



State of Palestine  
Ministry of Education

**NEW**  
EDITION

# English for Palestine

PUPIL'S BOOK **10B**

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## 1 Listen and repeat.



AD (Anno Domini)	archaeological	ascend
BC (Before Christ)	Christianity	destination
dome	golden	Heaven
Judaism	monotheistic	pilgrim
		resort

### Word formation

architecture (n)	architectural (adj)
important (adj)	importance (n)
introduce (v)	introduction (n)
remain (v)	remains (n)
wonderful (adj)	wonder (n)

## 2 Look at the pictures on pages 4 and 5. Answer the questions.

- 1 Who is the girl in the picture on the right? (You met her in 10A, Unit 1.)
- 2 What part of the world does she seem to be finding out about?
- 3 From what you remember, why do you think she is doing this?
- 4 Look at the pictures on the website page. Which places do you know?



← → Palestine X

## About Palestine

### 1 Introduction

This beautiful land lies at the crossroads of Asia and Africa and it has therefore always been an important meeting point for different cultures. Archaeological remains are mostly from Canaanite, Roman, Byzantine and Islamic times and they are found across the country – often in its ancient cities.

### Favourite cities

Jerusalem, Palestine’s capital and its greatest wonder, is holy to the three great monotheistic religions – Islam, Christianity and Judaism. At the heart of the Old City is Al-Aqsa Mosque with the Dome of the Rock at its centre. This was built where Prophet Mohammad (ﷺ) (pbuh) ascended to Heaven at night (*Al-Isra’ and Al-Mi’raj*). The great golden dome was built by the Ummayyad Caliph Abdul Malik Ibn Marwan in AD 692. It rises 35 metres above the Noble Rock and all around it are inscriptions from the Holy Quran. As one of the world’s oldest and most beautiful architectural treasures, this holy place is visited by thousands. Then, not far away, there is the Church of the Holy Sepulchre, one of Christianity’s holiest places.



### 3 Listen and do the task.

Confirm or correct the names of places you gave in activity 2, question 4. Add any that you missed.

### 4 Read and do the tasks.

1 First, try to answer these quiz questions. Then read to check your answers.

1 The Dome of the Rock was completed about ... years ago.

a) 900   b) 1,100   c) 1,300   d) 1,600

2 In Gaza, you do not usually find ancient remains that are ...

a) Roman   b) Syrian   c) Canaanite   d) Islamic

3 The world's oldest city is ...

a) Jerusalem   b) Hebron   c) Bethlehem   d) Jericho

2 Underline all the places to visit in Jerusalem that the guide mentions.

3 Underline the other cities to visit that the text mentions – and the special things to see and do in those cities.

4 Work in pairs. Ask and answer questions about the things that you have underlined.

**Student A** *Is there anything much to do in Jerusalem?*

**Student B** *Yes, there certainly is. You should ... (And you can also ...)*

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

There are many other cities to see,  
20 including Bethlehem. There, the Church  
of the Nativity stands over the cave  
where Jesus was born. The holy city of  
Hebron is another 'must', with its ancient  
mosque of Ibrahim Al-Khalil. It is also  
25 known for its fine crafts.

On the Mediterranean coast, there is  
the famous city of Gaza. Here you will  
find many ancient remains and also  
the great Omari Mosque. Then there is  
30 Jericho, with ancient ruins like Hisham's  
Palace, as well as the Dead Sea. This  
famous winter resort is the world's  
oldest city: it goes back in history to  
9,000 years BC. It is also the lowest  
35 because it is 400 metres below sea level.

In short, Palestine is a wonderful  
destination for both tourists and  
pilgrims. It is not a large country, but its  
importance to world culture and religion  
40 is enormous.



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

- 1 **A** Which was the greatest of the 'Seven \_\_\_\_\_ of the Ancient World'?
- B** The Great Pyramids at Giza, near Cairo, I think. And they're still there!
- 2 **A** What does the \_\_\_\_\_ at the start of the book say about Palestine?
- B** Well, it talks about the \_\_\_\_\_ of the region as a meeting point of continents and cultures.
- 3 **A** I've heard that Jericho isn't just a modern Palestinian tourist \_\_\_\_\_.
- B** That's right. \_\_\_\_\_ work there has shown a lot about the past. From the ancient \_\_\_\_\_ we now know that people have lived there since 9000 BC.

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

**2 Read and complete the summary. Add other new words from period 1. Make any changes needed.**

The (1) \_\_\_\_\_ religions are those which have one God at their centre. They all began in the Middle East and all share some important ideas. The earliest of them was (2) \_\_\_\_\_ from around 2000 (3) \_\_\_\_\_. Then came (4) \_\_\_\_\_ and finally Islam as we know it today.

For all of these religions, Jerusalem is a very holy place. There, for example, Muslims believe that the Prophet Mohammad (ﷺ) (pbuh) (5) \_\_\_\_\_ one night from the Noble Rock to (6) \_\_\_\_\_. And there today stands Caliph Abdul Malik Ibn Marwan's famous mosque, completed in (7) \_\_\_\_\_ 692. It is one of the world's great (8) \_\_\_\_\_ treasures, with its (9) \_\_\_\_\_ (10) \_\_\_\_\_ and all around it (11) \_\_\_\_\_ from the Holy Quran. There are other places in Jerusalem that are just as important to the city's other religions. This is a very important (12) \_\_\_\_\_ for huge numbers of (13) \_\_\_\_\_ who visit every year.

**3 Read the passage again and do the tasks.**

**Say what the underlined words refer to.**

Line 6: ..., often in its ancient cities.

Line 10: at its centre ...

Line 34: It is also the lowest ...

**Now say what the underlined phrases mean.**

Line 2: ... at the crossroads of Asia and Africa ...

Line 9: At the heart of ...

Line 23: ... is another 'must', ...

Line 36: In short, Palestine is a wonderful ...

**4 Work in pairs. Think and discuss.**

I think we should develop our tourist industry as much as possible. If we develop better transport and more hotels, millions of tourists will come!

No, we don't want millions of visitors in this small part of the world. I think we should keep to smaller numbers.

**1 Read the examples.**

- 1 Here **you will find** ancient **remains**.      2 Palestine **lies** at the crossroads.  
 3 **People find remains** everywhere.      4 **Remains are found** everywhere.  
 5 **The Caliph built** this holy **place**.      6 This holy **place was built by the Caliph**.

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

- 1 Most verbs are transitive: they **a)** have  **b)** do not have  a direct object – like *remains* in Example 1.  
 2 Some verbs are intransitive: they **a)** have  **b)** do not have  a direct object – as in Example 2.  
 3 Only **a)** transitive  **b)** intransitive  verbs can change to the passive. As **a)** transitives  **b)** intransitives  do not have direct objects, they cannot change.  
 4 Example 4 is the present simple **a)** active  **b)** passive  form of Example 3.  
 5 Example 6 is the past simple **a)** active  **b)** passive  form of Example 5.  
 6 The subject of Example 3 **a)** gives  **b)** does not give  useful information, so it is **a)** kept  **b)** not kept  in the passive in Example 4.  
 7 The subject of Example 5 **a)** gives  **b)** does not give  useful information, so it is **a)** kept  **b)** not kept  as *by* + agent in Example 6.

**2 Tick (✓) transitive sentences. Put an x after intransitive sentences.**

- 1 Jerusalem lies at the crossroads of three continents.   
 2 Many thousands of people visit this city every year.   
 3 High walls protect the Old City.   
 4 Al-Aqsa Mosque stands at the heart of the Old City.   
 5 The golden Dome looks beautiful.   
 6 Muslims see Jerusalem as a holy city.

**3 Look at activity 2 again. Put the transitive sentences into the passive.****4 Turn these active sentences into the passive. Decide whether they need *by* + agent.**

- 1 Egypt's rulers built the Great Pyramids 4,500 years ago.  
*The Great Pyramids were built by Egypt's rulers 4,500 years ago.*  
 2 The engineers needed thousands of people to construct them.  
 3 They brought people from all over Egypt to do the work.  
 4 They finished the biggest Pyramid in about 20 years.  
 5 Alexander the Great defeated Egypt about 2,300 years ago.  
 6 Then the great Greek leader made Ptolemy the new ruler.



The Great Pyramids /ðə greɪt pɪræmɪdz/

1 Listen and repeat. 

afterwards	alter	capture	defend
effect	let	magnificent	original
prevent	tight	vehicle	wealth

**Word formation**  
 build (v) rebuild (v)  
 large (adj) largely (adv)  
 surprised (adj) surprising (adj)

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

- 1 Try to find a connection between this passage and the one on pages 4–5. Explain.
- 2 Say what you think the main picture shows.
- 3 Look at the other picture. Read the man's name and say what you think he was.
- 4 Try to suggest a connection between the two pictures.

3 Read and do the tasks.

- 1 Check your answer to activity 2, task 3. Find and read out a piece of the passage that supports your answer.
- 2 What had happened a short time before the wall was built?
- 3 Why did Sultan Suleiman want to do it?

4 Read and answer the questions.

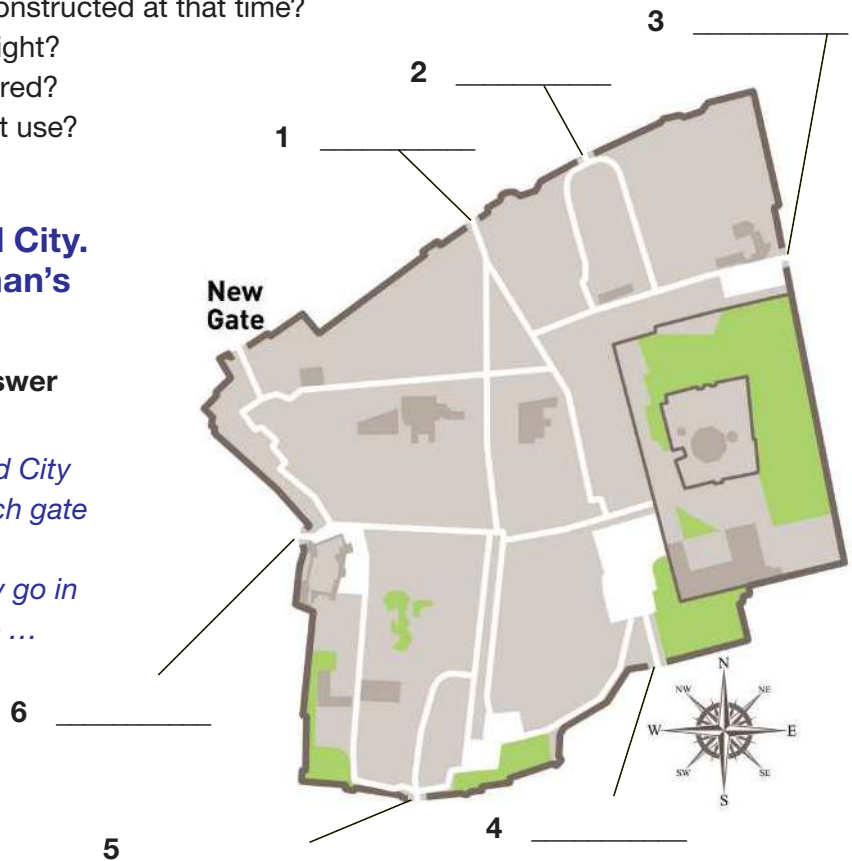
- 1 As well as the walls, how else did Sultan Suleiman change the city?
- 2 Had this ever happened before in the history of the city?
- 3 What other things had been done to the city many times?
- 4 How many new city gates were constructed at that time?
- 5 When were these last closed at night?
- 6 Why have most of them been altered?
- 7 Which gate can modern traffic not use?
- 8 Why not?

5 Look at the map of the Old City. Label it with Sultan Suleiman's six gates.

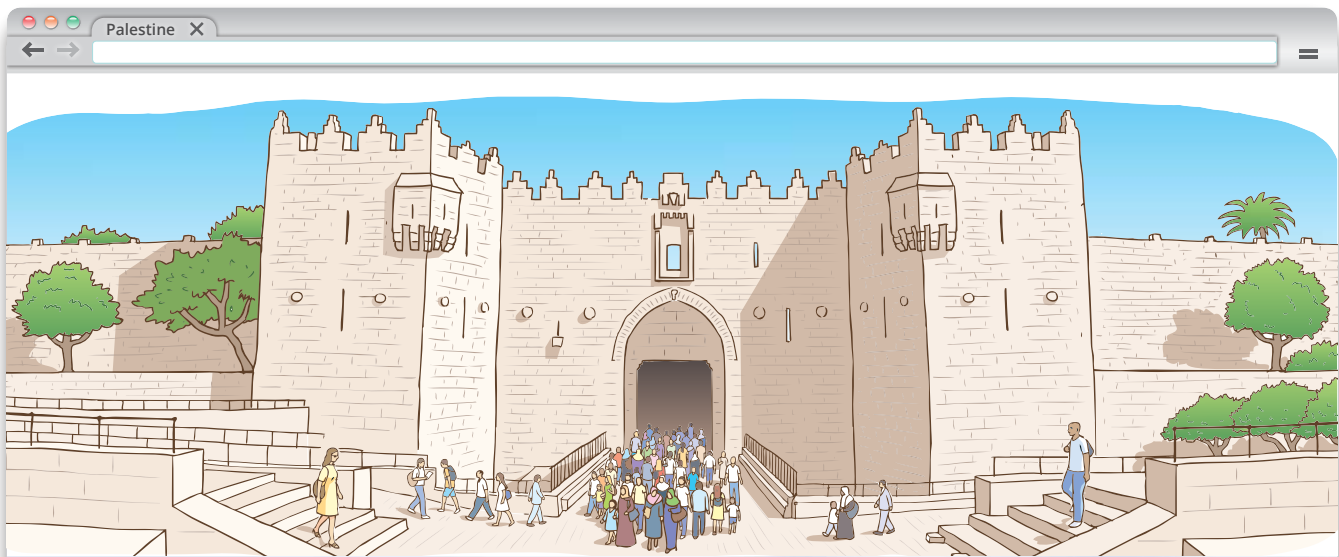
Now work in pairs. Ask and answer questions about the gates.

**Student A** *If I (approach) the Old City from the (north), which gate will I use?*

**Student B** *I think you'll probably go in through the ... or the ...*







## Jerusalem: the Old City

1 When you enter Old Jerusalem, you do not see the original ancient city. That was built by the Canaanite Arab Jebusites over 5,000 years ago. And since then, it has been attacked by various enemies 52 times, captured 44 times, partly or completely destroyed many times – and then rebuilt just as often. In fact, the Old City that you see today was largely constructed by the  
5 Ottoman Turks.

By the early sixteenth century, Jerusalem was poor. It had been ruled from Cairo by the Mamluks for three centuries and it had not been well looked after. That changed when the Ottoman Turks arrived in 1517. Soon afterwards, the greatest of the Ottoman Caliphs, Suleiman the Magnificent, began rebuilding large areas of the city, and that brought more  
10 people and new wealth. To get some idea of the effect that Caliph Suleiman had on Jerusalem, just look at his magnificent city walls. They were constructed to defend this centre of religion, and they still stand proudly today, right round the Old City.

### Sultan Suleiman the Magnificent

The city gates were an important part of Suleiman's project. One  
15 ancient gate, *Bab Al-Rahmah*, was closed, but six new ones were constructed. These are *Bab Al-Sahira* and *Bab Al-Amud* Gates in the north, *Bab Al-Khalil* and *Bab Al-Nabi Daoud* Gates in the west and south-west, and *Bab Al-Magharabeh* and *Bab Al-Asbat* Gates in the south and east.

20 These gates have remained, and as late as 1887, they were still closed every night. (Perhaps this was not surprising for a city that had been attacked so often.) However, five of Suleiman's gates have now been altered to let modern vehicles through. Only the largest and most beautiful of them, Damascus Gate, or *Bab Al-Amud* as it is also called, has been left  
25 as it was. It alone has been allowed to keep a tight left turn inside. This was designed to help prevent an enemy from entering the holy city.



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

- 1 We looked round the city for two hours. ~~After that~~, \_\_\_\_\_ we had a rest.
- 2 Jerusalem was ~~taken in war~~ \_\_\_\_\_ by Crusaders in 1099.
- 3 The man at the door ~~stopped~~ \_\_\_\_\_ us from entering the oldest area.
- 4 We're going to ~~change~~ \_\_\_\_\_ the tour route to make it easier to follow.
- 5 Here at the centre of the city we are on the site of the ~~earliest~~ \_\_\_\_\_ village.
- 6 They won't ~~allow~~ \_\_\_\_\_ any more people in: the stadium is full.

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

- 1 **A** We can't get through that narrow gate with this wide \_\_\_\_\_.  
**B** No, it's too \_\_\_\_\_. We'll hit the walls if we try!
- 2 **A** I expect Jerusalem's \_\_\_\_\_ new walls cost a lot to build.  
**B** Well, the Ottomans had great \_\_\_\_\_, so money wasn't a problem.
- 3 **A** Did Sultan Suleiman build the walls just to \_\_\_\_\_ the city against any attack?  
**B** I'm sure that's \_\_\_\_\_ why he did it. But perhaps he also wanted to have a big \_\_\_\_\_ on people. He wanted them to see how powerful he was.
- 4 **A** It's not very \_\_\_\_\_ that the Ottomans spent so much money on Jerusalem.  
**B** I agree. They really felt they needed to \_\_\_\_\_ a city that was so important but also so poor.

**3 Read the passage again and do the tasks.**

**Say what the underlined words and phrases refer to.**

Lines 3–4: ... and then rebuilt just as often.

Line 8: Soon afterwards, ...

Lines 21–22: ... for a city that had been attacked so often.

Line 25: This was designed to help prevent ...

**Now say what the underlined word and phrase mean.**

Line 14: ... an important part of Suleiman's project.

Line 25: It alone has been allowed ...

**4 Say what these numbers refer to.**

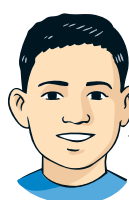
- |              |        |       |                   |
|--------------|--------|-------|-------------------|
| 1 over 5,000 | 2 52   | 3 44  | 4 early sixteenth |
| 5 three      | 6 1517 | 7 one | 8 five            |

**5 Work in pairs. Think and discuss.**

If you could travel back in time and meet someone famous, who would it be?



If I could do that, I'd like to meet (Suleiman the Magnificent) because ...







**1 Look at the groups of words in the table. Then do the tasks.**

- 1 Cross out the word that does not fit each group.
- 2 Find and add another word from the passage on pages 4–5 that fits.

Continents	Religions	Measurements	-est superlative adjectives	Archaeological remains
Asia	church	centimetres	lowest	Chinese
<del>Canada</del>	Christianity	litres	holiest	Byzantine
Europe	Judaism	kilometres	west	Canaanite
Africa				

**2 Complete the sentences with words from activity 1.**

- 1 Jerusalem is a holy city to three great world religions: \_\_\_\_\_, Judaism and Christianity.
- 2 There are ten millimetres in one \_\_\_\_\_ and there are 100 of these in one \_\_\_\_\_.
- 3 Turkey is a country that is mostly in \_\_\_\_\_, but is also partly in \_\_\_\_\_.
- 4 The earliest remains here are \_\_\_\_\_, but later we have \_\_\_\_\_ remains and more recently again we have discovered a complete Byzantine floor.
- 5 Jericho is not the largest city in Palestine, but it is the \_\_\_\_\_ and the \_\_\_\_\_ city in the whole world.

**3 Work in pairs. Complete and write out useful adjectives for describing places.**

- 1 b \_ a \_ t \_ f \_ l \_\_\_\_\_
- 2 i \_ p \_ r \_ a \_ t \_\_\_\_\_
- 3 g \_ e \_ t \_\_\_\_\_
- 4 g \_ l \_ e \_ \_\_\_\_\_
- 5 w \_ n \_ e \_ f \_ l \_\_\_\_\_
- 6 l \_ v \_ l \_ \_\_\_\_\_
- 7 a \_ c \_ e \_ t \_\_\_\_\_
- 8 f \_ m \_ u \_ \_\_\_\_\_
- 9 l \_ r \_ e \_\_\_\_\_
- 10 e \_ o \_ m \_ u \_ \_\_\_\_\_

**4 Describe cities in Palestine. Use adjectives from activity 3.**

- 1 Jerusalem is a great city.
- 2 Hebron is full of \_\_\_\_\_ buildings.

**5 Complete the sentences. Create new words with re- and the words in brackets.**

- 1 The house is too old to repair. We should completely rebuild it. (build)
- 2 They decorated the living room very badly. They'll have to \_\_\_\_\_ it. (paint)
- 3 The floods destroyed our young crops, so we had to \_\_\_\_\_ them. (plant)
- 4 Thanks for lending me this money. I'll \_\_\_\_\_ it on Saturday. (pay)
- 5 The Muslims lost the city in one battle, but they \_\_\_\_\_ it a year later. (capture)
- 6 Mazen can't come to the meeting, so let's \_\_\_\_\_ it for next week. (schedule)

**1 Read the examples.**

- |   |  |
|---|--|
| <p>1 Since then, <b>various enemies have attacked the city</b> 52 times.</p> <p>3 <b>People have altered five gates.</b></p> <p>5 <b>Mamluks had ruled it</b> for years.</p> <p>7 <b>They had not looked after it</b> well.</p> | <p>2 Since then, <b>the city has been attacked by various enemies</b> 52 times.</p> <p>4 <b>Five gates have been altered.</b></p> <p>6 <b>It had been ruled by Mamluks</b> for years.</p> <p>8 <b>It had not been looked after</b> well.</p> |
|---|--|

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

- 1 We use **a) was / were**  **b) has / have been**  + past participle to form the present perfect passive, as in Examples 2 and 4.
- 2 We use **a) has / have been**  **b) had been**  + past participle to form the past perfect passive, as in Examples 6 and 8.
- 3 When we change to the passive, we can **a) keep the subject as by + agent**  **b) not keep the subject** , as in Examples 1–2 and 5–6.
- 4 If the subject is not important or not known, as in Example 3, then it is usually **a) kept**  **b) not kept** , as in Example 4.
- 5 If the subject is understood, as in Example 7, then it is usually **a) kept**  **b) not kept** , as in Example 8.

**2 Write part of a report. Put the archaeological worker's words into the passive.**

'We started work on the Gaza Project three years ago and we've already done a lot. We began work at the north-east corner, and we've studied several other areas since then. We've found some Roman coins, glass bottles and jewellery, and we've also discovered some exciting architectural remains. For example, we've found several beautiful floors and we've also put together the pieces of several excellent vases.'



### The Gaza Archaeological Project

**A** Successes during the first three years  
Work on the Gaza Project was ...

**3 Write another part of the report. Put the worker's words into the passive.**

'After the Government had accepted the Project, work began in June three years ago. After we had studied the area carefully, we drew an exact plan of the site. When we had chosen the most interesting area, we started moving the earth away. When we had gone down 50 cm, we found ancient remains. After we had drawn the position of each piece on our plan, we cleaned it and took photographs of it.'

**B** The start of the project  
After the Project had been ...

**1 Read and mark transitive (✓) and intransitive (X) sentences.**

- 1 The famous city of Gaza lies on the Mediterranean coast.
- 2 Traditionally, people have known this ancient city for its beautiful beaches, fine food and archaeological treasures.
- 3 People also know Gaza as a city with a rich but often violent history.
- 4 For example, Alexander the Great attacked Gaza and his men killed nearly everyone in the city.
- 5 But after the Romans had taken large parts of Palestine, they turned Gaza into an even richer centre of trade than before.
- 6 Islam came to Gaza in 637 AD and has stayed almost ever since then.
- 7 The Muslims developed Gaza into an important centre of Islam.
- 8 However, the Crusaders held the city for nearly 90 years from 1100.
- 9 Then the Muslims took Gaza back from the Christians after they had also captured Jerusalem.
- 10 The Ottoman Turks arrived in Gaza in 1517 and stayed for 400 years.
- 11 In recent years, people have found many ancient remains.
- 12 For example, they have discovered some beautiful Byzantine floors.

**2 Continue the guide to Palestine. Use the transitive sentences from activity 1 and put them in the passive. Use *by + agent* where necessary.**Gaza, ancient and modern

The famous city of Gaza lies on the Mediterranean coast. Traditionally, this ancient city has been known for its beautiful beaches, fine food and archaeological treasures. Gaza is also ...

**3 Write a paragraph for a guide to Egypt. Put the sentences in the passive. Use *by + agent* where necessary.**

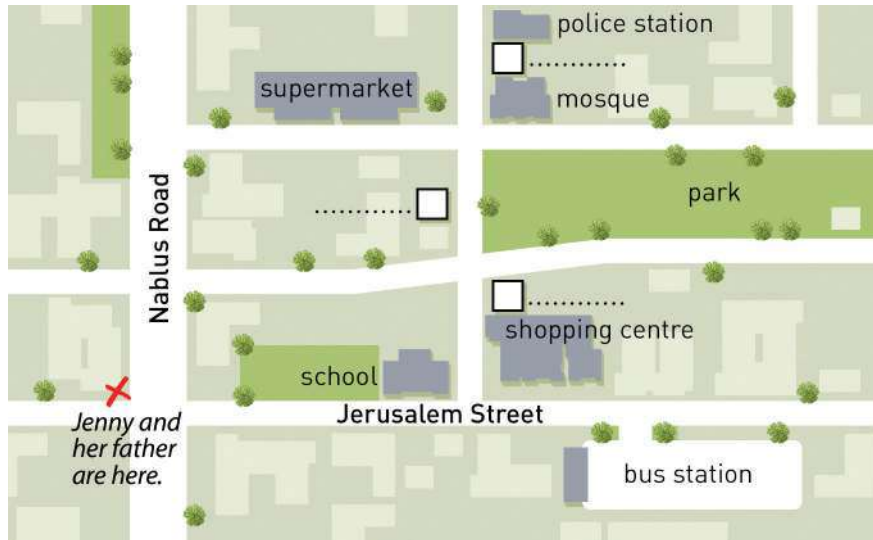
- 1 By the end of Ptolemy's life, he had turned Alexandria into a great city.
- 2 His architects had also started building Alexandria's famous library – the first in the world.
- 3 Ptolemy's son, Ptolemy II, continued the building of Alexandria.
- 4 In the following years, his engineers built the Pharos tower as a guide to ships at sea.
- 5 An earthquake completely destroyed the Pharos tower 700 years ago.
- 6 But people still remember it as one of the 'Seven Wonders of the Ancient World'.
- 7 We have recently discovered the remains of the Pharos tower underwater.
- 8 Near there, we have also found other remains from the time of the Ptolemies.

Ancient Alexandria

By the end of Ptolemy's life, Alexandria had been ...

