to leave
5 Shanghai at 7:00 pm on the 11th. Could the little *Tankadere* sail 800 miles in just over 96 hours? If the sea was calm and the wind in the right direction, the answer was yes. If not, then no.

Captain Bunsby and his four-man **crew** sailed the *Tankadere* out of Hong Kong and north-east up the coast at top speed. However, the South China Sea in November is a dangerous place and the seas were **rough**. Late on the 8th, the sky was growing cloudy.

10 Fix stayed away from the others as much as possible: he felt bad that he was **accepting** the kindness of the man he was trying to arrest.

Meanwhile, Fogg and Aouda were both missing Passepartout. Was it possible that he had caught the *Carnatic*? If so, might they be able to find him in Yokohama?

15 Captain Bunsby and his crew did well, but by early morning on the 9th, the wind was strengthening and the sky was full of black clouds. The ship was already moving so violently that it was difficult to stand: a big storm was coming.

It broke at 8:00 am, and all day huge waves crashed over the *Tankadere*. But at first the wind was from the south, so even with just one sail up, they

20 flew along in the right direction. That evening, though, the wind changed to the north-west and grew even more violent. The ship slowed, and the worried Bunsby said to Fogg,
25 'We need to find a port.'

'I only know of one,' Fogg replied, 'Shanghai.'

30 The morning of the 10th came and the wind was now from the south-east and less violent. The *Tankadere* made good time that day but by next morning, the 11th, they were still 100 miles from Shanghai, thanks to the storm – and not the 30 miles
35 that Fogg had hoped. Moreover, the wind was

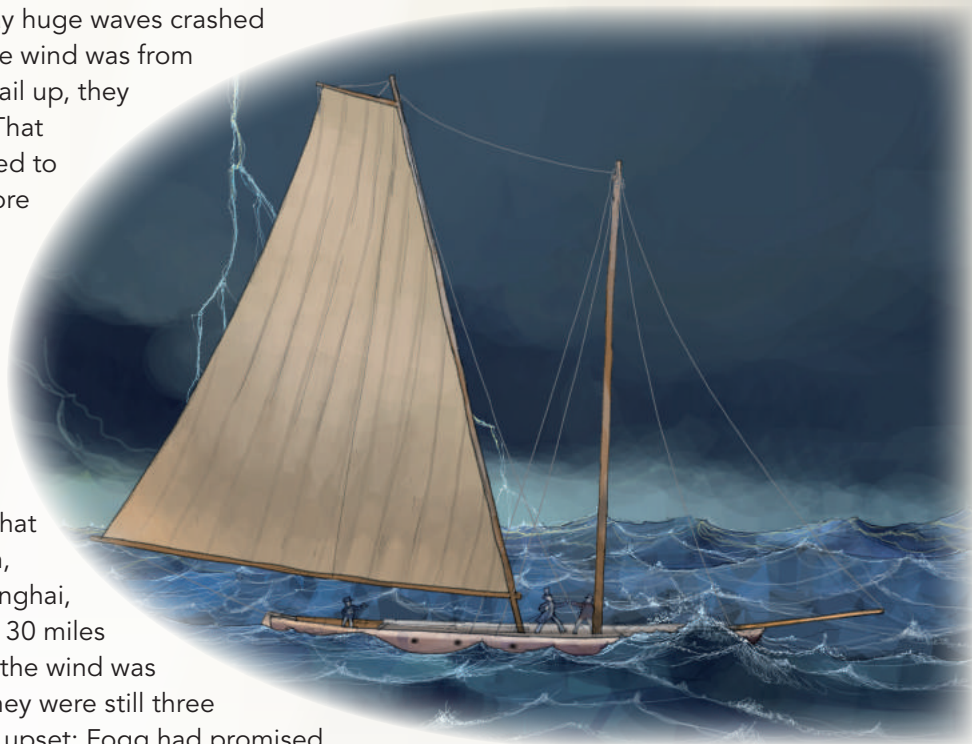
getting weaker, and at 7:00 pm they were still three miles from port. Bunsby was very upset: Fogg had promised £200 **extra** for reaching Shanghai on time, and now that couldn't happen.

40 But then a tall, black **funnel** started rising slowly over the **horizon**: it was the *General Grant*. The *Tankadere* had a **gun** for sending **signals** in bad weather. 'Please use it,' Fogg said calmly.

The gun **roared**, and the steamship's captain heard it. Did the *Tankadere* need help, he wondered. He turned towards the smaller ship.

* * * * *

Soon after that, Captain Bunsby was a much richer, happier man. And Fogg, Aouda and Fix were on their way to Yokohama.



NOTES:

Sailing ships and steamships: The *Tankadere* was a small sailing ship while the *General Grant* was a larger, modern steamship – with the tall smoking funnel that everyone saw as it rose over the horizon. There were still a lot of sailing ships at this time, but steamships were taking over. This was the kind of ship that was needed to cross the Pacific Ocean quickly and safely.

General Grant: the name of a famous general who had helped to win the American Civil War (1861–65) for the northern states a few years earlier.

The storm: We can tell from the way that the wind direction changed that this was a typhoon, the East Asian name for a hurricane. The *Tankadere* was very lucky not to sink.

1 Read and answer the questions.

- To reach Shanghai in time, how many miles a day did the *Tankadere* have to travel? **200 miles a day.**
- What were the early signs of the storm and when were they seen? **On the 8th, the sky was growing cloud**
- How long did the worst part of the storm last? **One day.**
- How did the wind direction change during the storm? **It started from the south, it changed to the north-west, then it changed to the south-east.**
- Why was Bunsby upset at 7:00 pm on the 11th? **Because he thought he wouldn't get his extra money.**
- Why did Fogg ask Bunsby to use the gun? **Because it would make the General Grant stop and help them.**

2 Complete the table.

Plans	Sail from	On (ship's name)	Sailing (miles)	To meet (ship's name)	In (city's name)
Old	Hong Kong	Carnatic	1600 miles	General Grant	Yokohama
New	Hong Kong	Tankadere	800 miles	General Grant	Shanghai

3 Explain the underlined words.

- Line 6: If not, then no. **If the sea wasn't calm or the wind was in the wrong direction, then they wouldn't get to Shanghai in time**
- Lines 12–13: Was it possible that he had caught the *Carnatic*? **got on the Carnatic as a passenger**
- Line 14: Captain Bunsby and his crew did well. **sailed very cleverly and quickly**
- Line 17: It broke at 8:00 am, **.The storm started**
- Line 20: ... with just one sail up, they flew along. **went very quickly**
- Line 31: The *Tankadere* made good time that day **travelled a long way in a short time**
- Line 34: ..., they were still 100 miles from Shanghai, thanks to the storm **-that was the fault of the storm**
- Line 38: ..., and now that couldn't happen. **they couldn't get to Shanghai in time**
- Line 41: ..., and the steamship's captain heard it. **the General Grant**
- Line 43: Soon after that, Captain Bunsby was a much richer, happier man. **he had a lot more money because he had the extra money from Phileas Fogg**

TEST

Part I (35 minutes – 30 marks)

I Speaking (15 minutes – 10 marks)

1 Decide what you should say: a), b) or c). (2 marks)

- 1 Suggest joining a computer skills class. a) Are you trying computer skills?
b) Would you like to try computer skills? c) Do you like trying computer skills?
- 2 Offer to get your sick friend some soup. a) If you like, you can get some soup.
c) Shall I get you some soup? b) Do you like taking soup from me?

2 Write the past simple forms and their pronunciations: /t/, /d/ or /ɪd/. (3 marks)

afford arrange attach decorate measure rush
afforded /ɪd/ arranged /d/ attached /t/ decorated /ɪd/ measured /d/ rushed /t/

3 Match a)–e) to (1)–(5) to complete the dialogue. (5 marks)

- a) ... I've got that. b) ... no problem. c) ... take the details.
d) ... to give you this trouble. e) ... you say that again, please?

Your uncle has had to change his flight and wants to give you the details.