## 1 Listen and do the tasks.

- 1 Do not look at the map. Listen to conversation 1 and answer the questions.
- |  |   |
|--|---|
| 1 Who are the first two speakers?      | 2 What country are they in?                 |
| 3 What are they doing for a few days?  | 4 What are they trying to do at the moment? |
| 5 What is the problem?                 | 6 What do they decide to do about it?       |
| 7 Do they get the help that they need? |   |
- 2 Look at the map and listen to conversations 1–3. Follow the directions and label destinations 1–3.



- 3 Listen to conversations 1 and 2 again. Tick (✓) the expressions that you hear.
- 1 A Just go across Nablus Road here.
- B Just cross Nablus Road there.
- 2 A Turn left and go past a shopping centre on your right.
- B Turn left and you'll pass a shopping centre on the right.
- 3 A Then take the next turning left and go straight on ...
- B Then take the first left and go straight along ...
- 4 A You'll see it just there on your left.
- B You'll find it just there on the left.

## 2 Practise your pronunciation: intonation in requests.

Do the requests for help go up (↗) or down (↘) at the end? Draw arrows.

- 1 Excuse me, but can you help us, please? \_\_\_\_\_
- 2 Could you tell us the way to the Palestine Hotel, please? \_\_\_\_\_
- 3 Can you tell us the way to the Craft Centre, please? \_\_\_\_\_
- 4 Could you explain how to get to the Islamic Bank, please? \_\_\_\_\_

## 3 Work in pairs. Ask for and give directions to the following.

- 1 The places that you numbered in activity 1, task 2 above.
- 2 Other places that are named on the map.



1 Copy and complete Jenny's personal letter to her grandma. Do the tasks.

1 Choose from the following to start the letter.

PS I'll have lots of photos to show you when I get home.	Love and Best Wishes
Palestine Jenny The Palestine Hotel	Dear Grandma
Dad and I have been invited to an evening of Palestinian music.	Hebron
28th December, 20.. 25, Salah Al-Din Street	I must stop now.

2 Order the sentences to write paragraph 2. Then finish the letter with items from task 1.

- \_\_\_ Today, we (be) in Hebron all day.
- \_\_\_ And tomorrow, we (go) to Jerusalem.
- \_\_\_ Yesterday, we went to Bethlehem and we visited the Church of the Nativity.
- \_\_\_ We (see) the ancient mosque here and we (buy) some of the lovely glass that they (make) here.
- \_\_\_ I (look forward) to seeing the Old City very much!
- \_\_\_ Let me tell you a bit about the places that we're visiting.

**Unit task:** Planning a tourist visit and writing a letter to explain the plan.

2 Work in pairs. Plan a one-day visit for two foreign students. Use this language.

*What about going to ...? But if we do that, we won't have time to ...*  
*I think they should see ... Well, I think it's more important to show them ...*  
*I agree. Yes, we should definitely do that.*

3 Write a personal letter to visitors Ethan and Amy.

Explain the plan and say a little about the place(s) that you are going to visit.



## Around the World in Eighty Days

by Jules Verne

### 7

### Together again in Japan

1 Passepartout arrived in Yokohama on the *Carnatic* on 13th November with no money and only the clothes that he was wearing. He walked the streets for hours and was soon very hungry. By next morning, he knew that he must make some money.

Then Passepartout saw a clown in funny clothes, dancing in the street.

5 He followed the clown to a brightly painted theatre that was a kind of circus. He went inside and found the master of the group. 'I used to be an acrobat in France,' he said, 'and I'd like to work for you.'

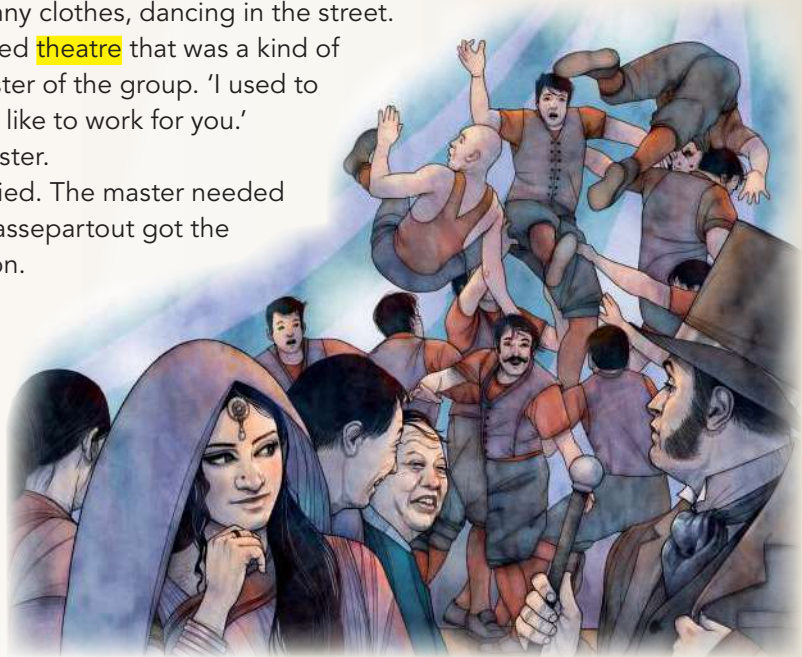
'Are you strong?' asked the circus master.

'I'm the strongest!' Passepartout replied. The master needed  
10 a new acrobat that same afternoon, so Passepartout got the job – and some colourful clothes to put on.

It was an important job, too. He had to stand very still while other acrobats climbed up and stood on top of him,  
15 higher and higher.

But then Passepartout noticed something amazing: Phileas Fogg and Aouda were in the audience! He was so surprised that he suddenly moved.

20 And with that, all the acrobats above crashed to the floor!



The circus people were very angry, but Fogg paid the master some money, and so Passepartout was allowed to go.

'But you weren't on the *Carnatic*, so how did you reach Japan?' Passepartout asked.

25 Fogg explained. 'When we missed the *Carnatic* in Hong Kong, Mr Fix, Aouda and I took a small boat to Shanghai instead. Then we caught the *San Francisco* steamship from there and it brought us here this morning. It doesn't leave for America till this evening, so I decided to look for you.'

It was now half past six, and they got to the port just in time. Minutes later, the American ship set off. And as the *General Grant* was one of the fastest ships in the world, it was expected to cross the enormous  
30 Pacific Ocean in 21 days or less.

On the ninth day, Fogg saw that they were exactly half way round the world from London. He was pleased. On the same day, Passepartout saw Fix for the first time on the ship, and he was not pleased! He was still angry about everything that had happened in Hong Kong. He attacked the detective and knocked him to the floor. Fix got up slowly and said, 'Have you finished?'

35 'Perhaps.'

'Then let's talk,' said Fix. 'The arrest papers arrived in Yokohama and I now have them. But I can't arrest your master because we're not visiting any more British colonies. I have to wait until we return to England. That means we both want the same thing. We want your master to get home as fast as possible, and I'll do everything I can to help. But will you keep my secret?' he asked. Passepartout thought and finally agreed.

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



## NOTES:

**Yokohama** /jʊkəhɑ:mə/: The traditional port for Tokyo. Japan had been closed to people from other countries for hundreds of years, but this had changed in 1868. By the time of the story, just a few years later, large numbers of western ships were visiting Japan and most of them went to Yokohama. Today, with a population of over 30 million, Tokyo-Yokohama has the largest city population in the world.

**1 Make notes about the journey.**

13th Nov: Passepartout arrived

14th Nov: Fogg, Aouda and Fix

Passepartout

Fogg and Aouda

Fogg, Aouda and Passepartout

The General Grant

22nd Nov: Fogg worked out that

3rd Dec: They

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

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

---



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2 During Passepartout's second time in the circus ring, he climbed up and he stood very still on top of the other acrobats.

---



---

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

---



---

## 1 Listen and repeat.



anxious(ly)	diary	event	fill	hole
put off	rapid(ly)	reason	recover	
relieved	shocked	suffer		

## Word formation

deep (adj)	deeply (adv)
operation (n)	operate (v)
worry (v)	worrying (adj)

## 2 Look at the picture in the passage. Answer the questions.

- 1 Have you met the woman on the right before?
- 2 Who might the woman on the left be? (You met her last year.)
- 3 What are the two women doing?
- 4 Where does each one seem to be?

## An anxious day

By Jenan Rashidi

1 I first met Samar and Anas Rammal nearly a year ago when I was writing about patients at a Palestinian hospital. They had just become the proud parents of twins Deema and Waleed.

Since then, we have become good friends and I have loved seeing the babies grow. But recently, Waleed began having worrying problems. He was always exhausted, and his heart often  
5 started beating rapidly for no reason. Everyone was shocked when medical tests showed that he was suffering from a dangerous condition that is often called 'a hole in the heart'. An operation was scheduled for next month.

Then came today. This is my diary of the day's dramatic events.

08:15: My phone rings. It is Samar. She tells me that someone else's operation has been put off  
10 and the doctors want to operate on Waleed instead. The hospital wants them to go immediately. Their families do not live locally, so Samar asks if I am free and I ask how I can help. She wants me to look after Deema.

08:45: I reach their apartment and they are about to leave. Samar tells Deema that I have come to play with her and she tells her to be good. Then they go.

15 The waiting begins. I fill the time with Deema as best I can. We play a little, I feed her, we go out to the park, she cries, I tell her that the others will be home soon, she sleeps ... And all the time, I am anxiously wondering whether everything is all right at the hospital.

3:00: Samar finally calls. I quickly ask how the operation went. 'Perfectly,' she says, 'and he's recovering well. But things were much more urgent than they thought. Today's operation saved his  
20 life.' She sounds tired but deeply, deeply relieved. 'Thank God for modern medicine,' she says quietly.



**3 Listen and do the tasks.**

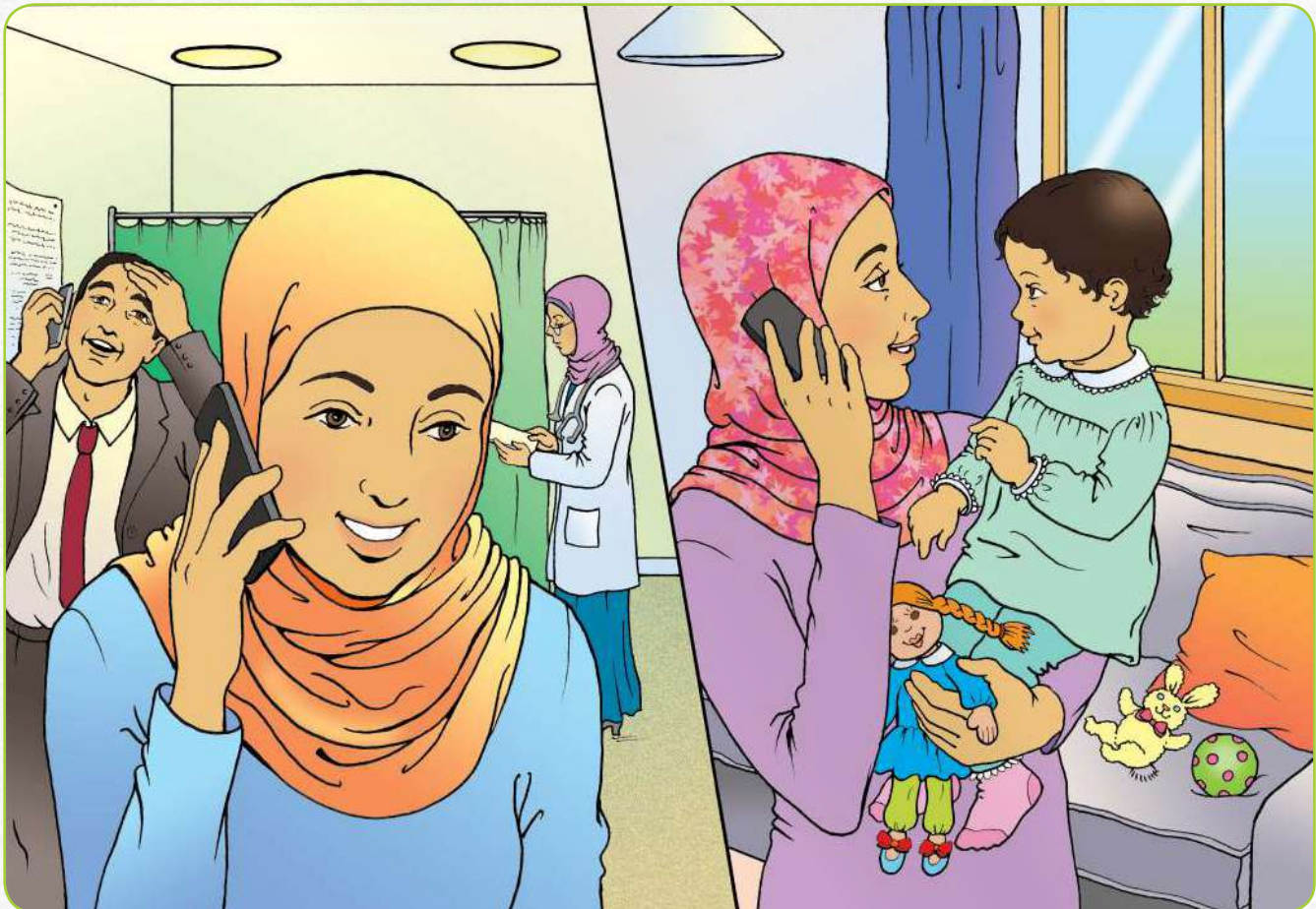


- 1 Confirm or correct your answers to activity 2.
- 2 Say why the people on the left of the picture are where they are.
- 3 Read the heading. Say whether this 'anxious day' seems to be ending well or badly.

**4 Read and complete the notes.**

- 1 The problem Waleed has: \_\_\_\_\_
- 2 The operation Waleed needs: \_\_\_\_\_
- 3 The help Jenan can offer: \_\_\_\_\_
- 4 The result of the operation: \_\_\_\_\_

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





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

- 1 **A** Great! You managed to get here in time for the wedding.  
**B** It's because I wrote it down in my \_\_\_\_\_. I always forget things if I don't.
- 2 **A** Samar and Anas became \_\_\_\_\_ worried about Waleed and the operation that he needed.  
**B** Yes, and it was a very \_\_\_\_\_ time for their families, too.
- 3 **A** Everyone is very \_\_\_\_\_ that the operation went so well yesterday.  
**B** And I hear that he's \_\_\_\_\_ fast, so maybe we can visit him tomorrow.

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

**2 Read and complete the summary. Add other new words from period 1. Make any changes needed.**

Recent medical tests showed that the (1) \_\_\_\_\_ for Waleed's problems was a (2) \_\_\_\_\_ in the heart. No one had thought that he was (3) \_\_\_\_\_ from this and so the Rammal family were very (4) \_\_\_\_\_ to hear the news. It was a very difficult time for them as they waited (5) \_\_\_\_\_ for the operation.

That all suddenly changed with the various dramatic (6) \_\_\_\_\_ of today. It started when another operation was (7) \_\_\_\_\_. As a result, the doctors decided to (8) \_\_\_\_\_ their work schedule instead with the operation that Waleed needed. To make this happen, the hospital had to act (9) \_\_\_\_\_ and they quickly called the Rammal family. They explained that their medical team wanted to (10) \_\_\_\_\_ immediately and called them to the hospital.

**3 Read the passage again and answer the questions.**

- 1 How did Jenan first meet Samar and Anas?
- 2 What health problems did Waleed start having recently?
- 3 When did Samar and Anas expect the operation to happen?
- 4 Why did it become possible for the doctors to operate today?
- 5 Why did Samar ask for Jenan's help instead of her family's or her husband's?
- 6 What did Jenan do to keep Deema happy and busy?
- 7 About how long did this go on before Samar's call from the hospital?
- 8 Why was it so important for the operation to happen today and not next month?

**4 Work in pairs. Think and discuss.**

I often help with the little ones at home, and I love it. They're so much fun!



I don't mind doing other jobs at home, but I really don't like looking after babies and small children. They're so much trouble!



**1 Read the examples.**

- |  |  |
|--|--|
| 1 'Aunt Jenan has come to play with you,' Samar tells Deema. | 2 Samar tells Deema that I have come to play with her. |
| 3 'Could you look after Deema?' she asks me.                 | 4 Samar wants me to look after Deema.                  |
| 5 'Are you free?' Samar asks me.                             | 6 Samar asks if/whether I am free.                     |
| 7 'When does the hospital want you to go?' I wonder.         | 8 I wonder when the hospital wants them to go.         |
| 9 'How did it go?' I ask.                                    | 10 I ask how it went.                                  |

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

- When we report statements, requests and questions, we often change words. For example, *you* in Example 1 changes to a) *Deema*  b) *her*  in Example 2.
- In reported requests like Example 4, polite request forms like *Can you ...?* a) disappear.  b) are kept.
- Instead, we use reporting forms like *want / ask / tell / would like someone +* a) infinitive.  b) *-ing* form.
- In reported *Yes / No* questions, we a) add  b) do not add  *if* or *whether* after the reporting verb.
- The word order also changes. *Are you free?* in Example 5 changes to the a) question  b) statement  form ... *asks if I am free*.
- In *Wh* questions, the word order usually changes to the a) question  b) statement  form and so verb *do / does / did* is a) kept  b) not kept  as in Examples 7–8 and 9–10.
- All questions and question-form requests like *Could you ...?* a) lose  b) keep  their question marks when they are reported.

**2 Work in pairs. Give the reported speech forms of the following.**

- 'Aunt Jenan has come to play with you, Deema,' Samar says.  
*Samar says that I ...*
- 'Could you please come immediately?' the hospital asks Samar.
- 'How did the operation go?' I ask.
- 'Is everything all right at the hospital?' I am wondering.

Look at activity 1 to check your work.

**3 Put these statements, requests and questions into reported speech.**

- 'Could you get to my apartment as soon as possible?' Samar asks Jenan.  
*Samar asks Jenan to get to her apartment as soon as possible.*
- 'I can't send you my latest story today,' Jenan tells her editor, Serena North.
- 'Well, could you send it later?' Serena asks Jenan.
- 'Are you all ready to go?' Jenan asks Anas and Samar when she arrives.
- 'What do I need to do about lunch for Deema?' Jenan asks Samar.
- 'Is it all right for me to take Deema to the park?' Jenan asks Samar.
- 'How long do you think the operation will take?' Samar asks Doctor Anwar.
- 'I really won't know for sure until we start,' Doctor Anwar replies.

## 1 Listen and repeat.



basic      bend      bionic      brain      care (n)  
college      connect      high-tech      point out  
ramp      wheelchair      whereas

### Word formation

develop (v)      development (n)  
discover (v)      discovery (n)  
invent (v)      invention (n)

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

- 1 Say who the woman in the picture is.
- 2 Say what you think she is doing.

## 3 Look at the group of six pictures in the passage and do the tasks.

- 1 Say what is happening in each picture.
- 2 Say how each of these things helps people.

## 4 Read and do the tasks.

- 1 Say what you already know about Jenan Rashidi.
- 2 Number the pictures 1–6 in the order that you read about them.

## 5 Read and answer the questions.

- 1 Why did Jenan Rashidi contact Dr Way?
- 2 What was Dr Way's general point about new developments in medicine?
- 3 What was his general point about modern care for people with disabilities?
- 4 Which area of help for disabled people did he seem to be most interested in?

# The wonders of modern medicine by Jenan Rashidi

1 When I reported Waleed's operation, lots of you said that you wanted to read more about medicine. So I met Dr Mark Way of the London Medical College.

5 We talked about various new inventions and discoveries. 'The speed of development is huge,' he said, and he added that it would continue in every area, including new medical operations and powerful new  
10 medicines. 'And,' he pointed out, 'it isn't just high-tech developments: there's also much better basic health care around the world.' That meant, he said, that people were living longer, healthier lives than their parents and grandparents had lived.

15 Then we talked about disabled people. Dr Way said that they had accepted their disabilities in the past, whereas some could now recover. For example, medical science was helping people to hear and see again.







'But can doctors do the same for all disabled people?' I asked.

'Sadly, no – at least not yet,' he replied. 'But here's another important point: disabled people today are being helped to live like everyone else. For example, many modern buildings have special ramps for people in wheelchairs.'

We discussed the new artificial legs that some disabled athletes had recently started using and we agreed that they were fantastic. 'But,' he said, 'at our Centre, we're more interested in new 'body parts' that connect with our brains.'

This was news to me, so I asked Dr Way to tell me more. He explained that if someone lost an arm in an accident, they were now able to provide a new bionic arm. It looked, bent and turned like a normal arm, he said. And it could understand messages from the brain that made it move.

'So the big point is this,' he said. 'In the past, disabled people couldn't live normal lives, whereas today more and more can and do.'

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

- 1 Mazen chose to study science, ~~but~~ \_\_\_\_\_ Hisham preferred to do history.
- 2 After the ~~finding~~ \_\_\_\_\_ of radium, the Curies became famous.
- 3 I'd like to study ~~an introduction to~~ \_\_\_\_\_ computer skills.
- 4 Mariam can't walk, so she uses a ~~chair with wheels~~ \_\_\_\_\_.
- 5 Just this thin piece of plastic ~~joins~~ \_\_\_\_\_ the top to the lower section.

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

- 1 **A** This coffee machine is a fantastic new \_\_\_\_\_!  
**B** Is it? Let me just \_\_\_\_\_ that the coffee it produces is horrible!
- 2 **A** I hear you're working on the \_\_\_\_\_ of a new factory robot arm.  
**B** Yes, it's going to be very flexible because it can \_\_\_\_\_ in five directions.
- 3 **A** After his accident, Tim was in the \_\_\_\_\_ of a medical team who work a lot on artificial body parts. And they gave him a \_\_\_\_\_ artificial arm.  
**B** Yes, and so now everyone calls him the \_\_\_\_\_ man!
- 4 **A** John is disabled, so he won't be able to study at the local \_\_\_\_\_.  
**B** Why not? There's nothing wrong with his \_\_\_\_\_!  
**A** Yes, but in his wheelchair he won't be able to get up and down all the stairs.  
**B** But again, why not? There are \_\_\_\_\_ everywhere for people like him.

**3 Read the passage again and do the tasks.**

Say what the underlined words refer to.

- 1 Line 18: 'Sadly, no - ...'
- 2 Line 25: ..., they were now able to provide ...

Now say what these phrases mean.

- 1 Line 24: This was news to me, ...
- 2 Line 27: 'So the big point is this,' he said.

**4 Read the passage again and complete the notes.**

Huge developments in every area of \_\_\_\_\_. For example:

- 1 new types of \_\_\_\_\_
- 2 new kinds of \_\_\_\_\_
- 3 better \_\_\_\_\_
- 4 new help for \_\_\_\_\_

Examples of modern help for disabled people:

- 1 helping people to \_\_\_\_\_
- 2 putting \_\_\_\_\_ in buildings for people in \_\_\_\_\_

All of these changes: help disabled people to live \_\_\_\_\_

**5 Work in pairs. Use your notes to give a short summary.***There are huge developments in every ...**For example, there are new types of ..., new ..., better ... and new help for ...**Examples of ... include ...*



**1 Write N (noun), V (verb) or A (adjective) after the correct word.**

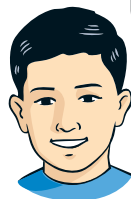
- |           |          |          |     |             |     |            |     |
|-----------|----------|----------|-----|-------------|-----|------------|-----|
| operation | <u>N</u> | healthy  | ___ | disabled    | ___ | develop    | ___ |
| medical   | ___      | discover | ___ | invention   | ___ | disability | ___ |
| health    | ___      | operate  | ___ | development | ___ | wonder     | ___ |
| discovery | ___      | medicine | ___ | wonderful   | ___ | invent     | ___ |

**2 Use pairs from activity 1 to complete the following. Make any changes needed.**

- Modern \_\_\_\_\_ is helping people to live longer and \_\_\_\_\_ science is bringing us new discoveries all the time.
- Majeda is quite \_\_\_\_\_ because she can't walk very well, so she's going to see Dr Badawi. He helps children with all kinds of different \_\_\_\_\_.
- It's very important for children to grow up fit and \_\_\_\_\_, and at school the \_\_\_\_\_ of every child is checked each year.
- The Curies \_\_\_\_\_ radium and it was a \_\_\_\_\_ that saves many lives.
- No one knows who \_\_\_\_\_ the wheel, but it was one of the most important \_\_\_\_\_ of all time.
- The Great Pyramids were one of the 'Seven \_\_\_\_\_ of the Ancient World' and they're still \_\_\_\_\_ to look at thousands of years later.
- A** How many \_\_\_\_\_ do the doctors do every week?  
**B** A lot. They \_\_\_\_\_ from 10:00 till after 6:00 most days.
- A** Are there any big new scientific \_\_\_\_\_ that are going on at the moment?  
**B** Yes, for example, they're \_\_\_\_\_ a new artificial heart in Canada.

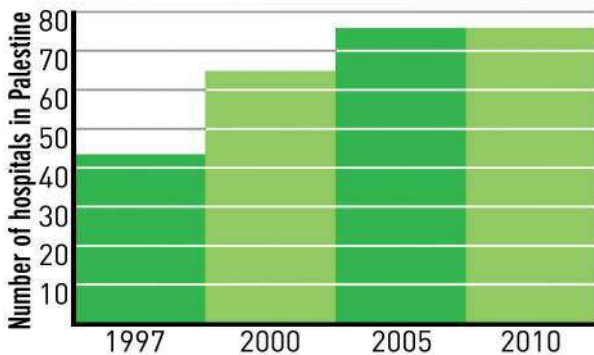
**3 Work in pairs. Use the language of charts.**

Look at the charts. Make statements about medical care in Palestine.

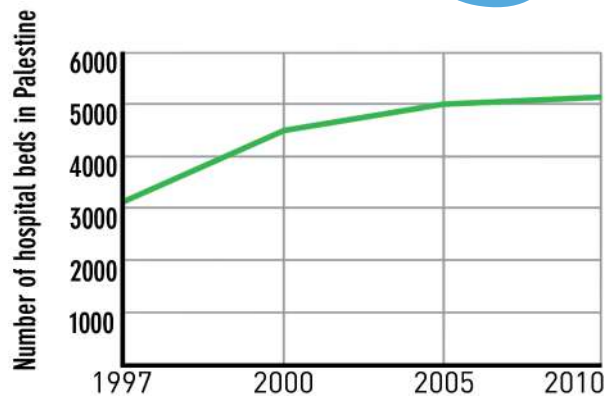


The (first/second) chart (shows/tells us) that the number of ...