- You** Let me get a pen, and I'll (1) **C** .
Uncle OK. I'm going to arrive on Flight AF732 at 15:35.
You I'm sorry. Could (2) **e** .
Uncle Yes, of course. It's AF732 at 15:35.
You Right, (3) **a** .
Uncle Good. Could you tell your parents? Sorry, (4) **d** .
You Don't worry. It's (5) **b** .
Uncle Thanks, so I'll see you all later.

II Listening and Dictation (20 minutes – 10 marks)

4 Listen and make notes. (6 marks)

- 1 Type of programme: weather forecast
- 2 Area: a) a north-east Will have: b) rain About: c) 15 mm
- 3 Area: a) south-west Will be: b) windy Around: c) 80 kph

5 Listen and write down what you hear. (4 marks)

Part II (35 minutes – 30 marks)

I Vocabulary (15 minutes – 15 marks)

1 Complete the sentences with these opposites. (5 marks)

alive danger dead forget into lower out of raise remember safety

- 1 This end of the shelf is too high. We need to lower it. And the other end is the opposite, so we need to raise that.
- 2 There's a danger of floods here. Let's move everyone to safety on higher ground.
- 3 I must remember to buy some tea and I mustn't forget to send the letters.
- 4 The weather is so dry that most of these flowers are dead. Just a few are still alive.
- 5 Ali came out of the bank, crossed the road and went into the shoe shop.

2 Complete the sentences. Use other grammatical forms of the words in brackets.

(5 marks)

- 1 I did the cooking, and Mariam helpfully washed the dishes for me. (helpful)
- 2 We check each product before it leaves the factory. (produce)
- 3 If you work hard, I'm sure you'll be very successful. (succeed)
- 4 I was very interested in design, so I decided to be an engineer. (interesting)
- 5 Please write your name and address here and then your nationality. (national)

3 Choose the correct connectors to complete the paragraph.

(5 marks)

Britain is famous for its wet weather, (1) but (but / and) the country should have much worse weather than it does. It should be much colder, especially in winter. (2) However (Moreover, / However,) there is a warm 'river' of water – the Gulf Stream – which travels from near Mexico to north-west Europe. (3) As a result (For example, / As a result,) temperatures in Britain remain far above those in areas of Canada and Russia that are similarly far north. In January, these countries are deep under snow and ice. (4) Instead (Instead, / Therefore,) Britain is usually just wet and cool. The difference is a large one. (5) For example (Because of that, / For example,) January temperatures in Edmonton, Canada are around -15°C ; in London, they are 4°C .

II Language (20 minutes – 15 marks)

1 Choose the correct forms to complete the sentences.

(5 marks)

- 1 The box was _____ heavy for me to carry.
 a) too b) very c) enough d) so
- 2 I _____ there for about ten minutes when the others arrived.
a) was b) have been c) had been d) am
- 3 Oh, thank you! I _____ for this for the last ten minutes.
a) am looking b) was looking c) looked d) have been looking
- 4 An old man knocked at the door while we _____ in the kitchen.
a) had worked b) were working c) have been working d) are working
- 5 Summer in Palestine is _____ summer in Britain.
a) as warm as b) more warmly than c) warmer than d) too warm for

2 Write the sentences again. Use the words in brackets.

(10 marks)

- 1 The bridge was too weak to carry the train. (strong ... enough) The bridge wasn't strong enough to carry the train.
- 2 We got such good results that we won the competition. (so) Our results were so good that we won the competition.
- 3 We put the shopping away and then I started cooking. (as soon as) As soon as we put the shopping away I started cooking
- 4 Our old car was larger than our new car. (not as large as) Our new car is not as large as our old car was.
- 5 I came to live in Ramallah three years ago. (for three years) I have been living in Ramallah for three years.

Part III (35 minutes – 40 marks)
I Reading (15 minutes – 20 marks)

Read more about Hurricane Andrew (Unit 5) and do the tasks.

Early on Monday, 24th August 1992, one of the world's most violent hurricanes hit Florida. It then also became the world's most expensive hurricane.

Just two days before, Hurricane Andrew had not seemed dangerous. There had been no clear 'eye' at the centre of the storm and forecasters expected it to continue north and to stay out at sea.

The situation suddenly changed that evening, however. There was now a clear eye, wind speeds were rising and Andrew started moving west towards Florida. By Sunday evening, wind speeds had reached 240 kph. A disaster was certain.

Everyone already knew about Andrew and now the local TV and radio stations sent out urgent hurricane warnings. Over a million people left

their homes and drove north. People who stayed moved into the strongest local buildings.

Andrew raised a five-metre storm surge and together they smashed straight into the south of Miami City at 5 am. It was now 800 kilometres across and in the 40-kilometre-wide centre wind speeds were 320 kph. In its four-hour journey across Florida, Andrew completely destroyed 80,000 homes and badly damaged 5,000 more. It threw cars round like toys and it also destroyed 15,000 large boats, often leaving them on dry land.

Hurricane Andrew cost Americans \$2,000,000,000. Amazingly, though, it cost fewer than 50 lives.

1 List facts from the passage.

(6 marks)

- Date: 24th August 1992
- Time it arrived: 5:00 am
- Place: Miami City
- Total storm width: 800 kilometres
- Storm centre width: 40 kilometres
- Top wind speeds: 320 kph
- Tidal wave size: 5 metres
- Number who escaped: over a million
- Time over Florida: four hours
- Homes damaged and destroyed: 85,000
- Total cost: \$2,000,000,000
- Number of deaths: Fewer than 50

2 Copy and complete the notes. Note hurricane changes and movements.

(6 marks)

Saturday, August 22nd

Sunday, August 23rd

Monday, August 24th

Day: no clear 'eye'; expected to continue north, out to sea

Evening: wind speeds 240 kph

5:00 am: hit the south of Miami City

Evening: clear eye, wind speeds rising, moving west

5:00–9:00 am: moving across Florida

3 Answer these questions.

(8 marks)

- What made Hurricane Andrew more famous than other very violent storms? became the world's most expensive hurricane.
- Why did this storm destroy so many more buildings than other violent storms? Andrew raised a five-metre storm surge and they smashed into Miami City.
- How did people know what they needed to do to escape the storm? Local TV and radio stations sent out warnings
- Where did people go to escape the storm? They drove north.

II Writing (20 minutes – 15 marks)

1 Write three very short paragraphs about yourself.

(15 marks)

- Say what kinds of free-time activities you enjoy. Give examples.
- Explain when you usually do these things.
- State your favourite activity. Explain how and when you first got interested in it. Then say why you especially like it.

Episode 1: The adventure begins

(2 marks)

Are the statements true or false?

- 1 Fogg's new servant is French. T
- 2 Someone has stolen £55,000 from Fogg. F
- 3 Fogg believed he could walk round the world in eighty days. F
- 4 Fogg will give his friends £20,000 if he doesn't return to the Reform Club by 21st December. T

Episode 2: East to India

(3 marks)

Complete the statements.

- 1 In Suez, Fix thought Fogg was the London bank robber because ...
Fogg closely matched the description of the robber.
- 2 Fogg wanted to get to Bombay in less than the normal ten days, so ...
he promised the ship's engineer a lot of money
- 3 When Passepartout did not take off his shoes at the temple in Bombay, ...
three angry priests attacked him and started pulling them off.

Episode 3: Saving Aouda

(2 marks)

Write brief answers.

- 1 What did the travellers decide to do when they saw the *suttee*?
They decided to save the woman, but there were too many people
- 2 As the fire got stronger, what did the 'dead body' suddenly do with the girl?
It picked up the woman and jumped down.

Episode 4: The route to Singapore

(3 marks)

Decide a) who said the following, b) who to and c) where.

- 1 'I want you to tell this to the police in Calcutta.'
Fix said it to the priests in Bombay.
- 2 'Come with me, both of you, and let's go straight to our ship.'
Fogg said it to Passepartout and Aouda outside the court room in Calcutta.
- 3 'Tell me about the young woman who is travelling with you now.'
Fix said it to Passepartout on the boat to Singapore.