(rose/fell [rapidly/slowly] / remained about the same) (between/from) ... (and/to)



Number of Palestinian hospitals



Number of hospital beds in Palestine

**1 Read the examples.**

- |  |  |
|--|--|
| 1 'They <b>are</b> fantastic,' we <b>agreed</b> .  | 2 We <b>agreed</b> that they <b>were</b> fantastic.  |
| 3 'Science <b>is helping</b> people,' he <b>said</b> .   | 4 He <b>said</b> that science <b>was helping</b> people.   |
| 5 'It <b>looks</b> like a normal arm,' he <b>said</b> .  | 6 He <b>said</b> that it <b>looked</b> like a normal arm.  |
| 7 'They <b>accepted</b> their disabilities in the past,' he <b>said</b> .                          | 8 He <b>said</b> that they <b>had accepted</b> their disabilities in the past.                     |
| 9 'It <b>will continue</b> ,' he <b>said</b> .   | 10 He <b>said</b> that it <b>would continue</b> .  |
| 11 'It <b>can understand</b> ,' he <b>said</b> .   | 12 He <b>said</b> that it <b>could understand</b> .  |
| 13 'Disabled athletes <b>have</b> recently <b>started</b> using artificial legs,' we <b>said</b> . | 14 We <b>said</b> that disabled athletes <b>had</b> recently <b>started</b> using artificial legs. |

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

- 1 In reported speech, the reporting verb is **a)** always in the present.  **b)** often in the past.
- 2 If the reporting verb is in the past, the verb tense of the reported speech usually **a)** changes.   
**b)** stays the same.
- 3 When it changes, it moves one tense into the **a)** future.  **b)** past.  For example, *are* changes to *were* in Examples 1–2.

Now complete the following rules from Examples 1–14.

- |                        |   |                     |
|------------------------|---|---------------------|
| 1 am / is / are        | > | _____ / _____       |
| 2 am / is / are living | > | _____ / _____ _____ |
| 3 look / looks         | > | _____               |
| 4 accepted             | > | _____ _____         |
| 5 will continue        | > | _____ _____         |
| 6 can understand       | > | _____ _____         |
| 7 have started         | > | _____ _____         |

**2 Work in pairs. Give the reported speech forms of the following.**

- 1 'We want to read more about medicine,' you said.  
*You said that you wanted to read more about medicine.*
- 2 'Some people can recover,' he said.
- 3 'Medical science is helping people to hear and see again,' he said.
- 4 'If someone loses an arm, we are now able to provide a new one,' he explained.
- 5 'That means people are living longer, healthier lives than their parents and grandparents lived,' he said.

Look at activity 1 to check your work.

**3 Put these statements into reported speech.**

- 1 'I write for the magazine *Young World*,' Jenan told Dr Way.
- 2 'I recently wrote about a dramatic operation,' she explained.
- 3 'Now our readers are asking for more on medicine,' she went on.
- 4 'If you can talk to me, I will happily come to your office at any time,' she said.

### 1 Work in pairs. Practise the conversation.

The Ibrahim family have moved to the UK and Mr Ibrahim is calling the local school.

- Mr Ibrahim** My wife and I believe that your school is very good, (believe)  
so have you got room for our son Tariq in Year 10? (want to know)
- Secretary** We may have room for one more student. I'll check.
- Mr Ibrahim** When can you tell us for sure if there is a free place? (ask)
- Secretary** I'll call you back later today.
- Mr Ibrahim** And can I ask this? How soon could you accept him? (ask)  
Could he join you as soon as next week, I wonder? (wonder)
- Secretary** I'm not sure. I'll need to check that, too.
- Mr Ibrahim** You may have one problem though because our son is disabled and has (explain)  
to use a wheelchair all the time. Are there many stairs to go up and down? (wonder)
- Secretary** You should speak to our Head Teacher, Dr Bell.
- Mr Ibrahim** Yes, of course. Could you arrange an appointment for us to come  
and meet Dr Bell, please? (want ... to)
- Secretary** Yes, I'll try to do that.
- Mr Ibrahim** And could Dr Bell also give us some time to look round the school? (ask ... to)  
That would be really useful. (add)

### 2 Copy and continue the secretary's memo to Dr Bell.

Report the underlined parts of the conversation. Use the verbs in brackets. Add (s) if necessary.

To: Dr Bell Time: \_\_\_\_\_  
From: Mrs Dee Date: \_\_\_\_\_  
Subject: Possible new Grade 10 student - Tariq Ibrahim

Mr and Mrs Ibrahim believe that our school is very good, so Mr Ibrahim wants to know if we have got room for ...

### 3 Work in groups. Practise Dr Bell's meeting with two senior teachers.

- Dr Bell** A new student wants to join Year 10 in a week's time. (reported)
- Mrs Carr** It's the middle of the year, but it'll probably be all right. (replied)
- Dr Bell** There's a problem though as he has to use a wheelchair. (explained)
- Mr East** So he won't be able to get up and down the stairs without help. (commented)  
That'll be very difficult. (added)
- Dr Bell** I agree, but I think it's becoming very important to help people (agreed, thought)  
with disabilities. I believe we need ramps. (believed)
- Mr East** But we can't build them in just a week's time. (pointed out)
- Mrs Carr** I have a suggestion: the students can help him with the stairs. (suggested)  
I'm sure they'll be pleased to help. (was sure)

### 4 Report the meeting.

*Dr Bell reported that a new student wanted to join Year 10 in a week's time.*

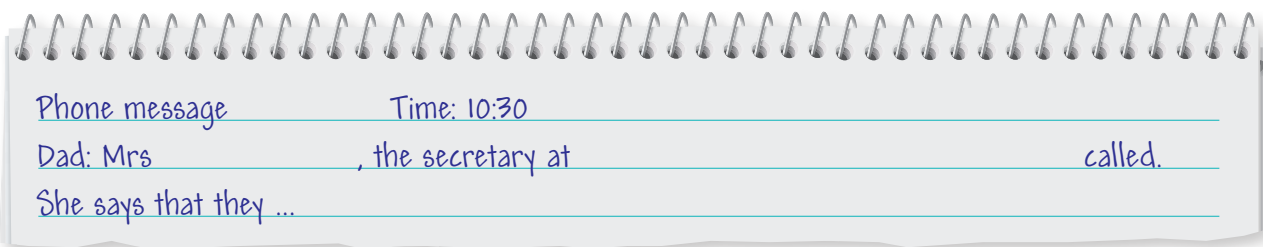
**1 Work in pairs. Look at the picture and do the tasks.**

- From what you learned in period 7, say who these people probably are.
- From what you remember, say why the boy's father called earlier.



Now listen to part 1. Confirm or correct your answers.

**2 Listen to part 2. Copy and continue Tariq's message to his dad.**



**3 Listen to parts 1 and 2 again. Tick (✓) the expressions that you hear.**

- |   |   |
|---|---|
| 1 <b>A</b> Can I take a message? <input type="checkbox"/>     | 2 <b>A</b> Let me get something to write with. <input type="checkbox"/> |
| <b>B</b> Shall I take a message? <input type="checkbox"/>     | <b>B</b> Let me get a pen and some paper. <input type="checkbox"/>      |
| 3 <b>A</b> Right. Please go ahead. <input type="checkbox"/>   | 4 <b>A</b> Could you spell that, please? <input type="checkbox"/>       |
| <b>B</b> All right. Please carry on. <input type="checkbox"/> | <b>B</b> How do you spell that, please? <input type="checkbox"/>        |

**4 Practise your pronunciation: word stress.**

- 1 Listen and mark the stress in each word in the table.

secretary	fantastic	afternoon

- 2 Listen and mark the stress in these words and add them to the table above.

disability	disabled	excellent	interview	together	understand
------------	----------	-----------	-----------	----------	------------

**5 Work in pairs. Read and act out the conversation.**

- Tariq** They've gone shopping together till this afternoon. Can I take a message?  
**Mrs Dee** Well, thank you. Perhaps you could do that for me.  
**Tariq** Let me get a pen and some paper. Right. Please go ahead.  
**Mrs Dee** Well, my name is Mrs Dee, and I'm the secretary at Green Hill School.  
**Tariq** I see. Er, Mrs Dee, could you spell that, please? I'm not very sure about English names.  
**Mrs Dee** Well, mine is very simple. It's just D-double-e.



### 1 Work in groups. Practise the discussion at the local Community Hall.

- Rob Hall** First, thank you, everyone, for coming to the meeting. It's an important meeting because we're going to discuss the kind of health care that we think our community needs. (thank)  
The government want to close our old, local hospital and other similar small hospitals in the area. Instead of that, they want to build one big, new, high-tech hospital for everyone in the whole area. (point out)
- Not everyone agrees with the government's plans though. (explain)  
Some people in the community want to keep our local hospital. (say)
- Let me introduce two people who are going to tell us more about these different views – first Malik Sharif and then Chandra Shastri. Malik, please. (introduce)
- Malik** Thank you, Rob. Well, modern medicine is very, very expensive, and it's simply not possible to provide the best services and equipment in every little town. The only way that we can have the very best is through one big hospital that everyone will use. That hospital will be able to offer life-saving operations that the local hospital never can. And we can use the local hospital land to build new houses. (begin by saying)
- Chandra** Yes, but the new hospital will be 50 kilometres away and that is much too far. Most people don't need life-saving operations most of the time. People want a service that is good, but simpler and more local. The thing that we really want is a more modern local hospital. (explain)  
(say)  
(finish by saying)
- (argue)  
(point out)  
(say)  
(end by saying)

### 2 Now write a local newspaper report. Use the reporting verbs in brackets and put them in the past simple. Start like this.

*First, Rob Hall thanked everyone for coming to the meeting. He pointed out that it was ...*

### 3 Work in pairs. Do the tasks.

- Write four simple things that you want to say to four different friends – a piece of information, a request, a *Wh* question and a *Yes / No* question.
- Take turns to call the friends. The calls are answered by a parent.  
**Student A** *Could I speak to (name), please?*  
**Student B** *I'm sorry, but he / she is (at volleyball practice) right now. Can I take a message?*
- Student A gives a message and Student B writes it down.
- At the end, compare the messages that each gave and the other wrote down. They should be the same!

**Unit task:** Giving and writing down phone messages.

## 8

## By train from San Francisco

1 It was 7:00 am on 3rd December when Fogg, Aouda and Passepartout left the *General Grant* in San Francisco. The train did not depart for New York until six that evening, so they had some time. First, they went to a hotel near the port to have breakfast.

‘I’ve heard that the Sioux have attacked some trains this winter,’ said Passepartout to Fogg. ‘So shall I  
5 buy some guns to take with us on the train?’

Fogg gave Passepartout some money to get the guns while he and Aouda went to see the city. Then Mr Fix suddenly appeared. He pretended to be amazed to see them and said, ‘What? Have we just been across the Pacific together and not met on the ship?’

Fogg politely invited Fix to look round the city with them, and the detective happily accepted. In the  
10 afternoon, they returned to the hotel to meet Passepartout, and then they all went to the railway station. The train left on time and started its long and dangerous journey across America.

This trip usually took seven days, so Fogg planned to be in New York to catch a ship across the Atlantic Ocean on 11th December.

The passengers ate and slept on the train as it moved slowly across California and into the mountains.  
15 At one place, the train had to stop for three hours because ten or twelve thousand buffalo were walking slowly across the railway line!

By 11:00 am on 7th December, the train was near the highest point in the wild, snowy mountains. But then it stopped. Passepartout – and lots of other passengers – got off to find out why.

Ahead, there was a red signal. Beside it, the driver was talking seriously with a man who had been sent  
20 from the next station to stop the train. He was saying, ‘You can’t go on. The bridge ahead is damaged and won’t support the train’s weight.’

A telegram had been sent for a new train to come from farther east and pick up everyone from the next station. But the passengers would have to walk for six hours through the snow to get there.

‘Six hours!’ cried Passepartout, thinking of Fogg’s timetable.

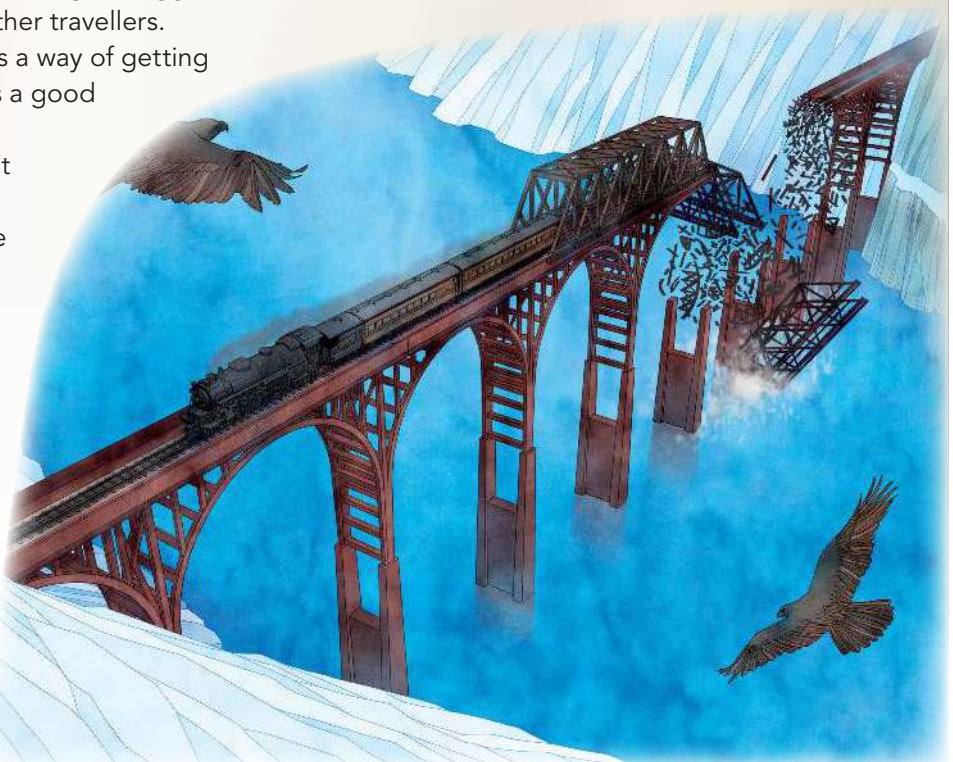
25 ‘Walk? In this snow?’ cried the other travellers.

But then the driver said, ‘There is a way of getting across. If we go at full speed, there’s a good chance that we’ll succeed.’

‘What a crazy idea!’ Passepartout  
30 thought.

However, everyone else liked the driver’s exciting plan, so that was the end of the discussion. ‘Take your seats, everyone!’ shouted the  
35 driver. They all jumped on the train again, and the train went back nearly a mile. Then it started to move forward again, faster and faster until it was doing 100 miles  
40 per hour. It almost flew over the bridge!

There was only one problem: just after they had crossed, the whole bridge fell with a huge  
45 crash into the water below.



## NOTES:

**San Francisco** /sæn frænsɪskoʊ/: This port grew from almost nothing during the 1849 Californian Gold Rush when people came from all over the world to look for gold and try to get rich. At that time, San Francisco was the biggest city in California.

**Trains across the USA:** The first railway line across the USA had opened in 1869. Fogg and the others were making their still-dangerous, seven-day journey on this line just three years later.

**the Sioux** /ðə suː/: One of the largest of the 5,000 tribes that had lived in America long before the Europeans arrived. Some, like the Sioux, were still fighting to defend their land.

### 1 Match sentence parts 1–8 and a–h to form a summary.

- 1 f Fogg, Aouda and Passepartout left the *General Grant*, ...
- 2 \_\_\_ Later, Passepartout went to buy some guns ...
- 3 \_\_\_ While Fogg and Aouda were looking round San Francisco, ...
- 4 \_\_\_ Later, they and Passepartout went together to the station ...
- 5 \_\_\_ At one place, they had to stop for three hours ...
- 6 \_\_\_ Up in the mountains, they had to stop again ...
- 7 \_\_\_ All the passengers except for Passepartout agreed with the driver ...
- 8 \_\_\_ They managed to cross the bridge successfully just as the driver had said, ...
- a ... to catch the evening train to New York.
- b ... but just afterwards, the whole thing collapsed into the river below.
- c ... because there might be an attack by the Sioux during the journey.
- d ... Fix suddenly appeared and joined them.
- e ... when he suggested crossing the bridge at top speed.
- f ... and they went to a hotel for breakfast.
- g ... since the bridge ahead was too dangerous to cross.
- h ... in order to let thousands of buffalo cross the railway line.

### 2 Work in pairs. Take turns to read out the summary, sentence by sentence.

### 3 Create a role play. Work in groups. Role play the discussion by the red signal. Use words from the story where you can. Use your own where you cannot.

- Driver** Why / signal / red?
- Man** Explain.
- Passenger** (angrily) What / railway / do about this situation?
- Man** Explain.
- Passepartout** (angrily) / terrible! Can't afford / lose so much time!
- Passenger** (angrily) / not want / walk / all that snow.
- Driver** (feeling excited) Tell everyone your idea.
- Passenger** (feeling excited) / great idea! / try it!
- Passepartout** (unhappily) Well, all right – if everyone else says yes.
- Driver** Tell everyone to take their seats.



# Which way at 16?

## 1 Listen and repeat.



academic	apply	career	carpenter
determined		literary	practical
qualification		stream	such as
technical	vocational		whatever

### Word formation

able (adj) ability (n)  
 compete (v) competitive (adj)  
 organization (n) organize (v)  
 science (n) scientific (adj)  
 special (adj) specialize (in) (v)

## 2 Look at the pictures and the passage heading. Answer the questions.

- 1 What do the pictures around the passage show?
- 2 Think about the pictures and the passage heading. What might the passage be about?
- 3 What jobs do the things in the pictures make you think of?

# Which way now?

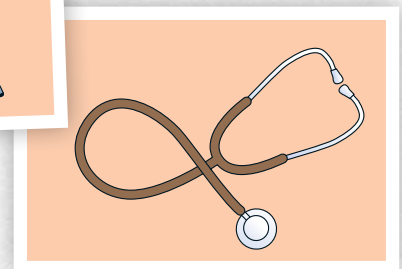
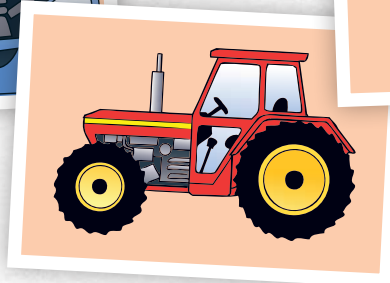
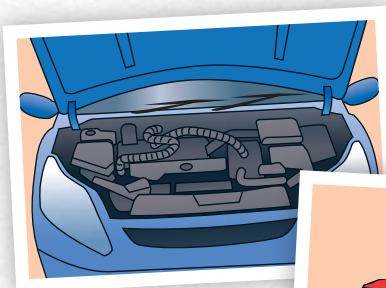
1 So you're in Grade 10, a year of hard work and important choices. Should you take the academic route? Or should you follow the vocational route to become a carpenter or a nurse perhaps?

5 If you lived in Germany or France, things would be organized differently. There, you would continue with most of your subjects until you graduated.

However, the Palestinian system offers choices, and these must match your interests and abilities. If you choose the right group of subjects, they'll carry you towards the right career. Choose badly, and you'll become bored and do badly.

10 With careful thinking, that shouldn't happen. If it did, you might leave school with weak qualifications and a future in a 'dead-end' job. It would be a disaster! So start thinking now.

Some people may say you should become a doctor or an engineer because they are 'good' jobs. Don't listen. A job will only be good if it is right for you! And remember this: people are respected if they do their work well – whatever their jobs.

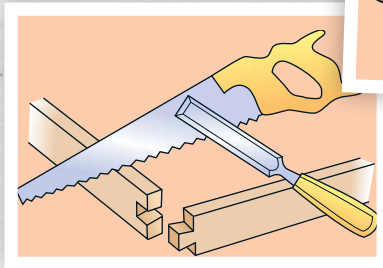
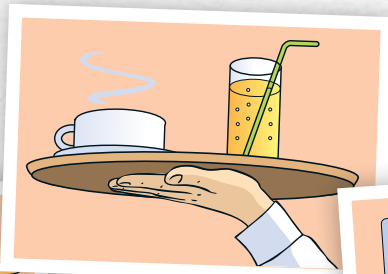
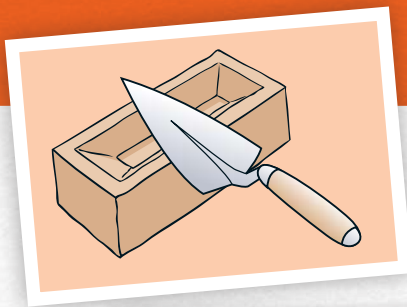


**3 Listen and do the tasks.**

- 1 Say what readers the writer is writing for.
- 2 Confirm or correct your answer to activity 2, question 2.
- 3 Say whether the writer wants students to choose the same route as each other or the right route for themselves.

**4 Read and complete the statements.**

- 1 The passage tries to help students to \_\_\_\_\_.
- 2 The basic choices schools offer students in Grade 11 are the a) \_\_\_\_\_ or the b) \_\_\_\_\_.
- 3 Students should think about what a) \_\_\_\_\_ and what b) \_\_\_\_\_ when they choose their route of study.
- 4 The writer's final advice to Grade 10 students is to \_\_\_\_\_.

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

15 Think carefully: what do you like and what are you good at? Sciences perhaps? If so, the academic route may be right, and you could become a scientist. Or you may enjoy working with your hands outdoors. If so, you might become a builder or a farmer and you will need the vocational route.

20 If you take the academic route, you'll enter either the scientific or literary streams. In one, you'll mostly do maths and sciences, and in the other, you'll study subjects such as history, Arabic and English. Then you'll be able to apply to university or college and specialize in just one or two subjects.

With the vocational route, you may go on to vocational college. There, you'll specialize in practical subjects like office or technical skills.

25 Whatever route you choose, be determined to be the best you can. In today's competitive world, you'll need to be!



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

- Mazen loves making things. He should be a ~~person who works with wood~~ \_\_\_\_\_.
- I want to buy something for my dad ~~like~~ \_\_\_\_\_ a book or a CD.
- If we ~~plan~~ \_\_\_\_\_ our trip carefully, everything will go well.
- At school, we study all the sciences, but at university, I hope to ~~do just one~~ \_\_\_\_\_.
- I will support you in ~~anything that~~ \_\_\_\_\_ you choose to do.
- Dr Badawi has had a successful ~~working life~~ \_\_\_\_\_, and he has risen to a senior position at the hospital.

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

- A** Ali is only 13, but I think he has the natural \_\_\_\_\_ to be a great athlete.  
**B** Yes, and he's also very \_\_\_\_\_. He always wants to win!
- A** Has Mazen \_\_\_\_\_ for any jobs yet?  
**B** Yes, lots, but there's a problem: he hasn't got any \_\_\_\_\_.
- A** Which \_\_\_\_\_ will Mona join in Grade 11? Does she want to do sciences?  
**B** No, she's much more interested in history, so she'll take the \_\_\_\_\_ route.
- A** Zina is really \_\_\_\_\_ to build her own computer.  
**B** But look at all these \_\_\_\_\_ instructions! Will she understand them?
- A** Tariq isn't interested in anything \_\_\_\_\_ like sciences or languages. He's going to take the \_\_\_\_\_ route instead.  
**B** Yes, he wants to do something \_\_\_\_\_. I think he could be a good builder.

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

**3 Read the passage again and answer the questions.**

- How is school in Germany and France different from the Palestinian system?
- Give examples of careers that the two different routes take students towards.
- What can happen if a student makes the wrong choice in Grade 10?
- Why may the job of doctor or engineer not be a good job?

**4 Read the passage again and do the tasks.**

**Say what the underlined words refer to.**

- Line 9: With careful thinking, that shouldn't happen.
- Line 19: ..., and in the other, you'll study subjects such as history, ...
- Lines 24–25: In today's competitive world, you'll need to be!

**Now say what the underlined phrases mean.**

- Line 10: ... a future in a 'dead-end' job.
- Line 11–12: ... become a doctor or an engineer because they are 'good' jobs.

**5 Work in pairs. Think and discuss.**

If I have to stay at school till I'm 18, why do I have to start thinking about a career when I'm only 16?



**1 Read the examples.**

- 1 People **are respected if they do** their work well.
- 2 **If you choose** the right subjects, **they will carry** you towards the right career.
- 3 **Choose** badly, **and you will become** bored and do badly.
- 4 **If you lived** in Germany or France, **it would be** different.
- 5 **If you chose** badly, **you might leave** school with weak qualifications.

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

- 1 Example 1 talks about something that **a)** may happen at any time.  **b)** may happen in the future.  We call this a *Type 0* conditional. Both clauses are in the present.
- 2 Example 2 talks about something that **a)** may happen at any time  **b)** may happen in the future . We call this a *Type 1* conditional.
- 3 In *Type 1* the *if* or *may* clause uses a verb in **a)** the present.  **b)** the future.  The other clause uses a verb in **a)** the present.  **b)** the future.
- 4 The start of Example 3 means: **a)** *You must choose badly, and then you will ...*  **b)** *If you choose badly, you will ...*  It means the same as a *Type 1* conditional.
- 5 Examples 4 and 5 are about things that **a)** may easily happen.  **b)** we only imagine happening.  We call these *Type 2* conditionals. They are 'unreal'.
- 6 A *Type 2 if*-clause verb goes into the **a)** past.  **b)** future.  In the other clause, *will* becomes *would* (Example 4), *may* becomes *might* (Example 5). (Similar changes: *can* > *could*; *have to* > *had to*.)
- 7 In conditionals, the *if* clause **a)** always comes before  **b)** can come before or after  the other clause.

**2 Form Type 0, 1 and 2 statements. Put the verbs in the correct tenses.**

- 1 Type 0: my favourite song / dancing / I (hear) / I always (feel) like / if
- 2 Type 1: you / I (get) / if / immediately / any more news / I (call)
- 3 Type 2: in the USA / American football / I (live) / I (probably watch) / if

**Now read out your complete statements.**

**3 Work in pairs. Form Type 0, 1 and 2 conditional questions and answers.**

- 1 **Q** what you (do) / the weather (be) bad / Friday  
**A** it (rain), I (stay at home) / tidy up my room  
**Q** *What will you do if the weather is bad on Friday?*  
**A** *If it rains ...*
- 2 **Q** where (you go) / someone (give) you the money to go anywhere in / world  
**A** that (happen), I (visit) China / also Japan
- 3 **Q** people at home (want) / watch different TV programmes, how (you decide)  
**A** we (not agree) about TV programmes, / Mum (usually choose)

**1 Listen and repeat.**



beyond      education      exist      general(ly) (speaking)  
 generation      goods      limited      manager  
 opportunity      responsible(ly)      stressful

**Word formation**

decide (v)    decision (n)  
 possible (adj)    possibility (n)  
 program (n)    programmer (n)  
 technical (adj)    technician (n)

**2 Look at the first picture in the passage. Answer the questions.**

- 1 Where do these people seem to be? How do you know?
- 2 Which of the man and the woman seems to be a visitor?
- 3 What do you think the man is doing?
- 4 What are the students doing?
- 5 Look at the heading of the passage. What might the woman be there to do?

**3 Read and do the tasks.**

- 1 Confirm or correct your answers to activity 2.
- 2 Look at the second and third pictures. From what Dr Rossi tells the students, say what you can about the lives of these people.
- 3 Say what she compares the lives of these people to.

**4 Read and answer the questions.**

- 1 What does Dr Rossi mean by the title of her talk, *Your life, your choice*?
- 2 What was the big problem for most people three centuries ago?
- 3 How had things got better by 1900?
- 4 Why were career choices still much more limited in 1900 than they are today?
- 5 What does she want the students to do with their chance to choose?

**5 Read the passage again and complete the notes.**

Date	Education	Choices
1700	People usually had no education.	Very _____
_____	_____	More _____
Today	At least ten years.	_____

**Now work in pairs. Ask and answer questions about life in the past and now.**

**Student A** *What kind of (education) did people have in (1700)?*

**Student B** *They didn't usually ...*

## Your life, your choice



1 **Dr Bell** Now, I know that all of you in Year 10 are thinking beyond this year to the future. And so we've invited an expert here today to talk about career decisions. Everyone, please welcome Dr Kate Rossi.

**Dr Rossi** Thank you, and hello. Well, deciding the right way ahead can be very difficult and  
5 stressful – especially for your generation. Why? Because there have never been so many choices to make before.

But let's start with the opposite – a world without choices. Think back 300 years. If you had all been born in 1700, very few of you would have had any education. At 16, nearly all of you would have been hard at work at home or on the land. You  
10 would probably have had very few choices: your lives would simply have followed your parents'.



What if you had been born in 1900 instead? Generally speaking, you would have had more choices and chances by then. You would have been able to travel – though only by train: cars were for the rich and planes were for the very brave.  
15 Several years of school would have given you more possibilities – although you would probably have left at 13. There would have been more goods to buy in the shops, but not a TV or a computer: these and many other things did not exist.

Life would have been limited in another way, too: there would have been far fewer career opportunities. Could you have become a TV technician or a computer  
20 programmer or a shopping centre manager? No, because these and thousands of other jobs had not yet been invented.

And so back to today. Yes, it's harder to choose than ever before, but it's wonderful that you have the chance. So think carefully and choose responsibly. You only have one life: use it well.



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

- 1 **A** Hanan is good at organizing things, isn't she?  
**B** Yes, I'm sure she'll do well in her career and become a top \_\_\_\_\_.
- 2 **A** What kind of job do you want? You have to make a \_\_\_\_\_.  
**B** Well, I enjoy anything technical, so that probably means I should be a \_\_\_\_\_.
- 3 **A** I've written several programs for my computer, so I'd like to train as a computer \_\_\_\_\_.  
**B** Well, the local college teaches programming skills, so there's a \_\_\_\_\_ that you could train there.

**2 Read and complete the summary. Add other new words from period 4. Make any changes needed.**

Dr Rossi came to talk to Year 10 students in order to help them think (1) \_\_\_\_\_ the present year to the future. She knew that it could be hard and (2) \_\_\_\_\_ for their (3) \_\_\_\_\_ because there were so many choices to make in today's world.

However, she felt that this was much better than the situation for young people three centuries back, in 1700. In those days, most young people had no (4) \_\_\_\_\_ and did not learn to read or write, and they had few (5) \_\_\_\_\_ to do anything except to live the same lives as their parents.

Even the lives of young people in 1900 were quite (6) \_\_\_\_\_. Many of the (7) \_\_\_\_\_ that we see in the shops today did not (8) \_\_\_\_\_ at that time. Nor did many of the jobs that people have today.

So, (9) \_\_\_\_\_, Dr Rossi felt that it was better to be young today and to have the chance to choose. Her big hope was that everyone would use that chance to choose (10) \_\_\_\_\_ and make the best possible choices for themselves.

**3 Read the passage again and do the tasks.**

**Say what the underlined words refer to.**

- 1 Lines 5–6: Why? Because there have never been so many choices to make before.  
 2 Lines 10–11: ... your lives would simply have followed your parents'.  
 3 Line 22: Yes, it's harder to choose than ever before, ...  
 4 Lines 22–23: ... but it's wonderful that you have the chance.

**Now say what the underlined phrases mean.**

- 1 Line 12: What if you had been born in 1900 instead?  
 2 Line 14: ... cars were for the rich and planes were for the very brave.  
 3 Line 22: And so back to today.

**4 Work in pairs. Think and discuss.**

I don't want too many choices to make. I prefer life to be simple!



I don't agree. The more choices the better!

1 Complete the chart with these words.

	academic	college / university	literary	scientific	vocational	vocational college
End of Grade 10	> (a) _____ route	> (c) _____ stream	> (d) _____ stream	> (f) _____ / _____		
	> (b) _____ route	> (e) _____	> work			

Now complete the description of the chart.

In Grade 11, some students take the academic route, and others follow the (1) \_\_\_\_\_ route. Some people who take the (2) \_\_\_\_\_ route enter the (3) \_\_\_\_\_ stream and study subjects such as history and Arabic, whereas others enter the (4) \_\_\_\_\_ stream and study mostly maths and sciences. They can then apply to (5) \_\_\_\_\_ or some other kind of (6) \_\_\_\_\_. Students who choose the vocational route often go to (7) \_\_\_\_\_, or else they go out to work.

2 Form two-word nouns from this unit. Match words a-g to words 1-7.

- 1 newspaper f      2 computer \_\_\_\_      3 language \_\_\_\_      4 business \_\_\_\_  
 5 science \_\_\_\_      6 shopping \_\_\_\_      7 TV \_\_\_\_

- a teacher      b teacher      c programmer      d centre  
 e technician      f reporter      g leader

Now use two-word nouns to complete the following.

- Mona studied English and German at university and then she became a \_\_\_\_\_.
- The factory needs a new program to control the speed that we make our products. Let's ask a group of \_\_\_\_\_ in IT to create one.
- When Dad became famous, \_\_\_\_\_ and people with TV cameras followed him everywhere!
- I've always been interested in television and technology and how they work, so I'm hoping to train as a \_\_\_\_\_.
- The government are asking several top \_\_\_\_\_ to find ways of creating new jobs.
- We can buy everything we need in one place at the new \_\_\_\_\_.
- I thought about becoming a research scientist, but I prefer to be a \_\_\_\_\_.

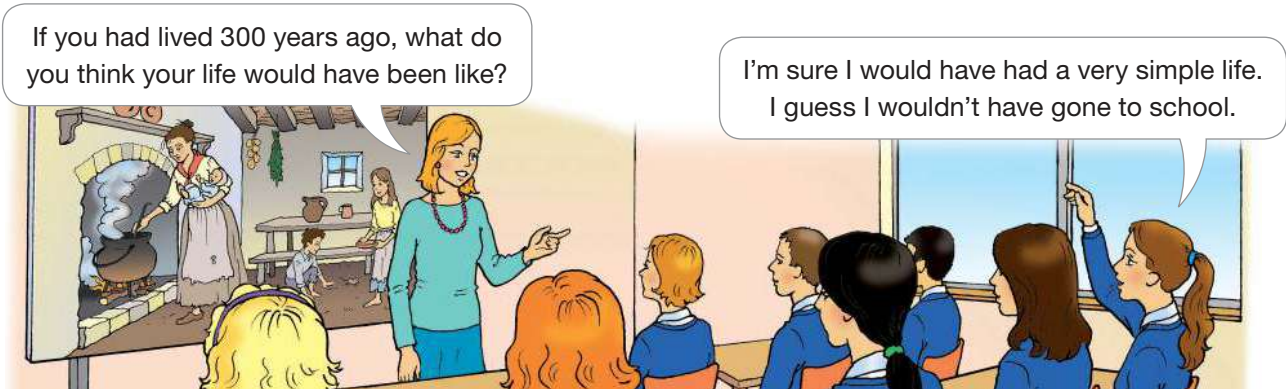
**1 Read the examples.**

- 1 If you **were born** again now, you **would have to start** your life again.
- 2 If you **had been born** in 1700, you **would not have had** any education.
- 3 What if **you had been born** in 1900? You **would have had** more choices.
- 4 (If you **had been born** in 1900,) you **would have been** able to travel by train.

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

- 1 Example 1 is **a)** real  **b)** unreal  because you cannot be born again now (or in the future). This is a *Type 2* conditional.
- 2 Example 2 is **a)** real  **b)** unreal  because you cannot be born again in the past. This is a *Type 3* conditional. It expresses a past event that did not happen.
- 3 Changing from *Type 2* conditional forms, the *Type 3 if-clause* verb goes one tense farther into the **a)** past.  **b)** future.  The other clause does the same: *would* changes to *would have*.
- 4 Example 3 shows that the conditional idea **a)** must be in one sentence.  **b)** can break into two sentences.
- 5 Example 4 shows that the *if* idea **a)** is always stated.  **b)** may be understood and not stated.  In this case, the *if* idea is in the question at the start of the paragraph. All the other (*would have*) sentences in the paragraph are replies to the question.

**2 Give the students' short answers. Choose from the blue and purple blocks.**



I (be born) If I (be alive) we (live)	300 years ago, three centuries ago, in the early 1700s, in the early 18th century,	I'm sure I I guess we	(have) a very simple life (be) very poor (work) very long hours (often go) to bed very early (not go) to school (not learn) to read or write (not make) much money (not get) much health care
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Now make full *Type 3* conditional statements about the students.

*If they'd been born in the early 1700s, I guess they wouldn't have gone to school.*

**3 Work in pairs. Make statements about yourselves in Palestine.**

*If I'd been born at that time in Palestine, I'm sure I wouldn't have gone to school, either.*





**1 Listen for Jenny's abilities, interests and possible careers. Do the tasks.**



1 Label things that Jenny says J.

1 Interests / Abilities	2 Possible leisure activities	3 Possible careers
Maths ___	Working with numbers ___ Doing anything technical ___	Engineer, Technician ___ Computer programmer ___
Art ___	Painting ___ Doing photography ___	Designer ___ Photographer ___
Language <u>J</u>	Writing poems or reports ___ Learning other languages ___	Newspaper reporter ___ Language teacher ___
Organizing people ___	Organizing school activities ___ Leading sports teams ___	Manager ___ Business leader ___
Helping people ___	Looking after children ___ Doing voluntary work ___	Doctor ___ Nurse ___
Finding out how things work ___	Studying wildlife ___ Doing experiments ___	Scientist ___ Science teacher ___
Making things ___	Making models ___ Making clothes ___	Builder, Carpenter ___ Dressmaker ___

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

- |   |   |
|---|---|
| 1 A Let's start, shall we? <input type="checkbox"/>         | 2 A So shall we move on to ...? <input type="checkbox"/>    |
| B Let's make a start, shall we? <input type="checkbox"/>    | B So shall we go on to ...? <input type="checkbox"/>        |
| 3 A Tell me a bit more about that. <input type="checkbox"/> | 4 A I think that's all for today. <input type="checkbox"/>  |
| B Let's talk more about that. <input type="checkbox"/>      | B I think that's enough for today. <input type="checkbox"/> |

**2 Practise your pronunciation: the sounds of o.**



1 Listen and repeat.

1 lot /ɒ/	2 go /əʊ/	3 or /ɔː/	4 come /ʌ/	5 do /uː/	6 work /ɜː/	7 one /ʌ/

2 Listen and number the words 1–5 for groups 1–5 in the table. Then add them above.

become ___	college ___	done ___	don't ___	important ___	most ___
other ___	possible ___	report ___	short ___	voluntary ___	who ___

3 Underline the letter o in the following. Then listen and repeat.

- a Do you want to go to college?                      b It won't be possible to come to work next week.  
c You've done the most that you could in just one short report.

**3 Work in pairs. Develop a role play.**

Interview each other. Take turns as the counsellor and the student.

**1 Look at the chart on page 42. Read Jenny’s personal statement, paragraph 1.**

**Personal statement**

**1 Interests and possible career**  
 My most important area of interest is helping people. For example, I love looking after children, and I also do voluntary work. I help at a school for children with special needs. Because of these interests, I am thinking about a career as a nurse.

**2 Remember your own interview. Write a similar paragraph.**

**Unit task:** Completing a personal statement.

**3 Prepare to write your personal statement. Do the tasks.**

1 Read chart 1 and note how Jenny has scored herself. (5 = always; 1 = never, or almost never)

**Chart 1**

Statements	Scores
1 I’m happy to work with other people.	5 4 ③ 2 1
2 I go on trying even when things get difficult.	5 ④ 3 2 1
3 If things go wrong, I feel I should try to put them right.	⑤ 4 3 2 1
4 I make sure I finish work at the right time.	5 ④ 3 2 1
5 I’m happy to be the leader in a group.	5 ④ 3 2 1
6 If something doesn’t work, I look for a better way.	5 4 ③ 2 1

2 Work in pairs. Ask, discuss and then score yourself. Discuss it like this.

**Student A** *Number 1. Are you happy to work with other people?*

**Student B** *Yes, I think I’m quite good at that. I’m going to give myself a 4.*

3 Read chart 2 and note how Jenny has scored herself. Do the same for yourself. (She has added together her scores for statements 1–6 in chart 1.)

**Chart 2**

Personal qualities	Statement numbers	Score	
		Jenny	You
Determined	2 4	8	—
Flexible	1 6	6	—
Responsible	3 5	9	—

**4 Read Jenny’s personal statement, paragraph 2. Write similarly about yourself.**

**2 Personal qualities**  
 I feel I have several personal qualities which will be very important in the future. Most importantly, I believe that I am very responsible. For example, if things go wrong, I feel that I should try to put them right. I am also very determined, and so I go on trying even when things get difficult.

## 9

## An attack in 'the Wild West'

1 By the evening after the adventure at the bridge, the travellers had reached the highest point of their journey. In four days and four nights, they had travelled 1,382 miles from San Francisco. Now they simply had to go down from the Rocky Mountains and travel for another four days and four nights across the Great Plains to reach New York and the Atlantic Ocean. It was snowing a lot, but the train was moving  
5 **steadily** eastwards through the state of Utah, then Wyoming, and then on into Nebraska.

And that was when the sound of guns was suddenly heard. Passepartout looked out of the window and saw that large numbers of Sioux **warriors** were attacking the train! They were riding horses, and some were climbing onto the carriages. Many had guns, and they were shooting.

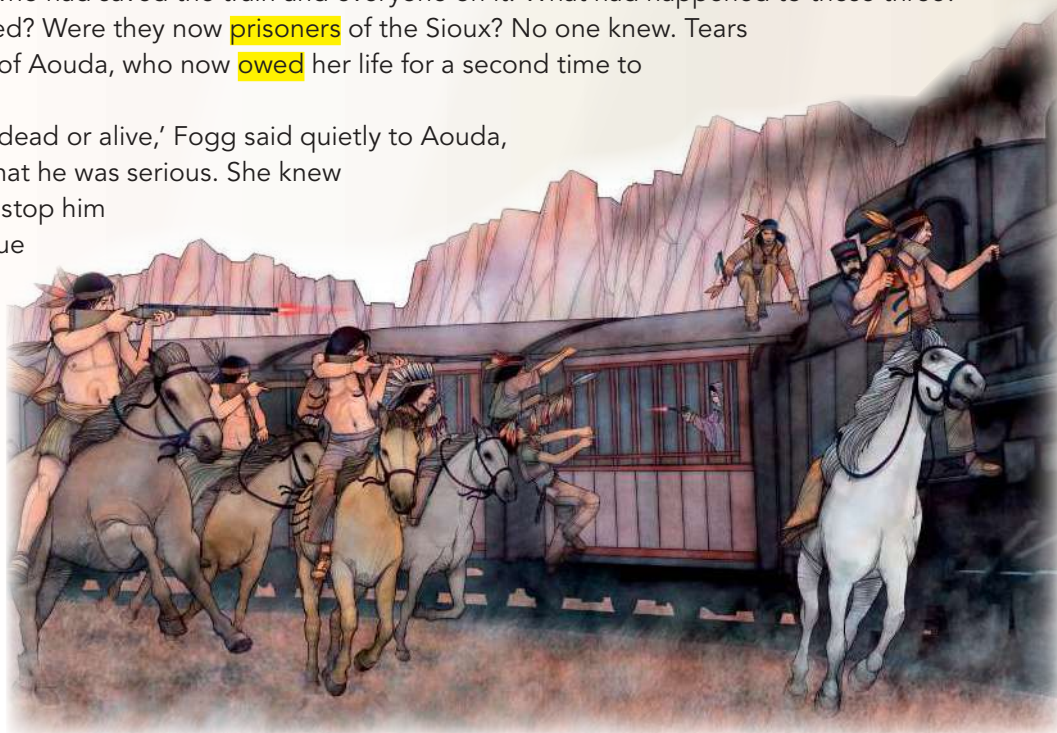
The passengers on the train started fighting back. And among them was Aouda, bravely shooting  
10 through the broken windows at any warrior that she saw. But things got worse when one of them attacked the driver. The train was soon **out of control** and moving faster and faster.

Fort Kearney Station was now less than two miles ahead, and there were lots of soldiers there who could perhaps help them – though clearly not if the train was moving at top speed. The conductor of the train shouted that someone had to stop the train before it went past the fort into open country. 'We will  
15 stop it,' said Fogg, but Passepartout pushed past him towards the front of the carriage and said, 'Stay here, Sir. I will go.' He first climbed out of the carriage and then secretly climbed under the other carriages towards the front of the train.

When he finally got to the front, he pulled a **metal bar** as hard as he could. The **engine** then came away from the rest of the train. The carriages were free and started to slow down, while the engine now **on its own**  
20 went even faster. The carriages stopped at last close to Fort Kearney Station, and the sound of guns brought the soldiers there running to the train to help. With this, the Sioux stopped their attack, left the train and disappeared to the south.

Many of the passengers were hurt, but no one was dead, it seemed. But then, when everything was calmer, everyone was counted and three did not answer as their names were called. One of them was the  
25 brave Frenchman who had saved the train and everyone on it. What had happened to these three? Had they been killed? Were they now **prisoners** of the Sioux? No one knew. Tears ran down the face of Aouda, who now **owed** her life for a second time to Passepartout.

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



NOTES:

**the Rocky Mountains:** The greatest of the many ranges of mountains that go from north to south, dividing the west-coast states of California, Oregon and Washington from the rest of the USA.

**the Great Plains:** The central area of the USA, to the east of the mountains, falling steadily from over 1,500 metres to around 400 metres farther east.

**Utah, Wyoming, Nebraska:** Three large states in the mid-West, towards the north, which still today have small populations and where the main industry is farming.

**Fort Kearney:** One of many places where soldiers were kept for protection of the area.

**1 Match sentence parts 1–8 and a–h to form a summary.**

- 1 g A large group of Sioux warriors attacked the train ...
- 2 \_\_\_ When the attack began, ...
- 3 \_\_\_ Two miles ahead, there were soldiers at Fort Kearney ...
- 4 \_\_\_ But they could not stop at the Fort ...
- 5 \_\_\_ Then Passepartout climbed to the engine at the front of the train ...
- 6 \_\_\_ When he pulled a metal bar between that and the first carriage, ...
- 7 \_\_\_ The attack soon ended ...
- 8 \_\_\_ However, brave Passepartout had disappeared, ...
- a ... when the soldiers came.
- b ... the carriages came away and started to slow down.
- c ... who could help the passengers and end the attack.
- d ... the passengers started using their guns to fight back.
- e ... to try to save everyone.
- f ... and so Fogg decided that he must find him, dead or alive.
- g ... while it was travelling across Nebraska.
- h ... because the train was out of control and going too fast.

**2 Work in pairs. Take turns to read out the summary, sentence by sentence.**

**3 Complete the map. Add these details.**

- Kearney
- New York
- Plains
- Rocky
- Nebraska
- the Atlantic Ocean
- Utah
- Wyoming





## 1 Listen and repeat.



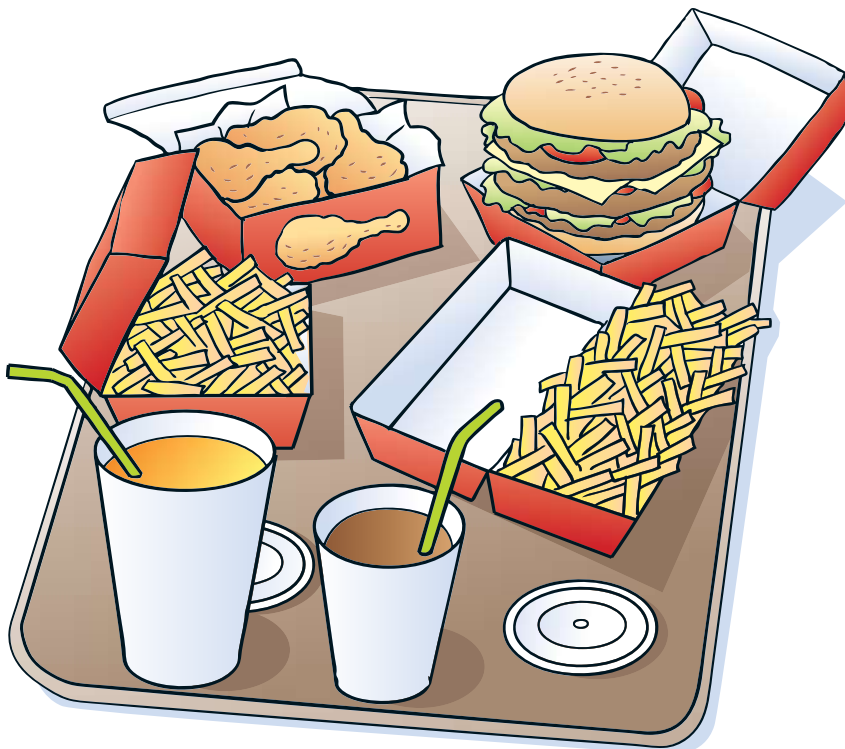
balanced	calorie	contain	diet	fuel
likely	make up for	nutrient	on the other hand	
overweight	pie	portion	teenager (teen)	

### Word formation

day (n)	daily (adj)
surprised (adj)	surprising (adj)
	surprisingly (adv)

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

- 1 Look at the menu and at the food. Say what two people have ordered.
- 2 Tick (✓) the items on the menu. Work out how much everything will cost.
- 3 The picture shows lunch at an American fast-food restaurant. Say what kind of restaurant young Palestinians might visit for lunch, and what they might order.



### Menu

Burgers: <i>Standard</i> .....	\$2.50
<i>Large</i> .....	\$4.00
Chicken pieces.....	\$3.20
Fries: <i>Standard</i> .....	\$1.30
<i>Large</i> .....	\$1.70
Drinks: <i>Standard</i> .....	\$0.80
<i>Large</i> .....	\$1.20

## 3 Listen and answer the questions.



- 1 Whose health is the writer worried about?
- 2 What are many young Americans doing less than before?
- 3 What do many American teenagers not do in the morning?
- 4 What are a lot of American teens doing more than before?
- 5 What is happening to the weight of these people?

## 4 Read and do the tasks.

- 1 Confirm or correct your answers to activity 3.
- 2 Find and read out pieces of the passage that support your answers.



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

## How to be healthier (1) By Ellen Grant

1 American teenagers seem healthy enough but, in fact, many are not. For example, the numbers who do sports or other energetic activities are falling.  
5 Even more importantly, more and more young Americans do not eat well. This is a problem. And a large part of the problem is junk food – the junk food that most of us eat more and more.

10 And there's another big diet problem: too many teens don't eat when they should. Take Carrie Choi. Carrie is 15 and she hasn't eaten breakfast since she was in third grade. 'I don't have time,' she says.  
15 'I have to be on the school bus at 7:15 am. Anyway,' she adds, 'I'm really not hungry at that time of day.'

More and more young Americans talk like Carrie. They are the 20% of US  
20 teenagers who don't eat breakfast. They are creating real problems for themselves – and perhaps even killing themselves.

Your body is like a car. Cars need fuel – and we need food. Your body uses most  
25 of yesterday's supply by morning and then it needs more. People who forget this and miss breakfast may suffer headaches, and they will certainly be low on energy. On the other hand, scientists say, people  
30 who eat a proper breakfast learn better, behave better and are generally healthier.

Moreover, people who miss breakfast are especially likely to make up for it later with large portions of things that contain  
35 lots of unhealthy fat and calories – a burger perhaps or a pie and some fries. Not surprisingly, 17% of American teenagers are now very overweight. Dangerous 'killer' conditions often follow in later life – heart  
40 disease, for example.

The answer is to eat a healthy breakfast and a balanced daily diet that gives our bodies the nutrients that they need. And of course to get more exercise.



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

- 1 We missed breakfast. ~~However~~, \_\_\_\_\_, we had a good lunch.
- 2 The doctor told Alan he was ~~too heavy~~ \_\_\_\_\_ and he should get more exercise.
- 3 There are flights from here to Cairo ~~every day~~ \_\_\_\_\_.
- 4 ~~It was a surprise that~~ \_\_\_\_\_, only a few people came to the meeting.

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

- 1 **A** What did you have for dinner?  
**B** I had a delicious spinach \_\_\_\_\_ and vegetables.
- 2 **A** When do children become \_\_\_\_\_?  
**B** From thirteen and they remain in their \_\_\_\_\_ until they are 20.
- 3 **A** My \_\_\_\_\_ isn't very healthy. I think I eat too much meat.  
**B** Well, perhaps you just need to eat smaller \_\_\_\_\_ of meat.
- 4 **A** Do you miss some important \_\_\_\_\_ if you don't eat enough fruit and vegetables?  
**B** That's correct. They're very important to a \_\_\_\_\_ diet.
- 5 **A** In many countries, people get a lot of the \_\_\_\_\_ they need from bread.  
**B** But they don't eat much bread in East Asia, so they \_\_\_\_\_ that by eating lots of rice.
- 6 **A** If you don't have much energy in the morning, it's \_\_\_\_\_ you haven't eaten breakfast.  
**B** Yes, it's very important to eat something that \_\_\_\_\_ lots of calories. That's what will give you the \_\_\_\_\_ that you need for the day ahead.

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

**3 Read the passage again and say what these numbers refer to.**

- 1 15    2 7:15    3 20%    4 17%

**4 Read and answer the questions.**

- 1 Why is it a problem that American teenagers are less active than they used to be?
- 2 When young people do not eat breakfast, what are the immediate effects?
- 3 What are the differences between people who eat and who do not eat breakfast?
- 4 When people do not eat breakfast, how do they often make things worse?
- 5 What effects can this have on people when they get older?

**5 Work in pairs. Role play Ellen Grant and Carrie Choi.**

**Ellen**

/ always have breakfast / morning?

But / get headaches? / low energy?