Episode 5: Mr Fogg misses the boat

(2 marks)

Make corrections (two per sentence).

- 1 The weather was good on the way to Hong Kong, so they arrived 24 hours early.
The weather was bad on the way to Hong Kong, so they arrived 24 hours late.
- 2 Next afternoon, Fogg found that he and Aouda had missed their ship, so he offered the captain of another ship £10 a day to get them to Yokohama.
Next morning £100

Episode 6: A storm at sea

(3 marks)

Complete the statements.

- 1 Fogg hoped to reach Shanghai in time to catch the *General Grant* and ...
sail to San Francisco.
- 2 During the storm, the Captain wanted to stop at a port for safety, but Fogg ...
said that he didn't know of any ports.
- 3 Fogg asked the Captain to use the ship's gun in order to ...
attract the attention of the captain of the General Grant.

Words in blue come from other words that you already know, for example: acceptable > accept

about (to) (<i>adj</i>)	cultivate (<i>v</i>)	flexible (<i>adj</i>)
abroad (<i>adj/adv</i>)	cultural (<i>adj</i>)	forest (<i>n</i>)
accept (<i>v</i>)	deal with (<i>v</i>)	frame (<i>n</i>)
accurate(ly) (<i>adj/adv</i>)	decorate (<i>v</i>)	force (<i>n</i>)
afford (<i>v</i>)	definite (<i>adj</i>)	free (<i>adj</i>) (for ~)
against (<i>prep</i>)	delighted (<i>adj</i>)	get to (<i>v</i>)
alive (<i>adj</i>)	depart (<i>v</i>)	give up (<i>v</i>)
along with (<i>phrase</i>)	destruction (<i>n</i>)	GPS (<i>abb</i>)
apartment (<i>n</i>)	destructive (<i>adj</i>)	(Global Positioning System)
appointment (<i>n</i>)	director (<i>n</i>)	graduate (<i>v</i>)
approach (<i>v</i>)	discovery (<i>n</i>)	heat (<i>n</i>)
arrange (<i>v</i>)	district (<i>n</i>)	helpless(ly) (<i>adj/adv</i>)
arrangement (<i>n</i>)	dream (<i>n</i>)	hill (<i>n</i>)
(house) arrest (<i>n</i>)	editor (<i>n</i>)	hit (<i>v</i>)
as (= while) (<i>conj</i>)	emergency (<i>n</i>)	ice (<i>n</i>)
at last (<i>phrase</i>)	energetic (<i>adj</i>)	in contact (<i>phrase</i>)
at least (<i>phrase</i>)	escape (<i>v</i>)	in the lead (<i>phrase</i>)
attach (<i>v</i>)	exact(ly) (<i>adj/adv</i>)	interest (<i>n</i>)
attack (<i>v</i>)	exam (<i>n</i>)	interview (<i>v</i>)
avalanche (<i>n</i>)	except (for) (<i>prep</i>)	island (<i>n</i>)
breathe (<i>v</i>)	exhausted (<i>adj</i>)	junior (<i>adj</i>)
business (<i>n</i>)	exile (<i>v</i>)	kph (<i>abb</i>)
cancel (<i>v</i>)	exile (<i>n</i>) (go into ~)	(kilometres per hour)
canteen (<i>n</i>)	experiment (<i>v</i>)	laboratory (<i>n</i>)
castle (<i>n</i>)	explosion (<i>n</i>)	law (<i>n</i>)
closed (<i>adj</i>)	farmland (<i>n</i>)	leisure (<i>n</i>)
clue (<i>n</i>)	faulty (<i>adj</i>)	life raft (<i>n</i>)
colourful (<i>adj</i>)	feed (<i>v</i>)	lower (<i>v</i>)
combine (<i>v</i>)	field (<i>n</i>)	measure (<i>v</i>)
condition (<i>n</i>)	fire engine (<i>n</i>)	melt (<i>v</i>)
control (<i>v</i>)	fire station (<i>n</i>)	might (<i>v</i>)
cost (<i>v</i>)	firefighter (<i>n</i>)	missing (<i>adj</i>)
cross (<i>v</i>)	flame (<i>n</i>)	moreover (<i>adv</i>)