/ suggest / try to eat something

**Carrie**

No / no time / because / school bus /  
7:15. Anyway, / not hungry / time

Sometimes.

All right. / Will try



**1 Read the examples.**

- 1 I'm hungry. I'd like **some food**.
- 2 I'd like **a burger** and **some fries**.
- 3 American teens' bad health is **a problem**.
- 4 Junk food is part of **the problem**.
- 5 **Cars** need **fuel**.
- 6 **Food** gives **nutrients**.

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

- 1 Examples 1 and 2 use *a* and *some* to talk about **a)** something new.  **b)** something that has been talked about before.
- 2 In Example 1 there is no plural form. It is **a)** countable.  **b)** uncountable.
- 3 The things in Example 2 have singular and plural forms. They are **a)** countable.  **b)** uncountable.
- 4 Example 3 **a)** introduces a new idea.  **b)** talks about an idea for a second time.  In this situation, we use *a* (or *some*). These are indefinite articles.
- 5 Example 4 **a)** introduces a new idea.  **b)** talks about an idea for a second time.  In this situation, we change from *a* (or *some*) to *the*. This is the definite article.
- 6 Examples 5 and 6 mean **a)** some cars and some food.  **b)** types of things.  These are generic statements.
- 7 Generic statements like Examples 5 and 6 **a)** use  **b)** don't use  articles.

**2 Work in pairs. Make generic statements about the types of food below. Make the nouns plural where needed.**

love    really like    quite like    don't mind  
 don't much like    really don't like    hate  
 I've never tried

apple    burger    chicken  
 French fry    grape    hummus  
 ice cream    melon juice

I really like burgers.

I've never tried melon juice.

**3 Work in pairs. Say what Tim and Sarah are going to buy. Use *a/an* or *some*.**

Tim is going to buy a melon, some butter, some ... and a kitchen knife.

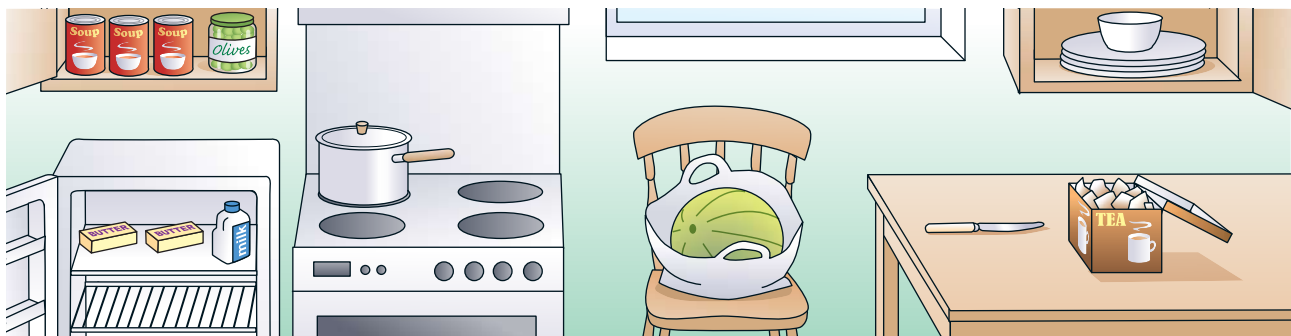
Tim's list

melon (1)    olives (1 jar)  
 butter (2 packets)    kitchen knife (1)  
 soup (3 cans)

Sarah's list

milk (1 carton)    bowl (1)  
 tea bags (1 box)    new plates (4)  
 pan (1)

**4 Work in pairs. Say where Tim and Sarah have put their shopping. Use *the*.**





## 1 Listen and repeat.



& (and)	average	bean	bone
calcium	carbohydrate	consist of	
fibre	pasta	pineapple	protein
spinach	vitamin	yogurt	

### Word formation

basic (adj)	base (n)	
fill (v)	filling (n/adj)	
kilogram (n)	gram (n)	
strong (adj)	strengthen (v)	strength (n)
top (n)	topping (n)	

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

- 1 Say what this shape is.
- 2 Name as many of the types of food as you can.
- 3 Say which ones you eat most and least.
- 4 Report to the class. Say whether you eat mostly things from the top, middle or bottom of the pyramid. Give examples.

# How to be healthier (2)

The Food Pyramid here shows everything that your body requires. It consists of six food groups and these provide all the 50 basic nutrients that are necessary for good health. It's also properly balanced: we need less of the group at the top, more of the ones in the middle and even more of those at the bottom.

When the Food Pyramid gives a number of portions, this is the daily quantity necessary for health. A portion here means, for example, one egg, 30 grams of meat or a vegetable like spinach or a bowl of rice or yogurt. And, for example, the average person needs three portions of fruit per day.

### Remember!

- Your body needs calcium so that it will grow strong bones.
- Your body needs carbohydrates in order to produce quick energy.
- Your stomach needs fibre so that it can work well.
- Your body needs protein to grow and to develop strength.
- Your body needs vitamins in order to work well and to grow.

### And now ... the great pyramid pizza!

Pizza is a favourite which, with its toppings, can contain nutrients from all the important food groups.

- The base is from the bread group.
- Add some cheese to include the milk group.
- Add some chicken so that you have something from the meat group.
- Some onion or green pepper gives you something from the vegetable group.
- If you add some pieces of pineapple, you'll have some fruit, too.

So forget the burger and fries. Choose something just as filling, but much healthier: choose a pyramid pizza!



**3 Read and do the tasks.**

- 1 Say why the Food Pyramid contains several different sections.
- 2 Say why some are at the bottom and the others higher up.
- 3 Say what is special about the pizza that the writer describes.
- 4 Say what the writer advises readers to do at the end.

**4 Read and answer the questions.**

- 1 Why do children need to drink lots of milk?
- 2 Why is it important to have something from the bread group for breakfast?
- 3 What do both bread and vegetables provide and why do our stomachs need this?
- 4 For a balanced diet, it is important not to eat a lot of sweets or to drink lots of very sweet tea. Why?

**5 Work in pairs. Think and discuss.**

From what you already know about burgers and fries, what is quite good about them – and what is very bad?

**Fat, Oil & Sugar Group**

(As little as possible: you get a lot with other food groups.)



**Milk, Yogurt & Cheese Group**

(2–3 portions: carbohydrates & calcium)



**Meat, Fish, Beans, Eggs & Nuts Group**

(2–3 portions: protein & Vitamin B)



**Vegetable Group**

(3–5 portions: fibre & Vitamins A & C)



**Fruit Group**

(2–4 portions: Vitamin C)



**Bread, Pasta & Rice Group**

(6–11 portions: fibre & carbohydrates)

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

- 1 **A** Would you like some more rice?  
**B** Thanks, but I've had enough. It's very \_\_\_\_\_!
- 2 **A** What are you going to put in the fruit salad?  
**B** Pieces of melon, orange, apple and \_\_\_\_\_, and also some grapes.
- 3 **A** How many portions from the meat group does the \_\_\_\_\_ person need?  
**B** About two and a half. And one portion is about 30 \_\_\_\_\_.
- 4 **A** I've got the \_\_\_\_\_ of my pizza here, so now what do I do?  
**B** Now you need to add the various \_\_\_\_\_ that you want – like cheese, chicken and tomato.

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

**2 Read and complete the summary. Add other new words from period 4.**

The Food Pyramid (1) \_\_\_\_\_ six food groups, and we need all of them for a balanced diet. For example, the milk, (2) \_\_\_\_\_ and cheese group gives us (3) \_\_\_\_\_ for quick energy and (4) \_\_\_\_\_ to help our bodies grow strong (5) \_\_\_\_\_. Another important group includes meat, fish, (6) \_\_\_\_\_, eggs and nuts, and these things give us (7) \_\_\_\_\_ to help us grow and develop (8) \_\_\_\_\_. Then there's the vegetable group, with things like onions (9) \_\_\_\_\_ and green peppers, and these all give us (10) \_\_\_\_\_. Next, there's the fruit group, and this gives us the very important (11) \_\_\_\_\_. C. There's one more important food group at the bottom of the food pyramid and this includes bread, (12) \_\_\_\_\_ and rice.

**3 Read and say what these numbers refer to.**

- 1 six      2 50      3 30      4 2-4

**4 Look at the text and Food Pyramid in period 4. Make statements about these types of food.**

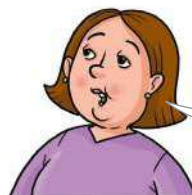
bananas (one)      rice (one bowl)      fish (30 grams)      milk (one small glass)

*Bananas belong to the fruit group at the bottom of the food pyramid. This group gives us Vitamin C and one banana provides one of our daily two to four portions. Our bodies need vitamins in order to work well and to grow.*

**Now go on to make further statements about other types of food.**

**5 Work in pairs. Think and discuss.**

I want to stay really thin, so I don't eat much. I especially hate burgers and fries. They're full of fat.



I know you're right about burgers and fries, but I sometimes can't stop myself! I love chocolate and ice cream, too.



**1 Complete the table with nouns and adjectives from the Unit 10 passages.**

<b>Noun</b>	base		day	energy		health
<b>Adjective</b>		active			strong	

**2 Complete the following. Use pairs of words from activity 1. Make any changes needed.**

- A** I hope you're feeling \_\_\_\_\_. We've got a lot of work to do!

**B** Sorry, but I'm not well. I just haven't got any \_\_\_\_\_ to do anything.
- A** Do I have to take this medicine every \_\_\_\_\_?

**B** Yes, take it three times \_\_\_\_\_.
- A** Why are the fruit, vegetable and bread groups at the \_\_\_\_\_ of the food pyramid?

**B** Because those groups give us a lot of the \_\_\_\_\_ nutrients that we need.
- A** Jack isn't in very good \_\_\_\_\_. He's away from school again today.

**B** The poor boy has never been very \_\_\_\_\_, has he?
- A** Eat lots of spinach. They say it gives you \_\_\_\_\_!

**B** No, no, you have to do lots of training. That's what makes you \_\_\_\_\_!
- A** Mariam is a very \_\_\_\_\_ person. She never stops!

**B** You're right. She works hard all day and then she does all kinds of \_\_\_\_\_ in the evening – sport and voluntary work, for example.

**3 Cross out the word that does not fit each group. Then add one from Unit 10.**

Meals	Parts of the day	Vegetables	Types of food that provide protein	People at different ages
lunch	yesterday	onion	fish	children
<del>food</del>	afternoon	potato	fibre	adults
dinner	evening	pineapple	meat	scientists
breakfast				

**4 Complete the following. Use words from activity 3. Make any changes needed.**

- When \_\_\_\_\_ like Carrie Choi eat unhealthily, they often create health problems for themselves later in life as \_\_\_\_\_.
- They say that you will be healthier if \_\_\_\_\_ in the middle of the day is your biggest meal – and not \_\_\_\_\_ in the evening.
- You don't have to eat lots of \_\_\_\_\_ and \_\_\_\_\_ to get protein.
- We start work at 9:00 in the \_\_\_\_\_ and we finish in the \_\_\_\_\_ at 5:00.
- \_\_\_\_\_ and \_\_\_\_\_ are two of our most basic vegetables.



**1 Read the examples.**

- 1 Add some cheese **to include** the milk group.
- 2 Your body needs vitamins **in order to work** well.
- 3 Your body needs carbohydrates **so as to produce** quick energy.
- 4 Add some chicken **so that you have** something from the meat group.
- 5 Your stomach needs fibre **so that it can work** well.

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

- 1 Each of these sentences expresses **a)** a result.  **b)** a purpose.
- 2 Example 1 shows purpose with *to* + **a)** subject + main verb.  **b)** infinitive.
- 3 Example 2 shows purpose with *in order to* + **a)** subject + main verb.  **b)** infinitive.  This is more formal than Example 1 and we often use this form in writing.
- 4 Example 3 shows purpose with *so as to* + **a)** subject + main verb.  **b)** infinitive.
- 5 Example 4 shows purpose with *so that* + **a)** subject + main verb.  **b)** infinitive.
- 6 Example 5 shows purpose with *so that* + **a)** subject + main verb.  **b)** subject + modal verb + infinitive.

**2 Match purposes a–e to actions 1–5. Make statements with *to*, *in order to* and *so as to*.**

- |                                  |     |                                   |
|----------------------------------|-----|-----------------------------------|
| 1 Yesterday, I went into town    | ___ | <b>a</b> ... get some vegetables. |
| 2 I went straight to the bank    | ___ | <b>b</b> ... buy some meat.       |
| 3 I went over to the baker's     | ___ | <b>c</b> ... get some bread.      |
| 4 I went round to the butcher's  | ___ | <b>d</b> ... take out some money. |
| 5 I went on to the greengrocer's | ___ | <b>e</b> ... do some shopping.    |

**3 Work in pairs. Use your answers to activity 2.**

**Student A** *I saw you yesterday. You were (going over to the baker's).*

**Student B** *Oh, yes. I was going to the baker's (in order to) (get some bread).*

**4 Match purposes a–g to needs 1–7. Make statements with *so that*.**

- |                                      |     |  |
|--------------------------------------|-----|--|
| 1 You need carbohydrates             | ___ | <b>a</b> ... your body will grow strong bones.   |
| 2 Your body has to have protein      | ___ | <b>b</b> ... you have a chance to rest properly. |
| 3 You should have fibre in your diet | ___ | <b>c</b> ... you can produce quick energy.       |
| 4 Your body requires vitamins        | ___ | <b>d</b> ... your stomach can work well.         |
| 5 You need calcium in your diet      | ___ | <b>e</b> ... it can get fit.                     |
| 6 Your body needs lots of exercise   | ___ | <b>f</b> ... it can work well and grow.          |
| 7 It also requires a lot of sleep    | ___ | <b>g</b> ... it can grow and develop strength.   |

**5 Work in pairs. Use your answers to activity 4.**

**Student A** *Does it really matter if we don't get many carbohydrates?*

**Student B** *Yes, it does. We need it so that we can produce quick energy.*

**1 Write U (uncountable) or C (countable) after the correct word.**

- |                  |            |
|------------------|------------|
| apple <u>C</u>   | bread ___  |
| egg ___          | hummus ___ |
| onion ___        | orange ___ |
| potato ___       | rice ___   |
| tomato juice ___ | yogurt ___ |

**2 Make positive and negative statements about the list. Use some and any.**

*There are some oranges, but there isn't any orange juice.  
There is some olive oil, but ...*

- |             |                |
|-------------|----------------|
| oranges ✓   | orange juice X |
| olive oil ✓ | olives X       |
| milk X      | yogurt ✓       |
| apples ✓    | pears X        |

**3 Complete the conversations with the nouns in brackets. Make them a) singular or plural and b) indefinite, definite or generic, as necessary.**

- 1 **A** Would you like \_\_\_\_\_? (ice cream)  
**B** Thanks, but I've stopped eating \_\_\_\_\_ like \_\_\_\_\_. (thing, ice cream)
- 2 **A** I'd love \_\_\_\_\_. Have you got \_\_\_\_\_? (fruit, apple)  
**B** No, but I've got \_\_\_\_\_ on \_\_\_\_\_ in \_\_\_\_\_. (orange, table, kitchen)  
**A** Great! \_\_\_\_\_ would be very nice. May I take one? (orange)
- 3 **A** Do you like \_\_\_\_\_? (burger)  
**B** I know that \_\_\_\_\_ like that isn't healthy, but yes, I do! (junk food)  
**A** Well, \_\_\_\_\_ at Burger Bar are great. That's \_\_\_\_\_ in South Street.  
 (burger, new place)  
**B** Well, I'm really hungry, so I think I'll go there right now and have \_\_\_\_\_ and \_\_\_\_\_!  
 (burger, fry)

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

**4 Complete the rules. Add so that.**

- |   |                                    |
|---|------------------------------------|
| you've got everything necessary to make it        | you can see what you need to buy   |
| they will be clean and ready for the next time    | your kitchen doesn't become a mess |
| you will remember to buy everything that you need | you use it before it gets old      |

**Some rules for the good cook**

- |   |  |
|---|--|
| 1 Always check the dates on packets of food ... | 2 Always check everything in the fridge ...        |
| 3 Always write a shopping list ...              | 4 Always check before you start cooking a dish ... |
| 5 Always tidy up as you prepare food ...        | 6 Always wash the dishes after a meal ...          |

**1 Listen to part 1. Number the menu sections that the speakers talk about 1–4.** 

Starters \_\_\_ Meat dishes \_\_\_ Vegetable dishes \_\_\_ Sweets \_\_\_

**Now listen again. Number the items that the speakers talk about 1–10.** falafel \_\_\_ knafeh \_\_\_ hummus \_\_\_ labanah \_\_\_ ma'moul \_\_\_  
maqlubeh \_\_\_ molokhia \_\_\_ mtabel \_\_\_ mjadara \_\_\_ msakhan \_\_\_**2 Listen to part 2. Connect the starter to the descriptions with lines.** 

Falafel	well-known type of starter	consists of thin pieces of meat
Shawerma	popular kind of starter	is made from chickpeas
Sambousek	traditional kind of starter	is a three-cornered pie
Sfeeha	delicious type of starter	is a flat, round piece of bread with a meat, tomato and onion topping

**Now work in pairs. Make statements.***Falafel is a traditional kind of starter and it is made from chickpeas.***3 Listen to part 2 again. Tick (✓) the expressions that you hear.** 

- |  |   |
|--|---|
| 1 <b>A</b> I think we should order some ... <input type="checkbox"/> | 2 <b>A</b> I think you should try some ... <input type="checkbox"/> |
| <b>B</b> Let's order some ... <input type="checkbox"/>               | <b>B</b> You really must have some ... <input type="checkbox"/>     |
| 3 <b>A</b> What kind of thing is that? <input type="checkbox"/>      | 4 <b>A</b> Have you ever had ...? <input type="checkbox"/>          |
| <b>B</b> What's that like? <input type="checkbox"/>                  | <b>B</b> Have you ever tried ...? <input type="checkbox"/>          |

**4 Practise your pronunciation: strong and weak sounds together.** 

1 Listen and mark the sounds. Mark strong sounds: — Mark weak sounds: ●

1 I think you should try some falafel.

● — ● — ● — ● — ● — ● —

2 It's a traditional kind of starter.

3 And it consists of thin pieces of meat.

2 Listen again and repeat.

**5 Work in groups. Read and act out the conversation.**

**Adnan** Let's order some starters.  
**Salwa** That's a good idea.  
**Adnan** I think you should try some falafel.  
**Jenny** What is that exactly?  
**Basim** It's a traditional kind of starter.  
**Salwa** I'm sure you'll like it.  
**Adnan** And let's have some shawerma.  
**Tony** What's that like?  
**Salwa** It's a delicious type of starter.  
**Basim** Have you ever had it, Jenny?  
**Jenny** Hmm ... I know the name. Yes, I have had it – back in England. And it was great!

**1 Expand and write out the statements as topic sentences for four paragraphs.**

You listened for these statements in period 9. *Falafel is a traditional kind of starter.*

- 1 falafel / traditional kind / starter
- 2 shawerma / delicious type / starter
- 3 sambousek / well-known type / starter
- 4 sfeeha / popular kind / starter

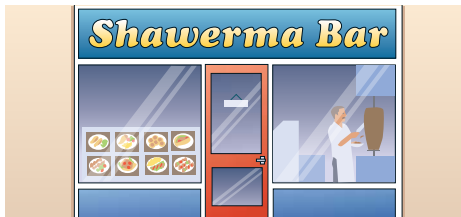
**2 Work in pairs. Expand and match the clauses to topic sentences 1–4.**

- |                                     |   |
|-------------------------------------|---|
| ___ consists / thin pieces / meat,  | ___ it comes with / mixed meat, onion and onion topping     |
| ___ is made from chickpeas,         | ___ you usually get / in / flat bread sandwich              |
| ___ is / flat, round piece / bread, | ___ people fill / with meat / spinach                       |
| ___ is / three-cornered pie,        | ___ you can buy / in / flat bread sandwich or just in / bag |

Now continue paragraphs 1–4 with these sentences. Add the missing words.

**3 Work in pairs. Match the pictures to your paragraphs 1–4.**

a



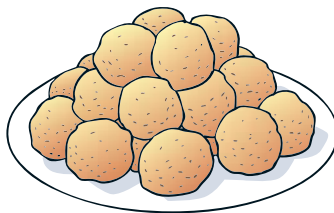
... / now well known in other countries, and this special kind / sandwich / very common in England, / example

b



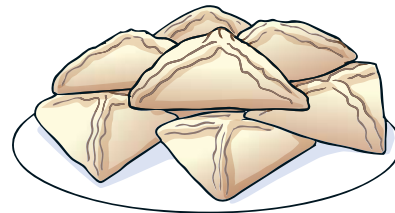
looks / bit like / pizza, and / fact, people sometimes wrongly call / that

c



shape / different in different places, and / Ramallah, / example, it / round

d



is very filling, and / looks quite like three-sided India pie called / samosa

Now expand the notes to complete paragraphs 1–4. Add the missing words.

**4 Work in pairs. Do the tasks.**

- 1 Choose a dish to introduce. (It can be one of the dishes from period 9 activity 1.)
- 2 Do a role play. Take the parts of host and visitor in a restaurant.

**Student A:** Suggest the dish.

**Student B:** Ask about it.

**Student A:** Describe it.

- 3 Take the part of the visitor. Write about your restaurant visit. Describe the wonderful dish that you had.

**Unit task:** Introducing a Palestinian dish to a visitor.



## 10

## The race to New York

1 After the fight, Fogg prepared to follow the warriors to the south and rescue Passepartout, and he asked the **captain** to help. But the captain replied, 'I can't leave the fort to save just three people. They may already be dead.'

'Then I'll go alone,' Fogg said. 'Remember, Passepartout saved all our lives.' Hearing this, the captain  
5 decided to let 30 of his **soldiers** go with Fogg.

To the men, Fogg said, 'I'll give you £5,000 to share if we rescue the prisoners.'

Next, Fogg gave Aouda his bag with all the money, and he asked Fix to stay at the station and look after her. Then he said goodbye and left with the soldiers. Aouda thought he was the bravest man in the world.

A few hours later, the engine returned. The driver was now well enough to go back and get the carriages  
10 and then to continue the journey. Soon after that, everyone except for Aouda and Fix got on and left. Dark came, and snow was falling. Aouda sat awake all night, worried about Fogg.

But then, at 7:00 next morning, Fogg, Passepartout and all the others arrived safely. Aouda was extremely happy!

However, the train had gone, the next would not arrive till that evening, and  
15 Fogg was already 20 hours behind schedule. 'If we can't get to New York by 9:00 pm on 11th December, we'll be too late,' he said. Passepartout was very upset because he felt that it was all **his fault**.

But then Fix asked Fogg, 'Do you really have to be there by then?'

'Yes, it's extremely important.'

20 'Well, there's a man here who can take us over the snow on a sledge with sails.'

There was no time to lose. They climbed on the open sledge and started the two-hundred-mile journey to Omaha, Nebraska. It was cold and dangerous, and Passepartout had to shoot at **wolves** that came too near. But it was fast, and they were able to travel at 40 **miles per hour**. Then, when they arrived in Omaha, there was a train ready to leave for  
25 Chicago. Quickly, they all jumped on, and in minutes they were travelling again.



They reached Chicago the next day, 10th December. They got off and immediately got on another train for New York. They set off again, and it seemed that everything was going well.

However, it did not go quite well enough. They finally arrived in New York at 11:15 on the night of 11th December, and they were too late. The *China*, their ship to England, had already left. It was a disaster!

30 Fogg and his friends were terribly sad and **disappointed**. They were also exhausted, so in the end, the travellers decided that they should go to the St Nicholas Hotel on Broadway in order to get some sleep.

After all that had happened, it now seemed that there was no hope of finishing the journey in 80 days.

## NOTES:

**New York** /nju: jɔ:k/: city in north-east USA – the country's largest (today about 20 million), a large port and the business capital of the nation.

**Broadway** /brɔ:dweɪ/: important area in New York, today with many theatres.

**1 Look at the map on page 45. Say what part of the journey Episode 10 is about.**

**2 Answer the groups of questions with one sentence.**

- 1 When did Fogg go, where did he go, who with, and to do what?  
*After the fight, Fogg went south with 30 soldiers to rescue Passepartout.*
- 2 What was the engine driver well enough to do a few hours later, what did the passengers do, and what did the train do then?
- 3 Where did Aouda wait, who and what with, and until when?
- 4 How far did Fogg and the others travel across the snow, on what, and how fast?
- 5 Where did they get to next day, what did they do there, and what were they doing soon after that?
- 6 When they got to New York, what had the ship already done, so how did they feel, and what did they finally decide to do, and why?

**3 Work in pairs. Take turns to read out the summary, sentence by sentence.**

**4 Work in pairs. Complete Fogg's diary of travel events.**

8th December, afternoon: Went to look for Passepartout after he had disappeared in the attack.

9th December, 7 am: \_\_\_\_\_

Then: \_\_\_\_\_

9th December, afternoon: \_\_\_\_\_

Then: \_\_\_\_\_

10th December: \_\_\_\_\_

Then: \_\_\_\_\_

11th December, 9:00 pm: \_\_\_\_\_

11th December, 11:15 pm: \_\_\_\_\_

**5 Work in pairs. Take turns to read out the diary, entry by entry.**

## 1 Listen and repeat.



among	appear (= seem)	by far	describe
edge	fake	frightening	hump
monster	mysterious	object	still (adj)
Loch Ness	the Loch Ness Monster		

### Word formation

deep (adj) depth (n)  
 film (n) film (v)  
 fish(er) (n) + man (n) fisherman  
 warning (n) warn (v)

## 2 Look at the pictures and read the heading. Then do the tasks.

- 1 Describe the first picture.
- 2 Look at the other pictures and say what they seem to show.
- 3 Read the heading. Say what Nessie might be, and say what the passage is probably about.

## 3 Listen and do the tasks.



- 1 Confirm or correct your answers to activity 2.
- 2 Say whether there have been stories about a monster in the lake only since modern times or for longer than that.

Loch Ness monster X

---

## Finding Nessie

1 Among Scotland's mountains, there is an enormous lake that often looks dark and a little frightening. It is over 35 kilometres long and nearly 300 metres deep, and it contains more water than all Britain's many other lakes put together. Its name is Loch Ness.

And the cold, mysterious depths of


5 Loch Ness may contain something even more mysterious – the Loch Ness Monster. There are stories of lake monsters from around the world, but the most famous by far

10 is 'Nessie'.

The earliest report that we have goes back 1,500 years. We also know that children were often warned against playing near the water's edge because

15 of the giant 'water horse'. And it wasn't just imagined. Take the words of a local fisherman that the monster suddenly approached one day in 1885: he described it as the biggest thing

20 that he had ever seen in his life.





- 3 What did most reports say that the monster looked like?
- 4 Say why people started thinking more seriously about the monster in 1960.

#### 4 Read and do the tasks.

- 1 Say why children were warned against playing near the water's edge in the old days.
- 2 Explain the local development in modern times that suddenly led to more reports.
- 3 Say what some people thought that 'the monster' really was.
- 4 Explain how we know that Tim Dinsdale was really serious about finding the monster.

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



In the early 1930s, new roads were built around the lake. Suddenly, many more people could see the lake – and its monster. The number of reports increased rapidly.



Most people who saw it reported a small head on a long neck and behind that one  
 25 or two humps. Sometimes it was still and sometimes it moved rapidly. Then in 1934, the first photo was published and 'Nessie' became famous.

Of course, there were suggestions that  
 30 people were really just seeing a group of birds perhaps, or a dead tree. It was later also shown that the famous photo was a fake. However, there were other photos that seemed real. Moreover, people continued  
 35 seeing things that no one could explain.

The most determined researcher was Tim Dinsdale, an engineer who gave up his career to find Nessie. In 1960, he finally filmed an object which appeared to be the real thing.  
 40 When this was shown on TV, there was huge interest. This time, the world was ready to explore the lake properly.



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

- The number of tourists has ~~risen~~ \_\_\_\_\_ from one to two million per year.
- I remember a big empty house that looked quite ~~seary~~ \_\_\_\_\_ at night.
- Uncle Jack tells stories about ~~strange~~ \_\_\_\_\_ events that no one can explain.
- There was an open green space ~~in the middle of~~ \_\_\_\_\_ the trees.
- There are many strange kinds of life in the ~~deepest parts~~ \_\_\_\_\_ of the ocean.
- I'm not sure yet, but this jewellery ~~seems~~ \_\_\_\_\_ to be real.

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

- A** There are lots of good pictures of Nessie, but I think this is the best \_\_\_\_\_.

**B** But some photos are \_\_\_\_\_. They look like Nessie, but they aren't real.
- A** We spent a week there, ready with our cameras to \_\_\_\_\_ Nessie, but we didn't see anything!

**B** Well, I \_\_\_\_\_ you not to expect too much. Most people don't see it.
- A** Tell me, who's the man who says he recently saw the \_\_\_\_\_?

**B** Rob McBean over there. He's a \_\_\_\_\_ and he often goes out in his boat.
- A** Were you out in the middle of the lake when you saw this \_\_\_\_\_, Rob?

**B** No, I was near the water's \_\_\_\_\_. I was going home.
- A** Can you \_\_\_\_\_ exactly what it looked like?

**B** Yes, it had a small head with a long neck, and two \_\_\_\_\_ behind it. It was very \_\_\_\_\_, but then it started swimming away.

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

**3 Read again and complete the notes.**

<b>When?</b>	1,500 years ago	1885	early 1930s	1934	1960
<b>What happened?</b>	The monster was first reported.	The monster approached ...			

**4 Work in pairs. Ask and answer questions about your notes.**

**Student A** *When was the monster first ...?*

**Student B** *It was first ...*

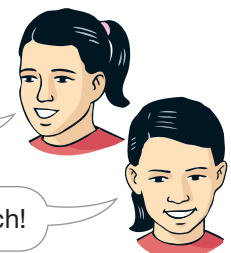
*And what happened in ...?*

**5 Work in pairs. Think and discuss.**

Imagine you're having a picnic beside Loch Ness, and the monster suddenly appears. What would you do?

I'd probably run away!

I'd offer it a sandwich!



## 1 Read the examples.

- 1 Tim Dinsdale was an engineer. **He gave up his career to find Nessie.**  
 > Tim Dinsdale was an engineer **who/that gave up his career to find Nessie.**
- 2 He filmed an object. **It appeared to be the real thing.**  
 > He filmed an object **which/that appeared to be the real thing.**
- 3 There was a local fisherman. **The monster suddenly approached him.**  
 > There was a local fisherman **who/that the monster suddenly approached.**
- 4 People continued seeing things. **No one could explain them.**  
 > People continued seeing things **which/that no one could explain.**
- 5 Most people reported a small head. **They saw it.**  
 > Most people **who/that saw it** reported a small head.
- 6 The oldest report goes back 1,500 years. **We have it.**  
 > The oldest report **which/that we have** goes back 1,500 years.

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

- 1 The relative clauses in all the examples add **a)** necessary  **b)** unnecessary  information to the first part of their sentences. They are defining relative clauses.
- 2 Examples 1 and 3 show that we can use **a)** *who* or *that*  **b)** *which* or *that*  in relative clauses about people.
- 3 Examples 2 and 4 show that we can use **a)** *who* or *that*  **b)** *which* or *that*  in relative clauses about things.
- 4 In Examples 1 and 2, *who* and *which* are **a)** the subject  **b)** the object  of their relative clauses.
- 5 In Examples 3 and 4, *who* and *which* are **a)** the subject  **b)** the object  of their relative clauses.
- 6 In Examples 1–4, the relative clause adds information about the last part of the main clause, and it comes **a)** in the middle  **b)** at the end  of the sentence.
- 7 In Examples 5–6, the relative clause adds information about the first part of the main clause, and it comes **a)** in the middle  **b)** at the end  of the sentence.

## 2 Form sentences with relative clauses about the last part of the main clause. Match the sentence halves and add *who* or *which*.

- |                                       |       |   |
|---------------------------------------|-------|---|
| 1 Loch Ness is a large lake.          |       | <del>They</del> lived and worked near the lake. |
| 2 Things used to be seen by people.   | who   | It reaches across the north of Scotland.        |
| 3 There is an ancient story of a man. | which | People used <del>them</del> to get to the lake. |
| 4 From 1933, there were new roads.    |       | A huge monster approached <del>him</del> .      |

## 3 Form sentences with relative clauses about the first part of the main clause. Match the sentence halves and add *who* or *which*.

- |   |       |  |
|---|-------|--|
| 1 Most tourists do not see Nessie.                            |       | You can often see <del>them</del> around the loch. |
| 2 Most objects are something else.                            | who   | <del>They</del> go looking for the monster.        |
| 3 Sometimes, a tree looks like Nessie.                        | which | People see <del>them</del> in the lake.            |
| 4 But thousands of visitors still hope to see the real thing. |       | It is lying in the water.                          |

**1 Listen and repeat.**



carry out      echo      fan  
gather      genuine      meanwhile  
record (v)      shark      steady/ily  
surface      thorough(ly)

**Word formation**  
create (v)    creature (n)  
mysterious (adj)    mystery (n)  
under (prep) + water (n)    underwater (adj)

**2 Look at the photos in the passage and the heading. Do the tasks.**

- 1 Describe what the first photo appears to show.
- 2 Describe what you can see in the second photo.
- 3 Suggest a connection between the two photos.
- 4 Guess why the 'mystery' continues.

**3 Read and do the tasks.**

- 1 Confirm or correct your answers to activity 2.
- 2 Say how Tim Dinsdale's film changed people's ideas about the monster.
- 3 Say how many research studies are described.
- 4 Say what else has continued to happen right up to the present day.

**4 Read and answer the questions.**

- 1 What soon started to happen after the 1960 film?
- 2 What new kind of information did the Oxford and Cambridge team get?
- 3 How do we know that there was international interest in the monster?
- 4 What was the problem with Operation Deepscan?
- 5 What was the main purpose of Project Urquhart?
- 6 Which was the information that interested Nessie fans the most?
- 7 What did young visitors Chris and Melissa manage to do by mistake?

**5 Work in pairs. Role play Chris and Melissa's moment of surprise.**

**Chris** Look at our photo of Loch Ness. I think there's something strange about it.

**Chris**

look ... photo of ... something  
strange about it

... aren't any islands ... Loch Ness.  
Anyway, ... not look like ... island

... amazing! ... can't believe ...!  
What ... do?

**Melissa**

> ... right ... What's that thing ... middle  
< ... lake? ... island?

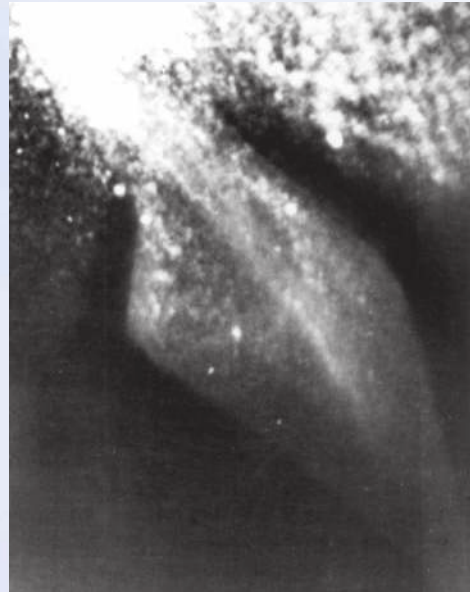
> ... looks like ... head ... two humps  
< ... Loch Ness Monster?

> ... better show ... experts ... find out  
<

## The mystery continues

- 1 Tim Dinsdale's 1960 film was studied closely by many experts and was accepted as genuine. Scientists and money were soon being brought together to study Nessie more thoroughly.
- 5 That summer, some research was carried out by students from Oxford and Cambridge, who recorded a number of underwater echoes. These suggested a large creature in the lake.

In 1976, the American scientist Dr Robert Rines led the  
10 next team, who he brought with him from Chicago. They managed to take this photo of a creature that appeared below the water surface. It shows an animal with a long neck, a wide body and legs or flippers.



Then came Operation Deepscan in 1987. This required a line of 19 boats across the lake, which  
15 each carried powerful equipment to record echoes of everything below. The boats had to keep an exact distance between each other as they moved steadily along the lake. Sadly, the system could only cover the deep centre of the loch – just 60% of the whole. However, three strong contacts were made. These suggested a creature that was smaller than a whale but larger than a shark.



- 20 Next, in 1992–1993, came Project Urquhart, which the team designed to study all the life in the lake. It gathered much important scientific information, but for Nessie fans the most important new facts were four more contacts with a large creature in the depths of the lake.

Meanwhile, ordinary visitors, who continue to visit in large numbers, see the mysterious creature quite regularly. Take the recent story of young visitors Chris and Melissa Rivett.  
25 'We'd stopped by the road to take a normal holiday picture. But we were amazed when we looked at it.' Experts later agreed with them that it showed a large animal with two clear humps, out in the middle of the lake.



**1 Read and complete the summary. Add new words from period 4. Make any changes needed.**

After Tim Dinsdale’s film, a lot of people agreed that there was something very strange – a real (1) \_\_\_\_\_ in Loch Ness. They felt that there probably really was a large (2) \_\_\_\_\_ that lived somewhere (3) \_\_\_\_\_ in the deep, dark depths of the lake. They therefore felt that it was now time to (4) \_\_\_\_\_ some serious scientific research. They wanted to explore Loch Ness (5) \_\_\_\_\_ in order to (6) \_\_\_\_\_ much more information – enough information to decide finally whether Nessie was (7) \_\_\_\_\_ or not.

Several studies followed and (8) \_\_\_\_\_ of Nessie were sometimes excited by their reports. Several research groups (9) \_\_\_\_\_ something that was moving deep in the lake. They used powerful equipment which could ‘hear’ (10) \_\_\_\_\_, and these suggested an animal that was smaller than a whale but larger than a (11) \_\_\_\_\_. The 1976 group under Dr Rines also photographed a creature just below the water (12) \_\_\_\_\_. It had a wide body with four legs or, perhaps, flippers – and, of course, the long neck and small head that people had always reported.

(13) \_\_\_\_\_, large numbers of tourists have continued to visit, hoping to see the monster. And a few of these visitors have seen something that appears to be Nessie. Sometimes, it is quite still and sometimes it moves (14) \_\_\_\_\_ through the water.

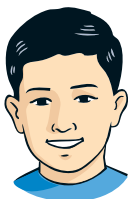
**2 Read the passage again and complete the notes.**

Loch Ness Monster Research Studies		
When	Name / Organized by ...	Results
1960	Students from Oxford & Cambridge	Recorded a number of underwater echoes.

**3 Work in pairs. Use your notes to give a short summary.**

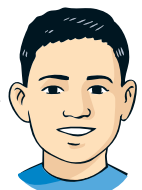
*In 1960, a study was organized by students from ..., and it recorded ...*

**4 Work in pairs. Think and discuss.**



If you had the chance to visit Britain for a week, what would you want to see?

Would you include a visit to Loch Ness? (It would mean a trip north of 1,500 kilometres there and back.)



**1 Write N (noun), V (verb) or A (adjective) after the correct word.**

depth N    mysterious \_\_\_    suggest \_\_\_    operation \_\_\_    interest \_\_\_    creature \_\_\_  
 deep \_\_\_    mystery \_\_\_    suggestion \_\_\_    operate \_\_\_    interesting \_\_\_    create \_\_\_

**2 Use pairs from activity 1 to complete the following. Make any changes needed.**

- 1 Nessie is still a big \_\_\_\_\_. Is there really a \_\_\_\_\_ animal in the lake?
- 2 Some people have \_\_\_\_\_ that it's just a dead tree. There have been other similar \_\_\_\_\_, too – that it was just a group of birds, for example.
- 3 There's a lot of \_\_\_\_\_ in Nessie and many reports are very \_\_\_\_\_.
- 4 In \_\_\_\_\_ Deepscan, the boats had to \_\_\_\_\_ in a very straight line.
- 5 The lake is very \_\_\_\_\_. Its greatest \_\_\_\_\_ is nearly 300 metres.
- 6 Even if there is no \_\_\_\_\_ in the lake, the story has \_\_\_\_\_ a big local tourist industry for the thousands of visitors who come to see Nessie every year.

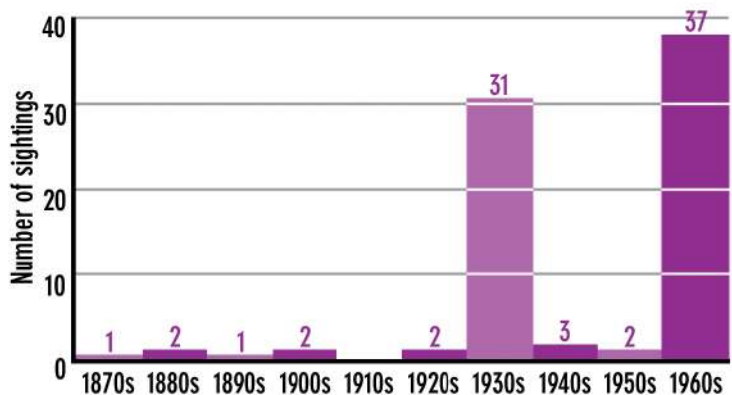
**3 Study the chart and complete the paragraphs.**

a rate of    continued steadily    per decade    an average of    rose rapidly    per year

From the 1870s, reports \_\_\_\_\_ at \_\_\_\_\_ just one or two \_\_\_\_\_ until the end of the 1920s. However, from 1930, the number of reports \_\_\_\_\_. In all, there were 31 reports during the 1930s – \_\_\_\_\_ more than three \_\_\_\_\_.

a rate of    fell suddenly    per decade    an average of    increased dramatically    per year

From the end of the 1930s, numbers of reports \_\_\_\_\_ to \_\_\_\_\_ just two or three \_\_\_\_\_ in the 1940s and 1950s. However, the numbers \_\_\_\_\_ again in the 1960s – this time to the highest of all time – 37, or \_\_\_\_\_ nearly four \_\_\_\_\_.



**4 Work in pairs. Ask and answer questions about the chart.**

**Student A** *Were there any reports during the earlier decades?  
 Were there many reports in the 1930s?  
 What happened during the next two decades?  
 How did things change in the 1960s?*

*Were there any reports during the earlier decades?  
 Were there many reports in the 1930s?  
 What happened during the next two decades?  
 How did things change in the 1960s?*

**1 Read the examples.**

- 1 Some research was done by students from Oxford. **They recorded some echoes.**  
➤ Some research was done by students from Oxford, **who recorded some echoes.**
- 2 This required a line of 19 boats. **They each carried powerful equipment.**  
➤ This required a line of 19 boats, **which each carried powerful equipment.**
- 3 Dr Robert Rines led the next team. **He brought them from Chicago.**  
➤ Dr Robert Rines led the next team, **who he brought from Chicago.**
- 4 Next was Project Urquhart. **The team designed it to study the whole lake.**  
➤ Next was Project Urquhart, **which the team designed to study the whole lake.**

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

- 1 The first clauses in Examples 1–4 are complete statements in themselves. They **a) require**  **b) do not require**  relative clauses to complete their meanings.
- 2 The second clauses in Examples 1–4 add **a) necessary**  **b) unnecessary**  information. They are non-defining relative clauses.
- 3 **a) Like**  **b) Unlike**  defining relative clauses, non-defining relative clauses have commas to keep them outside the main part of their sentences.
- 4 We use **a) who**  **b) which**  for clauses about people. We never use *that*.
- 5 We use **a) who**  **b) which**  for clauses about things. We never use *that*.
- 6 In Examples 1 and 2, *who* and *which* are **a) the subject**  **b) the object**  of their relative clauses.
- 7 In Examples 3 and 4, *who* and *which* are **a) the subject**  **b) the object**  of their relative clauses.

**2 Match 1–5 to a–e and turn a–e into non-defining relative clauses. Add commas and who or which as subject.**

- |  |   |
|--|---|
| 1 The film was taken by Tim Dinsdale.  | <b>a</b> <del>They</del> had to move in a line.     |
| 2 The 1960 study was done by students. | <b>b</b> <del>They</del> took a famous photo.       |
| 3 Dr Rines led the 1976 research team. | <b>c</b> <del>It</del> was used to record echoes.   |
| 4 Operation Deepscan needed 19 boats.  | <b>d</b> <del>They</del> worked in their holidays.  |
| 5 Each had some powerful equipment.    | <b>e</b> <del>He</del> was a determined researcher. |

**3 Match 1–5 to a–e and turn a–e into non-defining relative clauses. Add commas and who or which as object.**

- 1 Tim Dinsdale went on many trips to Loch Ness.
  - 2 He finally managed to film the monster.
  - 3 He showed his film to some friends in the TV world.
  - 4 His friends were very interested in the film.
  - 5 But first they sent the film to various experts.
- a** They wanted to show ~~it~~ on national television.  
**b** He had known ~~them~~ for a long time.  
**c** They asked ~~them~~ to examine it thoroughly.  
**d** He saw ~~it~~ as it was swimming along the lake.  
**e** He spent ~~them~~ looking for the monster.

**1 Complete the answers. Add *who* or *which*.**

- 1 **A** What do you know about Carrie Choi?  
**B** She's the girl \_\_\_\_\_ never eats breakfast.
- 2 **A** Can you remember the Jericho Farm Research Centre?  
**B** Yes, that's the place \_\_\_\_\_ develops new crops.
- 3 **A** Can you say anything about Dave Yates and Ken Winterton?  
**B** I think they were the ones \_\_\_\_\_ rescued Helen West from the fire.
- 4 **A** What was important about these things: a GPS, a satellite phone and a life raft?  
**B** They were the things \_\_\_\_\_ saved Mark Stubbs and his team when their boat was destroyed.

Now work in pairs. Ask and answer the questions about Grade 10.

**2 Make true statements with relative clauses.**

- 1 Calcium  ~~They~~ help the body work well and grow.  
 2 Carbohydrates is a nutrient ~~It~~ builds the body.  
 3 Protein are nutrients ~~They~~ give you quick energy.  
 4 Vitamins  ~~It~~ helps build strong bones.

**3 Work in pairs. Ask and answer the questions. Answer with relative clauses.**

The doctors saved ~~him~~ in an emergency operation.  
 Jenan looked after ~~her~~ on the day of the operation.  
 Jenan interviewed ~~her~~ for the magazine *Young World*.  
 Jenan first met ~~them~~ when the twins were born.

What do you can you	remember about	the Rammal family? Samar Rammal? Waleed? Deema?	He's the one who ... She's ... They're the ones that ...
------------------------	----------------	--	--

**4 Form sentences with non-defining relative clauses. Add commas and *who* or *which* as subject or object.**

- 1 The Scott family are from Manchester.  
 2 Dr Scott was planning to work with Dr Adnan Maqdisi and his team.  
 3 Dr Maqdisi runs an important farm research centre.  
 4 Earlier this year, we also learned about Jenny Scott.  
 5 Also in Unit 1, Jenan Rashidi made contact with Dr Maqdisi.
- a ~~She~~ was hoping to join her dad in Palestine.  
 b ~~It~~ lies a short way from Jericho.  
 c ~~This~~ is a city in north-west England.  
 d She wanted to interview ~~him~~ for *Young World*.  
 e He has known ~~them~~ for many years.



**1 Listen to part 1. Answer the questions.**



- 1 Who is the interviewer and who does she work for?
- 2 Who is she hoping to interview and what does she want to write?

**2 Listen to part 2. Complete the notes.**



Who & Where from	Phone	Email	Date & Time
James _____ From: <i>Edinburgh, Scotland</i>	_____	_____	Wed, _____ Aug _____ pm

Where	Description	Movement
Quite close to _____ _____	Long thin _____, one _____, about _____ long	Remained _____ for about one _____, then swam _____ _____, finally sank _____

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



- |  |  |
|--|--|
| <p>1 <b>A</b> May I have some details, please? <input type="checkbox"/></p> <p><b>B</b> Could I take some details, please? <input type="checkbox"/></p> <p>3 <b>A</b> Let me just read that back to you. <input type="checkbox"/></p> <p><b>B</b> Let me just check that I've got that right. <input type="checkbox"/></p> | <p>2 <b>A</b> Could you spell it for me, please? <input type="checkbox"/></p> <p><b>B</b> How do you spell that, please? <input type="checkbox"/></p> <p>4 <b>A</b> Sorry, but I didn't quite catch all of that. <input type="checkbox"/></p> <p><b>B</b> Sorry, but could you just say that again, please? <input type="checkbox"/></p> |
|--|--|

**4 Practise your pronunciation: intonation in requests and questions.**



Mark the ends of these sentences. Do they go up (↗) or down (↘)?

- |                       |                                     |       |
|-----------------------|-------------------------------------|-------|
| 1 (Tag question)      | It's Mr James McCaskill, isn't it?  | _____ |
| 2 (Request)           | Could you spell it for me, please?  | _____ |
| 3 (Yes / No question) | Have you got a mobile phone number? | _____ |
| 4 (Wh question)       | What's your email address?          | _____ |

Now listen again and repeat.



**5 Work in pairs. Read and act out the parts of Jenan and James.**

- Jenan** Could you spell your family name for me, please?
- James** It's capital-M-small-c-capital-C-a-s-k-i-double-l.
- Jenan** So that's capital-M-small-c-capital-C-a-s-k-i-double-l.  
And have you got a mobile phone number?
- James** Yes, it's 0-double-7-6-5 ... 7-8-5-double-6-9.
- Jenan** Let me just read that back to you. I've got 0-double-7-6-5 ... 7-8-5-double-6-9.  
And what's your email address?
- James** It's all small letters – lower case – j-m-double-c-a-s-k-i-double-l-91-@-c-t-internet.com.
- Jenan** Sorry, but could you just say that again, please?
- James** Sure. It's j-m-double-c-a-s-k-i-double-l-91-@-c-t-internet.com.
- Jenan** Right, I've got that.

**1 Match the words to the abbreviations.**

metre    south    Wednesday    kilometres per hour    August    and    north-east  
 after midday    September    south-west    before midday    Saturday

- 1 & \_\_\_\_\_      2 am \_\_\_\_\_      3 pm \_\_\_\_\_  
 4 Wed \_\_\_\_\_      5 Sat \_\_\_\_\_      6 Aug \_\_\_\_\_  
 7 Sept \_\_\_\_\_      8 S \_\_\_\_\_      9 NE \_\_\_\_\_  
 10 SW \_\_\_\_\_      11 m \_\_\_\_\_      12 kph \_\_\_\_\_

**2 Continue Jenan’s report. Expand her notes from period 9, activity 2.**

*The Loch Ness Monster story goes on and on as more people continue to report their stories. Just recently, I talked to James McCaskill, who comes from Edinburgh, and he says that he saw Nessie on ..., at ... He says that ...*

**3 Continue Jenan’s paragraph. Expand these notes.**

*I was also recently able to make contact with Ibrahim and Alia Yafawi, who ...*

Who & Where from	Phone	Email	Date & Time
Ibrahim & Alia Yafawi From: Detroit, USA	_____	_____	Sat, 13 Sept 8:30 am

Where	Description	Movement
middle of lake, 200m from Castle Urquhart	Dark brown, neck like giraffe, small head, one hump, about 1m out of water, 8m long	Moved at about 15 kph SW > NE about 200m, turned S & swam steadily short time, then suddenly disappeared underwater

**4 Prepare to give a report. Do the tasks.**

- 1 Think of something unusual that you have seen (or heard about).
- 2 Write notes under: Date & Time; Where; Description; Movement.  
(In order to write more quickly, leave out articles and other unnecessary words.)
- 3 Ask your teacher for help with vocabulary if necessary.

**Unit task:** Giving a detailed factual report.

**5 Work in pairs. Tell each other your stories.**

The listener should make notes and, if necessary, ask questions to understand everything clearly.

**Now write a short report of your partner’s story.**

11

The race to Britain

1 Fogg woke at 7:00 am on 12th December. He now had nine days, 13 hours and 45 minutes until 8:45 pm on 21st December. That was when he needed to be at the Reform Club in London. He went alone to the port to search for a ship to Europe. He found one, the *Henrietta*, which was ready to sail, but it was going to Bordeaux, in France. Fogg offered the captain a lot of money to take the travellers to England, but the

5 captain refused. Then Fogg asked to buy the ship. Again, the answer was no.

'Then will you take us to Bordeaux for £1,600?'

The captain could not say no to so much money. 'We leave at 9:00,' he said.

'We will be ready,' Fogg replied. He rushed back to the hotel to get the others.

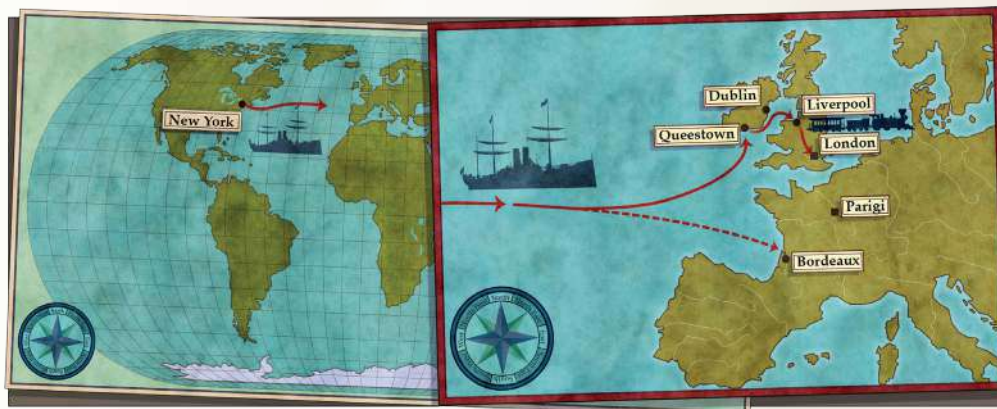
\* \* \* \* \*

Not long after the ship had sailed, Fogg started offering the sailors money. The result was that the

10 captain was soon locked in his cabin, and Fogg was sailing the *Henrietta* towards Liverpool, in England.