- mudslide (*n*)
 nearly (*adv*)
 office (*n*)
 on fire (*phrase*)
 or (= if not) (*conj*)
 orbit (*v*)
 orchard (*n*)
 own (*pron*) (on my ~)
 paramedic (*n*)
 partner (*n*)
 (travel) permit (*n*)
 photography (*n*)
 poetry (*n*)
 point (*n*)
 poor (*adj*)
 position (*n*)
 practice (*n*)
 PS (postscript) (*n*)
 predict (*v*)
 pretty (*adj*)
 prize (*n*)
 product (*n*)
 proper(ly) (*adj/adv*)
 protection (*n*)
 publish (*v*)
 quad bike (*n*)
 radiation (*n*)
 rainfall (*n*)
 reading (*n*)
 recycle (*v*)
 refugee (*n*)
 region (*n*)
 reply (*v*)
- research (*n*)
 result (*n*) (as a ~)
 riddle (*n*)
 round (*v*)
 row (*v*)
 rugby (*n*)
 satellite phone (*n*)
 satnav (*n*)
 (satellite navigation system)
 scout (*n*)
 senior (*adj*)
 service (*n*)
 set off (*v*)
 settle in (*v*)
 settlement (*n*)
 show (someone) round (*v*)
 similar (*adj*)
 smoke (*n*)
 so far (*adv*)
 spread (*v*)
 station (*n*)
 steal (*v*)
 steep (*adj*)
 storm (*n*)
 storm surge (*n*)
 succeed (*v*)
 success (*n*)
 supply (*v*)
 take (someone) out (*v*)
 temperature (*n*)
 thanks to (*phrase*)
 think of (*v*) (an idea)
 tornado (*n*)
- track (*n*)
 tragic (*adj*)
 treasure (*n*)
 treasure hunt (*n*)
 treat (*v*)
 turn into (*v*)
 unhurt (*adj*)
 university (*n*)
 usual (*adj*)
 view (*n*)
 violent (*adj*)
 war (*n*)
 warehouse (*n*)
 wave (*n*)
 weigh (*v*)
 wildfire (*n*)
 write down (*v*)
 X-ray (*n*)

Punctuation

Introduction

Words are not enough. We need to separate groups of words and show how to read them. This is the job of punctuation, and accurate punctuation is a very important part of writing.

	Uses	Examples
Capital letter (A, B, C, etc)	1st letter of a sentence	This is your book
	1st letter of names of places, nationalities, organizations, etc (see Unit 4, page 32)	Ramallah, Palestinian, the United Nations
	book/film/TV programme titles, etc	Star Wars
	for abbreviations	the UN, UNESCO
Full stop (.)	at the end of a sentence	This is your book.
	(sometimes) after an abbreviation	The U.N., Mr. Roberts, 1st. Nov.
	in amounts of money	\$2.50 (read: two dollars fifty)
	in decimal figures	10.12 (read: ten point one two)
	in e-mail & website addresses	esmith@aol.org (read: esmith-at-aol-dot-org)
Question mark (?)	after a direct question	Did you see it?
Exclamation mark (!)	to show surprise, etc	That's fantastic!
Comma (,)	between adjectives and other things in lists	Get a pen, a book and some paper. It was a dark, cold, wet night. He got up, turned round, looked and then laughed.
	to divide two parts of a long sentence (each with main verbs)	We looked all over the house, but we couldn't find it anywhere.
	to separate extra information from the main part of a sentence	Hebron, which is a very ancient city, lies south of Jerusalem.
	before or after a name	Let's go, Ali. Ali, let's go.
	before a tag question	He's finished, hasn't he?
Apostrophe (')	to show missing letters Note! it's = it is/it has, not a possessive.	You'll do it, won't you? It's a beautiful baby. Have you decided its name?
	to show possessives Note! with s endings: s'	This is Mahmoud's bike. James' bike, the boys' bikes
Colon (:)	to introduce a section or a list	Section 3: Things to bring: tent, cooker, pans, boots, etc
Semi-colon (;)	to separate two parts of a sentence – more than a comma gap	We arrived at 9.00; it was raining again as usual!
Hyphen (-)	to join two words	It's a well-made machine.
	to divide a word at the end of a line	I've read about the complicated history of Palestine.
Dash (–)	to separate parts of a sentence	The pen – mine, not yours – was on the sofa.
	to mean 'to'	The Amman – Beirut flight
Quotation Marks ('...')	to highlight spoken words in text	'We can win!' he shouted.
Brackets (...)	to separate extra information from the main part of a sentence	Peter Davies (1926-2003) was born in North London and went to school in ...
	to show references to related information of places, etc	(see Unit 4)