However, this was farther than Bordeaux and, after several days, Fogg realized that they did not have enough coal to get there. He therefore went to the captain and said, 'To keep the engines running, I need to burn the wooden parts of this ship, so I'll buy it from you for £12,000.' At first, the captain was angry, but then he agreed.

15 And the plan worked. Everything wooden was burned, piece by piece, and the *Henrietta* just managed to reach Queenstown, on the south coast of Ireland.



That was at 1:00 am on the 21st. The travellers rushed to the railway station and jumped on the 1:30 am train to Dublin. From there they caught the fast, early-morning steamer to Liverpool. They arrived at 11:40. They were back in England, and Fogg was now just a six-hour journey away from London!

20 But then, at the exact moment when he got off the ship and entered the country, Detective Fix walked over to him, put his hand on his shoulder and asked, 'Are you really Phileas Fogg?'

'I am,' answered Fogg.

'Then I arrest you in the Queen's name!' said Fix.

Fix had succeeded, and Fogg was quickly taken away to prison. Passepartout was very angry, and

25 Aouda simply did not understand what was happening.

While Fogg was sitting in the prison, he looked calmly at his watch. In order to reach London by a quarter to nine that evening, he needed to get on a train immediately. It seemed certain that he could not get there in time.

But at 2:30, he heard a noise outside, and the door was quickly opened by Passepartout. He, Aouda

30 and Fix rushed into the room. Fix looked terrible, and he could hardly speak.

'Sir ... I'm so sorry ... you look so much like him ... the robber ... they've just arrested him. You're ... free!' Phileas Fogg was free. But he was in the wrong city.

## NOTES:

**Bordeaux** /bɔːdeʊ/: an important port city in the south-west of France.

**Liverpool** /lɪvəpuːl/: an important port city in the north-west of England. Farther from New York than Bordeaux is because it is much farther north than New York.

**Queenstown** /kwɪːnztaʊn/: the old name for Cobh /koʊv/, a port on the south coast of Ireland, that was much nearer than Liverpool.

**Dublin** /dʌblɪn/: the capital of all Ireland when Ireland was still part of Britain, now capital of the Republic of Ireland. This is the independent country in Ireland that does not include the north-east, which remains part of Britain. It is a quite short sea journey east from here to Liverpool.

**the Queen** /kwɪn/: meaning Queen Victoria of Britain, who ruled from 1837 to 1901. Although British kings and queens have no real power, everything that is done by the government and by public servants (such as a police detective like Fix) is said to be done in the name of the king or queen.

## 1 Complete Phileas Fogg's diary and notes.

12th December

7:00 a.m.

Woke up.

Time still left to get back to the Reform Club:

(1) \_\_\_\_\_

9:00 a.m.

Left (2) \_\_\_\_\_ on the \_\_\_\_\_

Later

Not long after, (3) \_\_\_\_\_

During the voyage

Bought (4) \_\_\_\_\_ for \_\_\_\_\_

Burned (5) \_\_\_\_\_ to keep \_\_\_\_\_

21st (6) \_\_\_\_\_

1:00 a.m.

Arrived in (7) \_\_\_\_\_

1:30 a.m.

Jumped on (8) \_\_\_\_\_ to \_\_\_\_\_

Early morning

Caught (9) \_\_\_\_\_

11:40 a.m.

Reached (10) \_\_\_\_\_

Was arrested by (11) \_\_\_\_\_

2:30 p.m.

Fix said that (12) \_\_\_\_\_

But the train journey to London was (13) \_\_\_\_\_

And the time that I had before the meeting at

(14) \_\_\_\_\_ was just \_\_\_\_\_

## 2 Work in pairs. Ask and answer questions about the race to Britain.

**Student A:** You are Phileas Fogg's teenage grandchild. Ask him questions.

**Student B:** You are Phileas Fogg.

**Student A** When you woke up on 12th December, what were you thinking about?

**Student B** I was worrying about the time that was still left to get back to ...



## 1 Listen and repeat.



actual(ly)	all over	avoid
cruel	fail	improve
particular(ly)	starve	survive
	true	

### Word formation

disaster (n)	disastrous (adj)
force (n)	-force (v)
increase (v)	decrease (v)
peace (n)	peaceful (adj)
	peacefully (adv)
prevent (v)	prevention (n)

## 2 Look at the next page. Answer the questions.

- 1 Where do you think you could find this page? (Read the first line of the heading.)
- 2 What do the pictures at the top show and how do they look different?
- 3 Look at the third line of the heading, too. What is the page going to be about?
- 4 Look at the second line of the heading and the people down the left side of the passage. What is this website for and how have these people helped to create it?
- 5 What countries do all these people come from? (You can find the city names on the map at the front of the book.)

## 3 Listen and do the task.



Tick (✓) the subject or subjects that each speaker talks about.

	Rosa	Liam	Hisako	Simu	Basim
a war	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b disease	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c health care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d feeding people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e climate change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f developing new crops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 4 Read and do the task.

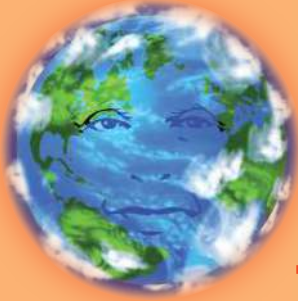
Tick (✓) the speakers who seem to be:

	Rosa	Liam	Hisako	Simu	Basim
a completely negative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b partly positive, partly negative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c partly positive, partly unsure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 5 Work in pairs. Take turns to read out the passage, starting with the heading.

## Say it how you see it.com

## This week's discussion:



# Future good – or future terrible?



**Rosa** (Sydney) 1 I think the future looks disastrous for human beings. Why are people so cruel to each other? There are wars everywhere and people are killing and oppressing other people all over the planet. We've been given this wonderful world to live in, but we just can't learn to live in it peacefully!



**Liam** (Dublin) 5 It's true. All these terrible wars are tragic and horrible. But remember: since the United Nations was set up in 1945, another huge world war has at least been avoided. And one day, who knows? Maybe smaller ones will be prevented, too. But meanwhile, what about all the people who die of disease every day? Especially children.



**Hisako** (Tokyo) 10 Yes, we often see terrible pictures on the news, particularly after earthquakes and other disasters. But it isn't all bad, is it? They say basic medical care and disease prevention are improving all the time. That means more people are surviving than ever before, which is great. But that creates another problem, doesn't it? With more and more people,  
15 how is everyone going to be fed? Are millions who are being saved by medicine today going to starve tomorrow?



**Simu** (Nairobi) 20 Good question – especially as our climate is going horribly wrong in many places. Parts of Africa are getting hotter and drier and our traditional crops often fail to grow properly. So while our population is increasing, food production is decreasing. That means millions of people will soon be forced to leave their land and become refugees. Scientists call it climate change, but actually it's climate disaster! What's going to be done about it?



**Basim** (Jericho) 25 Well, crops are being developed to grow in harder conditions, so something is being done about it. But if things get worse, will that 'something' be enough? I really don't know.



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

- 1 It's hard to believe, but it's ~~a fact~~ \_\_\_\_\_ that the world is getting safer.
- 2 Tony travels a lot. He ~~especially~~ \_\_\_\_\_ enjoys visiting Africa.
- 3 Yesterday's storm was bad, but the weather is ~~getting better~~ \_\_\_\_\_ now.
- 4 In winter, some animals sleep for months to ~~stay alive~~ \_\_\_\_\_.
- 5 The numbers of tigers in the wild have ~~fallen~~ \_\_\_\_\_ to just a few thousand.
- 6 Most people think that Tom just studies all the time, but ~~in fact~~ \_\_\_\_\_ he's a very good athlete.

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

Rosa sees the future for people as (1) \_\_\_\_\_. She asks why we are so (2) \_\_\_\_\_ to other people and why we kill and (3) \_\_\_\_\_ other people so much, instead of living together (4) \_\_\_\_\_.

Liam agrees that the many wars (5) \_\_\_\_\_ the world are tragic. However, he says that we have at least (6) \_\_\_\_\_ another huge world war, thanks to the UN. He goes on to talk about the terrible effects of disease, particularly among children.

However, Hisako feels that there is good news here, too. Basic medical care is improving and so is the (7) \_\_\_\_\_ of disease. But she wonders about people that medicine is helping to survive today. She asks whether they will (8) \_\_\_\_\_ tomorrow because there may not be enough food for more and more people.

Simu is worried about this, too, particularly as traditional crops in his part of the world often (9) \_\_\_\_\_ to grow and so food production is decreasing. He says that climate change will soon (10) \_\_\_\_\_ millions to become refugees.

### 3 Read the passage again and answer the questions.

- 1 Liam agrees that the wars today are terrible, but what positive point does he make?
- 2 Hisako agrees that disease is a big problem, but what positive point does she make?
- 3 What are Hisako and Simu both worried about?
- 4 Why is the problem getting particularly bad in Simu's part of the world?
- 5 What does he predict will happen as a result?
- 6 Why do you think Basim knows something about new crops?

### 4 Work in pairs. Think and discuss.

*'We Amish people are against cars, computers, TV and phones. We're against the way that doctors and scientists are trying to change Nature. We run our communities, our farms and our lives in the simple, old ways. We believe that this is God's way.'*



**1 Read the examples.**

- |  |   |
|--|---|
| 1 Scientists <b>are developing</b> crops.      | 2 Crops <b>are being developed</b> .        |
| 3 People <b>set up</b> the UN in 1945.         | 4 The UN <b>was set up</b> in 1945.         |
| 5 God <b>has given</b> us this world.          | 6 We <b>have been given</b> this world.     |
| 7 It <b>will force millions</b> to leave.      | 8 Millions <b>will be forced</b> to leave.  |
| 9 What <b>are people going to do</b> about it? | 10 What's <b>going to be done</b> about it? |

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

- We use forms of a) *be*  b) *have + be*  + past participle to produce present and past tense passives, as in Examples 1–4.
- We use forms of a) *be*  b) *have + be*  + past participle to produce perfect tense passives, as in Examples 5–6.
- We can use a) *be*  b) *will + be*  + past participle to talk about the future in the passive, as in Examples 7–8.
- We can use a) *be*  b) *going to + be*  + past participle to talk about the future in the passive, as in Examples 9–10.

**2 Change to present, perfect and past passive forms. Add *by + agent* if necessary.**

- By the end of World War II, this tragic and disastrous event had killed as many as 85 million people.
- It had also destroyed hundreds of great cities in many countries.
- The world's leaders required a new organization to help prevent future wars.
- As a result, a group of 50 countries created the United Nations in 1945.
- Builders constructed the UN building in New York between 1945 and 1952.
- All over the world since 1945, people in danger have needed the UN's protection.
- Today, UN people are carrying out United Nations operations in many places.
- Clearly, we need the UN now as much as we have ever needed it.

**3 Change to future passive forms. Add *by + agent* if necessary.**

Let's predict changes in the coming years from things that are happening now.



- Food scientists are going to develop many new kinds of crops. They are going to design them to grow in hotter, drier conditions than today.



- Better health care is going to save millions more people. We are also going to defeat the world's worst diseases.

And now let's predict changes a long way into the future.



- One day, the world will turn the United Nations into a much stronger organization. This new world government will then stop all wars from starting.



- Humans will build a new home for our species on the planet Mars. Thousands of space travellers will also construct space stations millions of kilometres from Earth.



## 1 Listen and repeat.



achieve      atmosphere      available      coal  
despite      form      fossil fuel      gas  
manage (= direct)      pressure      resource

### Word formation

effect (n)    effective (adj)  
grow (v)    growth (n)  
pollution (n)    pollute (v)  
use (v)    use (n)

## 2 Look at the chart, the pictures and the passage title. Then do the tasks.

- 1 Read out the title of the chart. Describe the change that the chart shows.
- 2 Look at the pictures. Describe what you can see in each picture.
- 3 Explain the danger to the farm and the farmer.
- 4 Use the chart to explain why they may be facing this danger.
- 5 From the chart and from other things that you know, try to explain the title.

## 3 Read and number the paragraph 'headings' in order.

- \_\_\_ The need for food and health for all      \_\_\_ The biggest problems that face us now  
\_\_\_ The need to cut the causes of climate change      \_\_\_ We can get through this century safely!

# The most dangerous century by Dr Harry Honda

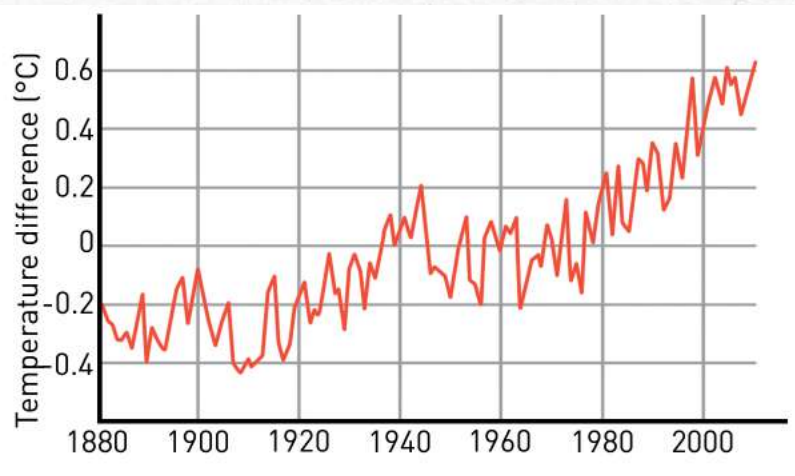
- 1 Despite all our mistakes, we humans believe we are by far the most intelligent form of life on Earth. Well, we are now in the century which will decide whether we really are intelligent. If we continue making mistakes, our future will be terrible.

- But let's be positive. Although humans have never had to deal with so many problems before,  
5 we've never had so much technology to help us. And I believe that answers to our problems can and will be found. Let's look at some of them.

Let's start with war and peace. To deal with our problems together, we first have to work together. So humans have to stop killing and oppressing other humans. We have to make peace, not war. If the UN can be made more effective, I believe that this can be achieved. It has to be achieved.

- 10 Then what? Proper health care must be made available to all. So must a healthy diet. Scientists and farmers must work harder than ever to produce more and better food.  
15

- And all these things have to be done in the middle of two huge events - an explosion in human population growth and climate  
20 change.



World average surface temperatures 1880–2010



\_\_\_ The need to work with each other, not against

\_\_\_ Why we humans have to start using our brains

\_\_\_ Getting through the time of highest population

**4 Read and answer the questions.**

- 1 Why is it so important for human beings to start being more intelligent?
- 2 What makes the writer feel positive about the future?
- 3 Why is it so important 'to make peace, not war'?
- 4 What must be provided for everyone in the world?
- 5 What two things make it very hard to achieve these things?
- 6 How is the 22nd century likely to be easier for humans than the 21st?
- 7 How does the last paragraph explain the change that the chart shows?

**5 Work in pairs. Think and discuss.**

Imagine that you live together on the farm in the first picture. What do you think daily life would be like? What would you hope for and what would you be worried about?



The Nile, Egypt



Farmers fight the desert for their land, Mauritania, Africa

The world population is likely to reach nine billion by 2050 and ten by 2100, but after that numbers are expected to decrease steadily. Therefore, during this century, there will be huge pressures on resources – food and everything else – before things get easier again in the next. Our use of all resources will have to be managed very carefully.

- 25 Climate change is our biggest problem. For many years, people have been burning fossil fuels – coal, oil and natural gas – to provide energy. That has polluted Earth's atmosphere with various gases that are now causing climate change. Temperatures are rising and a change to clean forms of energy is now urgent. Without this, many areas will get too hot and dry for food production – just when population numbers are at their greatest.

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

- 1 Fareeda ~~succeeded in getting~~ \_\_\_\_\_ the best exam results of everyone in Grade 10.
- 2 Is anyone ~~ready and able~~ \_\_\_\_\_ to show some visitors round the school now?
- 3 There are millions of different ~~types~~ \_\_\_\_\_ of life on Earth.
- 4 The ~~air~~ \_\_\_\_\_ around Earth is necessary for every living thing to exist.

**2 Read and complete the summary. Add other new words from period 4. Make any changes needed.**

Human beings are much more intelligent than other forms of life. (1) \_\_\_\_\_ this, though, it will be hard to deal with all the problems that we face today.

For example, we have to stop fighting and killing each other, but to do that we have to make the United Nations much more (2) \_\_\_\_\_ than it has been. We must also find ways of providing enough food and good health care for all people.

These things are being made far more difficult because of the huge (3) \_\_\_\_\_ in the human population that is happening now. This is going to put a lot of (4) \_\_\_\_\_ on food and all the other (5) \_\_\_\_\_ that people need. So our (6) \_\_\_\_\_ of food, energy, water and many other things will have to be (7) \_\_\_\_\_ very carefully in the coming years.

Our biggest problem of all is climate change. For a long time, people have been burning dirty (8) \_\_\_\_\_, including the dirtiest of all – (9) \_\_\_\_\_. And this has been producing (10) \_\_\_\_\_ that have been (11) \_\_\_\_\_ the Earth's atmosphere and causing the climate to change.

**3 Read the passage and do the tasks.**

- 1 Give an example of an intelligent human activity that now must happen to start dealing with our problems.
- 2 Give an example of a human activity that is not very intelligent and that must stop.
- 3 Give an example of problems that technology has caused.
- 4 Give an example of technology that can provide answers to our problems.

**4 Read the passage again and do the tasks.**

**Say what the underlined words refer to.**

Line 9: It has to be achieved.

Line 12: So must a healthy diet.

Line 23: ... before things get easier again in the next.

**Now say what the underlined words and phrase mean.**

Line 9: It has to be achieved.

Line 10: Then what?

Lines 21–22: ... numbers are expected to decrease steadily.



Climate change? Forget it!  
Whatever's going to happen is going to happen. I can't change anything, so why worry about it?

**5 Work in pairs. Think and discuss.**







**1 Read the examples.**

- |   |                                     |
|---|-------------------------------------|
| 1 People <b>will find</b> solutions.    | 2 Solutions <b>will be found</b> .  |
| 3 People <b>can achieve</b> this.       | 4 This <b>can be achieved</b> .     |
| 5 People <b>have to achieve</b> it.     | 6 It <b>has to be achieved</b> .    |
| 7 People <b>must make</b> it available. | 8 It <b>must be made</b> available. |

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

- 1 We can use **a) be**  **b) will + be**  + past participle to form a future passive, as in Examples 1–2.
- 2 Will is **a) a main verb** like *find* and *achieve*.  **b) a modal verb** like *can*, *have to* and *must*.
- 3 We use various **a) modal verbs + past participles**  **b) modal verbs + be + past participles**  to form different modal passives, as in Examples 3–4 (*can*), 5–6 (*have to*) and 7–8 (*must*).

**2 Change the underlined sections. Use modal passive forms.**

- 1 They've broken the machine and we can't repair it.  
*They've broken the machine and it can't be repaired.*
- 2 We don't want to carry so much because it might damage the vehicle.
- 3 They shouldn't allow people to work in that old building. It's dangerous!
- 4 Please hurry up! You have to finish the whole job by 5:00.
- 5 You mustn't use the equipment until you've checked it carefully.
- 6 If you took that factory job, they would teach you all about health and safety.

**3 Complete each sentence with a suitable modal verb and the verb in brackets in the passive form. Make the changes needed.**

can / can't      must / mustn't      should / shouldn't      will have to / won't have to

People at a meeting of the UN are discussing a war that has just started.

**Speaker 1** This violent war can't be allowed to continue. (allow)

**Speaker 2** I agree. The fighting \_\_\_\_\_ immediately. (stop)

**Speaker 3** The Secretary General \_\_\_\_\_ to talk to the two governments as soon as possible. (ask)

**Speaker 4** Help \_\_\_\_\_ to either side by any other country. (give)

**Speaker 5** A large number of UN people \_\_\_\_\_ to keep the two sides away from each other – perhaps several thousand. (send)

**Speaker 6** And the problem is that a large group of international peace-keepers like that \_\_\_\_\_ in just a short time. (organize)

**Speaker 7** But I think that problem \_\_\_\_\_ if we ask just one or two countries in the region to supply the people that are needed. (avoid)

**Speaker 8** Good idea. Then people \_\_\_\_\_ from all over the world. (bring)

**Speaker 9** But these things are never simple. These local neighbours \_\_\_\_\_ to produce this large group of peace-keepers in just days or weeks. It'll probably take several months. (expect)

### 1 Use the passive with *going to*. Turn the comments into a formal report.

There has been a bad storm and floods have destroyed many homes.



First, we're going to send a team of rescue workers. We're also going to supply food and clean water. Then we're going to set up several emergency camps. At the same time, we're going to provide medical help for everyone. Later, we're going to rebuild the villages on higher ground. We're also going to develop a new flood warning system.

### 2 Use the passive with *will*. Turn the comments into a formal report.

One day, we humans will construct our first city in space, and we will design it in the shape of a huge wheel. We will use one section of the wheel for high-tech factories and we will keep another part for food production. We will need the third part for people to live in and we will invite about 10,000 people to move there and become the first humans to live in deep space.



### 3 Produce formal public notices. Put the modal verbs in the passive.

- 1 **A** 'All guests, please listen: you should leave rooms empty by 10:00 am on the day that you depart.'  
*Rooms should be left empty by 10 am on the day that guests depart.*
- B** 'And you have to pay all bills before you depart.'  
*All bills ...*
- 2 **A** 'Now, listen, you can borrow ten books at one time.'  
**B** 'And you can keep books for three weeks.'
- 3 **A** 'Now listen, everyone, you must turn off all equipment at the end of work.'  
**B** 'And if any piece of equipment does not operate correctly, you should report this immediately.'
- 4 **A** 'We will allow customers 28 days to return new products and get their money back.'  
**B** 'But we cannot accept products that have been opened and used.'

Now say where you might see these pairs of formal public notices.

**1 Listen and do the tasks.** 

- 1 Listen to part 1 on climate change. Number the points 1–8 as you hear them.
- 2 Listen to part 2 on population growth. Number the points 1–8 as you hear them.

Problems	Important causes	Results	Actions	Purpose
Climate change ____	The atmosphere is being polluted. ____ Natural climate change is happening. ____	Temperatures are rising. ____ Food production is falling. ____	Energy use could be reduced. ____ Clean forms of energy must be used far more. ____	Pollution will be reduced. ____
Population growth ____	Better health care is being given. ____ Fewer people are dying violently. ____	More children are surviving. ____ People are living longer. ____	Have smaller families by law. ____ Family size could be allowed to fall naturally. ____	Fewer resources will be needed. ____

**2 Listen to part 1 again. Tick (✓) the expressions that you hear.** 

- |  |  |
|--|--|
| 1 <b>A</b> I accept that completely. <input type="checkbox"/>  | 3 <b>A</b> I'm sorry, but I don't agree with you there. <input type="checkbox"/>     |
| <b>B</b> I completely agree with you. <input type="checkbox"/> | <b>B</b> I'm sorry, but I can't agree with you there. <input type="checkbox"/>       |
| 2 <b>A</b> That's certainly true. <input type="checkbox"/>     | 4 <b>A</b> I agree with part of what you're saying. But ... <input type="checkbox"/> |
| <b>B</b> That's quite correct. <input type="checkbox"/>        | <b>B</b> I partly agree with you about that. But ... <input type="checkbox"/>        |

**3 Practise your pronunciation: the sounds of a.** 

- 1 Listen and repeat.

1 that /æ/	2 age /eɪ/	3 far /ɑː/	4 talk /ɔː/	5 climate /ə/	6 want /ɒ/

- 2 Listen and number the words 1–5. Then add them to the table above.

about	call	can	can't	change	happen	made	past	warm
-------	------	-----	-------	--------	--------	------	------	------

**4 Work in pairs. Read and act out the dialogue.**

- Ms Nandy** Let's discuss climate change.
- Dr Honda** Yes, I think it's very important to talk about that.
- Ms Nandy** I completely agree with you. It seems clear that the climate really *is* changing.
- Dr Honda** Yes, very clear. Just look at the melting sea ice in the far north.
- Ms Nandy** But in the past, the Earth has been a lot colder. Just think of the Ice Ages. So I want to suggest that this climate change is happening naturally.
- Dr Honda** I'm sorry, but I can't agree with you there. Almost all climate scientists now accept that today's climate change is mostly man-made.

**1 Work in pairs. Add your school's address, the date and the following to a formal letter.**

The United Nations      Yours faithfully,      1st Avenue      Towards a better future  
 New York      The Secretary General      NY 10017      Manhattan      Dear Sir

**Then choose and add the correct connectors for the body of the letter.**

(your address)

(the UN address) (today's date)

\_\_\_\_\_

\_\_\_\_\_

We are writing to you today (1) \_\_\_\_\_ (and / in order to) speak for young people about the future of our planet. We particularly wish to discuss the problem of climate change.

It is generally agreed that climate change is happening largely (2) \_\_\_\_\_ (because / because of) the Earth's atmosphere is being polluted by gases from fossil fuels. (3) \_\_\_\_\_ (As a result, / However,) global temperatures are rising, (4) \_\_\_\_\_ (but / and) in hotter, drier areas food production is falling.

There are several possible actions. (5) \_\_\_\_\_ (For example, / Moreover,) the quantity of energy that we use could be cut. (6) \_\_\_\_\_ (Although, / On the other hand,) clean new energy sources could be developed. We believe that it will be necessary to do both (7) \_\_\_\_\_ (so that / as) pollution can be controlled enough.

We hope that the UN will do everything possible (8) \_\_\_\_\_ (so / to) help make the future a better one for the young people of today and tomorrow.

\_\_\_\_\_

(your signatures)  
(your names)

**2 Write a letter about population growth. Use your period 9, activity 1 notes.**

**3 Work in groups. Discuss the list of problems for Palestine and Palestinians.**

**Unit task:** Presenting an important problem.

- 1 Discuss causes and results, then possible actions and for what purpose. Take notes.  
 Climate change                      A need for peace  
 Population growth                  A need for better job opportunities
- 2 Agree on the order of importance of the problems.
- 3 Together, present your most important problem to the class. First, state the problem. Then describe causes and results. Then discuss actions.



## 12

## All's well that ends well

1 Fogg, Passepartout and Aouda left the prison immediately and went to the railway station. They got on the London train and started the last part of their long journey. The train was fast, but it arrived at 8:50, and this was five minutes later than the 8:45 deadline at the Reform Club.

5 Everything was lost, and nearly all of Fogg's £20,000 was gone, too. He and the others went quietly to his house, and Passepartout went out to buy some food.

At 11:30 the next morning, and for the first time in his many years at that address, Fogg did not go to the Reform Club. He stayed in his room and did not come out. Finally, at 7:30 in the evening, Fogg called Passepartout and asked him to bring Aouda.

10 'Aouda,' he said, 'I'm sorry that I've brought you to England. If I were rich, I could help you, but now I am poor.'

'I want to thank you for saving my life,' Aouda replied. Then, to make him feel better, she said, 'You've lost all your money, but you still have your family and friends.'

'No, I have no one close,' answered Fogg. Aouda thought that this was terribly sad. They said nothing for a while, and then she took his hand.

15 'Mr Fogg,' said Aouda, looking straight at him, 'if you want a family and also a friend, will you marry me and be my husband?'

For a moment, he was silent. He just looked into her face, amazed. He breathed deeply and then simply said, 'I love you! Yes, I love you, and I'm completely yours.'

20 They called Passepartout and told him the news. They said that they wanted to get married the very next day, Monday, 23rd December. Passepartout rushed out to the nearest church to make **preparations**. But just 30 minutes later, he returned. Fogg asked him what was wrong.

'You can't get married tomorrow because tomorrow is Sunday, not Monday!' said Passepartout.

'But that's impossible!'

25 'No, today is Saturday. You've made a mistake of one day. You must go to the Club immediately. There are only ten minutes left!'

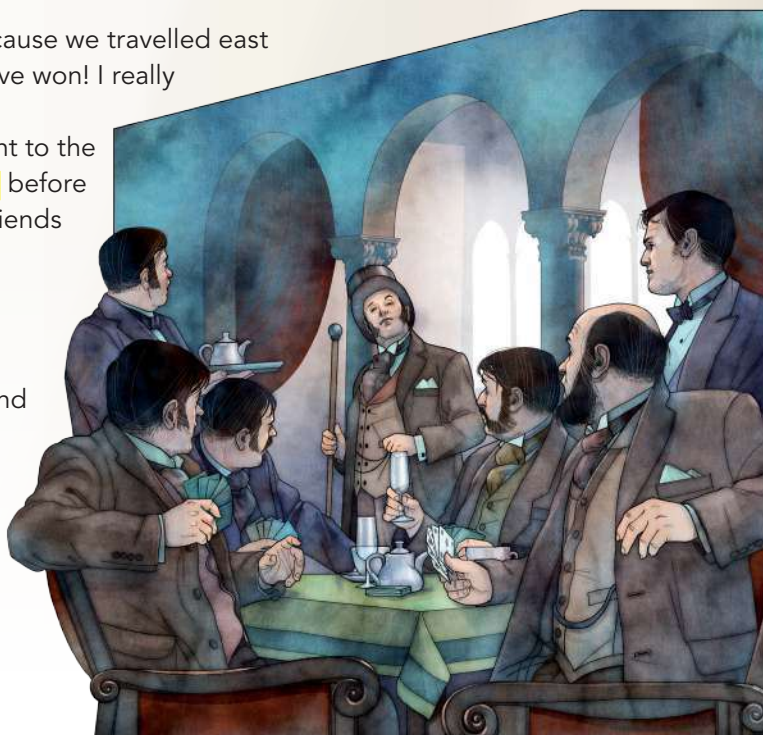
Then Fogg understood. 'Of course! Because we travelled east against the sun, that gave us another day. I've won! I really **have been around the world in 80 days!**'

30 Fogg left home quickly and went straight to the Club. Then he walked in, just a few **seconds** before 8:45 pm on Saturday, 21st December. His friends were amazed.

But of course, they **kept their word**, and they immediately gave him their £20,000.

35 The money was his!

40 But what did Fogg have after his long and difficult journey around the world? He was certainly not richer because the £20,000 in his bag was nearly all gone. But two days later, he had something else and something very special – a beautiful new wife who made him the happiest of men. To find this great **happiness** was certainly **worth** any journey around the world!



## NOTES:

**Christian weddings:** never on Sundays in Britain. They are usually on a Saturday, but they can also be on another day of the week.

**The International Date Line** /ɪntənæʃnəl deɪt laɪn/: Because they travelled east, the friends crossed the International Date Line in the Pacific Ocean. This meant that they went back one day and this gave them the extra day when they returned to England.

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

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

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

- 7 \_\_\_ He thought for a moment, and then he said, very simply, ...
- 8 \_\_\_ Passepartout was then sent to prepare the wedding ...
- 9 \_\_\_ However, the younger man soon returned to tell the others ...
- 10 \_\_\_ Fogg then quickly realised that they had an extra day ...
- 11 \_\_\_ As a result, he was able to go quickly and get to the Club ...
- 12 \_\_\_ Two days later, he also had something much better – ...
- g ... because of their journey east across the International Date Line.
- h ... a beautiful wife and the greatest happiness of his life.
- i ... that they could not get married the next day as it was Sunday.
- j ... a few seconds before 8:45 – just in time to win the £20,000.
- k ... for the next day, Monday 23rd December.
- l ... that he loved her and that he was completely hers.

### 3 Work in pairs. Take turns to read out the whole summary, sentence by sentence.

# TEST

## Part I (35 minutes – 20 marks)

### I Speaking (15 minutes – 10 marks)

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

- 1 Check you have noted something correctly.      a) Listen while I read it to you.  
b) Let me just read that back to you.      c) Please listen to my mistakes.
- 2 You want to start a meeting in a friendly way.      a) Come on. It's time to start.  
b) Let's get on with it. Quickly!      c) Let's make a start, shall we?

#### 2 Mark the stress in each word. (3 marks)

disability    disabled    generation    mysterious    qualification    vocational

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

- a) Have you ever tried ...      b) It looks like ...      c) I'm sure you'll like it.  
d) It's a traditional kind of ...      e) What is that exactly?

Anwar and Aliya Ali are taking their visitor Will to a Palestinian restaurant.

**Anwar** I think we should order some starters.

**Aliya** That's a good idea.

**Anwar** (1) \_\_\_ sambousek, Will?

**Will** No, I haven't. (2) \_\_\_

**Aliya** (3) \_\_\_ an Indian samosa, with a meat or spinach filling.

**Anwar** (4) \_\_\_ starter. (5) \_\_\_

**Will** It certainly sounds good!

## II Listening and Dictation (20 minutes – 10 marks)

#### 4 Listen and make notes. (6 marks)

- 1 The caller's job: newspaper reporter      2 Name of man who saw monster: \_\_\_\_\_  
3 Date: \_\_\_\_\_      4 Time: \_\_\_\_\_      5 Where: \_\_\_\_\_  
6 Description: \_\_\_\_\_      7 Movement: \_\_\_\_\_

#### 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 pairs. (5 marks)

deep / depth    developing / development    effect / effective  
possible / possibility    surprised / surprising

- 1 Is it \_\_\_\_\_ they'll arrive today? / There's a \_\_\_\_\_, but they may not.  
2 It's not \_\_\_\_\_ that John didn't go. / No, I wasn't \_\_\_\_\_. He's not well.  
3 I used this cleaner, but it had no \_\_\_\_\_. / Well, we need to find something more \_\_\_\_\_.

- 4 When will \_\_\_\_\_ work on the space plane finish? / We've finished \_\_\_\_\_ it now, and we're ready to build one!
- 5 How \_\_\_\_\_ is the ocean here? / The average \_\_\_\_\_ is about 4,000 metres.

**2 Replace with other words that you know. Make any changes needed.** (5 marks)

connect    contain    likely    limited    prevent    such as    survive

- 1 We need safety training at work to ~~stop~~ \_\_\_\_\_ accidents from happening.
- 2 The engineers ~~joined~~ \_\_\_\_\_ the two sides of the valley with a new bridge.
- 3 I'll need various kinds of fruit ~~like~~ \_\_\_\_\_ apples, oranges and pears.
- 4 We've got a good plan, so it's quite ~~probable~~ \_\_\_\_\_ that it'll succeed.
- 5 They had almost nothing to eat, but they ~~stayed alive~~ \_\_\_\_\_ for a month.

**3 Choose the correct connectors to complete the paragraph.** (5 marks)

By the end of World War II (1939–45) 38 million people had died, (1) \_\_\_\_\_ (but / so) people everywhere badly wanted to find a way to end wars. (2) \_\_\_\_\_ (As a result, However,) 51 countries met in 1945 (3) \_\_\_\_\_ (in order to / so) set up the United Nations. (4) \_\_\_\_\_ (Since / Although) the UN has not always succeeded, it has certainly helped to end many wars and to keep the peace in many parts of the world. (5) \_\_\_\_\_ (Moreover, / Therefore,) it has also helped to improve health care and education in many different countries.

**II Language** (20 minutes – 15 marks)

**1 Choose the correct forms to complete the sentences.** (5 marks)

- 1 If I had been born in the USA, I would probably \_\_\_\_\_ to play baseball when I was young.  
a) learned    b) learn    c) have learned    d) be learning
- 2 I love \_\_\_\_\_ more than any other kind of pasta!  
a) a spaghetti    b) spaghetti    c) some spaghetti    d) the spaghetti
- 3 Dr Maqdisi runs the Jericho Research Centre \_\_\_\_\_ is developing new crops.  
a) who    b) , who    c) , which    d) which
- 4 Look! There's \_\_\_\_\_ of fish that I was telling you about.  
a) a kind    b) kind    c) some kind    d) the kind
- 5 Yesterday's report said that the building work \_\_\_\_\_ finished by now.  
a) will be    b) would be    c) was being    d) has been

**2 Write the sentences again. Use the words in brackets.** (10 marks)

- 1 'Are you going to have a party?' Ann asks me. (wants to know)
- 2 'I was too excited to work that day,' he said. (said that he)
- 3 We need carbohydrates in order to get quick energy in the morning. (so that ...)
- 4 They have built this road in less than a year. (This road ...)
- 5 Climate change is going to force many people to move away. (Many people)



**Part III** (35 minutes – 35 marks)

**I Reading** (15 minutes – 20 marks)

Read more about human population growth (Unit 12) and do the tasks.

Between 1950 and 2000 the world population doubled from three to six billion and by 2050 it is expected to increase again by 50%. Most experts expect numbers to reach ten billion by 2100 and then to fall gently.

However, there are already too many people in many regions and not enough food and clean water. Human beings must therefore act fast to survive. We must use resources better and we must make sure that the population does not rise beyond ten billion.

The good news is that changes are already happening. In Japan, Germany and Italy people are choosing to have smaller families with an average of 1.5 children and their populations have already started falling. In China (population 1.4 billion),

most families are only allowed to have one child.

Space is one resource that we have too little of – space to live, work and produce food. Here again, China has a dramatic answer – their ‘sky city’. This has been designed for the huge city of Shanghai (population 23.5 million). If it is built, it will be home for 100,000 people and more than a kilometre high – 25% higher than today’s tallest building, Dubai’s 830-metre Burj Khalifa. Shops, schools, cinemas, hospitals and even parks will be included so that it really will be a city that goes straight up.

Will this enormously expensive building be built? Who knows? Meanwhile, Shanghai’s population rose by seven million from 2000 to 2014. Shanghai therefore needs five new ‘cities in the sky’ every year!

**1 List details from the passage.**

(12 marks)

- 1 World population in 1950: \_\_\_\_\_
- 2 Likely 2050 population: \_\_\_\_\_
- 3 Likely 2100 population: \_\_\_\_\_
- 4 In some regions, not enough **a)** \_\_\_\_\_  
or **b)** \_\_\_\_\_
- 5 Populations falling in: **a)** \_\_\_\_\_  
**b)** \_\_\_\_\_ and **c)** \_\_\_\_\_
- 6 In these countries, average number of children per mother: \_\_\_\_\_
- 7 Population of China: \_\_\_\_\_
- 8 Population of Shanghai: \_\_\_\_\_
- 9 ‘Sky city’ population to be: \_\_\_\_\_
- 10 ‘Sky city’ is planned to be: \_\_\_\_\_
- 11 Taller than Burj Khalifa by: \_\_\_\_\_
- 12 Planned to include: **a)** \_\_\_\_\_  
**b)** \_\_\_\_\_ **c)** \_\_\_\_\_  
**d)** \_\_\_\_\_ and **e)** \_\_\_\_\_

**2 Answer these questions.**

(8 marks)

- 1 Why is it very important for humans to use resources more efficiently and to control the world population?
- 2 How does population control happen differently in China and in countries like Germany?
- 3 What does a city like Shanghai have too little of and how can a ‘sky city’ help?
- 4 Why does the writer say that Shanghai needs five new sky cities every year?

**II Writing** (20 minutes – 15 marks)

**1 Write three very short paragraphs about yourself.**

- 1 Explain the best natural abilities that you feel you have.
- 2 Describe the most important personal qualities that you feel you have.
- 3 Explain what kind of career might be right for you as a result.

## TEST – Around the World in 80 Days (15 marks)

### Episode 7: Together again in Japan

(3 marks)

Complete the statements.

1 Passepartout thought that he was alone in Japan, so he was very surprised when ...

\_\_\_\_\_

2 Fix wanted Fogg to get back to England as fast as possible because ...

\_\_\_\_\_

3 For Fogg, the *General Grant* was a wonderful ship as ...

\_\_\_\_\_

### Episode 8: By train from San Francisco

(2 marks)

Decide a) who said the following, b) who to and c) where.

1 'Good, so we'll be able to protect ourselves, and now let's go to the station.'

\_\_\_\_\_

2 'I'm sorry, everyone, but the driver wants to try to take us across at full speed.'

\_\_\_\_\_

### Episode 9: An attack in 'the Wild West'

(3 marks)

Make corrections (two per sentence).

1 A small number of Sioux attacked the train on its way over the mountains.

\_\_\_\_\_

2 Passepartout climbed over the carriages to the front of the train to make it go faster.

\_\_\_\_\_

3 The Sioux disappeared because the train stopped, but Passepartout had disappeared, too, so everyone decided to try and find him.

\_\_\_\_\_

### Episode 10: The race to New York

(2 marks)

Complete the statements.

1 After Fogg's return with Passepartout next morning, the train had gone, so ...

\_\_\_\_\_

2 When the travellers reached New York, they were very disappointed because ...

\_\_\_\_\_

### Episode 11: The race to Britain

(2 marks)

Complete the statements.

1 Fogg bought the ship because ...

\_\_\_\_\_

2 When Fogg looked at his watch in prison, he knew ...

\_\_\_\_\_

### Episode 12: All's well that ends well

(3 marks)

Write brief answers.

1 After the return to London, why do you think Fogg stayed in his room all day?

\_\_\_\_\_

2 What happened when Aouda and Fogg talked in the evening?

\_\_\_\_\_

3 What did Passepartout discover when he went out – and what did this mean?

\_\_\_\_\_

# My dictionary

Words in blue come from other words that you already know, for example: *able* (adj) – *ability* (n)

- |                               |                          |                                    |
|-------------------------------|--------------------------|------------------------------------|
| <i>ability</i> (n)            | <i>care</i> (n)          | <i>event</i> (n)                   |
| <i>academic</i> (adj)         | <i>career</i> (n)        | <i>exist</i> (v)                   |
| <i>achieve</i> (v)            | <i>carry out</i> (v)     | <i>fail</i> (v)                    |
| <i>actual(ly)</i> (adj/adv)   | <i>Christianity</i> (n)  | <i>fake</i> (n)                    |
| <i>AD</i> (Anno Domini) (abb) | <i>college</i> (n)       | <i>fan</i> (n)                     |
| <i>afterwards</i> (adv)       | <i>competitive</i> (adj) | <i>fibre</i> (n)                   |
| <i>all over</i> (phrase)      | <i>connect</i> (v)       | <i>fill</i> (v)                    |
| <i>alter</i> (v)              | <i>consist of</i> (v)    | <i>filling</i> (n)                 |
| <i>among</i> (prep)           | <i>contain</i> (v)       | <i>film</i> (v)                    |
| <i>anxious(ly)</i> (adj/adv)  | <i>creature</i> (n)      | <i>fisherman</i> (n)               |
| <i>appear</i> (v)             | <i>cruel</i> (adj)       | <i>flipper</i> (n)                 |
| <i>apply</i> (v)              | <i>daily</i> (adj/adv)   | <i>force</i> (v)                   |
| <i>archaeological</i> (adj)   | <i>deal with</i> (v)     | <i>form</i> (n)                    |
| <i>architectural</i> (adj)    | <i>decision</i> (n)      | <i>fossil fuel</i> (n)             |
| <i>ascend</i> (v)             | <i>decrease</i> (v)      | <i>frightening</i> (adj)           |
| <i>atmosphere</i> (n)         | <i>deeply</i> (adv)      | <i>fuel</i> (n)                    |
| <i>available</i> (adj)        | <i>defend</i> (v)        | <i>gas</i> (n)                     |
| <i>average</i> (adj)          | <i>depth</i> (n)         | <i>gather</i> (v)                  |
| <i>avoid</i> (v)              | <i>describe</i> (v)      | <i>general(ly)</i> (adj/adv)       |
| <i>balanced</i> (adj)         | <i>despite</i> (prep)    | <i>generally speaking</i> (phrase) |
| <i>base</i> (n)               | <i>destination</i> (n)   | <i>generation</i> (n)              |
| <i>basic</i> (adj)            | <i>determined</i> (adj)  | <i>genuine</i> (adj)               |
| <i>bean</i> (n)               | <i>development</i> (n)   | <i>golden</i> (adj)                |
| <i>bend</i> (v)               | <i>diary</i> (n)         | <i>goods</i> (n)                   |
| <i>beyond</i> (prep)          | <i>diet</i> (n)          | <i>gram</i> (n)                    |
| <i>bionic</i> (adj)           | <i>disastrous</i> (adj)  | <i>growth</i> (n)                  |
| <i>bone</i> (n)               | <i>discovery</i> (n)     | <i>high-tech</i> (adj)             |
| <i>brain</i> (n)              | <i>dome</i> (n)          | <i>hole</i> (n)                    |
| <i>by far</i> (phrase)        | <i>echo</i> (n)          | <i>hump</i> (n)                    |
| <i>calcium</i> (n)            | <i>edge</i> (n)          | <i>importance</i> (n)              |
| <i>calorie</i> (n)            | <i>education</i> (n)     | <i>improve</i> (v)                 |
| <i>capture</i> (v)            | <i>effect</i> (n)        | <i>increase</i> (v)                |
| <i>carbohydrate</i> (n)       | <i>effective</i> (adj)   | <i>inscription</i> (n)             |

intelligent (*adj*)  
 introduction (*n*)  
 invention (*n*)  
 Judaism (*n*)  
 largely (*adv*)  
 let (*v*)  
 likely (*adj*)  
 limited (*adj*)  
 literary (*adj*)  
 magnificent (*adj*)  
 make up for (*v*)  
 manage (*v*)  
 manager (*n*)  
 match (*v*)  
 meanwhile (*adv*)  
 monotheistic (*adj*)  
 monster (*n*)  
 mysterious (*adj*)  
 mystery (*n*)  
 nutrient (*n*)  
 object (*n*)  
 on the other hand (*phrase*)  
 operate (*v*)  
 opportunity (*n*)  
 oppress (*v*)  
 organize (*v*)  
 original (*adj*)  
 overweight (*adj*)  
 particular(ly) (*adj/adv*)  
 pasta (*n*)  
 peaceful(ly) (*adj/adv*)  
 pie (*n*)  
 pilgrim (*n*)

pineapple (*n*)  
 point out (*v*)  
 pollute (*v*)  
 portion (*n*)  
 possibility (*n*)  
 practical (*adj*)  
 pressure (*n*)  
 prevent (*v*)  
 prevention (*n*)  
 programmer (*n*)  
 protein (*n*)  
 put off (*v*)  
 qualification (*n*)  
 ramp (*n*)  
 rapid(ly) (*adj/adv*)  
 reason (*n*)  
 rebuild (*v*)  
 record (*v*)  
 recover (*v*)  
 relieved (*adj*)  
 remains (*n*)  
 researcher (*n*)  
 resort (*n*)  
 resource (*n*)  
 responsible(ly) (*adj/adv*)  
 scientific (*adj*)  
 shark (*n*)  
 shocked (*adj*)  
 specialize (*v*)  
 spinach (*n*)  
 steady(ily) (*adj/adv*)  
 starve (*v*)  
 still (*adj*)

stream (*n*)  
 strength (*n*)  
 stressful (*adj*)  
 such as (*phrase*)  
 suffer (*v*)  
 surface (*n*)  
 surprising(ly) (*adj/adv*)  
 survive (*v*)  
 technical (*adj*)  
 technician (*n*)  
 teenager (teen) (*n*)  
 thorough(ly) (*adj/adv*)  
 tight (*adj*)  
 topping (*n*)  
 true (*adj*)  
 underwater (*adj*)  
 use (*n*)  
 vehicle (*n*)  
 vitamin (*n*)  
 vocational (*adj*)  
 warn (*v*)  
 wealth (*n*)  
 wheelchair (*n*)  
 whatever (*pron*)  
 whereas (*conj*)  
 wonder (*n*)  
 worrying (*adj*)  
 yogurt (*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	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 <b>Note!</b> 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 <b>Note!</b> 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 7

#### Transitive and intransitive verbs

- 1 Transitive verbs take direct objects, so they can become passive.  
*People find remains everywhere.*  
*Remains are found everywhere.*
- 2 Some verbs are intransitive and do not take direct objects.  
*Palestine lies at the crossroads.*  
Without direct objects, they cannot become passive.

#### The passive: present and past perfect

- 1 Form the present perfect passive with *has / have + been + past participle*.  
*The city has been attacked 52 times.*
- 2 Form the past perfect passive with *had + been + past participle*.  
*The city had been ruled by the Caliphs for centuries.*

### Unit 8

#### Reported speech with statements, requests and questions

- 1 Reporting often means changing words.  
*'We have to take you to hospital,' Samar tells Waleed.*  
*Samar tells Waleed that they have to take him to hospital.*
- 2 In reported requests, polite request forms change to reporting verbs.  
*'Could you bring Waleed quickly?' they ask Sameer.*  
*They want Sameer to bring Waleed quickly.*
- 3 In reported questions, word order in verbs is usually as in a statement.

#### In Yes / No questions, the report starts with *if* or *whether*.

*'When are they coming? And are they bringing Waleed?' Jenan wonders.*  
*Jenan wonders when they are coming and if they are bringing Waleed.*

#### Reported speech with tense changes

We often report in the past. The direct speech usually also goes back, too.  
*'Science is helping people,' he said.*  
*He said that science was helping people.*

### Unit 9

#### Type 0, 1 and 2 conditionals

- 1 Type 0 conditionals express things that may happen at any time.  
*If the weather is good, I always work outdoors.*
- 2 Type 1 conditionals express things that may happen in the future.  
*If the weather is good tomorrow, I will work outdoors.*
- 3 Type 2 conditionals express things that are not real in the present or not likely in the future.  
*The weather is terrible, but if it suddenly changed now, I would go out.*

#### Type 3 conditionals

Type 3 conditionals express things that did not happen in the past.

*If the weather had been good yesterday, I would have gone out.*

### Unit 10

#### Generic forms with countable and uncountable nouns

Make general (generic) statements about things that we count, e.g. *fries* (with plural *s*) and things that we do not count, e.g. *rice* (no plural).  
*I like fries, but I don't like rice.*

#### Indefinite and definite articles

- 1 Use indefinite articles (*a, some*) to start talking about particular things.  
*I'd like a burger and some fries, please.*
- 2 Use the definite article (*the*) when things are known to the speakers.  
*Could I have some salt on the fries but not on the burger, please?*

#### Purpose with *to*, *in order to*, *so as to* and *so that*

- 1 Use *to* or (more formally) *in order to* + infinitive.  
*Your body needs vitamins (in order) to work well.*
- 2 Use *so that* + main verb or modal + infinitive.  
*Your stomach needs fibre so that it can work well.*

### Unit 11

#### Defining relative clauses, subject and object

- 1 These add necessary basic information to the main part of the sentence.  
*He filmed an object (It appeared real) which appeared real. (subject)*  
*There was a man (It approached him) that it approached. (object)*
- 2 Use relative pronouns *who, that* for people and *which, that* for things.

#### Non-defining relative clauses

- 1 These add unnecessary extra information to the main part of the sentence.
- 2 Use relative pronouns *who* for people and *which* for things – never *that*.
- 3 Separate these clauses from the main part of sentences with commas.  
*It was led by Dr Rines (He was from Chicago), who was from Chicago.*

### Unit 12

#### The passive: future forms

Form future passive forms with *will / going to + be + past participle*.

*Millions will be forced to leave. What is going to be done?*

#### The passive with modal verbs

Form modal passives with modal verb + *be* + past participle.

*I believe that this can be achieved. It has to be achieved.*

## Reader glossary

### Together again in Japan (p.16)

<b>clown</b>	a performer in a circus who makes people laugh
<b>theatre</b>	a building used for performing plays
<b>still</b>	not moving
<b>on time</b>	not late

### By train from San Francisco (p.30)

<b>pretend</b>	to behave in a way to make someone believe something that is not true
<b>buffalo</b>	a large wild animal like a cow with horns
<b>seat</b>	something you can sit on
<b>forward</b>	in the direction in front

### An attack in 'the Wild West' (p.44)

<b>steadily</b>	staying at the same speed
<b>warrior</b>	a soldier
<b>out of control</b>	people are not able to make something do what they want it to do
<b>metal bar</b>	a solid block of something very hard
<b>engine</b>	a vehicle that pulls a train
<b>on its own</b>	alone
<b>prisoner</b>	someone who has no freedom
<b>owe</b>	to have something only because someone has helped you

### The race to New York (p.58)

<b>captain</b>	an officer of middle rank in the army
<b>soldier</b>	someone who is a member of an army
<b>his fault</b>	being responsible for a bad situation
<b>wolf</b>	a wild animal similar to a large dog
<b>miles per hour</b>	the number of miles that a vehicle travels in an hour
<b>disappointed</b>	unhappy because something that you hoped for didn't happen

### The race to Britain (p.72)

<b>search</b>	try to find
<b>sailor</b>	someone who works on a ship
<b>lock</b>	shut something, e.g. a door, with a key
<b>coal</b>	hard black substance dug from the ground and burnt for fuel
<b>running</b>	working
<b>Queen</b>	a woman who rules a country
<b>hardly</b>	something almost doesn't happen

### All's well that ends well (p.86)

<b>preparations</b>	getting something ready
<b>second</b>	one of the 60 parts of a minute
<b>keep one's word</b>	keep a promise
<b>happiness</b>	the feeling of being happy
<b>worth</b>	a good reason for doing something