Grammar reference

Unit 1

Present continuous

- 1 For something happening now or round now.
- 2 For something that we have arranged – with a future time reference.
I am travelling next Sunday.

Present simple

- 1 For something that happens several/many times.
- 2 Often used with stative verbs like these:
 - * feelings: *like, prefer, want*
 - * senses: *look, seem, sound*
 - * state of mind: *believe, forget, know*
 - * other states: *have, include, need*
- 3 For fixed future schedules.
My flight arrives at 2:30 pm.

Future with going to

- 1 For plans and intentions.
- 2 For saying what you feel must happen.
I am going to meet them.
Look at the clouds. It is going to rain.

Future with will

- 1 For predicting future facts.
Rainfall will rise in some areas.
- 2 For a new decision.
I know! You go and I will stay.
- 3 For offering or promising to do something.
I will carry your bag for you.

Unit 2

Present perfect

For past actions that affect the present.
I have eaten. (I am full now.)

Past simple

For past actions that were completed in the past.
They went to India last year.

Present perfect continuous

For actions starting in the past and continuing up to/into the present.
We have been working all day. (And we are still working now.)

Unit 3

Modal verbs in the present and past

- 1 We use modal verbs to show, for example, what we are able to do (*can*), what is possible (*may, might*) and important to do (*should, have to, must*).
- 2 We use them, for example, in predicting (*may, might*), offering (*could, shall*), advising (*should*) and giving instructions (*must*).
- 3 For the past: *can > could, was able to; have to, must > had to*.
At four, she could already read.
It was late. I had to go home.

Unit 4

Adjectives and adverbs

- 1 Adjectives say more about nouns. Adverbs usually say more about verbs.
- 2 They usually go before nouns. They also come after nouns + e.g. *be, look*.
I love that beautiful red bike! It looks good.
- 3 Form adjectives from present (*-ing*) and past (*-ed*) participles.
It's an interesting story. I was very interested in it.
- 4 Most adverbs of manner: adjective + *-ly*. Irregulars: *hard, early, fast, well*.
- 5 Adverbs can go just after a verb or just after a verb + short object.
I answered quickly. I answered the phone quickly.
- 6 For emphasis or with a long object, the adverb can go before the verb.
I quickly put the shoes and clothes in the cupboard.
- 7 The adverb at the start gives meaning to the whole sentence.
Sadly, I could not help my friend.

Unit 5

Comparison of adjectives and adverbs

- 1 Use *-er/-est* forms with most short adjectives (1 or 2 syllables).
- 2 Use *more/most* forms with all longer adjectives (3 or more syllables).
- 3 Use *more/most* forms with almost all *-ly* adverbs.
- 4 Irregular adverbs compare like short adjectives.
- 5 Adjective *good* and adverb *well* both take the forms *better, best*.
- 6 Use (*not*) as ... as with both adjectives and adverbs.

too and (not) ... enough

For comparing adjectives and adverbs with what is needed.

The jacket was too small (for me to wear).
I did not move quickly enough to catch the ball.

so + adjective/adverb + that ...; such + noun + that ...

For describing something big or important (*so + adjective/adverb ... or such + noun*) – and then the result (*that ...*).

They danced so beautifully that everyone cheered.
It was such a good film that we decided to watch it again.

Unit 6

Past continuous and past simple

For an action going on at a certain time or when a short action happened.
I arrived while the others were having dinner.

Past perfect and past simple

For an action that happened before another (connected) action.
I arrived after the others had left.

Reader glossary

The adventure begins (p.16)

exactly	no more and no less than a particular time
circus	a show with performers and animals in a large tent
circus acrobat	someone who can jump, balance and turn their body skilfully
cards	a set of 52 small pieces of stiff paper for games
detective	a police officer
railway	the system of travelling by train
packed	to put things into a suitcase or bag
station	a place where trains stop
journey	travel from one place to another

East to India (p.30)

Consulate	a government building in another country in which a consul works
description	what someone is like
arrest	take someone to a police station because they've committed a crime
colony	a country controlled by another country
canal	a manmade river
office	a building where people work
temple	a building used for religion
take off	remove clothes
priest	a man who performs religious jobs
pull off	remove clothes

Saving Aouda (p.44)

army	a large group of soldiers
get off	leave the train
conductor	someone on a train who checks tickets
mile	a unit of distance
burn	set on fire
pile	things put on top of each other
rushed	hurry
lift	move higher

The route to Singapore (p.58)

prison	where people are kept after committing a crime
court-room	a room where legal cases are judged
judge	someone who makes decisions in a court
crowd	a large number of people
guilty	someone who has committed a crime
master	a man who has servants
bail	money to stay out of prison until trial
port	a place where ships stay
island	land surrounded by water
passenger	someone travelling in a ship, train etc
carriage	a vehicle with wheels pulled by a horse

Mr Fogg misses the boat (p.72)

appear	to be seen suddenly
watch	a small clock you carry with you
just in time	at the last possible moment
cabin	a private room on a ship
open sea	a part of the sea far from land
next best	almost as good as

A storm at sea (p.86)

steamship	a ship that moves by steam power
crew	the people who work on a ship
rough	having a lot of waves because of bad weather
accept	to take something that someone offers
extra	in addition
funnel	a tube that lets out smoke and steam from a boat
horizon	the line in the distance where the sky seems to meet the earth
gun	a weapon that shoots bullets
signal	information sent from one thing or person to another using equipment
roar	to make a very loud noise

Macmillan Education
4 Crinan Street
London N1 9XW
A division of Macmillan Publishers Limited
Companies and representatives throughout the world

ISBN 978-0-230-41579-9

Text, design and illustration © Macmillan Publishers Limited 2014

Written by Mike Macfarlane

The author has asserted his right to be identified as the author of this work in accordance with the Copyright, Designs and Patents Act 1988

First published 2014

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

Designed by Melissa Orrom Swan
Typeset by J & D Glover Ltd
Illustrated by Giorgio Bacchin, John Batten, Moreno Chiacchiera, Martin Sanders and Claire Mumford
Cover design by Macmillan Publishers Limited 2011
Cover photograph by Nigel Pavitt/JAI/Corbis
Picture research by Alison Prior

The author and publishers would like to thank the following for permission to reproduce their photographs:
Corbis/Fabrice Coffrini/epa p60(b), Corbis/Eric Nguyen p60(a), Corbis/Mike Theiss/National Geographic Society p60(e), Corbis/Reuters p79(br);
FLPA/Panda Photo p60(f);
Getty Images pp23, 60(c,d);
Macmillan Publishing Ltd/Getty p61(d)

The author and the publishers would like to thank the following for permission to reproduce the following copyright material:
'Sunrise 10 Student Book Kurdistan' © M. Macfarlane 2009, Published by Macmillan Publishers Limited. Used by Permission. All rights reserved.
Extract from poem 'Identity Card' by Mahmoud Darwish
© Mahmoud Darwish

These materials may contain links for third party websites. We have no control over, and are not responsible for, the contents of such third party websites. Please use care when accessing them.

Any views expressed in this publication are those of the Palestinian National Authority and represented by the Publisher on behalf of the Authority.

Although we have tried to trace and contact copyright holders before publication, in some cases this has not been possible. If contacted we will be pleased to rectify any errors or omissions at the earliest opportunity.

Printed and bound in Palestine

2017 2016 2015 2014 2014
10 9 8 7 6 5 4 3 2 1